

Hong Kong Baptist University Affiliated School

Wong Kam Fai Secondary and Primary School



Annual Report (Secondary School)

2015-16

Benjamin Chan  
School Principal

## **Contents**

1. The School
2. School Mission and Vision
3. School Management
  - a. The School Management Committee
  - b. The Organisation Chart
  - c. The Nurturing Strategies in Secondary School
4. Our Team
  - a. General Data
  - b. Professional Development
  - c. LPR
  - d. Native Teacher
5. Our Students
  - a. Class Structure and No. of Students
  - b. No. of School Day
  - c. Some Statistics
  - d. Student Performance
6. The Areas of Concern
7. Teaching and Learning
  - a. Organisation
  - b. Curriculum
  - c. Learning Support
  - d. Assessment
  - e. Professional Development
  - f. Further Studies & Life Planning
  - g. Project-based Learning
  - h. Reading

- i. Language Environment
  - j. E-Learning
  - k. Evaluation
- 8. Student Development and Pastoral Care
  - a. Organisation
  - b. Areas of Concern
  - c. Aims of the Committee
  - d. Intended Outcome/Implementation Strategies/Performance Indicator/Method of Evaluation
  - e. Evaluation and Insight for Student Development
- 9. Other Learning Experience
  - a. Organisation
  - b. Programmes and Framework
  - c. Student Support
  - d. Student Performance
  - e. Evaluation
- 10. Others
  - a. The Enhancement of Scholarship and Fee Remission
  - b. Financial Report

## 1. The School

The Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School is the first secondary and primary through-train school affiliated to a university in Hong Kong.

The 12-year through-train school has been the vision of the Hong Kong Baptist University since 1990s, and tremendous effort has been continually invested to realise this vision. In August 2001, Dr. Daniel Tse, then President and Vice-Chancellor, signed an agreement with Mr. Wong Kam Fai. Under the agreement, the university accepted a generous donation from the Kum Shing K.F. Wong Charity and Education Foundation for the purpose of purchasing school furniture and equipment. As a gesture of gratitude, the school was then named “Wong Kam Fai Secondary and Primary School”.

The Foundation Stone Laying Ceremony of the affiliated school was held on 13 December 2004. In 2006, the construction of our campus, which exceeds Y2K school design standards, was completed. In September 2006, our first batch of students 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>School 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>	<a href="http://www.hkbuas.edu.hk/">http://www.hkbuas.edu.hk/</a>

## 2. School Mission and Vision

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

We cater to the whole person development, providing a safe learning environment for the students, empowering them to be spiritually mature, wise and informed, artistic, physically strong, creative and civic-minded. Whilst broadening their horizons with an emphasis on developing their world knowledge, focus will also be put on developing the 3-L (i.e. literacy in English, Chinese and Information Technology). Students will become global citizens with national pride at heart.

### **School Motto**

Passionate to Learn, with Confidence

Determined to Succeed, with Vision

### **Mission Declaration**

Caters to the whole person

Puts students' needs first at all time

Empowering students to be spiritually mature, wise and informed, artistic, physically strong, creative and build good ties with the community

Students will become global citizens with national pride at heart

### 3. School Management

#### 3a. The School Management Committee

---



Supervisor

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

Associate Vice-President, HKBU

---

#### School Managers

**Prof. Rick Wong Wai Kwok**

Vice-President (Research and Development), HKBU

**Ms. Winnie Tam Wan Chi, SC**

Council & Court Member, HKBU

Senior Counsel, Des Voeux Chambers

**Ms. Rosanna Choi Yi Tak**

Council Member, HKBU

Partner, CWCC Certified Public Accountants

**Dr. Amelia Lee Nam Yuk**

Head of Early Childhood Education, School of Continuing Education, HKBU

**Prof. Sandy Li Siu Cheung (Starting February 1, 2013)**

Head and Professor, Department of Education Studies, HKBU

**Ir Dr. Peter Wong Kwok Keung, GBS, JP**

Executive Chairman, KS-KF Wong Charity & Education Trust Fund

Group Chairman & CEO, Kum Shing Group

---

Ms. Cecilia Lee Sau Wai, JP

Partner, Deloitte Touche Tohmatsu

Ms. Amy Chan Lim Chee, JP(Till January 19, 2015)

Manager, Racing Development Board/Headmistress, Apprentice Jockeys' School, The Hong Kong Jockey Club

Mr. Ken Chan Chi Yuen (Starting February 1, 2013)

Parent Representative

Mr. Leung Oliver Wing Hong (Starting February 1, 2013)

Parent Representative

Dr. Benjamin Chan Wai Kai (Starting November 25, 2014)

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

Ms. Stephanie Ng Lai Fun (Starting May 10, 2013)

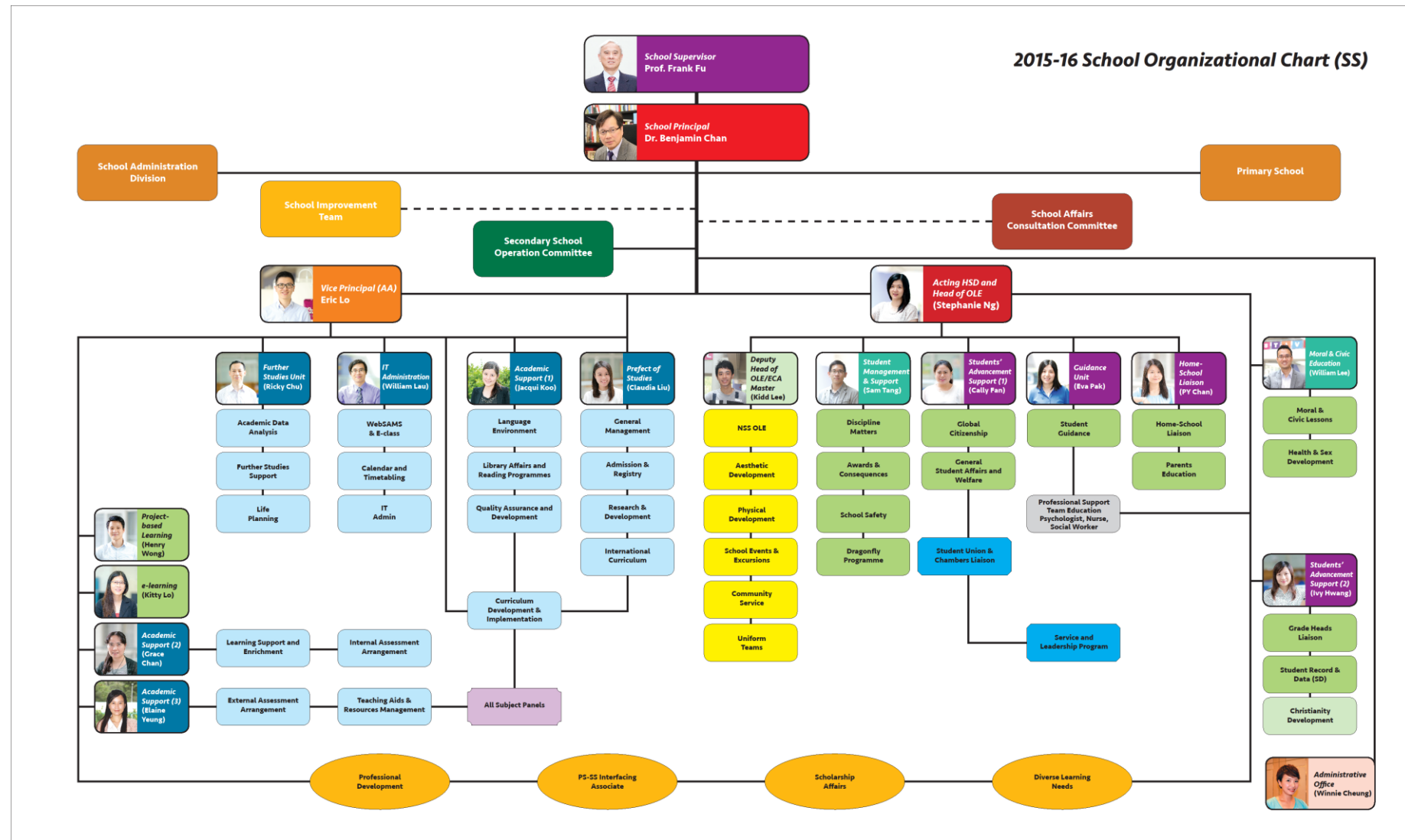
Teacher Representative

Mr. Kelvin Lee Ka Wing (Starting May 10, 2013)

Teacher Representative

### 3b. The Organisation

As per the recommendations of the Comprehensive Report carried out by EDB in 2013, a School 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.





### **3c. 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

##### 4a. General Data

No. of teacher: 85

Teachers' Highest Qualification:

Bachelor Degree – 27, Master Degree – 57, Doctoral Degree – 1

Teacher Certificate/Diploma in Education: 100%

##### 4b. 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 2015-2016

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

Structured Learning (I) Teaching & Learning	E-Learning	Structured Learning (II) Student Development	SEN related	Structured Learning (III) School Development	Structured Learning (IV) Professional Relationships & Services	Structured Learning Others	Others	CPD Hours	Average
2499.5	170.5	37	298	684.5	2	41	337	4069.5	48

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

**4c. LPR**

English: 100%

Putonghua: 100%

**4d. Native Teacher**

3 native teachers from overseas

6 native teachers from China

**5. Our Students****5a. 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.

**5b. No. of School Day: 190****5c. Some Statistics**

No. of Students as of 1 <sup>st</sup> Sept, 2015	853
No. of Students as of 31 <sup>st</sup> August, 2016	831
No. of Withdrawal	22

	Term 1	Term 2	Whole year
No. of School Day	80	110	190
Total No. of Leave (Times)	1748	2252	4000
No. of Leave (Time per day)	21.4485	20.47	21.05
% of Leave of the Year			2.47

**5d. Student Performance*****Percentage of students participating in territory-wide/inter-school competitions***

Grade	Number of Participants	Percentage
Junior	234	82%
Senior	53	18%
Total	287/853	34%

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

Uniform Teams	Number of Participants	Percentage
Junior (G7-G9)	55	79%
Senior (G10-11)	15	21%
Total	70/735	9.5%

Community Services	Number of Participants	Percentage
Junior (G7-G9)	7	1%
Senior (G10-11)	249	99%
Total	256/735	34.8%

## 6. The Areas of Concern

### Area of Concern 1: Strengthening Learning and Teaching in order to Meet Student Needs

Item	Strategies	Action	Criteria of success	Action taken by	Resources required
1.1	To prepare students well for local and non-local curriculums	To embed NSS elements in junior-grade curriculum wherever appropriate	<ul style="list-style-type: none"> <li>Concrete proposals for improving HKDSE results submitted and executed by subject panels</li> <li>Proportion of students attaining Level 5 or above increased and higher than the HK average</li> <li>Concrete plans for GCEAL streaming confirmed by the middle of Term 2</li> </ul>	Academic Affairs Committee, subject panels	Budget for training and teaching resources
		To equip students with proper learning attitude and effective study skills			
		To further foster self-directed learning among students			
		To strengthen support to students in the face of public exams			
		To optimize the arrangements for after-school classes			
		To invite alumni to share their experience in public exam and further studies			
		To prepare Grade 10 students for IGCSE exams through top-up programmes			
		To make arrangements for GCEAL streaming in 2016-17,			

		concerning curriculum, assessment and other student development programmes			
		To prepare teachers for the GCEAL curriculum through training and teaching resources			
		To provide further study counselling for parents/students			
1.2	To make effective use of student data to fine-tune learning & teaching strategies	<p>To compile academic data and issue individual reports per term</p> <p>To review L&amp;T strategies after UT or term-end assessment</p> <p>To review individual learning progress with students/parents regularly</p> <p>To optimize the online platform of student data</p>	<ul style="list-style-type: none"> <li>• Reports issued on time</li> <li>• Evaluations done as shown in minutes of QCMs or panel meetings</li> </ul>	Academic Affairs Committee, Student Development Committee, subject panels	Budget for developing a new platform if necessary
1.3	To strengthen PS-SS interfacing in terms of curriculum, assessment and other learning activities	<p>To optimize bridging programmes from G6 to G7</p> <p>To strengthen communication with PS on curriculum, assessment and other learning activities</p> <p>To strengthen monitoring of bridging progress in subjects, leadership programmes and OLE teams</p>	<ul style="list-style-type: none"> <li>• Concrete proposals for bridging submitted and executed by subject panels</li> <li>• Bridging meeting held at least once per term</li> <li>• Class visit done at least once per term</li> <li>• A majority of G6/G7 students satisfied with</li> </ul>	PS-SS Interfacing Committee, subject panels, leadership and OLE teams	Budget for bridging programmes

		To strengthen communication with G5 and G6 parents on the transitions required	the various bridging programmes as per school surveys		
		To fine-tune arrangement for academic acceleration programme			
1.4	To strengthen the language environment	To organize more activities promoting the use of English or Putonghua	<ul style="list-style-type: none"> <li>Concrete proposals submitted and executed by language team, CL and EL panels</li> <li>A majority of students/teachers satisfied with the language environment as per school survey</li> </ul>	Language Environment Team, all language and non-language teachers	Budget for language programmes
		Teachers communicating with students in the MOI of the subject they teach, inside and outside the classroom			
		Teachers and students making public speeches or announcements in either English or Putonghua			
		To explore the feasibility of developing other languages as a regular programme			
1.5	To further promote e-learning as an effective learning tool	To review the school's wifi infrastructure	<ul style="list-style-type: none"> <li>Concrete proposal for wifi infrastructure confirmed by the end of Term 2</li> <li>A majority of students satisfied with e-learning</li> </ul>	E-learning Team, subject panels, IT Department	Budget for optimizing wifi infrastructure and purchasing tablets if necessary
		To increase the use of tablets in classroom learning			
		To further promote off-campus learning through online platforms and apps			

