

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



Annual Report (Secondary School)

2018-19

Benjamin Chan

Chief Principal

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Hong Kong Baptist University Affiliated School

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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 |
| 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

Treasurer, the Council and the Court, HKBU

Treasurer, the HKBU Foundation

Partner, CW Certified Public Accountants

Dr. Amelia Lee Nam Yuk

Associate Dean (Programme Development) & Head (Early Childhood and Elementary 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 (till 28 October 2018)

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

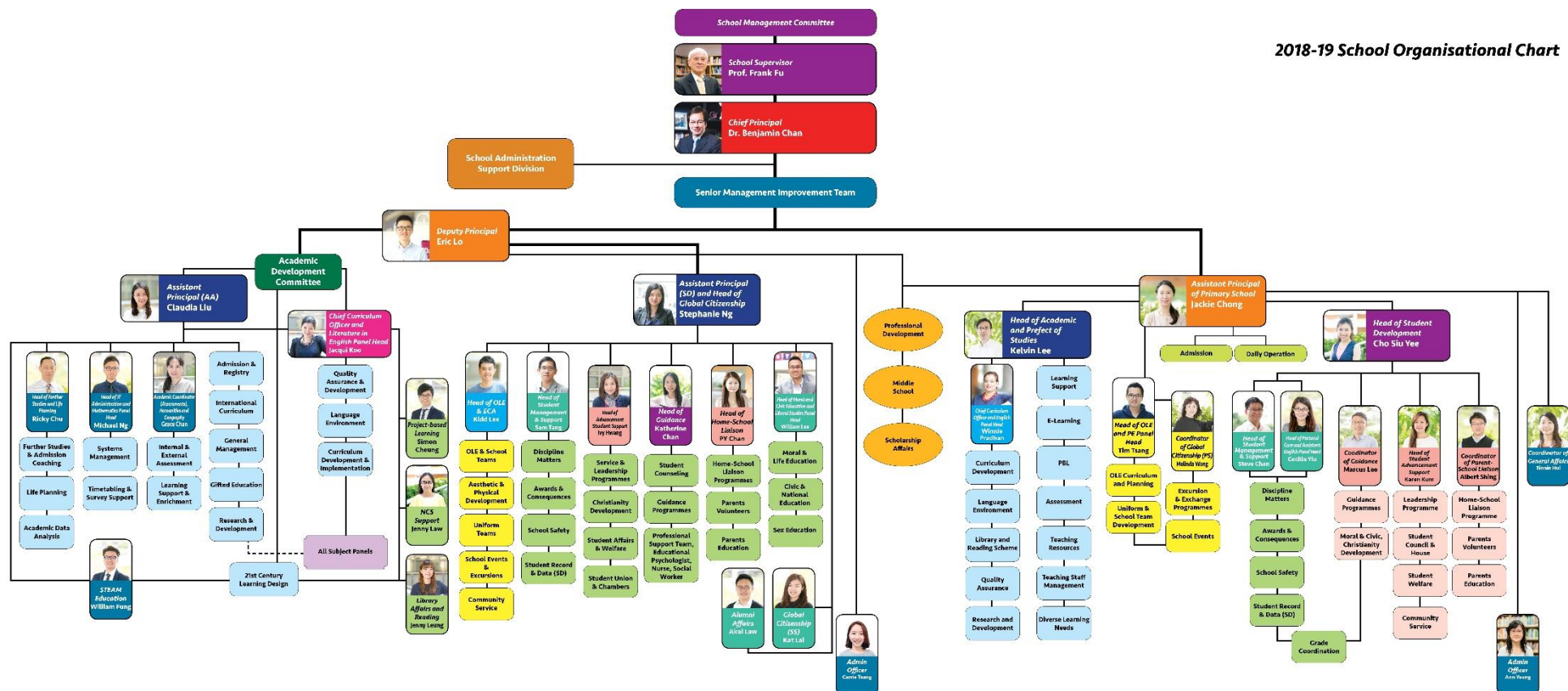
Teacher Representative

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.



2018-19 School Organisational Chart

C. The Nurturing Strategies in Secondary School

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

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

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

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

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

4. Our Team

A. General Data

No. of teacher: 90

Teachers' Highest Qualification:

Bachelor Degree – 100%, Master Degree and Doctoral Degree – 70%

Native speakers of English or Putonghua: 8

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 2018-2019

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 | 3969.74 | 4676.78 |
| | II. Student Development | 316.04 | |
| | III. School Development | 141.25 | |
| | IV. Professional Relationships & Services | 37 | |
| | V. Personal Growth & Development | 212.75 | |
| | VI. Others | 0 | |
| Others | | 21 | 21 |
| Total CPD Hours | | | 4697.78 |
| Average CPD Hours per teacher | | | 58.72 |

