Hong Kong Baptist University Affiliated School

Wong Kam Fai Secondary and Primary School

Annual Report (Secondary School)

2017-18

Benjamin Chan
Chief Principal

Contents

1. The School
2. School Mission and Vision
3. School Management
   a. The School Management Committee
   b. The Organisation
   c. The Nurturing Strategies in Secondary School
4. Our Team
   a. General Data
   b. Professional Development
5. Our Students
   a. Class Structure and No. of Students
   b. No. of School Day: 190
   c. Some Statistics
   d. Student Performance
6. The Areas of Concern
7. Teaching and Learning
   a. Organisation
   b. Curriculum
      i. Junior Grades
      ii. Senior Grades

c. Learning Support

d. Assessment

i. Internal Assessment

ii. External Assessment

e. Professional Development

f. Further Studies & Life Planning

g. Project-based Learning

h. Reading

i. Language Environment

j. E-learning

k. Evaluation of L&T Strategies as per Annual School Plan 2017-18

8. Student Development

a. Organisation

b. Support for Student Development & School Ethos

A. Student Management

B. Student Guidance

C. Moral and Civic Development

D. School Climate

E. Home-School Cooperation

F. Links with External Organisations

c. Student Performance

A. Attitude and Behaviour

B. Social Development

d. Participation & Achievement (Non-academic performance)

A. Other Learning Experience

B. Scholarships and Outstanding Student Awards

C. Students Fitness Competence

9. 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

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

2. School Mission and Vision

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

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

School Motto

Passionate to Learn, with Confidence

Determined to Succeed, with Vision

Mission Declaration

Caters to the whole person

Puts students' needs first at all time

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

Students will become global citizens with national pride at heart

3. School Management

a. The School Management Committee

Supervisor

Professor Frank Fu Hoo Kin, MH, JP

Emeritus Professor, Hong Kong Baptist University

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

School Managers

Prof. Rick Wong Wai Kwok

Vice-President (Research and Development), HKBU

Ms. Winnie Tam Wan Chi, SC

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

Prof. 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

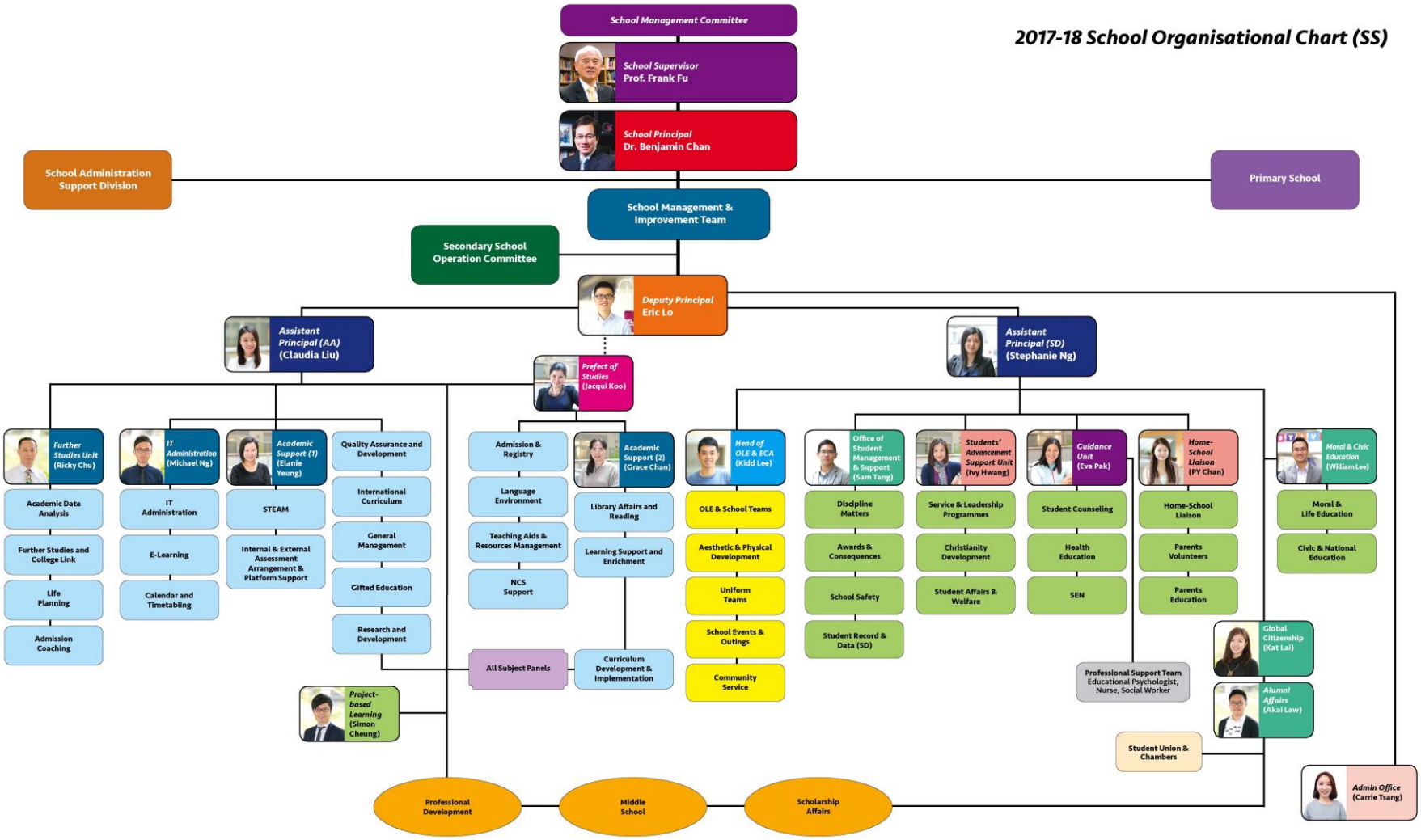
Mr. Billy Kwok Sui Yuen

Parent Representative

	Mr. Joe Ho Ka Leung Parent Representative
	Dr. Benjamin Chan Wai Kai Chief 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

b. The Organisation

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



c. The Nurturing Strategies in Secondary School

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

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

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

Another special niche of our school is that we provide small group classes with an ideal teacher-student ratio. Our faculties share a common trait. They inspire, challenge, guide, nourish, and reward their students. The school-based curriculum balances specific knowledge captured in different subjects with a broad based liberal arts education.

Liberty is valued in our culture. We encourage extensive interactions between students and faculty, during and after lessons. We value home-school cooperation. We provide platforms for parents to voice out their suggestions and opinions.

4. Our Team

a. General Data

No. of teacher: 90
Teachers' Highest Qualification:
Bachelor Degree – 100%, Master Degree and Doctoral Degree – 66%
Native speakers of English or Putonghua: 9

LPR
Language Proficiency Requirement attained – 100%

b. Professional Development

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

CPD Hour 2017-2018

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	3904.17	5719.92
	II. Student Development	209.75	
	III. School Development	810.5	
	IV. Professional Relationships & Services	202	
	V. Personal Growth & Development	593.5	
	VI. Others	0	
Others		788.75	788.75
	Total CPD Hours		**6508.67**
	Average CPD Hours per teacher		**73.96**

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

5. Our Students

a. Class Structure and No. of Students

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

b. No. of School Day: 190

c. Some Statistics

No. of Students as of 1st Sept, 2017	913
No. of Students as of 31st August, 2018	840
No. of Withdrawal	73

	Term 1	Term 2 (including Term P)	Whole Year
No. of School Day	72	118	190
Total No. of Leave (Times)	1936.5	2591.5	4528
No. of Leave (Time per day)	26.9	22	23.8
% of Leave of the Year			2.6

d. Student Performance

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

Grade	Number of Participants	Percentage
Junior	203/497	40.8%
Senior	105/388	27.1%
Total	308/885	34.8%

