

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



Annual Report (Secondary School)

2019-20

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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

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

## 2. School Mission and Vision

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

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

### **School Motto**

Passionate to Learn, with Confidence

Determined to Succeed, with Vision

### **Mission Declaration**

Caters to the whole person

Puts students' needs first at all times

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

Students will become global citizens with national pride at heart

### 3. School Management

#### A. The School Management Committee



Supervisor

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

Emeritus Professor, Hong Kong Baptist University

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

#### School Managers

**Professor Rick Wong Wai Kwok**

Chair Professor, Department of Chemistry, 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, MH**

Associate Dean (Programme Development) & Head (Early Childhood and Elementary Education), School of Continuing Education, HKBU

**Professor Sandy Li Siu Cheung**

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

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

Executive Chairman, WKF Charity & Education Trust Fund

Group Chairman & CEO, Kum Shing Group

**Mr. Joe Ho Ka Leung**

Parent Representative

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Mr. Billy Kwok Sui Yuen

Parent Representative

Dr. Benjamin Chan Wai Kai

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

Mr. Kelvin Lee Ka Wing

Teacher Representative

Ms. Stephanie Ng Lai Fun (till 21 May 2020)

Teacher Representative

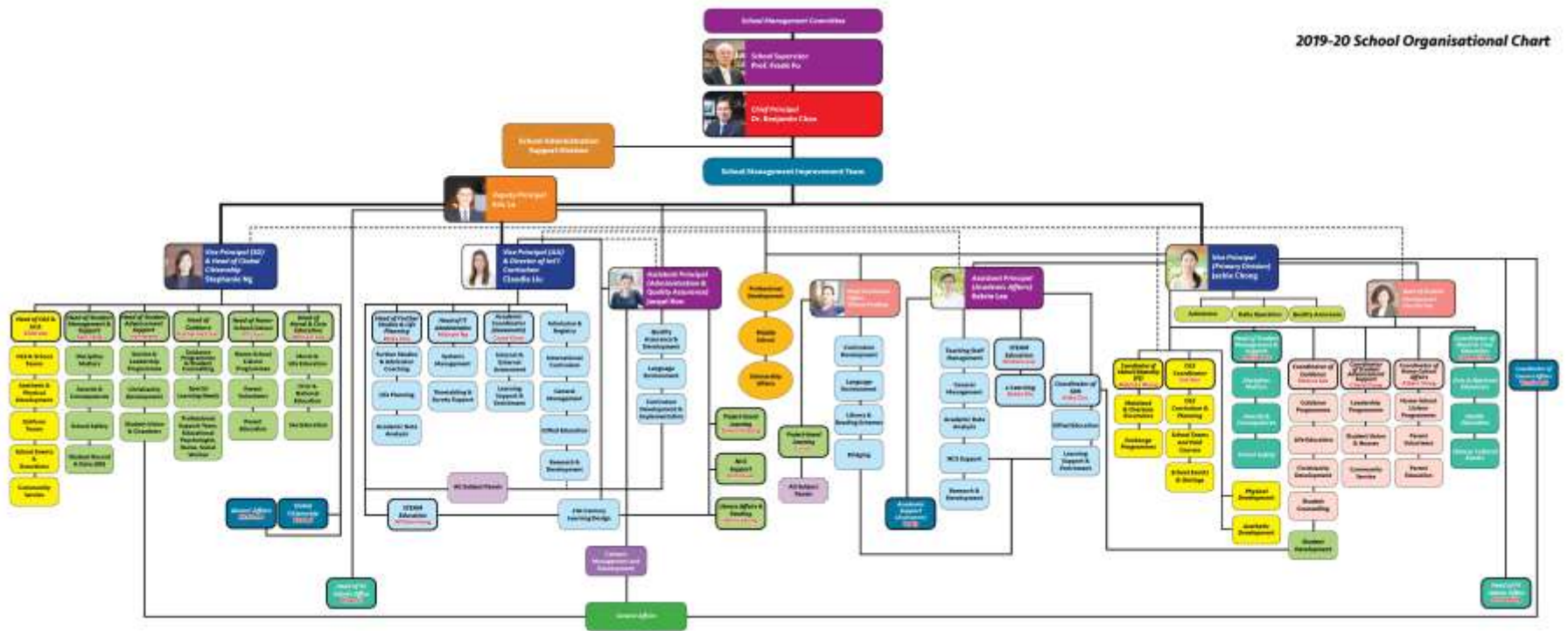
Ms. Claudia Liu Wing Ki (starting 22 May 2020)

Teacher Representative

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### B. The Organisation

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





### C. The Nurturing Strategies in Secondary School

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

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

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

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

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

## 4. Our Team

### A. General Data

No. of teachers: 97

Teachers' Highest Qualification:

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

Native speakers of English or Putonghua: 10

Language Proficiency Requirement attained – 100%

### B. Professional Development

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

#### **CPD Hour 2019-2020**

All the courses attended are categorised into seven 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	1169.37	1378.5
	II. Student Development	82.31	
	III. School Development	41.55	
	IV. Professional Relationships & Services	31.22	
	V. Personal Growth & Development	54.05	
	VI. Others	0	
Others		1849.5	1849.5
		<b>Total CPD Hours</b>	<b>3228</b>
		<b>Average CPD Hours per teacher</b>	<b>35.87</b>

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

In the past years, the average CPD hours was about 50 per teacher. Due to the COVID-19 pandemic, the figure dropped significantly in this school year as a substantial number of PD symposiums/courses/workshops/trainings which had already been applied for by teachers were cancelled by the organizers.

## 5. Our Students

### A. Class Structure and No. of Students

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

### B. No. of School Days: 191

### C. Statistics

No. of Students as of 2 <sup>nd</sup> Sept, 2019	887
No. of Students as of 10 <sup>th</sup> July, 2020	859
No. of Withdrawal	28

	Term 1	Term 2	Whole Year
No. of School Days	74	117	191
Total No. of Leave (Times)	1848.5	822	2670.5
No. of Leave (Times per day)	25	7	14
% of Leave of the Year			1.6

### D. Student Performance

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

Grade	Number of Participants	Percentage
Junior (G7-G9)	151/481	31.4%
Senior	112/378	29.6%
Total	263/859	30.6%

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

Uniform Teams	Number of Participants	Percentage
Junior (G7-G9)	78/481	16.2%
Senior (G10-11)	25/276	9%
Total	103/757	13.6%

Community Services	Number of Participants	Percentage
Junior (G7-G9)	0/481	-
Senior (G10-11)	228/276	82.6%
Total	228/757	30.1%

*\* Some planned community services were cancelled due to COVID-19.*

## 6. Academic Development

### A. Organisation

- Ms. Claudia Liu was retitled as Vice Principal (Academic Affairs) while Ms. Jacqui Koo was appointed Assistant Principal (Administration & Quality Assurance) to strengthen both roles in the coordination of academic affairs and school administration.
- A new member, Mr. Charles Law, joined the Committee to help coordinate work related to non-local curriculum and examinations.
- A new panel head was newly appointed to supervise the department of third languages.

