

Hong Kong Baptist University Affiliated School

Wong Kam Fai Secondary and Primary School



Annual Report (Secondary School)

2016-17

Benjamin Chan
School Principal

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1. The School

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

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

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

Basic Information

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

2. School Mission and Vision

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

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

School Motto

Passionate to Learn, with Confidence

Determined to Succeed, with Vision

Mission Declaration

Caters to the whole person

Puts students' needs first at all time

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

Students will become global citizens with national pride at heart

3. School Management

3a. The School Management Committee



Supervisor

Professor Frank Fu Hoo Kin, MH, JP

Emeritus Professor, Hong Kong Baptist University

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

School Managers

Professor Rick Wong Wai Kwok

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, CW Certified Public Accountants

Dr. Amelia Lee Nam Yuk

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

Professor Sandy Li Siu Cheung

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

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

Executive Chairman, WKF Charity & Education Trust Fund

Group Chairman & CEO, Kum Shing Group

Ms. Cecilia Lee Sau Wai, JP

Partner, Deloitte Touche Tohmatsu

Mr. Leung Oliver Wing Hong (Till January 31, 2017)

Parent Representative

Mr. Ken Chan Chi Yuen (Till January 31, 2017)

Parent Representative

Mr. Billy Kwok Sui Yuen (Starting February 15, 2017)

Parent Representative

Mr. Joe Ho Ka Leung (Starting February 15, 2017)

Parent Representative

Dr. Benjamin Chan Wai Kai

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

Ms. Stephanie Ng Lai Fun

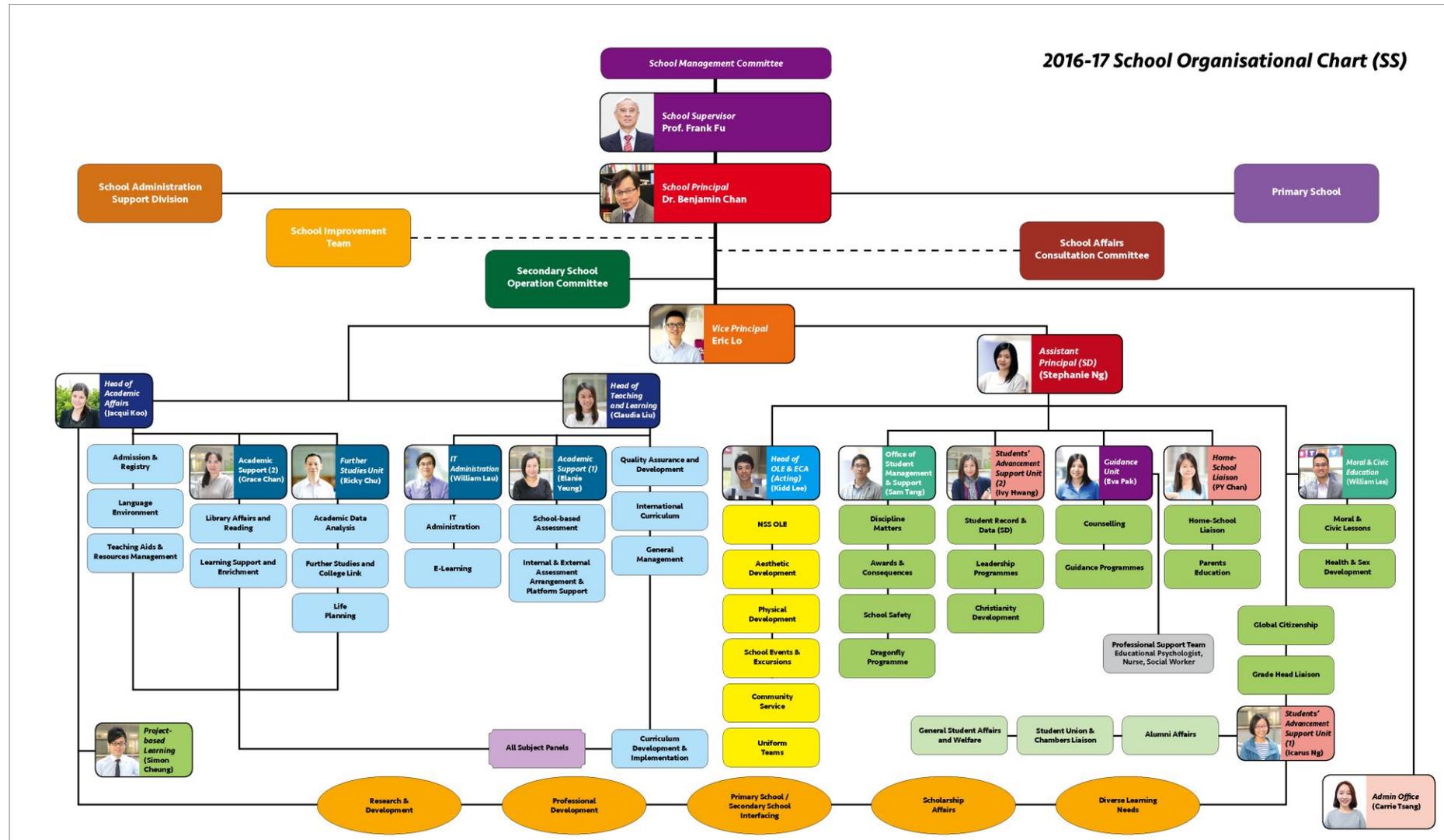
Teacher Representative

Mr. Kelvin Lee Ka Wing

Teacher Representative

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: 84

Teachers' Highest Qualification:

Bachelor Degree – 100%, Master Degree and Doctoral Degree – 71%

Native speakers of English or Putonghua: 8

LPR

Language Proficiency Requirement attained – 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 2016-2017

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

CPD Mode	CPD Domain	Sub Total	Total
Structured Learning	I. Teaching and Learning	3598.77	1362.47
	II. Student Development	90	
	III. School Development	291.5	
	IV. Professional Relationships & Services	55	
	V. Personal Growth & Development	382	
	VI. Others	0	
Others		2701.3	2701.3
Total CPD Hours			4063.77
Average CPD Hours per teacher			50.17

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

5. Our Students

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 st Sept, 2016	880
No. of Students as of 31 st August, 2017	823
No. of Withdrawal	57

	Term 1	Term 2	Whole year
No. of School Day	81	110	191
Total No. of Leave (Times)	2003	2252	4255
No. of Leave (Time per day)	24.7	20.5	22.3
% of Leave of the Year			2.5

5d. Student Performance

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

Grade	Number of Participants	Percentage
Junior	165/492	33.5%
Senior	122/273	44.7%
Total	287/765	37.5%

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)	73/492	14.8%
Senior (G10-11)	17/273	6.2%
Total	90/765	11.8%

Community Services	Number of Participants	Percentage
Junior (G7-G9)	21/492	4.3%
Senior (G10-11)	271/273	99.3%
Total	292/765	38.2%

