

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



Annual Report (Primary School)

2021-22

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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.

A 12-year through-train school has been the vision of the Hong Kong Baptist University since the 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 were 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:	<a href="http://www.hkbuas.edu.hk/">http://www.hkbuas.edu.hk/</a>

## 2. School Mission and Vision

Our Mission is to provide quality education based on Christian heritage and concern for others. Students can 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 and provide a basis for lifelong learning.

We cater to whole person development, providing a safe learning environment for 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 is also put on developing the 3-Ls (i.e. literacy in English, Chinese and Information Technology). Students will become global citizens with national pride in their heart.

### **School Motto**

Passionate to Learn, with Confidence

Determined to Succeed, with Vision

### **Mission Declaration**

Caters to the whole person.

We put students' needs first at all times.

We empower students to be spiritually mature, wise and informed, artistic, physically strong, and creative whilst building good ties with the community.

Students will become global citizens with national pride in their hearts.

### **3. The 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, HKBU

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School Managers

Professor Rick Wong Wai Kwok

Interim Provost, HKBU

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Ms. Winnie Tam Wan Chi, SBS, S.C., JP

Senior Counsel, Des Voeux Chambers

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Ms. Rosanna Choi Yi Tak

Treasurer, the Council and the Court, HKBU

Treasurer, the HKBU Foundation

Partner, CW Certified Public Accountants

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Dr. Amelia Lee Nam Yuk, MH

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

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Professor Sandy Li Siu Cheung

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

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

Executive Chairman, WKF Charity & Education Trust Fund Group

Chairman & CEO, Kum Shing Group

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Mr. Joe Ho Ka Leung (till February 14, 2021)

Parent Representative

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Mr. Billy Kwok Sui Yuen (till February 14, 2021)

Parent Representative

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Mr. Louie So Ming Yeung (starts from March 19, 2021)

Parent Representative

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Ms. Jannie Wong Yan Yan (starts from March 19, 2021)

Parent Representative

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Dr. Benjamin Chan Wai Kai

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

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Ms. Claudia Liu Wing Ki

Teacher Representative

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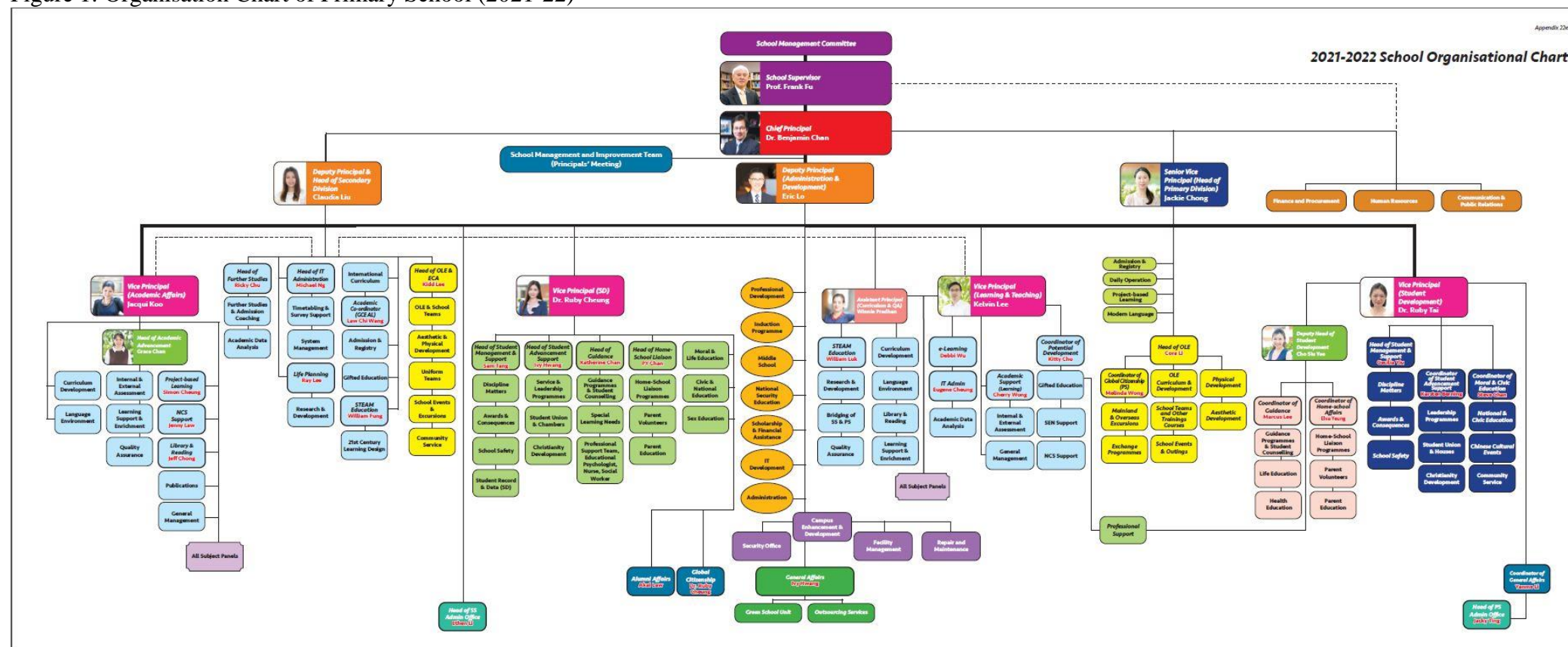
Mr. Kelvin Lee Ka Wing

Teacher Representative

## B. The Organisation

As per the recommendations of the Comprehensive Report carried out by the 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 Primary School Operation Committee (PSOC) is responsible for the formulation of plans in relation to teaching and learning, student development as well as the daily administration. Functional committees are formed under respective departments to execute the plans endorsed by the PSOC.

Figure 1: Organisation Chart of Primary School (2021-22)



### **C. Nurturing Strategies in Primary School**

As an education institution in the 21<sup>st</sup> 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 student's needs.

A student's life in A-School is more than studying hard. While the intellectual development and academic progress of students is 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 live their lives with creativity and enthusiasm.

Our Student Development Team is dedicated to supporting student growth. We offer all that is needed to succeed, including tutoring, personal and academic counselling, and scholarships. We recognise 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 and balanced education. Mutual trust and respect is valued in our culture. We encourage extensive interactions between students and faculty, during and after lessons. We value home-school co-operation. We provide platforms for parents to voice out their suggestions and opinions.

Our teachers plan meticulously with reference to best practices from around the world, school culture, vision, and mission, as well as student needs. Classrooms are arranged to foster collaborative learning with the development of 21<sup>st</sup> Century skills such as collaboration, communication, critical thinking and creativity at their core. Learning in and outside the classroom is supported with an abundance of technology, print and media resources. Ongoing professional development ensures our teachers are always ready to improve and implement teaching methodologies. Students are confident and participate whole-heartedly in lessons. They communicate fluently in three languages and can critically debate issues of importance. A curriculum which provides ample opportunities for individual and group presentations throughout their six years of primary school ensures that each and every one of our students can present confidently to one another, in small group settings as well as to large groups with a varied audience.



## 4. Our Team

### A. General Data

Language Proficiency Requirement attained – 100%

	Teachers
Number	73
Teachers' Qualification	
Teachers' Training	84%
Bachelor Degree	100%
Master Degree or above	49%
Special Education Training	13.6%
Teaching Experiences	
0 – 4 years	41.1%
5 – 9 years	17.8%
10 years or more	41.1%

### B. Professional Development

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

#### CPD Hours 2021-2022

Courses are broadly categorised into the following 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	Total
Structured Learning	I. Teaching and Learning	2713
	II. Student Development	165.5
	III. School Development	368.5
	IV. Professional Relationships & Services	284

	V. Personal Growth & Development	3
	VI. Others	0
Total CPD Hours		3534
Average CPD Hours per teacher (73 teachers)		49.08

## **5. Class Structure**

HKBUAS Wong Kam Fai Secondary and Primary School (Primary Section) is a whole-day EMI primary school operating under the Direct Subsidy Scheme. The number of school days is aligned with the requirements of the EDB (there were 190 school days in 2021-2022). There are six grade levels from Grade 1 to Grade 6 with 5 classes at each level. We kept the class size to 33 students per class. The number of students almost reached full capacity at the beginning of the school year with a total of 980 students.

## 6. The Areas of Concerns

The following are the main focuses of the primary section in 2021-2022:

1. Nurturing lifelong and innovative learners

2. Strengthening students' resilience, positive relationships and social responsibility

3. Building a digital and healthy school environment

### Major Concern 1: Nurturing lifelong and innovative learners

Item	Objectives	Strategies	Success Criteria	Evaluation
1.1	To foster a growth mindset and habits including goal-setting, risk-taking and self-evaluation	Practising growth mindset through daily learning and teaching and establishing a culture of risk-taking and self-evaluation	1. Increase cognitive rigour of curriculum and close the gap between internal and external assessments	<ul style="list-style-type: none"><li>To help students become familiar with external assessment formats, G5 and G6 assessments are designed based on the format of Pre-S1 assessment while G1-4 assessments are based on the TSA. G3 and G6 do TSA past papers/Pre-S1 mock papers every other month and collect results and report results in meetings. It is suggested to continue this practice and carry them out twice each term.</li><li>Bi-monthly Pre-S1 mock assessments were arranged. A comparison has been made between the internal and Pre-S1 assessment. One round of Chi/Eng/Maths mock PreS1 in an exam setting was arranged in order to develop students' academic stamina. This is suggested to continue next year with one round per term. There was a significant improvement in Pre-S1 when compared to intake from other Band 1 school students, with English exceeding external intakes.</li></ul>
			2. Improvement in students' independent learning capacity	<ul style="list-style-type: none"><li>Data analysis is done every term to compare data and make changes in learning and teaching to better suit student needs. The data collected is helpful for different subjects to identify student weaknesses and difficulties. SHS teachers inform us that students need more timely feedback on core subject performance. It is suggested that we make a regular check (once a month) with the non-core subjects record/marksheet/assessment to ensure students get feedback on their learning in a timely manner. AA members/PSOC members should join in the meeting/QCM. In addition, data tracking of student performance in internal &amp; external assessments is needed to understand the effectiveness of learning and teaching strategies.</li><li>More effort and guidance for teachers will be provided next year in order to better guide G6 students' self-directed learning skills. A detailed discussion was carried out by the middle management team and they have drafted some suggestions for the coming school year. The AA team will follow up those suggestions this school year.</li><li>Ongoing support will be offered to SEN students e.g., EII, IEP, OLE, AOLE classes as well as individual therapy. Satisfactory results had been observed from students' performance in class and in examinations. According to the school-based survey, 80% of teachers strongly agree/agree that the SEN Team has provided adequate support and study skills to help students overcome difficulties in learning.</li></ul>

