

Hong Kong Baptist University Affiliated School

Wong Kam Fai Secondary and Primary School



Annual Report (Primary School)

2019-20

Contents

1. The School
2. School Mission and Vision
3. The School Management
 - A. The SMC
 - B. The Organisation
 - C. The Nurturing Strategies in Primary School
4. Our Team
 - A. General Data
 - B. Professional Development
5. Class Structure
6. The Areas of Concerns
7. Academic Development
 - A. Organization of Academic Development Committee
 - B. Curriculum
 - a. Junior School
 - b. Middle School
 - C. Assessment
 - a. Internal Assessment
 - b. External Assessment
 - D. Language Environment
 - E. Learning Time of Key Learning Areas
 - F. Learning Support
 - G. Reading
 - H. Home-School Liaison
 - I. Teacher's Professional Development
 - J. Project-based Learning
 - K. e-learning
8. Student Development
 - A. Organisation of Student Development Committee
 - B. Support for Student Development & School Ethos
 - a. Student Management and Student Behaviour
 - b. Student Guidance
 - c. Support with Students with Special Needs (SEN)
 - d. Student Advancement
 - e. Moral and Civic Development
 - f. School Climate
 - g. Home School Cooperation
 - h. Links with External Organizations
 - C. Student Performance
 - a. Attitude and Behaviour
 - b. Social Development

- D. Participation & Achievement (non-academic performance)
 - a. Other Learning Experiences (OLE)
 - b. Local Excursion, Overseas Excursions & Exchange
 - c. Scholarships and Outstanding Student Awards
- 9 Others
 - A. Scholarship and Fee Remission Programme
 - B. Kindergarten Principal's Nomination
 - C. Financial Report

1. The School

The Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary 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, and tremendous effort has been continually invested to realise this vision. In August 2001, Dr. Daniel Tse, then President and Vice-Chancellor, signed an agreement with Mr. Wong Kam Fai. Under the agreement, the university accepted a generous donation from the Kum Shing K.F. Wong Charity and Education Foundation for the purpose of purchasing school furniture and equipment. As a gesture of gratitude, the school was then named “Wong Kam Fai Secondary and Primary School”.

The Foundation Stone Laying Ceremony of the affiliated school was held on 13 December 2004. In 2006, the construction of our campus, which exceeds Y2K school design standards, was completed. In September 2006, our first batch of students were admitted to the school and started receiving diversified and high quality education.

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

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

Our Mission is to provide quality education based on Christian heritage and concern for others. Students will explore their potential in an environment where East meets West, giving them the best of both cultures. We mentor our students, fostering their personal growth to encourage initiative, positive attitudes, individuality and creativity, providing a basis for lifelong learning.

We cater to the whole person development, providing a safe learning environment for the students, empowering them 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 developing the 3-L (i.e. literacy in English, Chinese and Information Technology). Students will become global citizens with national pride at heart.

School Motto

Passionate to Learn, with Confidence

Determined to Succeed, with Vision

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

3. The School Management

A. The School Management Committee

Supervisor

Professor Frank Fu Hoo Kin, MH, JP

Emeritus Professor, Hong Kong Baptist University

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

School Managers

Professor Rick Wong Wai Kwok

Chair Professor, Department of Chemistry, HKBU

Ms. Winnie Tam Wan Chi, S.C.

Senior Counsel, Des Voeux Chambers

Ms. Rosanna Choi Yi Tak

Treasurer, the Council and the Court, HKBU

Treasurer, the HKBU Foundation

Partner, CW Certified Public Accountants

Dr. Amelia Lee Nam Yuk, MH

Associate Dean (Programme Development) & Head (Early Childhood and Elementary Education), School of Continuing Education, HKBU

Professor Sandy Li Siu Cheung

Associate Dean (Learning and Teaching), Faculty of Social Sciences, HKBU

Ir Dr. Wong Kwok Keung, GBS, SBS, JP

Executive Chairman, WKF Charity & Education Trust Fund Group

Chairman & CEO, Kum Shing Group

Mr. Joe Ho Ka Leung

Parent Representative

Mr. Billy Kwok Sui Yuen

Parent Representative

Dr. Benjamin Chan Wai Kai

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

Mr. Kelvin Lee Ka Wing

Teacher Representative

Ms. Stephanie Ng Lai Fun (till 21 May 2020)

Teacher Representative

Ms. Claudia Liu Wing Ki (starting 22 May 2020)

Teacher Representative

C. The Nurturing Strategies in Primary School

As an education institution in the 21st Century, we aim at preparing the next generation to succeed and to meet the challenges of the contemporary world. Catering to Whole Person Education is always our mission. We cultivate a positive life attitude among students and integrate it into their daily lives. The campus is well-equipped with sophisticated facilities, innovative technologies and extensive resources to accommodate student's needs.

A student's life in A-School is more than studying hard. While the intellectual development and academic progress of students are of primary importance, student development is an essential part of our mission. We take a holistic approach in assessing our students, both academic and non-academic, and ensure that our students will lead their future with creativity and enthusiasm.

Our Student Development Team is dedicated to supporting the students' growth. We offer all they need to succeed, among which are tutoring, personal and academic counselling, as well as scholarships. We recognise our students' special talents and exceptional achievements in extra-curricular activities. Special Programmes are provided for them to explore and develop their potential.

Another special niche of our school is that we provide small group classes with an ideal teacher-student ratio. Our faculties share a common trait. They inspire, challenge, guide, nourish, and reward their students. The school-based curriculum balances specific knowledge captured in different subjects with a broad-based liberal arts education. Liberty is valued in our culture. We encourage extensive interactions between students and faculty, during and after lessons. We value home-school co-operation. We provide platforms for parents to voice out their suggestions and opinions.

Our teachers plan meticulously taking reference to best practices from around the world, school culture, vision, and mission, as well as student needs. Classrooms are arranged to foster collaborative learning with the development of 21st Century skills such as collaboration, communication, critical thinking and creativity being at the core. Learning in and outside the classroom is supported with an abundance of technology, print and media resources. Ongoing professional development ensures our teachers are always ready to improve and implement teaching methodologies. Students are confident and participate whole-heartedly in lessons. They communicate fluently in three languages and can debate critically issues of importance. A curriculum which provides ample opportunities for individual and group presentations throughout their six years of primary school ensures that every one of our students can present confidently to one another, in small group settings as well as large groups with a varied audience.

4. Our Team

A. General Data

Language Proficiency Requirement attained – 100%

	Teachers
Number	72
Teachers' Qualification	
Teachers' Training	92%
Bachelor Degree	100%
Master Degree or above	51%
Special Education Training	15%
Teaching Experiences	
0 – 4 years	32%
5 – 9 years	30%
10 years or more	38%

B. Professional Development

The school strongly supports the professional development of teachers. Strong support from the Department of Education Studies of HKBU helps to enhance teachers' development. Collaborative lesson planning, lesson observation along with evaluation, and experience sharing are encouraged.

CPD Hour 2019-2020

All the courses mainly categorised into five main aspects: Teaching & Learning, Student Development, School Development, Professional Relationships & Services, Personal Growth & Development, Others (Structured Learning) and Others. Details are listed below:

CPD Mode	CPD Domain	Sub Total	Total
Structured Learning	I. Teaching and Learning	1672.75	1672.75
	II. Student Development	382.5	382.5
	III. School Development	0	0
	IV. Professional Relationships & Services	4.75	4.75
	V. Personal Growth & Development	8	8
	VI. Others	26	26
Total CPD Hours			2,094
Average CPD Hours per teacher (72 teachers)			29.08

Due to the impact of COVID-19, many external and overseas PD were canceled. The average CPD hours per teacher is 29 hours.

5. Class Structure

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 2019-2020). There are six grade levels from Grade 1 to Grade 6 with 5 classes at each level. We kept the class size to 30 students per class. The number of students had almost reached the full capacity (Table 1). There were 19 withdrawals in 2019-2020 because the students had to relocate to other countries or transfer to other local schools.

Table 1: Enrolments 2019-2020

No. of students as at 2 September 2019	969
No. of withdrawals	19
No. of students admitted in the middle of the school year	2
No. of students as at 10 July 2020	952

6. The Areas of Concerns

The following are the main focuses of primary section in 2019-2020:

1. Scaffolding learning and personal growth on a through-train scale
2. Nurturing lifelong learners with a global perspective and a positive mind
3. Optimizing learning environment to support active learning and whole-person development
4. Enhancing teachers' professional competence and cohesion

Major Concern 1: Scaffolding learning and personal growth on a through-train scale

	Objectives	Strategies	Evaluation
1.1	To strengthen the coherence and continuity of policies, curricula and programmes linking the three key learning stages (Junior School, Middle School and High School)	<p>Enhancing classroom management of teachers to maintain good discipline and maximize learning time and effectiveness</p> <p>Strengthening support to students with diverse learning needs</p> <p>Equipping teachers with a wider range of pedagogy to cater for the diverse needs of students, develop students' self-directed learning (SDL) habits, enhance the effectiveness of group work and eLearning, and provoke students' higher-order thinking (HOT)</p> <p>Making better use of the data analysis to identify the factors hindering students' learning and devise classroom strategies to further enhance student learning</p>	<ol style="list-style-type: none"> 1. PD on "Whole-school Approach on Discipline and Guidance" held on 27th August to assist teachers in understanding the fundamental discipline and guidance approaches adopted by A-School. Thursday Grade meetings for Grade Heads and CTs will be arranged to discuss and address students' discipline issues in a timely manner. Implementation will be observed through lesson observations next year. A common understanding should result in school-wide consistency in implementation. 2. PD on SDL and HOTS conducted for Panel Heads on 9th Jan 2020 to walk through the frameworks and reach a common understanding and expected outcomes. Frameworks were shared in the PD site and included in subject handbooks. Due to COVID-19, the implementation will be carried out among KLA in the new school year. Panel Heads will think about ways to incorporate SDL and HOTS in their subject teaching. Implementation will be observed through lesson observations next year. 3. Differentiation PD was cancelled as they were scheduled in Term 2. It will be arranged in the new school year. 4. Four workshops were arranged for teachers regarding eLearning pedagogies and tools, school subscribed platforms and 21st CC in August, November and June. Generally, teachers were confident in carrying out live lessons and preparing learning video, voice-over ppts and using Google Classroom in disseminating and collecting assignments. 5. To promote Digital Citizenship, a workshop was arranged for all PS class teachers regarding Common Sense digital citizenship curriculum in September. It was successfully rolled out in G1-6 and the school received the certification. The curriculum will be continued in the new school year to develop students' digital citizenship and positive online learning habits.