		To try out e-textbooks in junior grades	experience as per school surveys		
		To strengthen PD programmes for teachers on e-learning	<ul style="list-style-type: none"> <li>• More PD hours recorded for e-learning</li> </ul>		
1.6	To provide better support to gifted and elite students	To set up a taskforce to follow up individual developments of gifted/elite students	<ul style="list-style-type: none"> <li>• Concrete proposal submitted and executed by task force</li> <li>• Meeting with each identified student held at least once per term</li> </ul>	Task force	Budget for gifts for recognition
		To strengthen support to gifted/elite students concerning their academic, personal and life-planning needs			
		To encourage gifted/elite students to participate in open competitions and events			
		To give more recognition of gifted/elite students' achievements			



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

Item	Strategies	Action	Criteria of success	Action taken by	Resources required
2.1	To nurture positive values towards life and studies	To further uphold our expectations for students and be consistent in giving consequences for irresponsible behaviours	<ul style="list-style-type: none"> <li>Records of late homework submission and misbehaviours improved</li> <li>Different moral values immersed in different grades through MCD programmes/lessons and mentor time</li> <li>Concrete proposal executed by MCD and guidance teams</li> <li>Positive feedback from teachers/students on junior-grade MCD lessons as per school survey</li> <li>Positive feedback from teachers/students on Christianity atmosphere as per school survey</li> </ul>	Student Management Team, Academic Affairs Committee, MCD Team, Guidance Team, Christianity Development Team	Budgets for MCE and guidance programmes, Christianity development; manpower from City One Baptist Church
		To strengthen students' life skills and enhance their moral integrity			
		To nurture a sense of appreciation and thanksgiving among students			
		To optimize the MCD curriculum			
		To further promote Christian values among students			
2.2	To provide diverse opportunities for students to develop talents	To identify students' individual strengths and talents with	<ul style="list-style-type: none"> <li>Early identification of students' talents through different channels</li> </ul>	OLE Team, Student Advancement	Budgets for SU/chamber programmes,

		systematic follow-ups	<ul style="list-style-type: none"> <li>At least 2 inter-chamber/whole-school events organised by SU/chambers a year</li> <li>Concrete leadership programme for leading/ organizing school events</li> <li>Students demonstrating good results in inter-school/territory-wide competitions</li> <li>At least 5 local and overseas training programmes and performances held to showcase students' talents (mainly in sports and aesthetics)</li> <li>Concrete plan executed to utilize New Annex for school team training (mainly in sports and aesthetics)</li> </ul>	Support Team	local/overseas training/showcase
		To offer more opportunities for students to lead/organise school events			
		To encourage students to strive for excellence in open competitions and events			
		To strengthen sports and aesthetic programmes with upgraded facilities of the new annex			
2.3	To optimize exchange programmes and excursions in order to enrich students' learning experience	To build collaboration with more partnership schools in different parts of the world	<ul style="list-style-type: none"> <li>At least 1 partnership school linked up</li> <li>More than 50 students (about 7%) joining Outward /Inward Exchange Programme every year</li> <li>Concrete plan executed to promote the idea of "Exchange for Everyone"</li> <li>Exchange students sharing/showcasing their life/cultural/academic experiences in whole-school or grade assemblies</li> <li>More options of excursions provided for students</li> </ul>	Student Advancement Support Team, OLE Team	Nil
		To encourage more students and parents to join exchange programmes and become host families			
		To design a more in-depth and systematic learning programme			

		for exchange students			
		To offer more excursion options for students			
2.4	To boost students' sense of belonging	To strengthen the class ethos	<ul style="list-style-type: none"> <li>• At least 1 sharing session on class expectations conducted each term</li> <li>• Concrete plan executed to build class ethos in mentor time and grade assemblies</li> <li>• Grade teachers' meetings held regularly to cultivate the grade/class ethos</li> <li>• At least 2 inter-class competitions held at junior grades</li> <li>• At least 1 sharing session on A-School history and traditions held per term.</li> <li>• Alumni gatherings held every year</li> <li>• A comprehensive contact list compiled</li> <li>• Concrete plan executed to build stronger liaison with parents</li> </ul>	Grade Heads, Alumni Team, Student Advancement Support Team, Home-School Liaison Team	Budgets for gatherings and other programmes for alumni and parents
		To increase students' sense of identity with the school			
		To strengthen network with alumni and parents			

### Area of Concern 3: Optimizing Management and Administrative Systems and Practices

Item	Strategies	Action	Criteria of success	Action taken by	Resources required
3.1	To increase transparency and participation in policy-making	To increase participation of teacher representatives in top-level meetings	<ul style="list-style-type: none"> <li>At least 4 lunch meetings held a year</li> <li>A majority of teachers satisfied with the degree of participation as per school survey</li> </ul>	Principal and senior management	Budget for casual lunch
		To strengthen consultation among teachers before making important decisions			
		Principal/senior management meeting with teachers in small groups regularly through casual lunch			
3.2	To enhance dissemination of school information to stakeholders	To strengthen communication among AA, SD and OLE	<ul style="list-style-type: none"> <li>Meeting with panel/department heads at least once per term</li> <li>A majority of teachers satisfied with the degree of coordination as per school survey</li> </ul>	Principal, senior management and teams under AAC, SDC and OLE	Nil
		Principal/senior management meeting with panel/department heads individually and regularly			
		To redesign the school's webpage to facilitate dissemination of school information			
		To meet with parents and student representatives regularly			
		To ensure effective channels of communication such as briefings, emails, shared			

		documents on Google, eClass app, Whatsapp, etc.			
3.3	To further develop the school's continuous evaluation system	To optimize the teachers' appraisal system	<ul style="list-style-type: none"> <li>Concrete proposal for appraisal system confirmed/executed in Term 2</li> <li>A majority of teachers satisfied with the arrangements for lesson observation and assignment inspection as per school survey</li> </ul>	Appraisal Committee, QAD Team, teams under AAC, SDC and OLE	Nil
		To ensure effective use of data for planning and evaluation			
		To optimize the arrangements for lesson observation and assignment inspection			

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

Item	Strategies	Action	Criteria of success	Action taken by	Resources required
4.1	To cultivate a culture of trust and empowerment	To promote team building among all teams and teachers	<ul style="list-style-type: none"> <li>Whole-school PD programme on team building held at least once</li> <li>A majority of teachers satisfied with the degree of communication as per school survey</li> </ul>	PD Team, department heads	Budget for PD programmes
		To increase transparency of school's policies and practices			
		To delegate authority and responsibility to teammates with guidance provided			
		To enhance formal/informal communication between senior management and teachers			
4.2	To enhance recognition and appreciation of teachers' contributions	To review the teachers' commendation schemes	<ul style="list-style-type: none"> <li>A majority of teachers satisfied with the degree of recognition and appreciation as per school survey</li> </ul>	Principals, department heads, Teachers' Welfare Team	Budget for commendation schemes and teachers' welfare
		To show more recognition and appreciation through various channels			
		To advance welfare for teachers			
4.3	To further develop collaboration with other schools and professional institutions	To reinforce professional collaboration with HKBU	<ul style="list-style-type: none"> <li>More subject panels or teams connected with HKBU</li> <li>More teachers joining professional bodies</li> </ul>	Department heads	Budget for joining fees of professional bodies if necessary
		To strengthen network with other schools			
		To encourage teachers to join professional bodies			
4.4	To seek more PD opportunities for teachers, locally and	To encourage teachers to attend courses/seminars, and do	<ul style="list-style-type: none"> <li>More PD hours recorded</li> </ul>	PD Team	Budget for educational

	internationally	sharing in public	<ul style="list-style-type: none"> <li>At least one overseas PD event joined</li> </ul>		conferences, study tours and exchange programmes
		To nominate teachers for local/overseas educational conferences and study tours			
		To explore the feasibility of developing exchange programmes for teachers			

## 7. Teaching and Learning

### a. Organisation

- The organisation of Academic Affairs Committee was similar to that of the previous year, except that a new team was set up for International Curriculum, while the Assessment Team was split into two teams taking care of internal and external assessment arrangements respectively.
- AAC will be renamed “Academic Development Committee” implying that more focus will be put on growth and development instead of daily operations.
- AAC members met periodically to discuss plans and policies, and review the academic performance of students as well as the work progress of each team.
- VP (AA) and Prefect of Studies met with subject panel heads periodically to disseminate the School’s academic policies and practices, collect their feedback, and evaluate the work progress of subject panels.

## **b. Curriculum**

### Junior Grades

- The junior-grade curriculum basically follows the framework recommended by EDB. In certain subjects such as Chinese Language (Putonghua), English Language (Novel Study), Liberal Arts, Integrated Humanities, Business Fundamentals, and Information & Computer Literacy, school-based curriculums were developed and adopted respectively.
- Apart from Grade 9, all students of Grade 8 were also required to sit the GAPSK assessment. As a result, more lesson time of Chinese Language in Grade 8 had been spent on preparing students for the assessment.
- The new subject “Business Fundamentals” was run in Grade 9 for the second year. Its school-based curriculum had been fine-tuned to better suit the interest and ability of students.
- In general, more NSS and/or IGCSE elements were embedded in the junior-grade curriculum wherever appropriate, especially for Grade 9, in order to prepare students for the senior-grade curriculum early.
- Curriculum bridging between PS and SS remained a major concern of the School’s curriculum policy. PS and SS teachers met with each other regularly through formal meetings, QCMs and class visits in order to enhance alignment of curriculums and extra-curricular activities. The PS class timetable for 2016-17 was restructured so as to allow more common timeslots for bridging purposes.

### Senior Grades

- The NSS curriculum remained the mainstream curriculum across senior grades. A total of 13 elective subjects, together with two extended modules of Mathematics (M1 / M2), were offered.
- The class timetable of Grade 10 was restructured in order to allow more students to study 3 elective subjects. As a result, over 60% students were studying 3 elective subjects. The remaining students enjoyed 5 self-study periods per week. To make better use of their free periods, two periods of supplementary lessons focused on Chinese writing were provided every week.
- Literature in English was introduced in Grade 10. Both curriculum and assessment were implemented smoothly.
- Shatin District joint-school programmes were run for NSS Music and PE respectively. 9 and 2 students from other schools were admitted to the Music and PE programmes for the cohort of 2016-19 respectively.



- One Grade 10 student was admitted to an Applied Learning Course “Law Enforcement in Hong Kong” for the cohort of 2016-18.
- The two-year GCE A-level programme will start in Grade 11 in 2016-17, given EDB’s approved of the number of school places. All preparation work covering application, screening, curriculum, manpower allocation, professional training, teaching resources and classroom setting was in good progress. A total of 18 students had been admitted to this programme.
- In order to prepare students for the GCEAL programme early, subject-based top-up programmes for the IGCSE curriculum were offered to interested students in collaboration with two tutorial centres.

#### **c. Learning Support**

- Differentiated small-group teaching was applied to Chinese Language, English Language, Mathematics, LS and ICL respectively.
- In junior grades, enrichment and enhancement classes were held after school to cater for learner diversity in various subjects such as Chinese Language / Putonghua, Mathematics and Integrated Humanities.
- In senior grades, supplementary lessons were held after school to cater for learner diversity and strengthen students’ readiness for public exam.
- Alumni were recruited to provide tutorials for sports team members during long holidays or Grade 12 students after mock assessment.
- Tailor-made study plans and assessment arrangements were offered to students with special learning needs.
- An acceleration programme was run for students gifted in Mathematics from both primary and secondary sections.
- Subject panels took turns to arrange students to do sharing on subject-based topics in morning assembly in order to cultivate a stronger academic ambience.

#### **d. Assessment**

##### **1.1 Internal Assessment**

- Both formative and summative assessments had been conducted smoothly throughout the year. Each subject panel was requested to submit a clear assessment policy and assessment evaluation reports at the beginning and the end of each term respectively.
- Pre-mock assessment for Grade 12 was held smoothly in early September.

- Uniform tests were held smoothly for Grades 7 – 11 in the middle of each term. Students were later given an individual UT report for self-evaluation, with one period of Mentor Time scheduled for this purpose.
- Students of Grades 11 and 12 were given their projected DSE levels individually right after term-end assessment, followed by individual counselling if needed.
- All SBA tasks were completed smoothly and the marks were submitted on time.

## 1.2 External Assessment

- This year, a total of 107 Grade 12 students participated in the DSE exam. Their overall performance was the best since 2012, with higher percentages of students attaining levels 2, 3, 4, 5, 5\* and 5\*\*, meeting the general university admission requirement (3322), and getting 22 points or above for the best five subjects with core subjects at 3322 or better, etc.
- In terms of the best six subjects, the highest number of points attained is 39, which broke the School's record since 2012.
- The marked DSE exam scripts of high-achievers were purchased for teachers' reference.
- Students were encouraged to participate in international assessment such as TOEFL Junior, ICAS, GAPSK, IGCSE, IELTS (English) and LCCIE (accounting).
- A total of 108 junior-grade students participated in the TOEFL Junior test. Nearly 60% of them attained the highest level (Level 5/Gold Level) and 30% of them attained the second highest level (Level 4/Silver Level). What's more, 2 students got full marks and 11 students got 890 marks or above (out of 900).
- A total of 140 junior-grade students participated in the English, Mathematics and/or Science tests of ICAS. A few high distinctions were obtained.
- All students of Grades 8 and 9 were required to sit the GAPSK assessment. The overall passing rate was 97%, with around 10% and 35% attaining Grades A and B respectively.