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 3 rd Sept, 2018 | 894 |
| No. of Students as of 31 st August, 2019 | 837 |
| No. of Withdrawal | 57 |

| | Term 1 | Term 2 (including Term P) | Whole Year |
|-----------------------------|--------|------------------------------|------------|
| No. of School Day | 80 | 110 | 190 |
| Total No. of Leave (Times) | 1719 | 3105.5 | 4824.5 |
| No. of Leave (Time per day) | 21.5 | 28 | 25.4 |
| % of Leave of the Year | | | 2.8 |

D. Student Performance

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

| Grade | Number of Participants | Percentage |
|----------------|------------------------|------------|
| Junior (G7-G9) | 222/511 | 43.4% |
| Senior | 113/372 | 30.4% |
| Total | 335/883 | 37.9% |

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) | 96/511 | 18.8% |
| Senior (G10-11) | 16/257 | 6.2% |
| Total | 112/768 | 14.6% |

| Community Services | Number of Participants | Percentage |
|--------------------|------------------------|------------|
| Junior (G7-G9) | 265/511 | 51.9% |
| Senior (G10-11) | 215/257 | 83.7% |
| Total | 480/768 | 62.5% |

6. Academic Development

A. Organization of Academic Development Committee

- Ms. Jacqui Koo was retitled from “Prefect of Studies” to “Chief Curriculum Officer” in order to strengthen her role in the coordination of school curriculum across subjects.
- Three new members, namely Ms. Jenny Law, Mr. William Fung and Ms. Jenny Leung, joined the Committee to help supervise different areas of work of their expertise.
- The e-Learning Team was renamed as “21st Century Learning Design Team” so as to wide its scope of work which does not support the use of e-learning tools but also helps teachers develop effective pedagogy for the nurturing of 21st century learning skills.
- Due to staff turnover or promotion, the heads or assistant heads of the following subject panels were newly appointed: English Language, Integrated Humanities, Liberal Arts, Literature in English, Mathematics and Physics.

B. Curriculum

a. Junior Grades

- The school curriculum in junior grades aims at preparing students for the High School with a broad foundation of subject knowledge and effective learning skills. It is not only in line with the EDB’s curriculum guidelines, but also characterized by school-based curriculums in various subjects, bridging with our primary upper curriculum of the Middle School as well as project-based learning in Term P.
- STEAM education was mainly implemented in junior grades through teaching and learning in related subjects, plus an inter-disciplinary project that integrates subject knowledge and daily applications.
- Cross-curriculum collaboration was strengthened through the launching of academic weeks throughout the year and some one-off projects.
- To cater for the language needs of NCS students, a tailor-made Chinese Language curriculum and a separate EMI stream for Liberal Arts were provided in Grades 7 and 8. The Chinese Language curriculum aims at preparing students for the IGCSE exam in the long run, and also includes some elements of Chinese history and culture.
- An online e-textbook developed by HKU was adopted in Grade 7 to replace printed textbook. The materials were found useful, and thus the same practice would be extended to Grades 8 and 9 next year.

b. Senior Grades

- The school curriculum in senior grades is broadly divided into the local curriculum, HKDSE, and the international curriculum, IGCSE and GCEAL.

- Students can apply to switch to the GCEAL stream after completing Grade 10. To facilitate their transition, a top-up programme covering different subjects of the IGCSE curriculum was provided in the summer holiday.
- The time blocks of the GCEAL elective subjects were revised in order to allow more flexibility in subject choice.

C. Learning Support

- In junior grades, students were allocated to classes and subject groups (for core subjects) according to their academic abilities.
- The NCS students were grouped separately for a tailor-made Chinese Language curriculum and the EMI stream of Liberal Arts.
- Each class was split into two smaller groups for ICL in order to strengthen learning support to students during hands-on tasks.
- Mentoring classes were arranged for core subjects after school to provide extra learning support for the lower-achievers.
- In senior grades, supplementary lessons were arranged for various subjects after school according to actual needs.
- Alumni were recruited to conduct small-group tutorials for the sports elite students during long holidays, or for the weaker Grade 12 students after mock assessment.
- Special assessment arrangements and individual educational plans were provided for SEN students.
- Grade-skipping arrangement, pulled-out classes and some challenging activities were provided for the academically gifted students.

D. Assessment

a. Internal Assessment

- All the uniform tests, pre-mock and mock assessments, term-end assessments, school-based assessments (SBA) and supplementary assessments were conducted smoothly throughout the year.
- The internal assessment schedules of the GCEAL classes were further fine-tuned to fit in better with the external examination schedules.
- A questionnaire was distributed to every student to evaluate their own learning progress after Term 1 Assessment. The data collected was then used by each subject panel to evaluate the effectiveness of teaching strategies.
- The assessment arrangement in Term 1 would be reviewed in order to release more time for teaching and learning, and strengthen students' revision habit.

b. External Assessment

- There were 103 Grade 12 students sitting the HKDSE exam this year.