			<p>6. A PD was arranged for middle management in March regarding the eLearning framework. Meetings with Panel Heads conducted to collect responses from all subjects. Follow-up subject-based meetings with different teams will be arranged in late August and embed the framework in KLA.</p> <p>7. Data analysis PD arranged for subject co and teachers to understand the data analysis reports prepared by Data Team and hence allow teachers better identify goals for fine-tuning I&t and enable discussion in QCMs about modifying assessments based on data. It also helped in identifying struggling students and giving them appropriate learning support. Workshops on interpreting analysis results will be carried out in the new school year. It is ideal to have a unit/module/topic plan outlining the difficult areas for students in order to facilitate better lesson planning.</p>
--	--	--	---

	Objectives	Strategies	Evaluation
1.2	To enrich the Middle School curriculum and programmes on a 4-year scale	<p>Refining the curriculum and assessment of each related subject to further strengthen the interface</p> <p>Fine-tuning pedagogy and classroom activities at Grade 5-6 to facilitate interaction and collaboration in the 21st Century Classroom</p> <p>Catering for the diverse needs of Grade 5-6 students of different backgrounds in third languages</p> <p>Strengthening communication and collaboration within the third language team</p>	<p>1. Curriculum documents and assessments shared between teachers of SS and PS to gain a better understanding of continuity.</p> <p>2. All subject panels attended PD for 21st Century Classroom interaction and collaboration. Classroom layout was changed with teachers' desks removed and students' desks facing interactive boards. Teachers made use of the interactive boards and Chromebooks for students to collaborate during lessons.</p> <p>3. Third language teachers made use of extensive short quizzes, formative data and assignments to understand where students are in their learning of language. After school remedial lessons were conducted for each of the languages to support third language learners who were falling back.</p> <p>4. The third language team held weekly QCMs in order to collaborate and share strategies in teaching.</p>

1.3	To enhance mutual understanding and collaboration between teachers in primary and secondary divisions	Inviting SS teachers to attend meetings of subject panels or committees	<ol style="list-style-type: none"> 1. Regular School Committee meetings facilitated the discussion and implementation of the Middle School curriculum, alignment on assessment across subjects and SD policies between the two divisions. The Middle School activities were shared through the school newsletter and Facebook. It is suggested to raise teachers' awareness by further refining the Middle School curriculum and outline in the KLA handbooks. 2. SS teachers were invited to attend PS Committee and subject meetings, and vice versa to enhance collaboration and maximize the through-train potential. It is suggested to continue the arrangement and invite all teachers to join the cross-division lesson observation.
		Inviting SS teachers to observe PS lessons, and vice versa	

Major Concern 2: Nurturing lifelong learners with a global perspective and a positive mind

	Objectives	Strategies	Evaluation
2.1	To promote a transdisciplinary approach to teaching and learning	Optimizing the PBL arrangement and enriching the learning elements of Term P excursions	<ol style="list-style-type: none"> 1. Preparation of PBL started in early November. The themes of G1-G3 were unaffected. While there was an increased number of Grade 4-6 students staying for local excursions, some new topics were suggested to maximize the learning potential. 2. To minimize the impact to normal lessons, arrangements for blocking out lessons should be avoided. It was suggested students should come into school every day during excursion week for PBL learning and teaching purposes. 3. Academic weeks were planned by all departments with the aim of generating interest in the subject with activities which normally are not a part of the regular curriculum. The Chinese team could conduct the academic week. However, other subjects could not hold activities due to class suspension. We will continue this practice next year with a focus on combining subjects in order to foster cross-curricular collaboration instead of subject weeks only.
		Fine-tuning the arrangements of academic weeks to further strengthen cross-curricular collaboration	
2.2	To develop a comprehensive curriculum with a wide range of learning opportunities and challenges for STEAM education	Reviewing the STEAM and IS curriculum to ensure coverage of the essential learning elements recommended by the CDC	<ol style="list-style-type: none"> 1. Curriculum map of elements of STEAM documented. This will need refinement to ensure better coverage of all elements of GS. Junior School STEAM and IS C&A frameworks refined with IS providing content information before STEAM implements application through projects. STEAM learning packs reviewed in Term 1 and incorporated self-reflection. Collaboration between IS and STEAM teachers established. We will continue on a larger scale next year. Some more rigor can be added in the Junior School work. 2. Junior School STEAM lessons focused on developing students' creativity, problem solving and learning interest. A series of hands-on learning tasks with emphasis on science knowledge and skill were refined and taught - G1: Soft Landing, Boat; G2: Toy Figure, Shadow Puppet Show; G3: Climbing Car, Maglev Train; G4: Electric Ferris Wheel, Catapult.
		Refining the implementation of STEAM education to further enhance students' knowledge and application skills	

			To facilitate the collaboration, STEAM teachers are advised to familiarize with the IS textbook and workbook so they understand the related knowledge and skills students learned in IS lessons in order to clarify the concepts or phenomenon which are related to the IS knowledge should be stressed after making the product. In addition, teachers have to teach students to explain and clarify the design concepts in science language. Class discussion for reflecting and consolidating the knowledge learned should be conducted before doing the consolidation assignment.
--	--	--	---

	Objectives	Strategies	Evaluation
2.3	To equip students with the latest skills and tools as well as proper attitude in the use of technologies to enhance their learning	<p>Redesigning classroom activities to support the implementation of the BYOD policy at Grade 5-6</p> <p>Educating students the importance of self-discipline and digital citizenship in using mobile devices, online resources and social platforms</p>	<ol style="list-style-type: none"> 1. Most of the students enjoyed and learned to use e-devices or tools properly. Embedded digital citizenship through Life Education and across KLA. Learning and teaching materials and tasks were intertwined with technology to further enhance students' skills in using technology for collaboration and learning beyond classrooms anytime and anywhere. 2. KLAs use Chromebooks for a variety of collaborative classroom activities. For example, composing one's own music; LA and Math interactive lesson activities (Peardeck, Nearpod, BrainPop), assessment (Google Form for newspaper sharing, Kahoot, Quizizz) and disseminating learning materials (Google Classroom); STEAM learning cycle in recording their findings, products, exchanging their ideas, building their portfolio as well as in coding modules; build VA portfolio (Google Classroom). Such use of technology allows teachers to provide students with continuous learning. During class suspension, teachers were still able to cover the curriculum satisfactorily. Concrete feedback, both online and virtual, were still given to students. The adoption of e-resources also increased students' engagement in class. Subject teams will keep using those online platforms to facilitate teaching and learning in the coming year and follow the eLearning framework in implementing eLearning holistically within and across subjects. 3. Life Ed lessons teach students on self-discipline and digital citizenship in using online resources and social platforms with friends and strangers. 78% of teachers agreed or strongly agreed that they could educate students on the importance of self-discipline in using mobile devices and online platforms through the digital citizenship curriculum. 4. Over 90% of students agreed they showed a positive attitude towards oneself and others in class and were able to express their feelings, ideas, and thoughts through Visual Journals and artworks.

			<p>5. From learning activities and homework, about half of the students understand the values and attitudes brought out in the unit; half of the students pay attention to current local and international affairs and news due to the pandemic, however, students do not usually verify the authenticity of online news or information. It is suggested to strengthen students' values and the habit of reading newspapers in the coming school year.</p> <p>6. Student Management Support team ensured misbehaviour related to use of devices was promptly handled and curtailed. A whole school approach on the BYOD policy implemented. There were only a small number of cases regarding misuse of devices. Giving suitable consequences can help to improve the situation.</p> <p>7. The school has made genuine effort to help students learn about digital citizenship and skills and attitude in having online learning. A digital citizenship curriculum has been documented. CTs and parents were trained and CTs implemented the curriculum in their classes. Pre-tests were done but post tests could not be done as the curriculum could not be completed. The school got the Commonsense Education Certification for implementation of Digital Citizenship. Students have learned personal information safety (G1-2), digital netiquette (G3-4), copyright, privacy, computer crimes (G5-6) through STEAM lessons. eWorksheets were done by students for consolidation.</p> <p>8. Digital Citizenship curriculum in place. PD held for teachers. Parent forums held to give information to parents. CTs conducted digital citizenship lessons for all grades. The eLearning team conducted pre surveys. Post surveys could not be conducted due to school suspension. Digital citizenship came in handy when the school moved online during school suspension.</p>
--	--	--	---

	Objectives	Strategies	Evaluation
2.4	To increase students' global awareness and participation along with a good sense of national pride	Strengthening the moral and civic education programme by arranging related learning activities and sister school visits	<p>1. Students demonstrated proper behavior and attitude when singing the national anthem and during flag raising ceremony. Whole school assembly was arranged to celebrate National Day with teachers and students sharing on growth in different aspects such as achievements in economics and science.</p> <p>2. Students participated actively in M&C Education activities such as Inter -House Politeness Poster competition and Class Cleanness competition to develop students' positive values.</p>

		<p>Planning overseas excursions for Middle School students to practise their third languages</p>	<ol style="list-style-type: none"> 3. MCD Team and LA had collaborated on drafting the school-based M&C Ed framework by reviewing the activities carried out by the 2 teams as well as EDB guidelines. The framework will be reviewed to ensure cohesion of the strategies in different areas and grade levels. It is suggested to include the Chinese culture appreciation in the Chinese curriculum and OLE courses in the coming school year. 4. 1-day Guangzhou visit for G4-5 allowed students to gain first-hand experience in social and economic development. The number of registration was overwhelming, with more than 170 students registered. It is suggested that such activities should be re-run, so that more students can benefit and gain more global awareness and insights. 5. Due to COVID-19, teachers visited only one sister school in Wuhan. On the other hand, we started to explore the use of live meeting software for online communication activities. It is possible to conduct online cultural exchange activities with the sister schools in Guangzhou. 6. Based on the APASO data, the average score for student's recognition of national identity has increased compared to last year. 7. 11 G5-6 students joined The International Choir Competition in Barcelona, Spain in October and 40 G4 students joined the Guangzhou city planning development and natural ecological tour in December, contributing only 10.7% among all G4-6 students. 8. Due to social issues and COVID-19 pandemic, all inward and outward exchange/sister school programmes as well as overseas excursions were cancelled. It is suggested to explore other ways to allow students to learn and experience different cultures, subject knowledge, third languages, PBL themes through other means.
--	--	--	--