**e. Teachers' Professional Development**

- Given weekly QCM periods within school timetable, subject teachers of the same grade could sit together to plan, implement and evaluate their lessons.
- VP (AA) and respective subject panel heads observed at least one lesson of each teacher and inspected the assignments collected at least once a year. Individual feedback was given to teachers through feedback forms and face-to-face meetings.
- To encourage peer learning, each teacher was required to observe a lesson of another teacher of the same subject/KLA at least once a term. Next year, peer lesson observation could take place in any subject/KLA.
- Under the mentorship programme, each newly employed teacher was assigned an experienced teacher to be his/her mentor, thus helping him/her adapt to the school environment early. Lunch gatherings were held periodically to update progress.
- A total of 4 whole-school PD programmes were organised during the year, including (1) a whole-day workshop on team building at a camp site, (2) a half-day workshop on e-learning, (3) a half-day workshop covering different areas of SEN (gifted education, SpLD and ADHD), and (4) a half-day workshop on teaching skills plus subject-based talks or visits. Overall feedback from teachers was positive.
- A 2-day Retreat Camp was organised for middle management in order to strengthen team spirit and collaboration.
- Teachers were keen on applying to be external markers/oral examiners at DSE exam or TSA, and members of CDI committees. As for DSE exam, 12 teachers were appointed as markers/oral examiners.
- The E-learning Team was keen on sharing their experiences in e-learning on public occasions including the Learning & Teaching Expo and EDB seminars.
- One senior teacher was nominated to participate in an international conference on positive education in Singapore, with the experience sharing done in Staff Meeting afterwards.
- 2 and 1 teachers completed advanced and thematic courses on catering for diverse learning needs organised by the Education University of HK.

**f. Further Studies & Life Planning**

- Various talks and workshops were organised to help students, especially those in Grades 11 and 12, plan their paths of further study, and get ready their applications for JUPAS and non-JUPAS programmes and themselves for admission interviews.

- A number of Collegelink seminars were organised to disseminate the latest information about admission and study programmes in local universities.
- Our school was a registered UCAS Centre, which allowed us the exclusive right to access more information and resources concerning UCAS. In addition, an online tracking system was subscribed to in order to let us keep track of students' application progress.
- Tertiary institutions were invited to introduce their degree and sub-degree programmes through talks and booths.
- Aptitude tests such as Holland Test and RIASEC were administered to Grade 9 students so as to enhance their understanding of their personalities and strengths thus facilitating their decisions about subject choice.
- The annual Career Expo was successfully held in collaboration with the PTA to let students of Grades 9 – 11 know the latest requirements of various careers, and motivate them to plan their career paths early.
- Our Senior Consultant, Dr. Robert Lam, provided individual consultations for parents and students of Grades 10 – 11 to discuss their further study plans.

#### **g. Project-based Learning**

- It is the first time both primary and secondary sections conducted their PBL Showcase on the same day. Because of early planning and smooth collaboration, the event was held successfully. Feedback from both students and parents was very positive.
- A website and google documents were created to facilitate dissemination/submission of information/students' works.
- More reusable materials were used in order to promote green lifestyle.
- Prizes were presented to outstanding groups of both primary and secondary sections on the Showcase Day.

#### **h. Reading**

- Various activities including talks, book exhibitions, film appreciation, games and quiz were organised to promote reading during the Reading Weeks in March, under the theme of "Spread the Word".
- Grade 7 and Grade 8 students had one reading period every Thursday. A theme was fixed every two months. Students were requested to bring books in line with the theme to read during the period.

- Subject-based reading schemes were run by the Chinese, English and LS panels respectively.
- Students were arranged to do book sharing during morning assembly.
- More effective measures were to be implemented to cultivate a stronger reading atmosphere, increase usage of the School's library, and further promote e-reading.

**i. Language environment**

- English is still the major medium of instruction of most subjects, except Chinese Language, LA/LS and Chinese History.
- Putonghua is still the major medium of instruction of Chinese Language. Flexibility was allowed in Grades 11 and 12 where students were streamed into Putonghua or Cantonese groups according to their choice of language in DSE exam. Streaming would be advanced to Grade 10 next year in view of the growing needs.
- Activities were organised regularly at the Chinese Corner or the English Corner to promote the use of Putonghua or English.
- Language teachers were requested to speak English or Putonghua to both students and colleagues.
- Students could only speak English or Putonghua when making announcements or presentations in public.
- School notices were either in English or bilingual.

**j. E-learning**

- Computer rooms were open for students' use during lunch recess or after school under the supervision of teachers or IT Prefects.
- Mobile devices, including iPad and Surface Pro, were available for loan by teachers.
- Useful e-learning platforms and apps were recommended to teachers and students constantly.
- PD workshops were organised for subject panels.
- The E-learning Team was keen on sharing their experiences in e-learning on public occasions including the Learning & Teaching Expo and EDB seminars.
- Plans for Wifi 900 were to be implemented in 2016-17 under the 4<sup>th</sup> Strategy of IT in Education.
- Greater effort was to be put in sourcing suitable e-textbooks next year, as there were not many choices available in the market.

### k. Evaluation

The evaluation of areas of concern 1 and 4 which are related to teaching and learning is shown below.

#### Area of Concern 1: Strengthening Learning and Teaching in order to Meet Student Needs

Item	Strategies	Action	Evaluation
1.1	To prepare students well for local and non-local curriculums	To embed NSS elements in junior-grade curriculum wherever appropriate	<ul style="list-style-type: none"> <li>Concrete proposals for integration of NSS elements into junior-grade curriculum, cultivating self-directed learning, and boosting HKDSE exam result were submitted and executed smoothly by subject panels.</li> <li>Alumni were recruited to provide tutorials for those G12 students in need after mock assessment.</li> <li>The percentages of students attaining Levels 2 – 5** were the highest since 2012, and higher than the HK averages.</li> <li>All preparation work for the GCEAL programme covering application, screening, curriculum, manpower allocation, professional development, teaching resources and classroom setting was in good progress. A total of 18 students were admitted to this programme.</li> <li>The IGCSE top-up programme had been run smoothly.</li> <li>The after-school timeslots were reallocated to better suit the needs of students.</li> <li>The Further Studies Team including our Senior Consultant met with those students and parents in need to discuss their study plans.</li> </ul>
		To equip students with proper learning attitude and effective study skills	
		To further foster self-directed learning among students	
		To strengthen support to students in the face of public exams	
		To optimize the arrangements for after-school classes	
		To invite alumni to share their experience in public exam and further studies	
		To prepare Grade 10 students for IGCSE exams through top-up programmes	
		To make arrangements for GCEAL streaming in 2016-17,	

		concerning curriculum, assessment and other student development programmes	
		To prepare teachers for the GCEAL curriculum through training and teaching resources	
		To provide further study counselling for parents/students	
1.2	To make effective use of student data to fine-tune learning & teaching strategies	To compile academic data and issue individual reports per term	<ul style="list-style-type: none"> <li>• Reports for term-end assessment and uniform test were issued on time for students'/teachers' evaluation.</li> <li>• New arrangement for Term 2 Parents' Day was implemented smoothly.</li> <li>• Post-assessment evaluations were done as shown in minutes of QCMs or panel meetings, as well as assessment evaluation reports.</li> <li>• A list of comments concerning students' daily performance were developed for class teachers' reference in writing their comments on report cards.</li> </ul>
		To review L&T strategies after UT or term-end assessment	
		To review individual learning progress with students/parents regularly	
		To optimize the online platform of student data	
1.3	To strengthen PS-SS interfacing in terms of curriculum, assessment and other learning activities	To optimize bridging programmes from G6 to G7	<ul style="list-style-type: none"> <li>• Concrete proposals for curriculum bridging were submitted and executed smoothly by subject panels, with an overall review done in a cross-subject meeting at the end of each term.</li> <li>• Subject-based meetings and class visits were done on time.</li> <li>• Strengthened ties between PS and SS were demonstrated in whole-school events such as PBL Showcase cum Open Day, and G12 Graduation cum G6 Promotion Ceremony.</li> <li>• PS and SS timetables were restructured to create more common timeslots for bridging purposes.</li> </ul>
		To strengthen communication with PS on curriculum, assessment and other learning activities	
		To strengthen monitoring of bridging progress in subjects, leadership programmes and OLE teams	

		To strengthen communication with G5 and G6 parents on the transitions required	<ul style="list-style-type: none"> <li>• For parents, one bridging seminar was held for G5 while three bridging seminars or workshops were held for G6, with over 80% attendance each time.</li> <li>• For students, a Mock School Day and a bridging meeting on leadership programmes were held for G6, with positive feedback received.</li> <li>• All G6 students were invited to participate in subject weeks throughout the year.</li> <li>• Different kinds of bridging activities were organised by Volleyball Team, Fencing Team, Badminton Team, Trampoline Team, Choir, Orchestra and Scouts throughout the year.</li> <li>• A majority of G6/G7 students (100%/83%) were satisfied with the various bridging programmes held according to school surveys.</li> </ul>
		To fine-tune arrangement for academic acceleration programme	
1.4	To strengthen the language environment	To organise more activities promoting the use of English or Putonghua	<ul style="list-style-type: none"> <li>• Concrete proposals were submitted and executed smoothly by language team, CL and EL panels.</li> <li>• Over 95% of student leaders made speeches or announcements during school events or assemblies in either English or Putonghua.</li> <li>• Students were provided with opportunities to get in touch with other languages through lunchtime activities.</li> <li>• A French class had been run as OLE throughout the year, with positive feedback received.</li> <li>• A majority of students (87%) were satisfied with the language environment according to school survey.</li> </ul>
		Teachers communicating with students in the MOI of the subject they teach, inside and outside the classroom	
		Teachers and students making public speeches or announcements in either English or Putonghua	
		To explore the feasibility of developing other languages as a regular programme	



1.5	To further promote e-learning as an effective learning tool	To review the school's wifi infrastructure	<ul style="list-style-type: none"> <li>• Directions for Wifi 900 were confirmed with concrete measures to be implemented next year.</li> <li>• A majority of students (88%) were satisfied with their e-learning experience according to school survey.</li> <li>• A comparable number of PD hours had been spent on e-learning.</li> <li>• Greater effort was to be put in sourcing suitable e-textbooks as there were not many choices in the market.</li> </ul>
		To increase the use of tablets in classroom learning	
		To further promote off-campus learning through online platforms and apps	
		To try out e-textbooks in junior grades	
		To strengthen PD programmes for teachers on e-learning	
1.6	To provide better support to gifted and elite students	To set up a taskforce to follow up individual developments of gifted/elite students	<ul style="list-style-type: none"> <li>• A task force including senior teachers was set up.</li> <li>• Well-organised learning programmes were provided for students gifted in mathematics.</li> <li>• One Grade 5 student will be promoted directly to Grade 7 next year.</li> <li>• Alumni were recruited to provide tutorials for the elite members of sports teams during long holidays, with very good feedback received.</li> <li>• Elite students were identified and met by their mentors assigned at least once per term to update on their progress.</li> </ul>
		To strengthen support to gifted/elite students concerning their academic, personal and life-planning needs	
		To encourage gifted/elite students to participate in open competitions and events	
		To give more recognition of gifted/elite students' achievements	

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

Item	Strategies	Action	Evaluation
2.1	To nurture positive values towards life and studies	To further uphold our expectations for students and be consistent in giving consequences for irresponsible behaviours	<ul style="list-style-type: none"> <li>According to school survey, nearly all teachers (99%) agreed that they followed up and gave timely consequences to students for their inappropriate behaviours.</li> <li>A majority of teachers having served for more than one year (89%) agreed that our students behaved well in general compared with last year.</li> <li>The total number of disciplinary records due to improper uniform and late homework submission decreased by 5% compared with last year.</li> <li>There were 6 themes about moral values set for every grade, and delivered in MCD lessons and mentor time. A majority of teachers (64%) agreed that the materials prepared by MCD Team were effective in nurturing students' moral values and positive attitude.</li> <li>More than a half of junior-grade students gave positive feedback on the content and delivery of MCD lessons.</li> <li>Thanksgiving Week was held for the first time, with over 160 self-designed appreciation cards given out on Parents' Day.</li> <li>A majority of students (55%) and teachers (75%) agreed that the Christianity activities held enhanced the Christianity atmosphere in school.</li> </ul>
		To strengthen students' life skills and enhance their moral integrity	
		To nurture a sense of appreciation and thanksgiving among students	
		To optimize the MCD curriculum	
		To further promote Christian values among students	
2.2	To provide diverse opportunities for students to develop talents	To identify students' individual strengths and talents with systematic follow-ups	<ul style="list-style-type: none"> <li>Fitness tests and school team selection were held for all sports team members in the beginning of the year, so as to identify the strengths and talents of individual students, and provide suitable support.</li> </ul>
		To offer more opportunities for	

		students to lead/organise school events	<ul style="list-style-type: none"> <li>• There were 9 service and leadership teams in total. Around 25% of G7 – G11 students joined the teams.</li> <li>• A number of inter-chamber or whole-school events were organised by Student Union and/or Chamber committees, such as futsal competition, photography contest, A-school Got Talent, G7 O Camp, SA Camp, Chinese Cultural Day and Fun Fair game booths.</li> <li>• Walls were assigned to the SU and Chambers respectively for their free design of school/chamber spirits.</li> <li>• Outstanding achievements were made in sports, music and arts. For instance, our boys' and girls' overall positions in sports within the Shatin and Sai Kung District were 5<sup>th</sup> and 9<sup>th</sup> respectively. Our boys' Softball Team has won the overall champion for 6 consecutive years, while our Soccer Team (Boys C Grade) won the champion in inter-school competitions of Shatin and Sai Kung District.</li> <li>• The sports facilities of the new annex were fully utilized to enhance fitness and performance of school teams.</li> </ul>
		To encourage students to strive for excellence in open competitions and events	
		To strengthen sports and aesthetic programmes with upgraded facilities of the new annex	
2.3	To optimize exchange programmes and excursions in order to enrich students' learning experience	To build collaboration with more partnership schools in different parts of the world	<ul style="list-style-type: none"> <li>• Our school successfully linked up with two new partner schools for exchange programmes: Peoples Christian Academy (Canada) and Dongtan Joongang High School (South Korea). A number of exchange programmes were held with these two and other schools.</li> <li>• About 5% of students of all grades had ever joined an outward /inward exchange programme.</li> <li>• The learning elements of exchange programmes were enriched. According to school survey, a majority of teachers (95%) and</li> </ul>
		To encourage more students and parents to join exchange programmes and become host families	
		To design a more in-depth and systematic learning programme for exchange students	