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)	81/498	16.3%
Senior (G10-11)	22/269	8.2%
Total	103/767	13.4%

Community Services	Number of Participants	Percentage
Junior (G7-G9)	375/498	75.3%
Senior (G10-11)	211/269	78.4%
Total	586/767	76.4%

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 or overseas studies	To increase the proportion of questions or tasks requiring higher-order thinking in daily teaching, assignments and assessments	1. A school-based platform, Learning Hub, was created and has been widely used across subjects at Grade 7. The Learning Hub will be extended to Grade 8 next year. Other suitable platforms/apps will be further explored. 2. More mobile devices of different models were purchased for students' use. The classroom environment will be redesigned next year in order to facilitate the use of mobile devices in daily teaching and learning, and enhance interaction and collaboration in the classroom. 3. All teachers' laptops will be replaced by tablets progressively next year. 4. Talks on various topics such as brain memory, study skills and exam skills were held for different grades. 5. Study groups were formed during lunch recess before term-end assessment. 6. The self-reflection questions in the UT Individual Performance Analysis report were revised to emphasize self-directed learning. 7. Two subject panels participated in a research project on students' self-assessment conducted by the Education University of Hong Kong. 8. The subject blocks of the GCEAL curriculum were revised to allow more flexibility in subject choice. 9. Students participated actively and performed satisfactorily in various external assessments such as TOEFL Junior, ICAS, GAPSK, IGCSE, IELTS and GCE. 10. Admission coaching has been implemented effectively to prepare G12 students for university application and interviews.
		To further promote e-learning with the aid of online platforms and mobile devices	
		To strengthen training on study and exam skills	
		To make use of academic data in evaluating learning progress and teaching strategies	
		To review and optimize the implementation of GCEAL curriculum	
		To encourage students to participate in recognized external	

		assessments	11. The Centre for Gifted Education was established to coordinate various classes, programmes and competitions for gifted students. 12. A majority of teachers have increased the proportion of questions or tasks promoting higher-order thinking in their daily teaching and their preparation of assignments and assessment papers (93%); have made use of e-learning tools and resources in their daily teaching (quite often) (78%); have put continued effort to strengthen students' study and examination skills (97%); have made effective use of students' academic data to evaluate learning progress and teaching strategies (86%); as indicated in a school-based survey. 13. A majority of teachers often teach their students learning strategies (84%); often help their students review their learning so that they have a clear idea about their learning performance and progress (93%); often adjust the teaching contents and strategies according to students' learning progress in lessons (97%); as indicated in the stakeholders' survey. 14. The proportion of Grade 12 students attaining Level 4 or above in the HKDSE exam increased significantly (by 16.3%). The proportions attaining Level 5/5*/5** also increased remarkably (nearly twofold).
		To establish a team to provide admission coaching	
		To strengthen support to gifted and talented students	
1.2	To develop students as self-directed learners	To launch a school-based learning management system starting at Grade 7	1. A school-based platform, Learning Hub, was created and has been widely used across subjects at Grade 7. 2. Students were provided with the UT Individual Performance Analysis report for self-reflection. 3. A post-assessment questionnaire was developed to help students reflect on their academic performance and learning attitude. 4. A majority of teachers (85%) have increased the proportion of questions or tasks promoting self-directed learning in their daily teaching and their preparation of assignments as indicated in a school-based survey.
		To increase the proportion of questions or tasks requiring self-directed learning in daily teaching and assignments	

		Students conduct self-evaluation of their academic performance periodically.	5. A fair proportion of students take the initiative to learn (43% strongly agree/agree; 39% neutral); know how to set learning goals for themselves (40% strongly agree/agree; 40% neutral); are able to apply learning strategies (40% strongly agree/agree; 39% neutral); often review their learning based on their test/exam results and teachers' comments on their performance in assignments and in class (44% strongly agree/agree; 38% neutral); as indicated in the stakeholders' survey.
1.3	To cater for academic and developmental needs of students in middle school years	To launch the middle school curriculum and programmes starting at Grade 5 in collaboration with the primary division, and review their effectiveness periodically	1. A Middle School Steering Committee was established to plan, oversee and evaluate the implementation of related curriculums and programmes. 2. Most of the programmes planned for the academic year have been launched smoothly at Grade 5. 3. A new school drive was created for Middle School to facilitate sharing of subject documents, teaching resources and assessment papers between PS and SS panel heads. 4. Parents' seminars were held regularly to inform Middle School parents of the latest development of the curriculums and programmes. 5. A majority of teachers (86%) are well aware of the development of the Middle School curriculums and programmes as indicated in a school-based survey. 6. Many teachers agreed that the implementation of the Middle School is one of the strengths/opportunities of the school as indicated in a SWOT analysis conducted in a staff meeting.
1.4	To strengthen STEAM education	To establish a team to oversee the implementation of STEAM education To implement a whole-grade interdisciplinary project at Grades 7 and	1. A team for STEAM Education was established to plan, oversee and evaluate the implementation of related projects and activities. 2. Whole-grade STEAM projects were implemented successfully at Grade 7 and Grade 8. 3. Students were nominated for a variety of external competitions/activities, with top prizes won in some competitions. 4. A STEM Lab was set up.

		8 respectively To organise and coordinate related activities and competitions To embed STEAM elements in project-based learning	5. A STEM-related excursion was organised for Grade 9 in Japan. 6. Local PBL groups of Grade 9 were required to work on STEM-related projects. 7. EDB school-based support service will be sought to help us develop a school-based curriculum, and fine-tune the design of our STEAM projects and other STEAM-related activities. 8. Positive feedbacks were received from students/teachers on their participation in the STEAM projects.
1.5	To strengthen students' reading habit	To optimize the reading environment of school library and around the campus To enhance the effectiveness of reading periods To scale up school-based reading schemes To strengthen the roles of library prefects To bring in suitable e-reading platforms	1. The Learning Commons was established, and is open for students' use in free periods or after school. 2. Improvement works to the lighting and air-conditioning of the Main Library were completed on time. 3. More tables and chairs were put around the first floor to facilitate small-group discussion and mentoring. 4. A greater variety of reading activities were held in the reading periods at Grade 7 and Grade 8. 5. Training workshops were organised for Library Prefects to enhance their skills in library management and reading promotion. 6. Chinese e-books were acquired for a Chinese Language reading scheme. 7. Two e-book platforms will be launched to promote e-reading next year. 8. A major of teachers (75%) agreed that the school maintains a rich reading environment (including facilities, books and online resources) for students as indicated in a school-based survey. 9. Compared with last year, similar proportions of students agreed that the reading periods (for Grades 7 and 8) could enhance their interest in reading; but a slightly lower proportion of students usually read in the school library or found the

			Reading Weeks stimulating; as indicated in a school-based survey. The smaller proportion of students using the school library is probably due to the fact that the library had been closed for improvement works for a couple of months. 10. The library environment and facilities will be further improved next year.
1.6	To provide learning support to non-Chinese speaking students	To establish a team to coordinate various kinds of support to NCS students	1. A team was established to coordinate efforts to support the NCS students. 2. A tailor-made Chinese Language curriculum and the EMI teaching resources for Liberal Arts were developed for Grade 7. 3. NCS students at other grades were provided with after-school learning support in Chinese Language. 4. Some cultural activities were organised for NCS students to enhance their understanding of Chinese customs and culture. 5. Positive feedbacks were received from students/parents on the learning support provided, and remarkable improvements were seen in students' learning performance in Chinese Language.
		To develop a suitable Chinese Language curriculum for NCS students	
		To develop an EMI curriculum of Liberal Arts at Grade 7	
		To recruit extra manpower to support NCS students	
		To assign buddies for each NCS student to provide peer support	
		To evaluate adaptation with NCS students and their parents periodically	