- On the whole, the exam result is as strong as last year. The proportions of students attaining all levels and meeting the general admission requirement for JUPAS degree programmes (3322+2) were similar to last year and remain significantly higher than the HK average.
- Among the four core subjects, our students secured good performance in Chinese Language, with a proportion attaining Level 3 or above of 73% which is similar to last year and remains significantly higher than the HK average. The proportions attaining Level 4 or above in all the core subjects are also significantly higher than the HK averages.
- Among the elective subjects, our candidates are relatively strong in BAfS, Biology, Chinese History, Economics, History, ICT 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 remains at 39.
- There were 12 Grade 12 students (from the GCEAL Upper class) sitting the GCE AS-level exam this year. Around 70% of the total entries reached Grade A (the highest grade for GCE AS-level).
- There were 21 Grade 11 students (from the GCEAL Lower class) sitting the IGCSE exam this year. 65% of the total entries reached Grade A* or A.
- Students were encouraged to participate in other recognized public assessments such as TOEFL Junior, GAPSK, ICAS, IELTS and LCCIE (accounting) at different grades.
- 172 students from Grade 7 to Grade 9 participated in the TOEFL Junior. 86% of our students attained Level 4 or above, with 59% at Level 5. 8 students attained full mark (900) while 26 students attained 890.
- 161 Grade 8 students participated in the GAPSK. 93% of our students passed the benchmark, with 42% attaining Grade A or B.

E. Teachers' Professional Development

- A half-day orientation programme was organized for all new teachers of both PS and SS in late August. Each new teacher was assigned an experienced teacher as his/her mentor. Lunch gatherings were held at the end of each school term to evaluate the new teachers' adaptation to the new environment.
- On the Term 1 PD Day, a whole-day workshop on phenomenon-based learning was held for all PS and SS teachers at the school hall. A public symposium on "The School of the Future in the Digital Era" was held on the following day, with a panel of guest speakers sharing their professional views on the future educational needs.
- On the Term 2 PD Day (half-day), a variety of activities such as school/museum visit, workshop or meeting were organized 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 assessment literacy including workshops for panel heads and subject panels respectively were organized by the CUHK in order to enhance their understanding of “Assessment for Learning” and the use of related strategies and tools.
- A series of workshops were organized by the 21st Century Learning Design Team to equip teachers with a wider range of teaching strategies for the nurturing of 21st century learning skills.
- The Mathematics panel participated in the PD programme “網絡一課兩講” organized by HKU by observing and discussing a lesson of each other online with a secondary school in USA.
- Our school had met the EDB’s requirement for the number of teachers completing the basic and advanced levels of SEN training.
- All PS and SS teachers had attained the Google Certified Educator Level 1. They would be encouraged to attempt Level 2 next year.

F. Further Studies & Life Planning

- Various talks and workshops were organized by the Team to help students, especially those in senior grades, plan their study paths early, and get ready for JUPAS or non-JUPAS application and interviews.
- A 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 8 in order to help them understand their career aspirations.
- Talks and visits were organized for Grade 9 students to prepare them for making subject choices in senior grades.
- Seminars on our local or non-local curriculum were held for parents and students in Grade 9 or 11.
- 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 organized for senior-grade students in Term P. One Grade 12 student was granted early admission to a degree programme of the School of International Liberal studies under the Principal’s Recommendation Scheme.
- Another excursion to various top universities in UK was also organized in Term P mainly for the GCEAL stream.

G. Project-based Learning

- The theme of this year was “A-Wonder”. All the students from Grade 1 to Grade 9 completed 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 mentors to propose an itinerary for the STEM-related excursion for the overseas groups, and some research topics for both local and overseas groups to consider. Teachers were found to be more engaged in the topics they were more familiar with.

H. Reading

- Various activities including talks, book exhibitions, film appreciation and games were held during the Reading Weeks from February to March, under the theme of “Detective Stories around the World”. To further strengthen students’ reading habit, there would be reading activities regularly instead of being limited to a couple of weeks next year.
- 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 share a book during morning assembly.
- The Learning Commons was opened during students’ free periods or after school for self-study, reading or small-group discussion.
- Two e-book platforms, one for Chinese books and magazines and the other for English books, were subscribed to promote e-reading. The English e-books were found too easy for our students, and thus a new platform would be used next year.

I. Language Environment

- A Language Week was launched in May to promote various languages, including Putonghua, English, French, Spanish, German and Japanese, through a variety of fun-filled activities.
- Since a greater intake of NCS students and the implementation of the third language programme in the Middle School, the school’s language/cultural environment had become richer and more diversified.