### B. Teaching and Learning

- Due to class suspension caused by the COVID-19 epidemic, most of the classes in Term 2 were conducted online via Zoom or Microsoft Teams, while teaching materials and assignments were mainly delivered through Google Classroom. Students' attendance and learning progress were satisfactory.
- To facilitate teachers' follow-up on students' learning progress during class suspension, an online survey was administered to all grades to collect students' feedback on the new mode of learning, the resources provided and any additional support needed.
- In April, mid-term assessment was conducted online via Zoom or Microsoft Teams, with the papers distributed and collected through Google Classroom. Students' performance was satisfactory.

### C. Curriculum

#### a. Junior Grades

- The school curriculum in junior grades aims at preparing students for the High School with a broad foundation of subject knowledge and effective learning skills. It is not only in line with the EDB's curriculum guidelines, but also characterized by school-based elements in various subjects, bridging with our primary upper curriculum of the Middle School as well as project-based learning in Term P.
- As advised by the ESR Team from EDB, the PSHE curriculum was reviewed. From next year onwards, one more lesson period will be used for OLE, thus facilitating cross-curricular collaboration.
- STEAM education was mainly implemented in junior grades through teaching and learning in related subjects, plus an interdisciplinary project that integrates subject knowledge and daily applications.
- Due to class suspension, most of the academic weeks scheduled for Term 2 were cancelled. As a result, only the Humanities Week and the Chinese Culture Day were held during the year (in Term 1).

- A tailor-made Chinese Language curriculum and a separate EMI stream for Liberal Arts were provided for the NCS students. The Chinese Language curriculum aims at preparing students for the IGCSE exam in the long run, and also includes some elements of Chinese history and culture.
- Coordination of the curriculums of different third languages at Grade 7 was strengthened under the leadership of the newly appointed panel head. Besides, a summer bridging programme was designed for the newly admitted Grade 7 students so as to equip them with basic language proficiency.

#### b. Senior Grades

- Two curriculum streams are available at senior grades: the local curriculum, HKDSE, and the non-local curriculum, IGCSE and GCEAL.
- Students can apply to switch to the GCEAL stream after completing Grade 10. To facilitate their transition, a top-up programme covering different subjects of the IGCSE curriculum was provided in the summer holiday.

### D. Learning Support

- In junior grades, students were allocated to different classes and subject groups (for core subjects) according to their academic abilities.
- The NCS students were grouped separately for a tailor-made Chinese Language curriculum and the EMI stream of Liberal Arts.
- Each class was split into two smaller groups for ICL in order to strengthen learning support to students during hands-on tasks.
- Mentoring classes were arranged for core subjects after school to provide extra guidance for the lower-achievers.
- In senior grades, supplementary lessons were arranged for various subjects after school to provide extra training on past papers for the whole class or extra guidance for the lower-achievers.
- Alumni were recruited to conduct tutorials for the weaker Grade 12 students.
- During class suspension, most of the mentoring classes, supplementary lessons or tutorials were conducted online via Zoom.
- Special assessment arrangements and individual educational plans were provided for SEN students.
- Grade-skipping arrangement, pulled-out classes and challenging activities were offered to the academically gifted students.

### E. Assessment

#### a. Internal Assessment

- Grade 12 pre-mock assessment and term-end assessments for all grades were conducted smoothly.

- Term 1 uniform test period was cancelled while Term 1 assessment and paper-checking were held before the Christmas holiday for the first time, thus releasing more time for daily teaching and encouraging students to build a habit of regular revision.
- Due to class suspension in Term 2, some papers of the Grade 12 mock assessment were cancelled whereas the mid-term assessments for other grades were conducted online.

b. External Assessment

- There were 86 Grade 12 students sitting the HKDSE exam this year.
- On the whole, the overall results remain higher than the HK averages, but dropped back to the level in 2017. The main reason is the mock assessment and the mentoring classes were severely interrupted by the sudden class suspension due to the epidemic.
- The proportion of students meeting the general admission requirement for JUPAS programmes (3322+2) remains higher than the Hong Kong average, but dropped compared with last year.
- For the other core subjects, the proportion of students attaining Level 3 or above in English Language, or Level 2 or above in Mathematics or Liberal Studies remains significantly higher than the HK average.
- Among the elective subjects, our candidates are relatively strong in BAFS (Accounting), Chemistry, Economics, Geography, Information & Communication Technology, Mathematics Extended Part M2, Physics and Physical Education, with a proportion attaining Level 4 or above higher than the HK average.
- The IGCSE exam was held as scheduled. The proportion of entries reaching grade A or A\* is 68%. 60% of students got 4A or above, 2 students got 5A\* and 1 student got 6A\*.
- In the AL exam, 90% of our students scored A or above in the subjects taken and 72% with A\*(compared to 8.9% in England). More than 75% of the class got 2A\* or above, half of the class got 3A\* or above (compared to 0.42% in England), and 30% of them got 4A\* or above, setting a new record since the launch of the GCEAL programme in our school.
- Due to the epidemic, the exams of TOEFL Junior, GAPSK and IELTS were postponed while the ICAS was cancelled.

**F. Admission**

- Around 1,000 applicants applied for our Grade 7 places for the academic year 2020-2021, apart from our own Grade 6 students.
- Due to class suspension, the second round of interviews were changed to an online mode.

**G. Further Studies & Life Planning**

- Various talks and workshops were organized by the team to help students, especially those in senior grades, plan their study paths early, and get ready for JUPAS or non-JUPAS application and interviews.
- A career immersion programme was organized for senior-grade students in Term 1 with the support of the Salvation Army to provide authentic working experience and help them set life goals.
- A number of College Link seminars were held throughout the year to introduce study programmes and admission requirements of various local and overseas universities. Due to class suspension, some of the seminars were conducted online.
- Aptitude tests were administered to Grade 8 in order to help them understand their career aspirations.
- Talks and visits were planned for Grade 9 students to prepare them for making subject choices in senior grades. Due to class suspension, the talks were conducted online while the visits were cancelled.
- Seminars on our local or non-local curriculum were held for parents and students in Grade 9 or 11.
- Due to class suspension, the annual Career Expo scheduled for Term 2 was cancelled.
- Our Senior Consultant, Dr. Robert Lam, provided individual consultations for parents and students of Grades 9 – 11 on their further study plans.
- One Grade 12 student was granted early admission to a degree programme of the School of International Liberal studies of Waseda University under the Principal's Recommendation Scheme.
- The excursion to various top universities in UK scheduled for Term P was cancelled due to the COVID-19 pandemic.
- Through JUPAS (main round), 60% of our DSE graduates received offers, among which 82% are from the eight-UGC-funded universities, and 43% are from HKU, CUHK or HKUST. Offers included Medicine, Law, BBA Law, Pharmacy and Engineering.
- The GCEAL graduates also got outstanding results in the Cambridge and Edexcel AL exams, allowing them to receive offers from the top UK universities, including University of Oxford, University of Edinburgh, University College London, Imperial College London, University of London, King's College London (with a professional placement year in Psychology), etc.

**H. Project-based Learning**

- Due to the long period of class suspension, Term 2 was extended and Term P was cancelled in order to allow more time for face-to-face teaching after class resumption.