	Objectives	Strategies	Evaluation
2.5	To foster positive values towards oneself and others in order to lead an active and healthy lifestyle	<p>Organising activities on positive thinking and healthy lifestyles</p> <p>Strengthening students' social skills by providing strategies to enhance their problem solving and conflict resolution skills</p> <p>Strengthening and enhancing a serious learning attitude in students (paying attention in lessons, handing in good quality assignments, completing homework on time)</p> <p>Creating more channels for school management to collect responses from students and give timely feedback</p>	<ol style="list-style-type: none"> 1. Students' awareness of personal hygiene was enhanced through regular health sharings. The e-platform, A-Moment site, is used to convey personal hygiene knowledge and attitudes about how to deal with COVID-19. It is suggested that different health lessons should be continue to be arranged for students and a health education framework should be reviewed to address students of different levels according to their needs ('Bright smile mobile classroom' for G1, proper use of toilets for all G1-G3 students, sitting posture for G4 students, physical change for G5 girl and sex education for G6). 2. A module of 4 lessons about empathy was carried out in life education where students learned to think of the needs of others and offer help. A-Diary (Middle School) and A+Passport (Junior School) are useful tools for students to record their reflection and set goals. It is suggested to assign Friday morning homerooms for students to do and share their reflection while Class Teachers act as facilitators to promote a positive relationship among classmates. Besides, the "Friend-O-Cycle" programme had not been implemented to teach the students social skills and conflict resolution skills due to class suspension. The program is suggested to be implemented next year since students' social and conflict resolution skills are needed to further enhance from different observations (data from social worker case reports indicated cases mainly occurred because of conflict with peers). 3. Big Brother Big Sister mentorship programme is a Middle School program which helped Middle School students develop a caring and loving school culture and stronger sense of belonging to school by serving their younger peers. Students learned to read stories, teach younger ones to use the student planner, play with them through lunch gatherings. Middle School students established good relationships with G1-2 students and wrote them letters while G1-2 students enjoyed the gatherings immensely as they felt supported by the big brothers and big sisters. 4. Students develop a good practice of showing appreciation to themselves as well as their family, teachers and friends through learning character strengths through creating A-Story and Tribute to Unsung Heroes during class suspension. Many good works were received and shared during Life Ed lessons and media. Some of the students' work was sent to a local hospital. Students participated actively in both activities with good quality work and reflection. It gave students a platform to share their feelings and thoughts and made a great impact in addressing students' social emotional needs and mental health during the class suspension. 5. Students continued to follow the Homework Policy and were given initial reminders at an early stage. Consequences were given when homework completion became unsatisfactory. Homework

			<p>completion was recorded and subject teachers followed up closely on late homework during the school suspension period. It is suggested to roll out a reward scheme to encourage students who are able to submit homework on time and with good quality. In addition, timely follow-up on late homework and struggling students will be needed.</p> <p>6. To allow students to voice out their opinions, a few student teams like SU had lunch gatherings. A total of at least two leadership team live "gatherings" were held in June and July.</p>
--	--	--	--

Major Concern 3: Optimizing learning environment to support active learning and whole-person development

	Objectives	Strategies	Evaluation
3.1	To redesign the classroom environment to facilitate interaction and collaboration	Enhancing teachers' skills to conduct lessons effectively in the 21st Century Classroom	<ol style="list-style-type: none"> 100% teachers have joined at least 2 PD arranged by eLearning Team and acquired skills to use common eLearning devices and tools to facilitate l&t. Students were able to engage in technology infused lessons where teachers could deploy e-devices and e-tools effectively in learning tasks. Nearly 76% of teachers agreed that the eLearning workshop gave them the confidence and skills to use the 21st century classroom facilities effectively to implement BYOD policy to teach students in middle school. Trainings and hands-on practice in August will help teachers in preparation for next year. To further strengthen teachers' confidence in using e-devices and tools and also ensure effective use of lesson time, regular IT equipment check-up, wireless projection and more whiteboard areas are suggested. IT support at the beginning of the new school year is essential. 100% teachers were able to prepare learning materials such as YouTube videos, Google Forms and share on A-Moment Site, collect and return homework through Google Classroom. Parents and students found the videos are useful as they can revisit the topic anytime anywhere at their own pace. A-Academy is suggested to develop in the coming school year as a library of learning resources to facilitate students' SDL and to cater for the diverse needs of students.
3.2	To optimize the language and reading environments conducive to good mastery of different languages and extensive reading	<p>Renovating the central library to cater for a wider range of reading needs</p> <p>Organising regular activities to promote reading</p>	<ol style="list-style-type: none"> Class visits to WTC Library have been arranged for all classes during Monday and Thursday morning homeroom time in November and December. This encourages students to read and borrow books. Library parent helpers were recruited to facilitate the visit. Each class visited the library and borrowed books. From September 2019 to January 2020, 541 students have borrowed books (57% of total population) compared to 429 students last year.

		<p>Introducing suitable online platforms to promote e-reading and book sharing</p>	<ol style="list-style-type: none"> 2. G1-2 Story Mama sharing has been arranged on Thursday morning homeroom time biweekly. 10 parent volunteers have recruited to be story moms. They reflect that students show enthusiasm and are well behaved during sharing. 3. 5 Reading Newsletters have been issued this year through e-circulars. Proposed to have 4 Reading Newsletters next year (issue before long holidays) to encourage reading. Blogger will be explored to increase the interactive element of the newsletters. 4. HKEdCity's online reading programs and competitions were introduced to students during class suspension time. From February to July, 190 students have joined the Reading Challenge Scheme and 74 students have joined the Reading Contract Scheme and submitted a total of 366 online book reports for sharing their reading experience and thoughts. Students have been encouraged to continue to join the two schemes in summer holiday. Regular promotion of the reading scheme will be needed. 5. Online platforms subscribed were extensively used during class suspension by all classes. Subscription to both Chinese and English e-book platforms helps to cater for different readers, develop and maintain students' reading habits during class suspension. Currently, the school has subscribed to 3 paid e-book platforms (1 Chinese, 2 English). From September 2019 to June 2020, 46299 sessions were viewed on Hyread Chinese e-book platform while 25843 books were read on the TumbleBooks English e-book platform. Bookflix was subscribed in March 2020 and a total of 42855 sessions were viewed from March to June 2020. 6. From the SHS, activities to strengthen students' habit in reading other leisure books and newspapers could be implemented in KLA. 7. Reading Day was cancelled due to COVID-19, so some reading activities, such as book character parade, Battle of the Books, author talks, booktivities could not be carried out this year. The 36 BOB titles chosen this year will be reused for 2020-21. 8. Third language activities could not be arranged due to COVID-19.
		<p>Providing more chances for students to practice their third languages on campus</p>	

	Objectives	Strategies	Evaluation
3.3	To cultivate a positive school culture full of love, appreciation and mutual support	<p>Organising regular activities under a yearly theme to promote positive education</p> <p>Organising PD activities for teachers to enhance their understanding of positive education</p> <p>Organising courses and activities through the Parent Education Academy to promote positive relationship within families</p> <p>Providing more chances for teachers and parents to communicate with each other to support students' learning and personal growth</p> <p>Mural wall painting to strengthen sense of belonging of the school community</p> <p>Building the positive school culture through Christianity development</p>	<ol style="list-style-type: none"> 1. The yearly theme "Flourish from me to WE" was promoted throughout the whole school year through different activities. Yearly theme classroom bulletin board decoration activity was held in September. Class Teachers discussed Empathy and Well-being regularly through Life Ed lessons and class culture activities. Most of the teachers agreed that a positive class culture was built. 2. Due to the social issues, the whole school Positive Education PD was cancelled in November, only 1 PD on Positive Education was held in September. Over 80% of teachers agree the PD gave them a better understanding on PERMAH and Character Strengths. 3. Two on-site parent forums and five online live parent forums were held in the school year. All teachers joined at least one of the forums. Since we asked about their needs and topics they were interested before arranging the forums, hence, parents had very positive feedback (over 90% of parents agreed the forums are useful). Most teachers (over 90%) agreed the forums could build positive linkage between school and parents. It is suggested that parents and teachers would benefit more for writing a reflection. 4. Student-led Conference was conducted successfully in Term 1. 5 half days were planned for SLC preparation. Students used the positive psychology elements such as character strengths discussed during Life Ed lessons to showcase their personal growth. Students were very happy to receive encouragement from their peers, teachers and parents. Parents appreciated the good relationships their children built at school from their child's presentation of the best work portfolio and A-Diary/A+Passport. Middle School students were guided to write a letter to their parents. Parents were delighted to notice the growth of their child when they got the letter. 5. Students were encouraged to show appreciation for themselves and their peers during the end of the first term as well as the last 2 life education sessions. Students were encouraged to show appreciation for their parents during a 4-lesson module talking about Mothers' Day and Fathers' Day. Teachers and parents showed appreciation to the students through the student planner appreciation corner. Sunshine calls were regularly conducted to facilitate communication between parents and teachers. During the class suspension, a weekly learning evaluation form was sent out to parents to collect information on students' learning, health and emotional status and whether parents and students practise appreciation. It was a very useful tool to collect parents and students' feedback and make timely adjustments to online learning, providing necessary support to struggling students/parents. Different channels were also established like online case meetings with parents and students and messages to parents. Most of the teachers found the new channels

			<p>helped facilitate communication with parents. Monthly evaluation forms will be sent out to parents in the coming school year.</p> <p>6. Mural painting workshop was cancelled due to class suspension. It will be arranged in the coming school year.</p> <p>7. Weekly bible sharing through the PA system was carried out to promote the positive school culture. Most of the students enjoyed listening to bible stories and prayers during lunch time. Bible quote handwriting competition was held to promote the meaning of love through scripture. G1-4 Junior School Christmas Choral performance was held to celebrate the birth of Jesus. A 3-lesson module of Christian values was conducted in life education lessons. Students learned to love others like themselves through some stories, for example, Jesus cleansing the leper, the story of a good Samaritan etc. Students enjoyed the stories. CTs wish to have more time to do the reflection using A+Passport (G1-G4), A-Diary (G5-G6). It is suggested to strengthen all these activities to achieve a great impact.</p> <p>8. In order to preach the Gospel of Jesus Christ, to enhance the loving Christian atmosphere, to cultivate spiritual lives, a number of activities were carried out: morning assembly sharing, OLEs (Bible Stories, Boys' Brigade G3-4 & G5-6 Christian Fellowships), Life Education, lunch gathering with Christian Disciples; Bible sharing with students at recess; Christmas and Easter activities and school decoration. It is suggested a more structured framework be put in place to let more students get to know the Gospel, accept Jesus Christ as their Saviour and lead to more fruitful spiritual lives.</p> <p>9. All students had the chance to listen to the Gospel to strengthen their faith and Bible knowledge through regular religious sharing where Christian Disciples are involved as presenters to train up their leadership skills and public speaking skills.</p> <p>10. Positive feedback had been received from teachers and students regarding the evangelical activities. Parents had also been involved in various activities including Bible story sharing at recess and Christmas Hymn Singing Contest. We had received encouraging responses from parents participating as story presenters and singing contestants.</p>
--	--	--	--

