

Hong Kong Baptist University Affiliated School
Wong Kam Fai Secondary and Primary School

Annual Report (Primary School)
2014-15

Mr Daniel Chan
Principal
Primary School

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1. The School

Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School (A-School) is the first secondary and primary through-train school affiliated to a university in Hong Kong. The 12-year through-train school has been the vision of the Hong Kong Baptist University since 1990s. It aims at providing quality education based on Christian heritage and concern for others. Students are educated to explore their potential in an environment where East meets West, giving them the best of both cultures. It mentors the students and fosters their personal growth that encourages initiative, positive attitudes, individuality and creativity; and provides a basis for lifelong learning.

A-School is built on a 12,000 sq. metre premises in Shek Mun (Shatin). It is ideally situated next to MTR station on the Ma On Shan railway line. In 2006, the construction of the school campus was completed. It exceeds the millennium school design standards by providing students' access to first-class educational and sporting facilities including library, hall, theatre, amphitheatre, skyline garden, art gallery, dancing rooms, Chinese herbal medicine garden, basketball courts and running tracks. The entire campus is fully connected by high-speed network, providing a technological advanced environment to support learning and teaching.

A-School started operation under the Direct Subsidy Scheme of the Education Bureau in September 2006. It offers a 12-year full-train curriculum to nurture students with whole person development. It also adopts a trilingual and biliterate approach to teaching and around the school environment to enhance students' language skills in communication and learning. In addition, it adopts a whole school approach to pastoral care and deploys full-time social worker and educational psychologist to serve its students.

A-School cultivates students with 3-Literacy: English, Chinese (Putonghua) and Information Literacy. The 3-literacy approach is a thematic method of teaching, laying the foundation for students to apply their languages and IT skills over a broad range of subjects so as to face the challenges in the new era. Mastering the three skills through different subjects including Languages, Mathematics, Science, History and Liberal studies will consolidate students' knowledge and skills and boost their analytical power.

Similarly, A-School offers a flexible, stimulating and inspiring Liberal Arts curriculum to students. The unique and innovative syllabus will cater to an ever changing world by promoting appreciation and discussion of topics involving Citizenship, Education, Religion, Life, Modern Science, Health, Self-reflection, Value Education, Arts, Cultural Studies and Self Discipline.

Various learning programmes are launched to enrich students' life experiences and equip them with the generic skills to face the ever-changing world. It also bridges the 'Liberal Studies' curriculum in the new secondary school (NSS) curriculum.



Basic Information

School Name :	Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School
Address :	6 On Muk Lane, Shek Mun, Shatin, N.T. [Map]
Supervisor :	Professor Frank Fu, MH, JP
Chief Principal:	Dr. Wil Chan
Principal, Primary School:	Mr. Daniel Chan Chi Chiu
School Type:	Direct-subsidy School, Co-educational
Sponsoring Body:	Hong Kong Baptist University
Founded in:	2006
Homepage :	http://www.hkbuas.edu.hk/

2. School Mission and Vision

2.1 A-School's Motto



Passionate to Learn, with Confidence
Determined to Succeed, with Vision

A-School creates a learning environment that the students are able to cherish and enjoy learning and want to perform to the best of their abilities and talents. It has a cohesive “through-train” system of primary and secondary education which develops students into persons who are confident, innovative, resourceful and brave in facing their responsibility in society and the challenges in future. The above mentioned motto can be further elaborated as follow:

- i. Create a lively and joyful learning environment which can enhance the all-round development of the students;
- ii. Tap the potentials and talents of the students and offer positive recognitions for their achievements;
- iii. Equip the students with self-learning and life-long learning skills;
- iv. Strengthen the students’ understanding of the community, their national identity and global citizen so as to nurture their positive values and citizenship.

2.2 The Mission



Caters to the whole person
Puts students' needs first at all time
Empowering students to be spiritually mature, wise and informed, artistic, physically strong,
creative and build good ties with the community
Students will become global citizens with national pride at heart

Our mission is aligned with the aims of education recommended by the Education Commission in September 2000. “To enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/her own attributes so that he/she is capable of life-long learning, critical and exploratory thinking, innovating and adapting to change;

filled with self-confidence and a team spirit; willing to put forward continuing effort for the prosperity, progress, freedom and democracy of their society, and contribute to the future well-being of the nation and the world at large.”

Similarly, A-School provides quality education based on Christian heritage and concern for others. It mentors the students, fostering their personal growth to encourage initiative, positive attitudes, individuality and creativity, providing a basis for lifelong learning. Besides, A-School focuses on developing students’ 3-L (i.e. literacy in English, Chinese and Information Technology), providing a safe learning environment for the students, empowering them to possess the skills necessary in tackling daily problems in logic and with compassion (i.e. spiritually mature, wise and informed, artistic, physically strong, creative and civic-minded). Its ultimate goal is to facilitate the students to become life-long learners and global citizens with national pride at heart.

2.3 Core Visions of A-School


To achieve the aims of education for the 21st Century, A-School has been backed up by comprehensive planning, multi-faceted coordination and participation by the whole school community. It aims to realize the following vision:

- To develop A-School into an institution that values lifelong learning, so that everyone enjoys learning, has the attitude and ability for lifelong learning, and has access to diverse channels and opportunities for learning.
- To improve the quality of the students through upgrading their knowledge, ability and attitude.
- To construct a diverse school system that embraces diversity in education ideologies, methodology of teaching and focus of curriculum, so that students have more choices and multi-faceted talents will be nurtured.
- To build a learning environment that is inspiring and conducive to the creative and exploratory spirit.
- To provide students with structured learning experiences in the areas of moral, emotional and spiritual education.
- To help students develop a global outlook so that they can learn, work and live in different cultural environments.

3. The School Management

The School Management Committee is the top decision-making body (Table 1). Its members are appointed by the Hong Kong Baptist University including deans, department heads, professors and professionals from the community. Besides, parents and teachers are also elected to join the committee.

Table 1: School Management Committee

	Supervisor Professor Frank Fu Hoo Kin, MH, JP Associate Vice-President, HKBU
	School Managers
	Prof. Rick Wong Wai Kwok Vice-President (Research and Development), HKBU
	Ms. Winnie Tam Wan Chi, SC Council & Court Member, HKBU Senior Counsel, Des Voeux Chambers
	Ms. Rosanna Choi Yi Tak Council Member, HKBU Partner, CWCC Certified Public Accountants
	Dr. Amelia Lee Nam Yuk Head of Early Childhood Education, School of Continuing Education, HKBU
	Prof. Sandy Li Siu Cheung Head and Professor, Department of Education Studies, HKBU
	Ir Dr. Peter Wong Kwok Keung, GBS, JP Executive Chairman, KS-KF Wong Charity & Education Trust Fund Group Chairman & CEO, Kum Shing Group
	Ms. Cecilia Lee Sau Wai, JP Partner, Deloitte Touche Tohmatsu
	Ms. Amy Chan Lim Chee, JP Manager, Racing Development Board/Headmistress, Apprentice Jockeys' School, The Hong Kong Jockey Club (Until January 19, 2015)

Mr. Ken Chan Chi Yuen

Parent Representative

Mr. Leung Oliver Wing Hong

Parent Representative

Dr. Wil Chan

Chief Principal, HKBU Affiliated School Wong Kam Fai Secondary and Primary School

(Until August 31, 2015)

Dr. Benjamin Chan Wai Kai

Secondary School Principal, HKBU Affiliated School Wong Kam Fai Secondary and Primary School

(Starting November 25, 2014)