6. The Areas of Concern

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	<p>To equip students with effective thinking skills</p> <p>To further enhance self-directed learning among students</p> <p>To promote STEM education in junior grades</p> <p>To review the integration of NSS/IGCSE elements into junior-grade curriculum</p> <p>To strengthen support to students in preparation for DSE/IGCSE exam</p> <p>To review the implementation of IGCSE top-up Programme</p> <p>To review curriculum and other arrangements for GCEAL Programme</p> <p>To review the capacities of science laboratories</p> <p>To optimize self-study facilities and environment</p> <p>To invite alumni or other guest speakers to share their experience in studies</p>	<ul style="list-style-type: none"> • Concrete proposals for enhancing students' thinking skills and self-directed learning were submitted and executed smoothly by subject panels, and demonstrated in lesson observation. • An inter-disciplinary STEM project was successfully launched in Grade 7. • The proportions of students attaining Level 2 – 5* and the general admission requirement for JUPAS degree Programmes (3322) are higher than the HK average proportions. Among the core subjects, our students showed noticeable improvement in Chinese Language, with the proportion attaining Level 3 apparently higher than that of last year as well as the HK average. • The GCEAL Programme was launched smoothly for the first year. An excursion was organized to enhance students' understanding of university admission and studies in UK. • The overall quality of the IGCSE top-up Programme was improved according to students' feedback. • A Principal's Recommendation Scheme would be offered by Waseda University in the new school year. • The Study Centre was relocated, renovated and renamed as "Learning Commons" to provide more flexible space and advanced devices for self-study, reading and small-group discussion. • A new science laboratory would be ready for use in the coming school year. • Alumni were invited to share their successful experience in studies, and recruited to provide small-group tutorials for the students in need. • A majority of teachers (93%), students (85%) and parents (89%) were satisfied with the students' initiative in learning according to school survey.
1.2	To make effective use of	To review the dissemination of	

Item	Strategies	Action	Evaluation
	student data to fine-tune learning & teaching strategies	<p>academic data through report cards</p> <p>To review L&T strategies after UT or term-end assessment</p> <p>To evaluate individual learning progress with students/parents regularly</p> <p>To analyze the effectiveness of LSET classes</p>	<ul style="list-style-type: none"> • The templates of UT and PBL report cards were revised to suit the new information needs. • A report card template was created for the GCEAL stream to fit its curriculum framework. • Reports for UT or term-end assessment were issued on time for students'/teachers' evaluation. • Post-assessment evaluations were done as shown in the minutes of QCMs or panel meetings as well as assessment evaluation reports. • Assessment results were used for the mid-term evaluation of the LSET classes. • A majority of teachers (90%) made use of student data to fine-tune their teaching strategies according to school survey. • A majoring of students (85%) were satisfied with their review of learning performance based on test/exam results and teachers' comments according to school survey. • More tools of the eClass system were to be explored in order to enhance the analysis of academic data.
1.3	To strengthen PS-SS interfacing in terms of curriculum, assessment and other learning activities	<p>To create more common timeslots through restructuring of PS and SS timetables</p> <p>To enhance professional collaboration between PS and SS teachers</p> <p>To optimize bridging Programmes from G6 to G7</p> <p>To strengthen ties with PS in curriculum, OLE and school events</p>	<ul style="list-style-type: none"> • Concrete proposals for bridging were submitted and executed smoothly by subject panels or other departments. • Strengthened ties between PS and SS were demonstrated in whole-school events such as G12 Graduation cum G6 Promotion Ceremony and PBL Showcase Day, cross-division school team training or performance. • PS timetable was restructured to create 4 common periods per day in order to facilitate implementation of bridging and acceleration Programmes. • 2 PS teachers were arranged to teach Integrated Science or Physical Education in Grade 7. • All G5 and G6 students were arranged to have lunch at SS Canteen, and participate in the activities of subject weeks wherever appropriate. • A majority of G7 students (83%) were satisfied with the various bridging Programmes held according to school survey.

Item	Strategies	Action	Evaluation
			<ul style="list-style-type: none"> A task force was established to plan the curriculum and Programmes for the middle school (Grades 5 – 8), which will be kicked off in Grade 5 in 2017-18.
1.4	To strengthen the language environment	To organize a Language Week for whole school To further promote the use of English or Putonghua 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 increase students' exposure to other languages	<ul style="list-style-type: none"> Concrete proposals were submitted and executed smoothly by the Language Environment Team as well as the CL and EL panels. The Language Week was successfully held in December to promote other languages such as French, German, Spanish and Japanese. A majority of teachers (89%) and students (85%) were satisfied with the language environment (for English and Putonghua) according to school survey. A third language Programme would be implemented in the middle school and kicked off in Grade 5 in 2017-18.
1.5	To further promote e-learning as an effective learning tool	To implement wifi 900 project To enhance teacher-student interaction in classroom with the aid of mobile devices To explore the possibility of using e-textbooks in junior grades To promote e-reading with suitable platforms To develop subject webpages for sharing of subject-based features and resources To strengthen PD Programmes on e-learning	<ul style="list-style-type: none"> The upgrade of wifi infrastructure under the 4th Strategy of IT in Education was duly completed. The e-learning platforms in use were reviewed. A school-based learning management system (LMS), with online “learning hubs” created for each subject, would be launched in Grade 7 next year. Subject webpages were developed on the school website and regularly updated. A half-day workshop on e-learning was successfully held for all teachers and assistants. A majority of teachers (87%) made use of e-learning tools and resources quite often according to school survey. A majority of students (87%) were satisfied with their use of IT in learning according to school survey. Continuous effort was to be put to identify suitable e-textbooks and e-reading platforms for our students.

Item	Strategies	Action	Evaluation
1.6	To provide better support to gifted and elite students	<p>To review the composition of the task force</p> <p>To strengthen support to gifted/elite students concerning their academic, personal growth and life-planning needs</p> <p>To optimize arrangements for acceleration Programme</p> <p>To recruit alumni to provide academic support for elite members of sports teams</p>	<ul style="list-style-type: none"> • The Centre of Gifted Education was established to develop the talent pool, and strengthen academic and personal growth support to the gifted/talented students in different aspects. • Gifted students in Mathematics were arranged to attend pull-out classes mentored by specialized teachers. • Alumni were recruited to provide tutorials for the elite members of sports teams during long holidays, with very good feedback received.

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	<p>To uphold our expectations for students and be consistent in giving consequences for irresponsible behaviours and tardiness</p> <p>To strengthen students' life skills and enhance their moral integrity</p> <p>To strengthen the sense of appreciation and thanksgiving among students</p> <p>To optimize the MCD curriculum and Programmes</p> <p>To further promote Christian values and atmosphere among students</p>	<ul style="list-style-type: none"> • According to school survey, all teachers (100%) agreed that they followed up and gave timely consequences to students for their inappropriate behaviors. • A majority of teachers having served for more than one year (85%) agreed that our students behaved well in general compared with last year. • The total number of disciplinary records due to misbehaviors decreased by 55% compared with last year, but there is room for improvement on students' tardiness and missing homework. • A total of 6 themes about moral values were set for every grade, and delivered in MCD lessons and mentor time. A majority of teachers (70%) agreed that the materials prepared by the MCD Team were effective in nurturing students' moral values and positive attitude. • Nearly 80% of junior-grade students gave positive feedback on the content and delivery of MCD lessons and news/story sharing in Thursday mentor time. • The Thanksgiving Week was successfully held, with around 300 and 150 self-designed appreciation cards (including e-cards) sent to teachers by students and parents respectively. Students participated actively in song dedication and the handicraft booths. Positive feedback was received from teachers, students and parents. • A majority of students (72%) and teachers (81%) agreed that the Christianity activities held had enhanced the Christianity atmosphere in school.
2.2	To provide diverse opportunities for students to develop talents	<p>To identify students' individual strengths and talents with periodic follow-ups</p> <p>To offer more opportunities for</p>	<ul style="list-style-type: none"> • 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.