	Objectives	Strategies	Evaluation
3.4	To further promote students' participation and expertise in aesthetics and sports with a greater variety of facilities and exposure	<p>Upgrading facilities and equipment for sports and performing arts</p> <p>Launching fitness programmes for students to promote regular physical exercises and habits</p> <p>Enhancing the aesthetics programmes for the students to promote life-long interest in the arts and cultivate positive values and attitudes</p>	<ol style="list-style-type: none"> 1. To promote positive health, Health and Exercise Corner was set up in the PS Atrium with the colourful background designed by our students. Facilities include two rope skipping kiosks, four stationary bikes, exercise floor mats for carrying out different physical activities during PE lessons and recess were installed and promoted. PE ambassadors and rope skipping team members were recruited and assigned to manage the corner and equipment during recess time together with PE teachers. Junior School students enjoyed rope skipping and visited the rope skipping kiosks during recess. Competitions will be arranged in the new school year. 2. Sports Friday Program was prepared to launch on February 1 to promote a healthy lifestyle. PE Fitness Diary was drafted and prepared to use in Term 2 for recording students' usage in the Health & Exercise Corner for achieving targets hours for rewards. Both programs will be launched in 2020-21. 3. Health concepts have been delivered during school suspension in live lessons and shared on A-Moment Site. Students had continued to do some stretching exercises and less rigorous sports activities to stay active. 4. Students participated in various performances and competitions inside or outside school. Lunchtime concerts were successfully organized from October 2019 to January 2020 for Junior School students to give ensemble performances and around 100 students participated in each concert. In addition, Christmas carols singing performance was arranged for all Junior School students to participate in morning performance to develop their confidence and positive school culture. Parents were invited as audience. Students could further develop their singing and performance skills. Music team teachers led the worship section in assemblies. A-Musician pages were created to share students' instrument performance. Virtual choir and orchestra were arranged during the school suspension period and gained experience on arranging music training through distance learning and also facilitated appreciation and collaboration among students. It is suggested Junior School ensemble lessons be carried out through distant learning to support continuity of ensemble playing and uphold the preventive health measures. 5. Students' artworks were shared through A-Gallery. A more interactive platform will be explored so that students can leave appreciation messages.

	Objectives	Strategies	Evaluation
3.5	To strengthen support to environmental education leading to a green and sustainable lifestyle	Organising related learning activities to arouse awareness on water and energy saving	<ol style="list-style-type: none"> 1. Green Wednesdays which aimed at promoting the recycling habit and developing best practice in recycling as well as arousing awareness on energy saving was launched. The activity has a positive influence on students and Eco Pioneer members. It could also be arranged next year. 2. Parent-Child Tolo Harbour Coastal Cleaning and Guided Tour was held on 21 December 2019. It deepened students' knowledge of Coastal Cleaning. Activity has received positive feedback from parents and students. It is suggested a whole school sharing through school FB/newsletters can be done to promote environmental protection awareness. 3. OLE lesson (Senior Eco Pioneer) investigated the water resources in the school to understand the water availability and aroused students' awareness on water saving. It is suggested to have a bucket for students to help reflect on learning during the activity and explore ways to avoid wasting water. Students can share their findings through Campus TV to arouse other students' awareness. 4. One Student One Flower was carried out for G2 students which promoted green and sustainable lifestyle. The activity was cancelled due to Covid-19. It is suggested to integrate the activity with G3 IS teaching syllabus (about plant growth). 5. 10th No Air Con Night in October 2019 aroused students' awareness in energy saving. It is suggested to start preparation and promotion earlier in the coming school year. 6. During class suspension, the topic of environmental education was shared through Zoom Live lesson. Collaboration with IS subject and Life Ed are suggested to be continued next year.
		Renovating the Endangered Species Museum and organizing related learning activities to promote wildlife conservation	<ol style="list-style-type: none"> 1. Visiting the Endangered Species Museum activity was scheduled in Term 2 has been canceled due to class suspension. The visiting activities will be carried out in next school year. 2. The topic on animal protection could be included in KLA learning activities.

Major Concern 4: Enhancing teachers' professional competence and cohesion

	Objectives	Strategies	Evaluation
4.1	To equip teachers with the necessary skills and tools in the use of technologies and evaluation data to enhance teaching and learning	<p>Preparing teachers to attain Google Certified Educator Level 2</p> <p>Preparing teachers to attain Nearpod Educator certification</p> <p>Enhancing the effectiveness of use of the P-I-E cycle in yearly planning and evaluation by subject panels and committees</p>	<ol style="list-style-type: none"> 1. One whole school Google Certified Educators level 2 PD was arranged in November. We could not reach the goal of having 50% of teachers attain the certificate as most teachers fell short of time to practice although PD was conducted in November. Only 3 teachers completed Level 2 by July. Teachers will be encouraged to take the exam and Panel Heads will complete the exam in the new school year. As a Google Reference School, teachers will also make extensive use of Google apps in L&T and Google Classroom for dissemination of resources and collection of assignments. 2. Nearpod Certification was canceled as it was seen that the portal is not used by all departments. 3. Committee/Team/Panel Heads were informed of the P-I-E cycle implementation and learned to outline expected learning outcomes and targets achieved when doing evaluation. It is suggested workshops on P-I-E to carry out before the mid-year and year-end evaluation meetings to align the reporting expectations.
4.2	To promote collaborative learning through lesson study and learning circles	<p>Implementing video-based lesson study to facilitate professional sharing among Panel Heads</p> <p>Participating in EDB learning communities for different subjects or school functions</p>	<ol style="list-style-type: none"> 1. 1 English assistant panel head recorded her lesson and shared during G4 QCM to discuss teaching strategies; 2 Chinese assistant panel heads recorded the lessons and shared the teaching strategies in QCM; 3 STEAM teachers had zoom lesson videos; all IS teachers recorded their live lessons. We will need to ensure this practice is carried out next year since subject heads would need to promote collaborative learning. This year, the teaching of online practices and modifications to our teaching styles took precedence due to the sudden move to online teaching. 2. A team of Chinese teachers had conducted an open lesson in Wuhan and the lesson was recorded. 3. KK Lee (Chinese) and G1 Chinese teachers joined a QEF Novel Study professional learning circle to learn about the planning and implementation of school-based novel study through regular meetings, sharing session and lesson observations. Teachers successfully rolled out novel study in G1 with positive feedback from teachers on students' motivation and reading habits. 4. Winnie Pradhan (English) joined as one of the committee members of the EDB moderation group for Pre-S1 HKAT examinations. 5. Jackie Chong (Math) joined as one of the EDB external textbook reviewers. 6. Kelvin Lee (IS) participated in EDB learning communities to gain a better understanding of teaching practices from sharing with other educators from HK. 7. Math Team will join the EDB school-based professional support scheme in the coming school year aiming to fine tune L&T.

	Objectives	Strategies	Evaluation
4.3	To extend learning beyond physical and geographical boundaries	<p>Launching an online self-learning platform to equip teachers with a wider range of pedagogy</p> <p>Providing chances for teachers to observe and/or teach in other schools under exchange programmes to widen their professional exposure</p>	<ol style="list-style-type: none"> 1. The online moodle platform has extended learning beyond physical and geographical boundaries. Around 80% of teachers find the online platform useful. Teachers completed one module out of three PD topics (Pedagogy of Questioning (1)&(2), Pedagogy of Collaborative Learning and Group Work (1)&(2), Learning How to Learn (1)&(2)) and followed up with a learning reflection within the school academic year. Teachers were able to either acquire new strategies and understanding of questioning techniques/collaborative learning or consolidate existing knowledge. The accessibility of online learning materials provided has made teachers' professional development outside the school possible. It fostered learning anywhere anytime. It is suggested to keep using the online platform and require all new teachers to complete one of those courses and returning teachers to complete one more course each year. Panel Heads should read the one-page summary of every teacher to get a good grasp of teachers' understanding of the topic and provide supplementary materials and support to subject team members if needed. 2. The Wuhan sister school exchange program led by Kelvin Lee (Assistant Principal) helped the Chinese subject review and reflect their own program and implementation. It is suggested more exchange programs can be arranged after the pandemic and more local exchange programs can be arranged in order to foster professional development. 3. 5 English teachers signed up for ASCD online PD to learn about the latest education trends and issues; 4 LA teachers joined the teacher training “環保基金 2038 地球人計劃之可持續消費旅程 教師培訓課程” arranged by Consumer Council while 3 joined the sign language course “愛校手語 課程” which aimed to enhance the school-based curriculum. 4. A mindfulness PD by Jockey Club “Peace and Awareness” Mindfulness Culture in Schools Initiative was conducted in Term 1 where 3 teachers and the school EP joined the enhanced level of Mindfulness training course to learn the latest skills on building wellbeing in school. Mindfulness OLE course and parent-child workshop for students will be organized in the new school year to support students' emotional needs and management. 5. 1 SEN PD training on handling SEN students (organized by UNLOCK dancing plaza) was held in Term 1 for 10 SEN team teachers. From the data, 88% teachers enjoyed the learning activities in the PD and acquired different strategies to cater for SEN students' needs. It is suggested to be a whole school PD or OLE course in the coming school year.

			<p>6. The drop in PD hours was due to the COVID-19 pandemic. Many PD local/overseas training were cancelled. Due to the uncertainties from the pandemic, online PD is a trend and the teachers should be encouraged to join online PD.</p> <p>7. A Google site for PD for teachers was set up with resources. 79.6% teachers strongly agreed or agreed that the PD related to teaching and learning has helped improve their classroom management.</p>
--	--	--	--

	Objectives	Strategies	Evaluation
4.4	To enhance career well-being, team spirit and long-term commitment	<p>Optimizing the working conditions with better facilities and a more comfortable environment</p> <p>Organising regular activities for teachers to build relationship</p> <p>Freeing up more time for teachers to reflect on their work and professional development</p>	<p>1. Teachers were generally satisfied with the working conditions. Air-purifiers were installed in the staff room and all classrooms. Preventive health measures were strengthened. It is suggested to place an extra printer inside the staff room in the coming school year, regular check-up will be done for the air-conditioners and air purifiers.</p> <p>2. Christmas and Poon Choi celebrations promoted harmony as whole school events. Celebrations arranged for birthdays and cards and vouchers purchased for staff getting married, having babies and leaving school. It is proposed to increase the number of staff welfare activities next year.</p> <p>3. Increased number of Subject Assistants alleviated teachers' administration workloads and give teachers more time to attend to their teaching work and professional development</p>

7. Academic Development

A. Organisation of Academic Development Committee

Mr. Kelvin Lee was promoted to Assistant Principal (Academic Affairs) in order to take charge in the development of Academic Affairs. Ms. Claudia Liu, the Vice Principal in the Secondary Section, was the co-chairperson of the Academic Development Committee. Two new members, namely Ms. Cora Li and Ms. Debbi Wu, joined the Committee to help supervise Problem-based / Project-based Learning and eLearning which are areas of their expertise.