Ms. Stephanie Ng Lai Fun

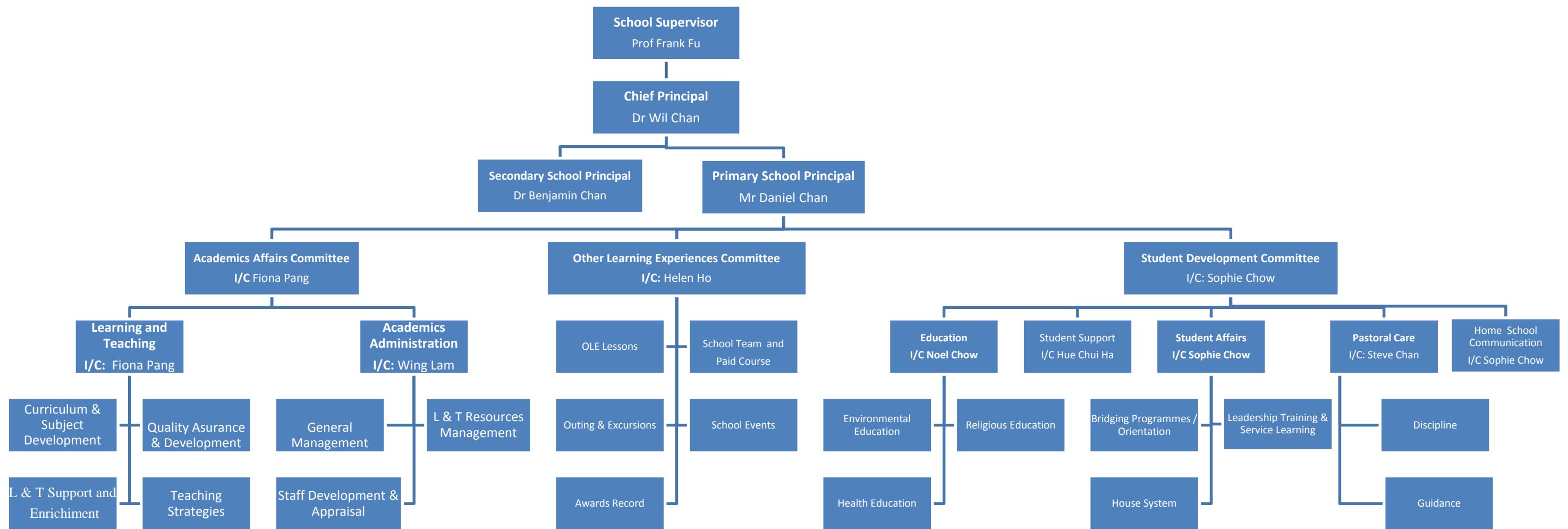
Teacher Representative

Mr. Kelvin Lee Ka Wing

Teacher Representative

The daily operation of the primary school is managed by Primary School Principal and the Primary School Operation Committee which consists of chairpersons from Academic Affairs Committee, Other Learning Experiences Committee and Student Development Committee (Figure 1).

Figure 1: Organization Chart of Primary School (2014-2015)



4. Our Teaching Team

4.1 Deployment of Teaching Staff

Our primary school had kept the teacher-class ratio at 2.2:1 in 2014-2015 (Table 2).

Table 2: Teachers' Qualifications and Teaching Experiences

	Teachers
Number	67
Teachers' Qualifications	
Teachers' Certificate	93%
Bachelor Degree	97%
Master Degree or above	35%
Special Education Training	8%
Teaching Experiences	
0 – 4 years	34%
5 – 9 years	39%
10 years or more	27%

In last academic year, our school had used the Capacity Enhancement Grant to recruit six Subject Assistants to support the teachers in preparing teaching materials, giving individual guidance to students, managing resources and IT in education. The deployment of CEG had reduced the workload of the teachers significantly. The report on the use of CEG can be found on Section 10.4.

4.2 Language Proficiency Assessment for English and Chinese Teachers

English: 100%

Putonghua: 100%

4.3 Continuing Professional Development (CPD)

All PD courses are mainly categorized into five main aspects: Teaching & Learning, Student Development, School Development, Professional Relationships & Services, Personal Growth and Development and Others. Details are listed below (Table 3). Besides, they took an active role to be pioneers in new teaching methodology and strategies. They provided class demonstration and educational talks to other schools' teachers through the project of Battelle for Kids, Quality Teaching Network of CUHK, seminar of HKBU etc.

Table 3: 2014-2015 Record of CPD Hours

Teaching & Learning	Student Development	School Development	Professional Relationships and Services	Personal Growth and Development	Others	Total	Average
1880	648	724	183.5	194.5	165	4395	66.59

Our teachers exceeded the goal of an average of 50 PD hours in last academic year. However, teachers mainly initiated professional development in teaching and learning because the development in that aspect would have more immediate and direct impact on their performance in class teaching and students' learning.

4.4 Teachers' Award

A group of English teachers, namely Mrs Winnie Pradhan, Mr Richard James Hustwit, Ms Cecilia Yiu, Ms Alice Lam and Ms Mary Ip, were awarded the Certificate of Merit in Chief Executive's Award for Teaching Excellence.

5. Class Structure of Students

HKBUAS Wong Kam Fai Secondary and Primary School (Primary Section) is a whole-day EMI primary school operating under the Direct Subsidy Scheme. The number of school days is aligned with the requirement of EDB (there were 190 school days in 2014-2015). There are six grade levels from Grade 1 to Grade 6 with five classes at each level. The number of students had almost reached the full capacity (Table 4). There were five withdrawals in 2014-2015 because the students had to relocate to other countries.

Table 4: 2014-2015 Enrollments

No. of students as of 3 rd September, 2014	892
No. of withdrawal	5
No. of students admitted in the middle of the school year	4
No. of students as of 31 st August, 2015	891

6. Achievements, Areas of Concerns & Reflections

Our school had significant progress in transforming the school culture as learning community in recent years. Our teachers actively participated in professional development (PD) and collaboration work, such as peer observation, mentorship programme, quality circle meetings and lesson co-planning. We had also invited external expertise to enrich our professional development programmes. These included U.S. Battelle for Kids, on-site training provided by advisors of local universities. In 2014-2015, our school had completed the 2nd year of training provided by the Battelle for Kids. Our Chinese Department had completed the first year of curriculum development programme organized by the Education Bureau. The English Department joined the Quality Teaching Network of the Chinese University of Hong Kong. And the Mathematics Department had completed the professional development programme supported by the Department of Education Studies of HKBU. Our school would keep the momentum of strengthening the support from external expertise and promote the sharing of teaching strategies with other schools in new school year.

Significant improvement was also found in students' independent learning. It can be reflected from their performance in Problem-based / Project-based Learning weeks and their development of reading habits. However, our medium of instruction is mainly English, there is room for us to improve the exposure of Chinese learning in the upcoming school year. In 2014-2015, we increased the Chinese lesson time which was aligned with the recommendation from Education Bureau. The result of Chinese learning was encouraging. In the new school year, we would strengthen the language rich environment, new reward scheme would be introduced in the new school year to encourage our students to use both English and Putonghua within the school hours. Besides, a relatively high number of our Grade Six graduates accepted school places offered by other prestigious schools instead of our through-train secondary school. Therefore, extra efforts are needed in our bridging work with our secondary school.

The number of SEN students has been decreasing in recent years. It provides us opportunity to shift more teaching resources to develop programmes on gifted education and Chinese as Second Language (CSL). Therefore, we have started shifting our professional development in preparing our teaching staff to cater for the needs of gifted children and English speaking students. We would finalise policy on gifted education and programme on CSL, prepare the database to record the progress of learning of the gifted students and English speaking students. Concurrently, we would also tactically promote higher order thinking skills to help all our students.

The success of school education relies on different types of stakeholders. As reflected from the number of parent volunteers in previous years, we can witness the parents' strong support to our school. Many of them are expertise in different professionals. They are great assets for our school. Therefore, we would strengthen the parent-school communication and network so that they can enrich the daily experience of our students and our teaching programme. Special focuses would be put on educational talks and reading programmes.

6.1 Progress of Development in Management and Organisation

The main focus was to enhance teaching quality and professional development through the usage of performance appraisal, self-reflection etc. To enhance the teaching quality, the management of the library and IT infrastructure had also improved. Besides, the primary school had strengthened the home-school cooperation so as to let both parents and teachers realise the progress and abilities of students (Table 5).