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

Item	Strategies	Action	Evaluation
2.1	To nurture students' positive mind and attitude towards life	To support teachers in upholding their expectations for students and being consistent in giving consequences for misbehaviours	1. School's expectations towards students were disseminated through assemblies, mentor time and debriefings of different activities. 2. Almost all teachers (99%) agreed that they uphold high expectations towards students' attitude and performance as indicated in a school-based survey. 3. A majority of teachers (96%) agreed that they followed up and gave timely consequences to students for their inappropriate behaviours as indicated in a school-based survey. 4. The mechanism of awards and consequences was reviewed, with some adjustments made to the Dragonfly Programme and some awards including the Conduct Award. 5. An "A+ Classroom" scheme was organised for Grades 7 and 8, while a food donation campaign was organised for Grade 9. Besides, an inter-class hymn-singing competition was organised to boost class spirit and the Christian atmosphere at school. 6. The Moral & Civic Education lessons were restructured. According to a school-based survey, a majority of teachers (73%) agreed that the MCE activities could foster proper moral and civic values among students, while a majority of junior-grade students (80%) gave positive feedback on the content and delivery of MCE lessons and the news/story sharing in Thursday mentor time. 7. Various courses were organised for SEN students, such as speech therapy, social skill training and attention training. Assessment accommodation and study groups were also arranged to cater for their academic needs.
		To review the mechanism of awards and consequences	
		To organise inter-class programmes to foster self-discipline and class spirit	
		To strengthen students' positive mind and values through MCE programmes/lessons and mentor time	
		To conduct training programmes for students with special learning needs (SEN)	

		To further promote Christian values and atmosphere among students	8. A variety of programmes such as Monday religious sharing, Christmas celebration, Gospel Week and G12 Baccalaureate Service were held to promote Christian values and atmosphere at school. According to a school-based survey, a majority of teachers (82%) and students (71%) agreed that the Christianity activities held could strengthen the Christian atmosphere at school. 9. A well-structured service learning programme was established for Grade 5 to 8 students with different themes and learning targets for each grade. Nearly 80% of Grade 7 and 8 students joined the community service this year. For senior-grade students, 97% of them joined the NSS community service at least once, with positive feedback collected through a self-reflection worksheet.
		To restructure the service learning programmes to nurture students' empathy towards people in need	

2.2	To provide diverse opportunities for students to develop their talents and leadership skill	To identify students' individual strengths and talents with periodic follow-ups To offer more opportunities for students to lead/organise school events To offer more opportunities for students to join open competitions/events and scholarship/award schemes To provide leadership training for leadership team members	1. Fitness tests and school team selection were held for all sports team members at the beginning of the year, so as to identify their individual strengths and needs, and provide suitable support. 2. There are 10 service and leadership teams this year. 36% of students from Grade 7 to 11 joined the service and leadership teams. All the teams organised at least one activity for the whole school and their team members respectively. 3. A number of inter-chamber or whole-school events were organised by Student Union and/or Chamber committees, such as Dance Battle, A-School Got Talent, Grade 7 Orientation Camp, Senior Associate Camp, Chinese Cultural Day, PTA Picnic Day and an inter-chamber volleyball competition. 4. Over 300 awards and outstanding achievements were made in sports, music and arts events or competitions. 5. Our boys' and girls' overall positions in sports in the Shatin and Sai Kung District were 4th and 6th respectively. Their outstanding achievements in inter-school competitions include champion in boys' softball for 8 consecutive years, the 2nd place in boys' and girls' tennis, champion in girls' badminton, champion in girls' fencing (foil), etc. 6. 27 students were granted 12 scholarships or outstanding student awards this year. 7. According to a school-based survey, a majority of teachers (94%) gave positive feedback on students' performance in service and leadership programmes.
2.3	To optimize exchange programmes and excursions in order to enrich students' learning experience and widen their horizons	To establish a Centre for Global Learning and Exchange to oversee and consolidate whole-school exchange programmes and excursions	1. A Centre for Global Learning and Exchange was established to oversee and coordinate exchange programmes and excursions on a through-train mode. 2. We had been successfully linked up with two new partner schools – (1) Wirye Hanbit High School in Korea, and (2) 天津耀華中學 in China. 3. 6 outward exchange programmes and 2 inward exchange programmes were organised this year, while 4 exchange programmes were organised with our mainland sister schools.

		To build collaboration with more partner schools in different parts of the world	4. The exchange programmes were promoted to students and parents through seminar and hall assembly in September. Over 120 applications were received. Finally, 78 students (around 60%) were selected to take part in the outward exchange programmes in Beijing, USA, Denmark, Korea, Japan or Canada. Meanwhile, 29 families participated in the inward exchange programmes as a host family. 5. According to a school-based survey, positive feedback was collected from a majority of teachers (over 90%) and students (over 80%) on the exchange programmes held. Quite many students indicated their desire to have a longer period of exchange. 6. Some significant overseas events or excursions were held to further broaden students' horizons, such as WEA Music Workshop, Chinese Minority Group Study Tour, China Photography Tour, Finland Arts Tour, etc. 7. At least one local excursion was held for each student, including the Life-wide learning Day, thematic sharing, music concert and academic seminar/talk/field trip. 8. This year, 53% of students from Grade 7 to 10 joined the excursions. 9. According to a school-based survey, a majority of teachers and students (over 80%) agreed that the overseas excursions held could broaden students' horizons and global perspectives.
		To encourage more students and parents to join exchange programmes and become host families	
		To strengthen promotion of exchange programmes to students, parents and outsiders	
		To strengthen collaboration with sister schools in mainland China	
		To offer a greater variety of excursions to students	
2.4	To foster students' sense of belonging and appreciation	To strengthen class ethos and class management	1. At least 3 class teachers' meetings were held for each grade this year, so as to share views towards class management, and discuss ways to strengthen class ethos and students' positive mind and behaviours. 2. The MCD Team and the Guidance Team prepared materials for news/video sharing on positive attitude and moral values in mentor time on a monthly basis. In addition, an "A Diary" was designed to foster students' positive mind and attitudes.
		To organise activities to strengthen the sense of appreciation and	

		thanksgiving among students	3. Various activities were organised to cultivate the sense of appreciation and thanksgiving, such as an appreciation card design competition, Thanksgiving Week, an inter-chamber thanksgiving video competition, and sending appreciation cards to teachers. According to a school-based survey, a majority of teachers (85%) agreed that the activities held could foster a caring atmosphere at school. 4. There were over 300 appreciation cards sent to teachers. 5. A whole-school sharing on the school's history and traditions was conducted at the beginning of the school year. 6. The SU and Chambers formed a cheerleading team to enhance school spirit in inter-school sports competitions. 7. The Chamber tees were redesigned, while two new cotton cardigans were introduced to suit different dressing needs. 8. School news about competitions and whole-school events were disseminated through assemblies, electronic display boards, Facebook and school website regularly. 9. Some alumni gatherings were held by the Alumni Association this year, such as a barbeque gathering, the AGM and a homecoming lunch. 10. The alumni contact list was updated, including their further study or work status. 11. Various home-school liaison activities were organised to strengthen communication and collaboration between school and parents, such as a parents' conference on positive mind, Sunflower Parents' Workshop, Home-school Sports Game Day, Parents' Day, the publication of a home-school newsletter. According to the stakeholders' survey, parents gave positive feedback on the progress of home-school cooperation (average score: 3.6 out of 5).
		To organise activities to boost students' sense of identity with the school	
		To redesign chamber tees and certain school uniforms to better suit students' needs	
		To disseminate school news such as competitions/awards in whole-school or grade assemblies regularly	
		To strengthen collaboration with alumni	
		To optimize parent education programmes and strengthen collaboration with parents	
2.5	To strengthen support to senior-grade students regarding their social and	To spot students' challenges and struggles during the transition	1. A survey on stress level was administered to senior-grade students.