**I. Reading**

- The library had been renovated to provide a more spacious and comfortable environment for reading and self-study, and also more IT devices for online reading.
- The reading activities scheduled for Term 2 were cancelled due to class suspension.
- A number of newsletters namely “Power of Reading” were issued regularly to promote reading printed books and e-books.
- Subject-based reading schemes were launched by the Chinese Language, English Language and LS panels respectively.
- Students took turns to share a book during morning assembly.
- The Learning Commons was open during students’ free periods or after school for self-study.

**J. Language Environment**

- The Language Week scheduled for Term 2 was cancelled due to class suspension.
- A language-learning website and mobile app called Duolingo was introduced to Grade 7 students to enhance their learning motivation and also help teachers keep track of their learning progress.
- 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.

**K. E-learning**

- All classes were conducted online during class suspension in Term 2.
- More mobile devices, including iPad, Surface Pro and Chromebook, were purchased for students’ use.
- The BYOD policy was fully implemented in Grade 7. Students were allowed to bring their own mobile computing devices (mainly Chromebooks) for learning purpose. Students of other grades could also bring their own devices if needed.

**L. Teachers’ Professional Development**

- A half-day orientation programme was organized for all new teachers of both PS and SS in late August. Each new teacher was assigned an experienced teacher as his/her mentor. A lunch gathering was held for new teachers at the end of Term 1 to update on their adaptation to the new environment.
- Some workshops were held for Grade 7 teachers in Term 1 to equip them with a wider range of teaching strategies for use in the newly renovated 21<sup>st</sup> Century Classrooms.

- To enhance collaborative learning through lesson observation, teachers were encouraged to video-record their lessons and share them with panel members.
- Due to the social issues in HK, the whole-day workshop on positive education provided by trainers from Australia scheduled for the Term 1 PD Day was cancelled, and replaced by workshops for Google Educator Level 2 which prepared teachers to attain the qualification.
- Due to class suspension, the workshops on supporting students with special learning needs scheduled for the Term 2 PD Day were cancelled.
- Our school met the EDB's requirement for the number of teachers completing the basic or advanced level of SEN training.
- All PS and SS teachers passed the exam of Google Certified Educator Level 1. Around 20% of SS teachers passed Level 2.
- An online self-learning platform on a variety of topics related to pedagogies was self-developed by the newly established Centre for Research and Professional Development. All teachers had completed at least one online course and submitted a self-reflection.

## 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

Three meetings were held throughout the school year.

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

#### a. Student Management and Student Behaviors

- School's expectations towards students' attitudes and behaviours were clearly disseminated to students through assemblies and mentor time as well as the debriefings of different activities.
- A majority of teachers (97%) agreed that they uphold high expectations towards students and give timely consequences to misbehaving students as indicated in school survey.
- The average attendance rate of students in 2019-20 was 97.9%, slightly higher than the rate in 2018-19 (96.8%). There were some special cases which had been followed up by both the Student Management and Support Team and the Guidance Team throughout the year.
- The number of records of tardiness and improper uniform decreased significantly, probably due to the long period of class suspension.
- Several measures have been adopted this year to reinforce students' positive behaviors:
  - The mechanism of handling missing homework was reviewed. The records and the notifications to parents are now made through the eClass platform, which helps to streamline the procedures, save some manpower and facilitate prompt follow-up with parents. As a result, the number of records of missing homework showed a noticeable improvement compared with 2018-19.
  - Two special programmes were launched during the period of class suspension in order to maintain school morale and ethos. The first programme "Together We support" is a cheering programme for G12 students. A video was made with encouragements and positive messages from teachers and alumni. Moreover, the Guidance Team and the Christianity Development Team joined hands to make "Garlic" gift sets (加力仔禮品包), and a gift package including a photo frame, small gifts from Yang Memorial Methodist Social Service and some words of encouragement were mailed to G12 students.
  - The second programme "Shine from me to WE", which collected positive messages (e.g. appreciation, blessings, wishes, prayers,

encouragement) from parents and students for the medical staff of Prince of Wales Hospital (e.g. doctors, nurses, other staff) and school staff (e.g. teachers, security guards, janitors) and their schoolmates. A total of around 200 inputs were collected from students or parents.

- Some PD programmes were held to strengthen teachers' classroom management skills and establish a positive relationship with students.

#### **b. Student Guidance**

- Professional support was continuously provided by our social workers, nurse and educational psychologist to cater for students' mental and emotional well-being, through preventive and developmental programmes as well as individual counselling.
- A total of 52 cases were being taken care of by the Guidance Team and social workers. The number of new cases is similar to that of last year.
- Most of the cases were related to learning difficulties, emotional problems, peer and family problems.
- Training programmes were held for targeted students, newcomers and repeaters to help them cope with their emotional and peer problems, and build positive relationships with peers and parents. Positive feedback was received from the participating students, who found the programmes practical and useful.
- During the period of class suspension, an internal survey on students' mental fitness was conducted so as to identify students in need of counselling support. As a result, 432 responses were received, with about 10% indicating a high level of anxiety. In the meantime, guidance teachers and social workers continued to follow up 35 guidance cases by phone or through online meetings or face-to-face meetings if needed.
- Various activities were held to promote positive values and relationships, such as Cheerful Stations, study groups, Appreciation Card Design Competition, Thanksgiving Day and sending appreciation cards to teachers. As indicated in school survey, a majority of teachers (73%) agreed that the thanksgiving activities helped foster positive attitudes and a sense of appreciation among students.
- The Guidance Team designed many learning materials on different topics such as time management and mental health, which were delivered to students through the Google platform:

Topic	Learning Objectives
Stay Healthy against COVID-19	To increase students' awareness of both physical and mental well-beings during class suspension period

Overcoming Adversity	To enhance students' resilience by making use of the COVID-19 pandemic as a living example, under the backbone of positive psychology
Managing Family Conflicts	While the family tension may elevate during the class suspension period, some tips for communicating with parents will be introduced
Stress Relief Strategy	Introduction of basic strategies of mindfulness to release stress
Mental Support Tips	More solid tips to enhance one's mental well-being
Time Management (I)	Learn to deal with procrastination
Time Management (II)	More solid tips to enhance one's time management
Time Management (III)	More solid tips to enhance one's time management
Sleep and mental health	To help students understand how sleep habit affects mental health, and develop good sleep habits

**c. Support to Students with Special Educational Needs (SEN)**

- There were 65 SEN cases in total, and most of them are related to Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder (ADHD/ADD) (37%) and Specific Learning Difficulties (SpLD) (42%).
- The SEN Taskforce has played a crucial role in allocating resources and coordinating with other teams to provide a variety of support to SEN students.
- Our Educational Psychologist has also played an important role in supporting SEN students by conducting assessment to identify students' needs and advising teachers to adopt suitable teaching strategies during lessons.
- Various programmes were organised for SEN students during the year such as speech therapy, social skill and attention training workshops, assessment accommodation and study groups:
  - During class suspension, two parent support groups were set up and two meetings were held to deal with the intensifying tension and conflicts among families.
  - Family therapy services were provided to those families with familial conflicts and communication problems. Positive feedback was collected from the participants.
  - A mentor system was newly implemented this year. One mentor (guidance teacher, Educational Psychologist or Social Worker) was assigned to each Tier 2 or Tier 3 SEN student. Individual support was then provided for each student and his/her parents.
  - Assessment accommodation was provided for students according to professional recommendations, such as extra time allowance, single-side printing, enlarged printing, screen reader, speech to text software, special seating arrangement and individual room

arrangement.

