

Hong Kong Baptist University Affiliated School

Wong Kam Fai Secondary and Primary School

Annual Report (Primary School)

2017-18

Content

1. The School
2. School Mission and Vision
 - 2.1 A-School's Motto
 - 2.2 The Mission
 - 2.3 Core Visions of A-School
3. The School Management
 - 3.1 The SMC
 - 3.2 The Organisation Chart
4. Our Teaching Team
 - 4.1 Deployment of Teaching Staff
 - 4.2 Language Proficiency Assessment for English and Chinese Teachers
 - 4.3 Continuing Professional Development (CPD)
5. Class Structure of Students
6. The Areas of Concerns and Reflections
7. Teaching and Learning
 - 7.1 Our Curriculum
 - 7.2 Subjects Offered
 - 7.3 Academic Assessment
 - 7.4 Language Policy
 - 7.5 Learning Time of Key Learning Areas
 - 7.6 Enrichment and Support Measures
 - 7.7 Student Reading Habit
 - 7.8 Home-School Liaison
8. Student Development
 - 8.1 Year Main Foci
 - 8.2 Major Tasks of Teams
9. Other Learning Experiences (OLE)
 - 9.1 Aims & Objectives
 - 9.2 OLE Programmes
 - 9.3 Local Excursions & Overseas Excursions
 - 9.4 Major Events and Working Schedule
 - 9.5 Students' Achievements

Content

10 Others

10.1 Scholarship and Fee Remission Programme

10.2 Kindergarten Principal's Nomination

10.3 Financial Report

10.4 Report on the Use of Capacity Enhancement Grant

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

Chief 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



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



Caters to the whole person development, providing a safe learning environment for the students
Empowering students to be spiritually mature, wise and informed, artistic, physically strong,
creative and civic-minded

Whilst broadening their horizons with an emphasis on developing their world knowledge,
focus will also be put on understanding the three literacy
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

Honorary Director, Dr. Stephen Hui Research Centre for Physical Recreation and Wellness

School Managers

Professor Rick Wong Wai Kwok

Vice-President (Research and Development), HKBU

Ms. Winnie Tam Wan Chi, S.C.

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, WKF Charity & Education Trust Fund Group

Chairman & CEO, Kum Shing Group

Ms. Cecilia Lee Sau Wai, JP

Partner, Deloitte Touche Tohmatsu

Dr. Benjamin Chan Wai Kai

Chief 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

Mr. Joe Ho Ka Leung

Parent Representative

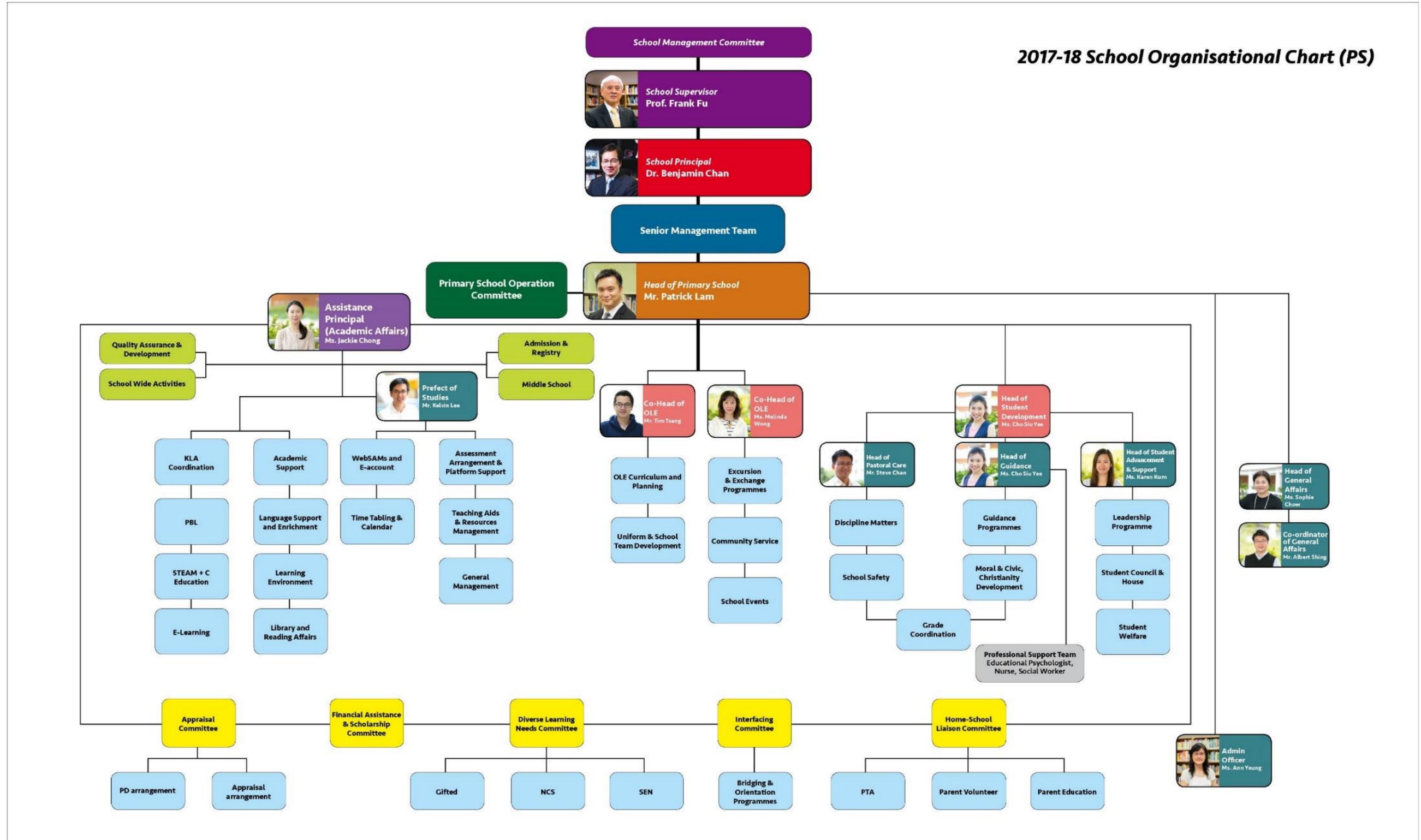
Mr. Billy Kwok Sui Yuen

Parent 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 (2017-2018)



4. Our Teaching Team

4.1 Deployment of Teaching Staff

Our primary school had kept the teacher-class ratio at 2.2:1 in 2017-2018 (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	98.51%
Bachelor Degree	98.51%
Master Degree or above	50.75%
Special Education Training	11.94%
Teaching Experiences	
0 – 4 years	25.37%
5 – 9 years	34.33%
10 years or more	40.30%

In last academic year, our school had used the Capacity Enhancement Grant to recruit 7* 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 not just reduced the workload of the teachers but increased teachers' work efficiency significantly. The report on the use of CEG can be found on table 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 3,807.95. hours (as at 31.8.2018). The average number of CPD hours is 56.8 hours.

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 2017-2018). 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 5 withdrawals in 2017-2018 because the students had to relocate to other countries or transfer to other local schools.