Item	Strategies	Action	Evaluation
		<p>students to lead/organize school events</p> <p>To enhance team spirit and the aspiration for excellence in open competitions and events</p> <p>To optimize sports and aesthetic Programmes with upgraded facilities of the new annex</p>	<ul style="list-style-type: none"> • There were 10 service and leadership teams in total. Around 31% of G7 – G11 students joined the teams. • A number of inter-chamber or whole-school events were organized by Student Union and/or Chamber committees, such as Snapchat Filter Design Competition, A-School Got Talent, G7 O Camp, SA Camp, Million Walk, Chinese Cultural Day and Fun Fair game booths. • SU and Chambers organized the cheerleading team to enhance school spirit among inter-school sports competitions such as soccer, softball and basketball. • Outstanding achievements were made in sports, music and arts. • Our boys’ and girls’ overall positions in sports within the Shatin and Sai Kung District were 3rd and 6th respectively. Their achievements in inter-school competitions include: the champion in boys softball for 7 consecutive years, the 2nd place in boys soccer (Division 1; A, B and C Grade), the 2nd place in boys swimming (B Grade), team champion in boys table tennis (A Grade), team champion in girls fencing, and the 2nd place in boys tennis. • The sports facilities of the new annex were fully utilized to enhance fitness and performance of school teams.
2.3	To optimize exchange Programmes and excursions in order to enrich students’ learning experience and horizons	<p>To build collaboration with more partner schools in different parts of the world</p> <p>To encourage more students and parents to join exchange Programmes and become host families</p> <p>To foster sharing of global exposure by exchange students</p> <p>To strengthen collaboration with sister schools in mainland</p>	<ul style="list-style-type: none"> • Our school successfully linked up with two new partner schools for exchange Programmes: Peoples Christian Academy (Canada) and Dongtan Joongang High School (South Korea). Over 50 students had joined the exchange Programmes with these two and other schools. • About 12% of students (G7 – G11) had ever joined an inward/outward exchange Programme. • The learning elements of the exchange Programmes were enriched. According to school survey, a majority of teachers (95%) and students (90%) agreed that the exchange Programmes had broadened their global vision.

Item	Strategies	Action	Evaluation
		To offer more excursion options for students	<ul style="list-style-type: none"> • More excursion themes were introduced this year, such as the study tour in Iceland and the university tour in UK, with positive feedback and overwhelming enrolments received. Nearly 60% of students (G7 – G10) joined the Excursion Week.
2.4	To boost students' sense of belonging	<ul style="list-style-type: none"> To strengthen class ethos To increase students' sense of identity with the school To strengthen collaboration with alumni and parents 	<ul style="list-style-type: none"> • Grade meetings and Best Class competitions (for junior grades) were held to boost the sense of discipline and class ethos. • A sharing on school history and traditions was conducted in the beginning of the school year. • According to school survey, a majority of teachers (100%) and students (80%) agreed that the teacher-student relationship was good in general. • The Alumni Association was established, with at least two gatherings held, such as the Homecoming Dinner cum AGM and a barbecue gathering. Besides, two alumni newsletters were issued this year. • The alumni's contact list, including their whereabouts, had been updated. • A series of parent education talks were held for parents. Several events such as Million Walk, Fun Fair Day and PTA Varsity Show were organized to celebrate the 10th anniversary of PTA, with positive feedback received each time.
2.5	To strengthen support to senior-grade students regarding their social and emotional needs	<ul style="list-style-type: none"> To spot students' challenges and struggles during the transition from junior grade to senior grade To cater for diverse social/emotional needs in the face of challenges and struggles 	<ul style="list-style-type: none"> • A survey on stress level was administered to senior grade students. • A relaxation workshop and an alumni sharing session were organized for senior grade students in order to alleviate their stress arising from studies and family expectation. • Social groups for social skills and emotional control were formed to help junior grade students resolve their problems with peer relationship.

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 continue the practice of having teacher representatives in top-level meetings	<ul style="list-style-type: none"> Teacher representatives were included in the top management committees. Consultations were held in staff meetings/briefings or other channels before any major decisions or policies were made. The School Principal discussed school development issues with senior management periodically during the SIT meetings or other formal or informal meetings. A majority of teachers (90%) were satisfied with the transparency of the school's decision-making process according to school survey.
		To strengthen consultation with teachers on major policy changes	
		Principal meeting with senior management regularly to discuss school development	
3.2	To enhance dissemination of school information to stakeholders	To strengthen communication among AA, SD and OLE	<ul style="list-style-type: none"> Whole-school events were summarized and disseminated to all teachers through email every week. The school webpage was redesigned in a more user-friendly and informative manner. The Alumni Association was run smoothly for its first year of operation, thus enhancing the communication between the school and its graduates. Principal or Vice/Assistant Principal met with panel/department heads regularly to review work progress. School management met with parent/student representatives to collect their opinions on school issues such as canteen service and school uniform on a need basis. The eClass Parent App was used more frequently for sending instant messages or important reminders to parents. A majority of teachers (76%) were satisfied with the degree of communication and coordination among AA, SD and OLE committees and teams according to school survey.
		Principal/senior management meeting with panel/department heads individually and regularly	
		To meet with parents and student representatives regularly	
		To strengthen communication with alumni through the Alumni Association	
		To ensure effective channels of communication such as weekly highlights, staff briefings, emails, Google documents, Whatsapp, eClass app, etc.	
3.3	To further develop the school's continuous evaluation system	To widely adopt SWOT analysis by subject/department heads	<ul style="list-style-type: none"> All subject panels were required to conduct SWOT analysis before formulating targets and strategies in their annual plans.
		To optimize the teachers'	

Item	Strategies	Action	Evaluation
		appraisal system	<ul style="list-style-type: none"> • The appraisal forms and some of the appraisal procedures were revised. Some improvement measures would be taken in 2017-18 in order to strengthen the use of appraisal data for self-improvement. • A school-based mechanism was implemented in January 2017 for handling of the complaints lodged by key stakeholders. • A majority of teachers (85%) were satisfied with the arrangements for lesson observation and assignment inspection according to school survey.
To ensure effective use of appraisal data for professional development	To further optimize the arrangements for lesson observation (formal and peer) and assignment inspection	To develop guidelines for handling school complaints	