- The taskforce worked with the Chinese, English and Mathematics departments to tailor-make assignments, lesson plans and tutorial classes according to individual learning needs.

#### d. Moral and Civic Development (MCD)

- A whole-school approach was adopted to promote moral and civic values throughout a school-based curriculum, workshops and excursions.
- The MCD curriculum was delivered in OLE time and mentor time. For junior grades, 6 to 7 MCD lessons had been conducted in OLE time by class teachers, covering different values and attitudes such “Perseverance”, “Respect for Others”, “Responsibility”, “National Identity”, “Commitment”, “Integrity” and “Care for Others”.
- The team has organized a variety of learning activities in promoting 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, such as talks on positive education, Cleaning Day, an exhibition on the May-fourth Movement, a flag-raising ceremony and mainland excursions to investigate the minority groups’ cultures and histories.
- Under the yearly theme “Flourish from me to WE”, various positive messages such as well-being and empathy have been delivered through stories and video clips during mentor time. During the class suspension period, the team designed many learning materials about different topics under moral and civic education or value education with the aid of PowerPoint slides and Google Forms. The overall feedback was positive. The average response rate is over 200.

Topic	Learning objectives
Friendship and Tripping Jump Challenge	To understand the value of friendship and stay away from the Tripping Jump Challenge
How Should WE React?	To nurture positive well-being and empathy under the COVID-19 epidemic
How Should WE Respond to Littering	To nurture sense of responsibility and awareness to environmental protection
Empower the Disabled	To boost empathy and care towards our community
Overcome Challenges	To promote perseverance when facing challenges and difficulties
Basic Law Competition	To enhance understand of the Basic Law
Your Morning Routine	To build healthy daily habits and routines during class suspension
Resolving Conflicts	To acquire effective skills of resolving conflicts

- Basic Law education was delivered through mentor time and online quiz. Over 60% of junior-grade students completed the quiz. The team is planning to work out a more comprehensive curriculum with related subject departments next year.
- Nearly 86% of junior-grade students gave positive feedback on the content of MCD lessons and the news/story sharing in Thursday mentor time.

#### **e. School Climate**

- A yearly theme “Flourish from me to WE” was set to nurture a positive mindset in students and promote a positive school culture full of love, appreciation and mutual support. A variety of strategies and programmes echoing the theme were implemented throughout the year.
- As indicated in the Stakeholder Survey, the feedback on school climate from both teachers (mean score 3.7) and students (mean score 3.7) was positive. Besides, the rating on “Our school actively responds to the comments from the students” rose significantly from a mean score of 2.7 last year to 3.4 this year.
- The feedback on the school’s support for student development from both teachers (mean score 3.9) and students (mean score 3.6) was positive.
- The feedback on teacher-student relationship from both teachers (mean score 3.8) and students (mean score at 3.7) was positive.
- As indicated in the school-based survey, a majority of teacher (88%) agreed that the religious activities held could arouse the Christianity atmosphere in school.

#### **f. Home-School Cooperation**

- With the establishment of the Parent Education Academy, various educational programmes had been organised such as the Parent Education Conference on Positive Family Relationship, the Sunflower Parent Workshops, Parents’ Days and the publication of Home-School Newsletters to strengthen communication and collaboration between school and parents. At the end of the school year, there were 100 parents getting a bronze award or above for their active participation in these programmes.
- Over 90 parent volunteers were recruited this year to assist in the school’s decoration, library service and different school events. Parents were of the view that the services could foster their sense of belonging towards the school.
- During class suspension, sunshine calls were made to parents by class teachers regularly to collect their concerns for home learning and their child’s well-being, while the first Parents’ Day was changed to the phone interviews by class teachers.
- An online parent workshop on “How to Communicate Effectively with Teenagers during Class Suspension” was held for 50 parents, with positive feedback from participants. In addition, a live forum on “Positive Emotional Management of Teenagers” was held for about 150

parents, and the theme is “Positive emotional management of teenagers”, with equally positive feedback from participants.

- A self-learning programme “疫晴亦情家長自學計劃” coupled with various online materials was launched by the Parent Education Academy. Until May, over 300 pieces of works had been collected, covering different areas such as parent-child cooking, reading, exercising and life planning, and the selected works would be published in the next PEA newsletter.
- A total of 8 PTA meetings were held this year. A range of activities had been organized for teachers, parents and students. The committee members actively participated in school events and contributed constructive opinions on school’s policies and services such as textbook ordering, school bus and canteen.
- On the whole, as indicated in the Stakeholder Survey, parents’ rating on home-school cooperation was positive (average score 3.6).

#### **g. Linkage with External Organisations**

- 3 sessions of lunch sharing by alumni were conducted to let them share their university life, study skills and further study paths with our students. More than 50 senior-grade students attended, and the feedback received was positive.
- After the promotion of the alumni mentorship programme in Term 1, around 30 alumni indicated their interest. This programme will be implemented in the next academic year.
- In Term 1, 1 outward exchange programme, 3 overseas competitions and 3 overseas excursions were held. Nearly 100 students participated in these programmes, with positive feedback received such as the learning objectives were met, their understanding of local cultures was enhanced and friendship with exchange students was built.
- Due to the COVID-19 pandemic, many inward and outward exchange programmes scheduled for Term 2, the excursion week and summer holiday were cancelled, which affected the fulfilment of the yearly objectives to a substantial extent.

### **C. Student Performance**

#### **a. Attitude and Behaviour**

- In general, about 95% of the students behaved well without any record of misbehaviour at school. Only 0.7% of students had a record of serious misbehaviour.
- The number of infractions increased slightly because of improper use of mobile phone during lesson time.
- As indicated in the school-based survey, a majority of teachers (95%) agreed that most of our students behave well and the school ethos was positive, while 82% and 77% of students agreed that they behave well inside and outside school respectively.
- As indicated in the Stakeholders Survey, a majority of students (70%) agreed that they get along well with their schoolmates.



### **b. Social Development**

- The school provides ample opportunities to unleash students' potentials and leadership. 10 service and leadership teams were available this year. Over 35% of G7 – G11 students joined the leadership teams.
- Inter-chamber or whole-school events were organised by Student Union and/or Chamber committees, such as SA Camp, Chinese Cultural Day, Workout from Home (during class suspension), etc.
- As indicated in the Stakeholder Survey, a majority of teachers agreed that the school provides enough opportunities to foster students' leadership (81%) and can help students develop good interpersonal skills (72%).
- As indicated in the APASO Survey, in junior grades, students' self-ratings on most items in the areas of Attitudes, Ethical Conducts and Self-Concept are lower than the Hong Kong averages, especially for the teacher-student relationship (our mean score 0.77; HK's mean score 3.21). However, in senior grades, students' self-ratings on most items in the areas of Attitudes, Independent Learning, Leadership and Goals of Life are higher than Hong Kong averages, while the rating on teacher-student relationship is significantly higher (our mean score 2.41; HK's mean score 1.79). It implies that our senior-grade students' self-perceptions are more positive than the junior-grade students', and more effort is needed to strengthen the teacher-student relationship in junior grades next year.