Table 3: Enrolments 2017-2018

No. of students as of 1 September 2017	921
No. of withdrawal	5
No. of students admitted in the middle of the school year	2
No. of students as of 12 July 2018	918

6. The Areas of Concerns & Reflections

The major concerns of 2017-2018 school year included optimization of the implementation of the Middle School concept, enhancing active engagement in learning and teaching, cultivating students' proactive attitude and fostering teachers' professional growth through action learning. To begin with, a smooth implementation of the Middle School curriculum starting from Grade 5 had been successfully executed. The third language programme which aims to widen students' language and cultural exposure offered students an opportunity to learn two of the three languages, Japanese, German or French, at a beginner level. In an ever-changing world, public speaking and mountaineering trainings were provided to our Middle School students to enhance their 21st century skills and persistence when facing challenges. Professional collaboration amongst teachers of both divisions was facilitated in order to maximize the through-train potential and the bridging programme was conducted at Grade 6. A fluid primary-secondary learning environment was established through the overlapping of timetables and staff deployment across 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 Junior School (G.1-4) and Middle School curriculum will be fine-tuned in 2018-2019.

Concerning academic development, active engagement was a focus this year. 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 continued to develop relevant learning habits and skills to further enhance their life-long learning ability. It aligned with the student development with the theme "Be a Proactive Student", particularly in terms of being a "self-directed learner". Students were encouraged to set goals and track their accomplishments. Student-led conferences, with e-portfolios, were rolled out at G.4-6 in 2017-2018. A new set of STEAM curriculum combining ICT across all six grades was established while coding education, in collaboration with CoolThink@ JC, has continued in G.4-6. Our colleagues were invited to share the curriculum and practices in conferences organised by various universities. The initiative of implementing trans-disciplinary learning will also be authentically combined into STEAM, Integrated Science as well as Project-based Learning in 2017-2018. Proactivity was also fully exhibited in Project-based Learning in which students initiated and monitored their own inquiry journey with teachers' facilitation. The Showcase was organised in July and was a great success.

Significant changes were also found in student support and school ethos. The student-teacher, teacher-parent and student-student relationships are strong. The implementation of the 4E model with weekly life education lesson and guidance programmes in various school settings were organised under the theme "Proactive". 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 Scouts, 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 training 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 strong parental support for our school. The Parent Forum Series will be continued with parent education as the focus in 2018-2019. Frequent contact with parents was made. They gave many valuable suggestions to the school and helped the school to further improve its services.

The followings are the main focus of primary section in 2017-2018:

1. *Implementing the Middle School concept*
2. *Enhancing active engagement in learning and teaching*
3. *Cultivating students' proactive attitude*
4. *Fostering teachers' professional growth through action learning*

Area of concern: Strengthening Learning and Teaching in order to Meet Student Needs

Item	Strategies	Action	Criteria of success	Year End Evaluation
1.1	To enhance the impact of PS-SS interface through the Middle School curriculum	To commence the Middle School curriculum at G5	<ol style="list-style-type: none"> 1. Try out the Middle School curriculum (including third languages and soft skills training at G5) 2. Fine-tune the Middle School curriculum with further suggestions 	<ol style="list-style-type: none"> 1. The Middle School curriculum have been already set up. 2. Third Language needs intense supervision on the implementation. Majority of the students demonstrated interest in learning a new language and put good effort during lessons, however, some students need to have a more serious learning attitude. 3. Most students engaged and participated actively in the soft skills training and SD activities and hence showed improvement in communication skills and attitudes. The class size for soft skills training can be reduced to have better interaction among teacher and students. 4. Regular review within subjects/teams carried out, G5-G8 scope and sequence ready for Eng/PE/IS/LA, further curriculum mapping of other subjects will be needed.

Item	Strategies	Action	Criteria of success	Year End Evaluation
1.1	To enhance the impact of PS-SS interface through the Middle School curriculum (Cont'd)	To establish a fluid PS-SS learning arrangement	<ol style="list-style-type: none"> 1. 4 overlapping lessons across PS-SS timetable 2. Flexi staff deployment: at least 1 teacher across PS-SS 3. Acceleration programs (PS- SS) for individual students 4. Enrichment activities across PS-SS within KLAs: at least 1 per year at Grades 5-8 	<ol style="list-style-type: none"> 1. 4 overlapping lessons cannot fully support the implementation of cross PS-SS activities and acceleration programme. 7 overlapping timetable will be adopted in 1819. 2. Staff teaching both divisions need to understand the classroom expectations and learning style, further briefing by panel heads will be required. 3. Students joining the Acc. Prog. showed outstanding results. Arrangement on manpower for acceleration programme can be enhanced. 4. All KLAs held activities for PS-SS students. Majority of students participated actively in activities. 5. Lesson observations for G5-8 PS-SS teachers to have professional exchange on pedagogy and observation of students' learning performance.
		To improve bridging programs from G6 to G7	<ol style="list-style-type: none"> 1. Implement the framework of bridging programs 2. Fine-tune the framework with further suggestions 	<ol style="list-style-type: none"> 1. The framework of bridging programs needs further enhancement to clearly showing the aims and objectives of different programs. 2. Guidance Program enriched with more activities/programs aiming to address students' needs and nurture students' caring attitude and good behaviours, such as A-Diary where students can reflect on their behaviours and accomplishments.
		To organize school- wide learning experience across PS- SS	<ol style="list-style-type: none"> 1. PBL Grades 1 – 9 2. Arts Festival 3. Chinese Cultural Day 4. Winter Concert 5. Graduation cum Promotion Ceremony 6. OLEs & excursions 	<ol style="list-style-type: none"> 1. PBL completed for G1-9; PBL fine-tuned with more emphasis on the learning process, peer learning and post-PBL reflection. Students' showed appreciation and understanding of others' PBL projects. A more systematic development on thinking skills. 2. Cross division activities successfully carried out with good feedback from participants.

Item	Strategies	Action	Criteria of success	Year End Evaluation
1.1	To enhance the impact of PS-SS interface through the Middle School curriculum (Cont'd)	To enhance professional collaboration between PS and SS teachers	<ol style="list-style-type: none"> 1. Fine-tune the objectives of G5-8 Middle School concept 2. At least 2 KLA-based cross-sectional meetings per year 3. Lesson observations for KLAs and homeroom time 	<ol style="list-style-type: none"> 1. KLAs had at least 2 PS-SS bridging meetings to discuss about the curriculum framework, collaboration on subject week activities, lesson observation, etc. 2. PS students were invited to join all SS subject week activities and enjoyed the learning activities. 3. Lesson observations for G5-8 PS-SS teachers to have professional exchange on pedagogy and observation of students' learning performance. 4. PS-SS shared learning resources, programme plans and curriculum documents to understand the curriculum requirements and learning mode. Some common practices can be developed among PS-SS. 5. Homeroom visits were arranged for SS-PS teachers to know about the classroom expectations, routines, reading habits, etc. Middle School students can take up more responsibility in classroom decoration.
1.2	To enhance active engagement in learning and teaching	To strengthen teacher professional development on cooperative learning	<ol style="list-style-type: none"> 1. At least 2 workshops on cooperative learning 2. At least 30% teachers joining the individual PD on topics related to cooperative learning 3. Share good practices at staff meeting & PD day 	<ol style="list-style-type: none"> 1. Through lesson/activities design, majority of students were more engaged in lessons and given more opportunities to participate in learning activities which aim to develop their generic skills and boost their interest in learning. 2. Staff meetings had teacher sharing on a variety of topics such as eLearning and Co-operative Learning, teachers actively engaged in the Co-op Learning sharing sessions but only some tried out the strategies in their lessons. 3. Teachers are encouraged to try webinars to acquire more knowledge and skills in Co-op Learning. 4. More rigorous workshops on Co-op Learning need to be arranged. 5. Make Co-op Learning a major focus in 1819 teacher PD and lesson observation. 6. Acquire resources (books or online platform) on using Co-op Learning.