To maximize the through-train potential on students' physical education and sports school team development, Mr. Yiu Chi Yung, the panel head of physical education in the Secondary Section, has also assumed the responsibility for the Panel Head of Physical Education in the Primary Section.

B. Curriculum

a. Junior School

The Junior School Curriculum, which covers a wide range of curriculums and programs in the areas of academic studies, student development and other learning experiences, is provided to cater for the specific developmental needs of students at this stage (middle childhood).

The Junior School Curriculum focuses on developing good learning and reading habits as well as nurturing positive attitudes.

The Junior School is important to prepare students for Middle School, which puts a strong focus on acquisition of subject-specific knowledge and skills.

The Junior School Curriculum aims at:

- catering for the specific developmental needs of students in middle childhood;
- strengthening support to their intellectual, character and social developments at this stage;
- equipping students with the knowledge, skills and attitudes necessary to meet the expectations of Middle School;
- optimizing our through-train potential to ensure smooth transition from one learning stage to the next.

After completing the Junior School, students are expected to achieve the following:

- Develop a love for learning with motivation to learn.
- Develop a love for reading across the curriculum.
- Develop the values and attitude needed to be a 21st century learner.
- Develop STEAM innovative thinking and creating habits. (new)
- Be a self-motivated learner, who sets goals, monitors learning progress and refines strategies proactively and regularly.

b. Middle school

The Middle School refers to Grades 5 to 8, and is differentiated from another two stages (Grades 1 to 4 / Junior School) and Grades 9 to 12 / High School) in our provision of quality education on a through-train scale.

The Middle School Curriculum, which covers a wide range of curriculums and programs in the areas of academic studies, student development and other learning experiences, is provided to cater for the specific developmental needs of students at this stage (early adolescence).

The Middle School is so important to prepare students earlier for the High School, which puts a strong focus on life planning and the preparation for public exam and university admission, in terms of their knowledge, skills and attitude.

The Middle School Curriculum aims at:

- catering for the specific developmental needs of students in early adolescence;
- strengthening support to their intellectual, character and social developments at this stage;
- equipping students with the knowledge, skills and attitudes necessary to meet the expectations of the High School;
- optimizing our through-train potential to ensure smooth transition from one learning stage to the next.

After completing the Middle School, students are expected to achieve the following:

- Have a fair understanding of one's interests, strengths, weaknesses and life goals.
- Be a self-directed learner, who sets goals, monitors learning progress and refines strategies proactively and regularly.
- Be a responsible and respectful teenager, with the soft skills that enable him/her to meet greater challenges, such as communicating and collaborating with people of different backgrounds, and demonstrating great perseverance in the face of difficulties.

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, Music Ensemble
- (c) Subjects taught in other languages: Spanish, Japanese, French and German for Grade 5 and Grade 6

(d) The Junior School (Grade 1-4) students are provided with one Music Ensemble lesson per week where they choose one instrument stream from Strings/Percussion/Wind and learn the skills of ensemble music playing in small groups. Class ensemble concert is arranged at the end of the school year.

C. Assessments

(a) Internal Assessments:

Authentically designed formative assessments mainly focus on assessing students' analytical skills, integrated learning, creativity, collaboration as well as writing and oral communication skills. The learning process is valued as much as the finished product. It is used to identify the strengths and goals for each student on a regular basis.

Summative assessments aim to gather evidence of student's performance and to verify students' readiness for 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 Mathematics are held in a school year. Grade 1 students do not have any summative assessments in order to ease their transition from kindergarten to primary. Instead they have experiential learning days where they engage in whole-grade hands-on activities.

(b) External Assessments:

1. Territory-wide System Assessment (TSA) - Due to the outbreak of the COVID-19, the TSA was cancelled this year.
2. International Competitions and Assessments for Schools (ICAS) - Due to the outbreak of the COVID-19, the ICAS was cancelled this year.
3. TOEFL Primary - Due to the outbreak of the COVID-19, the TOEFL is postponed to September/October.

D. Language Environment

To foster a language-rich learning environment, both English and Putonghua are widely used throughout curricular and non-curricular time. Students and teachers use both English and Putonghua in morning assemblies, homeroom and daily communication. Third language activities allowed for in-class practice of Spanish/Japanese/French/German. Abundance of opportunities are offered to students to develop their confidence and ability in using both English and Putonghua. Our students are able to communicate their thoughts logically in proper fluent English and Putonghua. Language Award Scheme is also implemented to encourage students to communicate in both languages during lesson time and recess. Due to class suspension, the annual Disneyland trip as a reward for the top 30 students was cancelled.

E. Learning Time of Key Learning Areas

Our key learning areas include languages, mathematics, general studies, aesthetics and physical education. To enrich the students' curricular experience and develop their potential and interest, A-School provides Other Learning Experiences learning programmes, Life Education and school assemblies for our students (Table 2).

Table 2: Key Learning Areas and their Respective Percentage of Learning Time

Subject	No. of periods per week in school's timetable	Proportion of teaching time in school's timetable
Chinese Language	8 (G1-G4)	20%
	7 (G5-6)	17.5%
English Language	7	17.5%
Mathematics	6	15%
Other Learning Experiences	4 (G1-G5)	10%
	3 (G6)	7.5%
STEAM	2 (G1-G4)	5%
	3 (G5-G6)	7.5%
Liberal Arts	2	5%
Integrated Science	2	5%
Music	3 (G1-G4)	7.5%
	2 (G5-G6)	5%
Visual Arts	2	5%
Physical Education	2	5%
Third Language (G5-G6 only)	1 (G5)	2.5%
	2 (G6)	5%
Life Education	1	2.5%
Hall Assembly	1	2.5%

F. Learning Support

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

(a) Small Group Teaching:

In languages, mathematics, Music Ensemble and school team training programmes, 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. Differentiated instruction and learning materials are used to provide enough challenges for students.

(b) Enrichment Programme:

Our School encourages diverse development of students. Enrichment programmes are offered to broaden students' knowledge and enhance their skills. 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 2019-2020, enrichment programmes such as Math Olympiad, Drama, Concert Choir, Artist in Residence, Sports, Debate and Robotics were offered for students to develop their full potential. In addition, Math Acceleration Programmes are offered to our G3-6 students.

(c) Enhancement Programmes:

Our School runs learning programmes to help students to reach basic competency in learning 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 by 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. Third language programmes also offered after-school study groups in Term 2.

In this school year 2019-2020, our School has successfully applied the funding for non-Chinese speaking students. It provided extra resources to hire three Chinese teaching assistants to support the teaching and school-based programmes for non-Chinese speaking students. In addition, our school-based SEN programme offered comprehensive activities to address students' specific needs.

G. Reading

Our school cultivates students' reading habits and creates opportunities for students to share reading experiences. From 'Learning to Read' to "Reading to Learn", students develop their reading habit through different programmes. In 2019-2020, the major reading activities held are as follows: Reading Ambassadors, library lessons. Besides, we have also strengthened the collections in class libraries, Junior Library and Main Library. Third language books were added in class libraries. StoryMamas came into classes to read with students. Regular reading lessons are arranged for students to promote reading platforms, new books and reading schemes. A lot of ebook reading took place due to class suspension through subscription of portals such as Chinese reading platforms (看漢中文網, 普普村, 快樂閱讀花園), Hyread Bookflix, Tumblebooks and Epic Books. Five reading newsletters were sent out with book recommendations from teachers and students as well as information about ebook resources. All students were given a print book through the EDB reading scheme and book reports for those books are assigned as holiday homework with book sharing to be conducted after the summer holidays.

H. Home-School Liaison

In order to roll out new initiatives in renewing our curriculum, it is necessary to have parents and students well-informed. A series of parent forums on topics such as "How to raise a positive child?",

“How to use positive psychology to shape your child’s character?”, “How to build a positive relationship with your “Teen”? “, “Understand the meaning of Accomplishment through Music Handling Changes in Young Adults” was carried out with positive feedback from parents. In addition, parent seminars and student briefings on BYOD, Third Language and Middle School Curriculum were conducted for parents and students to understand the school’s direction, rationale and the implementation progress.

In view of the current COVID-19 situation, we foresee the building up of tension between parents and their children due to the increase in parent-child interaction. Hence, 5 additional parent forums are arranged with the objective of providing strategies to develop effective communication and strengthen parent-child relationships. Around 200 parents attended each live parent forum and parents greatly appreciated the school’s effort in catering for parents’ needs under the influence of COVID-19.

I. Teacher’s Professional Development

To support teachers to meet students’ whole person development which contributes to student’s success, in-school professional development training courses in various aspects are arranged (Table 3) and feedback from teacher surveys showing that teachers found the PD workshops useful.

In addition to in-school training, teachers were encouraged and supported to join PD courses organized by EDB or other organizations both locally and overseas. The Digital Citizenship curriculum was planned and implemented. PD for the same was organized for all class teachers. A presentation about digital citizenship was given by the Chief Curriculum Officer for parents during Curriculum Evening. The eLearning team conducted workshops for subject teachers regarding use of 21st Century Classrooms. The school’s commitment and effort in promoting innovative pedagogy, creating a culture of digital learning and nurturing students to become responsible digital citizens are being recognized by granting the Google Reference School and Common Sense School certifications.

PD is held for subject teachers regarding planning and implementation of eLearning, Self-directed Learning and High Order Thinking frameworks in subjects.

In order to foster a culture of collaboration, a Google Site, Professional Learning Community at HKBUAS (Primary Division), has been established for all teachers to share their learning after attending different PD courses. A school-based self-directed learning moodle platform is established by Prof. Alex Fung. Subject panel heads are invited to try and provide feedback. The moodle platform with modules for Learning How to Learn, Pedagogy of Questioning, and Pedagogy of Collaborative Learning and Group Work is available for teachers and each teacher has completed at least one module in the school year.

Subject panel heads are encouraged to arrange subject-based PD courses in order to meet the specific needs of the subject. PD for middle management would be arranged to facilitate understanding of school protocols and to strengthen teachers with useful management skills. Peer lesson observation will be enhanced in order to foster professional development.

