

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



Annual Report (Secondary School)
2021-2022

Contents

1. The School
2. School Mission and Vision
3. School Management
 - A. The School Management Committee
 - B. The Organisation
 - C. The Nurturing Strategies in Secondary School
4. Our Team
 - A. General Data
 - B. Professional Development
5. Our Students
 - A. Class Structure and No. of Students
 - B. No. of School Day
 - C. Statistics
 - D. Student Performance
6. Academic Development
 - A. Organization of Academic Development Committee
 - B. Teaching & Learning
 - C. Curriculum
 - a. Junior Grades
 - b. Senior Grades
 - D. Learning Support
 - E. Assessment
 - a. Internal Assessment
 - b. External Assessment
 - F. Admission
 - G. Further Studies & Life Planning

H. Project-based Learning

I. Reading

J. Language Environment

K. E-learning

L. Teachers' Professional Development

7. Student Development

A. Organisation of Student Development Committee

B. Support for Student Development & School Ethos

a. Student Management and Student Behaviors

b. Student Guidance

c. Support to Students with Special Educational Needs (SEN)

d. Moral and Civic Education (MCE)

e. Home-School Liaison

f. Global Citizenship

g. Alumin Affairs

C. Student Advancement Support

D. Other Learning Experiences

8. Evaluation Report on Annual School Plan 2021-22

9. Others

A. The Enhancement of Scholarship and Financial Assistance Programmes

a. Scholarships

b. Financial Assistance Programmes

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 was 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 Hoo Kin, BBS, MH, JP
Chief Principal :	Dr. Benjamin Chan Wai Kai, MH
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 times

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. School Management

A. The School Management Committee



Supervisor

Professor Fu Hoo Kin, Frank, BBS, MH, JP

Emeritus Professor, HKBU

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

School Managers

Prof. Wong Wai Kwok, Rick

Interim Provost, HKBU

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

Executive Chairman, WKF Foundation

Chairman, Kum Shing Group

Ms. Tam Wan Chi, Winnie, SBS, SC, JP

Head of Chambers, Des Voeux Chambers

Ms. Choi Yi Tak, Rosanna

Founding Partner, CW CPA

Treasurer, Council and Court, HKBU

Treasurer, HKBU Foundation

Dr. Lee Nam Yuk, Amelia, MH

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

Prof. Li Siu Cheung, Sandy

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

Ms. Lee Sau Wai, Cecilia, JP (starts from November 25, 2021)

Partner & Dean of Leadership Development, Deloitte China

Member, Hong Kong Metropolitan University Council

Mr. So Ming Yeung, Louie

Parent Representative

Ms. Wong Yan Yan, Jannie

Parent Representative

Dr. Chan Wai Kai, Benjamin, MH

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

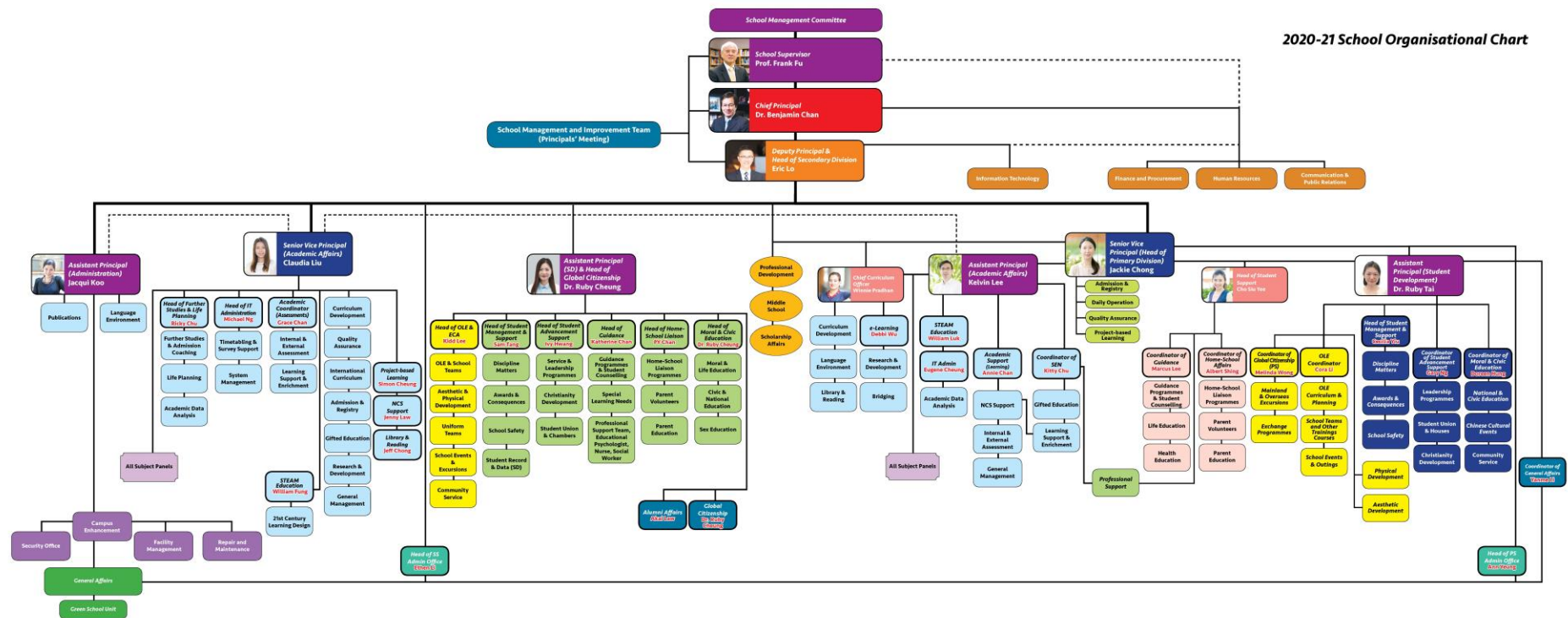
Mr. Lee Ka Wing, Kelvin

Teacher Representative

B. The Organisation

As per the recommendations of the Comprehensive Report carried out by EDB in 2013, a School Management and Improvement Team is set up to design the overall direction of the school development plans and improvement strategies. Under which, the Secondary School Operation Committee (SSOC) is responsible for the formulation of plans in relation to teaching & learning, student development as well as the daily administration. Functional committees are formed under respective departments to execute the plans endorsed by the SSOC.

2020-21 School Organisational Chart



C. The Nurturing Strategies in Secondary 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 their school lives.

A student's life in the 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, career guidance, as well as scholarships. We recognize 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 cooperation. We provide platforms for parents to voice out their suggestions and opinions.

4. Our Team

A. General Data

No. of teachers: 89

Teachers' Highest Qualification:

Bachelor Degree – 100%, Master Degree and Doctoral Degree – 65%

Native speakers of English or Putonghua: 11

Language Proficiency Requirement attained – 100%

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 2020-2021

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

CPD Mode	CPD Domain	Sub Total	Total
Structured Learning	I. Teaching and Learning	1988	2427
	II. Student Development	341	
	III. School Development	14	
	IV. Professional Relationships & Services	14	
	V. Personal Growth & Development	70	
	VI. Others	0	
Others	I. Teaching and Learning	2060	2352
	II. Student Development	216	
	III. School Development	31	
	IV. Professional Relationships & Services	3	

CPD Mode	CPD Domain	Sub Total	Total
	V. Personal Growth & Development	25	
	VI. Others	17	
Total CPD Hours			4779
Average CPD Hours per teacher			53.1

Teachers mainly initiate professional development in teaching and learning aspects, as teachers may think it is mostly related to their daily work.

5. Our students

A. Class Structure and No. of Students

We have 6 levels i.e. G7, G8, G9, G10, G11 and G12. There are 5 classes at each level. Each level consists of 175 capacities on average.

B. No. of School Days: 191

C. Statistics

No. of Students as of 1 st Sept, 2021	844
No. of Students as of 12 th Aug, 2022 (End of school year)	746
No. of Withdrawal	112
No. of Intake during 2021 – 2022 academic year	14

	Term 1	Term 2	Term P	Whole Year
No. of School Days	72	97	22	191
Total No. of Leave	1297	1718	380	3395
Average no. of leave per day	18.0	17.7	17.3	17.8

D. Student Performance

*Percentage of students participating in territory-wide/inter-school competitions**

Grade	Number of Participants	Percentage
Junior (G7-G9)	96/467	20.56%
Senior	73/340	21.47%
Total	169/807	20.94%
*Number of participants dropped due to the 1. combining of grades in competition of basketball, soccer and volleyball; 2. cancellation of fencing, and softball competition.		

Percentage of students participating in uniform groups/external community services within the school year (except G12)*

Uniform Team	Number of Participants	Percentage
Junior (G7 – G9)	88/467	18.84%
Senior (G10 – 11)	20/238	8.40%
Total	108/705	15.32%

Community Services	Number of Participants	Percentage
Junior (G7-G9)	5/467	1.07%
Senior (G10-11)	103 /238	43.28%
Total	108/705	15.32%
* Almost all Grade 7 – 9 Community Services were cancelled and Grade 10 – 11 Community Services in term 2 were cancelled due to COVID-19.		

6. Academic Development

A. Changes in Organisation

- Ms. Jacqui Koo was retitled as Vice Principal (Academic Affairs).
- Mr. Jeff Chong was appointed as Panel Head of English Language. He is also responsible for reading-related programmes.
- Ms. Bonnie Wai and Ms. Josephine Huang were appointed as the Assistant Panel Heads of English and Chinese respectively to further strengthen the development of English and Chinese curriculum.
- Ms. Anita Wong was appointed as Coordinator of History.
- Ms. Phoebe Wong was appointed as Coordinator of Music in Term 2 to replace Ms. Joyce Lau who resigned of her own accord.