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 strengthen team spirit among all teams	<ul style="list-style-type: none"> • A two-day retreat camp was successfully held for the management of both PS and SS for team building as well as brainstorming ideas for school development. • Two Fun Days were successfully held by the Staff Welfare Team for all teaches for relationship building. • A new rank was added between SGM and GM to provide more chances for potential candidates to nurture their leadership abilities. • A majority of teachers were satisfied with the relationships (92%) and morale (87%) among themselves according to school survey.
		To review delegation of authority and responsibility to teammates	
		To organize retreat Programme for senior-middle management	
		To organize social gatherings for teachers	
4.2	To enhance recognition and appreciation of teachers' contributions	To show more recognition and appreciation through formal/informal channels	<ul style="list-style-type: none"> • Teachers having served for 10 years were given prizes as a token of appreciation. • The Staff Rooms and the Common Room were being renovated in order to improve the working space and leisure facilities. • A majority of teachers (78%) were satisfied with the degree of recognition and appreciation given for any contribution made according to school survey.
		To improve welfare and working environment of 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"> • "Learning Circles" were established in every subject panel. Professional development activities such as school visit, lesson observation, meeting and the sharing of teaching and assessment materials were regularly held with the networked schools. • Teachers were eager to apply to join EDB committees and other professional bodies. • The professional collaboration with HKBU was maintained
		To strengthen networking with other schools by developing "learning circles"	
		To encourage teachers to join professional bodies	
4.4	To seek more PD opportunities for teachers, locally and internationally	To encourage teachers to attend courses/seminars, and share experience inside and outside the school	<ul style="list-style-type: none"> • A number of senior teachers were nominated to attend different PD activities abroad, such as an international education conference in USA, an international forum on IT in education in Canada, a two-day conference on overseas studies in Shanghai, and a one-day workshop on curriculum leadership in Guangzhou.
		To nominate teachers for	

Item	Strategies	Action	Evaluation
		local/overseas educational conferences and study tours	<ul style="list-style-type: none"> • Teachers were keen on sharing experience in promoting e-learning on public occasions such as T&L Expo and EDB seminars. • Continuous effort was to be put to explore suitable opportunities of exchange for our teachers.
		To explore the feasibility of exchange Programmes for teachers	

7. Teaching and Learning

a. Organisation

- The committee was renamed from “Academic Affairs” to “Academic Development” in order to put more focus on growth and development instead of daily operations.
- To strengthen delegation and facilitate a clearer division of responsibilities, the Committee was divided into two major divisions: “Teaching and Learning” and “Academic Affairs”, which were supervised by the Head of Teaching and Learning and the Head of Academic Affairs respectively.
- The Internal Assessment Arrangement Team and the External Assessment Arrangement Team were combined so as to strengthen the coordination between internal and external assessments and streamline the allocation of manpower.
- The E-learning Team was subsumed under the IT Administration Team in order to strengthen the coordination between system support and teaching & learning in the promotion of e-learning.
- Due to staff turnover or promotion, the heads of the following teams or subject panels were reappointed: Project-based Learning, Chinese Language, Mathematics, Integrated Science, Biology, Chinese History, History and BAFS.

b. Curriculum

Junior Grades

- The junior-grade curriculum basically follows the framework recommended by EDB. In certain subjects such as Chinese Language (Classical Literature and Putonghua), English Language (Novel Study), Liberal Arts, Integrated Humanities, Business Fundamentals, and Information & Computer Literacy, school-based curriculums were adopted to a greater extent respectively.
- All Grade 7 students participated in a school-based STEM project which required the application of relevant knowledge and skills acquired in Mathematics, Integrated Science, and Information and Computer Literacy in the making of a solar-powered tool measuring temperature, light intensity, distance or movement.
- In general, a certain proportion of NSS and/or IGCSE elements were embedded in the junior-grade curriculum wherever appropriate, especially for Grade 9, in order to prepare students for their senior-grade studies earlier.
- Curriculum bridging between PS and SS remained a major concern of the School's curriculum policy. After timetable restructuring, both PS and SS had 4 lesson periods per day in common, thus facilitating the implementation of bridging or acceleration Programmes. 2 PS teachers were arranged to teach Integrated Science or Physical Education in Grade 7.
- To optimize the School's through-train potential and strengthen support to students at early adolescence, a Middle School Programme for Grade 5 to Grade 8 would be kicked off in Grade 5 in the coming school year.

Senior Grades

- The NSS curriculum remained the mainstream curriculum in senior grades, but in Grades 11 and 12, students could switch to the two-year GCE A-level curriculum subject to the school quota.
- A total of 14 HKDSE elective subjects, including two extended modules of Mathematics (M1 / M2), were offered.
- The class timetable had been restructured to accommodate 3 elective subject blocks. As a result, a majority of students in Grades 10 and 11 were studying 3 elective subjects.
- Literature in English was launched for the second year. The curriculum was implemented smoothly.
- NSS Music remained a joint-school Programme in the Shatin District, with students admitted from 6 other schools.
- One Grade 11 student was studying an Applied Learning Course on "Law Enforcement in Hong Kong", and completed the coursework satisfactorily.
- The GCEAL curriculum was launched for the first year. All the arrangements were implemented smoothly. A total of 7 elective subjects were offered. Besides, school-based curriculums were developed for Chinese Language and English Language respectively in order to sustain the students' development in both languages and cater for their needs in public assessment or further studies.
- In order to prepare students for the GCEAL curriculum, subject-based top-up Programmes for the IGCSE curriculum were offered to interested students with classes held during weekends or school holidays.
- A 9-day excursion was organized for students of the GCEAL stream in late June to enhance their understanding of the university admission requirements and procedures as well as the university life in UK.

c. Learning Support

- Small-group teaching was adopted in the subjects of Chinese Language, English Language, Mathematics, LS and ICL respectively.
- In junior grades, enrichment and enhancement classes were scheduled after school to cater for learner diversity in Chinese Language / Putonghua, English and Mathematics.
- In senior grades, supplementary lessons were held after school on a need basis in order to cater for learner diversity and strengthen students' readiness for public exam.
- Alumni were recruited to provide small-group tutorials for sports team members during long holidays or for the Grade 12 students in need after mock assessment.
- Tailor-made study plans and assessment arrangements were offered to students with special learning needs, after seeking the advices of our Educational Psychologist, Social Worker and their subject teachers.
- The Centre of Gifted Education was established to develop the talent pool, and strengthen academic and personal growth support to the gifted/talented students in different aspects. For instance, students gifted in Mathematics attended small-group pull-out classes of advanced curriculums, and participated in a variety of public competitions in order to gain recognition and exposure on a wider scale.

d. Assessment

1.1 Internal Assessment

- Both formative and summative assessments were 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.
- Barcodes similar to those used in DSE exam were printed for use in the Mock Assessment for Grade 12.
- The assessment arrangements were fine-tuned for the GCEAL stream to fit their schedules of IGCSE and GCE AS exams.
- Uniform tests were held smoothly among Grades 7 – 11 in the middle of each term. The scope and learning expectations of each subject were disseminated to students via e-notice a few weeks in advance. After the UT period, students were given individual reports 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 counseling if needed.
- All SBA tasks were completed smoothly and the marks were submitted on time.

1.2 External Assessment

- This year, a total of 87 Grade 12 students participated in the DSE exam. On the whole, the proportions of candidates attaining Level 2, 3, 4, 5, and 5*, and the general admission requirement for JUPAS Programmes (3322) are higher than the HK average proportions. There are 15 out of 16 subjects with a passing rate of 100% or higher than 90%. In terms of the best six subjects, the highest number of points attained is 36.