Item	Strategies	Action	Criteria of success	Year End Evaluation
1.2	To enhance active engagement in learning and teaching (Cont'd)	To implement pedagogies for active engagement (e.g. eLearning, Differentiated Instruction and Assessment, etc.) in all KLAs	<ol style="list-style-type: none"> 1. Implement pedagogies for active engagement in classroom practices 2. Review and consolidate PBL 	<ol style="list-style-type: none"> 1. Cooperative learning structures regularly and effectively used in English lessons, students showed strong interest and confidence in learning English. Other subjects are encouraged to observe the English lessons to acquire skills in using Co-op strategies. 2. Differentiation plays a key role in designing learning tasks and assignments, students have choice during the learning process. 3. eLearning is implemented across all subjects, teachers began to make use of Google learning apps and found them useful in disseminating learning materials, giving feedback and collecting students work. 4. UBD plans created and implemented for all topics for PBL with all teachers' involvement and contribution. Post-PBL feedback from teachers can be collected for further planning.
		To improve students' self-directed learning habits	<ol style="list-style-type: none"> 1. Further promote reading and research skills 2. Support SDL through eLearning (e.g implement Google LMS) 3. Reinforce active learning habits (e.g. goal-setting, self- evaluation, piloting Seesaw e- portfolio) 4. SLC in G4-6 	<ol style="list-style-type: none"> 1. Reading activities successfully carried out and students have strong reading skills. More emphasis can be placed on research skills for upper grade students. 2. SMART goal setting incorporated in each KLA rubrics/assessment. Need to follow up students' goals. 3. SLC in G4-6 focusing on best work portfolio and personal growth, students, parents and teachers found the SLC process help them understand the students' strengths and weaknesses and appreciated the opportunity to present their work to parents. Students felt supported by parents, teachers and parents. 4. G5&6 use eLearning apps/platforms in KLAs and collect data on students' learning progress. 5. Majority of students developed a habit on self-evaluation through KLAs, knowing the SMART goals criteria. Students need more training on building e-portfolio.

Item	Strategies	Action	Criteria of success	Year End Evaluation
1.2	To enhance active engagement in learning and teaching (Cont'd)	To facilitate concerted effort among academic affair (AA), student development (SD) and other learning experiences (OLE)	<ol style="list-style-type: none"> Enhance collaboration amongst AA, SD and OLEs for the theme of Active Engagement Connect the <i>themes Active Engagement</i> and <i>Be a Proactive Student</i> 	<ol style="list-style-type: none"> AA, SD, OLE have common theme of Active Engagement in individual annual plans thereby resulting in active engagement of students in lesson through a holistic approach. Monthly meetings among AA, SD, OLE heads need to be arranged to further facilitate collaboration and align the implementation progress.

Area of Concern 2: Fostering Students' Whole-Person Development in order to Build Positive School Culture

Item	Strategies	Action	Criteria of success	Year End Evaluation
2.1	To cultivate a proactive attitude (School annual theme: "Be a Proactive Student")	To adopt a whole-school approach to cultivate proactive attitude	<ol style="list-style-type: none"> All teams are involved in devising and implementing strategies of cultivating students' proactivity All teachers help advocate proactivity in school All students have reflection on the school year theme about "Be a Proactive Student" 	<ol style="list-style-type: none"> All teachers incorporated yearly theme through class culture building resulting in students understanding what it means to be a Proactive student. Teachers are involved in planning strategies through staff meetings and team meetings. 84% of teachers agree that they have involved in planning strategies of cultivating a proactive culture in school.
		To enrich Guidance Program in alignment with the annual theme	<ol style="list-style-type: none"> Infuse the elements of "proactivity" into Guidance Program activities (e.g. Life Ed Curriculum, Moral & Civic Education Program, etc.) At least 70% teachers agree that Guidance Program has helped developed a proactive school culture 	<ol style="list-style-type: none"> The elements of "proactivity" were organically infused in different SD activities and programmes. Students showed good understanding of the importance of being a proactive student and participated more actively in group work and were more responsible. 94% of teachers agree that Guidance Programs has helped develop a positive school culture.
		To provide experiential and service learning opportunities to enhance students' concern and care for the school and the community	<ol style="list-style-type: none"> All G5 – G6 students participate at least one community service At least 70% students agree that they learnt more about the needs of different people in the community after the service OLEs (excursions and local activities) advocate respect for different cultures At least 50% of G4-G6 students join service or leadership teams 	<ol style="list-style-type: none"> All G5 and G6 students participated in community service with service records. They learned the skills and attitudes in service learning and demonstrated good behaviours and compassionate attitude. Over 80% of students agreed service learning allowed them understand more on the needs of elderly people. Over 90% students demonstrated good behaviours during excursions and local activities. Over 70% of G4-6 students join service or leadership teams and demonstrated good progress in communication skills and self-confidence.

Item	Strategies	Action	Criteria of success	Year End Evaluation
2.1	To cultivate a proactive attitude (School annual theme: “Be a Proactive Student”) (Cont’d)	To share with parents on parenting skills to foster children’s personal development	1. At least 2 school-based or PTA organized talks or workshops (e.g. parenting skills, strategies on fostering their child’s personal development, etc.)	1. Five Parent Forums about parenting skills/how to foster their children’s personal development were successfully organized. 2. 100% of parent participants agreed the effectiveness of the school-based programmes aiming to develop children’s personal growth.
		To reinforce appropriate behaviour with reference to rules and expectations	1. At least 70% teachers agree that they are consistent and uphold about rules, discipline and expectations	1. Over 85% teachers agree that they are consistent and uphold about rules, discipline and expectations. There is still room for improvement in student behaviour and classroom discipline. Teachers will need more training on positive reinforcement and classroom management techniques
2.2	To foster positive class culture	Reinforce and give support to Class Teachers to strengthen class spirit and relationship building	1. Class teachers teach Life Ed 2. At least 80% class teachers agree that the activities organized helped foster class spirit 3. At least 80% students love to go to school	1. Class Teachers taught Life Ed for their own homeroom class and built close relationship through the weekly Life Ed activities. 2. 84% CTs agreed that the activities organized helped foster class spirit. 3. Student record showed less than 5% of students absent from school on a daily basis.
		Promote culture of appreciation within the class	1. All classes adopted class-based appreciation scheme or activities 2. At least 70% teachers agree that the scheme or activities are effective in promoting culture of appreciation	1. All classes adopted class-based appreciation scheme or activities and established a culture of appreciation. 2. 90% teachers agreed that the activities were effective in promoting culture of appreciation.
		Create different platform to facilitate communication among teachers for positive class culture building	1. Enhance Grade Head system and empower Grade Heads to enhance communication 2. Grade Heads arrange meeting with grade class teachers at least twice a term 3. Facilitate school-wide sharing amongst teachers	1. 90% teachers agree the Grade Head system enhanced the communication with Grade Heads and received more timely support for handling student issues. 2. Grade Heads arranged regular meetings with CTs to understand students’ common issues and drawn up strategies to address them. 3. Teacher sharing on good discipline strategies and collaboration among teachers to establish common homeroom practices carried out regularly during staff meetings.