B. Teaching and Learning

- In view of the suspension of face-to-face classes and the arrangements for the Special Vacation in the midst of academic year, lessons and academic-related activities were rearranged as follows:
 - HKDSE Mock Assessment was held from 10 February to 25 February. Assessments were held onsite till 17 February. Special arrangements were made for a few students who could not attend the Mock Assessment onsite due to compulsory testing. These students could still complete the Mock Assessment under teachers' online invigilation. Considering the worsening situation of the pandemic, the Mock Assessment was held online starting from 18 February. The arrangements were smooth in general. Paper-checking was done in early March online.
 - Half-day supplementary classes were conducted during the Special Vacation (7 March to 8 April). Other academic-related programs were held during this period, such as, reading and writing workshops, Career Expo Webinar, and third language examination preparation classes.
 - With the EDB's approval, GCE Upper and Lower classes continued to have lessons online during the special vacation. Mock Assessment of GCE classes was held as scheduled in late March.
 - Term P was cancelled so that more time can be spent on teaching.
 - Term 2 Uniform Test and Assessment were rescheduled to be held in mid-May and early July respectively. They were completed smoothly.
 - Convocation Day was held on 12 August and report cards were distributed that day.
- Despite the pandemic, our students still participated in quite a number of academic-related activities and have achieved outstanding results. Some of the highlights are as below:
 - Our school has been crowned Champion of the 37th Sing Tao Inter-school Debating Competition in the English section. The Team defeated several prestigious schools such as Marymount Secondary School, Queen's College, St. Paul's Co-educational

College, Bishop Hall Jubilee School and Wah Yan College (Kowloon). One of the G11 debaters has been awarded the ultimate Best Debater Award of the entire tournament.

- 2022 APEX Graduation Show was presented at Hong Kong Visual Arts Centre on 7-11 July, 2022. Apart from our students, two local artists also participated in the show. Visitors were impressed with our students' achievements and creativity.
- Three of our G11 students formed a research team and participated in the Hong Kong Science Fair organized by the Hong Kong Innovation Foundation. Our student research project ("Gold Nanorod Time Temperature Indicator") has obtained the Merit Award in this event. The project was shortlisted to be showcased at the Hong Kong Convention and Exhibition Centre (HKCEC).
- Our school's effort to promote Chinese culture and Chinese History is recognized and has been awarded the 「傳承・想創——積極推廣中國歷史與中華文化學校年度大獎」(2021/22) by the Education Bureau.
- To ensure the quality of teaching and learning, lesson observation and assignment inspection were conducted as usual. The record of lesson observation and assignment inspection were used for appraisal and professional development. In response to the mode of online teaching, extra support has been given to new teachers where Panel Heads visited their online classes regularly and provided timely feedback.

C. Curriculum

a. Junior Grades

- The school curriculum in junior grades aims at preparing students for the High School with a broad foundation of subject knowledge and effective learning skills. It is not only in line with the EDB's curriculum guidelines, but also characterized by school-based elements in various subjects, bridging with our primary upper curriculum of the Middle School as well as project-based learning in Term P.
- To strengthen students with problem-solving and high-order thinking skills, a series of design thinking and high-order thinking workshops were conducted during the OLE periods. Related teachers' training workshops were conducted as well and positive feedback was received.
- Third Language programme was mainly implemented in middle school (upper primary and lower secondary). Some students took the Spanish language benchmark examination in June and the results will be released in September. Some other students will take Japanese, German and French language benchmark examination in the academic year 2022-2023. To prepare newly-admitted Grade 7 students for the Third Language programme, a bridging programme will be held in late August to cover some basic knowledge of

the target language. They will continue to attend supplementary classes after school in Term 1 so as to pick up the learning of the target language as soon as possible. As shown from the academic data, with their positive learning attitude, the new students were able to pick up the language quite quickly and good learning progress was shown.

- Due to the half-school day arrangement, most of the activities held during academic weeks had to be scaled down. However, teachers still paid effort to organize various activities during the academic weeks to promote the subject and knowledge. All the academic weeks were held smoothly and most participants enjoyed the activities.
- A tailor-made Chinese Language curriculum and a separate EMI stream for Liberal Arts were provided for the NCS students. The Chinese Language curriculum aims at preparing students for the IGCSE exam in the long run, and also includes some elements of Chinese history and culture.

b. Senior Grades

- Two curriculum streams are available at senior grades: the local curriculum, HKDSE, and the non-local curriculum, IGCSE and GCEAL. To cater for the needs of our students, students could now also opt Geography and Arts and design (Fine Arts) in the GCEAL stream.
- Students can apply to switch to the GCEAL stream after completing Grade 10. To facilitate their transition, a top-up programme covering different subjects of the IGCSE curriculum was provided in the summer holiday.
- Following the curriculum review and optimization measures of the four senior secondary core subjects recommended by EDB, lesson time of core subjects were released to enhance curriculum flexibility. Because of this, most G10 students are now taking three elective subjects. We offer a wide range of subjects for students to opt to cater for their learning needs, interests and aspirations.
- The curriculum of Citizenship and Social Development in lieu of Liberal Studies has been implemented in our G10. Both CMI and EMI classes are offered to students.

D. Learning Support

- In junior grades, students were allocated to different classes and subject groups (for core subjects) according to their academic abilities.
- The NCS students were grouped separately for a tailor-made Chinese Language curriculum and the EMI stream of Liberal Arts.
- Each class was split into two smaller groups for ICL in order to strengthen learning support to students during hands-on tasks.
- In junior grades, mentoring classes were arranged for core subjects and different third languages after school to provide extra guidance for the lower-achievers.

- In senior grades, supplementary lessons were arranged for various subjects after school to provide extra training on past papers for the whole class or extra guidance for the lower-achievers.
- Alumni were recruited to conduct tutorials for the weaker Grade 12 students and SEN students.
- To maximise the learning time, during the half-school day arrangement, mentoring classes, supplementary lessons or tutorials were conducted in the afternoon online or onsite, depending on the vaccination rate of the students involved.
- Special assessment arrangements and individual educational plans were provided for SEN students.
- Grade-skipping arrangement, pulled-out classes and challenging activities were offered to the academically gifted students.
- A scheme named as “Elite Athletes Support Scheme” was launched to provide more comprehensive support to our elite athletes. They are athletes with top ranking locally and/or internationally, Hong Kong Team Members and/or HKSI Athletes in the areas of baseball, softball, soccer, wushu, tennis, table tennis, badminton, fencing, etc. Extra academic support was provided to these students to help them revise and prepare for assessments in Term 1. Flexibility has been given to these elite athletes when they have to take long leave for intensive training and international matches, or if they have to attend compulsory training sessions during school hours. For senior grade students, extra support has been given to them when applying for local or overseas universities. PE Department will continue to explore other specific training support to these athletes, such as, physiotherapy, strength and conditioning.

E. Assessment

a. Internal Assessment

- All internal assessments were held smoothly with different special measures. Some special arrangements were made to cater for the needs of students who were not able to take the assessments onsite due to compulsory testing and quarantine.

b. External Assessment

- 75 Grade 12 students sat for the 2022 HKDSE. Supplementary classes and various JUPAS workshops were held for the Grade 12 students to help them prepare for public examinations and university applications. 10 elite students were nominated to join a school-based support programme where workshops, teacher mentors and alumni mentors were arranged for them to provide better and more tailor-made support.

- Results of the HKDSE exams were released on 20 July. The overall DSE exam results of our school remain as good as last year. The top-scored students successfully secured their places in competitive programs, including but not limited to medicine, law, biomedicine, global business, etc. Our overall passing rate for all subjects is 98%. 100% passing rate was reached in most of the subjects including English Language, Mathematics (M1), Physics, Chemistry, BAFS (Business Management), BAFS (Accounting), Literature in English, Chinese History, History and Geography. Among the elective subjects, our candidates are comparatively strong in BAFS (Accounting), Chemistry, Chinese History, Economics, Literature in English, Geography, History, ICT, Mathematics (M1) and Physics; the percentage of our students who attained Level 4 is reaching 60%, and even 80-100% in individual subjects.
- The JUPAS main round offer results were released on 10 August. About 65% of our HKDSE candidates received offers in this main round. In total, about one-fourth of our HKDSE candidates received offers from CUHK, HKU and HKUST, among the JUPAS offers, more than 60% are from QS ranking top 65 universities.
- 44 and 52 students took part in the Cambridge Checkpoint Lower Secondary Science and Cambridge Checkpoint Lower Secondary Mathematics examination respectively in May 2022. The average score of Science and Mathematics is 4.5 and 5.5 out of 6 respectively. Both scores obtained by our students are higher than the international average (4.0 for Science and 4.2 for Mathematics).
- Due to the pandemic, the GAPS K and TOEFL Junior were rescheduled to June and August 2022 respectively. The results would be released in September 2022.

F. Admission

- Around 1,200 applicants applied for our Grade 7 places for the academic year 2022-2023, apart from our own Grade 6 students. In total, 70 G.6 students from other schools were admitted for the new academic year.
- Around 120 applicants applied for our Grade 8 – 11 places for the academic year 2022-2023. In total, 33 students of different grades from other schools were admitted for the new academic year.

G. Further Studies & Life Planning

- Various talks and workshops were organized by the team to help students, especially those in senior grades, plan their study paths early, and get ready for JUPAS or non-JUPAS application and interviews.
- A Summer Job Placement programme was organized for senior-grade students during Summer holiday with the support of the Shatin Youth Service Crops to provide authentic working experience and help them set life goals. The areas of job placement include social welfare, marketing, accounting, retail, etc.

