

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



Annual Report (Secondary School)

2020-21

## 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 2020-21
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

<b>School Name :</b>	<b>Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School</b>
<b>Address :</b>	<b>6 On Muk Lane, Shek Mun, Shatin, N.T.</b>
<b>Supervisor :</b>	<b>Professor Frank Fu, MH, JP</b>
<b>Chief Principal :</b>	<b>Dr. Benjamin Chan Wai Kai</b>
<b>School Type :</b>	<b>Direct-subsidy School, Co-educational</b>
<b>Sponsoring Body :</b>	<b>Hong Kong Baptist University</b>
<b>Founded in :</b>	<b>2006</b>
<b>Homepage :</b>	<b><a href="http://www.hkbuas.edu.hk/">http://www.hkbuas.edu.hk/</a></b>

## 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, Peter, GBS, SBS, JP**

Executive Chairman, WKF Foundation

Chairman, Kum Shing Group

**Ms. Tam Wan Chi, Winnie, S.C.**

Senior Counsel, Des Voeux Chambers

**Ms. Choi Yi Tak, Rosanna**

Treasurer, Council and Court, HKBU

Treasurer, HKBU Foundation

Partner, CW CPA

**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 Science, HKBU

**Mr. Ho Ka Leung, Joe (till 14 February 2021)**

Parent Representative

---

---

Mr. Kwok Sui Yuen, Billy (till 14 February 2021)

Parent Representative

Mr. So Ming Yeung, Louie (since 19 March 2021)

Parent Representative

Ms. Wong Yan Yan, Jannie (since 19 March 2021)

Parent Representative

Dr. Chan Wai Kai, Benjamin

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

Mr. Lee Ka Wing, Kelvin

Teacher Representative

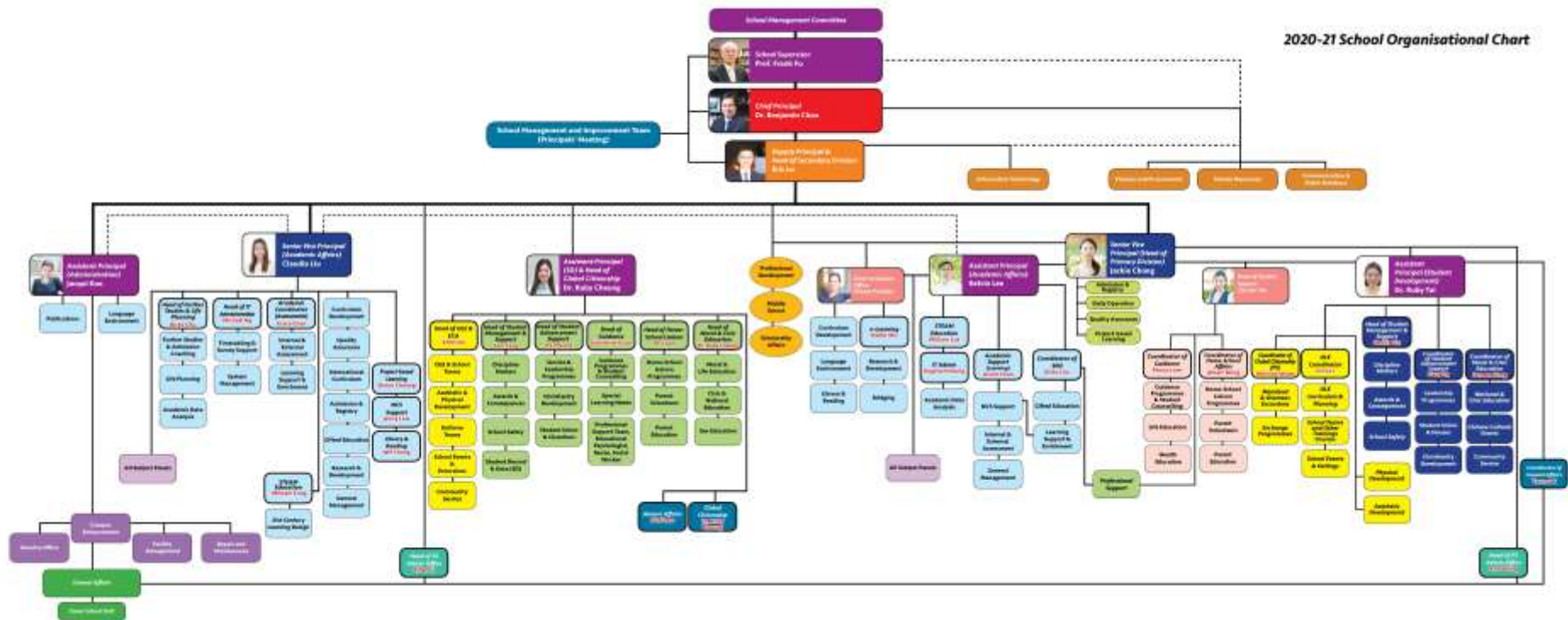
Ms. Liu Wing Ki, Claudia

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.





### 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: 98

Teachers' Highest Qualification:

Bachelor Degree – 100%, Master Degree and Doctoral Degree – 68%

Native speakers of English or Putonghua: 10

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	2594.19	3464
	II. Student Development	342.69	
	III. School Development	46.15	
	IV. Professional Relationships & Services	33.57	
	V. Personal Growth & Development	443.4	
	VI. Others	4	
Others	I. Teaching and Learning	1985.6	2250.35
	II. Student Development	150.5	
	III. School Development	25.5	
	IV. Professional Relationships & Services	10.25	

CPD Mode	CPD Domain	Sub Total	Total
	V. Personal Growth & Development	67	
	VI. Others	11.5	
	Total CPD Hours		5714.35
	Average CPD Hours per teacher		61.44

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.

### B. No. of School Days: 194

### C. Statistics

No. of Students as of 2 <sup>nd</sup> Sept, 2019	890
No. of Students as of 10 <sup>th</sup> July, 2020	778
No. of Withdrawal	112

	Term 1	Term 2	Whole Year
No. of School Days	73	121	194
Total No. of Leave (Times)	928	1494	2422
No. of Leave (Times per day)	13	12	12
% of Leave of the Year			1.5

#### D. Student Performance

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

Grade	Number of Participants	Percentage
Junior (G7-G9)	20/476	4.2%
Senior	7/366	1.9%
Total	27/842	3.2%

\*All the inter-school competitions were cancelled due to COVID-19 except the All Hong Kong Schools Jing Ying Tournament (Badminton and Table Tennis) and Hong Kong Inter-School Badminton Team Championships 2021.

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

Uniform Teams	Number of Participants	Percentage
Junior (G7-G9)	105/476	22.1%
Senior (G10-11)	27/244	11.1%
Total	132/720	18.3%

Community Services	Number of Participants	Percentage
Junior (G7-G9)	0/476 (476/476)	0% (100%)
Senior (G10-11)	30/244 (124/244)	12.3% (50.8%)
Total	30/720 (600/720)	4.2% (83.3%)

*\*Most of the community services were cancelled and changed to in-campus activities such as talks and seminars due to COVID-19.*

*\*Data in bracket represents the participation of in-campus community services related activities*

## 6. Academic Development

### A. Organization

- Ms. Claudia Liu was retitled as Senior Vice Principal (Academic Affairs) while Ms. Jacqui Koo was retitled as Vice Principal (Administration & Quality Assurance) to strengthen both roles in the coordination of academic affairs and school administration.
- A new panel head, Mr. Jeff Chong was newly appointed as Deputy Panel Head of English Language who work closely with Ms. Jacqui Koo to help supervise the department of English Languages and Reading-related programme.

### B. Teaching and Learning

- Due to the unstable situation of the epidemic, lessons and academic related activities were rearranged as follow:
  - Online lessons for G7 to G11 DSE classes were conducted via ZOOM adopting a half-day timetable since 2 December 2020, students' attendance and learning progress were satisfactory.
  - Classes who were going to take the public examination in 2021, including G12 DSE classes and GCE classes continued their face-to-face learning at school campus adopting the half-school day mode.
  - The term 1 assessment for G11 DSE classes were resumed on 28 January to 8 February 2021 in the afternoon, while the mock assessment for G12 DSE classes were held on 1 to 26 February 2021 in the morning.
  - The term 1 assessment of all other grades were cancelled, students' learning progress will be reflected by the daily performances.
  - G7 to G10 Parents' Day was held on 6 February as scheduled, while G11 one was further postponed to March 2021.
  - Face-to-face classes resumed for all grades on 8 March 2021.
  - The uniform tests for G7 to G10 were completed smoothly in mid-March 2021.
  - A number of academic events, including G9 Curriculum Evening and Humanities Week, STEAM Week were held online.
  - The term 2 assessment of all grades were completed smoothly in June 2021.
  - Term P was completed successfully on 10 July 2021, where we ended off with our annual Showcase Day, demonstrating students' learning outcomes after a period of research, investigation and experimentation on different topics.
- Our school (SS only) was used as HKDSE exam venue by HKEAA from April 23 to May 2021. Additional measures were adopted to strengthen health protection and ensure smooth implementation of the examinations.