			3. 70% of Subject Cos complete Assessment Essentials and Assessment Lead CPD programs. Learning shared in subject meetings and documented.	<ul style="list-style-type: none"> <li>Assessment Literacy CPD is ongoing. In the coming school year, the AA Principals and Head of OLE will continue to complete this CPD in order to gain a strong understanding of assessment literacy and to further guide their teams.</li> </ul>
			4. Student learning data is reviewed regularly to monitor progress and intervention strategies	<ul style="list-style-type: none"> <li>Learning data was collected and analysed after midterm and term assessments by each grade in each subject. Most of the subjects showed even distribution of grades. Formative tasks were evaluated to ensure data distribution was even and that students were allowed to redo tasks if basic competencies were not met.</li> <li>Learning support courses are held throughout the year to support struggling students. Bi-monthly review of students' learning progress closely monitors student performance and guides adjustments to the learning and teaching strategies. Feedback from stakeholders should be collected to evaluate the effectiveness of the support courses.</li> <li>To better monitor student learning progress and provide adequate support, the late homework system was fine-tuned during online learning for the preparation of the learning report. The report provides parents and students with their learning progress during the zoom period. Students were also given flexibility to submit homework after the school resumed.</li> </ul>
			5. Embed the theme "Flourish with a Growth Mindset" in class culture building and learning activities	<ul style="list-style-type: none"> <li>Classroom decorations, life education activities and subject activities embedded the theme.</li> <li>Ideas and suggestions for establishing classroom building and culture were shared during grade meetings with CTs. The meeting minutes were also shared with the teachers after the meeting so they could refer to them in the future.</li> <li>The theme was promoted during the life ed lesson by using the A+ Passport and A-Diary. Feedback from CTs found that activities and teaching plans were easy to follow and execute. School-based surveys reported that over 90% of class teachers infused the theme during classroom culture building activities. Promoting the Growth Mindset is recommended to build student confidence.</li> </ul>
		Providing ample opportunity for students to explore their potential in sports and aesthetic development, establish good sportsmanship and good attitudes	1. Sports and aesthetic development frameworks drafted, promotion of programs and a system to record students' growth and achievement in S&A implemented	<ul style="list-style-type: none"> <li>SportAct and Ensemble practice logs were adopted this year. Students could record their progress and growth after completing the program. A briefing session should be provided to students explaining the arrangement and school expectations, so students have a better understanding and staff are able to collect sufficient relevant data during the school year.</li> <li>Student achievement and awards were recorded systematically. The records will continue to be updated from now on in order to provide comparisons and record growth.</li> <li>A Sports and Aesthetic development framework will be completed under Academic Affairs next year.</li> </ul>

		towards arts and music appreciation	2. Students join internal (90%) /external (70%) S&A competitions	<ul style="list-style-type: none"> <li>● Students participated in external sports competitions including fencing, rowing, badminton, rope skipping, table tennis and athletics. Some students were awarded 1st and 2nd place awards. Achievements are recorded in the system. Students show high engagement in sports competitions. Similar opportunities will be provided next year.</li> <li>● Around 120 students participated in the Hong Kong School Music Festival. Two internal VA competitions reported good participation from students. 48% (469) of students joined the Inter-house Christmas Decoration Competition while 56% (540) of students participated in the Inter-house Chinese New Year Competition. Similar competitions can be held next year.</li> </ul>
			3. At least 70% of students participate in S&A programmes/training and agree it is beneficial to their personal development and helps develop their growth mindset	<ul style="list-style-type: none"> <li>● Students engaged in a range of S&amp;A programs, including music ensemble class, OLE sports lessons, Saturday school team training and an Artist-in-Residence programme. It is suggested that students keep a record of their performance in the SportAct and practice logs, which they can use to reference their progress.</li> <li>● Music school teams, including Junior and Senior Choir, Primary School Orchestra, Handbell Team, Percussion Band and Chinese Drum Team, performed in annual school events and ceremonies. Students prepared very hard for these performances. Due to half-day school, lunch-time concerts and year-end ensemble showcases couldn't be arranged. Students further developed teamwork and Communication skills by participating in internal events.</li> <li>● The Music Marathon and Christmas Carol Singing activities were held in December. 99% of students joined those programmes. 150 PS students also performed in the Winter Concert. Positive feedback was received from parents, teachers and students for both events. A more holistic planning approach will be conducted to further develop student confidence when performing on stage.</li> <li>● 100% of G1-5 students joined the PEXSTEAM Day activities. Students engaged in virtual sports, inter-class competitions and STEAM workshops. Survey results showed highly positive responses from 95.6% of respondents. Students actively participated in these activities. More team sports can be arranged for students to develop a team-spirit and social skills.</li> <li>● 60 students participated in the JCABC program this year. This is an art-based cross curriculum project which aims to develop students' 5C skills and nurture self-directed learning. The team designed a series of lessons focusing on empathy. Students learnt to understand the thoughts and feelings of other people from their point of view. The empathy series will be implemented in grade four, serving as an exit challenge for junior school students.</li> </ul>

			4. At least 2 presentations on S&A to help students understand growth mindset, perseverance and risk-taking; activities that promote sportsmanship and arts/music appreciation	<ul style="list-style-type: none"> <li>● Around 40 students joined the ‘Celebrating the 25th Anniversary of HK Reunification - Online Session by Chinese Women’s Volleyball Captain Wei Qiuyue’ to develop an appreciation of Sportsmanship.</li> <li>● Mr. Carl Wong, Ms. Sun Yueh, Ms. Lee Wai Sze and other celebrities were invited to share their experiences and encourage students. It is suggested that these presentations can be arranged once per term instead of all being scheduled in Term 1 to give students more consistent input.</li> <li>● Mr. So Wah Wai was invited to share his opinions after a film appreciation viewing in a cinema. The presentation enabled a better understanding and appreciation of the value of education through film.</li> </ul>
			5. SLC include reflection and goal setting for S&A	<ul style="list-style-type: none"> <li>● Term 1 SLC had students sharing their work and setting SMART goals for the three core subjects. Term 2 SLC included reflection and goal setting for one non-core subject including PE, Music or VA for all grades. A briefing was held to explain the rationale of SLC so new teachers could understand better and guide students accordingly. 100% of students participated in Term 2 SLC with some on Zoom and some in person. Students showed growth mindsets when self-evaluating and setting SMART goals in aesthetic development during their SLCs. Parents greatly appreciated the fact that each student in the school had the opportunity to present in an SLC and set and articulate their SMART goals.</li> <li>● Teachers will suggest students write goals on aesthetic development in SLC next year.</li> </ul>
		Devising effective programmes to boost student effort and generic skills such as responsibility and initiative with practical strategies to pursue higher goals in learning and personal growth and	1. KLAS, AA, SD and OLE establish common expectations for effort and generic skills and document them	<ul style="list-style-type: none"> <li>● Subjects understood that effort grade is to be separate from academic grade. Data for formative assessments checked and followed up for each subject to ensure guidelines were followed. Students were allowed to redo formative work/tests if below pass mark.</li> <li>● Two rounds of student planner checking were completed. Due to the class suspension and special vacation, the no. of student planners checked was less than planned. However, SMS still gives valuable information on student learning habits, home-school communication, and class atmosphere. In general, class routines have been well established in classes.</li> <li>● To strengthen students’ use of generic skills, SAS tried to align the team rubric with the 6 generic skills to evaluate student leaders’ training performance. SAS will further refine the appraisal system by evaluating student leaders’ performance with team-specific rubrics.</li> </ul>

		support students with diverse learning needs	2. Arrange at least 2 talks for students and parents to understand expectations whilst recommending strategies to sustain effort, to build generic skills and help maintain a strive for excellence attitude	<ul style="list-style-type: none"> <li>Students were guided in understanding expectations, given learning strategies using a growth mindset through AA and SD assemblies. 100% of students participated in the assembly and applied the understanding of growth mindset learnt through the assemblies to their daily school life and learning.</li> <li>Three parent forums related to the 6 generic skills were arranged by HSL. More than 200 parents joined the talks. Over 95% of parents agreed that these forums enhanced their understanding of each generic skill and allowed them to understand the school's expectations and requirements for their children.</li> <li>Next year, different talks can be organised based on current cases and student needs as a proactive measure and to increase parent desire to participate.</li> </ul>
			3. Ongoing support and communication with parents to exchange info and share strategies to support students to achieve goals	<ul style="list-style-type: none"> <li>Good communication is maintained between teachers and parents. Teachers provide professional advice to parents during Curriculum and SD briefing, daily interaction, A-diary communication, and parent-teacher conferences.</li> <li>Constant communication with parents is established through whatsapp business groups for general class reminders. On top of that, parents are also notified about their child's learning performance, attitude, behaviours through iMail, phone calls and face-to-face meetings.</li> <li>Weekly surveys allow for parents and students to voice their appreciation and difficulties which are then followed up by relevant departments and committees.</li> <li>A monthly learning schedule is sent out so parents and students are well aware in advance of the upcoming learning topics and assignments.</li> </ul>
			4. Programmes and activities to support students with diverse learning needs	<ul style="list-style-type: none"> <li>Appropriate learning materials and teaching strategies will be adopted for students at different levels in subjects to increase their learning interest and confidence.</li> <li>A concrete program was drawn up by the learning support team to support students with learning needs with regular follow up by teachers. In the first term, 199 students were supported in Chinese, 93 students were supported in English and 121 students were supported in Maths. Less students needed learning support in the second term.</li> <li>Regular remedial classes were offered to struggling students / students at risk in order to provide targeted guidance to enable them to catch up.</li> <li>During the special vacation break, the Chinese, English and Maths team arranged support classes for struggling students. The support given to students was met with positive reviews. The attendance rate of the classes was high (Chinese: 78.5%; NCS: 90.9%; Eng: 92.5%; Maths: 93.1%) and more than half of the students reported the lessons were effective in helping them attain basic competency. However, as struggling students have weak foundational skills, they still need help to develop confidence in these subjects.</li> <li>The focus group interviews indicated that parents were grateful to the school for offering support classes to struggling students, as they sometimes found it difficult to tutor children on their own. Parents also suggested that it would assist in follow up if materials used in remedial class were</li> </ul>



				<p>available for home study. More professional development courses can be provided to help teachers to differentiate materials for students with special needs.</p> <ul style="list-style-type: none"> <li>• Next year, a short briefing can be provided before the OLE/ Program so students have higher motivation.</li> <li>• Leadership training and courses have been organised for all leadership team members. An advanced leadership course was organised for leadership team heads.</li> <li>• To provide teachers with the opportunity to learn different strategies in effective communication with parents of SEN children, a workshop was organised for teachers on 25th Nov. Different ways have been discussed to develop and strengthen teacher-parent relationships as well as address common difficulties that teachers may face when coping with conflicts and complaints.</li> <li>• More than 10 courses have been arranged for SEN students to cater for their diverse learning needs. Based on the school-based survey, 85% of teachers agreed that the various SEN courses have equipped students with learning and social skills. Three seminars and workshops were organised for SEN parents and over 80% of parents agreed that they acquired skills and strategies to handle children's problems in a positive manner.</li> </ul>
			5. Use A-Award Scheme and positive reinforcement to encourage positive learning attitudes and behaviours	<ul style="list-style-type: none"> <li>• A-Award Scheme was implemented. From the teacher survey, 84% teachers agreed that the scheme was useful for recognizing student improvement in effort, motivation and to encourage positive attitudes. The scheme worked well with the junior grades but needs modification for the upper grades. All SD sub-teams connect their rewards to students using the A-award scheme.</li> <li>• A-Award points can be shown in leaderboard style on bulletin boards to further boost usage by teachers and to boost students' intrinsic motivation. The current prizes can be modified for middle school to boost extrinsic motivation towards achieving positive learning behaviours.</li> </ul>
			6. Weekly morning/assembly sharing on positive values and strategies to acquire generic skills	<ul style="list-style-type: none"> <li>• Reading Day and PERCCI reading log related promotions during monthly assemblies helped foster important values. The promotion ensured active participation in Reading Day. 100% of students participated in Reading Day class sharing, BoB and reading assemblies. English lessons had students writing journal entries about PERCCI values which helped students to understand these core values and how to apply them in their lives.</li> <li>• Various positive values and strategies to acquire generic skills were addressed through assemblies, SD Friday activities, and parent forums. Based on the late HW record, the no. of late HWs decreased by around 6% this year. Based on the SHS data (from students, parents and teachers), satisfactory mean scores of 3.8, 4.2, and 3.8 were obtained. This suggests that the school SD program actively fosters student virtues. Students have also started to display positive values and demonstrate the use of these generic skills in their learning.</li> <li>• Sessions have been scheduled for student leaders and CTs to share their experiences in developing generic skills and to establish positive values. This has developed student leadership potential and established positive values. Student leaders showed confidence in these sessions and acquired valuable experiences. According to the SHS data, students (3.8) and teachers (4.0)</li> </ul>