		To offer more excursion options for students	<p>students (90%) agreed that the exchange programmes had broadened their global vision.</p> <ul style="list-style-type: none"> <li>• More excursion themes were introduced this year, with positive feedback and overwhelming enrolments received. Nearly 60% of students (G7 – G10) joined the Excursion Week.</li> </ul>
2.4	To boost students' sense of belonging	To strengthen the class ethos	<ul style="list-style-type: none"> <li>• Grade meetings or inter-class competitions were held to boost the sense of discipline and class ethos.</li> <li>• A sharing on school history and traditions was conducted in a weekly assembly in the beginning of the school year.</li> <li>• According to school survey, a majority of teachers (96%) and students (85%) agreed that the teacher-student relationship was good in general.</li> <li>• The Alumni Association was established, with at least two gatherings held such as the Homecoming Dinner in early July.</li> <li>• A variety of activities such as seminars and workshops were organised in collaboration with the Parent-Teacher Association, with positive feedback received each time.</li> <li>• The Alumni's contact list had been updated including their whereabouts.</li> </ul>
		To increase students' sense of identity with the school	
		To strengthen network with alumni and parents	

### Area of Concern 3: Optimizing Management and Administrative Systems and Practices

Item	Strategies	Action	Evaluation
3.1	To increase transparency and participation in policy-making	To increase participation of teacher representatives in top-level meetings	<ul style="list-style-type: none"> <li>• Consultations on new policies were held in staff meetings before decisions were made.</li> <li>• A majority of teachers (84%) were satisfied with the degree of participation according to school survey.</li> </ul>
		To strengthen consultation among teachers before making important decisions	
		Principal/senior management meeting with teachers in small groups regularly through casual lunch	
3.2	To enhance dissemination of school information to stakeholders	To strengthen communication among AA, SD and OLE	<ul style="list-style-type: none"> <li>• Whole-school events were summarized and disseminated to all teachers through email every week.</li> <li>• The school webpage was redesigned, which will be launched in early September.</li> <li>• Alumni Association was set up, thus enhancing our liaison with graduates.</li> <li>• Two meetings were held with parents and student representatives to evaluate the quality of canteen service, with concrete suggestions for improvement given to the service provider afterwards.</li> <li>• A majority of teachers (86%) were satisfied with the degree of coordination according to school survey.</li> </ul>
		Principal/senior management meeting with panel/department heads individually and regularly	
		To redesign the school's webpage to facilitate dissemination of school information	
		To meet with parents and student representatives regularly	
		To ensure effective channels of	

		communication such as briefings, emails, shared documents on Google, eClass app, Whatsapp, etc.	
3.3	To further develop the school's continuous evaluation system	To optimize the teachers' appraisal system To ensure effective use of data for planning and evaluation To optimize the arrangements for lesson observation and assignment inspection	<ul style="list-style-type: none"> <li>Appraisal forms and procedures were fine-tuned and executed smoothly.</li> <li>A majority of teachers (88%) were satisfied with the arrangements for lesson observation and assignment inspection according to school survey.</li> </ul>

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

Item	Strategies	Action	Evaluation
4.1	To cultivate a culture of trust and empowerment	To promote team building among all teams and teachers To increase transparency of school's policies and practices To delegate authority and responsibility to teammates with guidance provided To enhance formal/informal communication between senior management and teachers	<ul style="list-style-type: none"> <li>A whole-day workshop on team building was held at a camp site, with very positive feedback collected afterwards.</li> <li>A majority of teachers (88%) were satisfied with the degree of communication according to school survey.</li> </ul>
4.2	To enhance recognition and	To review the teachers'	

	appreciation of teachers' contributions	commendation schemes To show more recognition and appreciation through various channels To advance welfare for teachers	<ul style="list-style-type: none"> <li>Teachers having served for 10 years were given prizes as a token of appreciation.</li> <li>Subject panels with outstanding DSE exam results were given commendation in staff meeting.</li> <li>A majority of teachers (93%) were satisfied with the degree of recognition and appreciation according to school survey.</li> </ul>
4.3	To further develop collaboration with other schools and professional institutions	To reinforce professional collaboration with HKBU To strengthen network with other schools To encourage teachers to join professional bodies	<ul style="list-style-type: none"> <li>Professional collaboration with HKBU was strengthened with concrete projects committed, such as Chinese Herbal Garden, JUPAS scholarship and talks/visits organised by individual subject panels.</li> <li>Chinese Language, Mathematics and Liberal Studies panels participated in the SEED projects or school-based support service scheme organised by EDB.</li> <li>More teachers were keen on serving as public exam setters/markers and joining EDB committees.</li> </ul>
4.4	To seek more PD opportunities for teachers, locally and internationally	To encourage teachers to attend courses/seminars, and do sharing in public	<ul style="list-style-type: none"> <li>A comparable number of PD hours had been spent on learning and teaching programmes.</li> <li>One senior teacher was nominated to attend an international conference on positive education in Singapore, with the experience sharing done in staff meeting afterwards.</li> <li>Teachers were keen on sharing experience in e-learning on public occasions such as T&amp;L Expo and EDB seminars.</li> <li>More teachers should be nominated to attend overseas educational conferences next year, wherever appropriate.</li> </ul>

## 8. Student Development

### a. Organization

IC: Ng Lai Fun Stephanie  
Co-IC: Tang Siu Nam Sam  
Members: Chan Pui Yau, Fan Yu Ong Cally, Hwang Shui Yin Ivy, Lee Wai Kim William, Pak Lai Kuen Eva  
Co-opted Member: Lee Man Kit Kidd

### b. Areas of Concern:

1. To strengthen learning and teaching in order to meet student needs
2. To foster students' whole person development in order to build positive school culture
3. To further develop effective management and administrative systems and practices
4. To enhance teachers' professional growth

### SWOT Analysis:

#### • Strength

1. We have a very energetic team which can communicate with the students very effectively and is ready to giving support to our students.
2. Our students are cooperative and the number of inappropriate behaviours in school is extremely low.
3. We have developed many students-oriented activities and some quality traditional programmes are well-developed.
4. We have developed clear team procedures and mechanisms.
5. We have flexible and sufficient manpower which allow us to work more efficient.
6. Home School Affairs Team is separated from Guidance Team with more human resources.
7. The development of Grade Head System has already been on track.
8. The results of DSE, JUPAS and further studies of our students are quite satisfactory.
9. Some traditional school events have been set up and student leaders are starting to take lead in organizing some of them.
10. Our support and resources for student leaders has been increased, so they can have more opportunities develop their potentials.
11. Our alumni's involvement is better from year to year.



12. The introduction of top up programme in G10 and GCEAL in G11 may retain more students.
13. We are becoming a more mature and stable team.

- **Weakness**

1. The DSE Result of our students still has great room for improvement.
2. We can only recruit 15% student from Shatin.
3. SHS shows that our scores in Teacher-Student Relationship is low than the HK norm.
4. There are some improvements in independences, leadership and responsibility of students, but there is still big room for improvement.
5. The withdrawal rate of our students is high. Some of our brightest students left school which leads us loss some great student leaders for coming years.
6. Parents may not fully understand the work and mission of SD. Their support to SD is not enough.
7. Our team is a bit green, teachers are not experienced in handling students' behaviour issues.
8. Due to the construction of our new building, we will have less space for student activities, this may cause more student behaviour issues.
9. The introduction of top up programme in G10 and GCEAL in G11 will bring impact of our established arrangement and routine.
10. The sense of belonging of students is needed to be enhanced.
11. Our team is lack of variety, most of our teachers studied and were trained in local schools and universities. This limits the imagination and possibility in how thing can be done and how a school can be.
12. Due to the construction of our new building, we will have less space for student activities, this may cause more student behaviour issues.

- **Opportunities**

1. Many parents are looking for alternatives from traditional local schools which focus on drill and practice.
2. EMI schools are still the priority of most of the parents.
3. Lots of NGO in the community which can provide support to school, some of them can even provide activities or trainings to our students for free.
4. As the primary and secondary schools intensify the advantages of a "through-train" school which promotes continuity of the curriculum, students will benefit from coherent and comprehensive learning experience.
5. The newly built annex is conducive to provision of a greater variety of learning opportunities for students.
6. Achieving the universal suffrage for the chief executive election in 2017 may inspire students.

7. There is a parent app provided by E-class which can lessen the work of CTs and the school is considering to adopt it in the coming year.

- **Threats**

1. Media influence on students' value, mostly on the negative side.
2. There are too many conflicts in today's society which may affect inclusiveness of our students. Students may also think their power is limited and feel pessimistic to our society.
3. The moral level is lower these years, it is difficult for us to launch moral and civic education programme in school.
4. The total number of students in HK is dropping in these few years which create challenge to our student recruitment.
5. High expectation from parents and intensive competition among schools.
6. DSE result is still the big concern of the parents and public which may vacillate our school's mission in whole person development.

**c. Aims of the Committee:**

1. To further develop our bridging program between PS and SS, from G5 to G8.
2. To nurture positive values towards life and studies to our students, especially student leaders.
3. To provide diverse opportunities for students to develop talents.
4. To optimize exchange programmes and excursions in order to enrich students' learning experience and global vision.
5. To boost students' sense of belonging by different means.

**d. Intended Outcome / Implementation Strategies / Performance Indicator / Method of Evaluation**

**Area of Concern 1: Strengthening Learning and Teaching in order to Meet Student Needs**

Intended Outcome/Targets	Implementation Strategies	Method of Evaluation	Performance Indicator	Time Scale	Evaluation
To make effective use of student data to	<ul style="list-style-type: none"> <li>• Explore E-class platform so as to</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations done as shown in minutes of SDC meeting</li> </ul>	<ul style="list-style-type: none"> <li>• It has developed a data-based file in E-class</li> </ul>	2015-2017	<ul style="list-style-type: none"> <li>• Develop a comprehensive data-based file will be continued to</li> </ul>

fine-tune learning & teaching strategies	develop a comprehensive data-based file (SAS) <ul style="list-style-type: none"> <li>• Optimize CT comments system (SAS)</li> <li>• Explore online enrolment of Athletic meet and Aquatic meet (OLE)</li> </ul>	<ul style="list-style-type: none"> <li>• Data bank of CT comments in Report card</li> </ul>	<ul style="list-style-type: none"> <li>• Less amendment of CT comments before or after delivery of report cards</li> <li>• Students would do the online enrolment of Athletic meet and Aquatic meet</li> </ul>		explore in 2016-17 as it needs a IT system and manpower to support the whole data bank. <ul style="list-style-type: none"> <li>• Design a set of CT comments for report card.</li> <li>• The amendment of CT comments in report card is 7 in Term 1 and 3 in Term 2, which shown the significant improvement.</li> </ul>
To strengthen PS-SS interfacing in terms of curriculum, assessment and other learning activities	<ul style="list-style-type: none"> <li>• To optimize bridging programmes from G6 to G7 including, (HSL, SAS, OLE, Grade Heads)</li> <li>• G7 CTs and Grade 6 CTs will visit the homeroom period and share the common practices and understand more about students' behaviours.</li> <li>• G6 lunch at SS Canteen</li> <li>• G6 students join SU / Chamber</li> </ul>	<ul style="list-style-type: none"> <li>• G7 student survey</li> <li>• Observation</li> <li>• Feedback of Evaluation meetings</li> <li>• Feedback from students and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Students feel satisfactory about G7 environment reflected in G7 student survey</li> <li>• Smooth transition of school teams and uniform teams</li> <li>• Active participation of G5 and G6 parents in parent seminar, workshops and SS events</li> <li>• Teachers, students and parents agree that the quality of programmes is enhanced reflected in SD survey.</li> </ul>	2015-2016	<ul style="list-style-type: none"> <li>• From Grade 7 survey of new school environment adaption, more than 80% students feel satisfactory about G7 environment, but several students felt pressured on self-management skills, the frequency of assignment and quiz.</li> <li>• For parents, 3 G6 Bridging seminar and workshops and 1 G5 Bridging seminar were held throughout a year, the attendance is over 80%.</li> <li>• For students, a half-day Mock school day was held and a Leadership programmes</li> </ul>

