

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

Annual Report (Primary School)
2016-17

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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, fostering their personal growth to encourage initiative, positive attitudes, individuality and creativity, providing 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 Y2K school design standards by providing students' access to first-class educational and sporting facilities including a library, a hall, a theatre, an amphitheatre, a skyline garden, an art gallery, two dancing rooms, a multi-purpose room, a Chinese herbal medicine garden, a golf arena, four 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 social worker and educational psychologist to serve its students.

A-School cultivates students with 3-Literacy: English, Chinese and Information Literacy. The 3-literacy approach is a thematic method of teaching, laying the foundation for students to apply their languages and information technology skills over a broad range of subjects so as to face the challenges in the new era. Mastering the 3 skills through different subjects including Languages, Mathematics Science, and information technology, 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, Life, Modern Science, Health, Self-reflection, Value Education, Arts, Cultural Studies and Self Discipline. Various learning programme 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.

Supervisor : Professor Frank Fu, MH, JP

School Principal: Dr. Benjamin Chan Wai Kai

Head of Primary School: Mr. Patrick Lam Hak Chung

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



School 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 to tap their potentials 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



Mission Declaration



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.

3.1 The SMC

Table 1: School Management Committee

Supervisor
Professor Frank Fu Hoo Kin, MH, JP
Emeritus Professor, HKBU
School Managers
Professor Rick Wong Wai Kwok
Vice-President (Research and Development), HKBU
Ms. Winnie Tam Wan Chi, SC
Senior Counsel, Des Voeux Chambers
Ms. Rosanna Choi Yi Tak
Partner, CW Certified Public Accountants
Dr. Amelia Lee Nam Yuk
Head of Early Childhood Education, School of Continuing Education, HKBU
Prof. Sandy Li Siu Cheung
Associate Dean (Learning and Teaching), Faculty of Social Sciences, 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
Mr. Leung Oliver Wing Hong (Till January 31, 2017)
Parent Representative
Mr. Ken Chan Chi Yuen (Till January 31, 2017)
Parent Representative
Mr. Joe Ho Ka Leung (Starting February 15, 2017)
Parent Representative
Mr. Billy Kwok Sui Yuen (Starting February 15, 2017)
Parent Representative
Dr. Benjamin Chan Wai Kai
School Principal, HKBU Affiliated School Wong Kam Fai Secondary and Primary School
Ms. Stephanie Ng Lai Fun
Teacher Representative