				<p>agreed that leadership skills have been fostered by these sessions..</p> <ul style="list-style-type: none"> <li>● Next year, we will continue the regular morning assemblies each week at a grade level in order to tailor the content to suit individual grade needs.</li> </ul>
		Acquiring a positive attitude and growth mindset through reading and stories about overcoming adversities	1. Students learn about the virtues through stories about at least 1 inspiring person every month through a reading program, activities and Life Ed lessons	<ul style="list-style-type: none"> <li>● At least one inspiring person's story was included in the PERCCI Bear Booklet. There were G1-6 AOLE Reading lessons every week. Students read around 4~6 books or articles in the lessons in Term1. According to the Google Form's Test results, students understand 70-80% of the content and the character strengths of the books and articles, leading to a better understanding of the development of a growth mindset.</li> <li>● KLAs introduced great people demonstrating growth mindset through books and meetings with outliers.</li> <li>● Uncle Carl talked to students about the growth mindset. English teachers talked to students about people showing a growth mindset such as Einstein and JK Rowling to enable students to understand real life examples.</li> <li>● Life Ed lessons, assembly topics, and reading lessons were planned according to a monthly/bi-monthly theme. The topics of respect, commitment, empathy, and perseverance were delivered. CTs agreed that lessons provided appropriate materials for teachers to lead students in deep reflection. Alongside reflection, more interactive and experiential activities are expected next year to expand students' real life experiences. A new framework for Life Ed lessons to better integrate the PERCCI values, positive education, and SEL should be considered.</li> </ul>
			2. Students contribute to the creative writing or drawing activities that demonstrated a growth mindset	<ul style="list-style-type: none"> <li>● 32 students were nominated to join HKBPA with the writing theme of "Positive Values and Attitudes" in the first term. In English, a journal topic related to these values was set as homework in the second term. Students showed a good understanding of how they display a growth mindset through examples from their daily life.</li> <li>● Good writing pieces can be shared on the A-Moment site.</li> <li>● Chinese, English and VA writing or art pieces can use a growth mindset as the topic.</li> </ul>

			3. Coding includes theme on growth mindset	<ul style="list-style-type: none"> <li>The majority of G4 students had more motivation to improve their coding projects after receiving constructive feedback from their peers enabling the majority of students to pass the project.</li> <li>Each grade has a STEAM project that promotes growth mindset through projects involving designing products for daily life and allowing improvement after first design. Re-coding or re-making was used to improve the product. Most students provided creative ideas in designing a product. Students' creativity and growth mindset were enhanced through trial and error while making the product.</li> </ul>
			4. KLAs introduce great people that demonstrate a growth mindset; at least 2 meetings with outliers arranged	<ul style="list-style-type: none"> <li>Prof. Tsui Lap-Chee visited our school and G4-6 students listened to an inspiring presentation and gained understanding of the hard work and growth mindset needed for success.</li> <li>KLAs introduced great people demonstrating growth mindset through meetings with outliers (Wong Ting Yan, Lee Wai Sze, Mr. Carl Wong, 鄭雅燕, 田南君). The meetings and sharing sessions were positively received by students who showed eagerness for more such meetings. Through meeting with the outliers and their presentations, students could make connections between a growth mindset and a successful contribution to society.</li> <li>Five sessions of intellectual training have been organised. Based on feedback from TICs, all members showed initiative and responsibility during the training. They came up with creative solutions to difficult tasks and were willing to take up challenges. More advanced training can be arranged for Excel members.</li> </ul>
1.2	To further promote digital citizenship to strengthen student awareness of intellectual property and ethics in technology	Strengthening the implementation and learning outcomes of the digital citizenship curriculum	1. 100% of new teachers attended Digital Citizenship PD and find it useful in understanding and implementing the curriculum	<ul style="list-style-type: none"> <li>100% of new teachers attended Digital Citizenship PD and found it useful in understanding and implementing the curriculum. All the class teachers including the new teachers conducted lessons with their class in the first term. It is recommended to have the PD for the new teachers in the new year and to implement digital citizenship next year. Curriculum mapping will be done to cross reference the DC curriculum with the EDB DC framework.</li> </ul>
			2. Session conducted for parents during Curriculum Saturday	<ul style="list-style-type: none"> <li>A session was conducted for new parents during the afternoon of Curriculum Saturday. Over 90% of G1 parents joined the sharing session. According to the outcomes, a session for new parents is recommended for next year too to let our parents gain a better understanding of how the digital citizenship curriculum supports learning in a digital school as well as to align understanding of how to guide sensible student usage of digital media.</li> </ul>
			3. Commonsense Certification renewed for school	<ul style="list-style-type: none"> <li>Commonsense Certification was renewed in March for the school for the years 2021–2023 in order to implement it in the coming school years and to continue supporting the implementation of the digital citizenship curriculum.</li> </ul>

			4. DC booklets revised to focus on intellectual property and ethics in technology	<ul style="list-style-type: none"> <li>● IP materials were prepared for teachers and used during lessons, but not included in DC booklets. IntP materials were prepared for teachers and used during lessons to strengthen both teacher and student awareness of and understanding of intellectual property.</li> <li>● Intellectual property can be included in the DC booklets next year. DC booklets can include case scenarios of common problems encountered in class related to digital citizenship so CTs can discuss and guide students. For example, cases of password stealing and cyberbullying.</li> </ul>
			5. At least 80% of students show understanding of intellectual property and ethics in technology	<ul style="list-style-type: none"> <li>● An IP curriculum was developed for G3-6 students. Lessons were conducted by class teachers in February and April.</li> <li>● More than 80% of students showed understanding of intellectual property and ethics in technology.</li> <li>● From the survey, 88% G3~G6 students understood the meaning of intellectual property and 95% of them understood the importance of protecting intellectual property. The IP curriculum successfully raised students' awareness of the importance of protecting IP.</li> <li>● IP curriculum and resources can be reused next year.</li> </ul>
		Training students research skills - clarify, search, delve, evaluate, and cite; respect intellectual property	1. Learning materials prepared for students while class teachers teach and implement through homeroom periods in Term 2	<ul style="list-style-type: none"> <li>● Increased student awareness of Internet security and etiquette.</li> <li>● Learning materials prepared for students while class teachers taught on Zoom.</li> </ul>
			2. Class Teachers use the learning materials from the Intellectual Property Department	<ul style="list-style-type: none"> <li>● 100% of new teachers find it useful to teach IP. CTs used the learning materials from the IP Department to deliver lessons.</li> <li>● Campus TV can be used to record educational videos about Internet safety. Next year - IP lessons will be continued using the current materials. The Responsible User Guidelines process is effective and will be continued. Posters will continue to be displayed.</li> </ul>
			3. 1-2 talks on research skills and intellectual property	<ul style="list-style-type: none"> <li>● Due to the special vacation in March and April, these talks were postponed. Talks will be done in the coming school year.</li> </ul>
			4. Explain the Responsible User Guidelines to students at the beginning of the school year	<ul style="list-style-type: none"> <li>● Class teachers explained the Responsible User Guidelines at the beginning of the school year and collected the signed copies. Students who violated the guidelines were educated by revisiting the guidelines and encouraging them to rethink their behaviour.</li> </ul>
			5. Posters put up in classrooms	<ul style="list-style-type: none"> <li>● Responsible User Guidelines posters were put up in G5-6 classrooms as well as on the 5/F and 6/F as a visual reminder.</li> </ul>

			6. At least 80% of students able to apply the strategies learned in training sessions and talks and found themselves being able to follow the 3Ps Tech Ethics (Privacy, Property and Proper Use)	<ul style="list-style-type: none"> <li>Students learnt more about the concept of copyright and tried to respect intellectual property. They could reflect on what they have learnt in the lessons and test their understanding.</li> </ul>
1.3	To strengthen high-order thinking and entrepreneurial spirit	Promoting entrepreneurial spirit by nurturing hard-working students with creativity and decision-making skill	1. Use A-Award scheme to recognize students' improvement in effort and motivation	<ul style="list-style-type: none"> <li>A-Award Scheme was implemented. From the teacher survey, 84% teachers agree that the scheme is useful to recognize students' improvement in effort and motivation. To motivate students' good behaviour and effort in lessons and activities, almost all SD sub-teams awarded students with points in the A-Award system. For example, Leadership training, Joyful Fruit Month, and One-Minute Challenge, etc. Based on teachers' feedback, A-Award Scheme has immediate effect to motivate and boost students' participation. Students were very glad to gain points from lessons or activities, which motivated and encouraged them to try more and do better in school. Other prizes (e.g. dodgeball experience) for upper grade students can be considered.</li> </ul>
			2. KLAS explore and make suggestions to use Universal Design for Learning	<ul style="list-style-type: none"> <li>Currently we do make our lessons accessible using FIP which has some elements in common with UDL.</li> <li>One PD from HKBU. emails sent about the 3 strands of UDL.</li> <li>Systematic planning of lessons with UDL.</li> <li>UDL introduction to teachers. Some elements are incorporated in our lessons such as success criteria due to overlap with Formative Instructional Practices. Emails with examples were sent to teachers and a half day PD session was conducted by HKBU for introduction to UDL practices. Subject teachers are developing lesson units in G4 incorporating UDL elements as a pilot scheme for next school year.</li> </ul>
			3. Sharing of HOT lesson design through peer lesson observation and staff briefings	<ul style="list-style-type: none"> <li>HOTS design elements observed in some lessons during peer observation.</li> <li>Continue previous year's practice of collecting student evidence.</li> <li>Sharing of HOTS lesson design through peer lesson observation and staff briefings. From the school based survey, 79% of them can plan lesson activities and student work based on Bloom's Taxonomy. Suggest to have HOTS lesson design through collection of student work evidence to be collected in a deck of slides to be shared by subject.</li> </ul>

			4. At least 2 PDs on UDL, DI, Bloom's Taxonomy or Webb's Depth of Knowledge	<ul style="list-style-type: none"> <li>2 PDs on UDL were held by teachers. UDL elements to be included in one unit for G4 for all subjects in the next school year.</li> <li>PD sessions conducted for SD and AA. PD post surveys show teachers find the PD sessions useful.</li> <li>Next year, plan a staff briefing for Ts to share 1 useful PD slide (ownership and PLC).</li> </ul>
			5. At least 70% of teachers think the training sessions are useful	<ul style="list-style-type: none"> <li>PD surveys conducted after each PD show teachers find the individual sessions useful. SHS shows that teachers agree that the school has developed an ambience of professional interflow.</li> </ul>
		Understanding entrepreneurial spirit through OLE, PBL and community service	1. PBL learning content and process allow students to learn and experience entrepreneurship (innovation, leadership, goals)	<ul style="list-style-type: none"> <li>PBL was cancelled due to the pandemic and the special vacation in March and April.</li> </ul>
			2. Arrange students to participate in community service; 70% of student finds community service meaningful	<ul style="list-style-type: none"> <li>Grandparents' visit for G5 and elderly home visit for G6 students was arranged in late July and early Aug. Besides, a visit to the Home of Joy and Mercy was organised by the Guidance Team for the Social Service Group. Students were excited to put social service learning into practice. Over 90% of students find that the community services are meaningful and the school receives positive feedback from the elderly. More social and community service should be arranged to expand students' life experiences and apply the necessary skills.</li> </ul>
			3. At least 1 OLE class on entrepreneurship for each grade level	<ul style="list-style-type: none"> <li>Due to the pandemic, the entrepreneurship OLE was not carried out. The team will seek an opportunity to arrange it in the coming year.</li> </ul>
			4. At least 1 talk arrange for students; 70% of students understand the importance of entrepreneurship	<ul style="list-style-type: none"> <li>Author talk was arranged during the post-assessment about the career of a reporter. Two alumni were invited to share about their career development. 80% of students understand the meaning and contribution of the career for the society.</li> </ul>

			5. Learn about famous entrepreneurs and their contribution to society through Reading & research activities	<ul style="list-style-type: none"> <li>Stories about famous entrepreneurs were shared in PERCCI reading programs and in Life Ed lessons. Based on teachers' feedback, students found the stories interesting. Successful stories from entrepreneurs offered a modelling opportunity for students. It is suggested to provide an opportunity for students to share their own life experiences/stories so they can understand how these skills can be fostered during their daily lives.</li> <li>G5-6 talks : 古永信——職業分享：文字工作是一門什麼的工作？(記者、編輯、作家三重身分實戰分享). 100% of students listened to these talks.</li> </ul>
1.4	To enrich students' 5C (critical thinking, creativity, communication, collaboration, computational thinking)	Equipping teachers with skills, tools and strategies to develop students' 5C skills through differentiation and engagement in the classroom	1. At least 1 PD arranged to train teachers in teaching and evaluating 5C skills; 70% of teachers agree that PS enables them to teach students to self-evaluate 5C skills	<ul style="list-style-type: none"> <li>Dr Ray CT Workshop for teachers CoolThink@JC Parents-child Workshop was conducted for teachers who joined the workshop to understand computational skills.</li> <li>The PD on teaching and evaluating 5C skills was cancelled due to the influence of the pandemic, school suspension and special vacation and in order to free up teachers to focus on teaching and learning. It is suggested that the PD be held in the coming year.</li> </ul>
			2. 70% of teachers are confident to use 21 <sup>st</sup> Century Classroom, InnoLab, Science Lab, Collaborative Learning Hub to promote 5C skills	<ul style="list-style-type: none"> <li>The teaching practice involved in 5C skills was shared with teachers including how to use InnoLab.STEAM. Some English, Chinese and LA teachers have conducted lessons in the InnoLab.</li> </ul>
			3. At least 1 PD arranged for teachers to learn about differentiation and engagement; 70% of teachers find the strategies learned to be effective	<ul style="list-style-type: none"> <li>PD was arranged on differentiation and engagement. Survey results show that 90% of teachers strongly agree or agree that PD is useful and effective. Differentiated work was also discussed during QCMs to assist teachers in catering to learner diversity.</li> </ul>
			4. KLAs, OLE, SD and PBL curriculum embedded with 5C skills	<ul style="list-style-type: none"> <li>5C skills are embedded in the KLA curriculum and documented. The 5C skills can be included in the scheme of work of each grade in each subject.</li> </ul>
			5. SD curriculum embedded with 5C skills	<ul style="list-style-type: none"> <li>Some SD curriculum is embedded with 5C skills. For example, elements of creativity, collaboration and communication are embedded in the life-ed lessons and middle school programme such as elderly visits and mentorship programmes. Computational thinking and critical thinking skills are not included in the curriculum since the skills are covered in different subjects and in the OLE program.</li> </ul>