J. E-learning

- More mobile devices, including iPad, Surface Pro and Chromebook, were purchased for students' use.
- Students were allowed to bring their own mobile devices for learning purpose only. The BYOD policy would be fully implemented in Grade 7 next year.
- Google Classroom and other suitable learning platforms were used extensively to replace the "Learning Hub".
- A new tablet was provided for every teacher to replace their existing laptops in order to facilitate mobile teaching.
- A series of in-house workshops were organized to equip teachers with a wider range of teaching strategies in the use of different e-learning tools and platforms.

7. Student Development

A. Organisation of Student Development Committee

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, Chan Lai Kwan Katherine, 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 and Student Behaviors

- School expectations towards students' attitude and performance were disseminated to students through assemblies and mentor time, as well as debriefing time of different activities.
- As indicated in school-based survey, a majority of teachers (96%) agreed that they followed up and gave timely consequences to students for their inappropriate behaviors.
- The average attendance rate in 2018-19 (96.8%) slightly decreased when comparing with 2017-18 (97.2%) due to a couple of serious absent cases in Grade 8 and 9, which were followed up by both Student Management and Support team and Guidance team throughout the school year.
- Students record of tardiness and improper uniform slightly increased. A review of the mechanism, education on student's punctuality and proper appearance will be made in the upcoming school year.
- A 4-day Dragonfly camp was organized at the end of school year for some misbehaved students. Comprising adventure training and hiking activities, the camp aimed at training students' self-management and social skills. Positive feedback was received from the participating students, expressing that they obtained fruitful experience and pledged to avoid repeating the misbehaviours.
- 85 students joined the Dragonfly programme after Term 1 and Term assessments. Taking the improvement plan and commitment of school service of the individuals, 38 were eligible for erasing the record (successful rate at 44.7%).
- Several measures were adopted in the school year to reinforce students' positive behaviors:
 - ♦ Taking the review of the mechanism of missing homework system into account, record and notification was arranged through E-class platform in this school year. Comments received were positive due to the streamlining of manpower and complicated procedures, as well as prompt feedback and follow-up with parents and students. Thus, students' situation of missing homework showed progressive improvement when comparing with last school year.
 - ♦ The review of Dragonfly programme was conducted, results of which showed that students' misbehaviors were improved throughout the programmes and students' sense of responsibility for homework was also strengthened.
 - ♦ The review of Award system allowed more students to be nominated for Principal List and

Conduct Award, giving them a positive reinforcement of behaviours and performance in school.

- ♦ Some Professional Development programmes will be suggested to strengthen teachers' classroom management skills and establish a positive relationship between students and teachers.

b. Student Guidance

- Emotional and psychological support are offered by school Social Worker, Nurse and Educational Psychologist to students through preventive and developmental programmes, as well as individual counselling.
- 63 cases were taken up by the Guidance team and Social Worker, in which the number of new cases was same as last year.
- Among the cases, students with learning, emotional, peer and family problems usually sought for help from social worker and guidance team. Several programmes such as social skills training and peer support workshops for targeted students, new comers and repeaters were arranged with a view to guiding them how to handle emotional and peer problems, as well as teaching them the techniques to build a positive relationship with peers and parents. Students gave positive feedback on the programmes and found them practical.
- A "3A" School Programme funded by Quality Education Fund (QEF) was launched to foster positive values and relationships through MCE and Guidance programmes. Various programmes were launched to Tier 2 group of students, and more than 12 guidance programmes/activities were held to enhance the mental health and perseverance, which were well received by the participants, especially the tier 2 students and their parents.
- A-Dairy, which consisted of various concepts of positive education, such as character strengths, goal setting, forgiveness and growth mindset etc, was launched from Grade 5 to 8. Class teachers reflected that given the duration of mentor time, there was limitation in delivering the message of positive education. As such, more time and spaces will be planned for A-Diary in the upcoming school year.
- Various activities were organised to arouse students' positive values and relationships, such as Cheerful Stations, Community Service, Study Group, Appreciation Card Design Competition, Thanksgiving Week, Inter-Chamber Thanksgiving Videos Competition and sending appreciation cards to teachers. As indicated in the school-based survey, a positive feedback (70%) on Thanksgiving Week was received from teachers, saying that it helped foster a caring atmosphere in school.
- 7 seminars were organized for each grade based on their needs as below:
 - ♦ Grade 7: 24 Character Strengths
 - ♦ Grade 8: Positive Peer Relationship
 - ♦ Grade 9: Positive Communication with Parents about Study Plan / Subject Selection
 - ♦ Grade 10: Resilience; Mental Health
 - ♦ Grade 11: Positive Communication with Parents about Further Studies; Growth mindset
 - ♦ G12: Stress Management

- Concerning the resources and manpower allocation, more collaborative activities with different teams will be launched to nurture students' positive mental health in upcoming school year.

c. Support for Students with Special Needs (SEN)