	emotional needs	from junior grade to senior grade	2. Some mediation and positive mind training workshops and an alumni sharing session were organised for senior-grade students in order to help them alleviate their stress arising from studies and other sources. 3. Social groups concerning social skills and emotional control were formed to help junior-grade students resolve their problems with peer relationship.
		To cater for diverse social and emotional needs in the face of challenges and struggles	

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

Item	Strategies	Action	Evaluation
3.1	To optimize the student data management system	To review the design of the report card	1. New report card templates were developed for the GCEAL stream. 2. The indicators of students' generic skills/learning performance on the report card were revised to align more closely with the school's expectations. 3. The feasibility of developing a school-based data management system had been studied, but so far no feasible solutions could be found. The ITA Team will continue to explore solutions. 4. An online system was developed for Grade 1 admission, which will be taken for reference when exploring other online systems for SS or the whole school.
		To review the effectiveness of existing data management system	
		To study the feasibility of developing a school-based data management system	
3.2	To enhance dissemination of school information to stakeholders	To disseminate school news timely through online social media	1. School news were disseminated effectively through Facebook and the school website. 2. The web banner on the school website was updated constantly. 3. The eClass Parent App was used to remind parents' of payments or other important notifications by the Finance Department. 4. More effort will be put to increase parents' subscription to the eClass Parent App in order to enhance its use in disseminating important news to parents. 5. A majority of teachers (89%) agreed that school news and information are disseminated to different stakeholders efficiently as indicated in a school-based survey.
		To review the design of the school website	
		To enrich and update website information constantly	
		To make fuller use of parent app in disseminating important news or reminders	
3.3	To strengthen the school's self-	All teachers formulate their self-development	1. All teachers submitted their self-development plans on time at the beginning of the school year.

	improvement culture	plans at the beginning of the school year	2. Department heads met with their members to evaluate their self-development plans in the middle of the school year. 3. Students were provided with the UT Individual Performance Analysis reports and the post-assessment questionnaire to facilitation self-reflection on their academic performance and learning attitude. 4. In the next school year, more follow-ups will be done on the teachers' self-development plans; while for the students' post-assessment questionnaire, the questions will be refined, and measures will be taken to speed up data processing.
		All teachers conduct self-evaluation of their self-development plans periodically	
		Students conduct self-evaluation of their academic performance periodically	
		Students and teachers conduct course evaluation after Term 1	

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

Item	Strategies	Action	Evaluation
4.1	To reinforce the culture of trust and bonding	To organise retreat programme for the management team	1. A day camp aiming at team building was organised for all PS and SS teachers in Term 1. All the SS teachers (100%) were satisfied with the workshop as indicated in the post-activity survey. 2. A whole-day workshop on the handling of school complaints and mediation skills was organised for the senior and middle management in Term 2. All the participating teachers (100%) were satisfied with the workshop as indicated in the post-activity survey. 3. The staff rooms and common room were renovated to provide a more desirable environment for working and recreation. A special room for breast feeding was newly added.
		To organise whole-school PD programme on team building	
		To optimize the environment of staff rooms and other staff facilities	

		To organise social gatherings for teachers periodically	4. Social gatherings were organised by the Staff Welfare Team for all staff in the assessment period. 5. Small gifts were prepared for all teachers by the staff Welfare Team or the PTA occasionally. 6. A majority of teachers (96%) were satisfied with the working environment as indicated in a school-based survey. 7. A majority of teachers agreed that the staff are on harmonious terms (78%); the staff cooperate with one another happily (78%); the staff have good morale (66%); they found satisfaction in working in this school (79%); as indicated in the stakeholders' survey.
4.2	To strengthen collaboration with other schools and professional bodies	To enlarge the learning circles and strengthen professional exchange To reinforce collaboration with universities and other professional bodies	1. The learning circles have been enlarged, with more schools linked up and a greater variety of collaboration developed. 2. More networks were built with different schools and universities around the world. 3. Several senior teachers were nominated to participate in educational conferences or trips held overseas.
4.3	To develop subject department heads as instructional leaders	To organise related PD programmes for all subject department heads To encourage subject department heads to join leadership programmes and serve in professional bodies	1. A PD programme on instructional leadership was organised by CUHK for all panel heads. A majority of the participating teachers were satisfied with the workshops (91% for the first workshop and 100% for the second workshop) as indicated in the post-activity survey. 2. Some panel heads were invited to serve in EDB or HKEAA committees. 3. A PD programme on assessment literacy will be organised for panel heads and teachers of different KLAs next year in order to reinforce assessment for learning.

4.4	To strengthen support to newly employed teachers	To organise a whole-school orientation programme for both PS and SS new teachers	1. An orientation programme was organised for all PS and SS new teachers at the beginning of the school year. 2. Each new teacher was assigned an experienced teacher as mentor. 3. A briefing was given to mentors on their roles and responsibilities at the beginning of the school year. 4. New teachers were invited to lunch gatherings with senior management in the middle of the school year in order to review their adaptation to the new environment. 5. A majority of the new teachers (84%) were satisfied with the orientation programme and their mentors' support as indicated in a school-based survey.
		To assign mentors to each new teacher and organise gatherings periodically	
		To strengthen the roles of mentors	

7. Teaching and Learning

a. Organisation

- Two new teams were newly formed: “STEAM Education” and “NCS Support” to coordinate related curriculums and programmes in related areas.
- Ms. Claudia Liu and Ms. Jacqui Koo were newly appointed “Assistant Principal (Academic Affairs)” and “Prefect of Studies” respectively.
- Due to staff turnover or promotion, the heads or assistant heads of the following subject panels were reappointed: Chinese History, English Language, ICL/ICT, Integrated Science, Mathematics, and Music.

b. Curriculum

i. Junior Grades

- The school curriculum at junior grades is basically in line with the EDB’s curriculum guidelines, and aims at cultivating the 21st century learning skills. It is also characterized by school-based curriculums implemented in various subjects, and the extensive implementation of project-based learning in Term P.
- The school-based interdisciplinary STEAM project was extended to Grade 9. In Grades 7 and 8, all students were required to conduct a group project on a real-life problem. In Grade 9, their STEAM projects were linked with an excursion in Japan, where they could collect first-hand data to facilitate their investigation.
- To cater for the greater intake of NCS students, a tailor-made Chinese Language curriculum and a separate EMI stream for Liberal Arts were launched in Grade 7. The Chinese Language curriculum targets at the IGCSE exam in the long run, is delivered in a smaller class, and includes some content of Chinese History and Chinese cultures other than Chinese Language.
- A research project on the use of iPad with GarageBand (a musical app) in composing and performing music was carried out in Grade 7 Music throughout the year by the Education University of Hong Kong.
- Another research project on self-assessment was carried out in a particular unit of Grade 8 English Language and Integrated Humanities respectively in Term 2 by the Education University of Hong Kong.
- An e-textbook tryout project was carried out in a particular unit of Grade 8 Integrated Science in Term 2 by the EDB.