- Among the four core subjects, our candidates showed improvement in Chinese Language, with the proportion attaining Level 3 apparently higher than that of last year as well as the HK average.
- Among the elective subjects, our candidates were relatively strong in Chinese History, Geography, History, Physics, and Information and Communication Technology, with their proportions attaining most levels significantly higher than the HK average proportions.
- The marked DSE exam scripts of high-achievers were purchased for teachers' reference.
- Students were encouraged to participate in widely recognized public assessments such as TOEFL Junior, ICAS, GAPSK, IGCSE, IELTS (English) and LCCIE (accounting).
- A total of 104 junior-grade students participated in TOEFL Junior. Over 50% of them attained the highest level (Level 5) and 30% of them attained the second highest level (Level 4). What's more, one student got full marks and 15 students got 890 marks or above (out of 900).
- A total of 346 entries were made by junior-grade students for the ICAS in English, Mathematics and Science respectively. 61 high distinctions or distinctions and 80 credits were obtained.
- All Grades 8 students were required to sit the GAPSK assessment. The overall passing rate was nearly 99%, with around 42% attaining Grades A and B respectively.

e. Professional Development

- Given weekly/biweekly QCM periods scheduled within the school timetable, subject teachers of the same grade could sit together to plan, implement and evaluate their lessons and teaching strategies.
- VP or Head of Teaching and Learning together with the 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 any subject/KLA at least once a term.
- "Learning Circles" were established in every subject panel. Professional development activities such as school visit, lesson observation, meeting and the sharing of teaching and assessment materials were regularly held with the networked schools.
- Under the mentorship Programme, each newly employed teacher was assigned an experienced teacher to be his/her mentor, thus providing individualized guidance and support in order to facilitate adaptation to the new environment. An orientation Programme, informal lesson observation and lunch gatherings were also held for the new teachers.
- A total of 5 whole-school PD Programmes were organized during the year, including (1) a morning workshop on e-learning for SS teachers plus an afternoon sharing session on liberal education for both PS and SS teachers, (2) a workshop on PBL research and mentoring skills, (3) a workshop on STEM education, (4) half-day subject-based school visits and other PD outings, and (5) two Fun Days for relationship building during the assessment period. Overall feedback collected from teachers was positive.
- A 2-day Retreat Camp was organized for the middle management of both PS and SS in order to strengthen team spirit and brainstorm directions for the Middle School.
- All teachers of both PS and SS participated in a pilot study on professional standards of teachers in Hong Kong launched by EDB.

- Teachers were keen on applying to be external markers/oral examiners at the DSE exam or TSA, and members of CDI committees. Regarding the DSE exam, 10 teachers were appointed as markers/oral examiners.
- The E-learning Team was keen on sharing their experiences in promoting e-learning on public occasions including the Learning & Teaching Expo and EDB seminars.
- Teachers were nominated to attend different PD activities abroad, such as the ASCD conference in USA, an international forum on IT in education organized by Microsoft in Canada, a two-day conference on overseas studies organized by Cambridge International Examinations (CIE) in Shanghai, and a one-day workshop on curriculum leadership organized by CIE in Guangzhou.
- 5 teachers completed basic, advanced or thematic courses on Catering for Diverse Learning Needs organized by EDB.
- All panel heads were required to complete an online gifted education course organized by EDB by the end of the school year.
- All PD records were now accessible on the e-Services platform. Submission of paper records was no longer required.

f. Further Studies & Life Planning

- Various talks and workshops were organized 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 College Link seminars were organized to disseminate the latest information about admission and study Programmes in local and overseas 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 were administered to Grade 9 students so as to enhance their understanding of their personalities and strengths thus facilitating their decisions about subject choice.
- Various seminars were held to inform students and parents of the school curriculums, including subject selection for Grade 9, GCEAL curriculum for Grade 9, Grade 10 and outsiders.
- The annual Career Expo was successfully held in collaboration with the PTA to let students of Grades 9 and 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 9 – 11 to discuss their further study plans.
- An excursion was organized for senior-grade students to visit the Waseda University in Japan, and enhance their understanding of university admission and studies in Japan. A Principal's Recommendation Scheme would be offered to our G12 students in 2017-18.

g. Project-based Learning

- It is the second time both PS and SS organized their PBL Showcase on the same day. The theme of this year was "A-Step Forward". The whole event was extended by half an hour in order to allow more time for visiting the booths, and it is the first time the school hall and the indoor

gymnasium of the WLWM Building were both used to accommodate the booths. The event was held successfully. Feedback from students, parents and guests was very positive.

- A website and google documents were created to facilitate dissemination/submission of information/coursework.
- It is the first time visitors were allowed to vote for various awards with their mobile phones on the spot.
- SS students would receive their PBL report cards at the beginning of the next school year.

h. Reading

- Various activities including talks, workshops, book exhibitions, film appreciation, and games were organized to promote reading during the Reading Weeks in February to March, under the theme of “See the World through Words”.
- 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 of the theme to read during the period.
- Subject-based reading schemes were run by the Chinese, English and LS panels respectively.
- Students took turns to do book sharing during morning assembly.
- The Study Centre was relocated, renovated and renamed as “Learning Commons” in order to provide more flexible space and advanced devices for self-study, reading and small-group discussion.
- Parents’ rating on their children’s engagement in reading as reflected in the Stakeholder Survey was relatively low. More measures were to be taken to reinforce reading.

i. Language environment

- English is the major medium of instruction of most subjects, except Chinese Language, LA/LS and Chinese History.
- Putonghua is the major medium of instruction of Chinese Language. All students were required to meet the benchmark by passing the GAPSK assessment by Grade 8. Flexibility was given to the MOI of Chinese Language in senior grades where students were streamed into Putonghua or Cantonese groups according to their choice of language in DSE exam.
- A Language Week was launched for the first time in December to promote other languages, including French, Spanish, German and Japanese, through a variety of fun-filled activities.
- Students could only speak English or Putonghua when making announcements or presentations in public.
- Activities were organized during lunch recess to promote the use of Putonghua or English.
- More measures would be taken to cater for the learning needs of non-Chinese speaking (NCS) students, including the development of an English stream for Liberal Arts.

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 students’ use upon request by teachers.

- Students were allowed to bring their own mobile devices for learning purpose given prior approval.
- Useful e-learning platforms and apps were introduced to teachers and students constantly.
- The upgrade of WiFi infrastructure under the 4th Strategy of IT in Education was duly completed.
- A school-based learning management system (LMS), with online “learning hubs” created for each subject, would be launched in Grade 7 next year. It would also allow single sign-on and easy access to other learning platforms or apps.

k. Evaluation

Please refer to Area of Concern 1 of the evaluation report on Annual School Plan 2016-17.

8. Student Development

a. Organization

IC: Ng Lai Fun Stephanie

Co-IC: Tang Siu Nam Sam

Members: Chan Pui Yau, Hwang Shui Yin Ivy, Lee Wai Kim William, Ng Yeung Chi Icarus, Pak Lai Kuen Eva, Lee Man Kit Kidd

b. Support for Student Development & School Ethos

A. Student Management

In 2016-17, 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 Grade 9 and Grade 12 while other grades gradually stabilized when comparing with the situation in 2015-16.