	<p>introduction and mock election</p> <ul style="list-style-type: none"> <li>• Leadership programmes bridging meetings and de-briefing</li> <li>• Uniform team introduction in G6 assembly</li> <li>• Some joint school team trainings such as Volleyball, English Musical will be developed. Invited PS to join SS Sports events</li> <li>• To strengthen communication with G5 and G6 parents on the transitions required (HSL)</li> <li>• Arrange G5 and G6 parent seminars</li> <li>• Arrange Parents workshops for G5 and G6 parents for preparation of</li> </ul>				<p>bridging meeting was held with a positive feedback from students. Mock Election is cancelled but continued to have the house and chamber captain meeting and SU and student council meeting. Over 90% attendance of G6 students and they responded actively among the events.</p> <ul style="list-style-type: none"> <li>• Besides, a homeroom visit between G6 and G7 were conducted in Term 2 to understand the culture and logistics in G6 and G7 homeroom, the format of the visit will be reviewed in coming academic year.</li> </ul>
--	---	--	--	--	--

	students' changes in secondary life <ul style="list-style-type: none"> <li>• Invite PS parents to join SS events such as PBL showcase</li> </ul>				
To strengthen the language environment	<ul style="list-style-type: none"> <li>• Student leaders making public speeches or announcements in either English or Putonghua (SD)</li> </ul>	Evaluation meetings	<ul style="list-style-type: none"> <li>• Reflected in assemblies/school events</li> </ul>	2015-2016	<ul style="list-style-type: none"> <li>• Over 95% of student leaders making public speeches or announcements in either English or Putonghua in school assemblies / school events.</li> </ul>

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

Intended Outcome/Targets	Implementation Strategies	Method of Evaluation	Performance Indicator	Time Scale	Evaluation
To nurture positive values towards life and studies	<ul style="list-style-type: none"> <li>• To further uphold our expectations for students and be consistent in giving consequences for irresponsible behaviours (SMS)</li> <li>• Monthly theme will be conducted to educate students discipline (SMS)</li> </ul>	<ul style="list-style-type: none"> <li>• Homework submission record</li> <li>• Tardiness record</li> <li>• Programme &amp; activity record and evaluation</li> <li>• SD Survey</li> <li>• Feedback from student leaders and teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Records of late homework submission and misbehaviours improved</li> <li>• Different moral values immersed in different grades through MCD programmes/lessons and mentor time</li> <li>• Concrete proposal</li> </ul>	2015-2018	<ul style="list-style-type: none"> <li>• From School-based survey (SBS) result, 98.5% of teachers agreed that they follow up and give timely consequences to students for their inappropriate behaviours.</li> <li>• From the teachers who have more than 1 year teaching experience in A-School, 89.3% of teachers agreed that our</li> </ul>

	<ul style="list-style-type: none"> <li>• More signage / media/quotes to remind students proper behaviours (SMS)</li> <li>• Awareness of Morning assembly, hall assembly behaviours (SMS)</li> <li>• To strengthen students' life skills and enhance their moral integrity includes,</li> <li>• Develop different moral values to each grade, delivery with the collaboration with Grade heads, MCD team, CTs and SAS team (MCD)</li> <li>• News sharing and News display, and organise some programmes to promote positive values to students (MCD)</li> <li>• News reading and reflection in mentor time (MCD)</li> <li>• To nurture a sense of appreciation and</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback of evaluation meetings</li> </ul>	<p>executed by MCD and guidance teams</p> <ul style="list-style-type: none"> <li>• Positive feedback from teachers/students on junior-grade MCD lessons as per school survey</li> <li>• Positive feedback from teachers/students on Christianity atmosphere as per school survey</li> </ul>		<p>students behave well in general compared with previous year.</p> <ul style="list-style-type: none"> <li>• The total number of students who get disciplinary record because of improper uniform and late homework submission is decreased 5% when compared with last year. However, the number of students who get disciplinary record because of tardiness is increased. We should continuous to uphold our expectation and focus to follow up the students who have serious tardiness problem.</li> <li>• Two videos were produced and shown in Campus TV. The topic is self-discipline and how to resolve conflict. The feedback is good from both teachers and students.</li> <li>• More signage is posted in the campus in order to remind students' proper behaviours. (keep clean, beware of valuable, proper uniform, swipe student card, etc)</li> </ul>
--	--	---	---	--	---

	<p>thanksgiving among students</p> <ul style="list-style-type: none"> <li>• Sending Appreciation card to teacher / student / student to parent (HSL, GT)</li> <li>• To optimize the MCD curriculum to deepen students learning. (MCD)</li> <li>• To further promote Christian values among students includes, (CD)</li> <li>• Organise more events to student to understand about Christianity</li> <li>• Strengthen the praise team and prayer team</li> <li>• United Christian teachers throughout formal or informal gatherings</li> </ul>				<ul style="list-style-type: none"> <li>• There were over 160 designed appreciation cards sending out on Parents day, but the participation of Senior Grade students is not active.</li> <li>• There are 6 themes about moral values set for every grade based on the concept of “The 7 Habits of Highly Effective people” by Stephen R. Covey, and the content and teaching materials were conducted in MCD lessons and mentor time. From SBS, over 64% of teachers agreed the materials prepared by MCD team for sharing are effective in nurturing students moral values and positive attitude.</li> <li>• Overall, a survey about MCD lessons has been conducted for junior grade students; over 50% of students also have positive feedback about the content and the delivery.</li> <li>• From SBS, there are only 55% of students and over 75% teachers agreed that Christianity activities arouse the Christianity</li> </ul>
--	---	--	--	--	--

					atmosphere in school.
To provide diverse opportunities for students to develop talents	<ul style="list-style-type: none"> <li>• To consolidate and optimize the Leadership Programmes (SAS)</li> <li>• To identify students' individual strengths and talents with systematic follow-ups (OLE)</li> <li>• To offer suitable trainings and more opportunities for students to lead/organise school events (SAS, OLE)</li> <li>• To encourage students to strive for excellence in open competitions and events (OLE, SAS)</li> <li>• To strengthen sports and aesthetic programmes with upgraded facilities of the new annex (OLE)</li> <li>• To strengthen the role of student leader in school service (SAS)</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback of evaluation meetings</li> <li>• SD and OLE Survey</li> <li>• Stakeholder survey</li> </ul>	<ul style="list-style-type: none"> <li>• Early identification of students' talents through different channels</li> <li>• At least 2 inter-chamber/whole-school events organised by SU/chambers a year</li> <li>• Concrete leadership programme for leading/organizing school events</li> <li>• Students demonstrating good results in inter-school/territory-wide competitions</li> <li>• At least 5 local and overseas training programmes and performances held to showcase students' talents (mainly in sports and aesthetics)</li> <li>• Concrete plan executed to utilize New Annex for school team training (mainly in sports and aesthetics)</li> </ul>	2015-2018	<ul style="list-style-type: none"> <li>• There were 9 services and leadership teams set up this year, meanwhile around 25% of G7 – G11 students join service and leadership teams in school. All teams also organised at least one activity for whole school and their own team.</li> <li>• Elite Camp was organised to selective SU and Chamber (20 participants), Service and Leadership team committee members (10 participants). More than 2 inter-Chamber /Whole schools events were organised by the SU and Chamber committees, i.e. Futsal, Photography and A-school Got Talent competition (SU) &amp; G7 O Camp, SA Camp, Chinese Cultural Day and Fun Fair Game Booths. Also the implementation of the SU and Chamber Wall.</li> </ul>



<p>To optimize exchange programmes and excursions in order to enrich students' learning experience</p>	<ul style="list-style-type: none"> <li>• To build collaboration with more partnership schools in different parts of the world (SAS)</li> <li>• To encourage more students and parents to join exchange programmes and become host families (SAS)</li> <li>• To design a more in-depth and systematic learning programme for exchange students (theme based, eg, culture, subject, performance) (SAS)</li> <li>• To offer more excursion options for students (OLE)</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback of evaluation meetings</li> <li>• SD and OLE Survey</li> <li>• Plan and showcase from exchange programme and excursion programme</li> <li>• Number of inward and outward exchange programmes organised</li> <li>• Number of host family recruited</li> <li>• Feedback of participating students</li> </ul>	<ul style="list-style-type: none"> <li>• At least 1 partnership school linked up</li> <li>• More than 50 students (about 7%) joining Outward /Inward Exchange Programme every year</li> <li>• Concrete plan executed to promote the idea of <b><i>"Hosting at least One Exchange Student within Your Secondary School Life"</i></b></li> <li>• Exchange students sharing/showcasing their life/cultural/academic experiences in whole-school or grade assemblies</li> <li>• More options of excursions provided for students</li> <li>• Provide briefing and training for host family</li> <li>• 75 % of participating students agree that our exchange programme expanded their global</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully link up with two new partner schools - (1) Peoples Christian Academy (Canada), (2) Dongtan Joongang High School (South Korea)</li> <li>• A parent seminar and assembly regarding the exchange programme were held for promotion in September. Nearly 80 applications received, after interview 32 (About 5%) students were selected to take part in the programme, including to Beijing, Denmark, USA and Germany. Most of the participants were also being the Host Family.</li> <li>• Various learning theme was introduced, however deal to the limitation of the partner schools, found difficulties in implementation. In general the programme focused mainly on cultural and teaching and learning experiences, also music.</li> <li>• A briefing was conducted for every exchanged students and</li> </ul>
--	---	--	--	--

			vision		<p>host family throughout a year.</p> <ul style="list-style-type: none"> <li>• From SBS, nearly 90% of students and 95% of teachers agreed that Exchange programmes would broaden their global vision.</li> <li>• Some significant exchanged activities/excursions were held to broaden students' horizons in some specific areas, such as WEA Germany music tour and Guizhou minority study trip.</li> </ul>
To boost students' sense of belonging	<ul style="list-style-type: none"> <li>• To strengthen the class ethos (Grade Heads)</li> <li>• Inter-class competitions/ events will be organised (Grade Heads, OLE)</li> <li>• To increase students' sense of identity with the school (SD)</li> <li>• Arouse teachers' awareness about some proper values / conduct (SD)</li> <li>• Common sharing about school history and symbols, via</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback of evaluation meetings</li> <li>• Stakeholder survey</li> </ul>	<ul style="list-style-type: none"> <li>• At least 1 sharing session on class expectations (junior grade) conducted each term</li> <li>• Concrete plan executed to build class ethos in mentor time and grade assemblies</li> <li>• Grade teachers' meetings held regularly to cultivate the grade/class ethos</li> <li>• At least 2 inter-class competitions held at junior grades</li> <li>• At least 1 sharing session</li> </ul>		<ul style="list-style-type: none"> <li>• SMS team has conducted at least 1 sharing session/ seminar to junior grade classes towards students' expectation on discipline and behaviours.</li> <li>• MCD team has prepared the learning materials of attitude and moral values for CTs in mentor time monthly.</li> <li>• There was only 1 grade meeting conducted for G7 to G11 in the whole year.</li> <li>• "The Best Class competition" was organised in Grade 7 to boost the discipline and class</li> </ul>

	assembly sharing or board displays (SD) <ul style="list-style-type: none"> <li>• To strengthen network with alumni and parents (HSL, Alumni)</li> <li>• Arrange “Quality Dialogue” with students in mentor time, especially in senior grade. (Grade Head)</li> </ul>		on A-school history and traditions held per term. <ul style="list-style-type: none"> <li>• Alumni gatherings or sharing held every year</li> <li>• A comprehensive Alumni contact list compiled</li> <li>• Concrete plan executed to build stronger liaison with parents</li> <li>• 75% of teachers agree that there is improvement in teacher-student relationship</li> </ul>		ethos <ul style="list-style-type: none"> <li>• The sharing of school history and tradition has been conducted in September’s SD assembly.</li> <li>• There were at least 2 Alumni gatherings or sharing held this year, such as the establishment of Alumni Association and Homecoming dinner in July.</li> <li>• The Alumni contact list has been updated regarding to Alumni’s study institution and work status etc.</li> <li>• Two “Quality Dialogue” about Academic result and goal setting were conducted in mentor time.</li> <li>• From Stakeholder survey (SHS) result, over 96% of teachers and around 85% students agreed that there is a good teacher-student relationship in school.</li> </ul>
--	--	--	--	--	--

#### e. Evaluation and Insight for Student Development

##### Student Management

In 2015-16, the performance of students regarding their attendance, tardiness and homework submission were shown as below. According to the data of Table 1, the attendance rate dropped slightly in junior grade when comparing with the situation in 2014-15, due to the outbreak of Hand

Foot Mouth Disease (HFMDx) this year. Meanwhile there is a slight improvement shown in senior grade, due to the close monitoring and follow up of the frequent absent cases.

Table 1: Student Attendance rate of each grade

	2014-2015	2015-2016
G7	98.4%	97.2%
G8	98.3%	97.2%
G9	97.6%	97.9%
G10	96.4%	97.3%
G11	97.3%	96.1%
G12	94.4%	96.5%

According to the data of Table 2, the situation of tardiness is worse when comparing with 2014-15 in every grade, the promotion of punctuality and responsibility should be addressed in coming academic year.