At the beginning of the school year, teachers have slightly varied expectations on students' behaviour and student management strategies. In this way, teachers' effort is sometimes duplicated. Therefore, the school employed the Whole School Approach to Discipline and Guidance to achieve a higher degree of coordination and concerted effort among all school personnel to develop strategies and solutions to student issues.

Whole school approach applies in promoting Positive Education. PD has been arranged for teachers to understand and engage with the science of wellbeing and practise in their daily teaching life. However, the PD from Positive Institution was cancelled due to class suspension.

Table 3 In-school PD training

<p>Learning and Teaching</p> <ul style="list-style-type: none"> ● Digital Citizenship Training for all teachers ● SDL and HOTS training for teachers and subject cos. ● Data analysis workshop
<p>Student Development</p> <ul style="list-style-type: none"> ● Whole School Approach to Discipline and Guidance PD for all teachers ● Build the positive class culture through character strengths
<p>eLearning and Innovative Strategies</p> <ul style="list-style-type: none"> ● PD on new 21st CC setting and equipment for individual subjects ● e-learning PD on different e-learning model and tools and platforms for all teachers ● PD on GCE level 2 (whole school) ● e-learning PD on GCE level 1 for new teachers ● e-learning PD on school subscribed L&T e-learning tools and 21stCC pedagogy for G5-6 teachers

J. Project-based Learning

Project/ Problem-based learning is an integral part of our curriculum. The PBL core team started planning in early November. As there were an increased number of Grade 4-6 students staying for local excursions, some new topics were suggested, including energy saving and poverty. However, P-Term was cancelled due to the outbreak of COVID-19. Local excursions were suggested and postponed to July once. Impacted by COVID-19, the excursions were all cancelled.

In order to prepare students to work in the 21st Century, teaching high order thinking skills was one of the focuses of the year. The Gifted Education Team was invited to review and make suggestions to the G1-2 PBL booklet. The collaboration with the Gifted Education Team sparked a better understanding and a more organized way in promoting students' thinking skills. For Grade 3-6 students, an ePortfolio was suggested to keep a comprehensive record of students' learning throughout the 4 years. PBL Team will continue to work closely with the eLearning team to explore the ePortfolio option.

K. eLearning

The newly renovated 21st Century Classrooms and Buy Your Own Device (BYOD) contributed to enhancing students' self-directed learning and 21st Century learning skills throughout the Middle School. Students were able to learn in an engaging environment that motivated them to share ideas, develop I.T. literacy and co-construct knowledge.

Students and parents greatly supported the school's BYOD scheme. The participation rate of BYOD for 2020-21 G5 students hit a new high of 100%, in which 145 of the parents have purchased the school device (Lenovo 500e Gen 2) and 16 of them will support the BYOD scheme by using existing home devices. The school has planned and deployed the device effectively and positively into daily learning and teaching on subject-based in the past year. Due to the pandemic situation, a Zoom live parent session was arranged before the roll-out of the BYOD scheme to ease parents' concerns and potential worries as well as to promote the BYOD scheme. G4 students have already purchased and will collect the Chromebook in August, 2020.

The BYOD scheme also aimed at developing student's sense of responsibility. Teachers generally follow through devices related discipline issues by giving fair consequences. Students were reminded about the signed Responsible Use Guidelines and consequences in grade discipline meetings. A complete and holistic digital citizenship curriculum by Common Sense aiming to cultivate digital citizenship was successfully implemented. Through discussion, case study and reflection, students learned the importance of being a responsible netizen. In view of the pandemic situation and class suspension, students were well educated on the online netiquette and able to follow rules of online lessons.

PD sessions designated for 21st century classrooms were arranged for teachers to share common good practices and e-platforms. Google Classroom was widely used by all subject teachers as a tool to collect assignments and disseminate learning materials and feedback. A-Moment site was widely used by all subjects for posting learning and teaching materials during class suspension period. Zoom video conference software was used for live lessons during class suspension period. A total of 73 Zoom business licenses were purchased to support online live lessons and to ease the administrative work of teachers. PD sessions including online videos were arranged to equip teachers with the basic skills to conduct online live lessons effectively as well as maintain classroom operation such as online assignment submission, online marking and return of assignments. Online formative assessments were carried out for certain subjects for assessing students' learning progress.

All teachers completed Google Certified Educator Level 1 Exam in this school year. Whole school PD was arranged to equip teachers for taking Google Certified Educator Level 2 Exam. Four PD sessions for teachers were arranged in order to fully utilize 21st century classroom equipment (Chromebook and ultra-wide interactive whiteboard). Common practices including use of common online platforms (Google Forms, Google Classrooms, Nearpod, Peardeck, Edpuzzle), use of ultra-wide board softwares (Whiteboard) and subject-based tools (Brainpop, GoFormative) were established. Regular hands-on and online workshops will be continued to equip subject teachers and class teachers with the latest technology and pedagogy.

8. Student Development

A. Organisation of Student Development Committee

Three new members, Ms. Cheryl Fung, Ms. Kitty Chu and Mr. Steve Chan joined the Committee as the coordinator of the Student Advancement & Support Team, Special Educational Needs Team and Moral & Civic Education Team respectively.

B. Support for Student Development & School Ethos

a. Student Management and Student Behaviour

A-School students love to go to school. From the SHS, parents strongly agreed with the statement "I am pleased to let my child study in this school" with an average score of 4.8/5. The attendance rate remains very encouraging even under the influence of social issues and COVID-19. There was an improvement in attendance rate across all grade levels (Table 4). During the Zoom live lessons period from February to May, the overall attendance rate was 98%.

School expectations towards students' attitude and performance were conveyed to students through assemblies, grade sharing, Star Class program and morning homeroom time. Besides, the school adopts positive reinforcement and WSA for Discipline and Guidance to reinforce students' positive behaviour and help them internalize positive values. 83.7% of teachers agreed that the school's reward and consequence system can support the implementation of school regulations. Together with the school-based leadership programme, uniform and leadership team students contributed positively to the school ethos and are role models to others in upholding school rules and promoting positive behaviours.

Table 4: Student attendance rate of each grade

	2017-18	2018-19	2019-20
G1	96.5%	97.1%	98.3%
G2	97.5%	97.2%	98.5%
G3	97.5%	97.0%	98.3%
G4	97.1%	97.3%	98.2%
G5	97.6%	97.6%	98.5%
G6	97.0%	97.4%	98.8%

Student Behaviours

The Student Management and Support Team is dedicated towards giving support to the students and teachers in adopting the Whole School Approach to launch proactive and preventive measures. Numerous measures were put in place to uphold discipline in the school. In the process of designing

and implementing school policies, the importance of coordination, shared responsibility and joint-effort have been emphasized and reinforced this year through staff meetings and grade meetings. A school-based “Netiquette” guidelines were drawn up in order to ensure online lessons could proceed smoothly during class suspension period.

School Safety

- To reinforce safety procedures in case of fire, there was a whole-school fire drill practice on the 24th of September. It was completed successfully. Due to school suspension, the second fire drill practice was cancelled.
- Consistent communication was maintained with school bus nannies to better understand school bus situations or difficulties. All student matters were immediately attended to.
- In order to maintain safety during recess time and control overcrowded situations at the playground, different game stations were set up in the PS atrium to serve as an alternative.
- In order to provide a safe school environment for our students, some new measures were adopted to discourage inappropriate running so as to minimise accidents and injuries. The number of injuries decreased greatly this year.

Grade Head System

- The Grade Head system was set in place in order to build a stronger sense of teamwork among each grade and to provide necessary support in any matters regarding student management.
- Throughout the year, at least 4 grade sharing covering a variety of topics were carried out. From the school-based survey, around 98% teachers agreed that the Grade Heads have promoted positive values and discipline to the students through grade sharing.
- To foster a culture of appreciation, improvement certificates were distributed to 5 students of each grade during Grade sharings as encouragement and appreciation of their improvement in behaviour. The students were nominated by class teachers.

Self-Improvement Scheme

- 5 students joined the Self-Improvement Scheme this year. All involved students were able to display satisfactory improvement in their behaviour after undergoing this scheme (success rate 100%).

Homework Policy

- The Homework Policy was continued to be put in place this year. Understanding students’ challenges in an abrupt change in the homework submission method, discretion was given to students on any pending homework. Subject teachers also provided guidance towards any struggling student. During the school suspension period, two learning reports were prepared for students and parents detailing learning and effort progress.

Health Promotion/Preventive Measures

- Lessons carried out by the school nurse on teaching students proper hygiene, correct way to wear a face mask, hand washing. Many protective and hygienic measures were put in place to prepare for school resumption. A video detailing important guidelines for school resumption were made to better prepare teachers, parents and students. Live meetings with parents and students before the class resumption were held to deliver the expectations and preventive measures the school has put up. Students were able to follow the school preventive measures after the class resumption.

b. Student Guidance

The Professional Team consists of Social Worker, Nurse and Educational Psychologist provides emotional and psychological support to students through preventive and developmental programmes, as well as individual counselling or consultation.

Guidance Cases

The number of cases taken up by the Guidance Team was similar to last year. Among the 14 cases, students usually have emotional problems similar to last year, but learning problems were more than last year due to the class suspension. In order to better equip parents to handle emotional problems, several talks on parenting were organized especially during class suspension period. To help students handle their emotional problems and social problems by themselves, several programmes like social skills and emotional support workshops, chat rooms for students during class suspension were arranged. Class teachers and students found the support from the guidance team was sufficient to help students face their problems.

Guidance Programmes

With an emphasis on developmental work, the student guidance services were catered for different developmental needs of students from childhood to adolescence through a wide range of guidance activities. Such as A+Passport, A Diary, Social Service programs etc. Positive Education elements were implemented to address students' psychological and developmental needs in various age groups, including personal and social development. School-based teacher evaluation shows that over 93% of teachers agreed or strongly agreed that the guidance programmes can enhance student's positive values towards life. Besides, the mentorship program was enriched by letting the Grade 5 and Grade 2 students join the program and discussing with CTs to further modify and enhance the program. 87% of teachers agree that the mentorship program can develop students' attitude in showing love and care. However, some of the gatherings were cancelled due to the COVID-19. The programs are recommended to continue with concrete sharing for students to equip them before the meeting.

Life education Programmes

The Life Ed program was enriched by implementing the Positive Education elements such as building positive relationships through appreciation and maintaining stable emotion through mindfulness exercises. During the class suspension, the topic of Character Strengths was stressed in the lessons. The newly programme “A-story” allows students to cope with the worries of COVID-19 by expressing themselves through writing their own stories. The Growth Mindset programme was implemented in the Life Ed program to build a positive learning attitude. The Life Ed programmes were highly recognized by teachers, students and parents. The success of the enriched Life Ed program was also evident from the recognition by various media press, with the interviews including e.g. M21 媒體空間, HK01 【新冠肺炎】電子學習不忘生命教育 and RTHK 31 日常 830 during class suspension.