Item	Strategies	Action	Criteria of success	Year End Evaluation
2.3	To unleash the potentials of our students	Strengthen the leadership training programs	<ol style="list-style-type: none"> 1. Strengthen a systematic leadership training program 2. At least 10% of students are involved in systematic leadership training 3. At least 80% of students joining the leadership programs has improvement in their leadership skills and attitudes 	<ol style="list-style-type: none"> 1. The leadership training program following the 3-tiered model has strengthened this year for different teams. 2. Over 30% of students involved in systematic leadership training and showed improvement in leadership skills. 3. 80% of students agreed the leadership program has improved their leadership skills.
		Develop the sense of global citizenship	<ol style="list-style-type: none"> 1. Organize fund-raising activities 2. Embed excursion into PBL 	<ol style="list-style-type: none"> 1. Fund-raising activities successfully organized. Students understood the needs or difficulties people facing in the society and participated actively in the activities. 2. Excursions and PBL topics well linked through UBD planning.
		Nourish an orientation of responsibility and service	<ol style="list-style-type: none"> 1. Students contribute and organize school activities 2. Students make proposal for school improvement 	<ol style="list-style-type: none"> 1. Students contributed and organised a wide range of school activities e.g. House Cheering Competition, Mother's Day, Good people good deeds newspaper etc. 2. Students made proposals for Mother's Day, Good people good deeds newspaper .

Area of Concern 3: Fostering Students' Whole-Person Development in order to Build Positive School Culture

Item	Strategies	Action	Criteria of success	Year End Evaluation
3.1	To increase transparency and participation in policy-making	To continue the practice of having teacher representatives in management meetings	<ol style="list-style-type: none"> 1. Teacher representative(s) satisfied with the participation in top-level meetings, e.g. SMC 2. 70% teachers satisfied with the practice of having teacher presentative(s) participating in management meetings, e.g. PSOC 	<ol style="list-style-type: none"> 1. Teacher representatives represented teachers point of view and concerns in SMC and PSOC. 2. Over 70% teachers satisfied with the practice of having teacher representatives in management meetings in order to increase transparency and participation in policy-making.
		To have senior management meetings regularly to discuss school issues	<ol style="list-style-type: none"> 1. PSOC meeting at least once a fortnight 2. Discussed issues shared in SMT, staff meetings and other channels to all staff and collect feedback from staff 	<ol style="list-style-type: none"> 1. PSOC meeting held every fortnight to discuss school issues and formulate solutions with concerted effort. 2. Issues discussed were shared in different meetings, an open-door policy for senior staff implemented and different channels such as surveys to encourage feedback from all staff.

Item	Strategies	Action	Criteria of success	Year End Evaluation
3.1	To increase transparency and participation in policy-making (Cont'd)	To ensure effective use of appraisal data for professional development	<ol style="list-style-type: none"> 1. Development plan for some teachers with specific PD needs based on the past appraisal record or concerns 2. Concrete measures suggested for improvement in appraisal system if necessary 	<ol style="list-style-type: none"> 1. Appraisal system further improved and teachers' performance will be evaluated on a yearly basis. 2. Assistant Principal discussed development plan with teachers and offered support. 3. Subject/Team Heads can work closely with staff who need extra support.
3.2	To further develop the school's continuous evaluation system	To further optimize the arrangements for lesson observation (formal and peer) and assignment inspection	<ol style="list-style-type: none"> 1. Fine-tune the existing peer observation with clearer objectives and expectations in alignment with the themes Active Learning and Proactive Learner 2. 70% teachers satisfied with the arrangements for lesson observation and assignment inspection 	<ol style="list-style-type: none"> 1. Appraisal system modified with the success criteria clearly listed out. 2. A staff meeting can be arranged to share good practices and strategies after peer lesson observation. 3. Over 70% teachers satisfied with the arrangements for lesson observation and assignment inspection.
		To institutionalize an evaluation mechanism for school review and planning	<ol style="list-style-type: none"> 1. Ensure the alignment of annual plan and evaluation (annual reporting) 2. The new proposal should reflect previous evaluation and suggestions 3. Stakeholder surveys should be conducted and analyzed. The results should be shared with stakeholders. 	<ol style="list-style-type: none"> 1. The annual plan and evaluation were aligned. 2. The new proposals reflected previous evaluation and suggestions. 3. Stakeholder survey conducted and analyzed. The results were shared with stakeholders during meetings or discussions.

Area of Concern 4: Enhancing Teachers' Professional Growth and Commitment

Item	Strategies	Action	Criteria of success	Year End Evaluation
4.1	To cultivate a culture of trust and empowerment	To review delegation of authority and responsibility of each team	<ol style="list-style-type: none"> 1. Every committee and task force should have a set of well-defined objectives and specific functions 2. 70% teachers satisfied with delegation of authority 	<ol style="list-style-type: none"> 1. A set of well-defined objectives and functions need to be drafted in each committee and task force. 2. 70% teachers satisfied with delegation of authority but some need further support.

Item	Strategies	Action	Criteria of success	Year End Evaluation
4.1	To cultivate a culture of trust and empowerment (Cont'd)	To organize retreat for senior-middle management	1. 70% teachers satisfy with the arrangement and agree that can reinforce/ develop their strengths for school duties	1. Retreat to Wuhan China arranged to build a closer work relationship among senior-middle management staff and to appreciate the development of education system in China. 2. Over 90% teachers satisfy with the arrangement and agree that can reinforce/ develop their strengths for school duties. 3. Regular social gatherings for teachers organized and for team building.
		To organize social gatherings for teachers for team building		
4.2	To enhance recognition and appreciation of teachers' contributions	To show more recognition and appreciation through formal and informal channels	1. 15-minute teacher sharing of good practices at each staff meeting 2. Each subject team has at least 2 internal sharing sessions of good practices within department	1. Teacher sharing sessions held regularly during staff meeting which helped teachers understand the good practices of other teachers/teams. 2. Subject team has regular internal sharing sessions on good practices.
4.3	To seek more PD opportunities for teachers locally and internationally	To encourage teachers to attend PD events and share experience inside and outside A-School	1. 10% PD hours record rise from 2016-2017 to 2017-2018 2. At least 1 overseas PD with sharing afterwards	1. A significant increase in teacher PD hours from 34 hours in 1617 to 56 hours in 1718. Teachers needed to input their PD records in order to have a more accurate data. 2. Teachers joined ASCD Conference and shared useful materials. 3. To allow teacher self-nomination for local/ overseas educational conferences and study tour.
		To nominate teachers for local/ overseas educational conferences and study tour		

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 and STEAM.

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, STEAM, Visual Arts, Physical Education, Music.
- (c) Subjects taught in other languages (Grade 5 and 6 only): Japanese, French and German.

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 summative assessments for Chinese and English while 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)

Students attending Grade 3 and 6 participated in the Territory-wide System Assessment (TSA) in the 2017-18 academic year.

2. International Competitions and Assessments for Schools (ICAS)

In order to achieve an international benchmark for their learning, the School has encouraged G3 to G6 students to participate voluntarily in the ICAS in English Reading, English Writing Mathematics and Science papers (Table 4).

Some students in Mathematics accelerated class had a brilliant result in Mathematics paper: One G4 student got the medallist which means the highest score in whole Hong Kong. There are already five medallists in A-School history; one G5 and one G6 student had got High Distinction in Secondary 4 Paper; two G6 students had got High Distinction in Form 1 Paper; one G3 student had got High Distinction in Primary 5 Paper.

Table 4: 2018 International Competitions and Assessments for Schools - % of students awarded distinction or credit

	Grade 3	Grade 4	Grade 5	Grade 6
English Reading	66% (53)	76% (62)	69% (62)	78%(72)
English Writing	57% (37)	41% (51)	33% (54)	28% (64)
Mathematics	25% (113)	30% (118)	26% (113)	27% (118)
Science	Not participate	19% (36)	22% (37)	23% (40)

() total number of participants

3. TOEFL Primary

In preparation for the bridging programme for Middle School, the school would strongly recommend our Grade 4 students to sit for the TOEFL Primary test as the secondary school students will all participate in the TOEFL Junior test. Three students had got full score on both reading and listening paper (Table 5).