**Major Concern 2: Strengthening students' resilience, positive relationships and social responsibility**

Item	Objectives	Strategies	Success criteria	Evaluation
2.1	To foster students' mental and physical well-being	Flourishing students' well-being through positive education	1. At least 2 activities each term that adopt the PERMAH model	<ul style="list-style-type: none"> <li>2 activities related to the PERMAH were arranged during life ed lessons. The topics are related to positive emotions following class resumption and building positive relationships to foster student social skills. It is recommended that the above programs continue next year to further foster student's mental well-being.</li> </ul>
			2. PD for new teachers and seminars for parents on Positive Education; 70% of teachers and parents agree that Positive Ed helps enhance students' wellbeing	<ul style="list-style-type: none"> <li>A PD for new teachers was successfully organised on 23 August by GT and BGCA. 100% of new teachers strongly agreed that the PD provided them with lots of useful information on the PERMAH model and on character strengths. Related PD is recommended to enable teachers to build up common languages within the school campus.</li> </ul>
			3. Posters of PERMAH models around the campus	<ul style="list-style-type: none"> <li>A poster was placed in the tuck shop. It is suggested to invite students to design posters themselves and increase the number of posters.</li> </ul>
			4. KLAS promote students' understanding of the meaning of learning and boost their sense of accomplishment through positive feedback; 70% of students feel supported by their teachers in their learning	<ul style="list-style-type: none"> <li>LA has one chapter in every grade for personal growth and development. Students had structural learning in this area.</li> <li>Subjects made use of marking stickers or specific units to boost accomplishment through positive feedback. Through the APASO, 83% students felt supported by their teachers in their learning.</li> </ul>
			5. 70% of students find the strategies learned from Life Education lessons useful in maintaining positive emotions	<ul style="list-style-type: none"> <li>Life Ed lessons include 5 related values in the program to maintain students' positive emotion (respect, commitment, empathy, perseverance and courage). These are integrated with the PERCCI values and positive Ed. From group interviews, more than 70% of students agree that the strategies learned from Life Ed are useful in maintaining positive emotions.</li> </ul>
			6. At least one unit was revised in PE, LA and IS to focus on physical and mental well-being. 80% of students agree that they have strategies to	<ul style="list-style-type: none"> <li>PE, LA and IS included the related topics or units.</li> <li>Established a platform to let students learn how to deal with their emotions.</li> <li>Students have a chance to reflect on and evaluate their lifestyles and habits to become healthy.</li> <li>IS has incorporated units in G2, 3, 4 &amp; 6 to focus on mental and physical well-being. PE has gone through a healthy lifestyle module with students and completed a task (Google form) with students during the period of online lessons.</li> </ul>



			improve mental and physical well-being	<ul style="list-style-type: none"> <li>Through the APASO, 84% of students agreed that they can sustain a healthy lifestyle.</li> </ul>
2.2	To nurture students' social-emotional learning skills (self-management, self-awareness, responsible decision-making, relationship skills and social awareness) to face adversities	Supporting teachers to make use of SEL to provide adequate support for students' social and emotional needs	1. Class teachers use BrainPop platform to introduce SEL to students; 70% of teachers agree that the SEL improve students' social and emotional competencies	<ul style="list-style-type: none"> <li>BrainPOP platform to promote SEL not yet launched. For SEL training, it would be better to invite NGO/BGCA officials to provide training for teachers.</li> <li>SEL was not formally launched, however some of the class cultural building activities with SEL elements were arranged and prepared to be carried out by CTs during SD Fridays. Teachers reported that students found the learning materials interesting. They can relate the illustrated scenarios to their real-life situations.</li> </ul>
			2. 70% of students agree that teachers provide concrete strategies for them to overcome adversity in learning	<ul style="list-style-type: none"> <li>Lesson plans have been written for CTs to develop positive bonding in the SD Friday classes.</li> <li>The score of negative emotions is showing a downtrend, which means an improvement in student mental health.</li> <li>From the APASO data, 85% of students agree that teachers help them solve problems.</li> </ul>
			3. 70% of teachers find the workshop on using BrainPop useful	<ul style="list-style-type: none"> <li>No Brainpop workshop was arranged for teachers.</li> </ul>
			4. SEL included in A+Passport/A-Diary	<ul style="list-style-type: none"> <li>SEL elements have been included in both the A+ passport and A diary, however, it has not yet been formally introduced to students. Games with SEL elements were designed for SD Fridays or for use in class culture building activities. Students wrote reflections in A+ Passport or A-Diary and teachers gave positive feedback and suggestions.</li> </ul>
			5. At least 70% of Panel Heads acquire SEL certification	<ul style="list-style-type: none"> <li>No PD has been organised for teachers and panel heads.</li> <li>No official training / appropriate training was found for SEL in HK, but SD has liaised with BGCA to gain ideas to deliver SEL elements in Life Ed lessons and class cultural building.</li> <li>No SEL certification was applied.</li> </ul>
		Maintaining good discipline through SEL	1. At least 1 PD on classroom management; 70% of teachers find the strategies useful to promote student discipline	<ul style="list-style-type: none"> <li>Classroom management professional development was conducted for new teachers. Results show 100% of teachers find the strategies useful. However lesson observations show new teachers still need support in classroom management. Classroom management is suggested to be the focus of professional development in the coming year.</li> <li>1 PD was organised by SMS and GT in September on classroom management for new teachers and teachers agreed that they have acquired detailed information about school-based discipline procedures and guidelines related to classroom routines.</li> </ul>

			2. At least 2 grade meetings each term to remind students the importance of self-discipline; 80% of students agree that they behave properly and respect others	<ul style="list-style-type: none"> <li>Students attended grade meetings 4 times a year, in which they were presented with rules and expectations. Students modelling good behaviour were also acknowledged during the grade sharing to foster positive encouragement.</li> <li>CTs shared various classroom management strategies that they have been adopting for their class during grade meetings, which allowed CTs to align management strategies across all classes.</li> <li>From SHS data, over 80% of students agree that students respect teachers and over 80% of students agree that students are self-disciplined and abide by school regulations.</li> <li>It is suggested that the grade meetings should be scheduled on a monthly or bimonthly basis in the coming year.</li> </ul>
			3. 70% of teachers agree that A-Award Scheme is useful to encourage proper manners and behaviour	<ul style="list-style-type: none"> <li>A-Award Scheme points were awarded to students displaying proper manners and behaviour to encourage the same.</li> </ul>
2.3	To develop students' positive values (courage, perseverance, respect, empathy, commitment, integrity)	Developing students' positive values through reading and writing activities	1. At least 2 reading books for each grade level to help develop the 6 core values	<ul style="list-style-type: none"> <li>Book recommendations given in PERCCI Bear Reading Log.</li> <li>Books related to the 6 core values were recommended in PERCCI Reading Log. The participation rate is high in lower grades. Further promotion will be carried out in the new school year.</li> <li>PERCCI reading log and AOLE reading lessons were arranged throughout the year. The Reading Team has provided a list of reading materials for each value. Teachers observed that students had a deeper understanding of the guidelines through sharing in the book reports. Around 80% of students agreed that they gained a positive attitude and a growth mindset by reading stories about overcoming adversity.</li> </ul>
			2. Each value is promoted throughout the school year (Respect Sep-Oct; Empathy Nov-Dec; Commitment Jan; Integrity Feb; Courage Mar; Perseverance Apr-May)	<ul style="list-style-type: none"> <li>Along with the guidance team, the reading team did the sharing in Life Education Lessons.</li> <li>Reading Logs were sent out in May, June and July of Term 2.</li> <li>Reading activities related to positive values were included in the PERCCI reading log.</li> <li>A journal topic related to the values was set as homework in the second term so students could reflect on and articulate how they applied these values in their lives. Some short paragraph sharing has been done through PERCCI Bear Reading Logs.</li> <li>Posters were designed and placed in each classroom to remind students about the 6 values and generic skills. CTs discussed grade-specific behaviours that students could demonstrate in daily interactions. CTs rewarded students who performed well in grade-specific behaviours.</li> </ul>
			3. At least 2 writing competitions include the values as the topic	<ul style="list-style-type: none"> <li>32 students were nominated to join HKBPA with the writing theme of "Positive Values and Attitudes" in the first term.</li> </ul>

			4. Morning assembly sharing on those values; 70% of students share their personal growth experience on acquiring those values through SLC	<ul style="list-style-type: none"> <li>• Morning sharing and SD Friday SEL activities had been arranged from Sept to Nov according to a monthly theme. Assemblies provided students with a platform to share their personal growth experiences on acquiring the 6 values. Based on student sharing, they treasured the opportunity to share in front of others which helped to enhance their self-confidence. Over 70% of students shared their personal growth about the perseverance value in Term 2 SLC. Next year, there can be more opportunities for students to speak and share in public.</li> </ul>
2.4	To enhance students' sense of national identity, law-abiding awareness and community engagement	Implementing moral and civic education framework to enhance students' sense of national identity and law-abiding awareness	1. Rolled out Work Plan on Implementation of Measures for Safeguarding National Security and Promoting National Security Education	<ul style="list-style-type: none"> <li>• The work plan on implementation of measures for Safeguarding National Security and Promoting National Security Education was drafted at the beginning of the school year. The Chinese, Liberal Arts and Music teams included National Security Education in their curriculum. From the APASO data, the average score for attitudes toward the Nation increased 2.4% compared with the previous year. Some fine-tuning will be continued in the coming year.</li> <li>• Flag raising ceremony was held every Tuesday. 100% of staff and teachers attended the ceremony. There were school-wide celebrations on 1/7 and on special occasions. There was a Display board placed in the atrium related to NSE to strengthen and reinforce students' sense of national identity.</li> <li>• MCE arranged various activities (inter-school/intra-school competitions, micro-film, drama show, display board, herb garden, weekly flag-raising, MCD leaders, Basic Law ambassadors, talks, OLE classes, and outing, etc) to promote NSE as well as enhance students sense of national pride. A google site has been developed to allow for the frequent update of all activities from MCE. There was an increasing number of students voluntarily joining MCE activities. Positive feedback was obtained from the school-based survey with a mean score 3.7. Most of the teachers agreed that MCE activities (Cultural day, MCD leaders etc) motivated students to learn about Chinese culture.</li> </ul>
			2. At least 2 activities with sister schools arranged	<ul style="list-style-type: none"> <li>• Three activities were arranged with sister schools (廈門海滄區延奎實驗小學、武漢市常青第一學校及 廣州華師附中番禺小學), including pen pals, video exchange, recital competition etc. Students were very happy and motivated to join these activities, which increased their understanding of Chinese culture and allowed them to make new friends.</li> <li>• One online exchange was organised with 番禺小學. The first online meeting broke the restrictions of the epidemic and technology, and more online exchanges can be organised in the coming year, so as to keep in touch with the sister schools.</li> </ul>
			3. KLAs and OLE arranged activities and learning according to the M&C framework	<ul style="list-style-type: none"> <li>• Each subject included the M&amp;C components framework in the lesson plan</li> <li>• G3-6 OLE online excursion was conducted during the post assessment period</li> <li>• Students Participated in at least 3 basic law and MCE competitions.</li> <li>• Mainly LA, Chinese and Music subjects participated in Safeguarding National Security.</li> <li>• Next year, feedback can be collected after the MCE activities. It is suggested to add a student flag raising team and train them in adopting the Chinese-style marching/ foot drill</li> </ul>