Table 5: 2014-2015 Development in Management and Organisation

Task	Strategy	Indicators of Success	Evaluation Method	Outcomes
Promote professional development (PD) according to the needs of the school and the performance improvement of individual staff*	(1) Work closely with external expertise, tertiary institutions and professional bodies in organising PD activities; (2) Review the performance of teachers to assist personal growth	(1) Identify the school needs of PD; (2) Identify sources of external expertise and make invitation for PD; (3) Over 90% teachers attended training courses for personal growth	(1) Conduct staff questionnaire survey (QS) on our PD need; (2) Review expertise list; (3) Update the PD record of each teaching staff	(1) There were 4 PD days in total. The topics covered <i>Self Reflection</i> , <i>FIP strategies</i> , <i>School Culture</i> and <i>Project-based / Problem-based Learning (PBL)</i> . (2) PD expertise list was updated. (3) Eight teachers went to Columbus for FIP training. Four teachers joined the ASCD workshops in Houston. They conducted sharing sessions and promoted good practice in school. (4) All teachers had attended refresher courses, yielding 4,395 CPD hours.
Maximise the benefits of peer observation, specific foci aligned with the school concerns and staff's development	(1) Strengthen peer lesson planning and class observation; (2) Mentor the young / newly recruited teachers; (3) Provide leadership training programme for coordinator; (4) Recommend PD programme for staff	(1) Organise peer lesson planning and class observation for all teachers; (2) Assign mentors for newly recruited teachers; (3) Assign coaches for subject panel heads; (4) Increase in PD training hours and varieties of programme	(1) Review records of subject meeting and class observation; (2) Review staff's performance appraisal records; (3) Review PD records	(1) Quality Circle meeting and peer lesson observation throughout the year. The practice strengthened teaching and learning. (2) Mentorship Programme for newly recruited / young teachers had enhanced the retention rate. (3) Management Team coached the panel heads had strengthened the training of middle management. (4) All teachers identified their needs and attended refresher courses accordingly.

Strengthen the communication and working relationship with parents	(1) Keep parents informed of recent school development and students' learning; (2) Organise more home – school activities; (3) Strengthen our user-friendly channel of communication	(1) Increase and improve the usage of e-newsletters; (2) Increase in number of parent-principal gatherings; (3) Increase in number of positive suggestions from parents	(1) Review the quantity and quality of e-newsletters; (2) Review records of parents' participation in parent-principal gatherings; (3) Analyse information and nature of parents' suggestions	(1) Apps programme was freely provided and both Chinese and English newsletters were uploaded instantly. (2) Breakfast with Principal was launched. There were 16 gatherings held in this year. (3) Coffee social and two parent-teacher conferences were organised. (4) All parents' suggestions had been handled properly.
Review and improve the library services	(1) Review the catalogue and library system with the librarians; (2) Track record of collection development & circulation; (3) Discuss with librarians about the services and service hours	(1) All catalogues are completed satisfactorily; (2) Use budgets of collection development adequately; (3) Over 70% students become regular borrowers; (4) Plan for the enrichment services	(1) Access the library catalogue; (2) Study circulation and collection development reports generated from the system; (3) Review the operation and development plan of the library	(1) Over 3,000 newly acquired items were added into the library and classrooms. All acquired items were catalogued. (2) Annual check-out rate was slightly higher than last year (an average of 19.2 items / student). (3) Activities were launched to promote reading, i.e. library lessons, Book Character Day, author's talk. (4) Library opening hours was extended.
Promote the use of IT and design interactive programme in teaching	(1) Monitor exploration of usage of iPads in teaching; (2) Work with ICL panel to promote PD in IT; (3) Identify strategies and trends of IT in education	(1) Over 90% teachers are able to use IT in teaching; (2) Over 80% teachers can design interactive teaching materials; (3) Over 85% teachers have completed PD courses in i-teaching	(1) Monitor the usage of iPads' applications; (2) Check records of newly acquired educational applications (3) Check PD records; (4) Conduct class observation	(1) In-house Apps /Tools training sessions were carried out. (2) 90% teachers tried out various IT elements in class, e.g. online discussion (Edmodo), Apps etc. (3) External expertise shared trend of IT in Ed to subject coordinators and Academic Affairs team.

6.2 Teaching & Learning

Our teachers had shared the same goal in the promotion of cross-subjects collaboration so as to provide an integrated and learning experience for students. Besides, they used different strategies to help the students to achieve the basic competency levels or above through learning context which were related to students' real-life experiences. The language teachers cultivated literacy in English and Chinese as well as using both English and Putonghua actively and confidently for communication. Most importantly, based on the training of PBL and formative instructional practices, the teachers had significant achievements to review and improve the assessment (Table 6).

Table 6: 2014-2015 Development in Teaching and Learning

Task	Strategy	Indicators of Success	Evaluation Method	Outcomes
Develop a balanced curriculum that can cater for the diversity of needs and abilities of students	(1) Develop student-centred learning activities; (2) Apply gifted education (GE)	(1) Design learning tasks to cater for needs & abilities of students; (2) Design different kinds of tasks and worksheets to cater for the needs of low achievers and gifted students;	(1) Conduct class observation (2) Study the questions and activities in the worksheets; (3) Review the practice of IEP and GE, i.e. strategies etc.	(1) 85% of the teachers finished the Foundation Course in Gifted Education (2) More than 90% of the teachers adopted the FIP strategy of <i>formative assessment and students' ownership of learning expectations</i> (3) Intensive Educational Programme was tailored for individual students.
Develop cross-curricular learning activities according to the daily experiences of students	Encourage Chinese and Liberal Arts (LA) panels work together to develop school-based curriculum that is related to daily experiences of students	LA vocabulary and writing strategies are taught by Chinese teachers. LA context are taught by LA teachers in Putonghua	(1) Arrange cross-subjects sharing; (2) Use questionnaire survey and study students' performance in project work	(1) G1-3 LA lessons were conducted in Putonghua. (2) Cross-curricular learning was strengthened in project-based and problem-based learning weeks. (3) Cross-level Mathematics and Chinese were planned to strengthen the bridging with secondary school.
Use both English and Putonghua actively and confidently for communication	(1) Develop award scheme; (2) Promote the use of English and Putonghua during recess by "student language ambassadors"	(1) 90% students voluntarily join the language award scheme; (2) All teachers use either English or Putonghua to communicate with students	(1) Obtain feedback from "student language ambassadors" and teachers; (2) Observe students' performance	(1) Language Award Scheme was carried out. (2) 90% of teachers agreed students used more English and Putonghua in the campus

Develop effective methods to reflect achievements and performance of students	(1) Develop rubrics of learning and indicators for assessment; (2) Review the norm reference assessments;	(1) 95% parents agree with our rationale of assessment; (2) 95% teachers agree with the effectiveness of our assessments	(1) Collect opinions at parents meetings; (2) Collect teachers' opinions at meetings; (3) Collect opinions from secondary teachers	(1) 95% parents agreed with our rationale of assessment. (2) 95% teachers agreed the effectiveness of our assessments is positive (3) The assessment was adequately used to identify needs of students and Grade 6 promotion.
Develop strategies to assess according to concise and specific learning objectives and analyse results of assessments	(1) Develop high quality assessment tools; (2) Conduct item analysis from the reports of public assessments;	(1) All teachers know how to design effective standardised tests; (2) Teachers are capable to conduct item; (3) Teachers apply the results of item analysis to modify teaching context	Study the subject plans to find out the impacts of item analysis on subject teaching	(1) We had successfully completed the first cycle of the assessment accreditation programme of the HKEA and had started using its data analysis programme. (2) Teachers analysed the assessment data to fine-tune the curriculum.