## 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.
- This year, one more lesson period was used for OLE to facilitate cross-curricular collaboration. A number of STEAM lessons and PBL lessons were successfully conducted during the OLE periods with positive feedback received.
- As advised by the ESR Team from EDB, the PSHE curriculum was reviewed. One more lesson period will be used for the Chinese History to address the needs of the ongoing curriculum development and strengthen students' sense of national identity.
- Third Language programme was mainly implemented in middle school (upper primary and lower secondary). This year, first batch of middle school student completed the 4-year programme thus a proficiency test will be arranged on October to December 2021 to consolidate their learning on a voluntary based.
- Due to class suspension and half-school day arrangement, most of the academic weeks scheduled were held online. A number of learning tasks were introduced virtually to replace the onsite activities with positive feedback received.
- 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.
- Students can apply to switch to the GCEAL stream after completing G10. 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. From next year onwards, most students are allowed to take three elective subjects (including Applied Learning and Mathematics Extended Module M1/M2), to facilitate the provision of more diversified options and cater for learner diversity.

## 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.
- 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 G12 students.
- During class suspension and half-school day arrangement, most of the mentoring classes, supplementary lessons or tutorials were conducted online via Zoom.
- 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.

## E. Assessment

### a. Internal Assessment

- Term 1 assessment for G11 DSE classes and G12 DSE classes were held smoothly with different special measures.
- Term 1 assessment for all other grades were canceled. Continuous assessments of different subjects were conducted throughout the year with different means to keep track of students learning.
- Term-end assessments for all grades were conducted smoothly.

### b. External Assessment

- There were 94 G12 students sitting the HKDSE exam this year.
- On the whole, the exam result is satisfactory with the overall results remain significantly higher than the Hong Kong averages. The proportion of candidates attaining all levels and the general admission requirement for JUPAS programmes (3322+2) has great improvement and remains higher than the Hong Kong average.
- Among the four core subjects, our students demonstrate improvement in Chinese Language, with a proportion attaining Level 3 or above of 64% which is significantly higher than last year and remains significantly higher than the Hong Kong average. The proportions attaining Level 4 or above in all the core subjects are also remains higher than the Hong Kong averages.
- Among the elective subjects, our candidates are relatively strong in BAFS (Accounting), BAFS (Business Management), Chemistry, Geography, History and Physics, with a proportion attaining Level 4 or above exceeding 50%, which is significantly higher than the Hong Kong average.

- The IGCSE exam was held as scheduled. The proportion of entries reaching grade A or A\* is 67%. 56% of students got 4A or above, 10 students got 4A\* and 3 students got 5A\*.
- Due to the COVID-19 pandemic, the GCE A-level and AS-level exams from Edexcel scheduled for May were cancelled. As a result, our school had to submit students' internal academic results to the exam centers for their grade projection. While the GCE A-level and AS-level exams from CIE were held as scheduled, results will be released on 10 August.
- The exam of TOEFL Junior was held in July 2021. 163 junior grade students enrolled in the examination. Nearly 97% of our school candidates attained Score Level 4 or above (Accomplished and Superior Levels). 14 students attained full mark (900) in the 2020-2021 TOEFL Junior Test. Among these high achievers, 3 of them were from G7, while 6 of them were from G8 and 5 students were from G9. In total, 60 students attained 890 marks out of 900. Comparing the 3 papers (Reading, Listening and Language Form & Meaning), students did exceptionally well in the Listening paper, with over 50% of our school candidates getting full mark in this paper.
- The exam GAPSK were held as scheduled. 93% of students reached basic requirement of the exam while 80% of students got "satisfactory" or above and more than 10% of students got "excellent" in the exam, which demonstrating their excellent language proficiency in PTH.
- The exam of IELTS was held as scheduled, result will be released on late August 2021.

#### F. Admission

- Around 1,100 applicants applied for our G7 places for the academic year 2021-2022, apart from our own G6 students. In total, 51 G6 students from other schools were admitted for the new academic year.
- Around 80 applicants applied for our G8 to G11 places for the academic year 2021-2022. In total, 20 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.
- A number of Collegelink seminars were held throughout the year to introduce study programmes and admission requirements of various local and overseas universities. Due to class suspension, most of the seminars were conducted online.
- Aptitude tests were administered to G8 in order to help them understand their career aspirations.



- Talks and visits were planned for G9 students to prepare them for making subject choices in senior grades. Due to class suspension, the talks were conducted online while the visits were cancelled.
- Seminars on our local or non-local curriculum were held for parents and students in G9 and G11.
- 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 G9 to G11 on their further study plans. Due to the COVID-19 pandemic, all consultations were conducted online.
- One G12 student was granted early admission to a degree programme of the School of International Liberal studies of Waseda University under the Principal's Recommendation Scheme. From next year onwards, the scheme will be conferred on two eligible candidates, one from the local curriculum (HKDSE) and the other one from the international curriculum (GCE AL) in the recognition of the outstanding performance of our graduates in Waseda.
- 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.
- A new partnership with Virtual High school in Canada was introduced to offer a dual curriculum from G9 to G12 with a self-financed online top-up programme in G11 and G12 with the virtual high school. leading students to admit to universities in Canada via the local pathway.

#### H. Project-based Learning

- Term 2 was held smoothly and the annual PBL Showcase Day was held on 10 July 2021 successfully.
- The theme for this year was A-innovation, in the hope to raise the awareness of how technology has brought us convenience and advancement in living standards but also created social problems and controversies. Students' solution demonstrated their insights, passion and compassion.

#### I. Reading

- Several reading activities were held in Term 2, e.g. English Book Fair, The Chinese Audio Book Competition, Fun with Books Quiz (書海漫遊大挑戰). Apart from that, a series of activities are held during summer holiday to encourage students to utilize the time in summer for reading. The activities are categorized into different themes: Reading & Self, Reading & Community and Reading & Expression. Students are expected to share their post-reading feelings through sharing on Padlet, video production, poster design etc.
- 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 was promoted to teachers and students to encourage e-reading.

- The Learning Commons was open during students' free periods or after school for self-study.

#### J. Language Environment

- The Language Week was held from 10 to 14 May. Due to the pandemic, the traditional large-scale lunch activities were modified to be held in class or online. For instance, students experienced the art of Origami, and participated in activities such as Poster Scavenger Hunt, OLE Talk by Gregoire Michaud (founder of Bakehouse) and a workshop conducted by a famous poet Collier Nogues.
- 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.
- Due to the pandemic, students could not travel to other countries to experience other cultures and apply their language learnt. However, teachers still did their best to arrange online exchange activities to strengthen students' language and understanding of different cultures. For instance, connections with École Jean Moulin, La Verpillère were established for middle school students to exchange letters to each other in French, a German pen-pal programme was organized with Stormarnschule Ahrensburg and an online lesson exchange was held with German Swiss International School (GSIS), online Zoom exchanges with Teriha Junior Highschool in Japan and a Spanish pen-pal programme with students from the International Christian School was organized.

#### K. E-learning

- All classes were conducted online during class suspension in Term 2.
- More mobile devices, including iPad, Surface Pro and Chromebook, were purchased for students' use.
- The BYOD policy was fully implemented in G7 and G8. 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.

#### L. Teachers' Professional Development

- A half-day orientation programme was organized for all new teachers of both PS and SS in late August 2021. Each new teacher was assigned an experienced teacher as his/her mentor.
- Some workshops were held for G7 teachers in Term 1 to equip them with a wider range of teaching strategies for use in the newly renovated 21<sup>st</sup> Century Classrooms.
- To enhance collaborative learning through lesson observation, teachers were encouraged to video-record their lessons and share them with panel members.

- A whole-day workshop on positive education provided by trainers from Australia scheduled for the Term 1 PD Day was conducted online successfully. Theories of positive education was introduced in the workshop.
- A half-day workshop on blended learning provided by trainers from 21<sup>st</sup> Century Learning International was conducted onsite successfully. Different models and skills of blended learning were highlighted in the workshop.
- Two workshops were held on Microsoft Teams and CoSpaces Edu VR/AR respectively.
- Our school met the EDB's requirement for the number of teachers completing the basic or advanced level of SEN training.
- All PS and SS teachers passed the exam of Google Certified Educator Level 1. Around 40% of SS teachers passed Level 2.
- 16, 4 and 6 teachers have completed SEN training at basic, thematic and advanced level respectively.
- A new module on "Learning How to Think" was newly developed on the online self-learning platform by the Center for Research and Professional Development. It would be promoted in the new school year.

## 7. Student Development

### A. Organisation of Student Development Committee

Chairman: Dr. Cheung Shui Ha Ruby

Deputy Chair: Tang Siu Nam Sam

Members: Chan Pui Yau, Hwang Shui Yin Ivy, Law Sing Kai Akai, Chan Lai Kwan Katherine, Lee Man Kit Kidd

Three meetings were held throughout the school year.

### B. Support for Student Development & School Ethos

#### a. Student Management and Student Behaviors

- 83.8% students got Conduct Grades A, A- and B+ this year. It reflected that the overall performance of student was good. In the review meeting, teachers generally agreed that the students performed very well in general. It is suggested to set a higher expectation of them in order to strengthen their positive character.
- There were more than 50 Prefects this year. The Prefect Team served as leaders and supporters. They provided a strong support in school daily routine and school functions. From the evaluation of prefect meeting, their overall performance was good. For the enrollment of new prefects, a promotion and sharing session in the G7 O' Camp will be arranged in August 2021.
- The overall attendance rate of students this year was higher than 98%.
- The guideline and documents for the Student Management Team including, awards and consequence, daily routine, fire drill etc., were shared with PS at the beginning of the year. Some alignments were made in the preparation meeting, including the uniform policy, awards and consequence system and temperature checking station. The closer policies and practices set similar expectation of students. We found that students were more familiar with the SS culture and environment on the mock school day.
- A G6 promotion and bridging meeting was held on 8 July 2021. Students' characteristics, strengths, weaknesses, emotional and behavioral problems were addressed. It was a good reference for our coming G7 Class Teachers to have a better understanding of them. It was also a good reference for the coming class allocation.
- Due to the epidemic, the joined training and sharing of the prefect team was cancelled this year. We are going to have a team sharing and promotion in the coming G7 O' Camp in August 2021.