- A number of College Link seminars were held throughout the year to introduce study programs and admission requirements of various local and overseas universities.
- Aptitude tests were administered to Grade 8 in order to help them understand their career aspirations.
- Talks and visits were planned for Grade 9 students to prepare them for making subject choices in senior grades.
- Seminars on our local or non-local curriculum were held for parents and students in Grade 9 and 11.
- Due to the COVID-19 pandemic, the annual Career Expo scheduled for Term 2 was introduced online.
- Our Senior Consultant, Dr. Robert Lam, provided individual consultations for parents and students of Grades 9 – 11 on their further study plans. Due to the COVID-19 pandemic, all consultations were conducted online.
- One Grade 12 student was granted early admission to a degree program of the School of International Liberal studies of Waseda University under the Principal's Recommendation Scheme.
- One Grade 12 student was granted an offer of Bachelor of Arts (Hons)/Bachelor of Music (Hons) (Music/Creative Industries) from Hong Kong Baptist University through the School Nominations Direct Admission Scheme (SNDAS) 2022/23.
- The excursion to various top universities in UK scheduled for Term P was canceled due to the COVID-19 pandemic in a replacement of a summer programme (Innovative & Entrepreneurship) delivered by the University of Missouri-Kansas City (UMKC) in United States.

H. Project-based Learning

- Though Term P was cancelled, we would still like to encourage students to apply the design thinking skills learnt in the previous workshops. Therefore, our PBL Team organized a two-day activity called “PBL Design Sprint” during the post-assessment period where students worked in groups to redesign the 21st century classrooms. Around 45 teachers took up the role as mentors to guide students to work on the project where students had to locate the problems, work out the new design and present their ideas to their teachers and peers. Positive responses were received from both teachers and students.

I. Reading

- Several reading activities were held throughout the school year, e.g. Blind Date with a Book, Visit to Eslite Bookstore, Reading Retreat, Audio Book Competition.

- A series of workshops were held during the Special Vacation to encourage students to utilize the time in this period for reading. There were over 200 participants and the responses were positive.
- A number of newsletters namely “Power of Reading” were issued regularly to promote reading printed books and e-books.
- Subject-based reading schemes were launched by the Chinese Language and English Language Departments.
- Students shared their reading experiences or recommended books to schoolmates through morning assemblies or Campus TV episodes.
- The online reading platform Hyread (mainly for Chinese books) was promoted to teachers and students to encourage e-reading.
- The online reading platform LightSail (for English e-reading) was promoted to G9 students. Students could get access to thousands of fiction and nonfiction texts. These texts are embedded with assessments and cover a variety of subject matter. Students, especially the weaker ones, showed improvement in vocabulary as shown from the analysis of this platform. The platform will be extended to G7 and G8 in the coming year.
- The Learning Commons was open during students’ free periods or after school for self-study.

J. Language Environment

- Language Week which was scheduled from 21 February to 25 February was held online. Language-related activities and talks related to the topic “The Art of Communication” were conducted.
- A Bridging Programme will be held in late August to help new G7 students adapt to the learning of third languages. It will be a 15-hour intensive course, followed by supplementary classes after school in September and other online learning support such as Duolingo.

K. E-learning

- The BYOD policy was fully implemented in Grade 7 and Grade 8. Students were allowed to bring their own mobile computing devices (mainly Chromebooks) for learning purpose. Students of other grades could also bring their own devices if needed.
- 60 G9 students participated in a STEM project organized by Jockey Club, CUHK, NGOs and various entrepreneurs to design some useful products for visually impaired elderly. They completed a series of workshops and presented their designs to the entrepreneurs. The adjudicators were impressed by their innovation.

L. Teachers' Professional Development

- A half-day orientation program was organized for all new teachers of both PS and SS in late August. Each new teacher was assigned an experienced teacher as his/her mentor. Same programme will be run in the coming academic year.
- Term 1 PD day was held on 29 November 2021. Workshops were conducted with the topics “Catering for Students with Special Needs” and “Design Thinking” respectively. Feedback received through the evaluation form showed that the workshop had effectively strengthened teachers’ understanding of the students with special educational needs.
- A PD workshop named as “Workshop on Supporting Students’ Mental Health after Class Resumption in the Epidemic” was held on 8 August. The feedback was positive in general.
- Teachers were required to complete at least one module in The Centre for Research and Professional Development (CRPD) website operated by Prof. Alex Fung. Teachers should share with their team members in the Panel Meetings or QCMs their insights after studying the module. Feedback will be collected in late August.
- Workshops regarding Microsoft Teams, Common Sense Educator and Google Certified Educator Examination will be held in August.
- The New Teacher Induction Programme has completed successfully. The feedback was positive in general. The PD Team will review the programme with Prof Fung and work out the details of the Induction Programme 2022-2023.
- 14, 4 and 5 teachers have completed SEN training at basic, advanced and thematic level respectively.
- To enhance collaborative learning through lesson observation, teachers were encouraged to video-record their lessons and share them with panel members.

7. Student Development

A. Opening of the Student Development Center

- The newly built Student Development Centre was officially opened on 28 January 2022, with a ribbon cutting ceremony by the principals. It will continue to provide student support and serves as a common space for student leaders to develop their leadership qualities and potentials.

B. Professional Development Programs

- Dr. Ruby Cheung (VP and Head of SD) and Chan Pui Yau (Head of HSL) were invited by EDB to be Guest Speakers in the EDB Seminar “*Values Education Series: Promotion of values education through parent education in schools*” on 7 January 2022. The delivery was well received with positive feedback from teachers and principals of local primary and secondary schools. Most of the participants were satisfied and found the sharing effective in enhancing teachers’ professional development.
- To enhance teachers’ understanding of SEN students and to equip teachers with teaching and coping strategies for catering their specific needs, two sessions of Professional Development Programs “Catering for Students with Special Educational Needs” were held for SS Teachers and principals by the SD division on 29 Nov 2021. Teachers participated and responded actively in the programs. In sum, the programs were well received with encouraging and positive feedback and comments from the participants. Teachers were appreciative of the efforts and professionalism of the Guidance and SENs Task Force.
- The “Reading Corner” was set up at the SD Centre. Reference books on student support measures, SENs students, positive mindset, positivity, educational psychology were kept for teachers’ reference and professional development.
- The SD Professional Development event: Workshop on Supporting Students’ Mental Health after Class Resumption in the Epidemic was conducted on 8 Aug 2022 for all teachers, including the English-speaking teachers. They participated in another self-learning platform tailor-made by the team. The programs were well received with positive feedback from the teachers.

C. My Pledge to Act (Led by the MCE Team)

- To promote value education, the SD Division planned and implemented the My Pledge to Act (MPA) program this year. The MPA Handbooks, badges and stamp chops were designed for MPA Ambassadors (MPAAs) and Teacher Mentors.
- A total of 17 people served as Teacher Mentors in the program (including the VP of Student Development, teachers from the MCE Team and the SD Team Heads, as well as the Life Coach). They collaborated effectively to guide and provide support to the MPAAs to develop positive life values and attitudes.
- The MPAAs set their personal goals and implementation strategies to achieve the four life values and attitudes (Gratefulness, Optimism, Treasure what you have, and Positivity). In addition, they reviewed their performance with the guidance and support from the Teacher Mentors and shared their learning outcomes and life experiences in the MPA Student Sharing cum Prize Presentation Ceremony at the end of the school term.
- In alignment with the MPA, the program “Respect to Our Teachers Campaign” was jointly arranged by the MCE and the GU. MPA Ambassadors, such as Peer Mentors, MCD Leaders and Christian Disciples presented gifts and gratitude cards to show love, care and gratitude to our teachers and principals. In addition, The MCE joined with the Chinese Department to organize the slogan design competitions for students and parents. The WhatsApp Stickers Design Competition was jointly promoted by the MCE Team and the VA Department. Two entries were selected to participate in the campaign. In general, teachers and parents showed appreciation of the events. They helped to nurture the students to show gratefulness, care and concern for others.
- Parent Sharing on Positivity and Gratefulness (Theme: 積極樂觀 · 感恩生活) was completed smoothly on 26 Nov 2021 by our parent Natalie Evie. More than 50 MPA Ambassadors and 9 Teacher Mentors participated in the sharing. It was well received with positive feedback.
- Teacher Appreciation Day was held on 25 Nov 2021. The PTA prepared Thanksgiving Cards in four languages (Spanish, French, Japanese and German) for all students to express their gratitude to teachers. During the week, the MPAA presented Thanksgiving gifts and cards to show gratefulness, love and care to teachers and principals. A caring school environment was promoted.

- The Thanksgiving Week, in collaboration with the Guidance Unit, was completed on 3-6 May 2022. Thanksgiving Cards, Cheer Up Gift Packs, MPA Cards & Sharing by MPAAAs (Peer Mentors) and origami making were arranged for all students.
- The fruitful results of the MPA were highly appreciated by the EDB. School visit, video recording and interviews with the TIC (VP) and student representatives by the EDB were made in July 2022. One of our entries received the Merit Prize in the MPA video competition 小故事，大能量：感恩珍惜，積極樂觀 by the EDB.
- My Pledge to Act Sharing Session cum Prize Presentation was held on Aug 4, 2022. 81 MPA Ambassadors were awarded for their outing performance. In sum, the Teacher students found the sharing session meaningful and enjoyable. In addition. The Teacher Mentors and MPAAAs reported the effectiveness of the MPA program in promoting value education in the evaluation surveys.

D. Student Management and Support

- The Police “Cyber Security and Technology Crime” was held in the MCE lessons on 8 November 2021. The whole school joined the talk. The content of the talk included the possible dangers in cyber society, cyber bullying and the prevention measures of the cybercrime. Students’ understanding of cyber bullying and crimes was greatly enhanced.
- Two health sharing by the school nurse were held on 13 September 2021 and 11 October 2021 respectively. The 1st sharing was related to the prevention of COVID and the importance of social distancing. The 2nd sharing was about, “How to be fit?”. The sharing mainly focused on how to enhance the physical and mental well-being among students.