## **D. Participation and Achievement (Non-academic performance)**

### **a. Other Learning Experiences**

- There were 46 OLE clubs and teams available in 2019-20. Most OLE activities were usually held during lunch recess and after school every Monday, Wednesday and Friday, with some on weekends. All Grade 7 to Grade 9 students were required to join at least one OLE activity throughout the year. The participation rate of junior grades reached over 98% this year, while the participation rate of senior grades was 71%.
- A total of 10 school events were wholly or jointly organised by the OLE Team, such as the Life-wide Learning Day, Christmas Celebration, Dress Casual Day, Chinese Cultural Day, Winter Concert, etc. Due to the long period of class suspension, most ceremonies and school events scheduled for Term 2 were cancelled.
- There were 23.9% of G7 students and 13.6% of all students (G7 – G11) joined the uniform teams this year, which showed a moderate decrease compared with last year (31% and 14.6% respectively).
- There was 82.6% of G10 and G11 students joining at least 1 community service outside school this year. Positive feedback was received from through students through reflection worksheets and teachers' observation. Due to the long period of class suspension, all the G7 to G9 community services scheduled for Term 2 were cancelled.

- All the G10 and G11 students joined at least 1 NSS aesthetic development or film appreciation course (4 lessons in total) during Term 2 OLE time. The overall feedback from students was positive. Selected works will be exhibited in the Arts Festival next year.
- A school-based fitness programme was launched to the whole school this year, but was interrupted substantially by the long period of class suspension. This programme will continue next year.
- As indicated in the Stakeholder Survey, a majority of teachers agreed that the school actively encourages students to participate in extra-curricular activities (92%) and the school's extra-curricular activities can help extend students' learning experiences (91%).
- Over 90 of students in G7-10 joined the 11 mainland or overseas competitions or excursions in Term 1, such as the international music competition in Spain, the World Scholar Cup at Yale University, the photography trip in Korea and the volleyball training camp in Taiwan.
- Due to class suspension, many inward and outward exchange programmes scheduled for the excursion week and summer holiday were cancelled.
- There was 30% of G7 – G12 students joined the sports events at different grades in the inter-school competitions organized by the Hong Kong Schools Sports Federation this year. The overall participation rate decreased slightly compared with last year, mainly because many sports competitions were cancelled due to the social unrest or the COVID-19 epidemic.

#### **b. Scholarships and Awards**

- Our students actively participated in various territory-wide and district-level competitions and won over 50 individual or group awards in different areas, with some highlighted in Table a.
- Due to the social unrest and the COVID-19 epidemic, most inter-school competitions were cancelled. Therefore, the total number of awards won decreased compared with last year.
- 5 students were awarded scholarships and/or outstanding student awards as follows:
  - Youth Arch Improvement Award 2018
  - Sir Robert Black Trust Fund for Talented Students in Non-academic Fields 2019-20
  - 2020 Upward Mobility Scholarship of the "Future Stars" Programme
  - 香港廣東社團獎助學金計劃 2019

Table a: Highlight of School Team Awards in Inter-school/District Competitions in 2019-20

<b>Team</b>	<b>Grade</b>	<b>Prize</b>
All Hong Kong Inter-Secondary School Softball Competition 2019-2020	Boys	Champion and MVP
Inter-School Cross-Country Competition 2019-2020 (HKSSF Shatin & Sai Kung Secondary Schools Area)	Girls B and C Grades	Second Runner-up
Joint School Music Competition 2019	Chinese Drum	Gold Award
HKQAA "My Dream Home" Writing, Photo, Microfilm, Drawing and Poster Design Contest	Microfilm Contest (HK Secondary Section)	First Runner-up

**c. Students' Fitness Competence**

- In terms of fitness competence, girls performed better than boys in general. The G7 students showed a moderate improvement compared with last year, while the Grade 11 and G12 were under-performing. A fitness programme will be provided for the over-weight and under-weight students next year.

Table b: Percentages of Students by Grade Level within the Acceptable Weight Range by Gender

<b>Year</b>	<b>2019-2020</b>	
<b>Grade</b>	<b>Boys</b>	<b>Girls</b>
7	79%	73%
8	71%	64%
9	70%	65%
10	63%	75%
11	62%	53%
12	64%	64%

## 8. Evaluation Report on Annual School Plan 2019-20

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

Item	Objectives	Strategies	Success criteria	Evaluation
1.1	To strengthen the coherence and continuity of policies, curricula and programmes linking the three key learning stages (Junior School, Middle School and High School)	<p>Reviewing the JS curriculum to ensure broad and balanced coverage of the essential learning elements</p> <p>Equipping teachers with a wider range of pedagogy to cater for the diverse needs of students, develop students' self-directed learning habits, enhance the effectiveness of group work and e-learning, and provoke students' higher-order thinking</p> <p>Strengthening support to Grade 12 students in their preparation for public exam and further studies</p>	<ol style="list-style-type: none"> <li>1. Fulfilment of the EDB's requirement for JS curriculum</li> <li>2. Improvement in various measures of learning outcomes</li> <li>3. Maintenance of school's track record in public exam and further studies</li> </ol>	<ol style="list-style-type: none"> <li>1. The JS curriculum has been reviewed, particularly the PSHE curriculum. In general, our curriculum fulfils the requirements recommended by CDI. However, to facilitate a broader and more balanced coverage of the essential learning elements among different KLAs, the allocation of lesson time in junior grades was fine-tuned such that there will be one more lesson period per week for cross-curricular learning activities and moral &amp; civic education next year.</li> <li>2. As indicated in the stakeholder surveys, both teachers' and students' ratings on student learning (mean score 3.6 for both) rose remarkably compared to last year. Specifically, a higher proportion of students agreed that they take the initiative to learn, are confident in learning, often do their assignments seriously, know how to set learning goals for themselves, were able to apply different learning strategies, and often review their learning based on their text/exam results and teachers' comments on their performance.</li> <li>3. The social issues in HK and the sudden class suspension caused by the COVID-19 epidemic unavoidably disrupted some students' preparation for the public exam, including the mock assessment and the post-assessment mentoring classes. The overall performance in HKDSE dropped moderately. The most affected subject is Chinese Language, mainly due to the sudden cancellation of the speaking paper which is always the best-performing paper of our students.</li> </ol>
1.2	To enrich the Middle School curriculum and programmes on a 4-year scale	Refining the curriculum and assessment of each related subject to further strengthen the interface	1. Increased alignment of curriculum and assessment between PS and SS	1. The alignment of curriculum and assessment between PS and SS was further enhanced. For example, term-end written assessment was introduced to G6 Integrated Science and Liberal Arts. In addition, there were more