#### b. Student Guidance

- A total of 16 sessions of guidance talks/workshops/sharing were conducted to enhance students' ability to face big challenges in their

daily lives this year. The feedback was generally satisfactory based on the surveys, observations and direct feedback from teachers and students.

- To nurture positive and thankful ethos of the school, 8 thanksgiving cards were designed for the Thanksgiving Week. A series of activities was conducted to express students' appreciation of their peers, teachers and parents. Based on the school surveys (Stakeholders' Survey, School-based Survey), a significant improvement in terms of caring and thankful culture of the school was made. Under the A-diary scheme, many class teachers agreed that the students became more friendly, thankful and determined.
- The new student orientation was conducted on 2 September 2020. In addition, 4 sessions of caring support groups were conducted online during October to November 2020 by the Peer Mentors and Christian Disciples for G7 newcomers. Focus groups were conducted for groups of students with similar needs/types (new comers, NCS students, etc) by the SEN Task Force and Guidance Unit.
- Peer Mentors were engaged and helped take the lead in the following programmes: New student orientation, caring support groups, Art-jamming and virtual room escape. They also actively participated in the Thanksgiving Week. A theme training was conducted in Term 2 to equip them with proper skills of promoting positive school culture and team building. Feedback from the participants was generally satisfactory.
- The Professional Development Programme was conducted by the school social workers in April 2021. It was about the identification of and coping strategies for students' emotional needs. Most of the teachers expressed their appreciation and positive feedback.
- Stress self-check work was done during the Guidance Lessons by the Class Teachers. Sunshine calls were made to address the intensified emotional needs and conflicts in family at the beginning of the school. In addition, the Adaptation Survey was conducted in November 2020 for G7 to understand their adaptation progress. Cases were also spotted and followed up by Class Teachers and Guidance Unit.

### c. Support to Students with Special Educational Needs

- Case meetings for selected SEN severe cases & CT meetings were conducted at the beginning of school year while sunshine calls were arranged at that period as well. Some students with mental, emotional and adaptational needs were handled and followed up by Class Teachers (L1), Guidance Unit (L2) and Social Workers/Student Counselor/ Head of Guidance (L3)
- The confidence files (including 1-page profile, SEN list with features and tips, special assessment arrangement.) were shared with Class Teachers so as to enhance their understanding of SEN students in their classes.
- The team did not identify any Tier 3 student from the pool, therefore, no IEP was needed this year. However, the SEN Task Force started formulating a systematic and comprehensive plan for each SEN student. It adapted the similar purpose and concept of intensive support for the students. The reports were sent to parents at the end of the academic year.
- New documents with comprehensive framework/system were formulated for all SEN students: 1-page-profiles, revised evaluation reports which compile more solid details and planning (also send to parents), more frequent core group meetings to plan, adjust and implement different programmes. Most of the programmes had completed the P-I-E cycle with comprehensive evaluations from different stakeholders.
- The SEN full record list was updated efficiently. Case meetings will be arranged for the Task Force.

- A Professional Development Programme by Dr. Chim was arranged in November 2020. It was about learning differentiation strategies. Many tips and practical resources were shared. The programme was well received. A shared folder in R Drive was used to keep different teaching and learning resources for professional sharing among teachers.
- 3 meetings with the Assessment Team were arranged to suit the needs of the documentary work of public exam requirement. The subject representatives from the SEN Task Force collaborated with the main panel heads. The joint programmes (LSET) were completed throughout the whole academic year.
- Owing to the pandemic, no outing or voluntary services with parents were arranged this year. However, the Task Force attended 2 meetings organized by parents' representatives - JoyUS and an evaluation meeting in July 2021. In addition, 2 parent seminars were conducted in Jan and April 2021.

#### d. Moral and Civic Education

- MCE Lessons & Celebrity Talk “Inclusive Impact”
  - To promote positive education, life education and inclusive environment at school, the topics “Me Before You” (G7,9,11) and “A World Without Walls” (G7-9) were delivered at the MCE lessons. They received positive feedback from the teachers and students. In addition, the Celebrity Talk on “Inclusive Impact” on 20 December 2020 yielded great appreciation and positive feedback from the teachers and students.
  - As shown in the School-based Survey (SBS), the school is full of love and support. A great majority of teachers reported that they enjoyed good relationships with the students (98.3%). In the Stakeholders' Survey (SHS), many teachers (84.1 %) agreed that the teachers and students had a good relationship. Many students got along with their schoolmates (70.9%) and quite a lot of parents reported that their children showed respect for their teachers (79.6%), liked the school (83.9%), got along well with their schoolmates (88.1%). They also found the teachers caring (71.2%).
- Respect Our Teacher Campaign 「向老師致敬學生比賽」
  - To promote the good virtue of respect for teachers, the MCE Team collaborated with the VA Department to promote the “Respect Our Teacher Campaign (WhatsApp Stickers Design Competition). A total of 14 entities were received. TSANG Hui Yi Hayley of G11 received the Merit Award in the competition.
  - In addition, the MCE Team collaborated with the Chinese Language Department to encourage the G7 to G8 students to participate in the Essay Writing Competition. Two essays were selected to participate in the campaign. One essay was shared in the Deep Thought Time by Dr. Ruby Cheung.
- 《兩會》啟示：國家科技與經濟發展
  - The talk by Professor Wong Kam Fai was held on 26 March 2021. All the G10 students, Subject Teachers and MCE Team members participated. Students' understanding of the current development of China was generally enhanced.
- 粵港澳大灣區青少年公益年會香港分會場啟動禮
  - The school was the Hong Kong venue for the event. Student representatives from Mainland China, Macau, Taiwan Hong Kong

shared their community service experiences online on 26 March 2021. Altogether 42 student leaders of G7 to G11 took part in the event and Man Yat Lok of G11 represented the HK schools to share her service experiences in the programme. Positive feedback was received from the participating students.

- The survey conducted by the organizer showed that most of the students found the programme effective in enhancing their understanding of China (97.6%). More than half of them (61.9%) seldom or have never joined community services, and 45.2% of them showed willingness to contribute in community services after the event.
- “Law-abidingness” and “Empathy” Poster Design Competition by the EDB
  - To promote value education, the MCE Team collaborated with the VA Department to promote the competition. Totally, 32 entries were submitted. Erin Chan Yuet Liu of G8 was the Second Runner-Up and the prize presentation ceremony was held on 29 June 2021.
- Sex Education Workshops (G10-12)
  - In the 青結課程: 戀愛天書(G10), the music (81%) and speakers’ sharing (84.7%) were well received by the students. Most students (89%) welcomed the event and expected similar talk in the future (87.6%).
  - In the 青躍: 身體親密界線 (G11), a lot of students (73.1%) welcomed the programme and 87.1% of them found that the programme enhanced their awareness of close relationship and self-protection.
  - In the 青躍: Be Smart 如何在一段關係中保護自己 (G12), a great majority of students (98%) welcomed the programme and enhanced their understanding of pregnancy (98%) and safety and preventive measures (97.8%) after the event.
- “Basic Law Ambassador Training Scheme” (基本法大使計劃) & “Civic Ambassador Training Scheme” (公民大使計劃)
  - Three G10 students have joined the Civic Ambassador Training Programme. Training will be provided in the summer holiday.
  - Four G10 students have joined the Basic Law Ambassador Training Scheme. Upon completion of the programme, they will receive a certificate from the EDB.
- The National Constitution Day
  - On the National Constitution Day, the Flag Raising Ceremony was held in the Primary Division, Dr. Ruby Cheung gave a sharing about the National Constitution Day in the Mentor Time on 23 November 2020.
- National Security Education Day
  - On the National Security Education Day, 15 April 2021, the Flag Raising Ceremony was held. One SS student representative and one PS student representative gave sharing in the ceremony.
  - The National Security Education Day Online Quiz Competition organized by the EDB was held. All G7 to G11 students participated. Moreover, the National Security Education Exhibition was launched from 12 to 16 April 2021. Ten pull-up banners were produced for the exhibition. In general, positive feedback was received from the teachers, students and the principals of other schools. During the exhibition period, the MCE Team organised a school-based National Security Education Day Online Quiz, which received 134 responses.
- Basic Law Inter-class Competition (G7 to G9)
  - The Basic Law Inter-class Competition was completed successfully on 28 May 2021. As reported in the teacher survey, many teachers

(72.8%) reported that their students were highly engaged in the competition, particularly during the "Whole class session" (82.1%). Most teachers were satisfied with the event (81.8%) and expected similar programmes in the future (81.9%).

- Seminar on National Security Education by the HKDSS School Council
  - Seminar on National Security Education was held on 16 November 2020. Totally, 4 MCE Team members and 2 principals participated. The programme helped to enhance teachers' understanding of national security education.