ii. Senior Grades

- The school curriculum at senior grades is mainly composed of the local curriculum, HKDSE, and the international curriculum, IGCSE and GCEAL.
- The HKDSE Literature in English curriculum for the first cohort (2015 – 2018) was completed smoothly.
- Due to consistently insufficient enrolment, the Shatin joint-school NSS Music programme would be suspended for the next cohort (2018 – 2021) in the coming academic year. Students who wish to take Music as an elective subject could enroll for the Music programme run by the Arts & Technology Education Centre.
- A Grade 12 student completed the Applied Learning course on "Law Enforcement in Hong Kong" and obtained a Distinction.
- The GCEAL curriculum for the first cohort (2016 – 2018) was completed smoothly. The number of enrolments increased progressively. To allow more flexibility in subject choice, the subject blocks had been revised for the coming academic year.

c. Learning Support

- In junior grades, students were allocated to classes and subject groups (mainly for Chinese Language and English Language) by their academic abilities.
- The NCS students were grouped separately for a tailor-made Chinese Language curriculum and an EMI stream for Liberal Arts respectively.
- Each class was split into two smaller groups for ICL in order to strengthen teacher's support to hands-on activities.
- Mentoring classes were arranged for Chinese Language, English Language and Mathematics after school to provide extra learning support for the lower-achievers.
- In senior grades, supplementary lessons were arranged for various subjects after school on a need basis.
- Alumni were recruited to conduct small-group tutorials for the sports teams during long holidays, or for the weaker students at Grade 12 after mock assessment.
- Special assessment arrangements and individual educational plans were provided for SEN students with the professional support of our Educational Psychologist and Social Worker.
- Grade-skipping arrangement, pulled-out classes and some special learning activities were provided for the academically gifted students.

d. Assessment

i. Internal Assessment

- All the uniform tests, pre-mock and mock assessments, term-end assessments, school-based assessments (SBA) and supplementary assessments were coordinated well by the Assessment Teams throughout the year.
- The assessment schedules for the GCEAL Lower and Upper classes were fine-tuned to fit in with the external examination schedules and maximize students' lesson time.
- To facilitate students' self-reflection on their learning progress, an Individual Performance Analysis report and a self-evaluation questionnaire were given to every student after the UT and Term 1 Assessment respectively.

ii. External Assessment

- There were 114 Grade 12 students sitting the HKDSE exam this year.
- On the whole, the exam result is the best over the years. The proportions of students attaining all levels (including 5* and 5**) and meeting the general admission requirement for JUPAS programmes (3322+2) were significantly higher than those of last year as well as the HK average. There were 15 out of 17 subjects (except Music and PE) with a passing rate of 100% or higher than 90%.
- Among the four core subjects, our candidates showed significant improvement in Chinese language, with a proportion attaining Level 3 or above of 74% which is apparently higher than that of last year as well as the HK average.
- Among the elective subjects, our candidates were relatively strong in BAFS, Biology, Chemistry, Economics, History and Physics, with a proportion attaining Level 4 or above exceeding 50%, which is significantly higher than the HK average.
- In terms of the best six subjects, the highest number of points attained was 39.
- There were 16 Grade 12 students (from the GCEAL Upper class) sitting the GCE AS-level exam this year. 60% of the total entries reached Grade A (the highest grade for GCE AS-level).
- There were 13 Grade 11 students (from the GCEAL Lower class) sitting the IGCSE exam this year. 62% of the total entries reached Grade A* or A.

- Students were encouraged to participate in other recognized public assessments such as TOEFL Junior, ICAS, GAPSK, IELTS and LCCIE (accounting) at different grades.
- This year, there were 102 students enrolled for the TOEFL Junior, with 9 of them taking the test in August 2018. Among the 93 students who had taken the test, 12 of them attained a full score (900 marks), while 25 of them attained 880 marks to 895 marks. In total, 58, 19 and 13 students got the Gold Award, Silver Award and Bronze Award respectively.
- There were 386 entries for the ICAS English, Mathematics and Science. In total, 54 high distinctions or distinctions and 89 credits were obtained.
- All students of Grades 7 and 8 were required to sit for the GAPSK. 91% of them passed the benchmark, with 31% getting A or B.
- All students of the GCEAL Lower class were required to sit for the IELTS. All the candidates reached Band 6.5 or above, with 82% getting Band 7.5 or above.

e. Professional Development

- A half-day orientation programme was organised for all new teachers of both PS and SS in late August. Each new teacher was assigned an experienced teacher as his/her mentor. Lunch gatherings were organised in the middle of the school year to evaluate the new teachers' adaptation to the new environment.
- On the Term 1 PD Day, a whole-day team building programme was held for all the PS and SS teachers at the Noah's Ark in Ma Wan.
- On the Term 2 PD Day (half-day), a variety of activities such as school visit, workshop and exhibition were organised by each subject panel for its members.
- The scope of learning circle of each subject panel was further expanded, with more schools linked up and a greater variety of collaboration built.
- A PD programme on instructional leadership including workshops and class visits was provided by the CUHK for our panel heads in Term 2.
- A whole-day workshop on the handling of school complaints and mediation skills was provided by a guest speaker (a solicitor and a certified mediator) for our middle management during the Term 2 assessment period.
- A series of in-house e-learning workshops were organised by the eLearning Team.

- Social gatherings were organised by the Staff Welfare Team during assessment period.
- Several teachers were nominated to attend overseas conferences or study trips including a STEM tour in Hangzhou, an IT in Education tour in USA, an IT in Education forum in Singapore, and an educational conference in Singapore.
- So far 9, 4 and 4 teachers had completed the EDB's basic, advanced or thematic courses on SEN respectively.
- All the teachers' PD records were kept on the EDB's e-Services platform. Submission of paper forms was no longer required.
- All PS and SS teachers would be required to attain the Google Certified Educator Level 1 by September of the next academic year.

f. Further Studies & Life Planning

- Various talks and workshops were organised by the Team to help students, especially those in Grades 11 and 12, plan their study paths early, and get ready for JUPAS or non-JUPAS application and interviews.
- A number of College Link seminars were held throughout the year to introduce study programmes and admission requirements of various local and overseas universities.
- Local 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 own personalities and strengths thus facilitating their subject choice.
- Various seminars on our school curriculum or GCEAL curriculum were held for parents.
- The annual Career Expo was held successfully in collaboration with the PTA to let students of Grades 9 and 11 know the entry 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 on their further study plans.
- An excursion to Waseda University in Japan was Organised for senior-grade students. One Grade 12 student was granted early admission to a degree programme of the School of International Liberal studies (delivered in English) under the Principal's Recommendation Scheme exclusively offered to our school.
- Another excursion to various top universities in UK was organised mainly for the GCEAL stream.

g. Project-based Learning

- The theme of this year was “A-Vision”. All the students from Grade 1 to Grade 9 were required to complete a group project on different themes. The Showcase was held successfully. Positive feedback was heard from students, parents and guests.
- It was the first time for Grade 9 students to conduct a project on STEM, which was connected to a STEM-related excursion in Japan for the overseas groups.
- Most of the information and coursework were disseminated/submitted through Google classrooms.
- Visitors could vote for various awards with a QR code on the spot.

h. Reading

- Various activities including talks, workshops, book exhibitions, film appreciation, and games were organised by the Team during the Reading Weeks from January to February, under the theme of “Exploring Hong Kong”.
- Grade 7 and Grade 8 students had one reading period every Thursday. A theme was fixed every two months. Students had to bring their books on the same theme to read during the period.
- Subject-based reading schemes were launched by the Chinese Language, English Language and LS panels respectively.
- Students took turns to do book sharing during morning assemblies.
- The Learning Commons was opened during students’ free periods or after school for self-study, reading or small-group discussion.
- Some new book shelves were installed in the library to accommodate new books.
- Two e-book platforms would be launched next year to promote e-reading.

i. Language Environment

- A Language Week was launched in May to promote various languages, including Putonghua, French, Spanish, German and Japanese, through a variety of fun-filled activities.
- The official language used in assemblies and public announcements is either English or Putonghua.
- Since the adoption of a more favourable admission policy for NCS students and the implementation of the third language curriculum of the Middle School in Grade 5, the school's language/cultural environment became more diversified.

j. E-learning

- More mobile tablets, including iPad, Surface Pro and Chromebook, were purchased for students' use.
- Students were allowed to bring their own mobile devices for learning purpose only.
- A school-based learning management system (LMS), "Learning Hub", was self-developed, and used across subjects in Grade 7 to facilitate e-learning. The platform would be extended to Grade 8 next year.
- More suitable e-learning platforms and apps would be introduced to teachers and students.
- A series of in-house workshops were organised for teachers to enhance their pedagogy in the application of technologies.

k. Evaluation of L&T Strategies as per Annual School Plan 2017-18

- Please refer to Area of Concern 1 of the evaluation report on Annual School Plan 2017-18.