				<ul style="list-style-type: none"> <li>To further enhance parents' understanding of national security, a parent forum was arranged. Other forms of NSE activities might be useful to arouse parent interest in NSE.</li> </ul>
		Enhancing student sense of belonging to the school community by developing leadership skills	1. 80% of teachers agree that students are contributing to serving their class	<ul style="list-style-type: none"> <li>Students showed a sense of belonging by accepting responsibility for class duties.</li> </ul>
			2. 80% of students agree that training and feedback from teachers was useful to improve their leadership skills	<ul style="list-style-type: none"> <li>Online leadership training has been arranged. 80% of student leaders agreed that they gained leadership skills after training. Face-to-face training should be resumed and more school service should be arranged next year to provide students with more stimulation in being a leader.</li> </ul>
			3. Every student experienced 2 different class duties and received encouragement from teachers	<ul style="list-style-type: none"> <li>Every student experienced at least one class duty. In order to provide students with different opportunities to serve, CTs helped to assign class roles for students in Term 1 and Term 2. Students have shown passion in helping around the classroom.</li> </ul>
			4. Leadership Passport for G4-6 students launched to keep track of students' progress, training and services records	<ul style="list-style-type: none"> <li>Most of the leadership training received a high attendance.</li> <li>Leadership Passport was not rolled out this year.</li> </ul>

### Major Concern 3: Building a digital and healthy school environment

Item	Objectives	Strategies	Success criteria	Evaluation
3.1	To hone teachers' and students' skills in making use of state-of-the-art IT tools to enhance teaching and learning effectiveness	Enhancing teachers' skills in making use of IT tools effectively for engagement, differentiation, collaboration and formative assessment	1. Posters on Bloom's taxonomy and digital tools printed for teachers; 80% of teachers try out the tools	<ul style="list-style-type: none"> <li>Bloom's taxonomy posters are put up on each AA bulletin board as a visual reminder. From the school based survey, around 80% teachers can plan lesson activities and student work based on Bloom's taxonomy. Tools for different layers in BT (e.g. enhancing skills and knowledge as well as application and creativity) will be tried out in subjects.</li> </ul>
		Setting a pilot team to explore the use of AI in l&t	2. At least 80% of teachers join at least 2 PD arranged by eLearning	<ul style="list-style-type: none"> <li>99% of teachers joined the online PDs on "Promoting self-regulation and personalised online learning through supporting teachers, students, and parents" supported by HKBU. Teachers joined the PD workshop and devised lesson plans based on the UDL framework. The lesson</li> </ul>

			Team	plans will be tried out in the new school year.
			3. A simplified version of Responsible User Guides posted in classrooms; 80% of students able to use IT tools properly and effectively in learning	<ul style="list-style-type: none"> <li>A simplified version of Responsible User Guides was posted in classrooms. 99% of G3 students agreed that they were responsible digital citizens. 92% of G5 students know what to do when encountering cyberbullying. Parents can also reinforce the user guide at home.</li> </ul>
			4. InnoLab equipped with AI tools; a plan for subject-based use of AI drafted	<ul style="list-style-type: none"> <li>Pilot trials in the CAVE for some subjects and by individual teachers.</li> <li>G6 students learned AI and completed 1 open project in STEAM lessons. Students felt excited when experiencing AI tools and coding with AI functions.</li> <li>A PD tour was arranged for all subject panel heads to learn about potential use of the VR Cave in school. A plan for subject-based use of AI was collected. A concrete subject plan for using AI tools is suggested for the coming school year.</li> </ul>
3.2	To further promote environmental awareness and sustainable practices	Stimulating students' environment awareness through learning about the planet	1. National Geographic magazines, world map posters and globes purchased; 80% of students learn about the continents and oceans	<ul style="list-style-type: none"> <li>10 books related to National Geographic and natural resources have been purchased for G5 and G6 students. The 10 National Geographic will be used for the question bank for green competition in the coming school year.</li> </ul>
			2. Plants attached with QR codes for students to learn about the name and features of different plants at school; 80% of students able to name some of the plants	<ul style="list-style-type: none"> <li>The installation of QR codes for plants in sky garden has been postponed due to the pandemic. It will be done in the coming school year.</li> </ul>
			3. Topics in LA and IS integrated with environment awareness strategies such as 3Rs – reduce waste, recycle and reuse; 70% of students able to apply 3Rs in daily life	<ul style="list-style-type: none"> <li>Topics related to environmental awareness introduced in IS and LA.</li> <li>From the student survey collected by Eco pioneers, 95% of interviewed students were able to apply the 3Rs (Reduce, Reuse and recycle) in their daily life.</li> </ul>
		Understanding good environmental practices through authentic daily life activities	1. Students and teachers participate in No Aircon night and Earth Hour campaign and share their experience in morning	<ul style="list-style-type: none"> <li>71% of students and teachers joined the No Aircon night campaign. Good habits on saving energy could be further developed as a daily routine.</li> <li>Earth Hour campaign was promoted in March on A-Moment site due to the special vacation. It will be promoted in the new school year.</li> </ul>

			homeroom; 70% of students and teachers join the activities	
			2. Class plant for each class where students need to take turns to take care of it; 70% of students know the importance of plants in the ecosystem	<ul style="list-style-type: none"> <li>Class plants for each class have been postponed due to the impact of COVID-19. "One people one flower scheme" will instead be conducted in the coming school year. The activity can work with IS and STEAM subjects and also SD to promote a sense of responsibility and caring towards nature.</li> </ul>
			3. Healthy green diet and refrain from purchasing unnecessary items to develop a green lifestyle; 70% of students tried a no-meat meal every week while 70% of students increased environmental awareness when making purchases	<ul style="list-style-type: none"> <li>A healthy green diet was not promoted. It is suggested to invite doctors to come and share the benefits of a healthy green diet next year. School canteen could also provide more vegetarian options and healthy meals.</li> <li>Eco pioneer started a recycling activity called Green Weekday in June. Students got A-award points if they returned recycled materials.</li> <li>Increase students' awareness of environmental protection and energy saving.</li> <li>Topics about a healthy green diet were included in G1 and G5. From the survey, 92.5% of students agreed with protecting the environment while 90% of them said they did not waste materials or resources. It is suggested that more promotions and activities are organised for students and parents in order to enable an active role and demonstrate good environmental practices.</li> </ul>
3.3	To establish healthy lifestyle and fitness habits	Developing healthy lifestyle and fitness habits through healthy diet, exercise, sleep habits and good self-management skill	1. Health talks arranged for students; 70% of students practice the strategies learned	<ul style="list-style-type: none"> <li>Three activities have been organised by the Nurse, Namely, joyful fruit month, school-bag weighing and bright smiles to develop healthy lifestyles in students and good self-management skills. Five health talks and drama shows were arranged for different grades to help them learn to be responsible for their bodies.</li> <li>IS Seminars about body structures, cells or disease could be organised.</li> <li>Around 63 students were selected from PE Ambassadors and senior school teams along with 47 parents to join a presentation by Ms. Lee Wai Sze who shared her story about devoting effort to become a full time athlete. A Pocari Sweat health talk was held for Grade 6 students which focussed on healthy habits in daily life.</li> </ul>
			2. At least 1 parent seminar on healthy lifestyle; 80% of parents find the information useful and practical	<ul style="list-style-type: none"> <li>Three health related forums were organised this year by Dr. Yu. These forums provide parents with useful information regarding vaccination, mental health and stress. A very satisfactory enrollment and attendance rate was noted. According to the survey, 100% of parents agreed that the content was very useful especially during class suspension and during the continuing epidemic.</li> </ul>

			3. A Junior-school physical development programme launched; 70% of students agree that the programme helped them build up physical fitness and health	<ul style="list-style-type: none"> <li>● The refined Junior School sports OLE was implemented in grade one and two this year. Students learnt aspects of 5 sports. AsIt was observed that students were highly motivated and actively engaged in the lessons.</li> <li>● Sports Recess and Active Arcade were introduced, in which 72% of students indicated they enjoyed doing exercise and started to workout at home as well.</li> </ul>
			4. Students learnt topics on healthy lifestyle in PE, IS and LA lessons; 70% of students understand the importance of a healthy lifestyle	<ul style="list-style-type: none"> <li>● IS unit topics related to a healthy lifestyle were conducted in G4 and G5.</li> <li>● Sport Recess (PE) &amp; Arrangement of PE×STEAM Challenge Day 2022 (PE).</li> <li>● Pocari Sweat Seminar G6 (PE), Proper use of electric devices (LA).</li> <li>● The refined sports OLE program adopted the spiral model. Students will further develop these skills every year.</li> </ul>
			5. Promotions and collaboration with school nurse, parents and PE team on practising Brain Gym, ensuring eye care and morning exercise	<ul style="list-style-type: none"> <li>● Promote eye rest during school suspension learning.</li> <li>● Morning Sports Recess was set at 7:30 - 7:50 am from Jan 2022 by cooperating with 24 parents. Parents helped to operate the morning exercising session by lending sports equipment to students and by enjoying the session with them.</li> </ul>
		Managing stress through building Christian faith, good time management skill and practising sports, music, art making and mindfulness	1. OLE include Christianity fellowship	<ul style="list-style-type: none"> <li>● Weekly online training and sharing was arranged for Christian Disciples. An outing to Tao Fong Shan was arranged. Student leaders enjoyed Christian fellowship in Christian Disciples meetings.</li> </ul>
			2. Monthly activities regarding spiritual nourishment and BB/CD training organised for students; 70% of students agree that they have chance to learn about Christian values and pray when feeling distressed	<ul style="list-style-type: none"> <li>● Weekly online training and sharing has been arranged for BB and Christian Disciples. Students grew in spirituality and Bible knowledge through meetings. Students shared their joy and worries with each other through prayers and hymn singing.</li> <li>● Normal practice of praying at special events, e.g. convocation ceremony.</li> <li>● Next year, we can emphasise on the praying posture and decorum.</li> </ul>
			3. Time management materials embedded in A+Diary/Passport for ease of reference; 70% of students make good use of student planner	<ul style="list-style-type: none"> <li>● Time management materials are embedded in A-Diary/ A+ Passport.</li> <li>● Lack of time for some students to set goals in the student planner. Most students can write homework in their student planner during lesson time or during the last homeroom.</li> </ul>
			4. Reflection/goal setting for G5-6 students at the beginning of the school year, follow-up activities and posters organised to	<ul style="list-style-type: none"> <li>● Students were advised to set goals and do self-reflection in the student planner on a weekly basis. They needed to review their progress and set a SMART goal with reference to their reflections. Students shared their learning goal during SLC to apply the strategies learned.</li> </ul>

			reinforce strategies learned; 70% of students agree that they applied strategies learned	
			5. Monthly student planner checking with teacher's feedback supervised by non-CTs	<ul style="list-style-type: none"> <li>Due to the pandemic only two rounds of student planner checking were done for each class. Checking student planners provides SD and CTs with useful information about parent-teacher relationships and how well the class routine is established.</li> </ul>
			6. Google Calendar can be rolled out as a pilot scheme in G1 to help students and parents better manage assignments and assessments; 70% of parents agree that Google Calendar is useful	<ul style="list-style-type: none"> <li>Currently eclass is used for circulars, learning activities and homework. GC is used by subjects for uploading and collecting assignments. Next year, it is suggested to pilot and try out eclass only for circulars and GC for subject uploading and information about learning activities and homework so parents can see all the information about all subjects in Google Calendar.</li> </ul>
			7. Mindfulness workshops for teachers conducted; 70% of teachers find strategies learned can help calm down students	<ul style="list-style-type: none"> <li>A mindfulness workshop has not yet been arranged due to limited time in this school year. It is recommended that we promote this next year.</li> </ul>
3.4	To maintain an amicable and caring school environment and atmosphere	Sustaining a harmonious and supportive for students	1. Life Ed activities arranged; 70% of students able to use the caring strategies taught	<ul style="list-style-type: none"> <li>Life Ed activities were arranged in T2. According to the APASO data (Care of others), the score was higher than the HK norm. The group interview suggested that over 70% of students were able to use the caring strategies taught. However, due to the pandemic, more caring strategies are recommended to be taught to our students next year in order to improve their social skills.</li> </ul>
			2. Encouragement and feedback during SLC, OLE lessons and written in student planner teacher corner; 80% of students agree that teachers care about them	<ul style="list-style-type: none"> <li>It was suggested to the CTs during grade CT meetings that encouragement and feedback be given during the SLCs and entered in the student planner teacher corner. Ideas and strategies were also shared. Teachers are also recommended to write their appreciation in the appreciation corner of the student planner. In the SHS data, around 80% of students agree that teachers care about them.</li> </ul>
			3. Teachers model kindness and empathy; 80% of students agree that teachers understand their needs and provide support	<ul style="list-style-type: none"> <li>To build teacher-student rapport in the school, teachers are recommended to model kindness and empathy in the lessons or when they interact with students. The APASO data suggested that around 80% of students agreed that teachers are willing to listen to them and guide them with patience.</li> </ul>