#### e. Home-School Liaison

- The HSL Team continued to work closely with PTA to strengthen the relationship between school and parents successfully. Besides the PTA EXCO meetings, the PTA and HSL representatives frequently met regarding student support matters like uniform, school bus services, etc. Despite the pandemic, most of the HSL programmes were held as usual through online platform. Besides our parents, teachers' participation of Home-school or PTA activities was good.
- The participation of Coffee-Tea Social gathering of senior grades was not high. It was suggested to separate the event for junior grades and senior grades for different purposes: (a) For Junior Grades: Meeting CTs to have a better understanding of student's school life; (b) For Senior Grades: Meeting Subject Teachers for discussing academic studies.
- During the Parents' Day, parents were encouraged to share a letter with their child while they received a Thank You Letter from the child. The programme was well received by the parents and students.
- This year, most of PEA programmes were completed smoothly online. About 98% of participants of the PEA programmes including PEC, Sunflower parent workshops, interest classes, parent volunteers, parent prayer meetings showed positive feedback. In addition, the feedback to the Basic Law talk was generally positive and around 90 families participated. The HSL posted all the Parent Education Academy event highlights on the school's Facebook page.
- The design and publication of PEA Handbook was satisfactory. Many team members and colleagues gave positive feedback. They thought that the PEA programmes were comprehensive and fruitful. More parents got PEA certificates this year: Star certificate: 18 (1819:7/1920:13) | Silver: 19 (1819:16/1920:16) | Bronze: 147 (1819:61/1920:70)
- In the Stakeholders' Survey, there was an increased rate of parent's participation of school activities. More than 85 % of parents and teachers thought that the Parents' Day ran smoothly and enhanced the communication between parents and the school.

#### f. Global Citizenship

- A greeting video and the Christmas Cards designed by the PS students were sent to the Partner and Sister schools to express the blessings of the school in December 2020.
- HK - Japan Exchange
  - The online exchange programme with Teriha Junior High School in Japan was held on 14 December 2020. A total of 31 students from the G8 Japanese class, 3 Teachers and the Head of Global Citizenship participated. The exchange was conducted in Japanese and English.



- In general, positive comments and feedback were received from the students' survey. Most students enjoyed the exchange (96.8%). They found it useful in enhancing their language proficiency and confidence in speaking Japanese (90.3%). A great majority of them found it effective in enhancing their learning motivation (87%) and they expected other exchange activities with Japanese students (83%) and Excursion to Japan (64.5%) in the future.
- HK - Denmark Exchange
  - The online exchange programme with Odsherreds Efterskole (Partner School) in Denmark was held on 26 April 2021. A total of 25 students from two G10 English classes, 2 Subject Teachers and the Head of Global Citizenship participated. The exchange was conducted in English. Two breakout sessions allowed them to introduce themselves and teach others their own language.
  - Positive feedback and comments were received from the students' survey and sharing. A great majority of the students enjoyed the activity (92%), especially during the breakout and teaching their own language sessions. Many believed that the programme could enhance their learning motivation (88%) and language proficiency (76%). All participants showed strong interest in joining other exchange activities with Danish students in the future. The programme was conducted in Japanese and English.
- HK - Tianjin Exchange
  - The online exchange programme with Tianjin Yaohua High School 天津耀華中學 (Sister School) in Tianjin was held on 7 May 2021. Students from 9A/B/C Chinese classes, 3 Subject Teachers and the Head of Global Citizenship participated the programme in the Chinese lessons. They were well-prepared and gave group presentations in the exchange. The programme was conducted in Mandarin and English.
  - The programme was highly effective as reflected in the students' survey and sharing. In general, students from both schools were fully engaged. All the students found it enjoyable. Many reported that the programme could enhance their Mandarin proficiency (72.1%) and they showed interest in joining other exchange activities (73.8%) and excursion with Tianjin students in the future (47.5%).
- Exchanges implemented in the Third language lessons
  - Exchange programmes with the German Swiss International School (GSIS), the International Christian School (ICS) and the French Pen Pal programme were arranged at Primary School. Positive feedback was received.
  - Summer Cross-Cultural Exchange with Japan and Mexico was arranged in August 2021 with participation by six G7 and G8 students.

#### g. Alumni Affairs

- Alumni's belonging and appreciation
  - The 3rd Inauguration / AGM was held successfully in October 2020. Mentorship programmes were arranged for the senior grade students. Some subject-based WhatsApp groups were formed to provide support for current students. Moreover, the G12 DSE Tips Seminar was held in April 2021 through Zoom.
- Alumni Newsletter
  - We have reached 11 alumni all around the world with positive feedback. Besides, the Alumni Newsletter was published and uploaded

to the school website and sent to all alumni.

- Alumni Contact Database
  - The alumni contact database was updated with the information of 2020 graduates. The alumni wall was updated and moved to 1/F.
- Alumni Sharing & Lunch with Alumni for G10 & G11
  - 3 alumni sharing were made in zoom during the years. Positive feedback was received from both students and teachers.

### C. Student Advancement Support

- To strengthen PS-SS interfacing, the G6 Middle School Bridging Programme was replaced by the A-Star Orientation Programme in August 2021. PS and SS Student planners were reviewed for new updates. The 15th anniversary hoodies ordering was organized for both PS & SS students and teachers.
- Recruitment of new team members was good. There were 184 applicants joining the interviews in September 2020. Some teams were more popular, e.g. Excel 33. The performance of student leaders was generally good. They showed responsibility and good involvement in both terms.
- The PS student leaders were invited to join the inauguration ceremonies of S&L teams, SU & Chambers. The 15<sup>th</sup> anniversary photo competition was held in PS & SS. Prize-winning photos were posted in the Art festival exhibition. Moreover, PS & SS leaders joined the celebrity talk and open forum of Professor Lo Yuk Ming & Mr. Wong Kam Sing in Term 1 and 2021 年粵港澳大灣區青少年公益年會開幕禮 in Term 2.
- To increase students' global awareness and participation along with a good sense of national prides, the programmes were arranged as follows. Leaders joined the 2021 年粵港澳大灣區青少年公益年會開幕禮. It held to enhance their global views on charity works in China.
- The MCD leaders helped in different activities such as 'The Inter-class Basic Law Competition', 'The Basic Law Ambassadors'
- 8 sessions of 'On-Line Webinar' on Global leadership was held for Excel 33. Student leaders offered help in the Flag Raising Ceremonies through the whole year. In addition, '我的民俗相冊' activities with students from mainland and 'One Person one Flower' activity were arranged for the Campus Photographers.
- To foster positive values and attitudes, the signature programmes such as leadership training day/ overnight camps were unable to proceed due to the pandemic, but they were replaced by on-line training and zoom meetings. Peer Mentors formed the 'Caring Groups' and received relative trainings, and offered support in 'Art Jamming' and 'Room escaping' held by the SEN Task Force. In general, positive attitudes were observed from students e.g. 3 seasons of 'Work Out From Home' were promoted by SU and Chamber leaders. Moreover, the 15<sup>th</sup> anniversary photo competition was held by SU, more than 47 entries were received. The "Respecting Teachers Campaign" was promoted by the MCD leaders. Book sharing and reading promotion was prepared by the Library Prefects. Eco-Pioneers joined the 'Organic Ambassador' organized by Hong Kong Organic Resource Centre The leaders helped in planting and managing the Roof Garden and the Greenhouse of the school. SU presented the 'Stress relieve kits' to G12 students.
- To boost students' sense of belonging to school, support and leadership programmes were organized this year. To start with, every Service and Leadership Team has voluntary helpers who participate or support in the whole school events such as, Emcee of Cultural Ambassadors,

Stage Management of Digital Sergeants and Campus Photographers, Christian Disciples and Praise Team in Christian celebration, Gospel Week and Baccalaureate Service; SU & Chambers' participation in the school events such as 'Chinese Cultural Day, 'A-school Got Talent', chamber assembly, '15<sup>th</sup> anniversary Photo Competition' and 'A-School Olympics' etc.

- 100% of G7 students bought the Chamber T-shirt and at least 80% of student wore Chamber T-shirt in chamber assembly. Positive feedback from all stakeholders and Chamber captains was received. The Chamber Tee Design Competition was successful done and SU has organized the 15<sup>th</sup> anniversary hoodies ordering for all students and teachers. The Service and Leadership Teams' Annual Debriefing Sessions were successfully held in June 2021.
- To provide diverse opportunities for students to develop talents, around 38% of students joined as members of Service and Leadership Programmes; (327 & 325 students in Term 1 & Term 2). Attendance of 10 Service and Leadership Teams was good (above 80% of attendance in total average). Most teachers and students appreciated their participation in different activities and hard-work. Approximately 7 to 8 meetings or activities were conducted by the teams in total average or the school year.
- The Percentage of the Student leaders in organizing activities has been cut to 60% due to half-day school. Variety activities (internal / whole school) were also affected. Only few trainings could be implemented mainly via Zoom, e.g. 'I-check' of Excel 33. As the pandemic situation was better during post-assessment, some face-to-face trainings resumed, e.g. Western Table Etiquette Workshop and Outdoor wall climbing course.
- All scholarship nomination of students can be proceeded, but most of the interviews were conducted in Zoom meetings. A total of three nominees were successfully awarded the Sir Robert black Fund. Besides, one student received a sponsorship 香港廣東社團獎助學金 2021.
- The target of cultivating a positive culture full of love, appreciation and mutual support was to a great extent achieved. Good participation and attentiveness of students in Monday assembly religious sharing were found. Welcome gift for G7 students in the first week of September 2020 was presented by the Christianity Development Team. There was a strong dedication of weekly religious sharing by the COBC and Christian teachers. The Christmas celebration and Gospel week were successfully held. Baccalaureate service was successfully held with all G12 students, class teachers and senior teachers' participation and COBC's support.
- As for student affairs and welfare, effective communication between the catering, school bus, school uniform and text book vendors and schools (PS & SS) were made. Measures were taken to assist the 'back to school' procedures and provide support in on-line learning for the cross-boundary students. In addition, the Team offered support to the new school uniform vendor 'Klover' to ensure a smooth transition after the withdrawal of the previous vendor 'Kingkow'. The school badge on school uniforms are remade for better embroidery. Newly designed Chamber bags were launched for selling to all students and teachers, with total order of 190 chamber bags.
- 10% of random selected students had received Covid-19 Rapid antigen test Kit from Feb to May 2021 as to enhance safety of the campus.