Table 5: G4 TOEFL Primary result

	5 stars	4 stars	3 stars	2 stars	1 stars
English Reading	58	53	13	0	2
English Listening	72	44	6	3	1

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 2017-2018 30 most actively participated in Language Scheme under A+ passport from G1 to G6 students were rewarded day trip to Hong Kong Disneyland on 11 July 2018.

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 6).

Table 6: 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%
	STEAM	7.5%
Aesthetics	Visual Arts	5%
	Music	5%
Physical Education	Physical Education	5%
Other Learning Experiences (School Based)	Other Learning Experiences (School Based)	10%
School Assemblies	School Assemblies	2.5%
Life Education	Life Education	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 and support.

(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 2017-2018,

enrichment programmes such as Math Olympiad, Drama, Debate and Robotics were offered for students to develop their full potential. In addition, Math Acceleration Programme was offered to our G3-6 students.

(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. For English, enhancement was done in daily teaching while for Chinese and Mathematics, study groups with flexible in-and-out arrangement were carried out after school. Besides, enhancement programmes were offered through scholarship. The Australian Immersion Programme was a good example.

In this school year 2017-2018, our school has successfully applied the funding for Non-Chinese Students. It provided extra resources to hire two extra Chinese teaching assistants to support the teaching and school-based 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 2017-2018, the major reading activities held were as follows: Reading Ambassadors, newspaper reading scheme, Book Character Day, library lessons, Battle of the Books, book fairs and author talks. Besides, we had also strengthened the collections in class libraries, Junior Library and Main Library. Our collection in June was 8000 approximately.

(b) Students' Reading Habit:

The circulation rate had slightly increased in comparison with last academic year. 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. A new initiative "DEAR – Drop Everything And Read" had successfully introduced where students had to read quietly during lesson intervals.

7.8 Home-School Liaison

In order to roll out new initiatives in renewing our curriculum, it would be necessary to have parents and students well-informed. Parent forums on "Let our students fly: Best work portfolio & student-led conference", "STEAM Education" and "LivEducation" were carried out with positive feedback from parents. In addition, parent seminar and student briefing on Middle School Curriculum were conducted

for parents to understand the school's direction, rationale and the implementation progress.

8. Student Development

8.1 Year Main Foci

1. To cultivate a proactive attitude in our students
2. To foster positive class culture
3. To unleash the potentials of our students
4. Implementing the Middle School concept

Focus 1: To cultivate a proactive attitude in our students

- (a) Adopt a whole-school approach to cultivate proactive culture
 - Yearly Theme: Be a Proactive Student
 - Teachers are involved in planning and brainstorming strategies during staff meetings and team meetings. They have also infused elements of the “Proactive” attitude in classrooms during homeroom and lesson time
 - Student Development Evening was provided for informing parents on what the school expect this school year
- (b) Consolidate Life Education curriculum
 - Students had one Life Education session each week to further consolidate the yearly theme in Homeroom time with Class teachers
 - Elements of “Proactive” was infused into existing Life Education curriculum
 - Weekly religious sharing every Tuesday and prayer at the end of all Hall assemblies were arranged
- (c) Enrich Guidance program in promoting a sense of gratitude towards others
 - A+ passport scheme was launched to promote positive attitudes and behaviours towards learning and people in school
 - Develop a new Guidance program - “ A-Diary” for middle school students to suit their needs of understanding a sense of gratitude towards self and others
 - Students learn to develop helpful and realistic thinking patterns by using new A-Diary scheme
 - Appreciation activities, such as “Love Week” and “Courtesy Month”, were arranged to foster culture of appreciation and gratitude
- (d) Provide experiential and service learning opportunities to encourage students in learning to express care and concern within school and to the community
 - Community service were organized for middle school students with more in-depth preparation and debriefing sessions
 - Fundraising events for external organizations had been organized for students to understand the needs of different people in the society

- Sharing valuable feedback after attending community services to enhance student's concern and care within school and to the community

Focus 2: To foster positive class culture

- (a) Apply 4Es model in all classes for class culture building
- 4Es model aims to develop a supportive and stimulating school environment where children are encouraged to build their positive attitude and acquire skills that equip them for their future. The model consists of a cycle: Explore, Engage, Experience and Evaluate. The model is implemented on a monthly basis. Through the life education lessons, which is one lesson a week, main themes / values are explored, then we will engage students by teacher's sharing. Students are encouraged to put the values into practice in their daily life (experience), and reflect their experience through A+Passport and A-Diary. Lastly, students' learning is evaluated through their record in their A+Passport or A-Diary and share in the homeroom time.
- (b) Implementation of class-based and grade-based award scheme
- A+Homeroom, Star Class scheme and other class-based award scheme were carried out throughout the year
- (c) Individual support to students
- Lunch gathering and meeting were arranged with new students and repeaters to facilitate adaptation and sense of belonging towards the school
 - Small group activities and individual interviews were arranged by our social workers, educational psychologist and guidance teachers
- (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
- (e) Morning Assembly Sharing by SD teams
- SD reminder sharing in every morning assembly
 - Good People Good Deeds
 - Prefect Sharing
 - SD Activities sharing

Focus 3: To unleash the potentials of our students

- (a) Establish different leadership and service teams
- In order to nurture talented students, unleash their potentials, we have developed a comprehensive 3-tier leadership structure this year.
 - A number of student service and leadership teams in different aspects to develop students' different potentials had been set up. Our leadership teams include Prefect Team, Student Council, House, Reading Ambassador, PE Ambassador, IT Ambassador, Peer Mentors, Christian Disciples, Eco Pioneers and Campus TV.

- 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: Implementing the Middle School concept

- (a) Arrange programmes 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 teacher
 - Middle school magazine
 - New student planner
- (b) Arrange different programs for Middle school students to effectively cultivate their positive values
 - Movie Appreciation (Wonder)
 - A-Diary
 - Grade sharing
 - Write a gratitude letter to parents

8.2 Major Tasks of Teams

(a) Student Management and Support

Table 7: Tasks Achieved by Student Management and Support Team:

Date / Period	Tasks
September 2017	<ul style="list-style-type: none">- Prefect Pledge Ceremony- Set class routine and regulations- Reminders of School Opening Ceremony- Launch of Star Class Scheme (Monthly prize presentation till Jun)
November 2017	<ul style="list-style-type: none">- Prefect leadership training camp (Once per Term)- Fire drill
May 2018	<ul style="list-style-type: none">- Prefect leadership training camp (Once per Term)
June 2018	<ul style="list-style-type: none">- Head Boy and Head Girl election
Whole Year	<ul style="list-style-type: none">- Weekly prefect training- Grade sharing (Once per term by grade) by grade heads- Prefect sharing in morning assembly- CTs meeting by grade
Whole Year	<ul style="list-style-type: none">- School uniform checking- Morning Assembly sharing- School bus routine arranging- Late homework monitoring- Behavioral and disciplinary case handling

(b) Guidance and Life Education Programme

Table 8: Tasks Achieved by Guidance Team:

Date / Period	Tasks
September 2017	<ul style="list-style-type: none"> - Sunshine calls - Launch of A+ Passport for G1-4 and A-Diary for G5-6 (Whole year scheme) - Flag raising ceremony - Proactive classroom competition - LEAP Program
October 2017	<ul style="list-style-type: none"> - Teacher appreciation - Lessons from a famous person: Helen Keller
November 2017	<ul style="list-style-type: none"> - Setting long-term goals and short-term goals - Lessons from a famous: Nelson Mandela - Watoto video sharing - Movie Appreciation (Wonder)
December 2017	<ul style="list-style-type: none"> - The meaning of Christmas - Christmas celebration - Inter-class Christmas hymn singing contest - Classroom cleanliness competition
January 2018	<ul style="list-style-type: none"> - Courtesy Month (collaborate with Chinese Team) - Lessons from a famous person: Confucius
February 2018	<ul style="list-style-type: none"> - “Love week” activity - Community service for Grades 5 and 6
March 2018	<ul style="list-style-type: none"> - Environmental education - Promotion of “Earth Hour”
April 2018	<ul style="list-style-type: none"> - Easter Service - Joyful Fruit Month
May 2018	<ul style="list-style-type: none"> - Mother’s day sharing - Understanding our parent’s love for us
June	<ul style="list-style-type: none"> - Health Education Sharing
July 2017	<ul style="list-style-type: none"> - A+Passport party
Whole Year	<ul style="list-style-type: none"> - Guidance case handling - A+Passport Scheme - Morning assembly sharing

(c) Student Advancement Support

Table 9: Tasks Achieved by Student Advancement Support Team

Date / Period	Tasks
September 2017	<ul style="list-style-type: none"> - Whole-school House meeting - Recruitment of House captains - Student Council promotion and election - Provide service in Curriculum Evening, SD Evening and G.1 Admission (Prefect)
September – October 2017	<ul style="list-style-type: none"> - Excel 33P interview and selection
October 2017	<ul style="list-style-type: none"> - House - Chinese Penmanship Competition - House Slogan Competition - House Christmas Design Competition - Grade bridging meeting (Prefect)
November 2017	<ul style="list-style-type: none"> - Pamphlet Poster Design for 10th Athletic Meet (House) - Survey amongst the students in order to hear students' point of view about school's facilities (Student Council) - Training Camp (Prefect)
December 2017	<ul style="list-style-type: none"> - Christmas Carol karaoke (Student Council)
January 2018	<ul style="list-style-type: none"> - Spring Couplet Design (House) - Provide service in Athletic Meet (Prefect)
February 2018	<ul style="list-style-type: none"> - Excel 33P – Ambassador of Parent Seminar - Chinese New Year Paper Folding - Prefect Team collaboration with Peer Mentors and Guidance Team
March 2018	<ul style="list-style-type: none"> - Bridging with SS (House captains and Student Council) - Homework corner posters by Student Council - 5th Aquatic Meet patrol duty (Prefect)
April 2018	<ul style="list-style-type: none"> - Battle of the Books (House) - Mother's Day activities (Student Council)
May 2018	<ul style="list-style-type: none"> - IS Water Conservation Poster Design (House) - Inter-house Cheering Competition - Excel 33P – Ambassador of G1 Admission Seminar
June 2018	<ul style="list-style-type: none"> - First "Good People Good Deeds" magazine (Student Council and SAS teachers) - Excel 33P – Parent Forum Series 5 - "Myth of leadership training: Nurturing future leaders" - Head boy and Head Girl election (Prefect)

Date / Period	Tasks
July 2018	- G6 Bridging Program - Leadership Teams Gathering
August 2018	- G1 Orientation Camp (Prefects on duty)
September 2017 – June 2018	- Excel 33P Meeting Outliers Activities (5 times) - Excel 33P Iron Excel Activities (10 Hikes - HKMU Mountaineering Record) - Tuesday after-school prefect training for Prefects

(d) Home School Liaison

Table 10: Tasks Achieved by Home School Liaison Unit

Date / Period	Tasks
September 2017	- Recruitment of Parent Volunteers - Parent Volunteers Briefing
October 2017	- Start of Phase 1 Parent Volunteers Service: <ul style="list-style-type: none"> ✧ Library Helper ✧ Storyteller ✧ Lunch Helper ✧ Assembly Sharing Helper ✧ Campus Decoration Helper - Parent Forum Series (1): Let our students fly: Best Work Portfolio and Student-led Conference - PTA staircase-running fund raising competition
November 2017	- Christmas Campus Decoration <ul style="list-style-type: none"> ✧ Decoration Helpers teach Grade 1-3 students to make Christmas Ornament - Parent Education Conference
December 2017	- Parent Forum Series (2): Mindset: The Key of Success
January 2018	- Chinese New Year Campus Decoration - Parents-Also-Appreciate-Teachers Drive
February 2018	- Parent Forum Series (3): STEAM Education - Start of Phase 2 Parent Volunteers Service
March 2018	- Parent Forum Series (4): LivEducation - Easter Campus Decoration - Easter Decoration team sharing

Date / Period	Tasks
May 2018	<ul style="list-style-type: none"> - Parent Forum Series (5): Myth of Leadership Training: Nurturing Future Leaders - A-Family Sports' Game Day - Parent Sharing in the morning assembly
June 2018	<ul style="list-style-type: none"> - Parents sharing in the morning assembly
July 2018	<ul style="list-style-type: none"> - Parent Volunteers Appreciation Ceremony - Commendation ceremony for parents

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 5 domains, in which students are required to attend 4 lessons per week:

- *Linguistic Intelligence*
- *Logical Intelligence*
- *Aesthetic Intelligence*
- *Kinesthetic intelligence*
- *Interpersonal intelligence*

(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
<i>Linguistic Intelligence</i>	7	8	6	7	4	5
<i>Logical Intelligence</i>	9	9	3	4	5	6
<i>Kinesthetic Intelligence</i>	6	6	10	10	4	5
<i>Aesthetic Intelligence</i>	6	6	7	7	7	7
<i>Interpersonal Intelligence</i>	3	3	4	5	4	3

Table 12: Numbers of School Teams offered

	Uniform Groups	Service Group	Academic	Sports	Aesthetics
No. of school team	3	6	15	14	16

Table 13: Participation of School Teams

G1	G2	G3	G4	G5	G6
16.7%	86.7%	87.3%	88.6%	92.8%	95.3%

9.3 Local Excursions and Overseas Excursions

Grade	Local Camp/Local Excursions	Overseas Excursions
1	Project-based Learning - Visit the Hong Kong Heritage Museum and Cantonese Opera Workshop (22 June 2018)	NA
2	Project-based Learning - Ocean Park Academy Shell Education Programme (14, 21 June 2018)	NA
3	Two Days and One Night PLK Pak Tam Chung Holiday Camp (19 June – 20 June 2018) Project-based Learning - Ping Shan Heritage Trail Tour (only for 3A students) Project-based Learning - Sham Shui Po Community Tour • Secret to “Finding True Happiness” (only for 3B students) Project-based Learning - Tai O Cultural and Ecological Tour (only for 3C students) Project-based Learning - Visit to Tai Po “Wun Yiu Exhibition” (only for 3D students) Project-based Learning - Central and Wan Chai Heritage Tram Tour (only for 3E students) (15 June 2018)	NA
4	Problem-based Learning - Dialogue in the Dark Tour (19 June 2018)	Shanghai, China History and Technology in Shanghai (19 June – 21 June 2018) Xiamen, China East meets West Culture and Architecture (19 June – 22 June 2018)
5	Problem-based Learning - Visit to The Mental Health Association of Hong Kong (15 June 2018)	Singapore Multiculturalism, City Development and Science (19 June – 23 June 2018)