E. Guidance Unit

- The concept of growth mindset has been incorporated into the A-Diary. G7-G9 students were allowed to complete A-Diary during CT mentor time. 10 sessions of OLE lessons under A-Diary series were conducted by class teachers with comprehensive and interactive teaching materials designed by the team. Students were highly engaged with the self-assessment tools provided in the lesson time. The contents about growth mindset were self-explorative. In general, positive feedback, appreciation and comments were received from students.
- A newly formed Mentorship Scheme for G11 & G12 was launched with HKBU-CIE psychology department and Mission in Education volunteer group. The new combination of support tier - from both youth and senior mentors formulated an effective support network for career counseling. However, owing to the severe pandemic hit and prolonged suspension of face-to-face school, the outing part was canceled unavoidably. While many students found it very useful and cherish the golden opportunities in making good connections and get to know some dedicated voluntary tutors with hearts, this scheme will be conducted next academic year.

- Six talks were completed for senior grades to provide guidance on stress relief and a positive support system. In addition, four sessions of guidance lessons on enhancement of well-being were prepared for junior grades.
- The Team Co-organized with the MCE Team in promoting positive values – “Appreciation and Stay Positive”, as well as the “Respect to Our Teachers Campaign”.
- Peer mentors and Yang’s organized 5 days of cheerful stations during the Thanksgiving Week and post-assessment period helped release stress among the students. Participants engaged in the activities happily and they showed their enjoyment throughout the time.
- Peer Mentors took lead in organizing the new students’ orientations. This year, they served around 70 newcomers including G7 on 1 Sep 2021. They also helped for the second time as 6 newcomers joined A-school on 1 Mar which displayed a strong need for another orientation. They made a video on 8 Nov 2021, aiming to spread the need of showing support for others. In addition, they constructed a video to assist the guidance team for a special whole school guidance lesson on 3 May 2022 (the first day of school resumption).

F. Special Education Needs

- Student Counselor had regular individual meetings with students to set short-term and long-term goals.
- A parent seminar “Acceptance of our weakness” was held on 19 Nov 2021 to provide support to parents. The talk was related to the mindset of accepting weakness of SENs students.
- Career Express Program was organized for some G9 students to help them explore their aspirations.
- LSETs and study groups were organized for some students to build up their habit of doing homework and study after school.
- The IPSC Shooting program was organized for the SENs students to increase their strength and hand-eye coordination. It could also improve their mental processing and mental focus.

- Speech therapy was held throughout the whole year. Students were enabled to improve their speech fluency, content of their conversation, creativity, and communication skills from the lessons.
- The Think to Speak Training Program was held for G7 SENs students. They learnt how to organize their ideas and present to others clearly. This could enhance their social and communication skills.
- A welcoming briefing and Nagomi Pastel Art Workshop was organized to let parents express their feelings and release their stress.
- Family therapy was provided to some families to maintain a healthy relationship between family members.
- A board game cell group was held for G7 SENs students. They could communicate with their friends throughout the game and build up their roles in the friend group. Two board game cell groups were held for G7 - 10 via zoom during the special vacation. They could make new friends and maintain their friendship under the epidemic.

G. Student Advancement Support

- A health education talk on HPV vaccination was held on 29 Oct 2021. All G11 students participated in the talk and the positive attitudes of vaccination, personal health and healthy society were promoted.
- All students and teachers voted for the 27th Teacher Commendation Scheme on 4 Mar and 4 April 2022 so as to present the gratitude to teachers, promote positive teachers' image and enhance the awareness of respecting teachers at school.
- In the annual debriefing for Service and Leadership Programmes, school leaders received certificates and gifts in recognition of their good services to the school.
- Student Union made a 'Stay healthy promotion video' during the school suspension period to spread the message of staying positive and gave advices for a healthy lifestyle.
- Members of campus photographers joined the program 中國宋慶齡基金會” 2021 我的民俗相冊:兩岸暨香港青少年民俗攝影主題交流線上活動 on 27 Nov 2021. They not only won prizes in this photography competition, they shared their experiences in the on-line forum with students in mainland.

- 89 members of student leaders participated in the ‘Jockey Club Multicultural Leaders of the World’s Sharing’ on 6 Nov 2021. The event broadened student’s understanding of multi-cultures. They learnt how the minorities coped with different obstacles with a positive attitude and passion so as to achieve a harmonious and understanding society in Hong Kong.
- Two Chamber Assemblies were held on 28 Nov 2021 and 14 Jan 2022.
- Service and Leadership teams leaders took charge of their teams meetings, gatherings and training programmes throughout the year, e.g. leaders’ sharing in annual debriefings and prefect day camp.
- Student Union and Chambers committee collaborated to organise various early summer and Easter holiday activities to promote wellbeing during the pandemic period, e.g. inter-chamber knowledge quiz with 1293 responses received. The SU also organised three study sessions of study groups to support academic and emotional needs of junior grades during early summer holiday. It promoted the ‘Work Out From Home’ competition to promote healthy lifestyles. Moreover, it prepared a welcome gift pack for all G11 students on 3 May 2022 after school resumption; the ‘Add oil’ and ‘Welcome back’ cards were designed to cheer up the students.
- The Christianity Development Team collaborated with the City One Baptist Church to arrange the first Campus Worship on 20 Nov 2021 at Joshua Hall. With the collaboration of COBC, the Saturday Service enhances Christianity atmosphere in A-School.
- The Christmas Celebration with two sharing sessions by Dr. Chan from The Media Evangelism Limited (影音使團校園青年佈道計劃: 逆境博士遇上真幸福) and COBC were arranged. Gospel and encouragement with Jesus love to students and teachers in this whole-school event was accomplished. In addition, SU Christmas Wishing Tree & Card Writing Booth were set up to spread the caring atmosphere. Christian disciples gathered at school entrance with Christmas greetings and distributed gift bags to students during the week before Christmas.
- Introduction of Christianity development in A-school had been embedded in the new-edited 2022-23 student planner, it serves as an information for parent students to get to know more spiritual development in A-school.

- The VP (SD) and the Christianity Development Team were interviewed by EdUHK Christian Faith and Development Centre 「立石為記 – 神引領的記號」 on 15 Dec 2021. Reporter captured the Christian elements in A-school and spreading our development to others' Christian educational sectors.
- Traditional school event AGT was held on 12 Aug 2022 by the SU. The show united many school leaders and serving teams such as Chamber committees, digital sergeants, campus photographers. This was a precious opportunities for students to learn, serve and be recognized in different serving positions.
- Leaders served the A-sports Olympics as helpers to coordinate and assist the interactive game booths on 9 Aug 2022. They were recognized as a role models to serve the school and develop a sense of belongings towards their teams and chambers in varies event, e.g. winter concert 16 Dec 2021, A-Family sports Experience Day on 16 Jun and G12 graduation ceremony on 30 July 2022.
- The SU and chamber wall design competition was held in Mar-April 2022 to develop students' positive attitudes to the SU and chambers with signature icons.
- The online support buddies for students who could not join face-to-face lessons received the 'Good People, Good Deed' certificates.
- 43 student leaders from Service and Leadership Programmes joined the 香港回歸 25 周年紀念活動：非凡 10 年香港區啟動禮 on 13 Aug 2022. The event helped to develop students' sense of national identity.

H. Moral & Civic Education

- Our alumni (Karen Lam) delivered a sharing on life and work experiences for G10 and G12 students in the MCE lessons on 17 Sept 2021. The sharing session was in alignment with the yearly theme of SD – Flourish with a Growth Mindset". Her sharing was well received and inspired students to pursue their dreams with goal and risk setting, gratefulness, and positivity.
- Police Talk "Cyber Security and Technology Crime" jointly organized with the SMAS Team 8 Nov 2021.

- Sex Education Workshop on Cyber Safety was arranged for G12 on 11 Dec 2021. Besides, other Sex Education Workshops were held for G10 and 11 on 5 Nov 2021 and 15 Oct respectively. In sum, students were engaged in the music and message sharing. Positive feedback was received from the students in the evaluation surveys.
- The “Respect Our Teacher Campaign” was launched. The WhatsApp Stickers Design Competition was jointly promoted by the MCE Team and the VA Department. Two entries were selected to participate in the campaign.
- The Essay Competition was organized in collaboration with the Chinese Department. Two entries were selected to participate in the campaign. Outstanding entries were displayed on the My Pledge to Act Bulletin Board.
- The slogan competition was organized in collaboration with the Chinese Department for our students and parents. Prize Presentation was held on 25 Nov 2021 and outstanding entries were displayed on the notice board on the ground floor.
- Teacher Appreciation Day was held on 25 Nov 2021. The PTA prepared Thanksgiving Cards in four languages (Spanish, French, Japanese and German) for all students to express their gratitude to teachers. During the week, the MPAA presented Thanksgiving gifts and cards to show gratefulness, love and care to teachers and principals. A caring school environment was promoted. The programs were greatly appreciated by the teachers, students and parents.
- To promote the virtues of empathy and positivity, MCE lessons were arranged. They were reported as follows.
 - MCE Lesson - Emotion and Positivity: The team arranged a video sharing from the movie "Inside Out" for G10-12 on 22 Oct 2021. The program was well received with positive feedback from teachers and students.
 - MCE Lesson – Empathy (A-Diary): The team arranged a video sharing from the video “Over the Barriers”, produced by the former MCE Leaders, for G7-9 on 26 Nov 2021. The Team members suggested encouraging our MCE Leaders to produce video clips for the future programmers. Students were engaged in the MCE Lesson.