#### D. Other Learning Experiences

- To scaffold learning and personal growth on a through train scale, most of the G6 school team members (except the Chinese Dance Team) stayed in the team in G7. Adequate communication between PS & SS facilitated the preparation work of whole school activities. In addition, the Arts Festival with arts exhibition and music performances were held in May 2021. All students attended the Arts Festival opening via

zoom. PS students and parents were invited to visit the arts exhibition during VA lessons and after school.

- The OLE programmes were launched to nurture lifelong learners with a global perspective and a positive mind. In general, attendance and effectiveness of online training via zoom were unsatisfactory due to many limitations of conducting training online. Saturday training for school teams were satisfactory as students have been longing for face-to-face training. 35% of G7 students joined uniform teams or community service team.
- Owing to the pandemic, most of the inter-school competitions were suspended or cancelled. All of the junior grade students joined at least 1 aesthetic/sports activity such as Arts Festival opening, A-News online concert, and the A-Sports Olympics. The A-Sports Olympics was held on 12 July 2021. It was well received by parents and students.
- To enhance teachers' professional competence, teachers were encouraged to join training (CHY: Enhancing Life-wide Learning Experiences: Learning Programmes and Careers in Aviation - Hong Kong International Aviation Academy (24 May 2021) (KLW: 戶外活動對學生成長的正面影響及危機處理)
- As for student achievements, please refer to the document "***Student Achievement Record 2020-2021***".

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

Student Achievement Record 2020-2021

Category	Activity Name	Group	Award
Aesthetics	"Law-abidingness" and "Empathy" Poster Design Competition	Secondary School	2 <sup>nd</sup> Runner Up
	14th Hong Kong Students Open Speech Competition	HK Schools Speech Festival Syllabus (English Solo- Secondary 5)	1st Place
	15th Busan International Kids & Youth Film Festival	Ready~ Action! 15	Magic Film Award
	2019-20 Chinese Writing and Talent Competition for Non-Chinese Speaking Students	Verse Speaking (Secondary)	Merit
		Verse Speaking (Secondary)	Champion
	57th Schools Dance Festival	Secondary School Section (Chinese Dance - Solo)	Honours Award
		Secondary School Section (Modern Dance - Solo)	Highly Commended Award
	72nd Hong Kong Schools Speech Festival	English Speech: Solo Verse Speaking, Non-Open (Secondary 1, Girls)	Merit
		English Speech: Solo Verse Speaking, Non-Open (Secondary 1, Girls)	Merit
		English Speech: Solo Verse Speaking, Non-Open (Secondary 1, Girls)	Merit
		English Speech: Solo Verse Speaking, Non-Open (Secondary 1, Girls)	Proficiency
		English Speech: Solo Verse Speaking, Non-Open (Secondary 2, Boys)	Merit

	English Speech: Solo Verse Speaking, Non-Open (Secondary 2, Girls)	Merit
	English Speech: Solo Verse Speaking, Non-Open (Secondary 2, Girls)	Merit
	English Speech: Solo Verse Speaking, Non-Open (Secondary 2, Girls)	Merit
	English Speech: Solo Verse Speaking, Non-Open (Secondary 3, Boys)	Merit
	English Speech: Solo Verse Speaking, Non-Open (Secondary 3, Boys)	Third Place
	English Speech: Solo Verse Speaking, Non-Open (Secondary 3, Girls)	Merit
	English Speech: Solo Verse Speaking, Non-Open (Secondary 3, Girls)	Merit
	English Speech: Solo Verse Speaking, Non-Open (Secondary 3, Girls)	Merit
	English Speech: Solo Verse Speaking, Non-Open (Secondary 3, Girls)	Merit
	English Speech: Solo Verse Speaking, Non-Open (Secondary 3, Girls)	Merit
	English Speech: Solo Verse Speaking, Non-Open (Secondary 3, Girls)	Merit
	English Speech: Solo Verse Speaking, Non-Open (Secondary 5, Boys)	Merit
	English Speech: Solo Verse Speaking, Non-Open (Secondary 5, Boys)	Merit

	English Speech: Solo Verse Speaking, Non-Open (Secondary 5, Girls)	Honours
	English Speech: Solo Verse Speaking, Non-Open (Secondary 5, Girls)	First Place
	English Speech: Solo Prose Speaking, Non-Open (Secondary 4, Girls)	Merit
	English Speech: Solo Prose Speaking, Non-Open (Secondary 4, Girls)	Second Place
第七十二屆香港學校朗誦節	中文朗誦：粵語詩詞獨誦（中學一年級 - 女子組）	優良
	中文朗誦：粵語詩詞獨誦（中學一年級 - 女子組）	冠軍
	中文朗誦：粵語詩詞獨誦（中學三年級 - 女子組）	優良
	中文朗誦：粵語詩詞獨誦（中學三年級 - 女子組）	季軍
	中文朗誦：粵語詩詞獨誦（中學五、六年級 - 女子組）	優良
	中文朗誦：粵語詩詞獨誦（中學五、六年級 - 女子組）	季軍
	中文朗誦：普通話詩詞獨誦（中學一、二年級 - 男子組）	優良
	中文朗誦：普通話詩詞獨誦（中學三、四年級 - 男子組）	優良
	中文朗誦：普通話詩詞獨誦（中學三、四年級 - 男子組）	優良

	中文朗誦：普通話詩詞獨誦（中學一、二年級 - 女子組）	良好
	中文朗誦：普通話詩詞獨誦（中學三、四年級 - 女子組）	優良
	中文朗誦：普通話詩詞獨誦（中學三、四年級 - 女子組）	優良
	中文朗誦：普通話詩詞獨誦（中學三、四年級 - 女子組）	優良
	中文朗誦：普通話詩詞獨誦（中學三、四年級 - 女子組）	冠軍
	中文朗誦：普通話詩詞獨誦（中學五、六年級 - 女子組）	優良
	中文朗誦：普通話詩詞獨誦（中學五、六年級 - 女子組）	冠軍
	中文朗誦：粵語散文獨誦（中學一年級 - 女子組）	優良
	中文朗誦：粵語散文獨誦（中學一年級 - 女子組）	季軍
	中文朗誦：粵語散文獨誦（中學三年級 - 女子組）	優良
	中文朗誦：普通話散文獨誦（中學三、四年級 - 男子組）	優良
	中文朗誦：普通話散文獨誦（中學三、四年級 - 男子組）	季軍
	中文朗誦：普通話散文獨誦（中學一、二年級 - 女子組）	優良



	中文朗誦：普通話散文獨誦（中學三、四年級 - 女子組）	優良
	中文朗誦：普通話散文獨誦（中學三、四年級 - 女子組）	優良
	中文朗誦：普通話散文獨誦（中學三、四年級 - 女子組）	亞軍
	中文朗誦：普通話散文獨誦（中學五、六年級 - 女子組）	優良
	中文朗誦：粵語基督教經文朗誦（中學一、二年級）	優良
	中文朗誦：粵語基督教經文朗誦（中學一、二年級）	季軍
	中文朗誦：粵語基督教經文朗誦（中學五、六年級）	優良
	中文朗誦：粵語基督教經文朗誦（中學五、六年級）	冠軍
	中文朗誦：粵語歌詞朗誦（中學一至三年級）	優良
	中文朗誦：粵語歌詞朗誦（中學四至六年級）	優良
	中文朗誦：粵語歌詞朗誦（中學四至六年級）	冠軍
73rd Hong Kong Schools Music Festival	Graded Piano Solo (Grade Seven)	2nd Runner Up
	Graded Piano Solo (Grade Five)	Champion
	Graded Piano Solo (Grade Seven)	Silver Award
	Piano Solo (Chinese Composers - Junior)	Silver Award
	French Horn Solo (Secondary School - Junior)	Silver Award
	Graded Piano Solo (Grade Five)	Silver Award

	Alto Saxophone Solo (Secondary School - Junior)	Silver Award
	Graded Piano Solo (Grade Five)	Silver Award
	Graded Piano Solo (Grade Seven)	Silver Award
	Graded Piano Solo (Grade Four)	Silver Award
	Alto Saxophone Solo (Secondary School - Senior)	Silver Award
	Xylophone Solo (Secondary School)	Silver Award
	Flute Solo (Secondary School - Senior)	Bronze Award
	Graded Piano Solo (Grade Five)	Bronze Award
	Graded Piano Solo (Grade Eight)	Bronze Award
	Graded Piano Solo (Grade Six)	Bronze Award
	Graded Piano Solo (Grade Seven)	Bronze Award
	Graded Violin Solo (Grade Two)	Bronze Award
	Graded Piano Solo (Grade Seven)	Bronze Award
Dance World Cup Asia 2020 Hong Kong Qualifying Match	Junior Solo National & Folklore Dance	4th Place
Exhibition of Student Visual Arts Work 2020/21	Secondary School	Silver Prize
International Young Artist Music Contest 2020	Professional Artistic Award for Winds Instruments (Youth Artistic Award Group III)	1st Runner Up
	Piano Examination Group (Grade 6)	2nd Place
Joint School Music Competition 2020	Secondary School Woodwind (Saxophone) Solo (Intermediate)	Bronze Medal
	Secondary School Recorder Solo	Bronze Medal