Table 1: Student Attendance rate of each grade

	2014-2015	2015-2016	2016-17
G7	98.4%	97.2%	98.2%
G8	98.3%	97.2%	97.8%
G9	97.6%	97.9%	96.9%
G10	96.4%	97.3%	97%
G11	97.3%	96.1%	96.1%
G12	94.4%	96.5%	95.1%

As shown in Table 2, the general tardiness record this year exceeded 2000 times, worse than 2015-16, the promotion of punctuality and responsibility should be addressed in the coming academic year.

Table 2: Tardiness times of each grade

	2014-2015	2015-2016	2016-2017
G7	97	238	345
G8	158	242	327
G9	178	326	337
G10	198	356	484
G11	277	305	459
G12	175	253	252
Subtotal	1083	1720	2204

Soared over 4000 time, the missing homework record in 2016/17 reported was the worst among the recent 3 years. Especially in junior grades, a few students had serious homework overdue record, the consistent follow-up between student management team and guidance team should be adopted. Besides, a review on the existing mechanism and Programmes should be launched in the coming year to address punctuality and responsibility.

Table 3: Missing homework times of each grade

	2014-2015	2015-2016	2016-2017
G7	1143	947	1087
G8	625	956	1179
G9	657	584	817
G10	359	551	491
G11	319	43	444
G12	117	34	0
Subtotal	3220	3115	4018

According to the data of Table 4, the situation of improper uniforms showed great improvement in 2016-17 as a result of stringent monitoring of school uniform in Term 2, which aroused students' awareness of respecting of uniform policy.

Table 4: Improper Uniforms times of each grade

	2014-2015	2015-2016	2016-2017
G7	401	282	155
G8	247	386	127
G9	406	280	151
G10	363	321	145
G11	442	225	118
G12	216	163	17
Subtotal	2075	1657	713

Generally, most of our students behaved well and only a small number of them displayed serious behavioural issues. The total number of disciplinary cases plunged 55% than the previous year. While cases of infraction and minor demerits reduced in 2016-2017, those of major demerits went up a little owing to theft.

Police talks and regular reminders of students' property management from Student Management Team will be reinforced next year. Moreover, we will continue to uphold our expectation and focus on exploiting different strategies and programmes to tackle frequent offences of overdue homework submission and tardiness.

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

	2014-2015			2015-2016			2016-2017		
	Infraction	Minor Demerits	Major Demerits	Infraction	Minor Demerits	Major Demerits	Infraction	Minor demerit	Major demerit
G7	34	9	2	44	10	0	11	5	2
G8	25	3	0	31	6	0	21	3	0
G9	18	3	2	7	2	0	18	1	1
G10	11	8	3	22	6	0	19	1	2
G11	5	3	0	8	0	1	6	5	0
G12	3	1	0	3	1	0	0	0	0
Sub6total	96	27	7	187	25	1	75	15	5

Dragonfly Programme

This year, the Dragonfly Programme was organized by Student Management team, so as to make the follow up work of misbehaved students more comprehensive. Students can write off infractions, minor or major demerits by completing required numbers of service hours both inside and outside school. The Programme received positive feedback from students and has helped reduce recidivism.

Completion rate of the Programme reached 70% throughout the year. After Term 1 Assessment, 47 students took part in the Phase 1 Programme, of which 33 offset their offence record. In Phase 2 (after Term 2 Assessment), 35 of 50 students met the requirement.

B. Student Guidance

According to Tables 6 to 8, 34 cases served by Guidance team in 2016-2017. The number of new cases went up slightly while 32 cases handled directly by school social worker. The Guidance team together with the school social worker offered emotional and psychological support to students through preventive, developmental Programmes and individual counselling such as social skills training group, peer support Programmes for new comers and repeaters to tackle school adaptation, emotional, peer and learning problems of students. Students responded with positive feedback.

Several talks and seminars (See Table 9 below) were held this year, more than 80% of students were satisfied with the delivery and content. Similar types of talks will be extended to G7 and G10 in the coming year.

The thanksgiving week was organized again this year and received positive response on newly added activities such as sending appreciation cards, song dedication, handcraft booths etc. From School-based survey (SBS), teachers agreed that the event helped foster caring atmosphere within school (Mean score is 3.5 out of 5).

Table 6: Summary of Case Referrals

	2014/15	2015/16	2016/17
Guidance team (Included Social worker cases)			
Accumulated from last year	21	19	16
New Case	24	10	18
Total Number of Case	45	29	34

Table 7: Summary of Case Referrals of each grade

Grade	2014-2015	2015-2016	2016-2017
7	8	3	5
8	17	6	6
9	10	7	6
10	2	5	8
11	6	2	8
12	2	6	1
Subtotal	45	29	34

Table 8: Category of Guidance cases

Category	2014-2015	2015-2016	2016-2017
Learning problems	15	10	16
Peer problems	21	12	17
Behavioral Problems	11	10	10
Emotional Problems	25	17	18
Family problems	18	10	7
Others	1	3	7
Subtotal	91	62	75

Table 9: Themes of Guidance talks in each grade

Grade	Theme of Guidance talk/seminar/workshop
G7	NIL
G8	Peer relationship
G9	Resilience in Adversity Mobile Phone Addiction (shared by CTs)
G10	NIL
G11	Positive communication with parents on further studies and career planning
G12	Stress Management

C. Moral and Civic Development

1. Moral and Civic Development curriculum (MCD curriculum)

This year, the MCD curriculum has been implemented during OLE time and Mentor time. For junior grades, 6-7 MCD lessons have been conducted in OLE time by class teachers covering contents of social and life. School-based survey reflected satisfactory comment from students about the MCD lessons, news sharing and homeroom cleanness checking, which could foster their positive moral and civic values (Mean score

is 3.2). Further strategies and Programmes will be optimized in the coming year to cater for students' needs.

Students agreed that the MCD lessons were beneficial to their growth and personal development. More interactive sharing between class teachers and students were suggested. Around 80% junior grade students gave positive feedback on the content and delivery of MCD lessons and news/story sharing in Thursday mentor time. The general feedback was positive from students and teachers about G10 MCD lessons which helped foster students' positive mind and values.

2. Moral and Civic Development events (MCD events)

Different themes were 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, school events such as cleaning days and Inter-Chamber Sex-Education Quiz were conducted in OLE time. Furthermore, MCD team organized the City Forum visit and the excursion of Cultural and ethnic study of the minority (彝族) at Yunnan. MCD activities received positive feedback and aroused students' social awareness.

3. 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

D. Leadership Programmes

The School provides adequate opportunities to foster student leadership. Among the G7 to G11 students, 31% joined 10 leadership Programmes in 2016-2017, details shown in Table 10. Positive feedback of service and leadership Programmes was received from participants. The stakeholder survey showed that a majority of teachers (Mean Score is 4) and students (Mean Score is 3.3) agreed that leadership Programmes fostered students' leadership skills. From School-based student survey (SBS) (teachers), over 90% of teacher agreed that students in the service and leadership teams built a positive image in school (Mean Score is 3.6 for teachers and 3.4 for students). Apart from that, it

reflected that the role and duty of Eco pioneer should be strengthened.