Another important program is Student-led Conference (SLC) where students take an active role to reflect on their learning and personal growth through A-Diary and A+Passport. Grade 1-2 students learned to share their personal growth by sharing their interest and appreciation for others. The habits of students taking ownership through goal setting and reflection is more obvious in Middle School students. A more structured guideline for teachers to follow will be in place in the new school year.

c. Support with Students with Special Needs (SEN)

The SEN Support Team has been set up this year to provide support programs and assistive facilities according to students’ abilities and needs.

Different OLE and AOLE courses and activities were arranged to cater to both SEN and non-SEN students. Teaching resources for different categories of SEN have also been set up to allow teachers to provide the best possible support for our students. Lunch gatherings and meetings were also arranged with a mix of both SEN students and non-SEN students to help cultivate integration through better acquaintance with one another. Our teachers have all been tremendously helpful toward students with SEN and are fully committed to providing them the same quality education experience as non-SEN students without being hindered by their SEN.

Assessment accommodation was provided for students who were in need according to professional recommendation. Some of these measures include extra time allowance, enlarged question paper, screen reader, asking for pronunciation of words, prompting students to concentrate on answering questions, special seating arrangement and individual room arrangement.

The SEN support team had invited class teachers and subject teachers to draw up Individual Educational Plan (IEP) for specific students. The target students are those assessed to be in need of intensive individualized support. The focus includes behavioral / social skills and core subject learning. Regular meetings had been held with teachers and parents for reviewing students’ learning progress.

EII program was held to identify early primary one students at risk of learning difficulties to allow for the provision of timely support as appropriate. During class suspension, Zoom meetings were

conducted. Our educational psychologist, social workers, and SENCo have worked closely with class teachers and subject teachers to provide the students with extra learning support and to review their progress regularly.

To let our parents have a better understanding of their children’s performance and progress, a summary of support was provided to our parents at the start of the year and an year-end performance report at the end of the school year. Such that they may better assist their children’s learning.

To enhance the professional capacity of teachers in catering for students with SEN, we have arranged our teachers to attend special education courses. 16 of our teachers have attended either the basic, advanced, or thematic courses provided by the EDB.

During the class suspension, SEN co support the teachers to provide assistance to SEN students by coordinating the sunshine call with school EP and social workers. CTs followed up with the case after receiving strategies and skills from SEN Co and EP which can cater the needs for SEN students. Positive feedback from parents and EDB were received by providing the support.

d. Student Advancement

A-School sees students as future leaders of society and sets the development of their leadership qualities as one of our priorities. We provide opportunities for students to realise their potentials, cultivate what is best within them, and help them flourish through the nurture of positive emotions, engagement, positive bonding with their team members and achievements.

Student Leadership Teams, Principles and Recruitments

Our student leadership teams include Prefect Team, Student Union, Houses, Reading Ambassadors, PE Ambassadors, Health Ambassadors, I.T. Ambassadors, Peer Mentors, Christian Disciples, Eco Pioneers and Campus TV. Systematic leadership training, such as our top-tier leadership training programme -- Excel 33P, is provided for students to develop different leadership qualities. Over 40% of middle school students joined our leadership training programs or took up leadership positions.

The following are the principles for Service and Leadership Programmes. All students who are taking leadership positions have to abide by the rules and number of post(s) they can hold.

Leadership HEADS -- Maximum 1* (students taking the following leadership head positions are not recommended to take up any additional post)		
Student Leadership Team	Position(s)	Grades of Students
Student Union	Chairperson and Vice Chairpersons	G5 - 6
Houses	House Captains	G6
Prefects	Head Boy, Head Girl, Team Leaders	G4 - 6

Leadership TEAM/ COMMITTEE MEMBERS -- Maximum 2*			
Student Union	G4 - 6	Health Ambassadors	G3 - 6
House	G4 - 6	Reading Ambassadors	G3 - 6
Prefects	G4 - 6	P.E. Ambassadors	G3 - 6
Christian Disciples	G4 - 6	I.I. Ambassadors	G4 - 6
Eco Pioneers	G3 - 6	Campus TV	G4 - 6
Peer Mentors	G4 - 6		

Promotion, application, canvassing, selection/ election (voting) for the student leadership positions were done in September and October. Head Boy, Head Girl, all committee members of Houses, and all committee members of Student Union were elected by the votes of students and/or teachers. Candidates promoted themselves through campaigning videos, PA announcements, posters and/or leaflets. For student leaders of other teams, they were selected by teacher advisors based on relevant criteria. Due to the first round of class suspension this year, the official Inauguration Ceremony was conducted in mid-December 2019.

Events & Achievements

A number of inter-house or whole-school events were organized throughout the year despite the prolonged period of class suspension, including Inter-House Sports Competition on Sports Day, Inter-House Gingerbread House Design Competition, SU Christmas Caroling, Christmas Cards from Recycled Materials Workshop (by Excel 33P & SU) for all students, Inter-house Excel With Positivity Competition etc.

The QEF program "Seeing with our hearts" was implemented this year. Three micro movies were planned to be produced by our student leaders this school year. However, only two were completed due to the prolonged class suspension. SOAR - The Growth Journal of A-School Student Leaders was the first micro movie produced by Excel 33P. It targeted to show the growth mindset of chosen student leaders, encouraging student audiences not to give up even if they are not the strongest in the field. Miracle Workers at A-School was the second micro movie produced by Campus TV, our teacher advisors and employed director, with two of the student-elected teachers as protagonists of the movie. It targeted to show stories of our teachers, helping students and parents to understand and appreciate teachers' sacrifice and contribution. It also aims at nurturing students' gratitude and empathy towards others.

Feedback on Student Leadership

Rubrics on Student Leadership were specially designed this year for teacher advisors to give feedback on students' performance at their leadership positions. The assessment is based on one's sense of responsibility, communication, collaboration and contribution.

e. Moral and Civic Development (MCE)

To develop students' ability to identify the values embedded and make reasonable judgement in different issues, MCE team makes use of everyday life events to strengthen the coordination of learning activities in values education, including moral education, civic education, Basic Law education, national education, health education etc.

Various school competitions, such as a politeness poster design competition and inter-class cleaning competition were conducted throughout the year. In addition, the middle school students were also arranged to share with the teachers and students of the school what they have learnt during visits to the elderly center, and to promote the virtues of respect and filial piety to the elders. Besides, the Exhibition Captures Touching Moments in COVID-19 Fight was conducted after class suspension, the success can be seen from the different press interviews.

MCD team enhanced the students' interests in and concern for the development of today's China through involving them in life-wide learning to strengthen the sense of national identity among our students. The school had played and sang the national anthem on important days and special occasions, such as the first day of a school year, flag raising ceremony and different school-based activities. In addition, a cultural exploration trip to Guangzhou had been arranged to let students have further understanding of the culture and customs of various cities in China, and to increase students' sense of belonging.

To enhance students' awareness of personal hygiene, different health lectures were arranged for students of different levels according to their needs, such as 'bright smile mobile classroom' for G1, proper use of toilets for all G1-G3 students; sitting posture for G4 students; physical change for G5 girls; social issue for G5 boys and Sex education for G6. During class suspension due to COVID-19, we also used the electronic platform (A-Moment) to convey personal hygiene knowledge and attitudes toward students.

f. School Climate

To cultivate a positive school culture to emphasize the awareness of well-being and practice empathy in daily life, the yearly theme "Flourish from me to WE" was set to nurture student's growth in a positive mindset. Strategic plans with clearer themes and mutual collaborations among the teams achieved betterment in supporting student development. As indicated in the Stakeholder Survey, positive views on school climate were received from teachers, students and parents with an average score of 4.1/5, 4.4/5 and 4/5 respectively.

Through the Life Ed programme and class culture building activities, positive teacher-student relationships had been built. From APASO, "relationship among teachers and students" has maintained a similar score as last year (3.07/4) even after the prolonged class suspension.

A-School has a Christian religious background and religious education is embedded through different school-based evangelical activities such as Christmas Celebration, Bible stories sharing, Easter Services, Morning assembly sharing. With the support and supervision from HKBU, a Christianity development team was established to promote a Christianity atmosphere in school.

g. Home School Cooperation

Various Home-Liaison activities were organised this year such as parent forums on positive education, parent workshop, PTA running staircase, Parent Education Conference (PEC), the parent-child Movie Appreciation “獅子山下” to strengthen collaboration and communication between the school and parents in term 1. Positive feedback was received and the event will be continued for next year.

However, some planned activities were cancelled and replaced by 5 additional parent forums corresponding to the pandemic situation in term 2. Most of the feedback is positive and the parents are interested to learn from the topics that we have set. Over 90% of parents agreed with the effectiveness and let them contemplate how to build the positive relationships within families.

Five PTA meetings were held this year to launch different activities in cooperation with school and teachers. Some meetings were conducted in Zoom during class suspension. PTA members actively participated in school events and expressed opinions towards school's service providers such as textbooks, school bus, canteen etc. From the SHS parents' data (score 4.1/5), the PTA can facilitate communication between the parents and the school.

A-Parent Education Academy has been established for two years to consolidate and optimize the structure of home-school programmes and activities. 38 families got A-Star certificates, 75 families got the Silver certificates and 307 families got Bronze certificates.

The effectiveness of this year's program can be seen by the indication from the Stakeholder Survey, parents had positive feedback on home-school cooperation (score 4.1/5). For “Appreciation to Teachers” activity, over 1000 designed appreciation cards were received.

h. Links with External Organisations

To widen students' horizons and enhance their global awareness, exchange programmes and excursions were scheduled throughout the year. We had a long established relationship with more than 3 partner schools over the world and more than 5 sister schools through the Mainland Sister School Scheme for implementation of exchange programmes/excursions. 4 outward and 1 inward exchange programmes were organised for this year, among which two were with our mainland sister schools.

As planned, 114 G4-6 students (24%) could take part in the inward and outward exchange programmes to China, Australia and Germany, and 16 students could become host families. However, due to the social issues, all inward and outward exchange programmes were cancelled.

8 teachers participated in the exchange programmes for primary schools of "Cross Strait and Four Places" organised by the Chinese Language Education Research Association with our sister school in

Wuhan in November. Based on the survey, 100% of teachers agree that this cultural, lesson observation and Chinese teaching exchange activities enhance their professional development and they encourage others to participate next time.