		Maintaining strong team morale and supportive culture	1. Support teaching and learning through feedback for improvement, encouragement among colleagues, PD opportunities, mentorship programme arranged; 70% of teachers feel supported for their work and professional growth	<ul style="list-style-type: none"> <li>● A mentorship program was arranged for new teachers. Teachers engaged in goal setting, mentor-mentee lesson observations, and sharing of PD topics with their mentors in order to receive encouragement and feedback for improvement as well as to understand school culture and pedagogical approaches.</li> <li>● Peer lesson observation and assessment inspection were carried out once per term in order to provide constructive feedback from the Subject Panel Heads and Principals for improvement. At the same time, encouragement to colleagues was given to recognize their contributions.</li> <li>● An induction programme was carried out by Professor Alex Fung for newly joined teachers.</li> </ul>
			2. Team building and celebration activities organised; 70% of teachers agree that the school facilitated an amicable work environment and harmonious atmosphere	<ul style="list-style-type: none"> <li>● One PD (Pastel Nagomi Art) and four celebrations from the Staff Welfare Team were organised. Feedback from teachers was that team building activities were useful to promote team morale. The Staff Welfare Team can arrange monthly sports activities.</li> <li>● The newly renovated InnoLab and Gabriel Hall provided a pleasant and functional workspace for STEAM and Music Teams. In addition, the main staff room was restructured with plenty of space for team meetings.</li> </ul>

## **7. Academic Development**

### **A. Organisation of Academic Development Committee**

Led by Mr. Kelvin Lee, Vice Principal (Learning and Teaching), and Mrs. Winnie Pradhan, Assistant Principal (Curriculum and Quality Assurance), it oversaw assessments, professional development, e-Learning, learning support and curriculum development and implementation together with a team of subject panel heads to maintain high standards in learning and teaching. Learning Support and Potential Development teams further support students' needs with a wider variety of courses and support measures.

The panel heads of music, visual arts and physical education in the Secondary and Primary Sections will continue to work closely in planning and developing a whole school aesthetics and sports programme to maximise the through-train potential of students' aesthetic and physical education as well as visual arts, music and sports school teams' development.

### **B. Curriculum**

#### **a. Junior School**

The Junior School Curriculum covers a wide range of curriculums and programs in the areas of academic studies, student development and other learning experiences and is provided to cater for the specific developmental needs of students at this stage (middle childhood).

The Junior School Curriculum focuses on developing good learning and reading habits, nurturing positive attitudes and gaining confidence and articulation in using both English and Putonghua.

The Junior School is important to prepare students for Middle School, and puts a strong focus on the acquisition of subject-specific knowledge and skills.

The Junior School Curriculum aims at:

- catering for the specific developmental needs of students in middle childhood;
- strengthening support of their intellectual, character and social development at this stage;
- equipping students with the knowledge, skills and attitudes necessary to meet the expectations of Middle School;
- optimising our through-train potential to ensure smooth transition from one learning stage to the next.

After completing Junior School, students are expected to achieve the following:

- Develop a love for learning with a growth mindset.
- Develop a love for reading across the curriculum.
- Develop the values and attitude needed to be a 21st century learner.
- Develop STEAM innovative thinking and creating habits.
- Develop collaboration skills through Project-based learning and Ensemble Music.
- Be a self-motivated learner, who sets goals, monitors learning progress and

refines strategies proactively and regularly.

#### b. Middle school

The Middle School refers to Grades 5 to 8, and is differentiated from another two stages (Grades 1 to 4 / Junior School) and Grades 9 to 12 / High School) in our provision of quality education on a through-train scale.

The Middle School Curriculum is provided to cater for the specific developmental needs of students at this stage (early adolescence). It covers a wide range of curriculums and programs in the areas of academic studies, student development and other learning experiences.

The Middle School is very important as a way of preparing students earlier for High School, which puts a strong focus on life planning and preparation for public exams and university admission, in terms of their knowledge, skills and attitudes.

The Middle School Curriculum aims at:

- catering for the specific developmental needs of students in early adolescence;
- strengthening support for their intellectual, character and social development at this stage;
- equipping students with the knowledge, skills and attitudes necessary to meet the expectations of High School;
- optimising our through-train potential to ensure smooth transition from one learning stage to the next.

After completing Middle School, students are expected to achieve the following:

- Have a fair understanding of one's interests, strengths, weaknesses and life goals.
- Be a self-directed learner, who sets goals, monitors learning progress and refines strategies proactively and regularly.
- Be a responsible and respectful teenager, with the soft skills that enable students to meet greater challenges, such as communicating and collaborating with people of different backgrounds, and demonstrating great perseverance in the face of difficulties.

#### Subjects Offered

Throughout Grade 1 to Grade 6, the school offers:

- (a) Subjects taught in Chinese: · Chinese Language (taught in Putonghua) · Liberal Arts (taught in Cantonese)
- (b) Subjects taught in English: · English Language, Mathematics, Integrated Science, STEAM, Visual Arts, Physical Education, Music, Music Ensemble, Liberal Arts (EMI Stream)
- (c) Subjects taught in other languages: Spanish, Japanese, French and German for Grade 4-6

- (d) The Junior School (Grade 1-4) students are provided with one Music Ensemble lesson per week where they choose one instrument stream from Strings/Percussion/Wind and learn the skills of ensemble music playing in small groups. Class ensemble concerts are arranged at the end of the school year.
- (e) Advanced French and Advanced German options are offered in Grade 5. These entailed teaching foreign languages at higher levels with 6 lessons per week. The advanced streams have summative assessments at the end of each term. At the end of G6, students taking the advanced stream sit for the A1 level exams for French or German.
- (f) Adapted Chinese curriculum is offered at Grade 5 level. The curriculum caters for students who wish to study Chinese with fewer topics but at a more in-depth level.
- (g) Liberal Arts is offered in English medium from Grade 5. Students have to sit an exam to gauge whether they have the English comprehension and writing skills to be able to understand and analyse Liberal Arts concepts in English.

## **C. Assessments**

### **Internal Assessments:**

Authentically-designed formative assessments mainly focus on assessing students' analytical skills, integrated learning, creativity, collaboration and writing and oral communication skills. The learning process is valued as much as the finished product. It is used to identify the strengths and goals for each student on a regular basis.

Summative assessments aim to gather evidence of students' performance and to verify students' readiness for the next level of their studies. Two mid-term summative assessments for Chinese and English and two term-end summative assessments for Chinese, English and Mathematics are held in a school year. Grade 1 students do not have any summative assessments in order to ease their transition from kindergarten to primary. Instead, they have experiential learning days where they can engage in whole-grade hands-on activities.

### **External Assessments:**

#### **1. Territory-wide System Assessment (TSA)**

Given the continuing COVID-19 outbreak, the Education Bureau announced the suspension of the 2022 Territory-wide System Assessment. Our G3 and G6 students did not participate in the programme "Gainful Use of TSA 2022 Materials" conducted by the HKEAA since the TSA assessment schedule clashed with the term-end assessment schedule.

#### **2. International Competitions and Assessments for Schools (ICAS)**

In order to achieve an international benchmark for their learning, the School has encouraged G3 to G6 students to voluntarily participate in the ICAS in English Reading, Mathematics and Science papers (Table 4). It is a matter of note and commendation that even under the pandemic, our students demonstrated excellence with students getting a number of high distinctions (the top 1% in the Hong Kong and Macau regions). 12 students were awarded High Distinction in English, 4 students got High Distinction in Maths in English, and 6 got High Distinction in Science in English.

Table 4: 2022 International Competitions and Assessments for School - % of students awarded medalist, high distinction, distinction or credits

Paper	Grade 3	Grade 4	Grade 5	Grade 6
English Reading	67% (52)	66% (62)	66% (75)	44% (58)
Science	-	51% (31)	40% (44)	41% (32)
Mathematics	62% (53)	62% (64)	48% (69)	37% (58)

( ) total number of participants

### 3. TOEFL Primary

In preparation for the bridging programme for Middle School, the school strongly recommends that our Grade 4 students sit for the TOEFL Primary test as our secondary school students will all participate in the TOEFL Junior test. 118 students sat for the tests. 17 students got full scores in both reading and listening papers (Table 5) compared to 11 in 2020-21. Overall our students scored 113.6 average in listening and 113.2 average in reading out of 115.

Table 5: G4 TOEFL Primary result

G4 (118 students)	5 badges	4 badges	3 badges	2 badges	1 badges
English Reading	62%	31%	5%	2%	0%
English Listening	84%	12%	3%	1%	0%

### 4. School and College Ability Test (SCAT)

SCAT is a test for gifted and talented students conducted by the Centre for Talented Youths at John Hopkins University. This year, 103 students took the SCAT test.

Table 6: SCAT results

Number of participants	Grand Honour	High Honour	Eligibility of the Johns Hopkins gifted program
103	7	21	64

### 5. General Aptitude Putonghua Shuiping Kaoshi (GAPSK)

GAPSK is the only Putonghua proficiency testing agent accredited by the Ministry of Education of the People's Republic of China. This test helps to provide information on students' Putonghua proficiency. This year, 267 students took part in the GAPSK test. The detailed results and evaluation report will be sent to school in September.

### 6. World Class Test (27 students - Mathematics; 24 - Problem solving)

World Class Test is a test targeted at students aged 8 - 114. The test assesses students on their Mathematics

skills and problem solving skills. This year, 27 students have taken the Mathematics component, while 24 students have participated in the problem solving component. The results will be released later.

## 7. HKAGE Gifted Programme Admission

The Hong Kong Academy of Gifted Education is a non-profit organisation subvented by the Education Bureau of the HKSAR Government. 12 of our gifted and talented students have successfully enrolled in the HKAGE Programme which helps to facilitate and nurture them in their talented area.

## 8. Cambridge Checkpoint Test (Maths)

To accurately measure learners' potential and progress, 24 of the Grade 6 students have taken the test and passed with flying colours. 96% of the test takers have received full marks (6/6).

### D. Language Environment

To foster a language-rich learning environment, both English and Putonghua are widely used throughout curricular and non-curricular time. Students and teachers use both English and Putonghua in morning assemblies, homeroom and daily communication. Third language activities allowed for in-class practice of Spanish, Japanese, French, and German. An abundance of opportunities are offered to students to develop their confidence and ability in using both English and Putonghua. Students are able to communicate their thoughts logically and fluently in English and Putonghua and their language skills are reflected in the high scores on standardised language tests such as TOEFL. Opportunities for presentations such as show and tell, debates, and discovery quests ensure each and every student is given multiple opportunities throughout the school year to present in English and Putonghua.

### E. Learning Time of Key Learning Areas

Our key learning areas include languages, mathematics, general studies, aesthetics and physical education. To enrich the students' curricular experience and develop their potential and interest, the school provides Other Learning Experiences learning programmes, Life Education and school assemblies for our students (Table 6).