- The Celebrity Talk, in collaboration with the PE department was completed successfully on 27 May 2022. Positive feedback was received from students, and many of them believed that the sharing helped them improve their perseverance, resilience, and problem-solving skills.
- Flag raising ceremonies with teacher and student sharing were held on Mondays and in special school events:
 - 1 September 2021 - School opening
 - 30 September 2021 – National Day (October 1)
 - 13 December 2022 – Nanjing Massacre Memorial Day
 - 30 June 30 2022 – 25th anniversary of the HKSAR Establishment (July 1)
- Inter-Chamber Basic Law Competition was held for G7-9 on 19 Nov 2021. The event was fruitful and successful. Students were fully engaged and responsive in the event to compete for their Chambers. Team members suggested keeping this mode of competition next year.
- Three G11 students were recognized for their participation in the Basic Law Student Ambassadors Training Scheme 2021, and G11 MAN Shue Yu attended the "Basic Law Student Ambassadors Training Scheme — 2021 Commendation Ceremony Cum Meeting with the Law Seminar" on 30 Nov 2021.
- The 84th Anniversary of Nanjing Massacre Commemorative Activity - “Remember History, Cherish Peace” was held on 13 Dec 2021. Dr. Ruby Cheung, Ms Edith Cheung and our students gave speeches in the Ceremony, and video clips about the "Nanjing Massacre" and "Unforgettable History" were shown.
- Our school received the Active Participation Award in the “National Knowledge Competition 全民國情知識大賽”, which was held online during Sep-Oct 2021.
- A total of 183 students took part in the “2021 National Day Online Quiz Competition” during Sep and Oct 2021.
- Five students have signed up to compete in the "Hong Kong Cup Diplomatic Knowledge Contest 香港盃外交知識競賽".
- The topic “Cyber Bullying” was delivered in the Guidance and MCE lessons in February and June 2022.

- The National Security Online Quiz Competition for G7-11 was completed on 30 May 2022.
- A series of celebration events for the 25th Anniversary of the HKSAR Establishment was arranged:
 - 25th Anniversary of the HKSAR Establishment: Photo Exhibition cum Online Competition was held from 21 June 2021 to 5 July 2022. The Online Quiz Competition was held on 24 Jun 2022.
 - Hard Pen Calligraphy Competition, in collaboration with the Chinese Department, was held on 13-15 June 2022.
 - The Chinese History Department joined the 國旗、國徽、區旗、區徽設計研究.
 - “Give You My Heart, Hong Kong” was held in collaboration with the VA Department. Outstanding entries were displayed at the atrium.
- 14 Peace Ambassadors joined the 8th Peacemakers’ Cultural Celebration on 18 July 2022. Students learned to serve with heart and their awareness of world peace and harmony was greatly enhanced.
- In the Stakeholder’s Survey (SHS), 68.8% of the teachers reported that the school actively helped students develop correct values. In addition, a great majority of parents found that the students respected their teachers (81.5%) and the teachers cared about their child (70.6%). Most of them showed positive view on support for student development. Many found the school effective in fostering in their child good virtues (74%) and helping them to acquire the social skills to get along with others well (74.1%).

I. Global Citizenship

- The online exchange with Denmark school - Odsherreds Efterskole was arranged on 16 Dec 2021. Around 20 G10 students from Elite English group and Talent Pool and 3 teachers (VP and 2 Members of the GC Team) participated. Both schools shared on Christmas and festival culture and held a campus tour.
- The online exchange with Japan school - 城ノ内中等教育学校 was arranged on 11 March 2022. Around 20 G8 students from Japanese Group 1 and Talent Pool and 3 teachers (VP and 2 Members of the GC Team) participated. Both schools shared on United Nation Sustainable Development Goal, Culture and Traditional Festivals.

- The online exchange with Sister School - 天津耀華中學 was planned on 31st May, 2022 got cancelled because of the covid situation in Tianjin.
- The online exchange with Sister school - 四川省儀隴馬鞍中學 was arranged on 25 Jul 2022. Around 20 G8 students from Elite Chinese group and Talent Pool and Chinese Team and GC Members and VP participated. Both schools shared on 比较阅读《三国演义》和《三国志》, Talent Showcase and a comprehensive introduction of both schools. As part of the exchange program with 四川省儀隴馬鞍中學, students exchanged their social media contacts to extend their connection and received handmade crafts from the sister school.
- The Japanese students wrote Christmas cards to show their care and support to the affect family in Japan in December 2021.
- The team worked with Language Team, which selected G9 Talent Pool Students to take initiative and work on a five-episode series to help promote language and culture at school.
- Eight students from G11 Talent Pool students joined the CUHK MUN Conference on 15 - 17 Apr 2022. Students spoke as the delegation of Mexico & Algeria in the United Nations Human Rights Council and United Nations Educational, Scientific and Cultural Organisation Council. It was a good opportunity to arose students' awareness of global issue and needs.

J. Home school Liaison

- Self-evaluation session was arranged on the Parents' Day for G7-8. Students needed to set goals and have a review on their social life at school and family relationship. CTs reflected that more follow up was needed after setting goals on academic/SD achievements.
- Different parent education programs were organized by the Parent Education Academy in Term 1 to strengthen the communication between students and the parents. They were reported as follows.
- Parent Education Conference: (家長教育研討會：21 世紀爸媽之潮流特務)

- Online Parent Talk (用心傾聽 APP 世代的低頭族) was held to let parents know more about mental health and good habits for using electronic devices.
- “A Letter to my parent/child” was delivered to encourage parents and students to express their feelings and thanks giving to each other.
- In term 2, there was a series of advanced courses for A-families to foster parents’ mental and physical well-being. The feedback from the evaluation form was positive and encouraging.
- Four parent prayer meetings were held to foster parents’ mental and physical well-being by prayers and sharing from City One Baptist Church. Online parent prayer meetings will be held in 2022-2023 to provide more flexibility to parents.
- “WeCare Day” and “Appreciation to Teachers” activities were held with the cooperation of the PTA to let students and parents show their respects to the teachers, also the care and love to our G12 students.

K. Alumni Affairs

- Three alumni sharing were organized for the senior grade students. Sharing including leadership, academic and further studies. Positive feedback was received.
- The Alumni e-newsletter was published in August 2022. 11 alumni sharing in different aspects were recorded.
- The Alumni Sport Game Day was held in December 2021. The event was not only a reunion of the alumni. It helped to establish a healthy lifestyle and fitness habits. It was well received by teachers and alumni.

L. Other Learning Experiences

- To scaffold learning and personal growth on a through train scale, most of the G6 school team members stayed in the team in G7. Adequate communication between PS & SS facilitated the preparation work of whole school activities. In addition, the Arts Festival was successfully held between 25th July and 5th August with Arts Exhibition, Art Battle, Visual Arts Workshops, Music Workshops, M+ Art Tour, etc. The annual VA graduation show “APEX” was held at the HK Visual Arts Centre in July.
- The OLE programs were launched to nurture lifelong learners with a global perspective and a positive mind. Online excursions and local outings were held on 1st & 5th August for G7-10 students. Destinations included: Sham Shui Po, M+ Museum, Adventure Camp Site at Tai Po, Inner Mongolia, Korea, Taiwan and Japan. While the A-Sports Olympics was held on 9 Aug 2022. It was well received by parents and students.
- Despite the pandemic, most face-to-face OLE trainings were resumed on Saturday in Term 1 and most of them were resumed on weekdays and Saturdays in Term 2. The attendance and effectiveness of face-to-face training were satisfactory as students have been longing for face-to-face training. However, owing to the pandemic, most of community services were cancelled.
- Some of inter-school competitions were resumed. A-school students continuously demonstrated extraordinary performances in different inter-school competitions, including but not limited to the championship of Girl Grade A Table Tennis, the championship of Girl Grade A Badminton Team, the championship of Boys Tennis Team, the championship of Girls Tennis Team, the championship of Boys B Grade Badminton, the championship of Girls C Grade Badminton, All Hong Kong Inter-School Jing Yung Badminton Competition-Girls Category 3rd Runner-up, Hong Kong ITF (International Tennis Federation) Junior Tournament 2022: Girls Single Champion & Boys Single Champion & Boys Double Champion, etc., to name a few.
- A-school’s unwavering commitment to Whole Person Development, this year A-school harvests the hard work from many different aspects, including Academics, Athletics, Aesthetics, Leadership and Culture. The school made history at Queen Elizabeth Stadium by winning our very first Champion in the English Division of Sing Tao Inter-School Debating Competition. After 2014 and 2017, it was the third time that our school was presented the “Award for Arts Education in Schools” and our student research project (“Gold Nanorod Time Temperature Indicator”) has obtained the Merit Award in Hong Kong Science Fair 2021-22.
- For student achievements, please refer to the document “Student Achievement Record 2021-2022”.

8. Evaluation Report on Annual School Plan 2021-2022

Major Concern 1: Nurturing lifelong and innovative learners

Item	Targets	Strategies	Success criteria	Evaluation
1.1	To foster growth mindset and habits including goal-setting, risk-taking and self-evaluating	<ul style="list-style-type: none"> To promote the use of goal-setting, risk-taking and self-evaluation in students' learning as well as their daily life 	<ul style="list-style-type: none"> Increased learning experiences for practicing the use of growth mindset and habits Students completed the goal-setting and self-evaluation in A-Diary+ 	<ul style="list-style-type: none"> It was shown in from lesson observation and assignment inspection that goal-setting and evaluation were embedded in various subjects. Goal setting tasks were seen in the beginning of school term/ a new module or after the assessments, while self or peer evaluation tasks were mainly seen after completing a module or assessments. Though Term P was cancelled due to the pandemic, we would still like to encourage students to apply the design thinking skills learnt in the previous workshops. Therefore, our PBL Team organized a two-day activity called "PBL Design Sprint" during the post-assessment period where students worked in groups to redesign the 21st century classrooms. Around 45 teachers took up the role as mentors to guide students to work on the project where students had to locate the problems, work out the new design and present their ideas to their teachers and peers. Positive responses were received from both teachers and students. The concept of growth mindset has been incorporated into the A-Diary. G7-G9 students were allowed to complete A-Diary during CT mentor time. 10 sessions of OLE lessons under A-Diary series were conducted by class teachers with comprehensive and interactive teaching materials designed by the team. Students were highly engaged with the self-assessment tools provided in the lesson time. Self-evaluation session was arranged on the Parents' Day for G7-8. Students needed to set goals and have a review on their social life at school and family relationship. CTs reflected that more follow up was
		<ul style="list-style-type: none"> To encourage students to take risks in their learning through trial and experimentation and a discovery-based approach to learning 	<ul style="list-style-type: none"> Students demonstrated their achievement through their learning product, including the mini-projects among subjects and PBL 	
		<ul style="list-style-type: none"> To promote the growth mindset of students through workshops, sharing in homeroom period and the use of A-Diary 	<ul style="list-style-type: none"> Increased number of activities emphasizing on the growth mindset Students made good use of the A-Diary 	
		<ul style="list-style-type: none"> To promote reflective thinking through "self" and "peer" evaluation 	<ul style="list-style-type: none"> Positive feedback on the programme from majority of students Self and/or peer evaluation found in assignments and/or assessments 	
		<ul style="list-style-type: none"> To help students explore their aspirations and learn to set life goals through life planning programs and life education 	<ul style="list-style-type: none"> Related programmes held as scheduled Positive feedback on the programme from majority of students/parents Students conducted their personal goals review in A-Diary 	