6	<p>Five Days and Four Nights Outward Bound Camp (8 October – 12 October 2017)</p> <p>Problem-based Learning - Visit to the Hong Kong Science Museum (25 June 2018)</p> <p>Problem-based Learning - Visit to the Shatin Fire Station (25 June 2018)</p>	<p>Osaka, Japan Technology, Disaster Prevention and Environmental Protection (19 June – 23 June 2018)</p>
4-6	<p>Three Days and Two Nights Jockey Club PHAB Camp (20 June – 22 June 2018)</p>	<p>Dongguan and Zhongshan, China Mr. Sun Yat Sen's Life Story and Opium Combustion in Human (25 April – 26 April 2018)</p>
5-6	<p>Problem-based Learning - Visit to the Shatin Fire Station (27 June 2018)</p> <p>Problem-based Learning - Visit Japanese Street (29 June 2018)</p>	<p>Sichuan, China History, Culture and Ecology of Sichuan (20 June – 23 June 2018)</p> <p>Siem Reap, Cambodia Historic Heritage and Service Learning (19 June – 23 June 2018)</p>
5-8	NA	<p>Queensland, Australia Conservation of Nature and Wildlife Animals, Culture and Homestay Experience (19 June – 30 June 2018)</p>
5-10	NA	<p>Ahrensburg, Germany Music, German Culture and Homestay Experience (20 June – 29 June 2018)</p>

9.4 Major Events and Working Schedule

Month	Event
September 2017	Enrolment and Assignment of Phase 1 OLE
	Flag Day
	Exchange Program: Beijing Yucai School
	Exchange Program: Sichuan Yi Clan
October 2017	G6 Outward Bound
	Dress Casual Day – My Dream Job
November 2017	Play Day / Picnic Day
	Food Donation and Service Learning in Food Recycling
December 2017	Christmas Celebration
	Enrolment of Phase 2 OLE
	Watoto Concert
January 2018	Assignment of Phase 2 OLE
	Chinese New Year Celebration
	Athletic Meet
	Vitagreen Charity Cycling Marathon
	Flag Day
February 2018	Winter Concert
	Mid-year Prize Presentation Ceremony
	Class Photo and School Teams Taking
	Red Packet Donation
March 2018	Aquatic Meet
	Assignment of Excursion
	Easter Celebration
April 2018	Arts Evening /Variety Show
	Dongguan and Zhongshan Excursion
May 2018	Enrolment of 2018-19 School Teams
	The 14th International Choir Competition and Festival Bad Ischl, Austria
June 2018	Enrolment of 2018-19 Paid Courses
	Excursion Week
	Exchange Program: Stormarnschule Ahrensburg, Germany
	Inter-House Sports Competition
July and August 2018	First Aid Course for Staff
	Year End Convocation Ceremony
	Summer School
Other Group Scholarship Programmes	Uniform Group Annual Camp
	LEGO Robotics Overseas Competition (USA)
	Concert Choir Overseas Competition (Austria)
	Artist-in-Resident Programme
	Prefect Training Camp

9.5 Students' Achievements

Our school would organise and coordinate many major inter-school competitions each year (Table 14). In 2017-2018, they had obtained a total of 329 awards including 118 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
Chinese	<ol style="list-style-type: none"> 1. The 70th Hong Kong Schools Speech Festival 2. Hong Kong School Drama Festival 2018
English	<ol style="list-style-type: none"> 1. The 70th Hong Kong Schools Speech Festival 2. Battle of the books 2018 3. The Hong Kong Young Writer's Award 4. The Hong Kong Budding Poet's Award
Mathematics	<ol style="list-style-type: none"> 1. Hua Xia Cup Nationwide Mathematical Olympiad Invitation Tournament 2018 2. Hong Kong Primary Schools Olympiad in Informatics 3. Asia International Mathematical Olympiad (AIMO) 2018 4. 2018 Hong Kong 4D Frame Maths & Science Creativity Competition 5. Hong Kong Mathematics Creative Solutions (Primary) 6. The 10th Tak Sun Cup Mathematics Competition 7. The 4th Hong Kong Primary Mathematics Challenge 8. The 5th Hong Kong Teenager 'Sudoku' Contest 9. Elementary School Mathematics Elite Competition 2017-18 10. 2018 Hong Kong Primary Mathematics Contest 11. MathConceptition 2018 12. Maths Cup 2018 13. World Class Tests 14. The International Competitions and Assessments for Schools (ICAS)
Sports	<ol style="list-style-type: none"> 1. Hong Kong Schools Sports Federation Inter-School Competitions (Chi. Dance, Fencing, 5-a-side Football, Gymnastics, Tennis, Softball) 2. Shatin District Inter-Primary Schools Sports Competitions (Football, Basketball, Table tennis, Volleyball, Badminton, Swimming, Athletics, Rope Skipping, Baseball) 3. Nike5 Futsal Cup 2018, Jockey Club Futsal Competition 2018

Strands	Name of Inter-School Competition
STEAM	<ol style="list-style-type: none"> 1. 2018 ROBOFEST Robot Contest - American International Competition 2. RoboSTEAM Hong Kong 2017 3. RoboCup Junior Hong Kong Open Competition 2017 4. Maker Faire Hong Kong 2018 5. 2018 Asia Pacific Robot Alliance - Hong Kong Regional Competition 6. 2018 Robot Soccer Challenge 7. WRO2017 Hong Kong Regional Competition 8. CoolThink Mobile App Competition 9. 2017-18 FLL Jr Competition 10. WSC World STEAM Competition 11. Google Tilt Brush Competition 12. Artec Problem Solving Competition
Visual Art	<ol style="list-style-type: none"> 1. 2018 Hong Kong Flower Show Jockey Club Student Drawing Competition 2. 7th World Children Art Awards 2018
Music	<ol style="list-style-type: none"> 1. The 70th Hong Kong Schools Music Festival 2. Hong Kong International Handbell Olympics 2018

Table 15: Major Awards

	Activities / Competitions	Results
SPORTS	2018 Jockey Club Futsal Cup (School Division)	Boys Youth 13 - 1 st runner-up
	2018 Nike5 Futsal Cup (School Division)	Champion
	2017-18 All Hong Kong Inter-Primary Schools 5-a-side Football Competition	Girls - Champion
	2017-18 Shatin Inter-Primary Schools Soccer Competition	Boys - Champion
	2017-18 Shatin Area Inter-Primary Schools Table Tennis Competition	Boys - 1 st runner-up
	2017-18 Shatin Area Inter-Primary Schools Badminton Competition	Boys - 2 nd runner-up Girls - 1 st runner-up
	2017-18 Shatin Area Inter-Primary Schools Athletics Competition	Boys B Grade Overall - 1 st runner-up Individual and Relay Events: 2 Champions, 5 Second Places
	The 54 th Hong Kong Schools Dance Festival	Senior Dance Team - Honour Award Junior Dance Team - Silver Award Trio Dance - Honour Award Solo Dance - Honour Award
	All Hong Kong Inter-Primary Schools Fencing Competition 2017-2018	Girls Grade A Foil - 1 st runner-up
	All Hong Kong Inter-Primary Schools Gymnastic Competition 2017-18	Girls B Grade Group - 3 rd runner-up
MUSIC	HKSMSA 70th Hong Kong School Music Festival	School Choir: 3 Champions, 2 Second Places The Best Choir of East New Territories
	Hong Kong International Handbell Olympics 2017	2 Silver Awards
	The 14th International Choir Competition and Festival Bad Ischl, Austria	Gold Award
ACADEMICS	The 69th Hong Kong Schools Speech Festival	Group Events: 3 Champions, 1 Second Place
SCIENCE	USA Robofest World Championship - RoboParade	1 st Runner-up
	2018 Asia Pacific Robot Alliance - Hong Kong Regional Competition	Champion

	Activities / Competitions	Results
MATH	Hua Xia Cup Nationwide Mathematical Olympiad Invitation Tournament	1 Top Class Award (G5 - Semi-Final)
	HK Mathematics Creative Problem Solving Competition Final	Merit
	Hong Kong Spring 2018 World Class Tests	6 Excellent Award (Math) 3 Excellent Award (Problem Solving)
	Hong Kong Autumn 2017 World Class Tests	6 Excellent Award (Math) 6 Excellent Award (Problem Solving)
	2018 Hong Kong 4D Frame Maths & Science Creativity Competition	4D Frame Mission Achiever Award (Senior Primary Division)
	The International Competitions and Assessments for Schools (ICAS)	G4 Top Scorer Medal

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 enrollment.