- According to school record of students with Special Needs, the major proportion of SEN cases is Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder (ADHD/ADD) (32%) and Specific Learning Difficulty (SpLD) (26%). Indeed, the establishment of SENCO (SEN coordinator) aims at supporting SEN students with more specific programmes and trainings.
- School Educational Psychologist plays an important role to provide primary assessment to suspected cases and sourced out different resources of teaching strategy for SEN students among core subjects.
- An IEP case has been established in this year. Positive feedback was received from parent and student with the significant improvements on the social skills and communication skills.
- School offers appropriate support to students with special education needs, allowing timely follow-up with students concerned. Various trainings were organised for SEN students in this year such as speech therapy, social skill and attention trainings, assessment accommodation and study groups to cater for the needs. Details of the programmes are listed below:
 - ♦ The mentorship programme co-organized with U-fire Networks was successfully completed. The result of Pre-test and Post-test showed that the programme could enhance students' self-confidence and academic skills to a certain extent.
 - ♦ 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 his/her parents.
 - ♦ Assessment accommodation was provided for students who were in need with professional recommendation. Accommodation measures included 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 subjects were in place for designing assignment and lesson plan, so as to cater for learning diversity in class and give more support to SEN students with different teaching aids.

d. Moral and Civic Development (MCD)

- As a whole- school approach, moral and civic values were delivered through curriculum, workshops and excursions.
- MCD curriculum adopted two perspectives – OLE time and Mentor time. For junior grades, 6 to 7 MCD lessons were conducted in OLE time by class teachers. The values and attitudes of moral and civic education such as "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity" and "Care for Others" were covered in the curriculum.

- Besides, the team made use of everyday life events and learning activities, 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. to provide students with all-round learning experience conducive to their whole-person development. For instance, several talks and seminars on social and personal development and Positive Education were conducted in OLE time/whole-school assembly, and few school events such as cleaning days and exhibitions of May-fourth movement, flag-raising ceremony and mainland excursions to investigate the minority group culture and history.
- This year, under the yearly theme – “Flourish with Passion and compassion”, various concepts and messages about passion and compassion were delivered through stories and video clips during mentor time. A debriefing from class teachers would be consolidated to foster the value education in upcoming school year.
- Referring to the guideline of Education Bureau, Basic Law education was introduced to students. The knowledge of Basic Law was delivered during mentor time and online quiz competitions, over 80% of junior grade students completed the quiz in this year. Delivering the knowledge among specific subjects to consolidate students learning outcome will be proposed in upcoming school year.
- Nearly 87% of junior grade students held positive views on the content and delivery of MCD lessons, and news/story sharing in Thursday mentor time, which were of help in nurturing their positive attitudes and values. More interactive ways and sharing of life-experience will be suggested in the delivery of the lessons/sharing in upcoming school year.

e. School Climate

- To cultivate a positive school culture full of love, appreciation and mutual support, the yearly theme “Flourish with Passion and Compassion” was set to nurture student’s growth in a positive mindset. Strategic plans with clearer theme and mutual collaborations among the teams achieved betterment in student support services.
- As indicated in the stakeholder survey, positive views on school climate were received from teachers (mean score at 3.7) and students (mean score at 3.4). However, the result from students on “School actively responds to the student’s comments” was relatively low (mean score at 2.7). Hence, more channels to respond students’ opinions or comments will be introduced in upcoming school year.
- On support for Student Development, perception from teachers (mean score at 3.8) was more positive than students (mean score at 3.3). Both teachers and students also reflected that through active participation in the school’s extra-curricular activities, students’ learning opportunities in respect of extra-curricular knowledge and life skills, etc. increased.
- 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 (mean score at 3.4). It was noted that the mean score of students’ perception about teacher-student relationship slightly increased when comparing with last

year.

- 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 (89%) was more positive than students (71%) and they agreed that Christianity activities could arouse the Christianity atmosphere in school.

f. Home-School Cooperation

- The Parent Education Academy (PEA) has been established in this year with positive feedback from parents. Various activities were organised such as parent conference on positive family relationship, Sunflower Parent Workshop, Home-School Sports Game Day, Parents' Day and publication of Home-School Newsletter to strengthen collaboration and communication between school and parents. 85 parents got bronze award or above in this programme.
- Over 90 parent volunteers and over 80 teachers were recruited in 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.
- A total of 533 (30%) PS and SS parents attended 7 parent education talks/programmes in this year, a moderate increase of parents' participation rate when comparing with last year (26%).
- The participation rate of the self-learning platform of PEA was relatively low. More promotion will be made in the upcoming school year.
- Eight PTA meetings were held in 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 and canteen etc.
- As indicated in the stakeholder survey, parents in general had a positive feedback on home-school cooperation (average score at 3.5).

g. Links with External Organisations

- Several activities were organized by Alumni Association, such as First Alumni Apex Show, E-Sports Party, Lunch Sharing, AGM of Alumni Association and Homecoming Lunch.
- Two lunch sharings by alumni were conducted to introduce to current students their university life experience, study skills and further study path. More than 50 senior grade students attended the sharings with positive feedback.
- More promotion will be made towards Alumni activities and exploration of the mentorship programme in the upcoming school year, in order to boost the participation rate and cohesion among the Alumni.
- Plenty of opportunities were given to widen students' horizons and enhance their global awareness. We had more than 15 partner schools over the world through the linkage of the

World Education Alliance and more than 5 sister schools through the Mainland Sister School Scheme for implementation of exchange programmes/excursions.