8. Student Development

a. Organisation

IC: Ng Lai Fun Stephanie

Co-IC: Tang Siu Nam Sam

Members: Chan Pui Yau, Hwang Shui Yin Ivy, Lee Wai Kim William, Lai Ka Wai Kat, Law Sing Kai Akai, Pak Lai Kuen Eva, Lee Man Kit Kidd

The Student Development Committee held three meetings in the school year.

b. Support for Student Development & School Ethos

A. Student Management

- School expectations towards students were disseminated to students through assemblies and mentor time, and debriefing time of different activities.
- Most teachers (99%) agreed that they upheld high expectations towards students' attitude and performance as indicated in school survey.
- A majority of teachers (96%) agreed that they followed up and gave timely consequences to students for their inappropriate behaviors as indicated in school survey.
- The mechanism of awards and consequences was reviewed, and a few adjustments had been made in Dragonfly Programme and awards, such as Conduct Award.
- According to Table 1, the attendance in 2017-18 improved in Grade 9 and Grade 12 when comparing with 2016-17.

Table 1: Student attendance rate of each grade

	2015-2016	2016-17	2017-2018
G7	97.2%	98.2%	98.5%
G8	97.2%	97.8%	98.2%
G9	97.9%	96.9%	97.4%
G10	97.3%	97%	97.5%
G11	96.1%	96.1%	96.7%
G12	96.5%	95.1%	95.1%

<u>Students behaviors</u>

Under the Student Management and Support Committee, the committee gives support to students in developing their self-discipline and personal growth. Students situation of tardiness and missing homework showed slight improvement when comparing with 2016-17, on the other hand, the situation of missing homework in junior grade needs room for improvement, in which the situation is improving in senior grade. Thus, several measures will be adopted to address the importance of students punctuality and sense of responsibility, evaluation of disciplinary system with primary section regarding students tardiness and missing homework will be reviewed in coming academic year, so as to uphold the same expectations towards students.

Generally, about 95% of the students behaved well without any misbehavior record in school, while 1% of students have serious misbehavior record. On the other hand, the number of infraction has been increased slightly last year because of missing homework and minor misbehaviors.

Thus, several measures have been adopted this year to reinforce students positive behaviors,

- This year, the Dragonfly programme was reviewed and organised by Student Management team, so as to follow up the misbehaved students more comprehensively. Students who got infractions, minor or major demerits were required to perform prescribed service hours either inside or outside school. Besides, the disciplinary record with minor and major demerits could not be erased but only lower to minor demerits or infractions upon completion of the programme.
- A 4-day Dragonfly camp was organized at the end of academic year for some misbehaved students, throughout the adventure training and hiking activities, it aims at training students' self-management and social skills. With positive feedback after the Dragonfly camp, students found it fruitful throughout the programme and pledged to avoid repeating the misbehaviours.
- 29 students joined the Dragonfly programme (Phase 1) after Term 1 assessment. With the individualized improvement plan and commitment of school service, 18 were eligible for erasing the record (successful rate at 62%). Furthermore, 30 students joined the Dragonfly programme (Phase 2) after Term 2 assessment. Among them, 16 were eligible for erasing the record (successful rate at 53%).

B. Student Guidance

- A-School offers Social Worker, Nurse and Educational Psychologist for emotional and psychological support to students through preventive and developmental programmes, as well as individual counselling.
- There were 63 cases were taken up by the Guidance team and the number of new guidance cases was slightly increased this year.
- Among the cases, students who usually got school adaptation, emotional, peer and learning problems and sought for help from school's social worker and guidance team. Several programmes such as social skills training group and peer support programmes for targeted students, new comers and repeaters were arranged in order to guide them how to handle the emotional and peer problems, also the techniques to build a positive relationship with peers and parents. Throughout the training workshops, students' feedback was positive and they found the programmes practical.
- This year, a Joyful School Programme funded by Quality Education Fund (QEF) was launched. Various programmes have been launched with the support of QEF, such as a serious of guidance workshops to introduce the concept of positive education, one professional development

session was arranged to teachers and introduce the positive communication and relationship towards students such as Active and Constructive Responding (ACR).

- Various activities were organised to arouse students sense of appreciation and gratitude, such as Appreciation Card Design Competition, Thanksgiving Week, Inter-Chamber Thanksgiving Videos Competition and sending appreciation cards to teachers. Over 300 designed appreciation cards were sent out on Parents' Day. As indicated in School-based survey, a positive feedback (84.9%) on Thanksgiving Week was received from teachers which help foster a caring atmosphere in school.
- Various elements of positive education were immersed to different themes during mentor time and guidance talks/workshops as below –
  - G7: Character Strengths
  - G8: Positive Peer Relationship
  - G9: Positive Communication with Parents about Study Plan / Subject Selection
  - G10: Resilience; Mental Health
  - G11: Positive Communication with Parents about Further Studies; Stress Management
  - G12: Stress Management

Support with Students with Special Needs (SEN)

- The major proportion of SEN cases is Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder (ADHD/ADD) and Specific Learning Difficulty (SpLD). Indeed, the establishment of SENCO (SEN coordinator) aims at supporting SEN students with more specific programmes and trainings.
- A SENCO (SEN Coordinator) was in place this year with EDB's funding support to coordinate all SEN programmes and offer the greatest support to SEN students.
- Various trainings were organised for SEN students this year such as speech therapy, social skill and attention trainings, assessment accommodation and study groups to cater for the needs, the programmes are listed as below,
  - Speech therapy service provided by external speech therapist from Samlot Speech and Sallowing Clinic on Saturdays in school.
  - Social skills training programmes (自我挑戰訓練計劃) were organised for G7 and G8 students starting from January and April 2018 respectively. There were 6 sessions including 1 social service and 1 outing for each grade.
  - Attention skill trainings - IPSC training group were provided for 6 G7 to G9 students with attention problems from March to May 2018 (8

sessions in total).

- Study groups were provided for G7 and G8 students who were weak in academics before Term 1 and Term 2 assessment.
- A mentor system was newly implemented this year. One mentor (Guidance teachers, Educational Psychologist or Social Worker) was assigned to each Tier 2 or Tier 3 SEN student. Individual support/guidance was provided to each student and their parents.
- Assessment accommodation was provided for students who were in need with professional recommendation. Accommodation measures such as extra time allowance, single-side printing, enlarged printing, screen reader, speech to text software, special seating arrangement and individual room arrangement.
- Collaboration with Chinese, English and Mathematics subject regarding to the design of assignment and lesson plan, so as to cater for learning diversity in class and give more support to SEN students with different teaching aids.