		<p>Fine-tuning pedagogy and learning activities at Grade 7 to facilitate interaction and collaboration in the 21<sup>st</sup> Century Classroom</p> <p>Catering for the diverse backgrounds of Grade 7 students in learning third languages</p> <p>Strengthening communication and collaboration within the third language team</p>	<p>2. Improvement in measures of classroom interaction and collaboration</p> <p>3. No significant discrepancy in learning outcomes between A-School students and other students</p>	<p>writing tasks in PS Chinese language, and more grammar elements in PS English Language. Both parents and students welcomed these changes.</p> <p>2. The G7 classrooms are better equipped with IT equipment and flexible furniture so as to enhance interaction and collaboration in daily teaching/learning, coupled with the implementation of the BYOD policy among students. By observation, most G7 teachers had fine-tuned their pedagogies to fit in with the new classroom setting. 55% of students agreed that the new classroom setting can facilitate interaction and collaboration in daily teaching and learning (with another 35% being neutral).</p> <p>3. A bridging course on third languages was held in summer holiday for the newly admitted students from other primary schools in order to narrow their learning gap.</p> <p>4. The third language team worked harmoniously and efficiently under the leadership of a new team head along with three other hard-working and experienced foreign teachers.</p> <p>5. Over 70% of teachers were well aware of the development of the Middle School curriculum and programmes.</p>
1.3	To enhance mutual understanding and collaboration between teachers in primary and secondary divisions	<p>Inviting PS teachers to attend meetings of subject panels or committees</p> <p>Inviting PS teachers to observe SS lessons, and vice versa</p>	<p>1. Regular attendance by PS in SS meetings</p> <p>2. Lesson observation held with PS at least once per school term</p>	<p>1. VP/AP(AA) from PS joined the meetings of our committees regularly. Subject heads from PS were also invited to our panel meetings when needed.</p> <p>2. Due to the long period of class suspension, most of the lesson observations scheduled for Term 2 were cancelled.</p> <p>3. 63% of teachers agreed that there is enough mutual understanding and collaboration between primary and secondary divisions.</p>

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

Item	Objectives	Strategies	Success criteria	Evaluation
2.1	To promote a transdisciplinary approach to teaching and learning	<p>Optimizing the PBL arrangement and enriching the learning elements of Term P excursions</p> <p>Fine-tuning the arrangements of academic weeks to further strengthen cross-curricular collaboration</p>	<p>1. Improvement in various measures of learning outcomes in PBL</p> <p>2. Positive feedback on academic weeks from a majority of students</p>	<p>1. Due to the COVID-19 pandemic and the resulting long period of class suspension, Term P and the Excursion Week were cancelled. However, the PBL team has reviewed some arrangements so as to enrich the learning process of students, which will be implemented next year.</p> <p>2. Some academic weeks were combined, such as Humanities + LA/LS Week, STEAM + Green Week, and the Reading Weeks was replaced by regular reading activities across the year, in order to strengthen cross-curricular collaboration. However, due to the long period of class suspension, the Language Week and the STEAM Week were cancelled. Nevertheless, students' rating on the academic weeks held (mean score 3.4) is slightly higher than last year.</p>
2.2	To develop a comprehensive curriculum with a wide range of learning opportunities and challenges for STEAM education	<p>Refining the STEAM curriculum and learning activities at junior grades to strengthen the interface between PS and SS</p> <p>Upgrading facilities of the STEAM Lab</p>	<p>1. Increased alignment of STEAM curriculum and learning activities between PS and SS</p> <p>2. Higher usage of the STEAM Lab</p> <p>3. More awards won in competitions</p>	<p>1. The G7 curriculum was fine-tuned according to what would be covered in G6.</p> <p>2. Some minor facilities of the STEAM Lab were upgraded.</p> <p>3. Due to the long period of class suspension, many STEM-related competitions outside school were cancelled.</p>
2.3	To equip students with the latest skills and tools as well as proper attitude in the use of technologies to enhance their learning	<p>Redesigning learning activities to support the implementation of BYOD policy at Grade 7</p> <p>Educating students the importance of self-discipline and digital citizenship in using mobile devices, online resources and social platforms</p>	<p>1. Smooth implementation of BYOD policy at G7</p> <p>2. Increased awareness of self-discipline and digital citizenship in using IT resources</p>	<p>1. The BYOD policy was implemented smoothly. Over 90% of G7 students brought their own device to school every day, and used it properly for learning purpose. By observation, most G7 teachers had fine-tuned their pedagogies to support the implementation of the BYOD policy and used more online resources in daily teaching.</p> <p>2. The ICL curriculum covers the essential elements of digital citizenship. During class suspension (home learning), students behaved well in online lessons.</p>

2.4	To increase students' global awareness and participation along with a good sense of national pride	<p>Strengthening the integration of Basic Law education in the learning and teaching of related subjects</p> <p>Further strengthening cross-curricular collaboration in excursions and exchange programmes</p>	<ol style="list-style-type: none"> <li>1. Increased elements of Basic Law education in curricula of related subjects</li> <li>2. Positive feedback on excursions/exchange programmes from a majority of students/ teachers</li> <li>3. Increased collaboration between Global Citizenship Team and related subjects</li> </ol>	<ol style="list-style-type: none"> <li>1. Basic Law education was embedded in the subjects of LA, Chinese History and Moral &amp; Civic Education. In addition, an e-platform was self-developed to provide a variety of learning materials and self-assessment tools. During class suspension, all junior-grade students were encouraged to participate in an inter-school quiz competition where our school got an award for our active participation.</li> <li>2. In Term 1, an outward exchange programme, 3 overseas competitions and 3 overseas excursions were successfully held. Nearly 100 students participated in these programmes, with positive feedback received such as the learning objectives were fully met, students' horizons were broadened, and friendship was built with foreign counterparts. However, due to the COVID-19 pandemic, many overseas excursions and exchange programmes scheduled for Term 2, Term P and summer holiday were cancelled, which undermined the fulfilment of the yearly objectives to a great extent.</li> <li>3. The Global Citizenship Team had worked out some excursions with different subject departments such as STEM education, History and VA. However, due to the COVID-19 pandemic, many overseas excursions were cancelled.</li> </ol>
2.5	To foster positive values towards oneself and others in order to lead an active and healthy lifestyle	<p>Organizing activities on positive thinking and healthy lifestyles</p> <p>Providing more opportunities for teachers and students to communicate with each other and build relationship</p> <p>Organizing service learning programmes in both junior and senior grades to enhance students' empathy and compassion towards others</p>	<ol style="list-style-type: none"> <li>1. At least 2 whole-school events held during the year to promote positive thinking/healthy lifestyles</li> <li>2. Positive feedback on teacher-student relationship from a majority of students/ teachers</li> <li>3. Over 70% of G7 – G10 students joining at least 1 service</li> </ol>	<ol style="list-style-type: none"> <li>1. During class suspension, 2 special programmes were launched to foster positive values among students. The first programme "Together We Support" aimed to cheer up for our G12 students by passing words of encouragement from our teachers, alumni and other schoolmates. More than 70 persons supported this programme, and the feedback heard from G12 students was very positive. The second programme "Shine from me to WE" aimed to show appreciation to the people fighting the virus. Positive messages were collected from our parents and students, and then passed to the medical staff in hospitals, our teachers and staff. Around 200 messages were received, and the recipients showed appreciation and gratitude for our support.</li> </ol>