Joint School Music Competition 2021	Secondary School Piano Solo (Diploma)	Gold Award
Scholastic Chess Championship	Division A	Champion
Scholastic Chess Hong Kong		Player of the Year
Sir Robert Black Trust Fund	Grants for Talented Students in Non-academic Fields	Talented Students in Dancing
		Talented Students in Music
Spring Couplet Calligraphy Competition	Congratulatory Message Huaichun (Secondary Junior)	Gold Award
	Single-character Huaichun (Secondary Junior)	Gold Award
	"Fu" Chinese Huaichun (Secondary Junior)	Gold Award
St. Petersburg International Piano Competition	ABRSM Grade Examination Class (Grade 7-8)	Gold Prize
		3rd Place
The 26th ifva Awards	Youth Category	Finalist
The 48th Open Dance Contest	Chinese Dance (Junior)	Gold Award
第十三屆善行盃全港才藝大賽	初中組 (西樂 - 色士風獨奏)	金獎
「素質星杯」第四十屆全國少年兒童書畫大賽	國畫比賽	銅獎
	書法比賽	銀獎
2020年「我的民族相冊 - 兩岸暨香港青少年民俗攝影主題交流活動」		二等獎
2020-2021年度全港藝術體操公開賽	四級高級組 (圈操)	第二名
《向老師致敬 2020》學生比賽	WhatsApp 貼圖設計比賽 (中一至中六)	校內六強
		優異獎
2020年東區文化節：「樂」遊東區 (繪畫故事選)	學生組	亞軍
第十四屆國際盃才藝邀請大賽	初中組 (西樂 - 色士風獨奏)	金獎
中銀香港新春 WhatsApp Stickers 創作比賽	中學組	優異獎 x 2

	「喜洋洋杯」第十六屆全國青少年兒童書畫作品大賽	書法作品 (兒童組)	一等獎
		美術作品 (兒童組)	二等獎
	「母親頌」第 41 屆國際少年兒童書畫大賽	國畫	銀獎
	第十二屆「中華挑戰盃」全港人才藝術朗誦大賽	中學組粵語古詩獨誦	亞軍
		中學組粵語新詩獨誦	冠軍
		中學組粵語聖經獨誦	冠軍
		中學組普通話古詩獨誦	冠軍
		中學組	最高榮譽大獎
	第二十七屆聖經朗誦節	廣東話獨誦 (學校組：中四至中六組)	亞軍
	Sports	2020 Rhythmic Cup Hong Kong Open Rhythmic Gymnastics Championship	Grade 4 Group C (Rope)
Grade 4 Group C (All Around)			3rd Runner Up
Grade 4 Group C (Hoop)			1st Runner Up
2020 Sham Shui Po District Fencing Competition		U14 Girls' Foil	1st Runner Up
A.S. Watson Group Hong Kong Student Sports Awards 2020 - 2021		Secondary School	Awardee
All Hong Kong Schools Jing Ying Badminton Tournament 2020-2021		Secondary Girls Singles	Fifth Place
Allstar Cup Fencing Team Competition (2020 Grand Final)		Foil Team 2007	1st Runner Up
CRC Open 2020		18 Or Under Junior Boys' Doubles Championship	1st Runner Up
FCHK CUP 2021		U14 Women's Foil	Champion
FSA Fencing Competition 2020		U14 Girls' Foil	1st Runner Up
	U16 Girls Singles	Champion	
	U16 Girls Doubles	1st Runner Up	

Hong Kong Football Club & Torq Sports International Limited Junior Badminton Tournament 2021	U16 Girls Doubles	1st Runner Up
Hong Kong Inter-School Badminton Team Championships 2021	Secondary (Junior Girls)	2nd Runner Up
Hong Kong Online Elite Rope Skipping Championships 2021 cum Hong Kong Delegation Team Selection	12 - 15 Years Old (Single Rope Speed Relay)	2nd Runner Up
	12 - 15 Years Old (Single Rope Double Unders Relay)	2nd Runner Up
	12 - 15 Years Old (Double Dutch Speed Relay)	2nd Runner Up
	12 - 15 Years Old (Single Rope Team Freestyle)	1st Runner Up
	12 - 15 Years Old (Double Dutch Pair Freestyle)	2nd Runner Up
	12 - 15 Years Old (Overall)	2nd Runner Up
LiSon Tournament 2021	Mixed Doubles	4th Place
Nissin Hong Kong International Tennis Federation Junior Tournament 2021	Under 18 Boys' Single	Champion
Nissin Hong Kong National Junior Tennis Championships 2020	Under 16 Boys' Single	Champion
	Under 16 Boys' Double	1st Runner Up
	Under 18 Boys' Single	1st Runner Up
Ohshikai Karate Championship 2020	Boys Kumite 13 yrs to 14 yrs Group	Champion
Sir Robert Black Trust Fund	Grants for Talented Students in Non-academic Fields	Talented Students in Sports

	Tomorrow's Star Fencing Competition (2020 Grand Final)	Girl's Foil 2007	2nd Runner Up
	第七屆沙田區傑出學生運動員		優秀學生運動員獎
	2020 香港課外活動優秀學生表揚計劃	中學	得獎學生
Academic	2021 Harvard Book Prize		Prize Winner x 3
	31st Secondary Students' Best Ten Books Election	Commentary Writing Competition (Junior Section)	Commended Prize
		Commentary Writing Competition (Senior Section)	Commended Prize
	36th Sing Tao Inter-School Debating Competition	Chinese Section (2nd Preliminary)	Best Debater
		Chinese Section (3rd Preliminary)	Best Debater
			Best Interrogative Debater
	4-23 World Book Day Creative Competition 2021	Junior Secondary Chinese Category	Outstanding Performance Award
	CodeQuest 2020 Global Tournament	Grades 7-12 (Hong Kong Division)	2nd Runner-Up
			7th Place
			21st Place
		Grades 7-12 (Global Division)	6th Place
			Global First Class
33rd Place			
Global Second Class			
82nd Place			
Global Third Class			
Eye Level Math Olympiad 2020	ELMO Test Grade 8 (School Grade - F.3 / G.9)	Bronze Award	
HKUST Dual Program 2019	Mathematics (Pre-stage Level)	Excellent Performance	

	Mathematics (Level 1)	Excellent Performance x 3
	Mathematics (Level 2)	Excellent Performance
	Life Science (Level 1)	Excellent Performance x 3
	Chemistry (Level 1)	Excellent Performance x 2
	Chemistry (Level 2)	Excellent Performance 2
	Physics (Level 1)	Excellent Performance
Hong Kong Olympiad in Informatics (HKOI) 2020/21	Junior Group	Silver Medal
		Bronze Medal
International Biology Olympiad (Hong Kong Contest 2020)	Individual Award	Silver Award
NASA's Human Exploration and Operations Mission Directorate	NASA's Lunar Loo Challenge (Junior Category)	First Place Award
Outstanding Cambridge Learner Award	Cambridge IGCSE Biology	The High Achievement Award in Hong Kong
	Cambridge IGCSE Business Studies	The High Achievement Award in Hong Kong
	Cambridge IGCSE Economics	The High Achievement Award in Hong Kong
	Cambridge IGCSE Mathematics	The Highest Mark in Hong Kong
	Cambridge IGCSE Accounting	The High Achievement Award in Hong Kong
	Cambridge IGCSE Mathematics	The Highest Mark in Hong Kong
	Cambridge IGCSE Physics	The High Achievement Award in Hong Kong
	Cambridge International AS Level Economics	The High Achievement Award in Hong Kong

	Cambridge International AS Level Accounting	The High Achievement Award in Hong Kong
Sir Edward Youde Memorial Prize for Senior Secondary School Students	Senior Secondary School	Sir Edward Youde Memorial Prize for Senior Secondary School Students x 2
The 32nd Annual Book Report Competition for Secondary School Students	English Junior Section	1st Runner Up
	English Senior Section	Merit
TOEFL Junior Standard Test		Gold Award
Urban Love Poem Poetry Contest	S4 to S6 (Grades 10 to 12)	First Prize
Youth Arch Student Improvement Award 2019-2020	Academic Studies	Improvement Award x 22
月旦古今：中國歷史人物小故事比賽	網上閱讀問答比賽	嘉許獎 x 16 優異獎
	向我最喜愛的中國歷史人物致敬創作比賽（古人日記·高中組）	優異
第十屆奇趣盃	第一回合	最佳辯論員
	第三回合	最佳辯論員
「歷史好知味」全港中學生比賽	網上閱讀問答比賽（普及版）	嘉許獎 x 90 優異獎 x 45
	網上閱讀問答比賽（挑戰版）	嘉許獎 x 52 優異獎 x 73