C. Moral and Civic Development

- As a whole school approach, moral and civic values were delivered throughout the curriculum, workshops and excursions.
- MCD curriculum was adopted by two perspectives – OLE time and Mentor time. For junior grade students, 6 to 7 MCD lessons were conducted in OLE time by class teachers. Indeed, the values and attitudes of moral and civic education such “Perseverance”, “Respect for Others”, “Responsibility”, “National Identity”, “Commitment”, “Integrity” and “Care for Others” were covered in the curriculum.
- This year, a series of theme related to positive education were introduced to mentor time, Moral and Civic development team helped to deliver the concept throughout stories and video clips during mentor time as below,
- Besides, the team made use of everyday life events to strengthen the coordination of learning activities, among various cross-curricular domains in values education, including moral and ethical education, civic education, Basic Law education, human rights education, national education, anti-drug education, life education, sex education, education for sustainable development, etc. so as to provide students with all-round learning experience conducive to their whole-person development.
- Several talks and seminars on social and personal development and Positive Education, few school events such as cleaning days and Inter-Chamber Sex-Education Quiz, MCD sharing and video making in morning assembly and mentor time were conducted in OLE time/whole-school assembly.
- Referring to the guideline of Education Bureau, Basic Law education was introduced to students this year, the knowledge of Basic Law was delivered during 4 mentor time, and a inter-class Basic Law competition was organized in Term 2, so as to consolidate students knowledge.
- In September of 2017, Moral and Civic Education team organised the excursion of cultural and ethnic study of the “Yi” minority group in

Sichuan. There were 30 students joining the excursion, some highlights of the excursion such as visit of the minority group village and historical museum, the professional talk about the history and culture of minority group was arranged also, so as to provide a authentic learning experience to students.

- Positive feedback was received from students and leading teachers while it was a fruitful excursion and aroused students' social awareness and national identity. As indicated in School-based Survey, 73% teachers agreed that the Moral and Civic Education activities fostered proper moral and civic values among students, and more interactive sharing between class teachers and students were suggested by students, thus further strategies and programmes would be revised in coming year to cater for students' needs. 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.
- Several students joined an excursion, called My Folk Album to foster national pride, from 15 to 22 July, 2018. This excursion was jointly sponsored by China Soong Ching Ling Foundation (CSCLF) (中國宋慶齡基金會) and China Ethnic and Folk Culture and Arts Exchange Association (HK) Limited (中國民族民間文化藝術交流協會).

D. School Climate

- As indicated in the Stakeholder Survey, positive views on school climate were received from teachers (mean score at 3.9) and students (mean score at 3.3).
- On support for Student Development, perception from teachers (mean score at 4.0) was more positive than students (mean score at 3.2).
- As indicated in the Stakeholder Survey, a majority of teachers agreed that there was a good teacher-student relationship (mean score at 3.9), which was more positive when comparing with students' perception about teacher-student relationship (mean score at 3.3).
- As indicated in the APASO Survey, teachers agreed that the teacher-student relationship in school was good (mean score at 3.9), which was more positive when comparing with students (mean score at 2.75).
- More programmes and quality time will be planned to build up a positive teacher-student relationship to cater students' needs and challenges in their school life.
- As A-School has religious background with the support and supervision from HKBU, a Christianity development team was established to promote a Christianity atmosphere in school. Several evangelical activities such as inter-class hymn singing competition and Gospel week were organised.
- From School-based survey, teachers' feedback (82%) was more positive than students (71%) and agreed that Christianity activities could arouse the Christianity atmosphere in school.

E. Home-School Cooperation

- Various Home-Liaison activities were organised this year such as parent conference on positive mind, Sunflower parent workshop, Home-School Sports Game Day, Parents' Day, publication of Home-School Newsletter and Breakfast/Luncheon with Principal to strengthen collaboration and communication between school and parents.
- Over 60 parent volunteers were recruited this year to assist in the school's decoration, library service and different school events. Parents gave positive feedback and were of the view that the programme could foster parents' sense of belongings towards school.
- As indicated in the Stakeholder Survey, parents had a positive feedback on home-school cooperation (average score at 3.6).
- For "Appreciation to Teachers" activity, over 300 designed appreciation cards went sent out by students and 150 cards (including E-card) by parents to teachers.
- A total of 463 PS and SS parents attended 7 parent education talks this year, while a total of 383 teachers, parents and students joined the Home-School Sports Games Day whose atmosphere was positive and cohesive.
- One issue of Home-School Newsletters was published this year for interactive communication and updating parents on school information.
- Six PTA meetings were held this year to launch different activities in cooperation with school and teachers, such as Picnic Day, AGM cum Staircase Running Competition, Parent-School Garden project etc. PTA members actively participated in school events and expressed opinions towards school's service such as textbook, school bus, canteen etc.
- A-Parent Education Academy will be established next year to consolidate and optimize the structure of home-school programmes and activities.

F. Links with External Organisations

- Alumni Association was established for the first year and at least two gatherings/sharings were held, such as barbeque, AGM of Alumni Association and Homecoming Lunch in July.
- More than four sharings by alumni were conducted to share their university life experience, study skills and further study with our students. Positive feedback was received.
- With the linkage of the World Education Alliance, we have more than 15 partner schools over the world for implementation of exchange programmes.
- A music and poetry workshop was organised by our partner school in the USA.

- Two new partner schools were successfully linked up, namely Wirye Hanbit High School in Korea and 天津耀華中學 in China.
- Six outward and two inward exchange programmes were organised this year, among which four were with our mainland sister schools.
- Positive feedback was received from teachers (over 90%) as indicated in the School-based Survey and participating students' survey (over 80%). Both parties expressed desire to lengthen the exchange period.
- Parent seminar and hall assembly were conducted for promotion in September. Over 120 applications were received. After interview, 78 students (about 60%) were selected to take part in the outward exchange programmes to Beijing, USA, Denmark and Korea, Japan and Canada, and 29 students became host families.

c. Student Performance

A. Attitude and Behaviour

- As indicated in the School-based survey, a majority of teachers (90%) agreed that most of our students behave well in general and they also agreed that the school ethos was positive (86%).
- Students agreed that they have a good relationship with parents (average score at 2.95), higher than HK average score.
- As indicated in the Stakeholders Survey, a majority of students (82%) agreed that they respected teachers in school.
- However, as indicated in the APASO survey, students' self-concept (average score at 2.69) in general and honesty was slightly lower than HK average score.
- The social integration of students (average score at 2.8) was slightly lower than HK average score.

B. Social Development

- Ten service and leadership teams were set up this year. About 277 (36%) G7 – G11 students joined the teams. All teams organised at least one activity for whole school and their own team.
- A number of inter-chamber or whole-school events were organised by Student Union and/or Chamber committees, such as Dance Battle, A-School's Got Talent, G7 O Camp, SA Camp, Chinese Cultural Day, PTA Picnic Day, Inter-Chamber Volleyball Competition, etc.
- As indicated in the Stakeholder Survey, over 97% of teachers agreed that the school provided enough opportunities to foster students' leadership and help them develop good interpersonal skills. While over 80% of students agreed that school intended to foster their leadership.
- As indicated in the Stakeholder Survey, a majority of students (89%) agreed that they had a positive relationship with peers while in

School-based Survey, most of the students (97%) were of the view that they treated peers and teachers in a respectful way.

- As indicated in the School-based Survey, over 95% of students agreed that they behaved well inside or outside school.

d. Participation & Achievement (Non-academic performance)

A. Other Learning Experience

There were 43 OLE clubs and teams in 2017-18. Most OLE activities were held mainly during lunch recess and after school every Monday, Wednesday and Friday, as well as at weekends. All Grade 7 to Grade 9 students were required to join at least one OLE activity throughout a year. The participation reached over 99% this year (details as shown in Table 2).