			<p>learning programme during the year</p>	<p>In addition, class teachers made use of stories and current news to cultivate positive values in their mentor time. Students' rating on the effectiveness of such sharing (mean score 3.5) is slightly higher than last year. For teachers, a majority (79%) agreed that the sharing materials prepared by MCE/Guidance Teams could foster positive values and relationships among students.</p> <p>2. Compared to last year, more teachers (99%) agreed that they always spent time building teacher-student relationship. For students, a slightly higher proportion (69%) agreed that they have a good relationship with class teachers.</p> <p>3. Due to the long period of class suspension, many community service programmes scheduled for Term 2 were cancelled. As a result, only G10 and G11 students joined at least 1 service programme this year, but the feedback received from both students and teachers was positive. Students demonstrated empathy and compassion by serving others.</p>
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**Major Concern 3: Optimizing learning environment to support active learning and whole-person development**

Item	Objectives	Strategies	Success criteria	Evaluation
3.1	To redesign the classroom environment to facilitate interaction and collaboration	Converting Grade 8 classrooms into 21 <sup>st</sup> Century Classrooms based on experience in Grade 7	Classrooms ready by the end of the school year	Based on the comments collected from G7 teachers and students on their classroom setting, some adjustments were made to the design of G8 classrooms, which will be ready for use by August 2020.
3.2	To optimize the language and reading environments conducive to good mastery of different languages and extensive reading	Renovating the central library to cater for a wider range of reading needs Organizing regular activities to promote reading Introducing suitable online platforms to promote e-reading Providing more chances for students to practise their third languages on campus	1. Increased usage of library resources 2. Improvement in various measures of reading habit 3. Positive feedback on the language environment from a majority of students/teachers	1. The central library was renovated to provide more spaces and IT equipment for reading. However, due to the long period of class suspension, most of the reading programmes scheduled for Term 2 were cancelled. Nonetheless, a total of 6 e-newsletters have been issued to promote reading. In addition, a new e-book platform “HyRead” was launched to promote Chinese reading. As indicated in the stakeholder survey, a higher proportion of students (mean score 3.4) agreed that they often read materials such as leisure reading materials and newspapers outside class. For teachers, 88% of them agreed that the school maintains a rich reading environment for students. 2. Due to the long period of class suspension, the Language Week was cancelled. During class suspension, an online platform “Duolingo” was used to help G7 and G8 students maintain learning at home. As indicated in the school-based survey, a slightly higher proportion of students (mean score 3.6) agreed that the school actively motivates them to communicate in English or Putonghua.
3.3	To cultivate a positive school culture full of love, appreciation and mutual support	Organizing regular activities under a yearly theme to promote positive education Enriching the religious environment and	1. A yearly theme with a comprehensive programme plan extensively promoted to whole school	1. A yearly theme “From me to WE” was set to promote love, appreciation and mutual support through a wide range of programmes. 2. Due to class suspension, many religious activities scheduled for Term 2 including the Gospel Week were affected. As an alternative, the team prepared online

		<p>programmes to advocate Christian values among students and families</p> <p>Providing more opportunities for parents to communicate with school/teachers in supporting students' learning and personal growth</p> <p>Planning for the establishment of School Museum to strengthen teachers' and students' sense of belonging to the school</p> <p>Developing a mentorship scheme for senior grade students in collaboration with Alumni Association</p>	<p>2. Positive feedback on Christian atmosphere from a majority of students/teachers</p> <p>3. Positive feedback on the communication between parents and school/teachers from a majority of students/parents</p> <p>4. School Museum ready by the end of the school year</p> <p>5. Over 50% of G11 students showing an intention to join the mentorship scheme</p>	<p>materials for students, and the Gospel Week was changed to Gospel Day.</p> <p>A majority of teachers (88%) agreed that the religious activities held could strengthen the Christianity atmosphere at school. For students, the rating (3.1) is slightly higher than last year.</p> <p>3. With the establishment of the Parent Education Academy (PEA), a wide range of parent education programmes were organized for parents of different grades, such as the Sunflower Parent Workshops, the Parent Education Conference, and some online forums/workshops held during class suspension. The participation rates were high and the parents' feedback was very positive. During class suspension, sunshine calls were made by class teachers to parents regularly in order to collect their comments on the arrangement for home learning and understand their child's well-being.</p> <p>In addition, a self-learning programme “疫晴亦情家長自學計劃” was launched, with a variety of online tasks that could be done at home. In total, over 300 responses were received, and some selected works will be published in the next PEA newsletter.</p> <p>As indicated in the stakeholder survey, a slightly higher proportion of parents agreed that the school often keeps them informed of school affairs and development (mean score 3.7), the school is willing to listen to their views (mean score 3.6), and they have a good relationship with the school (mean score 4.0).</p> <p>4. A school history corridor located on the 3rd floor of the Madam Wong Liu Wai Man Building will be established next year to celebrate the school's 15th anniversary.</p> <p>5. 2 lunch sharing sessions had been conducted to let our alumni share on their university life, study skills and further study paths. More than 50 senior-grade students attended the sharing sessions, with positive feedback received.</p>
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				Due to the long period of class suspension, the mentorship scheme was put on hold, and will be launched next year.
3.4	To further promote students' participation and expertise in aesthetics and sports with a greater variety of facilities and exposure	Upgrading facilities and equipment for sports and performing arts Launching fitness programmes for students in need	1. Smooth implementation of the QEF project and school-based programmes on promoting physical fitness among students 2. Improvement in fitness of a majority of participants in related programmes 3. Enhanced facilities and equipment for sports and performing arts	1. A QEF project was approved for a duathlon programme which aims at enhancing students' physical fitness. Due to the long period of class suspension, the programme was put on hold and will be launched next year. 2. In terms of fitness competence, our girls performed better than boys in general. The G7 students showed a moderate improvement compared with last year, while the Grade 11 and G12 were still under-performing. A new fitness programme will be launched for the over-/under-weight students next year. 3. The Joshua Hall is under construction, which is a multi-functional hall that can be used for school team training, grade assemblies and religious activities.
3.5	To strengthen support to environmental education leading to a green and sustainable lifestyle	Installing an electricity monitoring system in classrooms and organizing related learning activities to promote energy saving Renovating the Endangered Species Museum and organizing related learning activities to promote wildlife conservation	1. Smooth implementation of the QEF project on energy saving with positive learning outcomes 2. Increased awareness of wildlife conservation	1. Due to the long period of class suspension, the QEF project was postponed to the next academic year. 2. The renovation of the Endangered Species Museum was completed on time. However, most of the learning activities taking place there were cancelled due to class suspension.
3.6	To widen senior-grade students' career exposure for their life planning	Providing more authentic experiences for senior-grade students to discover different careers and understand their career aspiration	1. Increased career exposure among senior-grade students 2. Positive feedback on related experiences from a majority of participants	1. A career immersion programme was launched for the G11 GCEAL students in Term 1. Students gained valuable work experience by working in firms or NGOs for a few days. 2. Positive feedback was received from both students and their employers. The Life Planning Team will explore more options for our students next year.