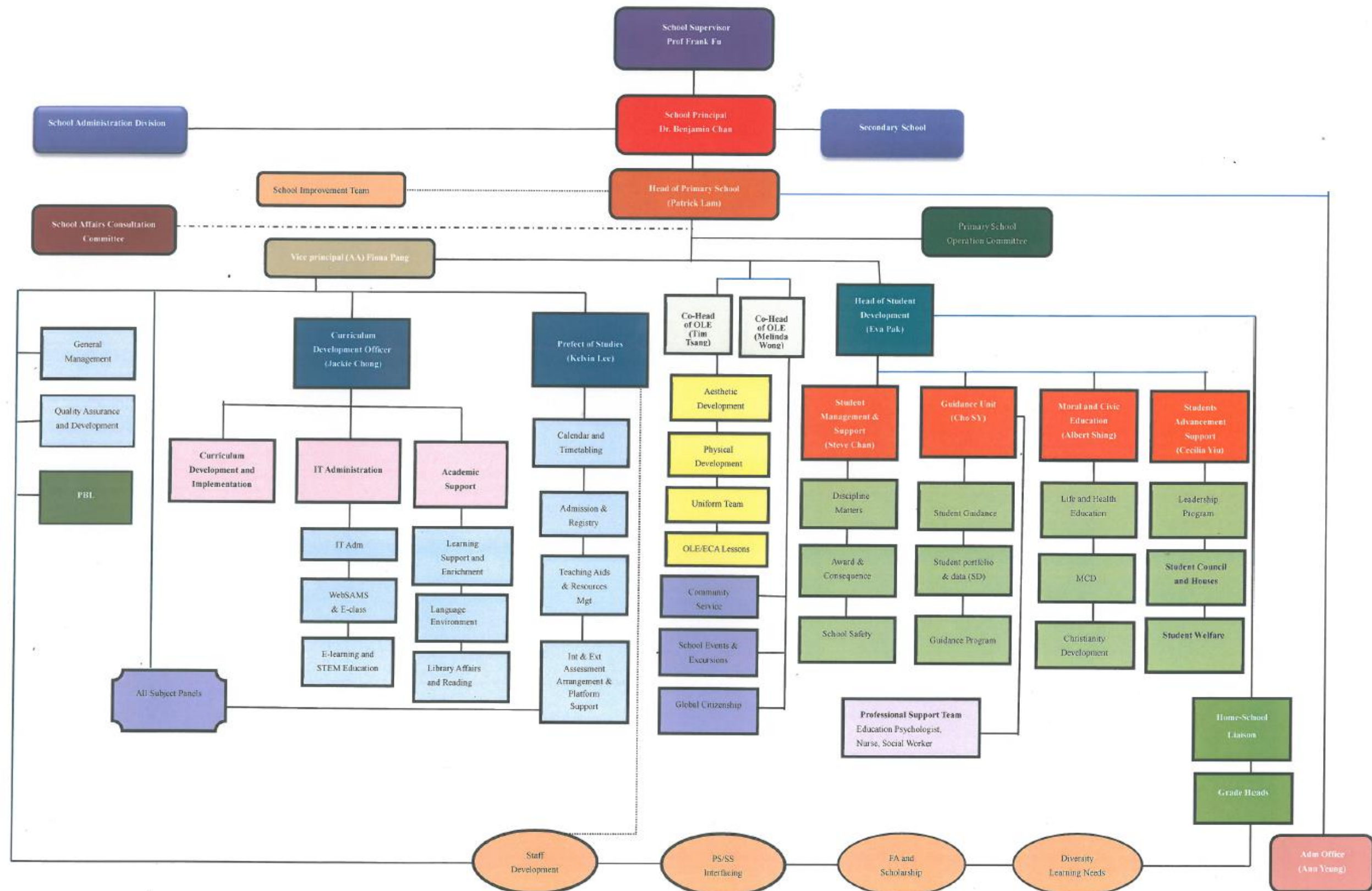
Mr. Kelvin Lee Ka Wing

Teacher Representative

3.2 The Organisation Chart

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

Figure 1: Organisation Chart of Primary School (2016-2017)



4. Our Teaching Team

4.1 Deployment of Teaching Staff

Our primary school had kept the teacher-class ratio at 2.2:1 in 2016-2017 (Table 2). That teacher-class ratio is essential for us to organise small group teaching in main subjects (English, Chinese and Mathematics).

Table 2: General Background of Teaching Staff

	Teachers
Number	67
Teachers' Qualification	
Teachers' Training	100%
Bachelor Degree	97%
Master Degree or above	40%
Special Education Training	9%
Teaching Experiences	
0 – 4 years	24%
5 – 9 years	36%
10 years or more	40%

In last academic year, our school had used the Capacity Enhancement Grant to recruit 9* 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 professional development courses are mainly categorized into five main aspects: Teaching & Learning, Student Development, School Development, Professional Relationships & Services, Personal Growth and Development and Others. Our teachers 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 CoolThink @ Jockey Club, seminars of universities and Education Bureau etc. The total number of CPD hours is 2,299 hours. The average number of CPD hours is 34 hours.

5. Class Structure of Students

HKBUEAS 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 2016-2017). There are six grade levels from Grade 1 to Grade 6 with 5 classes at each level. We keep the class size to 30 students per class. The number of students had almost reached the full capacity (Table 3). There were 9 withdrawals in 2016-2017 because the students had to relocate to other countries or transfer to other local schools.

Table 3: Enrolments 2016-2017

No. of students as of 1 September 2016	902
No. of withdrawal	9
No. of students admitted in the middle of the school year	3
No. of students as of 12 July 2017	896

6. The Areas of Concerns & Reflections

The major concerns of 2016-2017 school year included optimizing the potential of through-train school, on self-directed learning, establishing a school culture of respect and enhancing evaluation for further improvement. To begin with, a smooth transition from primary to secondary schools was addressed. Professional collaboration amongst teachers of both divisions were facilitated in order to articulate the Grades 5 – 8 curriculum while the bridging programme was conducted at G6. A fluid primary-secondary learning environment was established through the overlapping of the first four lesson and staff deployment across the divisions. Moreover, enrichment and acceleration learning opportunities, such as subject and grade skipping, were implemented. Numerous school wide activities were also organised, such as Winter Concerts and Performing Arts Evening. The one-school spirit was cultivated. However, the smooth transition needs to be further developed. The planning of middle school (G5-8) curriculum had been commenced and piloted at G5 in 2017-2018.

Concerning academic development, self-directed learning was focused. As reflected from the rubrics of the teaching plans and class instruction, all teachers tried to adjust and adopt innovative pedagogies towards this goal. Students developed relevant learning habits and skills of self-directed learning. It aligned with the student development with the theme “respect”, particularly on “respect myself”, students were encouraged to set their goal and track their accomplishment. Student-led conference, with e-portfolio, was piloted in some classes in both terms with great success. It will be rolled out at G.4-6 in 2017-2018. A new set of STEM curriculum across all six grades was established while coding education, in collaboration with CoolThink@ JC, was implemented in G.4-6. Our colleagues were invited to share the curriculum and practices in conferences organised by various universities. The two initiatives would also be authentically combined into STEAM in 2017-2018. Self-directed learning was also fully exhibited in the Project-based Learning in which students initiated and monitored their own inquiry journey with teachers’ facilitation. The Showcase was organised in July with a great success.

Significant changes were also found in student support and school ethos. The student-teacher and student-student relationship were very good. The weekly life education lesson and guidance programmes in various school settings were organised with the theme “respect”. Students developed a positive self-image while they developed communication and collaboration skills. They also displayed respect for the environment through community services. Leadership training was provided. At Level 1 (all students), all senior classes participated in the community service in school hours while all G.6 students completed the 5-day training of Outward Bound. Students could also voluntarily join uniform groups, such as Scout, for leadership training. At Level 2 (group training), student leaders served as Student Council, Prefects, House Rep and various functions of Ambassadors while they were given relevant training. At Level 3 (special training), a group of 33 students were selected for challenging physical and intellectual trainings in order to enhance their capacity. In return, they encouraged other students to strive for excellence.

The success of school education relies on the support of stakeholders. As reflected from the number of parent volunteers and participants of educational talks, we had witnessed the strong parents’ support to our school. The new Parent Forum Series were launched and overwhelming feedback was received. Frequent contact with parents was made. They had given many valuable suggestions to the school and

helped the school to further improve its services.

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. We aim at nurturing language proficiency, higher order thinking and generic skills, and developing the capabilities of learning to learn, which in turn fosters lifelong learning.

In addition to the curriculum framework recommended by EDB, we incorporate insight school-based curriculum so as to align with the local and international education trends. We have developed school-based subjects such as English Language, Integrated Science, Liberal Arts, STEM and ICL.