6.3 Student Support and School Ethos

Great effort was put to keep the momentum to nurture our students' positive characters. We kept the good practice to create a lively, safe and caring learning environment for students. We had also successfully constructed healthy life-style in our campus. Needless to say, we encouraged home-school cooperation so that our students could have good behaviour all round. And our Student Development Committee would further review and improve the quality of student guidance and counseling (Table 7).

Table 7: 2014-2015 Development in Student Support and School Ethos

Task	Strategy	Indicators of Success	Evaluation Method	Outcomes
Enhance students' sense of belonging	(1) Encourage students to discuss and plan for house activities with teachers; (2) Study and revise "Charter of Success" which lists teachers' expectations on students as well as the promises from A-School	(1) All students are happy to join either the house activities or cheerleading groups in competitions; (2) 95% students are proud of being A-School students and are willing to sign the charter	(1). Review the quantity and quality of house activities and training programme; (2) Evaluate the performance of students who had signed the charter	(1) 11 whole-school house events were organised throughout the year and team spirit of houses was obviously high. (2) All students had signed the charter of success and over 98% students had got B- or above in conduct grade and all students met the academic requirements to be promoted to next grade level.

Develop students' leadership skills	Provide training on leadership and mediation for prefects, library ambassadors and senior students	40% students are trained as prefects, library ambassadors, and "buddy" of reading scheme	Review the effectiveness of leadership and service training programme through questionnaire	There were eight leadership and service training teams. Over 40% students were able to be trained as leaders in different teams.
Strengthen home-school communication and provide opportunities for parents to join A-School activities in order to make our operation transparent	(1) Strengthen our parent-volunteer scheme; (2) Arrange educational talks which are aligned with our teaching philosophy; (3) Invite parents to join the school activities	(1) 5% parents provide volunteer services each week; (2) 50% parents join our educational talks at least once per year; (3) 95% parents join our concerts, play day, Excursion Showcase or PBL Showcase at least once per year	Review the records of parents' participation	(1) Over 5% parent volunteers joined the parent-volunteer scheme (2) Over 350 parent volunteers had joined the short-term volunteer service. (3) Over 900 parents had joined our workshops and educational talks at least once last year. (4) Over 97% parents had joined our concerts, play day, showcases at least once last year.
Develop whole-school approach in student guidance and counselling work	(1) Improve the programme of Student Development (SD); (2) Provide PD and mentors for teachers in handling students' disciplinary problems; (3) Review the procedures on handling students' disciplinary problems and accidents	(1) 98% students have shown positive learning attitude and behaviour; (2) 90% teachers are able to have good classroom management; (3) All teachers are able to handle students' disciplinary problems consistently and tackle with accidents competently	(1) Review the records of SD; (2) Class observation; (3) Evaluate the accident reports	(1) All classes had joined the SD Star Class award scheme and over 98% had positive learning attitude and behaviour. (2) 97% teachers had good classroom management skills and the rest were improving. (3) Less than 2 major disciplinary problems were recorded and four accidents needed investigation; all had been handled adequately.
Enhance individual guidance and counseling services	(1) Strengthen student's meeting with our social worker / psychologist; (2) Allocate trained teachers to support counseling work; (3) Review the referral system with teachers	95% teachers satisfy with the guidance and counseling services of A-School	(1) Evaluate the cases regularly; (2) Evaluate the data of students' performance; (3) Conduct questionnaire survey	(1) Case Meeting was held weekly. (2) 97% of teachers satisfied with guidance and counselling services. (3) Almost all subject teachers had been involved in case referral meetings. They had given valuable ideas and information to support students with learning difficulties.

Nurture our students with positive value and higher moral standards	(1) Provide life-education programme in small groups and OLE activities; (2) Coordinate assemblies to tailor topics that induce positive value and higher moral standards	(1) All students are able to confidently tackle with their difficulties in interpersonal skills, life experience, learning etc. (2) 98% service-receivers do not repeat their disciplinary problems again.	(1) Evaluate the cases regularly; (2) Evaluate the data of students' performance (3) Evaluate our topics and context of assemblies	(1) 99% of Grade 1 & 2 student gave positive responses in our Life Education Questionnaire. They reflected their communication skills had improved and felt more interested in learning. (2) Over 90% service-recipients had improvement in behaviour. (3) Assembly topics were updated according to the needs of students.
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6.4 Student Performance

Teachers had more autonomy to develop school-based curriculum and OLE activities to cater for the needs of the students. They were empowered to apply different teaching methodologies to enhance effectiveness of learning and teaching. As recognition of the achievements of the students, we had also strengthened the award system to reinforce positive learning experience (Table 8).

Table 8: 2014-2015 Improvement in Student Performance

Task	Strategy	Indicators of Success	Evaluation Method	Outcomes
Explore the potentials of students and strengthen positive reinforcement	(1) Provide school-based curriculum and other learning experiences to tap students' potentials; (2) Encourage students to participate the external gifted education programme and competitions, e.g. Innovation Odyssey of HKPU; (3) Display the works of students regularly	(1) 40% of worksheets / assignments are designed to encourage students' extension of learning; (2) 60% students have joined at least one external activity or competition within one year; (3) 90% students are able to show their works or achievements to other students, parents and public in every academic year	(1) Evaluate the quality of worksheets; (2) Students' self-evaluation and peer-evaluation; (3) Review our "Other Learning Experience" records; (4) Students' achievements in external activities & competition; (5) Review the usage of display board and publication	(1) The subject panel heads and coordinators had successfully monitored the quality of school-based curriculum. (2) The OLE coordinator had effectively monitored the quality and variety of OLE activities. (3) Number of students joining the external gifted programmes had increased by 32%. (4) 72% of students got prizes in external sports competitions, Music and Speech Festival. (5) Over 98% of students showed their work to the public during Excursion Showcase, Open House and PBL Showcase.

Strengthen the internal award schemes	Review the A-School reward and scholarship schemes so as to provide more recognitions to the achievements of students in different areas	Increase in number of rewards and number of award winners	Records of award winners	The year-end award list was reviewed. The total number of awarded students had increased by 14%
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7. Teaching and learning

7.1 Our Curriculum

We emphasize the development of Multiple Intelligences, and nurture our students for the 21st Century. In addition to fostering students' moral, intellectual, physical, social and aesthetic development, the spiritual development of students is also cultivated. With the introduction of Liberal Arts and the cultivation of 3-Literacy (English, Chinese and Informational and Computer Literacy), we believe that a balanced curriculum and a lifelong-learning attitude can motivate our students to strive for excellence and achieve their full potential.

The Academic Affairs Committee evaluates and assesses the current curriculum periodically. The formal and informal curricula will be set and adjusted with the consideration of the school development, students' needs and educational trends.

In setting the school curriculum, both the curriculum framework of EDB and exceptional curriculum models of other countries are considered. The curriculum aims at nurturing the generic skills and developing the skills of learning to learn, which in turn can help students to reach the goal of life-long learning.

The 4 key elements that promote learning are emphasized. They are: read to learn, information technology, moral and civic education, as well as project learning. The implementation of life education is a measure to nurture the value and character of the students.

7.2 Subjects Offered

Throughout Grade 1 to Grade 6, the School offers:

(a) Subjects taught in Chinese:

- Chinese Language (taught in Putonghua)
- Liberal Arts (taught in Putonghua in G1-3 and in Cantonese from G4 onwards)

(b) Subjects taught in English:

- English Language, Mathematics, Integrated Science, Informational and Computer Literacy, Visual Arts, Physical Education, Music

7.3 Academic Assessment

(a) Internal Assessments:

Formative assessments are designed at authentic basis which mainly focuses on assessing students' analytical skills, integrated learning, creativity, collaboration, as well as written and oral skills. The learning process is valued as well as the finished product. It is used to identify the strengths and goals for each child on a regular basis. Two mid-term and two term-end summative assessments for Chinese, English and Math are held in a school year. (Science had also introduced term-end summative assessment at Grade Six in 2014-2015). The results are used to reflect students' academic achievements of their learning stage.