Table 2: Tardiness times of each grade

	2014-2015	2015-2016
G7	97	238
G8	158	242
G9	178	326
G10	198	356
G11	277	305
G12	175	253
Subtotal	1083	1720

According to the data of Table 3, the situation of missing homework has shown the great improvement in the year 2015-16. Due to the time of After School Study class has been scheduled to after school this year and the priority of the class is higher than OLE and Enhancement /

Enrichment classes, students pay more attention on submitting their homework before deadline, thus, this measure will be continued to adopt in coming year so as to increase the effectiveness of concerning situation.

Table 3: Missing homework times of each grade

	2014-2015	2015-2016
G7	1143	947
G8	625	956
G9	657	584
G10	359	551
G11	319	43
G12	117	34
Subtotal	3220	3115

According to the data of Table 4, the situation of improper uniforms has shown an improvement in the year 2015-16. Regular announcement and reminder will be continued in morning assembly and grade assembly to remind students about the concerns.

Table 4: Improper Uniforms times of each grade

	2014-2015	2015-2016
G7	401	282
G8	247	386
G9	406	280
G10	363	321
G11	442	225
G12	216	163
Subtotal	2075	1657

Generally, most of our students behaved well and seldom serious misbehaviours happened in school. According to the information of Table 5,

students' misbehaviours leading to infractions have been increased significantly, while the major demerits have been dropped. Apart from this situation, the Cheating and Vandalizing Others' Property case have a trend of increase compared with last year. Related measures will be adopted next year for preventions as below -

Preventive measures of Cheating (during paper checking)

- Using special symbol for marking
- Clear all stationary from table during paper checking
- Request students to using different pen/ pencil for corrections
- Scan the assessment papers before checking
- Check all answer first before explaining

Preventive measures of Vandalizing Other's Property

- Ask students to clear their table when they leave for floating class/recess time
- Lock the room during floating class/recess time
- Check the homeroom's facilities and report regularly
- Check the equipment and tools every lesson (special room)
- Clear sign in and out record (special room)

Table 5: The numbers of infraction & minor demerits & major demerits of each grade

	2014-2015			2015-2016		
	Infraction	Minor Demerits	Major Demerits	Infraction	Minor Demerits	Major Demerits
G7	34	9	2	44	10	0
G8	25	3	0	31	6	0
G9	18	3	2	7	2	0
G10	11	8	3	22	6	0
G11	5	3	0	8	0	1

G12	3	1	0	3	1	0
Subtotal	96	27	7	187	25	1

### **Dragonfly Programme**

This year, the Dragonfly Programme was organised by Student Management team, so as to make the follow up work of misbehaved students more comprehensive. There is different number of the service hours required (Either inside or outside school) for students who got infractions, minor or major demerits. Students' feedback is positive and fruitful throughout the programme and decreases their motivation to repeat the misbehaviours next time.

In phase 1 (After Term 1 assessment), 56 students were joined Dragonfly Programme (Phase 1). Finally, there were 43 students success for erasing record, the successful rate is 77%.

Moreover, in phase 2 (After Term 2 Assessment), 59 students were joined Dragonfly Programme (Phase 2). Finally, there were 43 students success for erasing record, the successful rate is 74%.

### **Student Guidance**

A-School offers emotional and psychological support to students through preventive, developmental programmes and individual counselling. According to the information of Table 6 to 8 below, there were totally 29 cases served by Guidance team, the number of new Guidance cases has been dropped this year, meanwhile there were 45 cases handled directly by school social worker. Among the cases, students who usually got emotional problems and peer problems and seek for school's guidance and help, several programmes would be arranged to guide our students how to handle the emotional and peer problems in coming year.

Several talks and seminars of peer and social skills (Junior grade), time and stress management (Senior grade) were held this year, the way of delivery is suggested to be more interactive next year. Besides, the thanksgiving week was organised at first this year, due to the clash with other school events, the overall result is not satisfied. More promotion and planning are needed next year.

Table 6: Summary of Case Referrals

	2014/15	2015/16
Accumulated from last year	21	19
New Case	24	10
Total Number of Case	45	29

Table 7: Summary of Case Referrals of each grade

Grade	2014-2015	2015-2016
7	8	3
8	17	6
9	10	7
10	2	5
11	6	2
12	2	6
Subtotal	45	29

Table 8: Category of Guidance cases

Category	2014-2015	2015-2016
Learning problems	15	10
Peer problems	21	12
Behavioural Problems	11	10
Emotional	25	17



Problems		
Family problems	18	10
Others	1	3
Subtotal	91	62

### **Moral and Civic Development**

#### **Moral and Civic Development curriculum (MCD curriculum)**

This year, the MCD curriculum has been adopted by two perspectives – OLE time and Mentor time. For junior grade, 8 MCD lessons have been conducted for junior grade students in OLE time by class teachers, the content of social and life development were covered in the curriculum also. A survey was delivered in May to junior grade students, the majority feedback of students (Over 85%) is positive; students also agreed that the MCD lessons are beneficial to their growth and personal development, more interactive sharing between class teachers and students are suggested from students also. For senior grade, the MCD news/passage sharing were newly adopted in Mentor time this year, which will be continued in coming academic year to nurture students proper moral and civic values.

#### **Moral and Civic Development events (MCD events)**

There are different themes adopted for each grade to nurture students' moral and civic values this year, the information is shown as below. Several talks and seminars of social and personal development, few school events such as cleaning days and Inter-Chamber Sex-Education Quiz were conducted in OLE time. Furthermore, MCD team has organised the City Forum visit and the excursion of Cultural and ethnic study of the minority (苗族) at Guizhou received positive feedback and arouses students' social awareness.

#### **MCD themes for each grade**

Grade 7: Begin with End in mind (Imagination), Responsibility (BE proactive) / Respect for self and others

Grade 8: Respect for self and others / Self-disciplined

Grade 9: Kindness – Empathy and Integrity (Seek First to understand, then to be understood)

Grade 10: Self-control/self-managed such as time and set priority (Life management)

Grade 11: Patience and be persistent (Synergize)

Grade 12: Life direction and deal with stress (Sharpen the saw)

Theories come from *Bible – Spiritual fruits* and *The 7 Habits of Highly Effective People* by Stephen R. Covey

### **Leadership Programmes**

The School provides adequate opportunities to foster student leadership, and there are totally 26% of students from G7 to G11 joining the 9 leadership programme, details refer to Table 9. Several positive feedbacks of service and leadership programmes were received from different stakeholders. For instance, **from the stakeholder survey 15-16 (Teachers)**, a majority of teachers agreed that school provides adequate opportunities for students to develop their leadership (Average score is 4.1). **From School-based student survey (SBS) 15-16 (teachers)**, a majority of teacher (Over 90%) agreed that all service and leadership programmes performed well this year.

**From School-based student survey (SBS) 15-16 (students)**, a majority of students agreed or strongly agreed (About 70%) that school offered adequate opportunities to develop students' leadership skills, presentation skills and exchange experience. Apart from that, it reflected that the role and duty of Guidance prefects and MCD leaders should be strengthened.

Table 9: G7 – G11 (About 720 students)

	Service and Leadership Teams	Total Number of Participants
1	Prefects	34
2	Guidance Prefects	22
3	Christian Disciples	29
4	MCD Leaders	16
5	Eco Pioneers	9
6	Digital Sergeant	28
7	Library Prefects	19
8	Campus Photographer	11
9	Cultural Ambassadors	25
	Total	193 (26%)

To strengthen the school leaders' role and sense of belongings in school, Elite Camp was organised to selective SU and Chamber (20 participants),

Service and Leadership team committee members (10 participants). More than 2 inter-Chamber /whole school events were organised by the SU and Chamber committees, i.e. Futsal, Photography and A-school Got Talent competition (SU) & G7 O Camp, SA Camp, Chinese Cultural Day and Fun Fair Game Booths, and the implementation of the SU and Chamber Wall.

### **Christianity Development**

As A-school has religious background with the support and supervision from HKBU, a Christianity development team was established to promote a Christianity atmosphere through hidden curriculum in school. Several Christianity activities such as inter-class hymn singing competition and Gospel week were organised as usual, but teachers and students also reflected in **School-based student survey (SBS) 15-16** that the religious atmosphere can be further strengthen in school throughout different channels and activities.

### **Home-school cooperation, Links with External Organisation**

#### **Home School liaison and Parent-Teacher Association (PTA)**

For Parent-teacher Association, there were 11 meetings throughout the year. Various PTA activities were organised for teachers, parents and students, such as the Million Walk by the Community Chest, the photography class, Career Expo 2016 and School Open House. The feedback was positive but more promotion to encourage parents and teachers to join the activities should be focused in coming year, which is reflected in **the stakeholder survey 15-16 (parents), most parents also reflected that they seldom joined school's events or PTA's events. (Average score is 2.9).**

Besides, there are various Home-school liaison activities organised also, such as appreciation to teachers and parents, breakfast with Principal, Coffee and Tea Social gathering, the delivery of HSL Newsletter and parent's day etc. Most activities ran smoothly, and for "Appreciation to teachers" activity, more than 160 cards sent out to teachers, but the participation of senior grade is very low, thus more promotion and involvement for senior grade students is needed in coming year.

Moreover, there are totally 8 parent education talks organised this year. Feedbacks from parents are positive especially in the seminar about Emotional management in Term 2.

### **WEA and Exchange programmes**

This year, we have 8 partner schools over the world, and we had exchanged programmes with 4 schools including to Beijing, Denmark, USA and Germany. There was an overwhelming response from students as there were 80 applications received in the beginning of school year, after

interview 32 (About 5%) students were selected to take part in the programme. Furthermore, two new schools were linked up this year, including Peoples Christian Academy (Canada) and Dongtan Joongang High School (South Korea), we will further explore the possibility of exchange programmes in coming year. **From School-based student survey (SBS) 15-16 (teachers)**, it also reflected that the majority of teacher (Over 95%) agreed that our exchange and immersion programmes broadened our students' global visions this year.

Indeed, a WEA music workshop was organised this year at Germany. 4 WEA school participants had a 4-day training workshop at Germany and finally there was a final performance together, our school sent the clarinet and saxophone ensemble to join the event, which is a valuable experience to broaden our students' horizon.

### **Alumni**

In the year 2015-16, all alumni's information has been updated by phone call or email to consolidate a comprehensive data base at school. Besides, the Alumni Association has been established this year with 7 members, the 10<sup>th</sup> Anniversary Homecoming dinner was organised successfully with the collaboration of Alumni Association and school in July.

### **Student Performance**

#### **Attitude and Behaviour (Affective development & Attitude), Social development)**

Generally, most of our students behaved well and seldom serious misbehaviours happened inside school. But students and teachers also have higher expectation to continuously upload students' behaviours and moral values in secondary school life, especially respect and responsibility. Such expectations were reflected in APASPO and SHS surveys. **From the APASO survey 15-16**, we should focus more on students discipline and ethics in coming years as it's reflected in ASAPO survey result that the score of our student's commitment, ethical conduct and Indulgence life style is below Hong Kong average score. **From the stakeholder survey 15-16 (Teachers)**, school can focus more on developing a positive values and attitudes to our students (Average score is 3.5).

For the score of Social integration of senior grade students (1.48) is lower than Hong Kong average score (2.94), meanwhile the score of negative affect (2.41) is higher than Hong Kong average score (1.94), therefore, better understanding of individual needs of students encountering emotional difficulties should be enhanced by teachers, and there should have a closer collaboration with parents to enhance the physical, mental and emotional health of students in coming years.

On the other hand, as reflected in **APASO survey 15-16**, the performance of leadership of senior grade, the attitude of junior grade, Goal setting, Self-concept of junior grade, the stress of senior grade is satisfied when comparing with Hong Kong average score.

### **Teachers and Students Relationship**

As reflected in **the stakeholder survey 15-16 (Teachers)**, A majority of teachers agreed that there is a good teacher-student relationship (Average score is 3.9). **From the stakeholder survey 15-16 (parents)**, a majority of parents agreed that students love the school and they have good relationships with teachers and students (Average score is around 4). Parents also have good relationship with the school (Average score is 3.8). However, students may have different views on this aspect, **from the stakeholder survey 15-16 (Students)**, only 40% of students agreed that teachers help them to face different challenges and difficulties on friendship, academics and life. We can focus more on students' needs and challenge on different aspect.

However, from APASO survey, the score of teacher-student relationship (2.79) is a bit lower than Hong Kong average score (2.91). Therefore, we need to focus more on developing positive teacher-student relationship to cater students' needs and challenge in their school life.