- 9 outward and four inward exchange programmes were organised in this year, among which two were with our mainland sister schools.
- Over 120 applications were received. After interview, 73 students (61%) were selected to take part in the inward and outward exchange programmes to China, Denmark and Korea, Japan and Canada, and 51 students became host families.
- With collaboration with Home-School Liaison team in this year, more parents were recruited to become host families in order to support the exchange programmes. Besides, exchange students were required to present their learning outcome in the morning assemblies, which proved to be a good practice to consolidate their learning and share their learning outcome with schoolmates.
- Overall, a positive feedback was received from teachers (over 93%) and students (over 90%) as indicated in the school-based Survey. Both parties expressed desire to lengthen the exchange period.

C. Student Performance

a. Attitude and Behaviour

- Generally, about 95% of the students behaved well without any misbehavior record in school, while 0.3% of students had serious misbehavior record. On the other hand, the number of infractions increased slightly last year because of improper use of mobile phone during lesson time.
- As indicated in the school-based survey, a majority of teachers (90%) agreed that most of our students behaved well in general and they hold positive views on school ethos. Over 95% of students agreed that they behaved well inside or outside school.
- As indicated in the stakeholders survey, a majority of students (85%) agreed that they respected teachers in school and 92% agreed that they got along well with schoolmates. On the whole, most students behaved well and respected teachers and others in school.

b. Social Development

- School provides appropriate resources to unleash students' potentials and leadership. 10 service and leadership teams were set up this year. Over 40% of Grade 7 to 11 students joined the leadership teams. Each team organised at least one activity for whole school and its own team.
- Several 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 and PTA Picnic Day etc.
- As indicated in the stakeholder survey, over 98% of teachers agreed that the school provided enough opportunities to foster students' leadership and help them develop good interpersonal skills. Over 82% of students agreed that the school intended to foster their leadership. The overall feedback was positive.

- As indicated in the APASO Survey, students mean score of their own achievement was significantly higher than Hong Kong average, while the social integration and teacher-student relationship were significantly lower than Hong Kong average. Thus, more programmes and quality time will be planned to build a positive teacher-student relationship to cater students' needs and challenges in their school life.

D. Participation & Achievement (Non-academic performance)

a. Other Learning Experience

- There were 46 OLE clubs and teams in 2018-19. Most OLE activities were held mainly during lunch recess and after school on every Monday, Wednesday and Friday, as well as at weekends. All Grade 7 to 9 students were required to join at least 1 OLE activity in the year. The participation of junior grades reached over 97%, while the participation rate of senior grade was 64%, proving that the school offered a wide-range learning experiences to develop students' talents and potentials.
- 20 school events and outings involved OLE Department, such as Life-wide Learning Day, Christmas Celebration, Chinese Cultural Day, ceremonies etc, whose overall arrangement and learning task were smooth.
- 31% of Grade 7 students and a total of 14.6% students (Grade 7 to 11) joined uniform teams in this year, including HKAC, Scouts, St. John Ambulance Brigade and Boys Brigade, a slightly increase when comparing with last year (23% and 13% respectively).
- A structured service learning programme with different themes and served targets was established from Grade 4 to 8. Over 60% of Grade 7 to 11 students joined at least 1 community service outside school in this year. Due to the cancellation of the Walk for Millions which clashed with Term 1 Assessment, there was a decrease in the participation rate. On other community services arranged, positive feedback was received from students' reflection worksheets and teachers' evaluation meeting, expressing that the programmes was of help in nurturing the sense of empathy and compassion.
- 92% of junior grade students joined at least 1 aesthetic/sports activity, while all Grade 10 and 11 students joined at least 1 NSS Aesthetic Development Courses (8 lessons) or film appreciation courses (4 lessons) during Term 2 OLE Time. In general, students were satisfied with the programmes, expressing that it was of help in fostering their sense of aesthetics and appreciation. Students' learning outcome was shown in Arts Festival.
- A school-based fitness programme was launched in this year to promote students' physical health. Over 20 junior grade students joined and shown improvement in their physical fitness through pre-test and post-test data. The programme will be further promoted to other grades in the upcoming school year.
- As indicated in the stakeholder survey, a majority of students (over 87%) agreed that participation in school's extra-curricular activities broadened their learning opportunities in respect of extra-curricular knowledge and life skills, etc.
- Over 45% of students of Grade 7 to 10 joined 11 tours in A-School Excursion Week, some significant exchange activities/excursions, such as Taiwan Cycling tour, Chinese minority

group study tour, China Photography tour, Italy Arts tour etc. whose aims were broadening students' horizons, nurturing their soft skills including communication and problem solving.