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 2016-2017

	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)	58.31%	N.A.
School Fees	N.A.	38.73%
Donations, if any	N.A.	0.03%
Other income, if any	0.94%	1.99%
Total	59.25%	40.75%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		77.87%
Operational Expenses (including those for Learning and Teaching)		10.88%
Fee Remission / Scholarship ¹		4.35%
Repairs and Maintenance		1.29%
Depreciation		5.41%
Miscellaneous		0.20%
Total		100.00%
Surplus/Deficit for the School Year*	0.72 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	
* in terms of equivalent months of annual overall expenditure		

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 <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 2017 – Aug 2018	Salary for SD Assistant: $\$13,000 \times 1.05 \times 12 = \$163,800$	<ol style="list-style-type: none"> 1. SD Assistant assisted in preparing teaching materials for all G1 to G6 Life Education Lessons and sharing with around 600 lessons. 2. SD Assistant supported around 1500 hours to the SD department in organizing activities, preparing resources, managing the Student Development Centre and having small group / individual support to students. 3. SD Assistant made the statistical report of G1-G6 students record. 	Ms. SY Cho (Head of Student Development)
Assist the development of Other Learning Experiences (OLE) <ol style="list-style-type: none"> 1. Database 2. Logistic support 3. Learning materials 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	<ol style="list-style-type: none"> 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 2017 – Aug 2018	Salary for OLE Assistant: $\$13,000 \times 1.05 \times 12 = \$163,800$	<ol style="list-style-type: none"> 1. Database of OLEs are basically maintained systematically, but errors were found sometimes, especially during report card printing. This is because we can't find a stable OLE Assistant to work for it, every OLE Assistants quit in a very short period of time. 2. Most of the teachers were satisfied with the logistics support. But OLE Assistant could support more in printing the OLE rubrics next year. 3. A comprehensive OLE review has been 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
<p>Support & enhance students' learning in STEAM and Science</p> <ol style="list-style-type: none"> 1. Preparation and support for STEAM and Science lessons 2. Administrative support for STEAM and Science Departments 	<p>Employ an STEAM/IS Assistant to support students in lessons, particularly for experiment; prepare lesson materials; and assist teachers in managing the laboratory</p>	<ol style="list-style-type: none"> 1. Provide classroom supports for STEAM & IS 2. Prepare high quality learning materials and manage students' works 3. Manage the teaching resources and IS Lab properly 4. Prepare STEAM lesson materials 	<p>Sep 2017 – Aug 2018</p>	<p>Salary for STEAM/IS Assistant: \$13,000 x 1.05 x 12 = \$163,800</p>	<ol style="list-style-type: none"> 1. All STEAM teachers accepted STEAM/IS Assistant's performance. 2. STEAM inventory list has been updated. 	<p>Mr. William Luk (STEAM Subject Panel Head); Mr. Kelvin Lee (Science Subject Panel Head)</p>
<p>Support & enhance students' learning in English:</p> <ol style="list-style-type: none"> 1. Learning materials and learning environment 2. One-on-one reading support 3. Formative assessment 	<p>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</p>	<ol style="list-style-type: none"> 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 	<p>Sep 2017 – Aug 2018</p>	<p>Salary for English Assistant: \$13,000 x 1.05 x 12 = \$163,800</p>	<ol style="list-style-type: none"> 1. Review of sight words record shows 90% of students who received English Assistant support advanced 10 levels in reading sight words in 2017-18 2. Completed set of G3-4 grammar worksheets ready and used by the team. 3. As per survey results, 90% of the English teachers are satisfied with English Assistant 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. 5. The record mark sheet was accurately maintained and grades auto-generated in alignment with the school grading policy. 	<p>Ms. Winnie Pradhan (English Subject Panel Head)</p>

Task Area and Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Evaluation	Person-in-Charge
<p>Support and enhance students' learning in in Chinese:</p> <ol style="list-style-type: none"> 1. Learning materials and learning environment 2. School-based curriculum. 3. Development IT in learning and teaching. 	<p>Employ a Chinese Assistant to prepare learning materials and enrich physical environment for learning; assist individual students in reading and writing (if necessary); facilitate school-wide Chinese activity; manage assessment data</p>	<ol style="list-style-type: none"> 1. Provide device/ technical set up for Chi lessons for e-pedagogies 2. Improve the school-based curriculum. 	<p>Sep 2017 – Aug 2018</p>	<p>Salary for Chinese Assistant: \$13,000 x 1.05 x 12 = \$163,800</p>	<ol style="list-style-type: none"> 1. E-question bank for afterschool remedial class has been established. 2. Chinese Assistant had assist in making teaching materials in facilitating school based curriculum. 3. Reading programme's efficiency can be improved with stable assistance. 	<p>Ms. KK Lee (Chinese Subject Panel Head)</p>
<p>Support and enhance students' learning in Mathematics:</p> <ol style="list-style-type: none"> 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 	<p>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</p>	<ol style="list-style-type: none"> 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 	<p>Sep 2017 – Aug 2018</p>	<p>Salary for Mathematics Assistant: \$13,000 x 1.05 x 12 = \$163,800</p>	<ol style="list-style-type: none"> 1. 80% of Math teachers satisfied with the classroom support. 2. Accurate input of assessment data in AQP, data analysis reports and question bank have been updated. 3. 100% of Math teachers satisfied with the learning materials prepared. 4. Inventory list has been updated once a year. 5. Manipulatives and reference books have been organized once a term. 6. 80% of Math teachers satisfied with the support for gifted and SEN students. 7. 100% of Math teachers satisfied with the support for school-wide Math activity. 	<p>Mr. Sam Lam (Mathematics Subject Panel Head)</p>

Task Area and Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Evaluation	Person-in-Charge
Support and enhance students' learning in e-learning and STEAM (coding) : 1. Administrative support for eLearning 2. Preparation and support for STEAM (coding) activities	Employ an e-learning/STEAM (coding) Assistant to provide all teachers with support in e-learning activities; maintain a record of eLearning activities; manage & explore e-learning devices and resource; develop school-based e-learning and coding practices	1. Support e-learning activities 2. Properly manage e-learning devices and resources 3. Support the development of e-learning practices 4. Prepare learning environment for coding activities	Sep 2017 – Aug 2018	Salary for e-learning/STEAM (coding) Assistant: \$13,000 x 1.05 x 12 = \$163,800	1. All STEAM teachers accepted STEAM (coding) Assistant's performance. 2. e-learning practices records have been updated. 3. Hardware and software inventory list have been updated.	Mr. William Luk (STEAM Subject Panel Head)

	Expenditure
Capacity Enhancement Grant received in 2017/18 (2016/17 was HKD937,800)	HKD967,971.00
Surplus of 2016/17 CEG carried forward	HKD176,952.46
Total CEG available for the year 2017/18	HKD1,144,923.46
Total expenses for Capacity Enhancement Grant in 2017/18 (as at 31 August 2018)	(HKD811,124.30)
Surplus of 2017/18 CEG carried forward	HKD333,799.16