				<p>needed after setting goals on academic/SD achievements.</p> <ul style="list-style-type: none"> • It was shown in from lesson observation and assignment inspection that goal-setting and evaluation were embedded in various subjects. Some subjects also included guided questions for students to understand one's and peer's weaknesses and strengths. Students demonstrated seriousness when evaluating oneself or peers. • A newly formed Mentorship Scheme for G11 & G12 was launched with HKBU-CIE psychology department and Mission in Education volunteer group. The new combination of support tier - from both youth and senior mentors formulated an effective support network for career counseling. However, due to the severe pandemic hit and prolonged suspension of face-to-face school, the outing part was canceled unavoidably. While many students found it very useful and cherish the golden opportunities in making good connections and get to know some dedicated voluntary tutors with hearts, this scheme will be conducted next academic year • Life Planning Team organized workshops, seminars, internship programs, Career Expo, etc to work on students' self-understanding, skills and attitude and career exploration. Through different talks, workshops and visits, students could under one's life goal and work out plans to work towards their goals. As shown from the APASO, over 80% of senior grade students think they can set achievable goals, while 75% of them think they can use the goals as a guide to their actions.
1.2	To further promote digital citizenship to strengthen students'	<ul style="list-style-type: none"> • To promote the awareness of information literacy, cyberbullying prevention, online safety and digital responsibility 	<ul style="list-style-type: none"> • Increased understanding of information literacy, cyber bullying and prevention measures • PD session(s) is/are given to teachers to introduce the concepts of digital citizenship 	<ul style="list-style-type: none"> • ICL has included topics not just information literacy, but also those related to digital citizenship. Apart from that, other subjects also included topics related to digital citizenship, such as, how to differentiate real and fake news, cyberbullying, potential risks of social media.

	awareness of intellectual property and ethics in technology	<ul style="list-style-type: none"> To embed the curriculum of digital citizenship in learning and teaching 	<ul style="list-style-type: none"> Learning experiences embedded in the curriculum for practicing digital citizenship 	<ul style="list-style-type: none"> For PD workshops, due to the pandemic and special vacation, the workshops related to digital citizenship were postponed. They will be held in August instead and teachers are expected to obtain the Common Sense Educator qualification in 2022-2023. The Police “Cyber Security and Technology Crime” was held in the MCE lessons. The content of the talk included the possible dangers in cyber society, cyber bullying and the prevention measures of the cybercrime. Students’ understanding of cyber bullying and crimes was greatly enhanced.
1.3	To strengthen high-order thinking and entrepreneurial spirit	<ul style="list-style-type: none"> To further promote high-order thinking through questioning technique, problem-based learning experiences 	<ul style="list-style-type: none"> Increased elements of high-order thinking found in assignment/assessment Improvement in various indicators of strengthening high-order thinking 	<ul style="list-style-type: none"> As observed from the lesson observation and assignment inspection, high-order thinking skills were included in students’ learning experiences. Teachers adopted more interactive teaching approach and encourage students to think further and explore more instead of simply sharing factual answers. More open-ended questions were included in assignments and assessments, which encouraged students to think more openly and to freely express themselves. HOT workshops were conducted in junior grade with the support from HKAGE during OLE periods. Related teachers’ training were included. Feedback from both students and teachers were positive. Besides, 60 G9 students participated in a STEM project organized by Jockey Club, CUHK, NGOs and various entrepreneurs to design some useful products for visually impaired elderly. They completed a series of workshops and presented their designs to the entrepreneurs. The adjudicators were impressed by their innovation. 2 PD workshops about Design Thinking were introduced to all teachers. There were 2 levels, one basic course and one advance course. Teachers found the course useful in preparing students for the PBL or other discovery-based tasks in class. They learnt how to locate the pain-points and how to understand the
		<ul style="list-style-type: none"> To establish partnership with education institutions to design school-based HOT and entrepreneurship program for students 	<ul style="list-style-type: none"> At least two programmes of HOT and entrepreneurship were held Positive feedback on the programmes from majority of students/teachers 	
		<ul style="list-style-type: none"> To provide experiential learning experiences to students to practice the design-thinking process through problem-based learning activities and tasks with a social cause 	<ul style="list-style-type: none"> Students demonstrated their achievement through their learning products in subject-based activities and PBL PD session(s) is/are given to teachers to introduce the concepts of design-thinking 	
		<ul style="list-style-type: none"> To equip teachers’ skills of HOT and entrepreneurial spirit through workshops, seminar and peer lesson observation 	<ul style="list-style-type: none"> PD session(s) is/are given to teachers to introduce the concepts of design-thinking 	

			<ul style="list-style-type: none"> Positive feedback on the programmes from majority of teachers 	<p>needs of the target audience/users. As teachers, they also learnt how to guide students and how to offer advice.</p> <ul style="list-style-type: none"> Eight students from G11 Talent Pool students joined the CUHK MUN Conference on 15 - 17 Apr 2022. Students spoke as the delegation of Mexico & Algeria in the United Nations Human Rights Council and United Nations Educational, Scientific and Cultural Organisation Council. It was a good opportunity to arose students' awareness of global issue and needs. Besides, the Gifted Education team worked with Language Team, which selected G9 Talent Pool Students to take initiative and work on a five-episode series to help promote language and culture at school.
1.4	To enrich students' 5C (critical thinking, creativity, communication, collaboration, computational thinking)	<ul style="list-style-type: none"> To incorporate 5Cs in the curriculum of all KLAs 	<ul style="list-style-type: none"> Embedded the 5Cs in the curriculum of all KLAs Improvement in various indicators of learning competences 	<ul style="list-style-type: none"> As seen from the lesson observation and assignment inspection, teachers were aware of the 5C components and included in teaching and learning. Due to the pandemic, quite a lot of collaboration tasks were changed to individual tasks in 2020-2021. In this academic year, more collaboration tasks were in daily teaching and assignments. It was observed that more could be done on computational thinking. Preparation work for the mentioned programmes were in progress and some were still waiting for feedback from the EDB or other organisations. For the Art-Tech programme, details will be adjusted so that more students can benefit from it. The Team will continue to work on it in 2022-2023. More systematic programmes were arranged for the gifted students. Individual consultation/mentorship was held and students were arranged to join various HKAGE programmes or competitions organized by various organization, e.g. HKUST Dual Programme, 24th Hong Kong Youth Science and Technology Innovation Competition. Various subjects have assigned extended reading tasks related to the topic/module taught. Related books
		<ul style="list-style-type: none"> To design and implement various Innovation and Technology Projects in different grades to enrich students' 5Cs <ul style="list-style-type: none"> CUHK Jockey Club AI for the Future Project Jockey Club Community Care and STEM in Action Project Upgrade the facilities in the IT Innovation Lab HKAGE Art-Tech program for gifted students 	<ul style="list-style-type: none"> Related programmes held as schedule Positive feedback on the programmed from majority of students/teachers 	
		<ul style="list-style-type: none"> To deploy resources to maximize opportunities for gifted students to enrich their 5Cs' experiences through pull-out programmes, joint-school collaborations and 	<ul style="list-style-type: none"> Increased variety of relevant programmes held as schedule 	

		local, regional, and international competitions		<p>(including those on Hyread) were introduced to students.</p> <ul style="list-style-type: none"> Besides, LightSail was introduced in G9. Students could get access to thousands of fiction and nonfiction texts online. These texts are embedded with assessments and cover a variety of subject matter. Students, especially the weaker ones, showed improvement in vocabulary as shown from the analysis of this platform. The platform will be extended to G7 and G8 in the coming year. Various academic weeks were conducted as scheduled. Fun-filled activities, workshops and seminars were held during the academic weeks. Due to the pandemic, some programs had to be scaled down to fulfill the requirements of social distancing or to fit the half school day schedule. Academic programs were held during the life-wide learning days, e.g. Reading Talk, forensic science. The feedbacks from students and teachers were positive.
		<ul style="list-style-type: none"> To promote reading to learn by assigning extended reading tasks related to the topic/module taught 	<ul style="list-style-type: none"> Increased reading activities held to promote reading to learn Increased variety of relevant programme held as schedule Improvement in various indicators on reading 	
		<ul style="list-style-type: none"> To strengthen the experiential learning opportunities such as life-wide learning day, academic weeks, etc., to enrich students' 5Cs 	<ul style="list-style-type: none"> Experiential learning experiences embedded to enrich the 5Cs via life-wide learning day and academic weeks Positive feedback on related programmes from majority of students/teachers 	

Major Concern 2: Strengthening students' resilience, positive relationships and social responsibility

Item	Targets	Strategies	Success criteria	Evaluation
2.1	To foster students' mental and physical well-being	<ul style="list-style-type: none"> To conduct a series of health-related programmes, seminars, workshops and camps to equip students with the knowledge, skills and attitudes needed for their mental and physical well-being 	<ul style="list-style-type: none"> Related programmes held as scheduled Increased awareness and understanding of mental and physical well-being among students 	<ul style="list-style-type: none"> Six talks were completed for senior grades to provide guidance on stress relief and a positive support system. Four sessions of guidance lessons on enhancement of well-being were prepared for junior grades Parent Sharing on Positivity and Gratefulness (Theme: 積極樂觀 · 感恩生活) was completed smoothly by our parent. More than 50 MPA Ambassadors and 9