- As indicated in the school-based Survey, teachers (96%) and students (92%) agreed that overseas excursions helped broaden their horizon and international perspectives. Furthermore, 70% of teachers and 88% of students agreed that the experience gained from excursions were useful for project-based learning.
- 37.9% of Grade 7 to 12 students took part in various grades of 40 sports events in inter-school competitions organised by the Hong Kong Schools Sports Federation this year. The participation rate moderately increased when comparing with last year.

b. Scholarships and Outstanding Student Awards

- To further promote students' participation and expertise in aesthetics and sports, our students actively participated in various territory-wide and district-level competitions and won over 300 awards and outstanding achievements in sports, music and arts, highlights of awards were shown in Table a.
- This year, our students had distinguished performance in the fields of sports, dance, speech and music etc. Their achievements in inter-school competitions included Champion in Boys Softball for the ninth consecutive years, Champion in Boys Table Tennis, Champion in Boys and Girls Tennis, Champion in Boys B and C grade Volleyball (Division II), Champion in Girls C Grade Badminton, Team Champion in Girls and Boys Fencing. Our boys' and girls' overall positions in sports in the Shatin and Sai Kung District were 4th and 6th respectively.
- 29 students were awarded 14 Scholarships and Outstanding Student Awards, details as follow-
 - ♦ Youth Arch Improvement Award 2018
 - ♦ Sir Robert Black Trust Fund for Talented Students in Non-academic Fields 2018-19
 - ♦ Sir Edward Youde Memorial Prizes
 - ♦ HK Direct Subsidy Scheme Schools Council Ltd
 - ♦ Tung Wah Group of Hospitals 148th Anniversary Scholarship
 - ♦ 2019 Upward Mobility Scholarship of the "Future Stars" programme
 - ♦ Grantham Outstanding Student Athlete Awards
 - ♦ 2018-19 Grantham Scholars of the Year Award
 - ♦ 香港廣東社團獎助學金計劃 2018
 - ♦ Link University Scholarship

Table a: List of school team awards in inter-school/district competitions 2018-2019

| Team | Grade | Prizes |
|--|--|---|
| New Territories Inter-Secondary Schools Fencing Competition 2018-2019 | Boys and Girls | Team Champion |
| New Territories Inter-Secondary Schools Tennis Competition 2018-2019 | Boys and Girls | Team Champion |
| All Hong Kong Inter-Secondary School Softball Competition 2017 - 2018 | Boys | Champion; MVP |
| Inter-School Table Tennis Competition 2018-2019 (Shatin & Sai Kung District) | Boys A, B, C | Team Champion |
| Inter-School Badminton Competition 2018-2019 (Shatin & Sai Kung District) | Girls C | Champion |
| Inter-School Volleyball Competition 2018-2019 (Shatin & Sai Kung District) | Boys B and C | Division II – Champion |
| The 55 th Schools Dance Festival | Chinese Dance | Highly Commended Award |
| The 55 th Schools Dance Festival | Jazz & Street Dance | Honor award and Choreography Award |
| The 16 th Hong Kong Synergy 24 Drum Competition | Schools (Greater China) Section - Middle / Secondary School and Tertiary Institute | 1 st Runner Up & The Best Formation Award |
| Hong Kong International Handbell Olympics 2019 | Handbells (Advanced Section) | Gold Award |
| World Scholar's Cup - Global Round Competition | Team Debate | Gold Award |
| The 6 th Hong Kong Secondary School Mini-Movie Competition | Junior Division | Best Cinematography |
| 第二十五屆聖經朗誦節 | 普通話集誦 (中一至中三組別) | 冠軍 |
| 香港童軍總會沙田東區梁志堅主席盾 – 童軍技能比賽 2019 | 總成績 | 冠軍 |
| World Class Tests - Mathematics (Hong Kong Autumn 2018) | Age 12 - 14 (Mathematics & Problem Solving) | Outstanding Group Performance Award and Most Double Distinction Award |

c. Students Fitness Competence

- According to the data of Table b, fitness competence of girls performed better than boys generally, while the fitness competence decreased slightly when comparing with last year. The fitness programme will be promoted to over-weight and under-weight students in

upcoming year.