To convey messages of encouragement to each other to stay connected during the COVID-19 pandemic, a photo slideshow is shared and made by collecting photos from our sister/partner schools (Mainland and Overseas).

C. Student Performance

a. Attitude and Behaviour

To help the students develop self-esteem and self-discipline as well as a positive and optimistic attitude, various programs and strategies were put into place to cultivate the atmosphere for students' continuous growth. From the indication in the Stakeholders Survey, a majority of students (92.6%) agreed that they respected teachers in school. Moreover, in the APASO survey, a majority of students agreed (85%) that they comprehend the "Inappropriate Assertiveness" and can "Care for others". The data showed that our students demonstrate respectful attitudes towards others.

School emphasizes shaping our students' confidence to embrace any challenges. From the result of APSO indicated in the core of "Cost of Help Seeking" showed significant improvement, this means the students are more likely to seek advice from others and value critical feedback when they encounter difficulties from learning.

On the other hand, school put emphasis on the establishment of students' identity in different domains (including family, society, nation and the world). From the result of APASO indicating the score of "Attitudes toward the Nation" showed substantial progress which means the national identity of students was formed.

b. Social Development

School provides various opportunities to students to develop their leadership skills and unleash their potential. From the school based survey, over 98% of teachers agree that the school provides enough opportunities to foster students' leadership skills and help them develop good interpersonal skills. From the SHS, the overall feedback was positive with scores 4.4, 4 and 4.4 from teachers where they agreed "the school actively encourages students to participate in extracurricular activities".

Social development is another critical piece of the development puzzle. We actively guide the students to acquire the skills to get along with others well. According to the SHS data, over 95% of students agreed they are compatible with others which showed our students can apply the skills into their daily lives to build positive relationships with their peers.

D. Participation & Achievement (non-academic performance)

a. Other Learning Experience

A-school students enjoy participating in OLE and AOLE courses. In 2019-20, 110 OLE courses, 40 AOLE paid courses and 40 school teams were offered to students. Students enrolled actively and were very much anticipating the courses. As we can see from the SHS, 80% of parents agreed with the statement "My child likes to participate in the school's activities and affairs." Showing the continued success of OLE and AOLE year by year. Although classes in Term 2 were carried out through Zoom due to the COVID-19, positive feedback was still widely received from parents and students. They were still able to broaden their learning horizons even through online learning. One of the selected comments from the SHS showed as follows, "Through participation in the school's extra-curricular activities, my child's learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased." with an average score of 4.4 out of 5. As the COVID-19 had a short relief period in June, the school sought opportunities in organizing Summer School. Parents welcomed this arrangement, in which over 300 applications were received. Impacted by the exponential growth of COVID-19 and tightening measurements, Summer School was cancelled.

b. Local Excursion, Overseas Excursions & Exchange

To present students with challenges and opportunities for personal growth, excursion and exchange programmes are organized every year. As shown from the result of SHS, most students agreed to the statement "The teachers often arrange learning activities outside class for us, such as project learning week, visits, field trips, etc." with an average score of 3.6 out of 5.

The following excursions were planned for our students in this school year.

Grade	Theme	Destination (Exchange School)	Period	Number of Students
5-8	The 8th International Choir Competition and Festival Barcelona, Spain	Barcelona, Spain	21-29/10/2019 (9 days)	42 (PS:11, SS:31) (G5:3, G6:8)
4-5	Guangzhou City Planning Development and Natural Ecological Exploration	Guangzhou, China	20/12/2019 (1 day)	30

Grade	Theme	Destination (Exchange School)	Period	Number of Students
5-6	Mainland educational system and Chinese Culture with Host Family Experience	Beijing, China (北京育才學校)	4-6/2/2020 (3 days) - Inward Exchange	16
			21-27/3/2020 (7 days) - Outward Exchange	18
3	Two-day and One-night Local Camp	Pak Tam Chung Holiday Camp	18-19/6/2020 (2 days)	160
4	Smart city in Guangzhou (Greater Bay Area)	Guangzhou, China~	16-17/6/2020 (2 days)	40
4	History and technology in Shanghai	Shanghai, China	15-17/6/2020 (3 days)	60
4	Tulou Architecture, Fujian Tradition and Exchange	Xiamen, China (廈門海滄區延奎 實驗學校)	16-19/6/2020 (4 days)	40
5	Natural Resources and Environmental Sustainability	Kuala Lumpur and Melaka, Malaysia	15-19/6/2020 (5 days)	60
6	Multiculturalism and Science Development	Singapore	15-19/6/2020 (5 days)	60
5-6	STEAM and Innovative Technology	Taiwan	16-19/6/2020 (4 days)	36 (G5:20, G6:16)
5-6	Renewable Energy, Waste Handling and Green Living	Okinawa, Japan	15-19/6/2020 (5 days)	36 (G5:20, G6:16)

Grade	Theme	Destination (Exchange School)	Period	Number of Students
5-6	Historical Heritage and Service Learning	Vietnam	15-19/6/2020 (5 days)	30 (G5:15, G6:15)
5-6	Music, History and Homestay in Germany	Ahrensburg, Germany (Stormarnschule Ahrensburg)	15-23/6/2020 (9 days)	20 (G5:10, G6:10)
5-8	Nature, Wildlife Conservation and homestay	Queensland, Australia (Fraser Coast Anglican College)	15-25/6/2020 (11 days)	40 (PS:20, SS:20) (G5:8, G6:12)

The 8th International Choir Competition and Festival Barcelona, Spain and Guangzhou City Planning Development and Natural Ecological Exploration were successfully organized with overwhelming enrollment, but all excursions scheduled for June 2020 were once downscaled both in the numbers of tours from 10 to 6 tours and participants from 85% to 59%. Then, since the worldwide COVID-19 pandemic in January, classes in Hong Kong were suspended from February to June 2020, all excursions in June were cancelled.

c. Scholarships and Outstanding Student Awards

To further promote students' participation and expertise in aesthetics and sports, our students actively participated in various territory-wide and district-level competitions and outstanding achievements in sports, music and arts. As indicated in the SHS, most of the students agreed that "My schoolmates actively participate in extra-curricular activities." with an average of 3.8 out of 5.

Highlights of awards were shown in Table 5.

Table 5:

Activity Name	Group	Award
5th Macau International Children & Youth DanceSport Open Competition 2019 Macau International Latin Standard Dance Open Competition	Age 12 or below International Standard Dance Solo (Ranking Round) Waltz	First Class Award
The 31st Annual Skate Japan 2019	Solo Program	Champion

Activity Name	Group	Award
2019-2020 Hong Kong Indoor Cycling Championship	Single Boy-U11(Age10)	Champion
13th International TKD HK Association Children & Youth Invitational Competition 2019*	Boys BM Group Age 7-8	Champion
第十二屆星舞盃舞蹈比賽 2019	單人舞 幼童舞 (5-6 歲)	金獎
Asia Student Arts Festival 2020	Dancing - Jazz Solo Aged 6-7 Group	1st Place
Kangaroo Cup Dance Competition 2019	Children Troupe (Team B)	Gold - Ranking 1
4th Hong Kong Children and Youth Rhythmic Gymnastics Championship	Hoop (2007-2008)	Champion
The 9th International Tour Competition (Korea Seoul Station)	Young Child Group (Age 5-6) - Painting	Champion
HKYPAF The 7th Hong Kong International Youth Performing Arts Festival 2019	聲樂 少年組 豎琴級別組 少年組 鋼琴公開分齡少年 A 組	1st Place Gold Medal
International Music Competition - Brussels "Grand Prize Virtuoso"	Young Musician Category	First Prize
New York Golden Classical Music Awards 2020 International Competition	Strings (Harp) - Soloist - Young musician	First Prize
The 8th International Choir Competition and Festival Barcelona, Spain	Youth Choirs of mixed voices	First place with silver diploma
2019 香港學界朗誦公開賽暨第十三朗誦比賽(普/粵/英)	小學 初小 詩詞獨誦	冠軍
粵港澳資優創意寫作大賽 2019	低年級	金獎
第七十一屆香港學校朗誦節	詩詞獨誦-粵語-女子組-小學六年級 散文獨誦-粵語-女子組-小學五年級 詩詞獨誦-普通話-女子組-小學五、六年級	冠軍

9. Others

A. Scholarship and Fee Remission Programme

a. Scholarships

We are pleased to offer Scholarships to our current or new students in recognition of their special contributions, talents and noteworthy performance in sports, music, performing arts, visual arts, social service, leadership, or excellent academics.

i. Current Student Scholarships for Outstanding Performance

We recognize and value the tremendous contributions of our talented young people and therefore offer a scholarship to those current students who excel in the areas of academics, sports, music, performing arts, visual arts, social services, or leadership. These annually awarded Scholarship amounts may be up to a full year of school tuition.

ii. Wong Kam Fai (Needs-Based) Scholarship Programme

Each year, our donor Mr. Wong Kam Fai, contributes scholarship money to the school for the benefit of encouraging and supporting our students' studies. WKFSP is automatically granted to all students who qualify for Financial Assistance and is in the form of a cash allowance for the purpose of subsidizing their purchases of books, stationary and other school supplies. A single payment is made to the eligible student during each year of qualification under the Financial Assistance Scheme.

iii. Deadlines for Scholarship Programme Applications

Applications for Scholarship Programmes occur twice a year with deadlines by 31st August of the school year prior to entrance or 31st January of the current year of enrolment. Scholarship interviews will be scheduled within the corresponding September or February.

b. Fee Remission Scheme

HKBUAS welcomes all students to apply for admissions regardless of their financial status. Students may apply for the fee remission once a placement is offered by the school. Students who are currently enrolled may apply at any time based on financial needs.

i. Fee Remission Levels

The Fee Remission will be in the form of school fee reduction based on the applicants' Annual Disposable Income Level. Applicants receiving CSSA may also apply for 100% fee remission. Applications will only be considered when ALL the required documents have been submitted prior to the deadlines.

c. 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 Grade One admission. The school has put aside 8% (around 12) primary one places for the scheme.

B. Financial Report

APPENDIX I

**Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2018/2019 School Year
(Per EDB Audit Report)**

	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)	60.30%	N.A.
School Fees	N.A.	35.44%
Donations, if any	N.A.	1.62%
Other income, if any	1.29%	1.35%
Total	61.59%	38.41%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	76.82%	
Operational Expenses (including those for Learning and Teaching)	13.01%	
Fee Remission / Scholarship ¹	3.72%	
Repairs and Maintenance	1.48%	
Depreciation	4.81%	
Miscellaneous	0.16%	
Total	100.00%	
Surplus/Deficit for the School Year[#]	0.61 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	6.65 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works, if any:

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

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