		<ul style="list-style-type: none"> To promote appreciation and gratitude in daily life 	<ul style="list-style-type: none"> Students demonstrated appreciation to their peers, teachers and school 	<p>Teacher Mentors participated in the sharing. It was well received with positive feedback.</p> <ul style="list-style-type: none"> The “Reading Corner” was set up at the SD Centre. Reference books on student support measures, SENs students, positive mindset, positivity, educational psychology was kept for teachers’ reference and professional development A variety of programs including IPSC shooting program, speech therapy, family therapy, “The Think to Speak Training Programs”, Nagomi Pastel Art Workshop, a board cell group were organized to support the needs for SENs students. Teacher Appreciation Day was held. The PTA prepared Thanksgiving Cards in four languages (Spanish, French, Japanese and German) for all students to express their gratitude to teachers. During the week, the MPAA presented Thanksgiving gifts and cards to show gratefulness, love and care to teachers and principals. A caring school environment was promoted. The Thanksgiving Week, in collaboration with the Guidance Unit, was completed. Thanksgiving Cards, Cheer Up Gift Packs, MPA Cards & Sharing by MPAAAs (Peer Mentors) and origami making were arranged for all students. Two sessions of Professional Development Programs “Catering for Students with Special Educational Needs” were held for SS Teachers and principals by the SD division. Teachers participated and responded actively in the programs. The SD Professional Development event: Workshop on Supporting Students’ Mental Health after Class Resumption in the Epidemic was conducted for all teachers, including the English-speaking teachers. They participated in another self-learning platform tailor-made by the team. The programs were well received with positive feedback from the teachers.
		<ul style="list-style-type: none"> To cooperate with our social worker or other NGOs to cater for students’ emotional needs or to provide guidance 	<ul style="list-style-type: none"> Students showed improvement Positive feedback from majority of teachers and professional team 	
		<ul style="list-style-type: none"> To conduct a series of Professional Development talks and/or workshops for teachers to develop their skills and equip them with knowledge in identifying and addressing students with emotional needs 	<ul style="list-style-type: none"> Positive feedback on related programmes from majority of teachers 	
		<ul style="list-style-type: none"> To organize gatherings, seminars and support groups for parents to assist them in nurturing their children mental and emotional health and development 	<ul style="list-style-type: none"> Related activities held as scheduled Positive feedback on related programmes from majority of teachers 	

				<ul style="list-style-type: none"> ● Dr. Ruby Cheung (VP and Head of SD) and Chan Pui Yau (Head of HSL) were invited by EDB to be Guest Speakers in the EDB Seminar “Values Education Series: Promotion of values education through parent education in schools”. The delivery was well received with positive feedback from teachers and principals of other schools. Most of the participants were satisfied and found the sharing effective in enhancing teachers’ professional development.
2.2	To nurture students’ social-emotional learning skills (self-management, self-awareness, responsible decision-making, relationship skills and social awareness) to face adversities	<ul style="list-style-type: none"> ● To enhance opportunities for leadership and student-led initiatives ● To encourage in each student a joy in understanding their character strength in order to foster an inner sense of spirituality and wellbeing 	<ul style="list-style-type: none"> ● Related activities held as scheduled ● Positive feedback on related programmes from majority of teachers/students ● Related activities held as scheduled ● Increased understanding on character strength ● Positive feedback on related programmes from majority of students 	<ul style="list-style-type: none"> ● Subject have included positive life values and attitude in their curriculum, such as, appreciating oneself, cherishing and protecting natural resources, respecting others and perseverance. Service and Leadership teams leaders took charge of their teams’ meetings, gatherings and training programs throughout the year. ● Several student-led activities were held, such as inter-chamber knowledge quiz competition, “Work Out From Home” competition, “Stay healthy promotion video” making, “A-school Got Talent” etc. ● Introduction of Christianity development in A-school had been embedded in the new-edited 2022-23 student planner. ● MCE Lessons which promote emotion and Positivity and empathy were arranged
2.3	To develop students’ positive values (courage, perseverance, respect, empathy,	<ul style="list-style-type: none"> ● To adopt a Whole-School Approach to develop students’ character strengths, positive life values and attitude ● To participate in and promote the EDB program “My Pledge to Act (MPA) 2021-- Be Grateful and Treasure What We Have, Stay Positive and Optimistic” 	<ul style="list-style-type: none"> ● Positive values embedded into curriculum of all KLAs ● MPA Ambassadors fulfilled their pledges and upheld positive values in the school-based award schemes and related learning activities ● At least 50% of the MPA showed gratefulness, optimistic and positive values 	<ul style="list-style-type: none"> ● Subject have included positive life values and attitude in their curriculum, such as, appreciating oneself, cherishing and protecting natural resources, respecting others and perseverance. ● The MPA Handbooks, badges and stamp chops were designed for MPA Ambassadors (MPAAs) and Teacher Mentors. ● A total of 17 people served as Teacher Mentors in the program (including the VP of Student Development,

	commitment, integrity)	<ul style="list-style-type: none"> To create more opportunities, both inside and outside classrooms, for students of different abilities to learn and serve and be recognized for their achievements and contributions 	<ul style="list-style-type: none"> Increase opportunities for students to learn, serve and be recognized Positive feedback on related programmes from majority of teachers/students 	<p>teachers from the MCE Team and the SD Team Heads, as well as the Life Coach). They collaborated effectively to guide and provide support to the MPAAAs to develop positive life values and attitudes.</p> <ul style="list-style-type: none"> Parent Sharing on Positivity and Gratefulness (Theme: 積極樂觀 · 感恩生活) was completed smoothly on 26 Nov 2021 by our parent Natalie Evie. More than 50 MPA Ambassadors and 9 Teacher Mentors participated in the sharing. It was well received with positive feedback. Students were encouraged to join different competitions and their achievements were shared in assemblies, newsletters, Facebook and school website. In the Stakeholder's Survey (SHS), 68.8% of the teachers reported that the school actively helped students develop correct values. In addition, a great majority of parents found that the students respected their teachers (81.5%) and the teachers cared about their child (70.6%). Most of them showed positive view on support for student development. Many found the school effective in fostering in their child good virtues (74%) and helping them to acquire the social skills to get along with others well (74.1%). A series of online exchange with Denmark school - Odsherreds Efterskole, with Japan school - 城ノ内中等教育学校, with Sister School - 天津耀華中學, 四川省儀隴馬鞍中學, were arranged with positive feedback.
2.4	To enhance students' sense of national identity, law-abiding	<ul style="list-style-type: none"> To develop students' sense of national identity through workshops, seminar and community services, and national education 	<ul style="list-style-type: none"> Related activities held as scheduled Positive feedback from majority of students 	<ul style="list-style-type: none"> Various subjects have included topics related to national security in the curriculum, such as, sea resources, metal resources, political systems, Chinese culture. Their materials were saved in school's share drive.

	awareness and community engagement	<ul style="list-style-type: none"> To implement the national security curriculum through different subjects and MCE lessons 	<ul style="list-style-type: none"> Related activities held as scheduled Positive feedback from majority of teachers/students 	<ul style="list-style-type: none"> The MCE Team enriched the national security education curriculum in the programs throughout the whole year. One more Chinese History lesson was added to Grade 9 weekly timetable. The National Security Education Seminar 基本法與國安教育學與教之我見 by Principal Leung (梁超然校長) was arranged for all PS and SS teachers and Principals. Most of the teachers welcomed the program and 94% of them reported that the seminar enhanced their knowledge of NSE. The HK - Sichuan Online Exchange with Sister school - 四川省儀隴馬鞍中學 was arranged on 25 July 2022. Around 20 G8 students from Elite Chinese group and Talent Pool, 4 Teachers and a VP participated. Both schools compared reading on 《三国演义》和《三国志》, Talent Show and a comprehensive introduction of both schools were conducted. Students exchange their social media contacts to extend their connection and received handmade crafts from the Sister School. The HK - Tianjin Online Exchange with Tianjin Yaohua High School 天津耀華中學 (Sister School was cancelled because of the serious Covid situation in Tianjin. The National Security Online Quiz Competition, 25th Anniversary of the HKSAR Establishment: Photo Exhibition cum Online Competition, 香港回歸 25 周年紀念活動：非凡 10 年香港區啟動禮 and the Basic Law Quiz Competitions were held successfully to develop students' sense of national identity. Positive feedback were received.
		<ul style="list-style-type: none"> To provide students with exchange opportunities in Mainland to gain a better understanding and experience of development of the country 	<ul style="list-style-type: none"> Related activities held as scheduled Positive feedback from majority of students 	
		<ul style="list-style-type: none"> To promote teachers' awareness of national identity, constitution, basic law and Hong Kong 	<ul style="list-style-type: none"> Related PD programs held as schedule Positive feedback from majority of teachers 	
		<ul style="list-style-type: none"> To set up a taskforce to coordinate the implementation of national security education in school 	<ul style="list-style-type: none"> A task force set up as scheduled 	

				<ul style="list-style-type: none"> • The flag raising ceremony on Mondays, ceremonies and sharing were made on the special days, including - School opening, National Day, Nanjing Massacre Memorial Day, 25th anniversary of the HKSAR Establishment • Task force has been set up as scheduled to overview the planning of promoting national security education in school . • The EDB National Security Education Workshop was arranged for all PS and SS Teachers and Principals. In the evaluation survey, all the teachers found the program effective in enhancing their understanding of NSE. • The CPD record was obtained from HR. A total of 339.5 related CPD hours were recorded by HR for all teachers this year. • Some of the newly joined teachers have not completed the Basic Law course. They are requested to complete the training in the coming academic year (2022-2023).
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Major Concern 3: Building a digital and healthy school environment