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.

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 Cantonese)
- (b) Subjects taught in English: • English Language, Mathematics, Integrated Science, Informational and Computer Literacy, STEM, 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.

Summative Assessment aims to gather evidence of student's performance and to verify students for proceeding to the next level of their studies. Two mid-term and two term-end summative assessments for Chinese, English and Math are held in a school year.

(b) External Assessments:

1. Territory-wide System Assessment (TSA)

Voluntary students attending Grade 3 participated in the Basic Competency Assessment and Grade 6 Territory-wide System Assessment (TSA) in the 2016-17 academic year.

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; G4 and G6 in English Reading and Mathematics. Students from G3 to G6 were also encouraged to participate voluntarily in various papers (Table 4).

Some Mathematics accelerated class students had a brilliant result in Mathematics paper: one G3 student had got High Distinction in Primary 4 Paper; one G5 student had got High Distinction in Form 1 and Form 2 Paper respectively. One G2 student had got Distinction in Primary 4 Paper; one G3 student had Distinction in Primary 5 Paper; one G5 student had Distinction in Primary 6 Paper; two G6 students had Distinction in Form 2 Paper and one of them also had Distinction in Form 3 Paper.

Table 4: International Assessment for Schools - % of students awarded distinction or credit

	Grade 3			Grade 4		
	2015	2016	2017	2015	2016	2017
English Reading	71% (147)	70% (23)	70% (46)	53% (146)	57% (146)	52% (147)
English Writing	54% (46)	70% (20)	34% (38)	36% (25)	52% (29)	26% (38)
Mathematics	35% (149)	42% (26)	21% (48)	26% (141)	18% (150)	21% (151)

	Grade 5			Grade 6		
	2015	2016	2017	2015	2016	2017
English Reading	52% (147)	56% (140)	61% (152)	48% (143)	44% (144)	51% (143)
English Writing	27% (147)	28% (144)	24% (152)	39% (49)	10% (20)	55% (33)
Mathematics	25% (144)	28% (144)	24% (146)	24% (54)	15% (148)	31% (129)

() 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 all Chinese lessons. Liberal Arts lessons had used Cantonese to strengthen our cross-curricular teaching. To foster the language-rich learning environment, both languages are widely used throughout curricular and non-curricular time. Students and teachers use both English and Putonghua 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 2016-2017, 30 most actively participated in Language Scheme under A+ passport from G1 to G6 students were rewarded day trip to Hong Kong Disneyland on 10 July 2017.

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 and school assemblies for our students (Table 5).

Table 5: 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	17.5%
Mathematics	Mathematics	15%
General Studies	Integrated Science	5%
	Liberal Arts	5%
	Informational and Computer Literacy	5%
	STEM	2.5%
Aesthetics	Visual Arts	5%
	Music	5%
Physical Education	Physical Education	5%
Other Learning Experiences (School Based)	Other Learning Experiences (School Based)	12.5%
School Assemblies	School Assemblies	2.5%

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 2016-2017, 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.

In this school year 2016-2017, our school has successfully applied the funding for Non-Chinese Students. It provided extra resources to hire two extra Chinese teachers to support the teaching and programmes for non-Chinese students.

7.7 Students' Reading Habit

(a) Reading Programmes Launched:

Our school cultivates students' reading habit and creates opportunities for students to share reading experiences. From 'Learning to Read' through different programmes, students develop their reading habit and become 'Reading to Learn'. In 2016-2017, the major reading activities held were as follows: Reading Ambassadors, newspaper reading scheme, Book Character Day, Seesaw book sharing online platform, Battle of the Books, book fairs and author talks. Besides, we had also strengthened the collections in class library. Our collection in June was 11,600 approximately.

(b) Students' Reading Habit:

The circulation rate had slightly increased in comparison with last academic year. And the number of students visiting the library during recess and lunch recess had increased slightly too. 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 and Pastoral Care

8.1 Year Main Foci

1. To cultivate a respectful school environment
2. To foster positive class culture
3. To unleash the potentials of our students
4. To enhance the PS-SS interface

Focus 1: To cultivate a respectful school environment

(a) Adopt a whole-school approach to cultivate respectful culture

- Yearly Theme: Respect
 - Three sub-themes:
 - Respect Oneself
 - Respect Others
 - Respect Environment
- Teachers are involved in planning strategies through staff meetings and team meetings and they have infused elements of “respect” in classrooms during homeroom and lesson time
- All students have reflection on the school year theme about “Respect” during the end of school year

(b) Consolidate Life Education curriculum and Moral & Civic Education

- Students had one Life Education session each week
- LEAP programme for all grades and extended curriculum for Grade 4 and Grade 6 students
- Elements of “respect” was infused into existing Life Education curriculum
- Biweekly Green messages sharing was arranged
- Weekly religious sharing and prayer at the end of all Hall assemblies was arranged

(c) Enrich Guidance program in alignment with the annual theme

- A+ passport scheme was launched to promote respectful attitudes and behaviours towards learning and people in school
- Appreciation to others’ activities, such as “Help & Treat” and “Love Week”, were arranged to foster culture of appreciation and gratitude

(d) Provide experiential and service learning opportunities to enhance students’ concern and care within school and to the community

- Community service were organised for Grade 5 to Grade 6 students with more in-depth preparation and debriefing session
- Fundraising events for external organizations had been organised for students to understand the needs of different people in the society

Focus 2: To foster positive class culture

- (a) Implementation of class culture building activities
 - “Class Flag/ Coat of Arms Design” Competition
 - “A-school’s Got Talent” Contest
 - Classroom Planting
- (b) Implementation of class-based and grade-based award scheme
 - A+ Homeroom, Star Class scheme and other class-based award scheme were carried out
- (c) Individual support to students
 - Lunch gathering and meeting were arranged with new students and repeaters to facilitate adaptation and sense of belongings to the school
 - Small group activities and individual interviews were arranged by our social workers and educational psychologist
- (d) Promote teacher-student and parent-child activities
 - Different teacher-student and parent-child competitions and activities were carried out to establish good rapport among parents, teachers and students.