(b) External Assessments:

1. Territory-wide System Assessment (TSA)

All students attending Grade 3 and Grade 6 participated in the Territory-wide System Assessment (TSA) in the 2014-15 academic year. In the 2013-2014 assessment, most students exceeded the territory-wide percentage in reaching basic competency (the result of the 2014-15 has not been published yet).

2. International Competitions and Assessments for Schools (ICAS)

In order to achieve an international benchmark for their learning, the School has enrolled G5 students to the ICAS in English Reading, English Writing and Mathematics papers; G3 and G4 in English Reading and Mathematics; and G6 in English Reading only. Students from G3 to G6 were also encouraged to participate voluntarily in various papers (Table 9).

Table 9: International Assessment for Schools - % of students awarded distinction or credit

	Grade 3		Grade 4	
	2014	2015	2014	2015
English Reading	59% (150)	71% (147)	50% (149)	53% (146)
English Writing	N.A.	54% (46)	N.A.	36% (25)
Mathematics	18% (150)	35% (149)	24% (151)	26% (141)

	Grade 5		Grade 6	
	2014	2015	2014	2015
English Reading	63% (149)	52% (147)	44% (150)	48% (143)
English Writing	29% (150)	27% (147)	N.A.	39% (49)
Mathematics	25% (150)	25% (144)	24% (150)	24% (54)

() total number of participants

7.4 Language Policy

English is the major medium of instruction in most of the subjects while Putonghua is used for Chinese Language lessons and Liberal Arts lessons from Grade One to Grade Three. Liberal Arts lessons will move to Putonghua as the medium of instruction gradually so that we can create a richer environment for this language. To foster the language-rich learning environment, both languages are widely used throughout curricular and non-curricular time. Students and teachers use both languages in morning assemblies, homeroom and daily communications. Language Award Scheme is also implemented to encourage students to communicate in both languages during lesson time and recess. In 2014-2015, the most actively participated students were rewarded an educational trip to Australia at the end of the school year.

7.5 Learning Time of Key Learning Areas

Our key learning areas include languages, mathematics, general studies, aesthetics and physical education. To enrich the students' informal curricular experience, we provide learning programmes of Other Learning Experiences for our students (Table 10).

Table 10: Key Learning Areas and their Respective Percentage of Learning Time

Key Learning Area	Subject	Percentage of Learning Time
Chinese language	Chinese language	20%
English Language	English Language	18%
Mathematics	Mathematics	18%
General Studies	Integrated Science	6%
	Liberal Arts	6%
	Informational and Computer Literacy	6%
Aesthetics	Visual Arts	6%
	Music	6%
Physical Education	Physical Education	6%
Other Learning Experiences (School Based)	Other Learning Experiences (School Based)	8%

7.6 Enrichment and Support Measures

Each child is a unique individual. Students vary in their progress of personal development and learning. The allocation of resources, teaching training, curriculum development and teaching arrangement are all planned with catering the learner's diversity in mind.

(a) Small Group Teaching:

In languages and mathematics, small group teaching is arranged according to students' learning needs, so as to cater to learners' diversity and increase learning effectiveness. A lower teacher-student ratio means more individual attention.

(b) Enrichment Programme:

Our School encourages diverse development of students. Enrichment programmes are offered to provide challenges to students. Through these programmes, students can deepen their learning and develop their interest. Students are provided with opportunities to participate in gifted programmes offered by educational institutions as well as the Scholarship programmes run by our school. In 2014-2015, enrichment programmes such as Math Olympiad, Drama, Debate and Robotics were offered for students to develop their full potential.

(c) Enhancement Programmes:

Our School runs learning programmes to help students to reach basic competency in their learning in both languages and mathematics, so as to help them develop a solid foundation to enhance their further learning. A new arrangement on Enhancement class was introduced after the evaluation from the three main subject panels. Enhancement was done in daily teaching or after school rather than on Saturdays. Besides, enhancement programmes were offered through scholarship. The Australian Immersion Programme was a good example.

7.7 Students' Reading Habit

(a) Reading Programmes Launched:

Our school cultivates students' reading habit and creates opportunities for students to share reading. From 'Learning to Read' through different programmes, students develop their reading habit and become 'Reading to Learn'. In 2014-2015, the major reading activities held were as follows: reading ambassadors, newspaper reading scheme, Book Character Day, reading log, Battle of the Books, visit of bookstores, book fairs, PBL tour of Britannica online training and author talk. Besides, we had also strengthened the collections in class library and arrangement of library visits.

(b) Students' Reading Habit:

The circulation rate had slightly increased in comparison with last academic year. However, the number of students visiting the library during recess and lunch recess had increased significantly. The number had increased twofold. It reflected that the library had successfully created a welcoming environment to attract the young readers to spend their leisure reading time in the library.

8. Student Development

8.1 Year Foci

1. Inculcate value education to meet diverse student needs
2. Foster students' whole person development in order to build positive school culture
3. Support students to build up their learning and social skills
4. Enhance teachers' professional growth through team work

Focus 1. Inculcate value education to meet diverse student needs:

- (a) Implement "A+ Passport" Scheme**
 - i. Criteria of Success: 100% students got stamps for fulfilling their goals
 - ii. Resources: "I Can" booklet
- (b) Promoting different values through monthly themes and activities**
 - i. Respect
 - ii. Open-mindedness
 - iii. Humbleness
 - iv. Care
 - v. Honesty
 - vi. Responsibility

Focus 2. Foster students' whole person development in order to build positive school culture:

- (a) Implementation of Life Education with external expertise and support:**
 - i. Students had one session of Life Education each week.
 - ii. Community services were organized for Grade 4 – Grade 6 students
 - Grade 4: Meeting successful people who have physical disabilities
 - Grade 5: Visiting low income people in the community
 - Grade 6: Meeting ethnic minorities in the community
 - iii. Leap Programme for all Grades
- (b) Implementation of Sex Education through formal curriculum and informal curriculum with the support of school nurse, Education Bureau and NGO.**

Focus 3. Support students to build up their learning and social skills:

- (a) Academic and learning support for students with learning difficulties**
 - i. Intensive educational programmes for students with learning difficulties
 - ii. Assessment accommodations for students
 - iii. Individual skills training / interviews by professionals
 - iv. Speech therapy
 - v. School social worker and educational psychologist's interviews
 - vi. Social Worker's interview records
 - vii. Educational psychologist's interview records
 - viii. Small group training

(b) Training students to handle behavioral and emotional difficulties

- i. Individual support:
 - “Good Student” scheme
 - Goal setting
- ii. Group Support:
 - Sparkling Sunflowers
 - Leadership Training
 - Reading Buddy
 - The Happiest Leader
 - Toy-story Corner
 - Mind Reading

(c) Parents’ Educational Programmes

- i. Educational Talk on Promotion to Secondary School
- ii. Tips on Healthy Development
- iii. Educational Talk on Children’s Routine Training
- iv. Parent-child Reading Scheme
- v. Parent-child Day Camp
- vi. Parent-child Volunteer Programme

Focus 4. Enhance teachers’ professional growth through team work

8.2 Reflection and Evaluation of Teams

(a) Pastoral Care & Guidance

Annual goals:

- foster students with positive values
- encourage students to establish a good manner and attitudes
- enhance the communication among the students
- help our students to learn social skills
- strengthen students’ self-learning skills
- provide guidance service to students who are struggling in learning, emotion and behaviors
- plan and implement “Life Education” with a vital curriculum
- develop parent education and empower parents with more parenting skills
- enrich teachers’ professional guidance skills

Major outputs (Table 11):

- developed scope and sequence of Life Education Curriculum to meet the needs of students with different developmental stages
- developed community service programme (pre-service training, service practice and after service de-briefing) for G4 – G6 students
- conducted student-teacher interviews throughout the year to enhance the understanding of the students