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

| Year | 2018-2019 | |
|-------|-----------|-------|
| Grade | Boys | Girls |
| 7 | 70.51% | 69% |
| 8 | 80% | 74% |
| 9 | 70% | 85% |
| 10 | 70% | 86% |
| 11 | 77% | 85% |
| 12 | 67% | 81% |

8. Evaluation Report on Annual School Plan 2018-19

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

| Item | Objectives | Strategies | Evaluation |
|------|---|---|--|
| 1.1 | To strengthen the coherence and continuity of policies, curricula and programmes linking the three key learning stages (Junior School, Middle School and High School) | To increase the alignment of timetables between primary and secondary divisions To include representatives from the primary division in key committees of the secondary division To map out a comprehensive curriculum and assessment framework for each key learning stage, indicating the coherence and continuity from one stage to another To organize joint-division learning activities for students | 1. Bridging and collaboration between PS and SS were enhanced with 7 common periods created in both timetables which facilitated teaching and learning across divisions. 2. Communication between PS and SS divisions/panels/teams was strengthened with their heads attending meetings of each other which was conducive to the alignment of policies, programmes and other arrangements between both sides. 3. Coherence and continuity among the three key learning stages were enhanced with their respective C&A Guides drawn up to guide the planning and implementation of curriculum and programmes at each stage. 4. All subjects were involved in organizing academic weeks throughout the year, with very active participation of G5/G6 students and deeper collaboration between PS and SS subject panels. 5. 94% of teachers agreed in a school-based survey that they know the general directions and expectations of the High School curriculum. |
| 1.2 | To enrich the Middle School curriculum and programmes on a 4-year scale | To redesign the campus/classroom environment for the Middle School to facilitate e-learning and classroom interaction To set up a Modern Languages Department to coordinate the curricula and programmes of third languages To refine the C&A framework of each related subject from Grade 5 to Grade 8 according to the learning expectations of the Middle School and in preparation for the High School | 1. The G7 classrooms would be converted into 21 st Century Classrooms by the end of this school year in order to facilitate e-learning and classroom interaction. 2. The Modern Languages Department was set up to coordinate the third language curriculum in G5 and G6. With the recruitment of more regular teachers and the appointment of a new department head, the planning and organization of the curriculum would be strengthened from G5 to G7 in the coming school year. 3. A summer bridging programme would be held for the first time for those pre-G7 students admitted from other primary schools in order to help them catch up with the learning progress of the exiting G6 students before the start of the new school year. 4. The curricula and assessment modes of certain subjects in G5 and G6, including Integrated Science and Liberal Arts, were fine-tuned in order to align more closely with the learning expectations in G7 and G8. 5. 80% of teachers agreed in a school-based survey that they are aware of the development of the Middle School curriculum and programmes. |
| 1.3 | To enhance mutual understanding and | To enable more teachers from the primary division to teach | |

| | | | |
|--|---|---|---|
| | collaboration between teachers in primary and secondary divisions | in the secondary division, and vice versa | <ol style="list-style-type: none"> 1. There were 6 teachers from 4 subjects (LA, IS, Music, PE) teaching both divisions, which enhanced mutual understanding of curriculum, assessment and students' performance between both sides. 2. PS and SS panel heads of the same subject attended panel meetings/QCMs of each other regularly. 3. PS and SS teachers of the same subject observed lessons of each other regularly, thus enhancing mutual understanding of pedagogy and students' classroom performance between both sides. 4. A common school drive was created to facilitate the sharing of documents and teaching resources between the same subject panels of both divisions in order to strengthen curriculum interfacing and collaboration between both sides. 5. 75% of teachers agreed in a school-based survey that the mutual understanding and collaboration between PS and SS had been enhanced. |
| | | To invite teachers from the primary division to attend panel meetings or QCMs of the same subject | |
| | | To conduct lesson observation between divisions regularly | |
| | | To share policy documents and teaching resources between divisions of the same subject | |

9. Others

A. The Enhancement of Scholarship and Fee Remission

a. 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, stationery 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.

b. 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. 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 (2018-2019)

| 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 |

APPENDIX I

Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2017/2018 School Year
(Per EDB Audit Report)

| | Government Funds | Non-Government Funds |
|--|---------------------------------------|----------------------|
| INCOME <i>(in terms of percentages of the annual overall income)</i> | | |
| DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools) | 62.52% | N.A. |
| School Fees | N.A. | 35.70% |
| Donations, if any | N.A. | 0.03% |
| Other income, if any | 1.00% | 0.75% |
| Total | 63.52% | 36.48% |
| | | |
| EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i> | | |
| Staff Remuneration | 74.60% | |
| Operational Expenses (including those for Learning and Teaching) | 12.88% | |
| Fee Remission / Scholarship ¹ | 3.73% | |
| Repairs and Maintenance | 4.05% | |
| Depreciation | 4.63% | |
| Miscellaneous | 0.11% | |
| 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[#] | 5.90 months of the annual expenditure | |
| [#] <i>in terms of equivalent months of annual overall expenditure</i> | | |

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

| |
|--|
| |
| |
| |

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

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