Focus 3: To unleash the potentials of our students

- (a) Establish different leadership and service teams
 - Different leadership and service teams were established for students to learn to serve other with their strengths. (Prefects, Student Council, House Captain and Committee, Reading Ambassadors, Language Ambassadors, Green Ambassadors, PE Ambassadors, IT Ambassadors, Health Ambassadors, etc.)
 - Head Prefects and Student Council election from students and teachers are carried out
- (b) Systematic leadership trainings were provided for students to develop different leadership qualities
 - G6 Outward Bound Camp
 - Prefect Adventure Training Camp
 - Weekly Leadership Training Course
 - Excel 33P

Focus 4: To enhance the PS-SS interface

- (a) Arrange programme and activities for students, parents and teachers to facilitate smoother bridging from primary to secondary section.
 - Arrange bridging activities for students
 - Mock School Day
 - Leadership team debriefing
 - Student Sharing
 - Bridging seminars for G5 & G6 parents
 - Meetings for G6 & G7 class teachers
 - Meetings for SS and PS Student Development Team teachers

8.2 Major Tasks of Teams

(a) Student Management and Support

Table 6: Tasks Achieved by Student Management and Support Team:

Date / Period	Tasks
September 2016	<ul style="list-style-type: none">- Prefect Pledge Ceremony- Set Class Routine and Regulations- Reminders of Opening- Launch of Star Class Scheme (Monthly prize presentation till Jun)
November 2016	<ul style="list-style-type: none">- Prefect leadership training camp- Fire Drill
June 2017	<ul style="list-style-type: none">- Head Boy Head Girl Election
Whole Year	<ul style="list-style-type: none">- Weekly Prefect Training- Grade Sharing (Once per term by grade) by grade heads
Whole Year	<ul style="list-style-type: none">- School Uniform Checking- School Bus Routine Training- Late Homework Monitoring- Behavioural Case Handling

(b) Guidance

Table 7: Tasks Achieved by Guidance Team:

Date / Period	Tasks
September 2016	<ul style="list-style-type: none">- Sunshine Calls- Yearly Theme Activities: Set SMART Goals- Launch of A+ Passport Scheme (Whole year scheme)
October – November 2016	<ul style="list-style-type: none">- Class Flag & Coat of Arms Design Competition
November 2016	<ul style="list-style-type: none">- Big Brother Big Sister Buddy Reading Scheme- “Help and Treat” Activity
January – May 2017	<ul style="list-style-type: none">- A-School’s Got Talent Contest
February 2017	<ul style="list-style-type: none">- “Love week” Activity- Class Plant Activity
June 2017	<ul style="list-style-type: none">- A+ passport party
Whole Year	<ul style="list-style-type: none">- Guidance Case Handling

(c) Moral, Civic and Education

Table 8: Tasks Achieved by Moral and Civic Education Team

Date / Period	Tasks
September 2016	<ul style="list-style-type: none">- LEAP programme- No Air Con night 2016
October – November 2016	<ul style="list-style-type: none">- Green class competition (Cleanliness and Tidiness)- LCSD – “One Person, One Flower Scheme”- LCSD – “Greening School Subsidy Scheme”- LCSD – “Planting Herbs in School Scheme”- Water Supplies Department – "Cherish Water Campus" Integrated Education Programme
November 2016	<ul style="list-style-type: none">- Reducing Weight of School Bag Programme- Good Spine Care Education
December 2016 – March 2017	<ul style="list-style-type: none">- Green class competition (Energy saving)
January 2017	<ul style="list-style-type: none">- Chinese New Year gospel preaching
February 2017	<ul style="list-style-type: none">- Launch of “Toner & Ink Cartridges Recycling & Reuse Programme”
April 2017	<ul style="list-style-type: none">- Easter service- Bible Discovery, Easter Challenge and videos- HKEdU – “Education for Plastic Waste Recycling”
May 2017	<ul style="list-style-type: none">- Joyful Fruit Month
June 2017	<ul style="list-style-type: none">- LEAP extended programme for G4 – G6- Environmental education workshop- National Education activities

(d) Student Advancement Support

Table 9: Tasks Achieved by Student Advancement Support Team

Date / Period	Tasks
September 2016	<ul style="list-style-type: none"> - Whole-school House meeting - Recruit House captains - Student Council promotion and election
September – October 2016	<ul style="list-style-type: none"> - Excel 33P promotion and selection
October 2016	<ul style="list-style-type: none"> - Chinese Penmanship Competition (House) - House Slogan Competition - School facilities improvement – water fountain and washroom sinks (Student Council)
November 2016	<ul style="list-style-type: none"> - Pamphlet Poster Design for 10th Athletic Meet (House) - Re-location of suggestion box and re-designing suggestion form (Student Council)
November – June 2016	<ul style="list-style-type: none"> - Excel 33P Iron Excel Activities - Day Hiking, Overnight Hiking, Wild Camping
December 2016	<ul style="list-style-type: none"> - Christmas carol karaoke (Student Council)
December 2016 – June 2017	<ul style="list-style-type: none"> - Excel 33P Meeting Outliers Activities (5 times)
January 2017	<ul style="list-style-type: none"> - Spring Couplet Design (House) - 1st issue of Student Council Newsletter
February 2017	<ul style="list-style-type: none"> - “Post-your-respect” Activity - Excel 33P – Ambassador of Parent Seminar
March 2017	<ul style="list-style-type: none"> - Bridging with SS (House captains and Student Council)
April 2017	<ul style="list-style-type: none"> - Battle of the Books (House) - Mock School Day for G6 - Excel 33P – Public Speaking Training Workshop
May 2017	<ul style="list-style-type: none"> - IS Water Conservation Poster Design (House) - Inter-house Cheering Competition - Excel 33P – Ambassador of G1 Admission Seminar
June 2017	<ul style="list-style-type: none"> - Song Dedication (Student Council) - We Care Sale (Student Council) - Book Donation (Student Council) - Excel 33P – “Arctic Challenge” Excursion
August 2017	<ul style="list-style-type: none"> - G1 Orientation Camp