Table 11: Tasks Achieved

Month	Task
August 2014	Grade One Orientation Camp 2014
September	Promotion of school theme: Doing the best today for tomorrow Activities of monthly theme: Respect 1. Respect Pizza (Class) 2. Star of Respect (Individual) 3. Class culture building activity: A+ Homeroom & class duties
	Other activities: 1. “Sunshine” call for parents 2. Report of “Summer Challenge” 3. LEAP programme 4. Kick off life education 5. Introduction of A+ Passport 6. Establish social service group 7. Kick off Toy Story Corner (social skills training)
	Early identification of SPLD
	SEN Training Group: Helpful Peer(社交小達人), Detective of Mind (讀心小神探)
	Kick off school-based speech therapy service
October	Activities of monthly theme: Open-mindedness 1. Riddles 2. Life education talk and drama: Hotline of Little Worm – Children Gospel Drama (點蟲蟲熱線 – 兒童福音話劇)
November	Activity of monthly theme: Drama on Humbleness
	Other activities: 1. Life education talk and drama: Finance management 2. Fund raising for the “2014 Orbis See Food Lunch”
December	Activities: 1. "TREATS" parent-child flag selling 2. Fund raising for the "Oxfam Hunger Lunch - Light Lunch"

	<ol style="list-style-type: none"> 3. Helping people through food donation 4. "Adventure Trip" family day camp
January 2015	Activities of monthly theme: Honesty <ol style="list-style-type: none"> 1. Dedicated songs 2. Stationery drive for International Social Service (ISS) 3. Fund raising for World Vision - Your Red Pocket
March	Activity of monthly theme: Honesty Video making competition
	Other activities: <ol style="list-style-type: none"> 1. Kick off play therapy 2. Children Chiropractic Foundation" Parent-child Flag Selling (New Territories) 3. Kick off parent- child effective learning group
April	Activity of monthly theme: Video broadcasting - honesty
	Other activities: <ol style="list-style-type: none"> 1. Mother's Day card making 2. Kick off study group for Grade 6 SEN students
May	Monthly theme activity : Responsibility <ol style="list-style-type: none"> 1. Booth games 2. "Trust Bank" worksheets

(b) Student Support

Annual goals:

- develop support programmes and monitor the progress of the students
- keep Student Support Register to facilitate regular reviews
- keep assessment reports and relevant information of students systematically
- provide individual plans to develop students' multiple intelligence
- arrange assessment accommodations for students with difficulties
- arrange case meetings among teachers and parents regularly
- conduct individual and group interviews

Major outputs (Table 12):

Our Student Support team assisted developing IEP plans, conducting student interviews, arranging lesson observations, organizing consultation with stakeholders, handling referrals to and from CAC and private practitioners. The team members had also regularly sent students' training results to parents, teachers, social workers, private practitioners and trainers.

Table 12: Tasks Achieved

Month	Task
August 2014	Handover of G6 (2013-14) SEN cases to secondary section
September 2014 – May 2015	Kick-off the following programmes: 1. Training on Chinese words recognition for 12 G3-5 SpLD students (每天儲一些) 2. Training on Chinese reading for 5 G2 EII students (認讀智多星) 3. Training on social skills for 3 autistic students (提升社交及學習能力)
October 2014 – May 2015	Kick-off the following programmes: 1. Reading Buddies (伴讀天使) 2. Training on developing word bank (生字銀行) 2. Training on positivity for 5 ADHD students (成長彩虹橋)
	Special arrangement of assessment for SEN
	Training on Chinese words recognition
	Training on building Chinese vocabulary bank
June 2015	Rainbow Bridge workshop
June 2015	Supervise SEN students' assessment, especially the accommodations.

(c) Student Affairs - House System

Annual goals:

- strengthen students' sense of belongings to their houses as well as to the school
- create a caring environment between the higher & lower grades
- promote teamwork across different classes and grades
- organize inter-house activities and competitions in order to foster students' spirits of friendly competition and cooperation

Major outputs:

- allocated G.1 students, new students and new teachers into the five houses
- held House meetings monthly throughout the year
- established House Point System (the updates were posted on the House Board)
- organized 10 House activities (Table 13)

Table 13: Major House Activities

Month	Activity
September 2014 – June 2015	Organisation of regular house meeting
September 2014	1. Form new house committees 2. Design of house logos, house flags, house banners and house tees
December	1. 8 th Athletics Meet – house competition 2. Cheering team competition
February 2015	Inter-House Chinese New Year Card Design Competition
March	1. Mathematics challenge – house competition 2. Battle of the book – house competition
April	1. Easter Bible Adventure – house competition 2 English Week.– house competition
May	1. Thank you Parents card Design Competition 2. PE Week Activities
June	1. Aquatic Meet Cheering practice 2. Aquatic Meet (House 4X50m relay team members)
July	1. Announcement of Whole year overall House Champion 2. Evaluation of whole year House activities

(d) Student Affairs - Leadership and Services Groups

Annual goals:

- Encourage students to take the initiatives to strive for excellence in every aspect
- Foster students' leadership skills
- Foster students' spirits of caring and serving others
- Nurture students' sense of belongings to school by providing opportunities for students to serve the school (Table 14)
- Encourage students to frequently reflect and set goals for themselves and seek for challenges
- Enhance students' confidence and positive attitude
- Further strengthen students' problem solving skills under different circumstances
- Act as role models among students

Table 14: Team List

Prefects	<ul style="list-style-type: none"> • Enhance students' self-discipline • Nurture students' sense of belongings to school • Build up good rapport among students
Reading Ambassadors	<ul style="list-style-type: none"> • Assist newcomers to be familiar with library operation • Encourage students to share reading experiences
Green Ambassadors	<ul style="list-style-type: none"> • Enhance students' confidence and positive attitude • Foster students' sense of environmental protection
Sports Ambassadors	<ul style="list-style-type: none"> • Foster students' spirit of serving others • Encourage students to do more exercise
Campus TV	<ul style="list-style-type: none"> • Enhance students' creativity • Enhance students' presentation skill
IT Prefects	<ul style="list-style-type: none"> • Enhance student's utilization information and technology ability. • Foster students' spirit of serving others through the application of information technology. • Cultivate students with a positive attitude in using computers.
Student Council Representatives	<ul style="list-style-type: none"> • Represent the students and organise a range of school events • Make suggestions to improve the school environment • Reflect students' opinions, interests, and concerns in order to enhance students' school life and bring a better learning environment
Toy Story Ambassadors	<ul style="list-style-type: none"> • Enhance students' confidence and sense of belongings • Help social worker to manage toy-story corner

Major outputs (Table 15-16):

- set up eight leadership teams, including Prefects, Reading Ambassadors, Sports Ambassadors, Campus TV, IT Prefects and Student Council Representatives, over 20% of senior students joined these leadership teams
- organized prefect training camps, regular prefect training and different trainings for students (the average attendance rate of those leadership trainings was about 90%)
- established Prefect Smart Tips and Green Tips which were broadcasted to students during morning assembly
- assigned daily duties to prefects, Library Prefects and IT Prefects during the two recesses

Table 15: Tasks Achieved by Campus TV

Month	Task
October 2014	Production of 2 videos related to monthly theme - Humble
November	1. Broadcast the 2 videos related to monthly theme - Humble 2. Production of video related to environmental protection
December	Video take school event – Athletic Meet
January 2015	1. Production of video – Athletic Meet 2. Production of 2 videos related to monthly theme - Caring
February	Production of 2 videos related to monthly theme - Caring
March	Production of 5 videos for monthly theme - honesty
April	1. edV Award Scheme and Competition 2. Production of 2 videos for Easter celebration
May	Production of 10 videos for monthly theme - responsibility
June	Video take school event – Aquatic Meet
July	edV Prize Giving Ceremony
August	Production of video – Aquatic Meet

Table 16: Tasks Achieved by Green Ambassadors:

Month	Task
September 2014	1. Turn off the air conditioner campaign (25/9) 2. Sharing of green tips during morning assembly
November	1. Green week 2. Educational talk on quality of indoor air 3. “Zero” food wastage scheme and treasure food record (校園零廚餘及「有衣食」學生記錄卡)
December	1. Grade 6 Educational talk: Our country parks 3. Display and exhibition on “Zero” food wastage scheme
January 2015	1. “Zero” food wastage scheme - recycle of food waste 2. “Zero” food wastage scheme – visit by Wasteful Monster (大嘍鬼探訪) 3. “Zero” food wastage scheme – interclass competition (1 st round) 4. Training on environmental protection

February	1. “Zero” food wastage scheme – interclass competition (2 nd round) 2. TVB news interview 3. Training provided by Greeners Action – convert the food waste as fertilizer
March	1. Promotion of the Earth One Hour 2. Turn the light off campaign
April	Outing – High Island Reservoir
June	Seminar on water saving

(e) Student Affairs - Education

Annual goals:

- promote the importance of health and safety, including a healthy environment
- provide quality health care and intervene with actual and potential health problems
- preach the Gospel of Christ and cultivate spiritual lives

Major outputs:

- joined the Spine Protection School Campaign and participated in many activities organized by Children Chiropractic Foundation
- organized morning sharing, hymn singing and lunch prayer throughout the year
- gospel drama show, Christmas celebration, Christmas card design competition, Easter service were held occasionally in order to help our students to learn the teachings in the Bible
- organized health education programmes for our students (Table 17)

Table 17: Tasks Achieved in Health Education

Month	Task
September 2014	Spine Protection School Campaign 1. Promotion on “Spine Protection School Campaign”, e.g. demonstrate the “Spine Protection Exercises 護脊操” during morning assembly 2. The promotion of the “World Spine Day” Carnival 2014
October	Protect your vision 1. Health Education class to Grade 1 & 4 2. Promotion on “Eye Care”, e.g. health message via the PA announcement
November	Good Spine Care 1. Launching the “School Bags Weighing Programme” 2. Promoting the “Spine Protection School Campaign”, e.g. health

	<p>message via the PA announcement</p> <p>3. Lighten up your Schoolbag (Health Education Board)</p>
December	<p>Healthy Eating Habits (I)</p> <ol style="list-style-type: none"> 1. Knowing the Food Pyramid 2. Promoting “healthier eating habits”, eg. health message via the PA announcement 3. How should we eat? (The New Food Pyramid for Age 6-12 children- Health Education Board)
January 2015	<p>Prevention of Seasonal Influenza</p> <ol style="list-style-type: none"> 1. Promoting the importance of good hygiene manner at PA announcement <p>Towards Puberty</p> <ol style="list-style-type: none"> 1. Education class to Grade 5, 6 (Rexona, P&G)
February	<p>Prevention of Seasonal Influenza</p> <ol style="list-style-type: none"> 1. Promoting the importance of good hygiene manner at PA announcement
March	<p>Health Educational Classes:</p> <p>Who need Orthodontic Treatment? (health education class for Grade 6)</p> <p>Protect your Ears (health education class for Grade 5 & 6)</p> <p>Injury Management (health education class for Grade 3)</p> <p>How much do you know about nutrition? (health education class for Grade 2)</p> <p>Nutrition labels (health education class for Grade 1 & 2)</p>
April	<p>Physical exercises and health (health education class for Grade 5)</p> <p>Joyful Fruit Month</p> <ol style="list-style-type: none"> 1. Promoting the importance of daily fruit consumption 2. Joyful Fruit Booths, Joyful Fruit Billboard and Health Education Board
May	<p>Physical exercises and health (health education class for Grade 4)</p>
June	<p>Mosquito and You: educational talk on “Preventing and Control of Dengue Fever 登革熱”</p>

(f) Home School Affairs

Annual goals

- To build up a community school culture
- To enhance the partnership of home and school

Major output (Table 18):

- over 300 parents had acted as volunteers in the last academic year
- more parents joined the educational talks, school events

Table 18: Tasks Achieved

Month	Task
September 2014	Recruitment of parent volunteer
October	<ol style="list-style-type: none"> 1. Parent volunteers had breakfast with Principal 2. 7th PTA Inauguration Ceremony 3. Fund raising - PTA staircase running competition cum fun fair
November	<ol style="list-style-type: none"> 1. Story Mama/ Papa 2. Game booths during play day 3. Farm experience day (I) 4. Parent Educational Talk
December	<ol style="list-style-type: none"> 1. Christmas campus decoration 2. Christmas party celebration with parent volunteers 3. Kick-off parents' sharing during morning assemblies
January 2015	<ol style="list-style-type: none"> 1. Parent volunteers had breakfast with Principal 2. Farm experience day (II) 3. Parent Educational Talk - Developing Reading Habit in Young Age
February	<ol style="list-style-type: none"> 1. Community Chest Million Walk 2. Parent-child Healthy Lunch Menu Design competition 3. Chinese New Year celebration
March	<ol style="list-style-type: none"> 1. Parent educational talk – mental health 2. Parent educational talk - Become partner of your kid
April	<ol style="list-style-type: none"> 1. Parent Educational Talk – physical health and Chinese medicine 2. Easter Celebration with parents
July	Parent Volunteer Award Ceremony

9. Other Learning Experience (OLE)

9.1 Aims & Objectives

OLE provides opportunities for our students to develop their interest and tap their potentials in a wide range of activities. Such involvement helps students develop a sense of belonging to the school, leadership, social and communication skills, as well as the generic skills in addition to academics.

9.2 Structure and Framework

(1) OLE lessons – Courses organized during school hours which cover six domains, students are required to attend five lessons each week:

- English Language
- Chinese Language
- Mathematical & Logical
- Aesthetics
- Sports
- Others (Life Education, Social Service & Leadership, and Library Class)

(2) After School OLE - School team trainings and paid courses organized during weekday after school and Saturday morning. They can help our students strengthen their skills and reinforce their interests in talents identified.

(3) School Events – These are large scale school events that promote whole school cooperation and participation. They provide opportunities for our students to perform in front of large audience which can help them to build up stronger confidence.

(4) Excursions – They include whole grade local camps and overseas excursions which are organized to align with the school curriculum and the development of the students. Besides, senior students are given opportunity to conduct community services in other countries.

(5) Awards Record – We keep the records of students so that we can understand the progress of our students. These records can also act as recognitions of the students' achievement and can facilitate their application of scholarships in the future.

9.3 OLE Programmes

The number of OLE classes, school teams and participation rate of school teams were slightly higher than the averages in previous years (Table 19-21).

Table 19: Number of OLE Classes Offered Each Week

Domains\Grade	G1	G2	G3	G4	G5	G6
English Literacy	8	8	10	10	6	6
Chinese Literacy	3	4	2	2	5	5
Maths and Logical	6	5	6	8	9	9
Aesthetics	6	8	6	6	6	6
Sports	6	7	7	7	8	8
Others	5	5	6	6	5	5

Table 20: Number of School Teams

	Uniform Group	Service Group	Academic	Sports	Aesthetics
No. of teams	4	4	14	13	8

Table 21: Participation Rate of School Teams

G1	G2	G3	G4	G5	G6
2%	59%	82%	85%	84%	90%

9.4 Local Excursions and Overseas Excursions

The participation rate is slightly higher than the average in previous years. Our destinations of overseas excursions were similar to last year. Changes were made for the high-tech group which had changed the destination to Japan instead of Korea. And soccer team training was also organized in July. In addition, we had newly organized a Cambodia community service group (Table 22).