Table 6: Key Learning Areas and their Respective Percentage of Learning Time

Subject	No. of periods per week in school's timetable	Proportion of teaching time in school's timetable
Chinese Language	8 (G1-G4) 7 (G5-G6, General Third Language Group) 6 (G5 Advanced German and French Group)	20% 17.5% 15%
English Language	7	17.5%
Mathematics	6 (G1~G4) 7 (G5~G6)	15% 17.5%
Other Learning Experiences	5 (G1-G4) 3 (G5-G6, General Third Language Group)	12.5% 7.5%
STEAM	2	5%

Liberal Arts	2	5%
Integrated Science	2	5%
Music	3 (G1-G4) 2 (G5-G6)	7.5% 5%
Visual Arts	2	5%
Physical Education	2	5%
Third Language (G5-6 only)	2 (General Group) 6 (Advanced German and French Group)	5% 15%
Life Education	1	2.5%
Assembly	1	2.5%

## **F. Learning Support**

Each child is a unique individual. Students vary in their personal development and learning. Allocation of resources, teacher training, curriculum development and teaching arrangements are all planned with catering to learner diversity in mind.

### **(a) Small Group Teaching:**

In languages, Mathematics, Music Ensemble and school team training programmes, small group teaching is arranged according to students' learning needs, so as to cater for learner diversity and to increase learning effectiveness. A lower teacher-student ratio means more individual attention and support. Differentiated instruction and learning materials are used to provide enough challenges for students.

### **(b) Enrichment Programme:**

Our School encourages diverse development of students. Enrichment programmes are offered to broaden student knowledge and enhance their skills. Through these programmes, students can deepen learning and develop interest. Students are provided with opportunities to participate in gifted programmes offered by educational institutions as well as the scholarship programmes run by our school. In 2021-2022, enrichment programmes such as Math Olympiad, Leadership Training, Debating, Robotics and Sports Team were offered to students to develop their full potential. In addition, Mathematics Acceleration Programmes were offered to our G5 students.

### **(c) Enhancement Programmes:**

Our School runs learning programmes to help students reach basic competency in learning both languages and mathematics so as to help them develop a solid foundation to enhance their further learning. A new arrangement for enhancement classes was introduced after evaluation by the three main subject panels. For English, enhancement was implemented in daily teaching routines while for Chinese and Mathematics, study groups with flexible in-and-out arrangements were implemented

during the 8th homeroom lesson.

In the 2021-2022 school year, our School successfully applied for funding to support non-Chinese speaking and SEN students. It provided extra resources for the hiring of two Chinese language teachers and three assistants to support the teaching and school-based programmes provided to non-Chinese speaking and SEN students. In addition, our school-based SEN programme offered comprehensive activities to address students' specific needs and provide support to the families.

## **G. Reading**

Our school cultivates students' reading habits and creates opportunities for students to share reading experiences. From 'Learning to Read' to 'Reading to Learn', students develop their reading habit through different programmes. In 2021-2022, the major reading activities held were as follows: Reading Ambassadors training, online QEF library lessons, series reading activities (blind book date, 讀出正向星, colour read etc.), Reading PERCCI collection reading scheme and Book Character Day. Besides, we have also strengthened the book collections in the class libraries, Junior Library and Main Library. Magazines and French/Japanese/Spanish/German language books were added in class libraries and corridors. A Series of creative activities (Six Core values bookmark design, Four-frame comic drawing, Courage story sharing, Video reflection and PERCCI's fashion designer) and regular reading lessons were arranged for students. These promote reading platforms, new books and reading schemes. A lot of ebook reading took place due to class suspension through subscription to portals such as Hyread, Bookflix and Tumblebooks. Eight PERCCI Bear Reading logs were sent out with book recommendations from teachers, online exercises, reading articles related to the six core values and book reports. Students learned deeply through reading about the six core values. All students were given 2 print books (one in Chinese, one in English) for every long school holiday. Those books were assigned as holiday reading programmes with the reading App called 閱讀花園 to be completed during the summer holidays. 70% of students had finished the online exercises supplied with the two books.

## **H. Home-School Liaison**

The Home-School Liaison team organised different related courses and activities for parents so they could learn and apply the related knowledge and skills necessary to effectively improve parent - child relationships at home. This helped our parents cooperate with the school to foster a growth mindset and positive habits including goal-setting and risk-taking whilst fostering students' mental and physical well-being and enhancing students' sense of national identity. By the end of this academic year, twenty-one parent forums had been arranged. The details of the parent forums are listed below:

	Topic	Speaker(s)
1	Understand Your Child- Starting Primary School Life	Social Worker Summer and Ms Cho
2	用心傾聽APP 世代的低頭族 ( PEA Middle School Programe )	Ms Sandy Cheng



3	Where should children's character development start? 孩子的品德培養該從何入手？	Ms Chong, Dr Tai and Ms Cho
4	Excelling in both character and academics is not a far-fetched dream.	Ms Chong, Dr Tai and Ms Cho
5	品學兼優不是白日造夢	Dr Tai and Ms Cho
6	打開正向大門 「給孩子的一封信2.0」	Ms. Cho Siu Yee & Ms. Chan Pui Yau
7	21世紀爸媽之潮流特務 Parent Education Conference	Ms. Bonnie Chiu, Mr. Samson Yeung Ying Wai
8	Let our students fly–Student Led Conference	Ms Chong
9	如何與子女談情說性 （ PEA Middle School Programe ）	Ms. Grace Lee
10	Supporting Parents and Children under COVID-19	Social Worker Summer and Ms Cho
11	Let setbacks be stepping stones for children	Social Worker from BGCA
12	認識孩子敏感症	Specialist in Paediatrics Dr Kris Yu
13	成為孩子的情緒教練	Social Worker Summer and Ms Cho
14	資優生的全人發展	Dr. Richard Lau
15	家長工作坊——與孩子在新常態下再出發 (G5,6)	Ms Chong, Dr Tai and Ms Cho
16	如何幫助子女更好的心理狀態預備復課	Dr Sandra Tsang JP
17	疫苗的迷思	Specialist in Paediatrics Dr Kris Yu
18	國家安全知多少之家長篇	Specialist in Paediatrics Dr Kris Yu
19	家長工作坊——與孩子在新常態下再出發 (G3,4)	Ms Chong, Dr Tai and Ms Cho

20	了解孩子精神壓力	Specialist in Paediatrics Dr Kris Yu
21	孩子的自我管理之道1	Social Worker from BGCA

Over 95% of parents agreed that the content enhanced their understanding of these topics. And over 93% of parents gave positive feedback that they were satisfied with the arrangements for these parent forums. They also agreed that the parent forums could enable them to understand more about their children's growth mindsets.

In addition to this, our Home-School Liaison team has actively established a "Parent Volunteers Team" to help parents participate in and support school events and activities. According to our records this year, nearly 160 parents have taken part as volunteers in various activities such as Library Helpers or even participating in school decoration work. During the convocation ceremony held on 12 Aug 2022, all parent volunteers were awarded certificates in appreciation of their effort.

Finally, four prayer meetings for Christian families in primary and secondary sections were held. The prayer meetings promoted positive energy through love and mutual support as well as closer relationships among the parents and school through our common faith.

## **I. Teacher's Professional Development**

Professional development training courses on various subjects were arranged to support teachers to meet students' whole person development and thus contribute to student success, in-school (Table 3). Feedback from teacher surveys showed that teachers found the PD workshops useful. In addition to in-school training, teachers were encouraged and supported to join PD courses organised by the EDB or other organisations both locally and overseas. Newly joined teachers collectively completed 21 hours of core training on EDB courses and 319 hours of elective training. 6 teachers could not complete the number of core training hours stipulated by the EDB for newly joined teachers. 10 teachers will be enrolling in core training courses next year in order to meet EDB requirements for core training.

A medium term plan has been prepared for teachers to gain Gifted Education and SEN teacher training so teachers can receive training and to ensure there is enough manpower present at school to avoid interference with regular teaching and learning.

For SEN training, all panel heads, assistant panel heads, one teacher from each KLA team, all committee heads, and all SEN team members should complete training this year. Remaining teachers and new teachers will complete the training next year. 11 teachers have completed the Basic SEN training course. 3 teachers have completed the advanced course, and 3 teachers have completed a thematic course. BAT courses delivered by the EDB were completely oversubscribed and thus not all teachers could enrol onto the SEN training. The School will continue to nominate teachers who have not yet completed the BAT course in the coming academic year in order to fulfil the requirements set by the EDB.

The planning for Gifted Ed training includes new panel heads and one teacher from each KLA team to complete the Gifted Ed foundation course. The Gifted Ed advanced course should be completed by all KLA panel heads and assistant panel heads for Chinese, English, Maths and STEAM. 22 teachers have completed the Gifted Ed foundation course, and 3 teachers have finished the Gifted Ed advanced course. For the school year 2022-23, all remaining teachers and new teachers will complete the Gifted Ed foundation courses while the Committee heads will complete the Gifted Ed advanced courses.

The Digital Citizenship curriculum was planned and implemented. The eLearning team conducted workshops for subject teachers teaching the Digital Citizenship course. The school's commitment and effort in promoting innovative pedagogy, creating a culture of digital learning and nurturing students to become responsible digital citizens has been recognized by the retention of the Google Reference School and Common Sense School certifications.

A visit to HKU to learn about the use of the VR Cave in teaching and learning was arranged for subject coordinators. They shared their ideas for making use of this technology in the newly built Innolab in relation to their own specific subjects.

A school-based, self-directed learning Moodle platform was established by Prof. Alex Fung. Subject panel heads were invited to provide feedback. The Moodle platform provides modules on Learning How to Learn, the Pedagogy of Questioning, and the Pedagogy of Collaborative Learning and Group Work. These are available for teachers to access.

School-based induction workshops were prepared and presented in collaboration with Professor Alex Fung. New teachers had opportunities to learn about teaching concepts and to apply them in actual sessions, gaining feedback from mentors and colleagues. The induction program consisted of eight 3-hour sessions.

Subject panel heads were encouraged to arrange subject-based PD courses in order to meet the specific needs of the subject. PD for middle management will be arranged to facilitate understanding of school protocols and to strengthen teachers management skills.

Online learning and UDL application workshops were conducted to enhance teachers' skills in preparing online lessons, online teaching materials as well as the application of UDL in daily teaching and learning. The workshops consisted of two parts, self-directed online sessions and hands-on workshop sessions. Teachers acquired basic knowledge about different types of online learning through Edpuzzle videos and developed an understanding on UDL as well as skills in producing online learning materials through hands-on activities, such as discussions, lesson plan design and presentation.

In order to employ a Whole School Approach to Discipline and Guidance (WSADG) to achieve a higher degree of coordination and concerted effort among all school personnel and to develop strategies and solutions for student issues, a WSADG PD was arranged for the new teachers at the beginning of the school year. In addition to this, Positive Education PD was arranged for the new teachers to understand how to activate Character Strengths to establish a strength-based classroom with their students.

1 PD related to SEN teaching and learning was held in Term 1. Teachers learnt effective parent-teacher communication strategies and were encouraged to try out the suggested strategies when contacting parents.

Table 8: In-school PD training

<p>Learning and Teaching</p> <ul style="list-style-type: none"> <li>• UDL (HKBU QEF project)</li> <li>• Induction PD for new teachers</li> <li>• Data analysis workshop</li> <li>• Differentiation &amp; Engagement PD</li> <li>• National Security Education</li> <li>• Orientation (AA/SD) for new teachers</li> <li>• Computational Thinking</li> <li>• Subject-based training (Phonics, K, Putonghua, LA, Artec, Electronic guided reading, Learner diversity (I, II) - Mathematical resources and teaching materials reinvention, 香港教育大學「看動畫．識古文」多媒體教材計劃簡介會)</li> </ul>
<p>Student Development</p> <ul style="list-style-type: none"> <li>• Whole School Approach to Discipline and Guidance PD for new teachers</li> <li>• Build the positive class culture through character strengths for new teachers</li> <li>• Effective Parent-Teacher communication strategies for all teachers</li> </ul>
<p>eLearning and Innovative Strategies</p> <ul style="list-style-type: none"> <li>• PD on eLearning platforms and e-learning model and Digital Citizenship</li> <li>• VR Cave Visit &amp; PD</li> <li>• Online learning and UDL application</li> </ul>

## J. Project-based Learning

Project / Problem-based learning is a fun learning journey for all students. Discussion about the arrangement and topic started in October. To further develop the PBL program, the core team members joined the Design Thinking Workshop and sought opportunities to apply this knowledge in the Primary Division. However, P-Term (PBL) was cancelled due to the pandemic situation.

## K. e-Learning

The 21st Century Classrooms and Buy Your Own Device (BYOD) programmes contributed to enhancing student self-directed learning and 21st Century learning skills throughout the Middle School. Students were able to learn in an engaging environment that motivated them to share ideas, develop I.T. literacy and co-construct knowledge.