(e) Home School Liaison

Table 10: Tasks Achieved by Home School Liaison Unit

Month	Task
September 2016	<ul style="list-style-type: none">- Recruitment of Parent Volunteers- Parent Volunteers Briefing
October 2016	<ul style="list-style-type: none">- Start of Phase 1 Parent Volunteers Service:<ul style="list-style-type: none">o Library Helpero Storytellero Lunch Helpero Assembly Sharing Helpero Campus Decoration Helper
November 2016	<ul style="list-style-type: none">- Christmas Campus Decoration
December 2016	<ul style="list-style-type: none">- Parent Forum Series (1): Students' ownership of learning: Best work portfolio & student-led conference pilot- "Letter to parents in Future" activity (G6)
January 2017	<ul style="list-style-type: none">- Parent Forum Series (2): The indispensable component of self-directed learning: motivate our children- Parent Volunteers' Chinese New Year Party- Chinese New Year Campus Decoration
February 2017	<ul style="list-style-type: none">- Parent Forum Series (3): Gifted education: Debugging myths and nurturing our gifted children- Start of Phase 2 Parent Volunteers Service
March 2017	<ul style="list-style-type: none">- Parent Forum Series (4): The current development of e-learning and BYOD pilot- Parent Forum Series (5): STEM education: rationale, curriculum, our current practices and the way forward- Easter Campus Decoration
May 2017	<ul style="list-style-type: none">- Parent Forum Series (6): Positive education ABC: the cornerstone of character development and academic excellence
June 2017	<ul style="list-style-type: none">- Parent Forum Series (7): Rethink "assessment"
July 2017	<ul style="list-style-type: none">- Parent Volunteers Appreciation Ceremony

9. Other Learning Experiences (OLE)

9.1 Aims & Objectives

(a) Aims & Objectives

- (1) develop students' interest and extend their potential in a wide range of activities
- (2) enhance students' sense of belonging to the school, leadership, social and communication skills
- (3) develop generic skills in addition to academics.

(b) Structure and framework

(1) OLE lessons – Courses during school hour which cover 6 domains, in which students are required to attend 4 lessons per week:

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

(2) After School OLE -- For school team trainings and paid courses during weekdays after school and Saturday mornings

(3) School Events – To organise and coordinate large scale or whole school events

(4) Excursions – To organise whole grade local camps and overseas excursions

(5) Awards Record – To record students' achievements and coordinate award presentation

9.2 OLE programmes

Table 11: Numbers of OLE lessons offered

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

Table 12: Numbers of School Teams offered

	Uniform Groups	Service Group	Academic	Sports	Aesthetics
No. of school team	3	4	15	13	9

Table 13: Participation of School Teams

G1	G2	G3	G4	G5	G6
0%	50%	79%	83%	88%	89%

9.3 Local Excursions and Overseas Excursions

Grade	Local Camp	Overseas Excursions
1	Learning Camp (Museum of Ethnology, Cultural journey, Hong Kong Museum of History and Hong Kong Heritage Discovery Centre) (30 March & 31 March 2017)	---
2	Two Days and One Night (Chinese YMCA of Hong Kong Wu Kai Sha Youth Village) (29 March – 30 March 2017)	---
3	Two Days and One Night (Breakthrough Youth Village) (27 March – 28 March 2017)	---
4	---	Foshan, China: Exploration of Traditional Chinese Arts and Martial Arts (27 March – 1 April 2017) Taiwan: Exploration of Local Cultural and Environmental Practice (27 March – 31 March 2017)
5	---	Beijing, China: Exploration of Chinese History, Arts and Language (28 March – 31 March 2017) Xiamen, China: Fujian Cultural Tulou Architecture Experience (27 March – 31 March 2017) Osaka, Japan: Exploration of Technology, Prevention of Disasters and Environmental Protection (25 - 29 March 2017)

Grade	Local Camp	Overseas Excursions
6	---	<p>Singapore: Experience of Multiculturalism and Science (27 March – 31 March 2017)</p> <p>Xi'an, China: Exploration of Ancient History and Culture (27 March – 31 March 2017)</p> <p>Brisbane, Australia: Australian Culture and English Immersion Programme (20 March – 31 March 2017)</p>
4-6	Three Days and Two Nights (Sai Kung Outdoor Training Camp) (27 March – 29 March 2017)	<p>Siem Reap, Cambodia: Historic Heritage, Architecture and Service Learning (28 March - 1 April 2017)</p> <p>Melaka, Malaysia: Colonial Multiculture, Rural Life and Service Learning (27 – 31 March 2017)</p>