## 8. Evaluation Report on Annual School Plan 2020-21

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

Item	Objectives	Strategies	Success criteria	Evaluation
1.1	To strengthen the coherence and continuity of policies, curricula and programmes linking the three key learning stages (Junior School, Middle School and High School)	<p>Optimizing the class and OLE arrangements during class suspension or half-day school days due to the epidemic</p> <p>Equipping teachers with a wider range of pedagogy to develop students' self-directed learning habits, enhance the effectiveness of group work and e-learning, and provoke students' higher-order thinking</p> <p>Strengthening support to students with diverse learning needs</p> <p>Strengthening support to Grade 12 students in their preparation for public exam and further studies</p>	<p>1. Positive feedback on the special class and OLE arrangements from a majority of students/teachers</p> <p>2. Improvement in various indicators of learning outcomes</p> <p>3. Improvement in public exam performance</p>	<p>1. All classes were conducted online during class suspension. Face-to-face classes were resumed for all grades on a half-day basis in early March. A majority of teachers (87%) found the class arrangements during class suspension or half-day school days satisfactory.</p> <p>2. Due to the epidemic, either online classes or half-day face-to-face classes with a single-row face-to-back setting could be arranged, which limited the scope for conducting group activities.</p> <p>3. Self-directed learning was relied on during class suspension. A majority of students (60%) agreed that they could learn proactively.</p> <p>4. IT was heavily used during periods of class suspension. A majority of students (71%) admitted that they always used IT to facilitate learning.</p> <p>5. A majority of teachers (over 90%) often asked questions of different levels in lessons, and engaged students in active inquiry and construction of knowledge in lessons. More than half of students welcomed such practices.</p> <p>6. A majority of teachers (97%) provided flexibility in daily teaching and additional learning support for SEN students.</p> <p>7. The overall performance of G12 students in the HKDSE exam was satisfactory. More students met the</p>

				admission requirements for JUPAS programmes, and Level 4 or above.
1.2	To enrich the Middle School curriculum and programmes on a 4-year scale	Refining the curriculum and assessment frameworks of related subjects to further strengthen the interface Fine-tuning pedagogy and learning activities at Grades 7 and 8 to facilitate interaction and collaboration in the 21 <sup>st</sup> Century Classrooms Preparing Grade 8 students for external assessment of third languages	1. Increased alignment of curriculum and assessment between PS and SS 2. Improvement in indicators of classroom interaction and collaboration 3. Active participation in the language tests	1. The Middle School curriculum had been implemented for 4 years. It aims to meet the specific learning and developmental needs of students in this age range, and facilitate their transition to secondary school. A majority of teachers (80%) were well aware of the development of the Middle School curriculum and programmes. 2. The curriculum and assessment frameworks of related subjects including Chinese Language, English Language, Mathematics, Integrated Science and Liberal Arts in G5 and G6 had been refined to strengthen the interface with SS, and make it easier for students to adapt to the SS learning mode. 3. The limited lesson time and classroom setting under the epidemic led to less scope for classroom interaction and collaboration. 4. G8 students had completed the 4-year third language curriculum. Some of them would be arranged to participate in the language tests in G9.
1.3	To enhance mutual understanding and collaboration between teachers in primary and secondary divisions	Inviting PS teachers to attend meetings of subject panels or committees Inviting PS teachers to observe SS lessons, and vice versa	1. Regular attendance by PS teachers in SS meetings 2. Lesson observation held with PS at least once per school term for each related subject	1. PS co-workers were invited to the meetings of related panels or committees regularly, which was useful for aligning the expectations and practices between both PS and SS. 2. The limited lesson time and classroom setting under the epidemic led to less scope for lesson observation. 3. More than half of teachers found the understanding and collaboration between teachers in both divisions sufficient.
1.4	To celebrate the school's 15th anniversary	Forming a taskforce to plan and coordinate events	1. Events held as scheduled	

		Organizing a variety of events, such as Variety Show, Open Day and Gala Dinner	2. Positive feedback from participants	<ol style="list-style-type: none"> <li>1. A number of events such as Variety Show, Open Day and Gala Dinner were cancelled or postponed due to the epidemic.</li> <li>2. Only the following events were held: <ul style="list-style-type: none"> <li>• 15<sup>th</sup> Anniversary Logo Design Competition</li> <li>• 15<sup>th</sup> Anniversary Photography Competition</li> <li>• Opening of Joshua Hall</li> <li>• Opening of A-Memory Gallery</li> </ul> </li> <li>3. A wide range of souvenirs were made. An anniversary book was being compiled.</li> </ol>
		Making souvenirs and an anniversary book		

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

Item	Objectives	Strategies	Success criteria	Evaluation
2.1	To promote a transdisciplinary approach to teaching and learning	<p>Optimizing the PBL arrangement and enriching the learning elements of Term P excursions</p> <p>Promoting cross-curricular collaboration through OLE periods</p>	<ol style="list-style-type: none"> <li>1. Improvement in various indicators of learning outcomes in PBL</li> <li>2. Positive feedback on cross-curricular activities from a majority of students/teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Term P including the Showcase Day was smoothly held, with some arrangements finetuned to comply with the social distancing restrictions under the epidemic.</li> <li>2. More than half of students agreed that PBL could enhance their information literacy, collaboration, expression and problem-solving skills.</li> <li>3. The OLE periods were extended from 2 to 3 per week. A majority of teachers (64%) agreed that the extension was conducive to promoting cross-curricular collaboration.</li> </ol>
2.2	To develop a comprehensive curriculum with a wide range of learning opportunities and challenges for STEAM education	<p>Refining the STEAM curriculum and learning activities at junior grades to strengthen the interface between PS and SS</p> <p>Promoting usage of the STEAM Lab</p>	<ol style="list-style-type: none"> <li>1. Increased alignment of STEAM curriculum and learning activities between PS and SS</li> <li>2. Higher usage of the STEAM Lab</li> </ol>	<ol style="list-style-type: none"> <li>1. The STEAM curriculum was refined and a greater number of activities were held during the OLE periods. A majority of students (82%) were satisfied with the activities held.</li> <li>2. According to teachers' observation, most of the students actively participated in the STEAM activities.</li> </ol>

			3.Active participation in competitions	3. The dual credit programme offered by the University of Missouri-Kansas City provided a promising study path for those interested to study STEM-related subjects at university. 4. The limited lesson time under the epidemic led to less usage of the STEAM Lab.
2.3	To equip students with the latest skills and tools as well as proper attitude in the use of technologies to enhance their learning	Redesigning learning activities to support the implementation of BYOD policy at Grades 7 and 8 Educating students the importance of self-discipline and digital citizenship in using mobile devices, online resources and social platforms	1.Smooth implementation of BYOD policy 2.Increased awareness of self-discipline and digital citizenship in using IT resources	1. The BYOD policy was smoothly implemented. All G7 and G8 got used to using their own devices in daily learning. 2. A majority of teachers (76%) found that most students in their classes demonstrated self-discipline and digital citizenship in using mobile devices, online resources and social platforms.
2.4	To increase students' global awareness and participation along with a good sense of national pride	Strengthening the implementation of Basic Law and national education across the curriculum Strengthening connection with partner schools for overseas excursions and exchange programmes	1.Increased awareness of Basic Law and national identity 2.Positive feedback on excursions/exchange programmes from a majority of students/ teachers 3.Increased collaboration with partners schools	1. A variety of activities were held to promote Basic Law, national education and national identity, including: <ul style="list-style-type: none"> <li>• Basic Law Inter-class Competition</li> <li>• Civic Ambassador Training Programme</li> <li>• Basic Law Ambassador Training Scheme</li> <li>• National Security Education Online Quiz</li> <li>• National Security Education Exhibition</li> <li>• Flag raising ceremonies on important days</li> <li>• Playing the national anthem in major school events</li> </ul> According to teachers' observation and post-activity surveys, most of the students participated in the activities actively, and gained a better understanding of the laws and our home country. 2. A majority of teachers (80%) found that students in general had increased their awareness of Basic Law and national identity. 3. Owing to the epidemic, most of the face-to-face

				<p>exchange programmes were cancelled. Only the following exchange programmes were conducted online:</p> <ul style="list-style-type: none"> <li>• exchange with Teriha Junior High School in Japan</li> <li>• exchange with Odsherreds Efterskole in Denmark</li> <li>• exchange with Tianjin Yaohua High School in mainland China</li> <li>• ‘粵港澳大灣區青少年公益年會香港分會場啟動禮’ with sharing of community service experience by student representatives in mainland China, Macau, Taiwan and HK</li> <li>• ‘我的民俗相冊’ activity with students in mainland China</li> </ul> <p>All the exchange programmes were held smoothly, with active participating of teachers and students from both schools each time.</p>
2.5	To foster positive values towards oneself and others in order to lead an active and healthy lifestyle	<p>Organizing activities on positive thinking and healthy lifestyles</p> <p>Providing more opportunities for class teachers and students to communicate with each other and build relationship</p>	1. At least 2 whole-school events held during the year to promote positive thinking/healthy lifestyles	<p>1. A variety of programmes were held to nurture positive ethos of the school, including the Thanksgiving Week and the A-Diary Scheme. According to class teachers’ observation, students in general became more friendly, thankful and determined.</p> <p>2. To promote positive education, life education and an inclusive environment at school, the MCE</p>

		Organizing service learning programmes in both junior and senior grades to enhance students' empathy and compassion towards others	<p>2. Positive feedback on teacher-student relationship from a majority of students/ teachers</p> <p>3. Over 70% of G7 – G10 students joining at least 1 service learning programme during the year</p>	<p>Team delivered the topics “Me Before You” (G7, 9, 11) and “A World Without Walls” (G7-9) during MCE lessons. Positive feedback was received from both teachers and students. In addition, a celebrity talk on “Inclusive Impact” was held, which also received positive feedback from both teachers and students.</p> <p>3. All teachers (100%) agreed that they had good relationships with their students.</p> <p>4. A majority of students (73%) agreed that they had good relationships with class teachers.</p> <p>5. Due to the epidemic, most of the community service programmes were cancelled. Only an art workshop and a laughter yoga for the elderly were held for G11.</p>
--	--	--	---	---