### **Participation & Achievement (Non-academic Performance)**

In the year 2015-16, with the outstanding performance of our students, we have 16 students got 7 scholarships or leadership and service awards presented by the community, the details are as below,

- 2015 年傑出領袖全接觸: 教育專業科技及創新組別 (10D 盧俊希)
- Shatin District Outstanding Student Award(11th) 2015: (Finalist-Certificate: Chong Hei Shun Dominic(11A)
- Shatin District Outstanding Student Award(12th) 2016: Top ten: (10D 盧俊希)
- Shatin District Outstanding Student Award(12th) 2016: Finalist-Certificate: 10D Lee Cheuk Yu Matthew
- Upward mobility scholarship: 11D Chan Ho Sum, Chow Wai Ting
- Future leaders Award (out-standing young person association: All chambers leaders: Kelly Wong, Kristie Ho, Wan Wai Lun, Frances Chan Hoi Ching, Carin Chan Ka Wan, Janice Wong Yat Shu (July 12 activity)
- 柏立基爵士信託基金傑出學生資助(非學術範疇):10D Yip Cheuk Ling, 8C Tsang Shing Yau
- 領展「第一代大學生獎學金」: 12C Chan Man Chong
- 香港廣東社團獎助學金:12E Chiu Wing Tung

## **9. Other Learning Experience**

## a. Organisation

OLE Team and duties

OLE Mistress: Ng Lai Fun

Deputy ECA and OLE Master: Lee Man Kit

Administrator: OLE assistant

Members:

Team	IC	Team Members
Aesthetic Development	Law Sing Kai Akai, Lie Ho Fung Zeralano	Fok Shui Tong, Law Kwan Yee Dorothy
Physical Development	Yiu Chi Yung	Lee Man Kit Kidd, Tsang Tsz Hin Wulphy
Uniform teams	Ng Tsz Ho Michael	Fan King Hung Andrew, uniform team teachers-IC
Community Service	Lee Man Kit Kidd	Lai Ka Wai Kat, Lee Wai Shing Ray, Leung Tik Ka Calvin, Ling Pui Chung Nicholas, Ng Ka Yan Isabella
Academic-related Activities	Huang Tingting	Cheng Ho Yan Karen
School Events	Lee Man Kit Kidd	Huang Tingting, Law Sing Kai Akai, Lie Ho Fung Zeralano, Yiu Chi Yung,
NSS OLE	Lee Man Kit Kidd	Teachers-in-charge of the following: Aesthetic Development Physical Development Community Service Moral and Civic Education Career-related Experience (Life Planning Team)

**b. Programmes and Framework**

OLE programme is divided into five main strands, those are Physical development, Aesthetic development, Community Services (Included social service and uniform teams), Academic-related development and school events and excursions. Details please refer to Attachment A which is OLE programme plan report 2015-2016.

Please refer to Programme plan report (Attachment A).

We have 43 OLE clubs and teams from 2015-2016. Most OLE activities will be held mainly on every Monday, Wednesday and Friday during lunch recess, after school and weekends. The time slot is from 1 hour to 2 hours normally. The OLE Framework and Teacher-duty list please refers to **Part e Evaluation**.

All Grade 7 to Grade 9 students need to join at least one OLE activity throughout a year, overall, the participation is over 97% which is satisfactory. When comparing with the participation rate last year, there is a slight increase in senior grade.

Table 1: Summary of OLE Participation rate from 2013-2016 -

Grade	Percentage of Participants in OLE 2013-2014	Percentage of Participants in OLE 2014 -2015	Percentage of Participants in OLE 2014-2015	Percentage of Participants in OLE 2015-2016
Grade 7	98%	99%	98%	99.41%
Grade 8	97%	99%	97%	95.81%
Grade 9	95%	99%	95%	95.74%
Grade 10	66%	71%	66%	78.43%
Grade 11	44%	60%	44%	70.41%

## C. Student Support

### 1. Sports Development

#### Inside school

**Aquatic Meet** was held on 29 September 2015 at Shing Mun Valley Indoor Swimming pool this year. There were 256 students (135 Boys & 81 Girls out of 840 students (Overall Percentage is 30%) to participate in the Aquatic meet, there is an increase when comparing with the total number of students last year (216 students). The overall atmosphere was good due to the effort of Chambers, more promotion and encouragement to boost students' participation is needed.

#### Details of participants in Aquatic Meet 2015-2016

Chamber	A grade Boys	A grade Girls	B grade Boys	B grade Girls	C grade Boys	C grade Girls	Total	2014
Aristotle	3	2	4	3	24	17	53	44
Beethoven	0	0	6	2	27	18	53	53
Columbus	1	0	3	3	32	21	60	43
Da Vinci	2	3	5	2	21	19	52	40
Einstein	1	1	1	0	20	15	38	36
Total	7	6	19	10	124	90	<u>256</u>	216



**Athletic Meet** was held on 10 and 11 December 2015 this year. The participation rate was very high, totally 832 student participants (1524 entries) out of 854 students (Overall Percentage is 97.2%). And the overall arrangement was good. There were 23 colleagues who run in the Teacher-student relay. The quality and teamwork of Cheer-leading performance were improving every year, and the atmosphere of Graduation Run was warm and close.

Some inter-chamber and teacher-student sports competitions were organised this year such as futsal, volleyball and basketball etc. Students and teachers enjoyed the competitions too.

***Details of participants in Athletics meet 2015-2016***

Chamber	Participants	Entries
Aristotle	167	308
Beethoven	160	303
Columbus	165	307
Da Vinci	172	317
Einstein	168	289

**Outsides school**

There are totally 287 students joining about 25 sports events among Inter-school competitions by Hong Kong Schools Sports Federation this year, the overall participation rate is 33.6%, which is similar as last year.

**Number of Athletes**

Boys A	35	Girls A	18
Boys B	61	Girls B	46
Boys C	80	Girls C	47

Boys	176	Girls	111
Total	287		

Students performance has improved greatly this year as the overall progression is shown as Boys Overall position is 5<sup>th</sup>, while Girl's position is 9<sup>th</sup>, both achieved the best ranking in A-School history. The Boys Softball Team has won the 6<sup>th</sup> Consecutive Champions and this is the second year that we got the Champion of Inter-school Soccer competition (Boys C Grade) in Shatin and Sai Kung District. The Boys C Grade Swimming Team also got the Champion for the first time and our Girls Foil Team won the 3<sup>rd</sup> consecutive Championships in the New Territories Schools Fencing Competition. With the opening of the Indoor Gymnasium and Frank & Annie Fu Fitness Centre, the teams are determined to improve and excel further in the future.

***List of school team awards among inter-school/District competitions 2015-2016***

***(First 4 places)***

Team	Competition	Awards
Badminton	Boys B	2nd
	Girls B	3rd
Fencing	Boys Foil	4th
	Girls Foil	Champion
Soccer	Boys B (Div. II)	3rd
	Boys C (Div. II)	Champion
	5-a-side Futsal	NT East: Champion All Hong Kong: 4 <sup>th</sup>
Softball	Boys Open	The 6 <sup>th</sup> Consecutive Champion
Swimming	Boys C	Champion
Table tennis	Boys B Grade	2nd
	Boys C	4th
Tennis	Boys Open	2nd

Volleyball	Girls	Division 1 - A: 7th; B: 8th, C: 7th
OVERALL position	Boys	Rank 5 <sup>th</sup>
	Girls	Rank 9 <sup>th</sup>
	Mixed	Most improvement award

### ***Individual Awards***

Grantham Outstanding Athlete Awards in year 2015-2016

-Softball: Yu Mervyn 11C

-Tennis: Tsang Shing Yau 8C

-HKSSF N.T. Secondary Schools Outstanding Athlete Award: Ng Chi Kin Dominic 8A

### ***Students Fitness Competence***

There are five levels of fitness competence by school-based fitness assessment, it is stated that the fitness level 2 or above in Grade 7 is seeking for improvement, while there is a progression shown by Grade 8 to Grade 12.

Grade	Students achieved Level 2 or above (%)	Students achieved Level 3 or above (%)
7	59%	24.%
8	77%	41%
9	82%	51%
10	73%	40%
11	72%	30%
12	75%	53%

## **2. Aesthetic Development**

### **Inside School**

**English Musical** was held on 7/5/2016 at HKBU Academic Community Hall, the theme is Wizard of Oz. Around 1000 parents and students attended the event. This is a second time to have a PS-SS joint school performing art programme in A-School, student participation and feedback were positive and this is a good direction in organizing similar performance in the future.

**Art Festival – Arts Exhibition.** Linking with Artists in residence programme, two themes are introduced this year, which are Mixed media and Fashion Design. Regarding to Visual Art exhibition, AD course students and artists conducted a lot of crafts for the exhibition. Graduation exhibition was organised successfully at Hong Kong Arts centre at the end of June 2016.

**Young Friends Programme** - There were 121 G7 students and 11 G8 students joining Young Friends Programme this year, G9-G11 has 15 students, totally 147 students there is a decrease of participants when comparing with last year (207 students), but students' attendance and responsibility have shown improvement.

**NSS Aesthetic Development course** -There are 6 NSS Aesthetic Development Courses with 8 lessons for all G10 students and 5 lessons Film Appreciation course and Drama for G11 students during Term 2 OLE Time. Those programmes are Wood furniture making, Ceramics, Mutual painting, Leather making, Soundtrack production, Street dance and Western painting. The overall feedback is satisfied so that those courses will be continued in coming year.

### **Outside School**

For **67<sup>th</sup> Hong Kong Schools Speech Festival**, 22 students joined Chinese Speech and 31 students join English Speech, the number of participants is similar when compared with last year (54 student participants). While we have 1 English Choral Speaking team and 2 Chinese Choral Speaking team which awarded Champion and 2<sup>nd</sup> Runner-up, meanwhile we have got 13 individual awards (First 3 places).

**For 67<sup>th</sup> Hong Kong Schools Music Festival**, 40 students joining the Music Festival, which is dropping when compared with last year (49 student participants), and Music panel is suggested to promote and encourage more students to join the competition and boost for a better result next year. Our school also has Choir, String Ensemble and Clarinet Ensemble to join the Music Festival. Choir got the 3<sup>rd</sup> this year and we got 5 individual awards this year (First 3 places).

**For 52<sup>nd</sup> School dance Festival**, Jazz dance team attained the inter-school competition and got the highly commended awards.

### **Arts awards**

In 2015 /16 Exhibition of Secondary School Students Creative Visual Arts Work, our school got different awards including gold and silver awards. For the event “Arts Buddies 2016”, our student Kenna Lau was awarded in different areas for her recognition on arts talents.

### **3. Community Service**

The community service team organised many community services to our students this year, we highlighted few main service as below,

**Caritas Sports Day (21/1/2016)** – The programme was running smoothly this year by separating AM and PM session, due to the venue constraints. Students also felt positive and meaningful about the event, and they learnt empathy towards different people also.

**Flag selling in Shatin Estates (20 February 2016)** – There were over 180 students joining the flag selling activities among Shatin estates.

**Clean the Beach (11 May 2016)** - It was a good experience for G10 students to clean the beach and suggested organizing it again in coming year.

**Ethnic minority service** – This is a newly introduced programme from Caritas organization to help the ethnic minority via tutorial class, community service or outings. Student participants also felt meaningful about the event. We can further promote the programme and boost the number of participants.

**Orbis Student Ambassador Campaign (奧比斯學生大使)** – this was a yearly programme. Students were responsible for a fund raising activity in school, during lunch time at atrium. Although scale of activity was small and with their limitation on preparation, they raised over \$3,000.

### **4. Uniform Teams**

We have four uniform teams this year, which are Scouts, Boys Brigade, Hong Kong Adventure Corps and St John Ambulance Brigade. The overall arrangement is good except the instructor of St John Ambulance Brigade. More than 40% of G7 students join uniform teams/ Community Service team this year.

A cross uniform team activity – **Archer Tag** was held on May. 50 participants joined the activity and they had positive feedback in this event also.

In coming year, a 3-year plan will be constructed in every uniform team, so as to ensure the coverage of training items in every team, also the team can develop a more comprehensive training and bridging with PS in coming years.

### **5. Christianity Development**

**Evangelistic training camp** was held in Term 1, about 30 Christian Disciples and boys Brigade members join the camp and the feedback is positive.

**Inter-Class hymn singing competition** – It was held in December and the overall arrangement is satiated. The performance of stage management still has been improved also.

**Teachers hymn singing in 10<sup>th</sup> anniversary dinner** – Over 25 teachers and parents join the hymn singing together in the dinner.

**Thailand missionary trip** – There are 20 students and 2 teachers joining the trip and the feedback is fruitful on their spirit and empathy.

**Gospel week** – A guest speaker who is good at playing guitar to be invited to a sharing and the feedback is positive. Besides, Chinese drama and book exhibitions were conducted, the overall logistic arrangement and feedback is good.

## **6. Local outings and excursions**

Our Life-wide learning day was organised on 11/11/2016, the overall arrangement and learning task are smooth. This is a good practice that G11 changed to Crossroad visit.

Table 2: Summary of Life-wide learning day

Grade	Destinations	Learning Objectives	KLAs
G7	Hong Kong Wetland Park	Ecosystem in Hong Kong Wetland (Science)	Science
G8	Stanley	The traditional culture of Hong Kong (LS)	LS/LA
G9	Ocean Park	Ecosystem and nature	PSHE
G10	School senior associate camp	Developing them into an adult and at the same time build a sense of belonging to the school. (Leadership)	SD
G11	Crossroad Foundation	To experience the situation of developing countries and nurture students' empathy and care about the world.	Life-planning team
G12	Wong Shek Pier	BBQ Fun	G12

## **7. Overseas excursions**

**Putonghua training camp** – The camp was held in Easter holidays for 40 Grade 7 students at 華東師範大學. Students had positive feedback on teaching and learning, and the overall arrangement such as meal and accommodation, and the instructor qualification were good.

**WEA Music workshop** was held in February 2016 in Germany for an exchange of Music talents among WEA schools. The feedback was good with broadening students' horizons.

**A cultural trip to Guizhou** was organised by MCD team to explore the history and culture of minorities, about 30 students joined the programme with positive feedback.

### A-school Excursion Week 2015-16

There were about 388 G7 – G10 students out of 610 students joined A-school excursion week 15-16 (around 60%), the participation rate is increasing this year. Students and teachers have a positive feedback that Excursions helped them to search first-hand information and data analysis for Project-based learning (Average score 3.7 over 5), they also think that Excursions would broaden their horizons, enhance their communication skill, collaboration skill, independence and self-management skill etc. (Average score 3.7 over 5). Feedbacks about poor service provided by Education Infinity were received and this company would not be recommended in coming year.