9.4 Major Events and Working Schedule

Month	Event
September 2016	Assignment of Phase 1 OLE
October 2016	G6 Outward Bound (10 – 14 October 2016)
November 2016	Play Day / Picnic Day (9 November 2016)
	Athletic Meet (21 November 2016)
December 2016	Winter Concert (11 December 2016)
	Christmas Celebration
	Enrolment of Phase 2 OLE
January 2017	Assignment of Phase 2 OLE
	Watoto Concert (13 January 2017)
	青海熱夢科巴藝術團交流 (10 January 2017)
	Chinese New Year Celebration (25 January 2017)
February 2017	Assignment of Excursion
	Mid-year Prize Presentation Ceremony (15 February 2017)
	Class Photo and student photo taking (28 February 2017)
March 2017	Aquatic Meet (3 March 2017)
	Photo Taking (10 March 2017)
	Easter Celebration (24 March 2017)
	Excursion Week (27 – 31 March 2017)
April 2017	Arts Evening /Variety Show (29 April 2017)
May 2017	Enrolment of 2017-18 School Team
June 2017	Enrolment of 2017-17 Paid Course
July and August 2017	Enrolment of 2017-17 Phase 1 OLE
	Excursion & PBL Showcase (7 July 2017)
	Year End Convocation
	Summer School Team Training
Other Group Scholarship Programmes	Uniform Group Annual Camp
	LEGO Robotics Training
	Artist-in-Resident Programme
	Prefect Training Camp
	Nanjing Water Reservation Exchange Programme
	Sichuan Exchange Programme
	Beijing Baseball Friendly Match
	Taiwan Baseball Training Trip

9.5 Students' Achievements

Our school would organise and coordinate many major inter-school competitions each year (Table 14). In 2016-2017, they had obtained a total of 416 awards including 142 champions in this school year (Table 15). Students' awards are recorded and uploaded to school website monthly. Award presentations are held monthly during the morning assemblies.

Table 14: Participation of Major Inter-school Competitions

Strands	Name of Inter-School Competition
Sports	1. Hong Kong Schools Sports Federation Inter-school Competitions (Dance, Fencing, 5-a-side Football, Gymnastics, Tennis, Softball) 2. Shatin District Inter-Primary Schools Sports Competitions (Football, Basketball, Table tennis, Volleyball, Badminton, Swimming, Athletic) 3. The 53rd School Dance Festival
Music	1. The 69th Hong Kong Schools Music Festival 2. Hong Kong International Handbell Olympics 2017
Chinese	1. The 68 th Hong Kong Schools Speech Festival 2. The 23rd Chinese Bible Choral Speaking Competition 3. Hong Kong School Drama Festival 2016-17
English	1. The 68 th Hong Kong Schools Speech Festival 2. The Hong Kong Young Writer's Award 3. The Hong Kong Budding Poet's Award
Mathematics	1. HKMO Open 2. Hua Xia Cup Nationwide Mathematical Olympiad Invitation Tournament 2016 3. Singapore and Asian School Math Olympiad Trial 2016 (Hong Kong Region)
STEM	1. 2017 ROBOFEST Robot Contest - American International Competition 2. RoboSTEAM Hong Kong Open 2017 3. RoboCup Junior Hong Kong Open Competition 2017

Table 15: Major Awards

	Activities / Competitions	Results
SPORTS	Jockey Club Futsal Cup (School Division)	Boys Youth 13, 1st runner-up; Girls Youth 13, 1st runner-up;
	2016-17 All Hong Kong Inter-Primary Schools 5-a-side Football Competition	Boys, Merit; Girls, Merit
	2016-17 Shatin Inter-Primary Schools Soccer Competition	Boys, 2nd Runner-up
	2016-17 Shatin Area Inter-Primary Schools Athletics Competition	Boys B Grade Overall, Champion; Boys C Grade Overall, Champion; Individual and Relay Events: 5 Champions, 2 Second Places, 5 Third Places
	19th All Hong Kong Inter-Area Primary Schools Athletics Competition	1 Individual Champion 1 Relay Champion
	The 53rd Hong Kong Schools Dance Festival	Senior Dance Team, Honors Award; Junior Dance Team, Honors Award; Trio Dance, Honors Award
	18-District Dance Sport Association 18 Districts Elite Open (Series 16)	3 Solo Champions
	Hong Kong Primary Schools Fencing Invitation Competition 2017	Boys Grade A (Team) Foil 2nd runner up Boys Grade B (Team) Foil 2nd runner up Girls Grade A Foil Champion Girls Grade C (Team) Foil 1st Runner-up 1 individual Champion, 2 1st Runner-ups
	All Hong Kong Inter-Primary Schools Fencing Competition 2016-2017 Foil Girls A Team	Girls Grade A Foil Champion
	All Hong Kong Inter-Primary Schools Tennis Competition 2016	Boys A Group Champion
MUSIC	HKSMSA 69th Hong Kong School Music Festival	School Choir (senior group), 1st runner-up; Individual Events: 5 1 st Place, 8 2 nd Place, 7 3 rd Place
	Hong Kong International Handbell Olympics 2016	Silver Award
ACADEMICS	The 68th Hong Kong Schools Speech Festival	Group Events: two 1 st Runner-up; Individual Events: 11 Champions, 14 Second Places and 20 Third Places
	GAPSK Hong Kong Putonghua Speech Competition	Ancient Verse Speaking Solo (Primary Section)- 1 Individual Champion
	The 23rd Chinese Bible Choral Speaking Competition	Group Events: 1 Champion, 1 1 st Runner-up and 1 2nd runner up
SCIENCE	RoboSTEAM Hong Kong Open 2017	The best coding award
	the RoboCup Hong Kong Junior Open 2017 - Union Cup	1 st Runner-up

Our students had consistently and enthusiastically taken part in different external Hong Kong or district competitions. The award lists are uploaded to School Website monthly. For details, please refer to the “Students Award List”.