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

Item	Objectives	Strategies	Success criteria	Evaluation
3.1	To optimize the language and reading environments conducive to good mastery of different languages and extensive reading	<p>Organizing regular activities to promote reading</p> <p>Introducing suitable online platforms to promote e-reading</p> <p>Providing more chances for students to use their third languages in daily life</p>	<p>1. Increased usage of library resources</p> <p>2. Improvement in various indicators of reading habit</p> <p>3. Positive feedback on the language environment from a majority of students/teachers</p>	<p>1. Due to the epidemic, either online classes or half-day face-to-face classes could be arranged, which inevitably led to less students visiting the school library.</p> <p>2. Only 23% of students frequently used the school library for reading.</p> <p>3. Around half of students admitted that they often read materials outside class.</p> <p>4. The Language Week was smoothly held, with positive feedback received from both teachers and students.</p> <p>5. More efforts should be paid to promote reading next year.</p>
3.2	To cultivate a positive school culture full of	Organizing regular activities under the		1. A variety of activities were held to promote positive attitudes/values, including:

love, appreciation and mutual support	yearly theme “Flourish from me to WE” to promote positive education	<ol style="list-style-type: none"> <li>1. Improvement in indicators of positive attitudes/values</li> <li>2. Positive feedback on the school’s Christian atmosphere from a majority of students/teachers</li> <li>3. Positive feedback on the communication between parents and school management</li> <li>4. School history corridor ready by the end of the school year</li> <li>5. At least 20% of G11 students joining and benefitting from the mentorship scheme</li> </ol>	<ul style="list-style-type: none"> <li>• WhatsApp Stickers Design Competition under the Respect Our Teacher Campaign</li> <li>• Essay Writing Competition</li> <li>• Caring Groups formed by Peer Mentors</li> <li>• ‘Workout from Home’ programme by SU and Chambers</li> <li>• ‘Art Jamming’ and ‘Escape Room’ activities for SEN students</li> <li>• Stress Relief Kits for G12 students by SU</li> </ul> <ol style="list-style-type: none"> <li>2. A majority of students (71%) got along well with their schoolmates. A majority of parents agreed that their children showed respect for their teachers (80%), liked the school (84%), got along well with their schoolmates (88%), and found the teachers caring (71%).</li> <li>3. The school’s collaboration with the City One Baptist Church remained close and frequent. A parent prayer group was newly created, with prayer meetings regularly held.</li> <li>4. A majority of parents (78%) had good relationships with the school.</li> <li>5. A majority of parents (over 70%) agreed that the school often kept them informed of school affairs and development, and there were sufficient channels for them to express their views to the school.</li> <li>6. The school history corridor, namely A-Memory Gallery, was opened in June 2021. Other than teachers, new students and parents were arranged to visit the Gallery in order to strengthen their sense of belonging to the school.</li> <li>7. A mentorship scheme was arranged by the Alumni Association. 24 senior-grade students joined the scheme and benefited from their mentors’</li> </ol>
	Enriching the religious environment and programmes to advocate Christian values among students and families		
	Providing more opportunities for parents to communicate with school management in supporting students’ learning and personal growth		
	Establishment of a school history corridor to strengthen teachers’ and students’ sense of belonging to the school		
	Launching a mentorship scheme for senior-grade students in collaboration with Alumni Association		

				guidance on subject and university selection.
3.3	To further promote students' participation and expertise in aesthetics and sports with a greater variety of facilities and exposure	Upgrading facilities and equipment for sports and performing arts Launching fitness programmes for students in need	1. Smooth implementation of the QEF project and school-based programmes on promoting physical fitness among students 2. Improvement in fitness of a majority of participants in related programmes 3. Enhanced facilities for sports and performing arts	1. Due to the epidemic, the Aquatic Meet and the Athletic Meet were cancelled. Instead, an in-house sports day was organized for all students. Most teachers and students enjoyed the events, and participated actively. 2. Most of the inter-school sports competitions were cancelled due to the epidemic. 3. All the junior-grade students had joined at least 1 aesthetic/sports activity during the year. 4. A new event 'A-Family Sports Experience Day' was held for parents, students and teachers. More than 250 families enrolled in the event. 5. New facilities were installed to promote fitness and creative arts.
3.4	To strengthen support to environmental education leading to a green and sustainable lifestyle	Installing an electricity monitoring system in classrooms and organizing related learning activities to promote energy saving	1. Smooth implementation of the QEF project on energy saving with positive learning outcomes 2. Increased awareness of energy saving	1. The QEF project on energy saving was postponed. 2. Our Eco Pioneers joined the Organic Ambassador Scheme organized by the Hong Kong Organic Resources Centre. They also assisted in planting and managing the Roof Garden of the school.
3.5	To widen senior-grade students' career exposure for their life planning	Providing more authentic experiences for senior-grade students to discover different careers and understand their career aspiration	1. Increased career exposure among senior-grade students 2. Positive feedback on related experiences from a majority of participants	1. Most career tasting programmes were cancelled due to the epidemic. Instead, a summer job placement programme was held for G11 students during summer holiday. 2. The Career Expo was held online. According to teachers' and speakers' observation, most of the students participated actively in the event.



**Major Concern 4: Enhancing teachers' professional competence and cohesion**

Item	Objectives	Strategies	Success criteria	Evaluation
4.1	To equip teachers with the necessary skills and tools in the use of technologies and evaluation data to enhance teaching and learning	<p>Preparing teachers to attain Google Certified Educator Level 2</p> <p>Organizing regular workshops on different pedagogies used in the 21<sup>st</sup> Century Classrooms</p> <p>Enhancing the effectiveness of use of the P-I-E cycle in yearly planning and evaluation by subject panels and committees</p>	<p>1. At least 40% of teachers reaching Level 2</p> <p>2. At least two workshops held per school term with positive feedback from participants</p> <p>3. Increased focus on students' learning outcomes in evaluation reports</p>	<p>1. More than 40% of teachers had reached Google Certified Educator Level 2.</p> <p>2. More than two workshops on different e-learning tools/platforms were held per school term, with positive feedback from participants.</p> <p>3. Department heads started to put more focus on students' learning outcomes when preparing their plans or reports.</p>
4.2	To promote collaborative learning through lesson study and learning circles	<p>Fully implementing video-based lesson study to facilitate professional sharing</p> <p>Participating in EDB learning communities for different subjects</p>	<p>1. Video-based lesson observation conducted by every teacher once a year</p> <p>2. Increased participation in external learning committees</p>	<p>1. Due to the epidemic, either online classes or half-day face-to-face classes with a single-row face-to-back setting could be arranged, which limited the scope for lesson observation.</p> <p>2. Several subjects such as LS, Economics and PE had joined the EDB learning communities. Because of the epidemic, most of the exchanges were mainly conducted online.</p>
4.3	To extend learning beyond physical and geographical boundaries	Enriching the online self-learning platform to equip teachers with a wider range of pedagogy	Completion of at least one online course by every teacher	A new course "Learning to Learn" was created. However, due to many restrictions under the epidemic, most of the recommended classroom activities could not be carried out. It became optional for teachers to join the course.
4.4	To enhance career well-being, team spirit and long-term commitment	Optimizing the working conditions with better facilities and a more comfortable environment	1. Positive feedback on working conditions and job satisfaction from a majority of teachers	1. The staff rooms and washrooms had been optimized. A majority of teachers (95%) were satisfied with the working conditions and school environment.

		Organizing regular activities for teachers to build relationship	2. Relationship building activities held at least once per school term	2. A majority of teachers (over 80%) found satisfaction in working in this school.
		Reviewing the procedures for staff promotion	3. Positive feedback on school's transparency from a majority of teachers	3. Due to many restrictions under the epidemic, social gatherings could not be organized. Instead, the Staff Welfare Team prepared small gifts for colleagues during festivals.
		Enhancing transparency of the school's decision-making process		4. Continued effort was made to collect colleagues' views when making major policies. More than half of teachers (18% higher than last year) agreed that the school's decision-making process was transparent.

## 9. Others

### A. The Enhancement of Scholarship and Financial Assistance Programmes

HKBUAS 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

HKBUAS 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\$)					
	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

<b>APPENDIX I</b>
-------------------

**Reporting DSS Schools' Annual Financial Position**  
**Financial Summary for the 2019/2020 School Year**  
**(Per EDB Audit Report)**

	Government Funds	Non-Government Funds
<b>INCOME</b> <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	63.40%	N.A.
School Fees	N.A.	33.68%
Donations, if any	N.A.	0.10%
Other income, if any	1.36%	1.46%
<b>Total</b>	<b>64.76%</b>	<b>35.24%</b>
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	78.39%	
Operational Expenses (including those for Learning and Teaching)	11.80%	
Fee Remission / Scholarship <sup>1</sup>	3.65%	
Repairs and Maintenance	0.88%	
Depreciation	5.14%	
Miscellaneous	0.14%	
<b>Total</b>	<b>100.00%</b>	
<b>Surplus/Deficit for the School Year<sup>#</sup></b>	1.16 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year<sup>#</sup></b>	7.22 months* of the annual expenditure	
<sup>#</sup> <i>in terms of equivalent months of annual overall expenditure</i>		

\*Remark: It is 5.34 months of annual expenditure after deduction of Net Book Value of additional school building.

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

---



---



---

<sup>1</sup> 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).