Table 3: Summary of A-school Excursion Week 2015-2016

Grade	Destination	Learning Objectives
7	Nanjing, China	Discovering Chinese Culture and legacy 探索古代文化及古蹟的歷史
8	Seoul, South Korea	The rise of 21th century city
9 - 10	Osaka, Japan	Investigating Sustainable Development and Social Policy Making
9 – 10	Taiwan	Personal challenge and growth
Cross-grade	Netherlands	Explore modern and traditional arts
Cross-grade	Thailand	Serve the community
Cross-grade	UK	Language and culture exposure

### d. Student Performance

Our students' performance is brilliant this year, they got over 390 awards in sports, aesthetics, community service, leadership and academic area among inter-school, district and Hong Kong competitions. In addition, our Boys softball team continued to win 6<sup>th</sup> consecutive Championship in the All Hong Kong Inter-Secondary Schools Softball Championship 2016. Our boys C grade soccer team won Championship in the second year in the Inter-school competition.

Moreover, our students won over 20 awards in Hong Kong School Speech and Music Festival, also some students awarded in various scholarships regarding arts and sports.

**From the stakeholder survey 15-16**, there is a high score towards OLE activities by the following statement, “Through the participation of ECA activities, I have more learning opportunities such as knowledge outside textbook and life skills etc. “

Three parties of stakeholders – Students (Score 3.6 over 5), parents (Score 4 over 5) and teachers (Scores 4.1 over 5) also have a very good comment on school’s OLE activities, and students also participated in school’s OLE activities actively, which is reflected from their participation record.

**From School-based student survey 15-16**, for physical development, aesthetic development, club committee and school team trainings, students also had positive feedback, the average score is 3.4 over 5. There is room for improvement about religious education as students commented that the religious atmosphere is not enough in school (Average score 2.7 over 5).

**From school-based teacher survey 15-16**, teachers have similar feedback with students’ survey with regards to OLE activities and excursions. Over 95% of teachers agreed or strongly agreed that

Overseas excursions broaden students’ horizon by providing learning experience outside the classroom. Meanwhile there is over 80% of teachers agreed that there was positive impact on organizing sports, aesthetic, community service, uniform team activities to our students. (Details refer to the result of the survey)

#### **e. Evaluation**

##### **Areas of Concern:**

- Strengthening Learning and Teaching in order to Meet Student Needs
- Fostering Students’ Whole-Person Development in order to Build Positive School Culture
- Optimizing Management and Administrative Systems and Practices
- Enhancing Teachers’ Professional Growth and Commitment



## **SWOT Analysis:**

### Strengths

- School provides abundant resources including finance and manpower to support OLE development.
- Positive school culture in joining school's OLE activities / clubs / school teams.
- Some Traditional OLE programmes / school teams have been established with good quality

### Weaknesses

- There is room for improvement for students regarding sense of responsibility and cohesion.
- The limited available space in school and sharing of hall and Lecture theatre are the constraints to develop various OLE activities and school teams.

### Opportunities

- The school enjoys recognition and resources from the communities and overseas about diversify activities and excursions.

### Threats

- Students' withdrawal rate is quite high in our school, so as to lose some talented and potential students in OLE such as Arts, Sports and Music.
- It is increasing challenges within the education sector especially the keen competition in Shatin District.

## **Aims of the Committee:**

- To widen students' horizons and global visions through a variety of activities so as to achieve the whole-person development
- To reinforce a student-centred approach by developing students' leadership and unity through organizing the club and school activities.
- To nurture the five essential Chinese virtues for character building, 'Ethics, Intellect, Physical Development, Social Skills and Aesthetics development (德、智、體、群、美), especially sense of responsibility and respect.
- To consolidate the OLE bridging programme between PS and SS.
- To develop a teacher-student relationship throughout different activities.

- To increase the effectiveness and transparency of OLE data management and OLE programme (To and streamline NSS OLE programme)

### Intended Outcome / Implementation Strategies / Performance Indicator / Method of Evaluation

#### Area of Concern 1: Strengthening Learning and Teaching in order to Meet Student Needs

Intended Outcome/Targets	Implementation Strategies	Method of Evaluation	Performance Indicator	Evaluation
To make effective use of student data to fine-tune learning & teaching strategies	<ul style="list-style-type: none"> <li>● Explore online enrolment of Athletic meet and Aquatic meet</li> </ul>	<ul style="list-style-type: none"> <li>● Online enrolment platform usage</li> </ul>	<ul style="list-style-type: none"> <li>● Students would do the online enrolment of Athletic meet and Aquatic meet</li> </ul>	<ul style="list-style-type: none"> <li>● The online enrolment of Aquatic meet will have a trial in 2016-2017.</li> </ul>
To strengthen PS-SS interfacing in terms of curriculum, assessment and other learning activities	<ul style="list-style-type: none"> <li>● To optimize bridging programmes from G6 to G7 including,</li> <li>● Uniform team introduction in G6 assembly</li> <li>● Some joint school team trainings such as Volleyball, English Musical will be developed. Invited PS to join SS Sports events</li> </ul>	<ul style="list-style-type: none"> <li>● G7 student survey</li> <li>● Observation</li> <li>● Feedback of Evaluation meetings</li> <li>● Feedback from students and parents</li> </ul>	<ul style="list-style-type: none"> <li>● Students feel satisfactory about G7 environment reflected in G7 student survey</li> <li>● Smooth transition of school teams and uniform teams</li> </ul>	<ul style="list-style-type: none"> <li>● There are a number of team/class both in PS &amp; SS to strengthen PS-SS interface, such as Volleyball team, Fencing team, Badminton team, Trampolining team, Choir, Orchestra, Scouts, etc.</li> <li>● PE teacher coached the PS Volleyball Team training for a through-trained development.</li> </ul>
To strengthen the language environment	<ul style="list-style-type: none"> <li>● To organise whole-school or whole-grade programmes promoting English or Putonghua regularly</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation meetings</li> <li>● School survey</li> </ul>	<ul style="list-style-type: none"> <li>● A majority of respondents (students/teachers) satisfied with the language environment</li> </ul>	<ul style="list-style-type: none"> <li>● All whole-school or whole-grade event were announced/promoted in either English or Putonghua</li> <li>● Most of the materials,</li> </ul>

	<ul style="list-style-type: none"> <li>Materials displayed around the campus in English (e.g. board display, signage, poster), except for subjects using Chinese as the MOI</li> </ul>		as indicated in opinion surveys	promotion and announcement made by the club committees were in English except for the clubs using Chinese as the MOI.
--	--	--	---------------------------------	---

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

Intended Outcome/Targets	Implementation Strategies	Method of Evaluation	Performance Indicator	Evaluation
To nurture positive values towards life and studies such as empathy, respect and responsibility	<ul style="list-style-type: none"> <li>Encourage participation in school OLE activities</li> <li>Briefing / Debriefing should be conduct after large-scale activities</li> <li>Encourage students to take part in organizing activities</li> <li>To increase teachers' manpower in NSS community service team</li> <li>To organise the community service activities or visits outside HKSAR.</li> <li>To further promote Christian values among students includes, (CD)</li> <li>Organise more events to student to understand about Christianity</li> </ul>	<ul style="list-style-type: none"> <li>OLE attendance record</li> <li>Feedback of evaluation meetings</li> </ul>	<ul style="list-style-type: none"> <li>Over 50% of students have over 90% attendance in OLE activities</li> <li>Less than 10% of students have less than 10% attendance in OLE activities</li> <li>Positive feedback from teachers/students on Christianity atmosphere as per school survey</li> <li>40% of G7 students join uniform teams/ Community Service team this year.</li> <li>Some co-operative</li> </ul>	<ul style="list-style-type: none"> <li>Over 70% of students have over 90% attendance in OLE activities</li> <li>Less than 10% of students have less than 50% attendance in OLE activities</li> <li>Teacher-in-charge followed up each individual cases of unsatisfactory attendance rate.</li> <li>More than 40% of G7 students join uniform teams/ Community Service team this year.</li> <li>A cross uniform team activity – Adventure ship was held this year with a positive feedback.</li> <li>Over 95% of Senior form</li> </ul>

	<ul style="list-style-type: none"> <li>Strengthen the praise team and prayer team</li> <li>United Christian teachers throughout formal or informal gatherings</li> </ul>		<p>activities or competitions will be organised by uniform teams</p> <ul style="list-style-type: none"> <li>95% of Senior form students join school's NSS Community service programme</li> <li>Positive feedback by students who join the community service and uniform team</li> </ul>	<p>students join school's NSS Community service programme</p>
To provide diverse opportunities for students to develop talents	<ul style="list-style-type: none"> <li>To identify students' individual strengths and talents with systematic follow-ups (OLE)</li> <li>To offer suitable trainings and more opportunities for students to lead/organise school events (SAS, OLE)</li> <li>To encourage students to strive for excellence in open competitions and events (OLE, SAS)</li> <li>To strengthen sports and aesthetic programmes with upgraded facilities of the new annex (OLE)</li> </ul>	<ul style="list-style-type: none"> <li>Feedback of evaluation meetings</li> <li>OLE Survey</li> <li>Stakeholder survey</li> </ul>	<ul style="list-style-type: none"> <li>Early identification of students' talents through different channels</li> <li>Students demonstrating good results in inter-school/territory-wide competitions</li> <li>At least 5 local and overseas training programmes and performances held to showcase students' talents (mainly in sports and aesthetics)</li> </ul>	<ul style="list-style-type: none"> <li>A general fitness test was conducted in early September to identify student's fitness level and talents among sports teams.</li> <li>Students had a good achievement in sports, arts and music areas, especially sports, Boys got 5<sup>th</sup> overall position and Girls got 9<sup>th</sup> overall position among Shatin and Sai Kung district schools.</li> <li>More than 5 local and overseas trainings were held this year regarding soccer, orchestra,</li> </ul>

			<ul style="list-style-type: none"> <li>• Concrete plan executed to utilize New Annex for school team training (mainly in sports and aesthetics)</li> <li>• Organise the club/team meeting/activity every week</li> <li>• Organise an annual gathering and some social gatherings for all school teams</li> </ul>	<p>saxophone, softball and basketball teams.</p> <ul style="list-style-type: none"> <li>• Club/team meeting/activity were held every week</li> <li>• The training schedule of different school teams and art exhibitions shown the full utilization of New Annex for different trainings and development.</li> <li>• An annual gathering – Hero Feast was held on 6/7 for more than 187 students from all school teams who won prizes throughout the year.</li> </ul>
--	--	--	--	---

## **10. Others**

### **a. The Enhancement of Scholarship and Fee Remission**

#### **I. Scholarship**

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

##### **A. New Student Scholarships for Outstanding Performance**

This scholarship is awarded to New Students with outstanding performance in the areas of academics, sports, music, performing arts, visual arts, social services, or leadership. The award amount may be up to 100% of the annual school tuition for three (3) years and may apply for an extension at the end of their third academic school year.

##### **B. Supplementary Needs-Based Scholarships for New Students**

New students entering HKBUAS and with outstanding performance, may also apply for a Supplementary Scholarship of up to \$10,000 per year. This Supplementary Scholarship amount may be initially awarded for three (3) years. Students and families may apply to extend the Supplementary Scholarship at the end of the third academic school year.

##### **C. Current Student Scholarships for Outstanding Performance**

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

##### **D. Wong Kam Fai (Needs-Based) Scholarship Programme**

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

### E. Deadlines for Scholarship Programme Applications

Applications for Scholarship programmes occur twice a year and thus the deadline for applications are 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.

## II. Fee Remission Scheme

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

### A. Fee Remission Levels

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

### B. Student Fee Remission Assistance Level\* for the School Year of 2015-2016

Level of Assistance	Annual Disposable 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 – 300,000	0 – 360,000	0 – 420,000	0 – 480,000	0 – 540,000
80%	240,001 – 280,000	300,001 – 340,000	360,001 – 400,000	420,001 – 460,000	480,001 – 520,000	540,001 – 580,000
60%	280,001 – 320,000	340,001 – 380,000	400,001 – 440,000	460,001 - 500,000	520,001 – 560,000	580,001 – 620,000
40%	320,001 – 360,000	380,001 – 420,000	440,001 – 480,000	500,001 – 540,000	560,001 – 600,000	620,001 – 660,000
20%	360,001 – 400,000	420,001 – 460,000	480,001 – 520,000	540,001 – 580,000	600,001 – 640,000	660,001 – 700,000
None	> 400,000	> 460,000	> 520,000	> 580,000	> 640,000	> 700,000

**b. Financial Report (2014-15)**

		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)		58.67%	N.A.
School Fees		N.A.	39.86%
Donations, if any		N.A.	0.02%
Other income, if any		0.17%	1.28%
	<b>Total</b>	58.84%	41.16%
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>			
Staff Remuneration		78.67%	
Operational Expenses (including those for Learning and Teaching)		10.44%	
Fee Remission / Scholarship <sup>1</sup>		5.86%	
Repairs and Maintenance		1.10%	
Depreciation		3.77%	
Miscellaneous		0.16%	
	<b>Total</b>	100.00%	
<b>Surplus/Deficit for the School Year*</b>		0.74 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year*</b>		4.93 months of the annual expenditure	
<i>* in terms of equivalent months of annual overall expenditure</i>			

<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 requirement (Put a "✓" where appropriate).

--END--