Table 22: Arrangement of Local Camp and Overseas Excursions

Grade	Local Camp	Overseas Excursions
1	Educational Programme at Ocean Park (20 and 22 April)	---
2	2 Day Overnight camp at Breakthrough Youth Village (23-24 April)	---
3	2 Day Overnight camp at Breakthrough Youth Village (April 20-21) with Jumpstart	---
4	3 Day overnight camp at HKFYG Jockey Club Sai Kung Outdoor Training Camp	G4 Singapore: Multicultural Experience G4 Taiwan: Exploring Local Culture

5	with Jumpstart	G5 Xiamen: Exploring Fujian Culture and Tulou
6		G5 Osaka: Study high-tech impact on disaster prevention G5 Yunnan: Service in village and experience minorities cultures G6: Xian: Historical study G6: Malaysia: Service trip and tradition Culture G6 Australia: English Immersion Programme with Fraser Coast Anglican College and Homestay G4-6: Cambodia Service Trip with Happy Tree Social Service
Special Training at Overseas (6-11 July 2015)		Soccer Team Training in Osaka, Japan

9.5 Major Events Scheduled in 2014-15

The major events were similar to last year except that we had organized a fund raising musical for our new annex. Besides, a new artist-in-residence programme was organized (Table 23).

Table 23: Major OLE Events Organized

Month	Event
September 2014	Watoto Concert (23 Sept)
October	Grade 6 Outward Bound (6-10 Oct)
	Play Day (31 Oct)
December	Athletics Meet (19 Dec)
	Christmas Celebration
February 2015	Spring Concert (13 Feb)
	Chinese New Year Celebration
March	Fund Raising Golf Tournament
April	Easter Celebration
	Excursion Week
May	Fund Raising Musical
	Excursion Showcase
June	Art Festival and Art Evening
	2 nd Aquatic Meet (19 Jun)
July and August	Year End Congregation
	Summer School Team Training
Artist-in-Residence Programme	English Musical
	Visual Arts Workshop
Other Group Scholarship Programme	Cub Scout Annual Camp
	LEGO Robotics
	Prefect Training Camp

9.6 Students' Achievement

Our students joined many inter-school competitions in 2014-2015 (Table 24). Their performance and achievements were outstanding.

Table 24: Major Inter-school Competitions 2014-15

Strands	Name of Inter-School Competition
Sports	1. Hong Kong Schools Sports Federation Inter-school Competitions <i>* Boys' team got the 1st place in Shatin District and girls' team got the 2nd place</i> 2. 51 st School Dance Festival
Music	1. 67 th Hong Kong Schools Music Festival
Chinese and English	1. 68 th Hong Kong Schools Speech Festival 2. School Drama Festival 2015-16
Mathematics	1. HKMO Open 2. Hua Xia Cup Nationwide Mathematical Olympiad Invitation Tournament 2015 3. Singapore and Asean School Math Olympiad Trial 2015 (Hong Kong Region)

Our students have consistently and enthusiastically taken part in different external Hong Kong or district competitions. For details of their achievements, please visit our website (2014-15 Students Award List).

10. Others

10.1 Scholarship and Fee Remission Programme

It is our strong belief that no students should be denied admission and a chance to study at Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School due to financial difficulties. Therefore HKBUAS provides a generous fee remission designed to provide financial assistance to those families in need (Needs based).

(a) Fee Remission (FR)

The amount of fee remission will be approved based on applicants' annual family income. The maximum approved amount will be the full rate of school fee. Please refer to our website for the calculation method.

(b) Wong Kam Fai Financial Assistantship (WKFFA)

Students who have been granted fee remission may receive WKFFA as the subsidy for learning-related expenses.

(c) Emergency Financial Assistance (EFA)

EFA aims to provide prompt financial assistance to families in need of urgent relief. A maximum of 100% school fee will be granted to successful applicants.

The deadline for fee remission application is generally August 31st of the year prior to the admission or January 31st of the current year of enrolment.

10.2 Kindergarten Principal Nomination

Our school has introduced a kindergarten principal's nomination scheme since June 2014. The purpose is to encourage financially disadvantaged students to apply for admission. The school has put aside 8% (around 12) primary one places for the Scheme.

10.3 Annual Financial Position

Our 2013-2014 financial report of the whole school had been endorsed by auditor (Table 25)

Table 25: Financial Summary for the 2013/2014 School Year

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	55.81%	N.A.
School Fees	N.A.	40.68%
Donations, if any	N.A.	1.92%
Other income, if any	0.18%	1.41%
Total	55.99%	44.01%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		77.03%
Operational Expenses (including those for Learning and Teaching)		11.18%
Fee Remission / Scholarship ¹		6.77%
Repairs and Maintenance		0.69%
Depreciation		4.24%
Miscellaneous		0.09%
Total		100.00%
Surplus/Deficit for the School Year[#]	1.23 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	3.28 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission/scholarship scheme according to Education Bureau's requirement (Put a "√" where appropriate).

10.4 Report on the Use of Capacity Enhancement Grant (2014-2015)

Task Area	Area(s) of Concern	Implementation Plan	Implementation Schedule	Resources Required	Evaluation
Support & enhance the application of IT in Education	To promote the use of IT hardware and software in teaching and learning	Employ an IT Assistant to provide technical support to teachers on the use of IT hardware and software	Sep 2014 - Aug 2015	Salary for IT Assistant: \$14,520 x 12 + 8,712 (MPF) = \$182,952	(1) 1,142 lessons, groups and tasks had the support of IT assistant in preparing hardware and software in non-ICL teaching in last school year. (2) 21 In-house IT training sessions were conducted, including the introduction of subject-related Apps and useful websites / IT tools for PBL.
Support & enhance students' learning in ICL	1. To provide individual support to students in learning ICL 2. To support teachers in lesson preparation	Employ an ICL Assistant to support students during ICL lessons and assist teachers in preparing lessons	Sep 2014 - Aug 2015	Salary for ICL Assistant: \$9,000 x 12 + 5,400 = \$113,400	(1) 842 lessons and groups had the onsite IT support by ICL assistant in last school year. (2) 95 hours were contributed in IT logistics and maintenance work.
Support & enhance students' learning in Chinese	1. To provide individual support to students in learning Chinese 2. To support teachers in lesson preparation	Employ a Chinese Assistant to support students during Chinese lessons and assist teachers in the preparation of teaching aids	Jan - Aug 2015	Salary for Chinese Assistant: \$10,512.1 x 8 + 4,204.8 = \$88,301.6	(1) Chinese TA supported 620 regular Chinese lessons / Chinese-related OLE lessons throughout the year (2) Chinese TA supported around 980 hours in preparing teaching aids and examination papers.
Support and enhance students' learning in Mathematics	1. To provide individual support to students in learning Mathematics 2. To support teachers in lesson preparation	Employ a Mathematics Assistant to support students during lessons and assist teachers in the preparation of teaching aids	Oct 2014 - Jul 2015	Salary for Mathematics Assistant: \$10,735.6 x 10 + 5,367.5 = \$112,723.5	(1) Maths Assistant supported around 900 hours in preparing learning materials and examination papers (2) Math Assistant supported around 600 hours in catering students' learning diversity in regular mathematics lessons
Support and enhance students' learning in Integrated Science	1. To provide support to students in conducting experiments 2. To support teachers in lesson preparation	Employ a Science Assistant to support students during lessons and assist teachers in managing the laboratory	Oct 2014 - Jul 2015	Salary for IS Assistant: \$10,609.9 x 10 + 5,304.5 = \$111,403.5	(1) IS Assistant supported around 1200 hours in managing laboratory materials, preparing learning materials and examination papers (2) IS Assistant supported around 300 hours in catering students' learning diversity in regular mathematics lessons
Support students with diverse learning needs under the direction of the Head of Student Development	To support students' learning habits, character formation, development of thinking skills and self - management	Employ a Student Development Assistant to support students with diverse learning needs	Sep 2014 - Aug 2015	Salary for Assistant: \$8,761.5 x 12 + 5,256.4 = \$110,394.4	SD Assistant supported around 1500 hours to the SD department in organizing activities, preparing resources and having small group / individual support to students

	Expenditure
Capacity Enhancement Grant available for the year 2014/15	HKD880,498
Total budget for Capacity Enhancement Grant in 2014/15	HKD719,175
Surplus	HKD161,323