10. Others

10.1 Scholarship and Fee Remission Programme

In order to realise the education philosophy about whole person development, A-School offers scholarship to students who excel in academics, sports & performing arts, music, visual arts, social services or leadership. Scholarship is used for school fee or excursion fee (according to the nature of the scholarship applied).

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.

(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 31 August of the year prior to the admission or 31 January of the current year of enrolment.

10.2 Kindergarten Principal’s 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 Financial Report

Table 16: Financial report of the whole school 2015-2016

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	57.99%	N.A.
School Fees	N.A.	39.58%
Donations, if any	N.A.	0.23%
Other income, if any	0.10%	2.10%
Total	58.09%	41.91%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	76.15%	
Operational Expenses (including those for Learning and Teaching)	11.38%	
Fee Remission / Scholarship ¹	5.68%	
Repairs and Maintenance	1.06%	
Depreciation	5.57%	
Miscellaneous	0.16%	
Total	100.00%	
Surplus/Deficit for the School Year*	1.27 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year*	5.97 months of the annual expenditure	
<i>* in terms of equivalent months of annual overall expenditure</i>		

¹The % 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).

Table 10.4 Report on the Use of Capacity Enhancement Grant

Task Area and Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Evaluation	Person-in-Charge
Assist the development of Student Development (SD) programs and activities 1. Life Education curriculum 2. SD admin work 3. SD programs and activities	Employ a SD Assistant to provide support for preparing Life Education materials; support SD administrative work; support student programs and activities	1. Develop school-based Life Education curriculum and materials 2. Teachers to be relieved from SD admin works, mainly on records and student database 3. Support student development programs and activities	Sep 2016 – Aug 2017	Salary for SD Assistant: $\$11,000 \times 1.05 \times 12 =$ $\$138,600$	1. SD assistant has helped in preparing all teaching materials (including Chinese and English booklet) for G1 – G6 Life Education Lessons. 2. SD assistant assisted in various logistic arrangement of SD programs (including guidance programs, leadership programs, moral and civic education programs, activities for students with SEN) and process statistical reports for activities and student records (including student misbehaviour records, SEN data, student performance record, etc.)	Ms. Eva Pak (Head of Student Development)
Assist the development of Other Learning Experiences (OLE) 1. Database 2. Logistic support 3. Learning materials 4. Evaluation	Employ an OLE Assistant to provide support for the database of OLE, AOLE, excursions and scholarship programs; prepare learning materials and logistics of exchange and community service programs; help the evaluation process of OLEs	1. Update and maintain the database of OLE/AOLE lessons, excursions, scholarship programs and community service programs 2. Prepare the learning materials and logistics of the programs above 3. Facilitate the comprehensive evaluation of OLE	Sep 2016 – Aug 2017	Salary for OLE Assistant: $\$10,000 \times 1.05 \times 12 =$ $\$126,000$	1. Database of all OLEs were accurately and systematically maintained. 2. 75% OLE teachers were satisfied with the learning materials and logistic support, which is 5% under the performance indicator. 3. A comprehensive OLE review was completed.	Mr. Tim Tsang and Ms. Melinda Wong (Co-Heads of Other Learning Experiences)

Task Area and Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Evaluation	Person-in-Charge
Support & enhance students' learning in Information and Computer Literacy (ICL) 1. ICL lesson preparation 2. Administrative support 3. Individual student support	Employ an ICL Assistant to assist ICL teachers in preparing ICL lessons; provide administrative support; provide individual support during Grades 1-2 ICL lessons	1. Provide device/technical set up for ICL lessons to maximize the learning time in ICL lessons 2. Support in devices, software, account and inventory management 3. Provide classroom supports for Grades 1-2 students during ICL lessons	Sep 2016 – Aug 2017	Salary for ICL Assistant: $\$11,000 \times 1.05 \times 12 = \$138,600$	1. Reported by ICL teachers, almost all ICL lessons were properly set up except those days when ICL SA was out of school, or teachers were informed that the ICL SA had some specific duties. 2. Record of devices, software, account and inventory were kept in the subject drive. 3. During the year and evaluation meeting, all ICL teachers reported that they were satisfied with the classroom support given by the ICL SA.	Mr. William Luk (STEM Coordinator cum ICL Subject Coordinator)
Support & enhance students' learning in English: 1. Learning materials and learning environment 2. One-on-one reading support 3. Formative assessment	Employ an English Assistant to prepare learning materials and enrich physical environment for learning; assist individual students in reading and writing; facilitate school-wide English activity; manage formative assessment data	1. Support students, especially during one-on-one sight words reading practice 2. Prepare teaching aids and learning materials 3. Help organize English Month and enrich learning environment 4. Update and maintain the formative assessment database	Sep 2016 – Aug 2017	Salary for English Assistant: $\$12,000 \times 1.05 \times 12 = \$151,200$	1. Review of sight words record shows 90% of students who received SA support advanced 10 levels in reading sight words in 2016-17. 2. Completed set of G3 grammar worksheets ready and used by the team. 3. As per survey results, 90% of the English teachers were satisfied with SA support for preparing materials, English month and Open House. 4. All English boards were decorated as per school schedule and checked by the Subject Coordinator.	Ms. Winnie Pradhan (English Subject Coordinator)
Support and enhance students' learning in Chinese: 1. IT in learning and teaching 2. School-based curriculum development	Employ a Chinese Assistant to provide IT support for learning and teaching; prepare Grades 2-6 school-based learning materials	1. Provide device/technical set up for Chi lessons for e-pedagogies 2. Improve the school-based curriculum at Grades 2-6	Sep 2016 – Aug 2017	Salary for Chinese Assistant: $\$12,000 \times 1.05 \times 12 = \$151,200$	1. 100% Chinese teachers were satisfied with the e-learning support (e.g. Upload video file on E-class for Term 1 小天才大演說 and used for showcase materials, whole year students' Chinese Result calculation, CAV assessment, etc.) 2. 60% usage of IT software/program in learning and teaching (e.g. PowerPoint, e-book materials, etc.) 3. 100% production of Grades 2-6 learning materials (e.g. Chinese poem, school-based learning materials, SEN remedial class materials and support, etc.)	Ms. Cherry Li (Chinese Subject Coordinator)