Table 10: G7 – G11 (About 750 students)

	Service and Leadership Teams	Total Number of Participants
1	Prefects	29
2	Guidance Prefects	18
3	Christian Disciples	29
4	MCD Leaders	20
5	Eco Pioneers	7
6	Digital Sergeant	23
7	Library Prefects	19
8	Campus Photographer	16
9	Cultural Ambassadors	28
10	Excel 33	45
	Total	234 (31%)

To strengthen the school leader roles and sense of belongings in school, Elite Camp was organized for 20 Student Union and Chamber members and 10 Service and Leadership team committee members. More than 2 inter-Chamber /whole school events were organized by the SU and Chambers, i.e. Snapchat Filter design competition and A-School Got Talent competition (SU) & G7 Orientation Camp, SA Camp, Christmas Ball, Chinese Cultural Day and Fun Fair Game Booths and Million Walk.

E. 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. Christianity activities such as inter-class hymn singing competition and Gospel week were organized as usual. In **School-based student survey (SBS)**, teachers' feedback (Mean score is 3.6) was more positive than students (Mean score is 3.1) towards the Christianity activities.

F. Home-school Cooperation, Alumni, Links with External Organization

Home School liaison and Parent-Teacher Association (PTA)

For Parent-teacher Association, there were 11 meetings throughout the year. Various PTA activities were organized for teachers, parents and students, such as the Million Walk by the Community Chest, cooking class, Career Expo 2017 and Variety Show. The feedback was positive, but stronger promotion was needed in the coming year to attract both parents and teachers to join activities by PTA and the school, as reflected in **the stakeholder survey (parents), most parents also stated that they seldom joined school's events or PTA's events. (Mean score is 3)**

Besides, various Home-school liaison activities were organized in 2016-2017, 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, over 300 well-designed appreciation cards were sent out by students and 150 cards (Include E-card) by parents to teachers, a double of last year.

536 parents attended 8 parent education talks organized this year (See Table 11), whilst 27 parents from secondary section and 42 from primary section joined twice or more of parent education talks this year. One parent counselling workshop hosted by school social worker was held with more than 30 parents to join and positive feedback was received. Two Home-school Newsletters were published this year for interactive communication and school information updates with parents.

Since the establishment of A-School Alumni Association (AAA) last year, PTA sponsored a one-off of \$20000 to AAA as its foundation fund. AAA was registered as an organization and completed the bank account application, with finalization of AAA constitution. At least 2 Alumni gatherings or sharing held this year, such as barbeque gathering, the AGM of Alumni Association and Homecoming dinner in July. The Alumni contact list has been updated with alumni's study institution and work status etc.

Table 11. Attendance record of Parents Education seminars/workshops

Theme	Date	Speaker	Number of participants	Rate of positive feedback*
1. 和諧家庭·快樂孩子	5 th Nov 2016	羅乃萱	88	100%
2. 開啟天窗-----提升學習動機，由家庭做起	10 th Dec 2016	家長教育學會 許壯熙	57	100%
3. 聽我說·陪你讀-----親子閱讀技巧工作坊	17 th Feb 2017	蔡姨姨	25	100%
4. 拒絕迷「網」---預防子女上網成癮	11 th March 2017	東華三院(鄭姑娘)	63	100%
5. 親子按摩工作坊	21 st March 2017	朱翠碧	18	100%
6. 性在有心-----如何與子女說愛談性	31 st March 2017	觸動輔導中心 程翠雲	59	100%
7. 16 型人格(MBTI)與生涯規劃	6 th May 2017	張笑容	95	100%
8. 青少年情緒健康與支援	12 th May 2017	黃宗顯醫生	131	98%

G. Global Citizenship – WEA, Exchange Programmes and Excursions

Up to this year, we have partnered with more than 15 schools from all over the world, of which 2 were new partners, including Peoples Christian Academy (Canada) and Dongtan Joongang High School (South Korea). Exchanged Programmes with 6 schools including to Beijing, USA, Denmark and Korea, Japan and Canada were successfully organized in 2016-2017. An overwhelming response from students was received as more than 100 applications received in the beginning of the school year. After interview, 53 (32 students last year) students were selected to take part in the Programmes, meanwhile another 36 students being the Host families to look after inbound students from partner schools.

From School-based student survey (SBS), we received a positive feedback from students (Mean score is 4.1), they agreed that our exchange and immersion Programmes broadened their global visions. Students also expressed positive feedback (Mean Score is over 4) and desire to lengthen the period of exchange in the exchange programmes student participant survey.

WEA Symposium on Water Resources and Protection was organized at Nanjing. 5 school participants had a 4-day symposium at Nanjing and 3-day post trip to Shanghai and Hangzhou, which was a valuable experience to broaden students' horizon.

This year, 374 students from G7 – G10 joined 8 excursions including new alternative or themes such as geographical trip to Iceland and Taiwan. **From SBS survey result, teachers and students had positive feedback (Mean score is 4.0 and 3.6)** to the overseas excursions that helped broaden their horizon and international perspectives.

c. Other Learning Experience

1. OLE clubs and teams

There were 45 OLE clubs and teams in 2016-2017. Most of the OLE activities were held on every Monday, Wednesday and Friday during lunch recess, after school and weekends. All Grade 7 to Grade 9 students were required to join at least one OLE activity throughout the year, the participation rate was over 97% this year (Refer to Table 12).

Table 12. Summary of OLE Participation rate from 2014-2017

Grade	Percentage of Participants in OLE 2014-2015	Percentage of Participants in OLE 2015-2016	Percentage of Participants in OLE 2016-2017
Grade 7	98%	99.41%	99%
Grade 8	97%	95.81%	96%
Grade 9	95%	95.74%	96%
Grade 10	66%	78.43%	78%
Grade 11	44%	70.41%	70%

2. School events and outings

There were 20 school events involved OLE department this year, such as Life-wide learning day, Christmas celebration, Chinese cultural day, ceremonies etc. The Life-wide learning day was organized in November; the overall arrangement and learning task was smooth.

3. Uniform teams

23% of G7 students and 12% students of G7 – G11 joined uniform teams or Community Service team this year, namely HKAC, Scouts, St. John Ambulance Brigade and Boys’ Brigade. A cross uniform team activity day was organized with Barbeque, High Event and Abseiling in HKAC camp

site on 8th April 2017, with positive response.

4. NSS OLE

Community service - 97% of senior form students joined at least one school's NSS Community Service Programme this year such as Caritas games Day, cleaning beach campaign and flag days, with positive feedback from senior grade students through reflection worksheets.

NSS Aesthetic Development course - There were 7 NSS Aesthetic Development Courses with 8 lessons for all G10 students and 4 lessons Film Appreciation course and Drama for G11 students in Term 2 OLE Time. Programmes included Figure Qipao Design, Street Dance, Leather Makin, Mechanical Arts, Soundtrack Production, Junk Wood Sculpture and Figure Drawing. The overall feedback was satisfied, and it was considered that street dance might not be needed next year due to relatively low response rate and difficulty in hiring instructors.