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

Item	Objectives	Strategies	Success criteria	Evaluation
4.1	To equip teachers with the necessary skills and tools in the use of technologies and evaluation data to enhance teaching and learning	<p>Preparing teachers to attain Google Certified Educator Level 2</p> <p>Organizing regular workshops on different pedagogies in the 21<sup>st</sup> Century Classroom</p> <p>Enhancing the effectiveness of use of the P-I-E cycle in yearly planning and evaluation by subject panels and committees</p>	<ol style="list-style-type: none"> <li>20% of teachers reaching Level 2</li> <li>At least two workshops held per school term with positive feedback from participants</li> <li>Increased focus on students' learning outcomes in evaluation reports</li> </ol>	<ol style="list-style-type: none"> <li>Workshops were held to help our teachers prepare for the Level 1 or 2 exam. All new teachers passed the Level 1 exam. For the existing teachers, over 20% of them passed the Level 2 exam. As indicated in the school-based survey, 96% of teachers agreed that they often make use of e-learning tools and resources in daily teaching. With our extensive usage of Google tools for education and administration, the school was awarded the title "Google Reference School". We are the second school in HK gaining this recognition.</li> <li>Due to the long period of class suspension, most of the PD workshops scheduled for Term 2 were cancelled.</li> <li>Most of the objectives in the annual school plan were formulated and evaluated in terms of students' learning outcomes rather than completion of tasks. Department heads were reminded repeatedly to do the same for their programme plans and evaluation reports.</li> </ol>
4.2	To promote collaborative learning through lesson study and learning circles	<p>Fully implementing video-based lesson study to facilitate professional sharing</p> <p>Participating in EDB learning communities for different subjects or school functions</p>	<ol style="list-style-type: none"> <li>Video-based lesson observation conducted by every teacher once a year</li> <li>Increased participation in external learning committees</li> </ol>	<ol style="list-style-type: none"> <li>Due to the long period of class suspension, most of the class visits scheduled for Term 2 were cancelled.</li> <li>For the same reason, many external PD activities were cancelled.</li> </ol>
4.3	To extend learning beyond physical and geographical boundaries	<p>Launching an online self-learning platform to equip teachers with a wider range of pedagogy</p> <p>Providing chances for teachers to teach in exchange partner schools</p>	<ol style="list-style-type: none"> <li>Completion of at least one online course by every teacher</li> <li>Increased participation in teaching in exchange partner schools</li> </ol>	<ol style="list-style-type: none"> <li>An online self-learning platform was self-developed by the Centre for Research &amp; Professional Development, with 3 courses available for our teachers covering different topics: questioning skills, collaborative learning, and learning how to learn. All teachers have completed at least one course and submitted a personal reflection on learning experience.</li> </ol>

		to widen their professional exposure		2. Due to the COVID-19 pandemic, all the exchange programmes with our partner schools were cancelled.
4.4	To enhance career well-being, team spirit and long-term commitment	<p>Optimizing the working conditions with better facilities and a more comfortable environment</p> <p>Organizing regular activities for teachers to build relationship</p> <p>Organizing PD activities for teachers to enhance their understanding of positive education</p>	<ol style="list-style-type: none"> <li>1. Positive feedback on working conditions</li> <li>2. Relationship building activities held at least once per school term</li> <li>3. At least one PD activity on positive education held per school term</li> </ol>	<ol style="list-style-type: none"> <li>1. Some conditions in staff rooms and washrooms were improved. As indicated in the school-based survey, 92% of teachers agreed that they are satisfied with the working conditions and school environment. In the stakeholder survey, 76% of teachers agreed that they find satisfaction in working in the school.</li> <li>2. All teachers and staff from both divisions got together to enjoy a basin dish lunch on the Chinese Culture Day. In Term 2, due to the early commencement of summer holiday, the recreational activities scheduled for the post-assessment period were cancelled.</li> <li>3. In Term 1, due to the social issues in HK, the whole-school PD workshop on positive education was cancelled. In Term 2, due to the long period of class suspension, the PD workshop on mental health was also cancelled.</li> <li>4. Teachers' rating on the school's PD dropped slightly (mean score 3.5), probably because many of the programmes planned were cancelled.</li> </ol>

## 9. Others

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

HKBUAS welcomes students with different talents or backgrounds to join us. Our goal is to build a diversified learning environment so as to enhance peer learning. Hence, comprehensive scholarship and financial assistance programmes are in place for students with outstanding achievements in different areas as well as those in need of financial support.

#### a. Scholarships

To recognise students' talents and noteworthy performance in sports, music, performing arts, visual arts, services, leadership or academic studies, we welcome talented students to apply for our scholarship. Each student can be entitled to an individual scholarship of not more than the annual tuition fee every year. Outstanding awardees would be granted up to 3-year full scholarship, which is equivalent to 3 years' tuition fees. Application for extension can be made before the end of their awarded scholarship period.

Applications for Scholarship Programmes occur twice a year with deadlines by 31st August of the school year prior to entrance or 31st January of the current year of enrolment. Scholarship interviews will be scheduled within the corresponding September or February.

#### b. Financial Assistance Programmes

HKBUAS financial assistance aims to help financially disadvantaged students. The application period is open throughout the year.

##### i. Fee Remission

The amount of fee remission is based on the applicant's annual family income (benchmark as shown in table 1) and assets. The maximum approved amount is the full rate of school fee.

##### ii. Financial Assistance Subsidy – Activities

- Students under fee remission are also entitled to financial subsidies for excursions, overseas exchange programmes and Other Learning Experiences activities.
- The percentage of the assistance will be commensurate with the approved percentage of fee remission. The maximum granted amount is the annual tuition fee.

iii. Wong Kam Fai Financial Assistantship (WKFFA)

Students who have been granted fee remission may receive WKFFA of maximum HK\$4,000 as the subsidy for learning-related expenses.

Table 1 Benchmark Annual Family Income

Level of Assistance	Annual Family Income Levels (HK\$)					
	3-member family	4-member family	5-member family	6-member family	7-member family	8-member family
100%	0 - 240,000	0 – 310,000	0 – 370,000	0 – 430,000	0 – 490,000	0 – 550,000
75%	240,001 – 330,000	310,001 – 410,000	370,001 – 490,000	430,001 – 570,000	490,001 – 650,000	550,001 – 740,000
50%	330,001 – 375,000	410,001 – 460,000	490,001 – 550,000	570,001 – 640,000	650,001 – 730,000	740,001 – 835,000
25%	375,001 – 420,000	460,001 – 510,000	550,001 – 610,000	640,001 – 710,000	730,001 – 810,000	835,001 – 930,000
None	> 420,000	> 510,000	> 610,000	> 710,000	> 810,000	> 930,000

<i>APPENDIX I</i>
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**Reporting DSS Schools' Annual Financial Position**  
**Financial Summary for the 2018/2019 School Year**  
**(Per EDB Audit Report)**

	Government Funds	Non-Government Funds
<b>INCOME</b> <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	60.30%	N.A.
School Fees	N.A.	35.44%
Donations, if any	N.A.	1.62%
Other income, if any	1.29%	1.35%
<b>Total</b>	<b>61.59%</b>	<b>38.41%</b>
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	76.82%	
Operational Expenses (including those for Learning and Teaching)	13.01%	
Fee Remission / Scholarship <sup>1</sup>	3.72%	
Repairs and Maintenance	1.48%	
Depreciation	4.81%	
Miscellaneous	0.16%	
<b>Total</b>	<b>100.00%</b>	
<b>Surplus/Deficit for the School Year<sup>2</sup></b>	0.61 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year<sup>2</sup></b>	6.65 months of the annual expenditure	
<sup>3</sup> <i>in terms of equivalent months of annual overall expenditure.</i>		

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

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

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