Task Area and Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Evaluation	Person-in-Charge
Support and enhance students' learning in Mathematics : 1. Support for gifted and SEN students 2. Assessment question bank and AQP analysis 3. Learning materials, learning environment and school-wide Math activity 4. Inventory	Employ a Mathematics Assistant to support gifted and SEN students; assist teachers in building assessment question bank; prepare learning materials; enrich learning environment and help organize Math Month; organize math inventory	1. Support gifted and SEN students in class 2. Work with teachers for assessment question bank and AQP 3. Prepare learning materials 4. Enrich learning environment and help organize Math Month 5. Update the inventory and organize the manipulatives & reference books regularly	Sep 2016 – Aug 2017	Salary for Mathematics Assistant: $\$12,000 \times 1.05 \times 12 = \$151,200$	1. 80% Math teachers were satisfied with the classroom support. 2. Accurate input of assessment data in AQP, data analysis reports and question bank updated. 3. 100% Math teachers were satisfied with the learning materials prepared. 4. Inventory list was updated once a year. 5. Manipulatives and reference books were organized once a term. 6. 80% Math teachers were satisfied with the support for gifted and SEN students. 7. 100% Math teachers were satisfied with the support for school-wide Math activity.	Ms. Jackie Chong (Curriculum Development Officer cum Mathematics Subject Coordinator)
Support and enhance students' learning in Integrated Science (IS) : 1. Support for experiments 2. Learning materials 3. Resources management	Employ an IS Assistant to support students in lessons, particularly for experiment; prepare learning materials; and assist teachers in managing the laboratory	1. Work with IS teachers to assist and guide the students for experiment 2. Prepare high quality learning materials 3. Manage the teaching resources and IS Lab properly	Sep 2016 – Aug 2017	Salary for IS Assistant: $\$10,000 \times 1.05 \times 12 = \$126,000$	1. The IS assistant supported 100% IS lessons with experiment appropriately. 2. 100% IS teachers were satisfied with the materials prepared. 3. Inventory list was updated once a term.	Mr. Kelvin Lee (Prefect of Studies cum Integrated Science Subject Coordinator)

Task Area and Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Evaluation	Person-in-Charge
Develop STEM and enhance e-learning support : 1. STEM education 2. eLearning	Employ a STEM/ eLearning Assistant to prepare STEM lesson materials; provide individual support at Grades 1-2 STEM classes; provide all teachers with support in eLearning activities; maintain a record of eLearning activities; manage & explore eLearning devices	1. Prepare STEM lesson materials 2. Provide classroom supports for Grades 1-2 STEM lessons 3. Support eLearning activities 4. Understanding the pattern of eLearning practices 5. Support the development of eLearning practices	Oct 2016 – Aug 2017	Salary for STEM & e-learning Assistant: \$11,000 x 1.05 x 11 = \$127,050	1. From the reports from STEM teachers, almost all STEM lessons materials were properly prepared except those days when the STEM SA was out of school, or teachers were informed that the STEM SA had some specific duties. 2. Almost all eLearning activities that requested supports were properly supported. 3. During the year end evaluation meeting, all STEM teachers reported that they were satisfied with the classroom support given by the STEM SA. 4. From the record, all eLearning devices were properly managed.	Mr. William Luk (STEM Coordinator cum ICL Subject Coordinator)
Support and enhance reading : 1. Reading in KLAs 2. School-wide reading environment 3. E-reading log	Employ a Reading & Learning Support Assistant to collaborate with KLAs for promoting reading; organize primary school and through-train literacy activities; pilot electronic reading log	1. Provide support in reading in KLAs 2. Enrich the reading atmosphere by organizing PS and through-train reading activities 3. Establish e-reading log	Oct 2016 – Aug 2017	Salary for Reading & Learning Support Assistant: \$12,000 x 1.05 x 12 = \$138,600	1. 80% of Chinese team and English team were satisfied with the Chinese Reading Scheme and Guided Reader Scheme. Updated and interesting reading resources were provided for Math, IS and Stem Department too. However, more reading support can be provided for other subjects (VA, PE and Music) for the next year. 2. Reading & Learning Support Assistant helped in thematic reading activities like English and Chinese author talks; Book Character Model Design Competition was satisfactory i.e. Nice 88 bookmarks and 31 models were collected from students. 3. Assistant also helped in e-reading pilot of Seesaw book sharing with satisfactory level.	Karen Kong (Librarian)

	Expenditure
Capacity Enhancement Grant available for the year 2016/17 (2015/16 was \$917,218)	HKD940,926
Surplus of 2015/16 CEG carried forward	HKD333,705
Total CEG available for the year 2016/17	HKD1,274,631
Total Expenditure for Capacity Enhancement Grant in 2016/17	HKD1,094,970
Surplus	HKD179,661