Item	Targets	Strategies	Success criteria	Evaluation
3.1	To hone teachers' and students' skills in making use of state-of-the-art IT tools to enhance	<ul style="list-style-type: none"> • To upgrade the IT equipment in classrooms and STEM Lab as well as convert the STEM Lab and MAC Lab into an Innovative Learning Lab 	<ul style="list-style-type: none"> • IT equipment is to be updated • STEM Lab and MAC Lab is to be converted into an Innovative Learning Lab 	<ul style="list-style-type: none"> • Workshops regarding Microsoft Teams, Common Sense Educator and Google Certified Educator Examination will be held in August. Throughout the school year, e-learning workshops were held for teachers who would like to equip more with necessary elearning tools/skills, such as, Formative and OneNote. • Teachers were encouraged to share their experiences of using IT in teaching and learning during QCMs or
		<ul style="list-style-type: none"> • To promote the use of STEM Lab and other IT facilities and equipment 	<ul style="list-style-type: none"> • Higher usage of STEM Lab and other IT facilities and equipment 	

	teaching and learning effectiveness	<ul style="list-style-type: none"> To organize professional development program on IT tools and innovative e-learning 	<ul style="list-style-type: none"> Related PD held as schedule Positive feedback from majority of teachers 	Panel Meetings. E-learning is one of the main focuses during lesson observation and quite a lot of teachers have demonstrated their effective use of elearning tools in lessons.
		<ul style="list-style-type: none"> To share good practices and showcase success of the use of IT in teaching & learning in QCM and department meetings 	<ul style="list-style-type: none"> Related sharing held as schedule Positive feedback from majority of teachers 	
3.2	To further promote environmental awareness and sustainable practices	<ul style="list-style-type: none"> To promote awareness on endangered species protection by arranging school tour to the endangered species museum 	<ul style="list-style-type: none"> Endangered species museum is to be opened to public and our students Increased awareness of protecting endangered species 	<ul style="list-style-type: none"> Booklet for Endangered species museum was ready. School tour for our Grade 6 students were arranged, positive feedbacks were received. Preparation work for the solar panel system were in progress. The Team will continue to work on it in 2022-2023.
		<ul style="list-style-type: none"> To install a solar panel system in school to promote energy saving and the use of sustainable energy 	<ul style="list-style-type: none"> A solar panel system is to be installed Increased awareness of energy saving among students Increase alignment of the curriculum of STEM and energy saving 	
3.3	To establish healthy lifestyle and fitness habits	<ul style="list-style-type: none"> To adopt a whole-school approach to promote healthy eating and physical fitness across the curriculum 	<ul style="list-style-type: none"> Related programmes held as scheduled Increased awareness of healthy eating and physical fitness Positive feedback from majority of students/teachers 	<ul style="list-style-type: none"> QEF Active & Healthy Campus, Run & Ride Duathlon Program was held in SS. There were facilities for cycling, inbody analysis, checking heart rate etc. There were also whole-school programmes and as A-School Olympics and A-Family Sports Day. Two health sharing by the school nurse were held on 13 September 2021 and 11 October 2021 respectively. The 1st sharing was related to the prevention of COVID and the importance of social distancing. The 2nd sharing was about, "How to be fit?". The sharing mainly focused on how to enhance the physical and mental well-being among students. SU promotion on the use of reusable table utensils during the resumption of canteen lunch service helped to enhance the awareness of environmental protection.
		<ul style="list-style-type: none"> To foster students' roles as good stewards of nature by organizing activities including green week, science projects, and Eco Pioneer 	<ul style="list-style-type: none"> Related programmes held as scheduled Increased awareness of healthy eating and physical fitness Positive feedback from majority of students/teachers 	

				<ul style="list-style-type: none"> ● A tour 30 students to ‘Hong Kong Timber Bank’ was organised. Students were able to use the felled trees of A-school for upcycling, e.g. Totem making, natural colour dying, tree leaves oil distillation and recycling paper workshops were organised. ● MovE-N-JOY Fitness Training Program was held for SENs students and Peer Mentors. They can have the opportunity to do some simple exercises and have some fun with their friends in Post Assessment Period
3.4	To maintain an amicable and caring school environment and atmosphere	<ul style="list-style-type: none"> ● To incorporate value education in the schemes of work in all KLAs 	<ul style="list-style-type: none"> ● The value education embedded in the curriculum of all KLAs 	<ul style="list-style-type: none"> ● As shown from the Scheme of Work and lesson observation, positive values were embedded in the curriculum, e.g. respecting others, appreciating oneself and nature. ● As shown from lesson observation, teacher-student relationship was positive. There was mutual respect and students were willing to share their views with teachers. As shown from the SHS, nearly 85% of junior grade students agree that teachers guide them patiently and teachers help them solve problems. ● A series of “My Pledge to Act” programs to promote the caring school environment and atmosphere. ● Peer mentors and Yang’s organized 5 days of cheerful stations during the Thanksgiving Week and post-assessment period helped release stress among the students. ● Peer mentors served around 70 newcomers including G7 on 1 Sep 2021. They also helped for the second time as 6 newcomers joined A-school on 1 Mar which displayed a strong need for another orientation. They made a video on 8 Nov 2021, aiming to spread the need of showing support for others). ● Different parent education programs, including 家長教育研討會：21 世紀爸媽之潮流特務, 用心傾聽 APP 世代的低頭族, “A Letter to my parent/child” were organized by the Parent Education Academy throughout the year to strengthen the communication between students and the parents.
		<ul style="list-style-type: none"> ● To participate in and promote the EDB program “My Pledge to Act (MPA) 2021-- Be Grateful and Treasure What We Have, Stay Positive and Optimistic 	<ul style="list-style-type: none"> ● MPA Ambassadors fulfill their pledges and uphold positive values in the school-based award schemes and related learning activities ● 50% of the students show gratefulness, optimistic and positive values 	
		<ul style="list-style-type: none"> ● To enhance student-student and teacher-student relationships through better social interaction in everyday teaching and learning 	<ul style="list-style-type: none"> ● Improvement in various indicators on the social interaction and S-S & T-S relationship 	
		<ul style="list-style-type: none"> ● To ensure internal communication are consistent, collegiate and accessible 	<ul style="list-style-type: none"> ● Improvement in various indicators on the internal communication 	
		<ul style="list-style-type: none"> ● To continue the new teacher mentorship program by assigning an experience teacher as mentor to provide individualized support 	<ul style="list-style-type: none"> ● Positive feedback from new teachers 	

				<ul style="list-style-type: none"> • Experienced teachers were assigned to work as mentors to provide support to new teachers at school. They offered advice to new teachers school life, school culture and teaching. • In addition, the New Teacher Induction Programme has completed successfully. The feedback was positive in general. The PD Team will review the programme with Prof Fung and work out the details of the Induction Programme 2022-2023.
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9. Others

A. The Enhancement of Scholarship and Financial Assistance Programmes

HKBUEAS welcomes students with different talents or backgrounds to join us. Our goal is to build a diversified learning environment so as to enhance peer learning. Hence, comprehensive scholarship and financial assistance programmes are in place for students with outstanding achievements in different areas as well as those in need of financial support.

a. Scholarships

To recognise students' talents and noteworthy performance in sports, music, performing arts, visual arts, services, leadership or academic studies, we welcome talented students to apply for our scholarship. Each student can be entitled to an individual scholarship of not more than the annual tuition fee every year. Outstanding awardees would be granted up to 3-year full scholarship, which is equivalent to 3 years' tuition fees. Application for extension can be made before the end of their awarded scholarship period.

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. Financial Assistance Programmes

HKBUEAS financial assistance aims to help financially disadvantaged students. The application period is open throughout the year.

i. Fee Remission

The amount of fee remission is based on the applicant's annual family income (benchmark as shown in table 1) and assets. The maximum approved amount is the full rate of school fee.

ii. Financial Assistance Subsidy – Activities

- Students under fee remission are also entitled to financial subsidies for excursions, overseas exchange programmes and Other Learning Experiences activities.
- The percentage of the assistance will be commensurate with the approved percentage of fee remission. The maximum granted amount is the annual tuition fee.

iii. Wong Kam Fai Financial Assistantship (WKFFA)

Students who have been granted fee remission may receive WKFFA of maximum HK\$4,000 as the subsidy for learning-related expenses.

Table 1 Benchmark Annual Family Income

Level of Assistance	Annual Family Income Levels (HK\$)					
% of tuition fees	3-member family	4-member family	5-member family	6-member family	7-member family	8-member family
100%	0 - 240,000	0 – 310,000	0 – 370,000	0 – 430,000	0 – 490,000	0 – 550,000
75%	240,001 – 330,000	310,001 – 410,000	370,001 – 490,000	430,001 – 570,000	490,001 – 650,000	550,001 – 740,000
50%	330,001 – 375,000	410,001 – 460,000	490,001 – 550,000	570,001 – 640,000	650,001 – 730,000	740,001 – 835,000
25%	375,001 – 420,000	460,001 – 510,000	550,001 – 610,000	640,001 – 710,000	730,001 – 810,000	835,001 – 930,000
None	> 420,000	> 510,000	> 610,000	> 710,000	> 810,000	> 930,000

APPENDIX I

**Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2020/2021 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)	62.65%	N.A.
School Fees	N.A.	33.10%
Donations, if any	N.A.	2.29%
Other income, if any	1.22%	0.74%
Total	63.87%	36.13%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	77.50%	
Operational Expenses (including those for Learning and Teaching)	12.06%	
Fee Remission / Scholarship ¹	3.56%	
Repairs and Maintenance	1.26%	
Depreciation	5.38%	
Miscellaneous	0.24%	
Total	100.00%	
Surplus/Deficit for the School Year^a	0.81 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year^a	7.45 months* of the annual expenditure	
^a in terms of equivalent months of annual overall expenditure		

*Remark: It is 5.69 months of annual expenditure after deduction of Net Book Value of additional school building.

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).