Table 2: Summary of OLE participation rate

Grade	Percentage of Participants in OLE 2015-2016	Percentage of Participants in OLE 2016-2017	Percentage of Participants in OLE 2017-2018
Grade 7	99.41%	99%	99%
Grade 8	95.81%	96%	99%
Grade 9	95.74%	96%	99%
Grade 10	78.43%	78%	71%
Grade 11	70.41%	70%	55%

- This year, there were 20 school events and outings involved OLE department, such as Life-wide Learning Day, Christmas Celebration, Chinese Cultural Day, ceremonies etc. Our Life-Wide Learning Day was organised on 8 November 2017, whose overall arrangement and learning task was smooth.
- There were 23% of G7 students and a total of 13% students (G7 – G11) joined uniform teams this year, including HKAC, Scouts, St. John Ambulance Brigade and Boys Brigade.

- A structured service learning programme was established from G4 to G8 with different themes and served targets. Nearly 80% of G7 and G8 students joined community service this year, and there was 97% of senior grade students joined at least one school's NSS Community service programme, with positive feedback from students through their reflection worksheets.
- There were 8 NSS Aesthetic Development Courses with 8 lessons for all G10 students and 4 lessons on Film Appreciation Course and Drama for G11 students during Term 2 OLE Time. The programmes included sign painting, street dance, fashion design, leather making, comic illustration, Arduino for music, gelatin printmaking and junk wood sculpture. The overall feedback was satisfied.
- As indicated in the Stakeholder Survey, a majority of students (over 81%) agreed that the joining of school's extra-curricular activities broadened their learning opportunities in respect of extra-curricular knowledge and life skills, etc.
- There were a total of 321 G7 – G10 students joining 9 overseas excursions, which accounted for 53% of all G7 to G10 students. Some significant exchange activities/excursions aimed at broadening students' horizons, such as WEA Music Workshop, Chinese minority group study tour, China Photography tour, Finland Arts tour etc.
- As indicated in the School-based Survey, students' reflections and outcome of Project-based Learning, teachers and students gave positive feedback (over 80%) to the overseas excursions which helped broaden their horizon and international perspectives.
- A total of 308 students joined about various grades of 37 sports events in Inter-school competitions organised by the Hong Kong Schools Sports Federation this year, which accounted for 34.8% of all students, the number slightly increased when comparing with last year.

B. Scholarships and Outstanding Student Awards

- Our students won over 300 awards and outstanding achievements in sports, music and arts, highlights of awards were shown in Table 3.
- Our boys' and girls' overall positions in sports in the Shatin and Sai Kung District were 4th and 6th respectively. Their achievements in inter-school competitions included: Champion in Boys Softball for 8 consecutive years, 2nd Place in Boys and Girls Tennis, Champion in Girls C Grade Badminton, Team Champion in Girls Fencing (Foil).
- 27 students were awarded 12 Scholarships and Outstanding Student Awards, details as follow-
  - Shatin District Outstanding Student Award(13th) 2018: Top Ten
  - Youth Arch Improvement Award 2017
  - Sir Robert Black Trust Fund
  - Sir Edward Youde Memorial Prizes
  - HK Direct Subsidy Scheme Schools Council Ltd

- 2018 Upward Mobility Scholarship of the “Future Stars” Programme
- CMA and Donors Scholarship 2017
- Grantham Outstanding Student Athlete Awards
- 香港廣東社團獎助學金計劃 2017
- 領展「第一代大學生獎學金」

Table 3: List of school team awards in inter-school/district competitions 2017-2018

Team	Grade	Prizes
Inter-School Badminton Competition 2017-2018 (Shatin & Sai Kung District)	Girls C	Champion
Inter-School Basketball Competition 2017-2018 (Shatin & Sai Kung District)	Boys C	Division I - 2nd Runner up
Inter-School cross country Competition 2017-2018 (Shatin & Sai Kung District)	Boys B	2nd Runner up
New Territories Inter-Secondary Schools Fencing Competition 2017-2018	Boys Epee	Team 1st Runner up
New Territories Inter-Secondary Schools Fencing Competition 2017-2018	Girls Foil	Team Champion
New Territories Inter-Secondary Schools Fencing Competition 2017-2018	Girls Epee	Team 1st Runner up
Inter-School Football Competition 2017-2018 (Shatin & Sai Kung District)	Boys AB	Division I - 2nd Runner up
All Hong Kong Inter-Secondary School Softball Competition 2017 - 2018	Boys	Champion ; MVP (Chiu Lok Hang)
Inter-School Table Tennis Competition 2017-2018 (Shatin & Sai Kung District)	Boys and Girls	1st Runner up
2017-2018 Jockey Club Futsal Cup (School Division)	All Hong Kong Final(Boys U15	Champion

	Category)	
69th Hong Kong Schools Speech Festival	Improvised Dramatic Scenes - Secondary 1 to 3	1st Runner-up
第六十九屆香港學校朗誦節 2017	詩詞集誦—普通話 中學三、四年級—男子或女子或男女合誦	冠軍
54th School Dance Festival	Jazz & Street Dance ; Chinese Dance	Highly Commended Award
Dance World Cup Asian Cup 2018	Junior Group Jazz & Show Dance	Gold Award
第二十四屆聖經朗誦節	集誦 - 普通話 中一至中三級別	冠軍
World Scholar's Cup Hong Kong Regional Round	NA	Honor Medal
Hong Kong Joint School Music Association Competition 2018	Percussion Ensemble (Secondary School) ; Secondary School Accordion Ensemble	Gold Award
Hong Kong International Handbell Olympics 2018	Intermediate Handbells	Gold Award
Unity AR/VR Competition	NA	Champion

C. Students Fitness Competence

- According to the data of Table 4, fitness competence of girls performed better than boys generally. Several fitness programmes to promote over-weight and under-weights students would be adopted in upcoming year.

Table 4: The percentages of students by grade level within the acceptable weight range by gender

Year	2017-2018	
Grade	Boys	Girls
7	77.6%	72.3%
8	67.4%	85.3%
9	73.9%	86.5%
10	73.7%	85.2%
11	77.5%	80.6%
12	68.4%	86.2%

9. Others

a. The Enhancement of Scholarship and Fee Remission

I. Scholarships

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

i. 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.

ii. 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.

iii. 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.

iv. 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.

v. 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.

i. **Fee Remission Levels**

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

ii. **Student Fee Remission Assistance Level for the School Year (2017-2018)**

Level of Assistance	**Annual Family Income Levels (HK$)**					
	3-member family	4-member family	5-member family	6-member family	7-member family	8-member family
100%	0 - 240,000	0 – 300,000	0 – 360,000	0 – 420,000	0 – 480,000	0 – 540,000
75%	240,001 – 320,000	300,001 – 380,000	360,001 – 440,000	420,001 – 500,000	480,001 – 560,000	540,001 – 620,000
50%	320,001 – 360,000	380,001 – 420,000	440,001 – 480,000	500,001 – 540,000	560,001 – 600,000	620,001 – 660,000
25%	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

Financial Report

	Government Funds	Non-Government Funds
INCOME *(in terms of percentages of the annual overall income)*		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	58.31%	N.A.
School Fees	N.A.	38.73%
Donations, if any	N.A.	0.03%
Other income, if any	0.94%	1.99%
Total	59.25%	40.75%
EXPENDITURE (*in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	77.87%	
Operational Expenses (including those for Learning and Teaching)	10.88%	
Fee Remission / Scholarship[1]	4.35%	
Repairs and Maintenance	1.29%	
Depreciation	5.41%	
Miscellaneous	0.20%	
Total	100.00%	
Surplus/Deficit for the School Year*	0.75 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year*	6.24 months of the annual expenditure	
** in terms of equivalent months of annual overall expenditure*		

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

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