From the **stakeholder survey, teachers and students had positive feedback towards OLE development.** Indeed, a majority of teachers agreed that school's extra-curricular activities could help extend students' learning experiences (Mean Score is 4.1), and most students agreed that Through participation in the school's extra-curricular activities, their learning opportunities in respect of extra-curricular knowledge and life skills, etc. increased (Mean Score is 3.4)

d. 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**, we should focus more on student discipline and ethics in coming years as it was reflected in ASAPO survey result that the mean score of our junior grade student's commitment (2.97, HK is 3.03), ethical conduct (2.94, HK is 3.03) and Indulgence (2.9, HK is 2.97) life style was relatively lower than Hong Kong Mean Score (3.07). From the stakeholder survey, school could focus more on developing positive values and attitudes to our students (Mean Score is 3.5) and students reflected that the school usually fostered their virtues (Mean Score is 3.3).

The score of Social integration of senior grade students (2.82, last year is 1.48) was lower than Hong Kong mean Score (2.94), but there was a great improvement when comparing the school score of last year. Thus, various Programmes would be continued to help students to encounter

emotional difficulties and relationship.

Teacher and student relationship

As reflected in **the stakeholder survey (SHS) (Teachers)**, a majority of teachers agreed that there was a good teacher-student relationship **(Mean Score is 3.9)**. However, **it was not a majority of students reflected that teachers cared about them (Mean score is 3.3)**. On the other hand, it was showed that parents supported the school, according to the result of stakeholder survey (parents), a majority of parents agreed that students loved the school and they had good relationships with teachers and students (Mean Score is around 3.7). Parents also had good relationship with the school (Mean Score is 3.8).

From APPASO survey result, teachers believed that the teacher-student relationship in school was good (Mean score is 3.9). However, students might have different view on this, **from the APPASO survey result (Students), the mean score from junior and senior grades were 2.7, which was lower than the mean score (2.9) in HK**. Therefore, we would investigate the reasons in the coming year and build up a positive teacher-student relationship to cater students' needs and challenges in their school life.

e. Participation & Achievement (Non-academic performance)

In 2016-17, 37 students applied for 14 scholarships or awards related to SD. Two scholarships “領展「第一代大學生獎學金」” and “香港廣東社團獎助學金計劃 2017” were for G12 DSE students.

- New Territories 10 Outstanding Student Award 2016
- Shatin District Outstanding Student Award(12th) 2017: Top Ten
- Youth Arch Improvement Award 2016
- 2016 Elsie Tu Education Fund
- Sir Robert Black Trust Fund
- Hong Kong Fortunate Community Charitable Foundation Sponsorship
- 2017 Upward Mobility Scholarship of the “Future Stars” Programme
- 2016-2017 Grantham Scholarships Fund---Grantham Maintenance Grants
- 香港廣東社團獎助學金計劃 2017
- 香港直接資助學校議會-交通銀行內地升學獎學金

- 領展「第一代大學生獎學金」

Moreover, there was an outstanding achievement in sports, music and arts. 287 students joined about 25 sports events in Inter-school competitions by Hong Kong Schools Sports Federation this year, the overall participation rate was 33.6%, which was similar as last year.

Our boys' and girls' overall positions in sports within the Shatin and Sai Kung District ranked 3rd and 6th respectively, snatching the Most Improved School Awards. Their achievements in inter-school competitions included the champion in boys softball for 7 consecutive years, the 2nd place in boys soccer (Division 1; A, B and C Grade), the 2nd place in boys swimming (B Grade), team champion in boys table tennis (A Grade), team champion in girls fencing, and the 2nd place in boys tennis. Details may refer to Table 13.

Table 13. List of school team awards among inter-school/District competitions 2016-17

Team	Grade	Position
Athletics	Boys B	4 th
Athletics	Boys C	5 th
Athletics	Girls C	4 th
Basketball	Boys C	Champion
Cross country	Boys B	3 rd
Cross country	Boys C	5 th
Cross country	Girls C	8 th
Fencing	Boys Foil	2 nd
Fencing	Boys Epee	4 th
Fencing	Boys Epee	Boys C Individual Champion
Fencing	Girls Foil	Team Champion
Fencing	Girls Foil	Girls A 3 rd ; Girls B 2 nd and 3 rd
Fencing	Girls Epee	5 th
Fencing	Girls Epee	Girls C Individual Champion and 2 nd and 3 rd

Team	Grade	Position
Indoor Rowing	Girls B	Overall: 5 th
Soccer	Boys AB	Division I – 2 nd
Soccer	Boys C	Division I – 2 nd
Softball	Boys	Champion
Softball	Boys	MVP (Yu Mervyn)
Swimming	Boys A	5 th
Swimming	Boys B	2 nd
Swimming	Boys C	7 th
Swimming	Boys Overall	5 th
Swimming	Girls B	4 th
Swimming	Girls C	8 th
Swimming	Girls Overall	6 th
Table Tennis	Boys A	Champion
Table Tennis	Girls C	4 th
Tennis	Boys	2 nd
Volleyball	Boys A	4 th
Volleyball	Girls C	4 th

For 68th Hong Kong Schools Speech Festival, we were awarded 16 individual awards (First 3 places) in Chinese Speech and 9 individual awards (First 3 places) in English Speech While our Chinese Choral Speaking team got Champion this year.

For 68th Hong Kong Schools Music Festival, we were awarded 5 individual awards this year (First 3 places), which is same as last year. In Hong Kong International Handbell Olympics 2017, our school Handbell team got Gold award in the competition.

For 53rd School dance Festival, Jazz dance team got the highly commended award, meanwhile Chinese dance team got commended award also. About Dance World Cup Asian Cup 2017, our Jazz dance team got Gold award in Junior Group Jazz & Show dance.

In 2015 /16 Exhibition of Secondary School Students Creative Visual Arts Work, our school got different awards including gold and silver awards.

Students Fitness Competence

There were five levels of fitness competence by school-based fitness assessment, it was stated that the fitness level 2 or above in Grade 9 was seeking for improvement, while there was a progression shown by Grade 8 to Grade 12. Details please refer to Table 14.

Table 14. Students Fitness Competence information of all grades

Year	2015-2016		2016-2017	
Grade	Students achieved Level 2 or above (%)	Students achieved Level 3 or above (%)	Students achieved Level 2 or above (%)	Students achieved Level 3 or above (%)
7	59%	24.%	62%	31%
8	77%	41%	62%	31%
9	82%	51%	40%	23%
10	73%	40%	88%	49%
11	72%	30%	86%	45%
12	75%	53%	74%	29%

9. 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 supply up to 100% of the annual school tuition for 3 years and may apply for an extension at the end of their awarded scholarship period.

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 3 years. Students and families may apply to extend the Supplementary Scholarship at the end of their awarded scholarship period.

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, stationary 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 with deadlines by 31st August of the school year prior to entrance or 31st January of the current year of enrolment. Scholarship interviews will be scheduled within the corresponding September or February.

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 at any time based on 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 (2016-2017)

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 (2015-16)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	57.99%	N.A.
School Fees	N.A.	39.58%
Donations, if any	N.A.	0.23%
Other income, if any	0.10%	2.10%
Total	58.09%	41.91%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		76.15%
Operational Expenses (including those for Learning and Teaching)		11.38%
Fee Remission / Scholarship ¹		5.68%
Repairs and Maintenance		1.06%
Depreciation		5.57%
Miscellaneous		0.16%
Total		100.00%
Surplus/Deficit for the School Year*	1.27 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year*	5.97 months of the annual expenditure	
* in terms of equivalent months of annual overall expenditure		

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

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

--END--