Students and parents greatly supported the school BYOD scheme. The participation rate of BYOD for 2021-22 G5 students hit a new high of 100%, in which 139 parents purchased a school device (Lenovo 500e Gen 2) and 24 parents supported the BYOD scheme by using existing home devices. The school has planned and deployed these devices effectively and positively into daily learning and teaching for subject-based learning in the past year.

The Apple iPad (9th generation) will be introduced as the school device for the BYOD scheme in 2022-23. It is believed that Apple iPads with their lighter weight and less bulky design can be easily managed by middle school students. Teachers also agreed that iPads are more convenient to use for daily lesson activities. Given the accessories such as Apple Pencils (First generation) and detachable and wireless keyboards, an iPad should be better than a Chromebook. More emphasis should be put on app-based and web-based learning with the BYOD devices, especially in AI. Due to the pandemic situation, a Zoom live parent session was arranged before the roll-out of the BYOD scheme to ease parents' concerns and potential worries as well as to promote the BYOD scheme. G4 students have already purchased and will collect their iPads in October, 2022.

The BYOD scheme was also aimed at developing student's sense of responsibility. Teachers generally follow up device-related discipline issues. Students were reminded about the signed Responsible Use Guidelines and the consequences of misuse of BYOD usage in grade discipline meetings. A complete and holistic digital citizenship curriculum using Common Sense has been used to cultivate digital citizenship and has been successfully implemented. Through discussion, case study and reflection, students have learned the importance of being a responsible netizen. In view of the pandemic situation and class suspension, students were generally well prepared for online netiquette and able to follow rules during online lessons.

PD sessions designated for 21st century classrooms were arranged for teachers to share common good practices and e-platforms. Google Classroom was widely used by all subject teachers as a tool to collect assignments and disseminate learning materials and feedback. The A-Moment site was widely used by all subjects to post learning and teaching materials during the class suspension period. Zoom video conference software was used for live lessons during the class suspension period. A total of 73 Zoom business licences were purchased to support online live lessons and to ease the administrative work of teachers. PD sessions, including online videos, were arranged to equip teachers with the basic skills to conduct online live lessons effectively as well as maintain classroom operation such as online assignment submission, online marking and return of assignments. Online formative assessments were carried out for certain subjects to assess students' learning progress.

One PD session for teachers was arranged in order to fully utilise 21st century classroom equipment (Chromebook, Airtag and ultra-wide interactive whiteboard). Common practices including use of common online platforms (Google Forms, Google Classroom, Nearpod, Peardeck, Edpuzzle), and subject-based tools (Brainpop, GoFormative) were established. Regular hands-on and online workshops will be continued to equip subject teachers and class teachers with the latest technology and pedagogy.

## **8. Student Development**

### **A. Organisation of Student Development Committee**

The Student Development Committee is led by Dr. Ruby Tai, Vice Principal (Student Development), and Ms. Cho Siu Yee, Deputy Head of Student Development. It supervises the professional support services of the Social Worker, Educational Psychologist and Registered Nurse and maintains a safe and caring school campus that provides student management and support services and guidance via moral and civic teams.

A-School treasures home-school cooperation, student leadership training and global citizenship to fully develop student potential. A wide range of parent talks, seminars and workshops were arranged by the Home-school Liaison committee, and a great variety of leadership training courses were provided for students under the Student Advancement Support team. In addition, local and online overseas excursions and sister school programmes were arranged by the Global Citizenship team to further student learning experiences and exposure. Furthermore, an enriched moral and civic education programme was developed to enhance student morality, positive mindsets with a focus on encouraging national pride at its heart.

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

### **a. Student Management and Student Behaviour**

The SHS indicated that parents strongly agreed with the statement "I am pleased to let my child study in this school" giving it an average score of 4.7/5. The attendance rates during both suspension and resumption of face-to-face classes remained strong and consistent even though the COVID-19 pandemic continues. Please refer to Table 9 below.

Despite having two modes of learning throughout this academic year, the school continues to convey expectations on learning attitude and behaviour through a variety of channels. Such expectations are delivered through assemblies, grade sharing, PA announcements, life education lessons and homeroom time. By adopting a Whole School Approach to discipline and guidance through positive reinforcement, students are motivated to display positive behaviour under proper and systematic guidance from teachers and any related parties.

With the addition of life education lessons and reading programmes, positive values such as PERCCI are fostered consistently throughout the year. Together with the school-based leadership programmes, our future leaders are given room to realise their true potential and fulfil the school's mission and vision. Students contributed positively to the school ethos whilst uniform and leadership team students provided role models for others regarding the upholding of school rules and to promote positive behaviour.

**Table 9: Student Attendance Rate of Each Grade**

	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>G1</b>	97.1%	98.3%	99.4%	98.6%
<b>G2</b>	97.2%	98.5%	98.8%	98.7%
<b>G3</b>	97.0%	98.3%	99.1%	98.9%
<b>G4</b>	97.3%	98.2%	98.9%	98.6%
<b>G5</b>	97.6%	98.5%	98.8%	98.5%
<b>G6</b>	97.4%	98.8%	99.0%	98.3%

- **Student Behaviour**

The Student Management and Support Team is dedicated to supporting students and teachers by adopting a whole school approach through proactive and preventive measures. With positive education in mind, any consequences drawn up for students were designed to relate to their misbehaviour and allow them sufficient room to self-reflect and make amends. During the period of online and face-to-face learning, numerous measures were put in place to uphold discipline and maintain proper online etiquette.

- **School Safety**

Due to limitations driven by COVID-19, safety procedures such as fire drills temporarily ceased this academic year. If such a situation continues in the next academic year, it is suggested that briefing sessions regarding fire drill procedures and escape routes can be conducted from time to time for staff, teachers, and students.

Communication was maintained with school bus nannies to better understand any discipline-related matters occurring on school buses. In general, students are behaving better in comparison to last year. Immediate action was taken when feedback was received from school bus nannies. Students were met and given reminders and warnings. For more serious cases, parents were also contacted to keep them in the loop. Consistent review with school bus nannies and students was also carried out for more serious cases.

Measures regarding hygiene continue to be one of the main areas of focus this year. In general students are not sharing snacks. Duty teachers, class teachers and other non-CTs also helped to monitor whether students followed hygiene measures and rules.

- **Grade Head System**

The Grade Head system has worked really well to build a stronger sense of teamwork within each grade and to provide necessary support in any matters regarding student management. During the year, 5 grade sharing sessions covering a variety of topics were carried out, including appreciation of good behaviour, maintenance of proper uniform, discipline and assessment reminders. The number of grade sharing sessions was higher when compared with the previous year. Grade heads prepared slides for each session and saved them on the student management and support shared drive for future use and reference.

- **Self-Improvement Scheme**

One student joined the Self-Improvement Scheme this year. A meeting was set up with the student and parents that also involved class teachers, the social worker, and discipline and guidance teachers. The student has shown improvement in avoiding related misbehaviour during the remainder of the academic year. The discipline team continues to strive to help and support students through this meaningful scheme.

- **Homework Policy**

The Homework Policy has continued to be implemented this year, building on measures from the last academic year. The school continued to provide discretion to students for any pending homework assigned during the period of suspension of face-to-face classes. Subject teachers also provided guidance for struggling students. Two sets of an individualised learning report detailing subject learning progress and effort were prepared for students and parents. This served as a good opportunity for students to look back and reflect on their performance during

the period of online learning. Commendations were also given to students who completed work on time.

Class teachers also had to update late homework records on a monthly basis. When students hit crucial numbers such as 6, 9, 12, 18, class teachers would follow up by referring to the homework policy guidelines. The discipline team also stepped in to support students who were showing high late homework numbers. Improvement has been seen this year through a reduction in the number of late homework records.

- **Health Promotion/Preventive Measures**

In an attempt to foster positive student habits in the maintenance and following of hygiene rules, the school nurse continued to remind students on the correct way to wear a face mask and undertake hand washing through assemblies and zoom sharing. Upon F2F school resumption, a video detailing important school resumption guidelines was shared with students. Duty teachers, class teachers and other non-CTs also helped to monitor whether students followed hygiene measures and rules.

## **b. Student Guidance**

The Professional Team consisting of the Social Worker, Nurse and Educational Psychologist provides emotional and psychological support to students through preventive and developmental programmes, as well as individual counselling or consultation.

### **Guidance Case**

The Guidance team took up a similar number of cases as in the previous year. Among the 16 cases, the majority related to emotional problems. Apart from meeting students, and some parents, regularly in order to support students with emotional needs, several programmes related to topics such as developing positive emotions and positive relationships were offered. Class teachers, parents and students found the support from the guidance team was sufficient to help students face their problems.

### **Guidance Programmes**

With an emphasis on developmental work, the student guidance services catered for different developmental needs of students from childhood to adolescence through a wide range of guidance activities, such as A+Passport, A Diary, social service and mentorship programmes. Positive education elements continued to be implemented to address students' psychological and developmental needs across all six grades. School-based teacher evaluation shows that over 80% of teachers agreed or strongly agreed that the guidance programmes enhanced positive thinking and healthy lifestyles amongst students.

The delivery of the life education program (Life Ed) was modified by creating 6 values using a school-based story character, PERCCI (Perseverance, Empathy, Respect, Courage, Commitment, Integrity). Students were delighted to absorb the values through the character and perceived the values efficiently. The Life Ed program was enriched by incorporating elements of understanding and expressing emotions, as well as continuing the Growth Mindset topics in order to build a positive learning attitude.

The Big Brother - Big Sister Mentorship Programme was held in June and August for G5 and G1



students and in August for G6 and G2 students. G5 and G6 students were really happy when they received cards from G1 and G2 students. At the same time, G1 and G2 were delighted to get words of support from G5 and G6 students and to share meaningful storybooks with G1 and G2 students. The goal of establishing a loving and caring school environment is being accomplished through this programme.

Another important program is the Student-led Conference (SLC) where students take an active role in presenting their learning to their parents and teachers using a growth mindset and smart goals. Students also reflect on their learning and personal growth through A-Diary and A+Passport. Grade 1-4 students have learned to share their personal growth by showing gratitude to others or sharing appreciation with their peers. G5 and G6 students have learnt how to write a letter to their parents to convey a message of gratitude and express their thoughts in a mature manner.

In order to encourage students to honour their grandparents, the guidance team arranged a "Holding your Hands" activity for G5. Students learnt more about themselves and their classmates' grandparents through this activity. Around 40 grandparents joined the activity with our G5 students. During the program, our students demonstrated a respectful manner through their actions. Students agreed that the activity was meaningful and positive feedback was received from the grandparents.

For G6 students, the "Express and Care for the Elderly" activity was arranged in August with students visiting the elderly living alone and learning more about their lives whilst experiencing offering care to the elderly through gifts and thoughts. A briefing on effective communication skills was given to students prior to the visit. Our students showed care and good manners towards the elderly, and the school received appreciation letters and phone messages from the elderly.

### Support with Students with Special Needs (SEN)

The SEN Support Team has provided support programs and assistive facilities according to students' abilities and needs.

Different OLE and AOLE courses and activities were arranged which catered to both SEN and non-SEN students. Teaching resources for different categories of SEN have been set up to allow teachers to provide the best possible support for our students. A radio drama show was successfully held with the theme of core values (perseverance, courage, integrity) that all school students watched. They all appreciated the SEN students' hard work.

Assessment accommodation was provided for students who required assistance according to professional recommendations. Some of these measures included extra time allowance, enlarged question papers, screen readers, assistance with reading certain words, prompting students to concentrate on answering questions, special seating arrangement and individual room arrangement.

The SEN support team invited class teachers and subject teachers to draw up an Individual Educational Plan (IEP) for specific students. The target students were those assessed to be in need of intensive individualised support. The focus includes behavioural / social skills and core subject learning. Regular meetings have been held with teachers and parents to review students' learning progress.

The EII program was held to identify early primary one students at risk of learning difficulties and to allow for the provision of timely support as appropriate. During class suspension, Zoom meetings were conducted. Our educational psychologist, social workers, and SENCo have worked closely with class teachers and subject teachers to provide these students with extra learning support and to review their progress regularly. Support plans have been devised and implemented for certain students.

To give parents a better understanding of their children's performance and progress, a summary of support was provided at the start of the year and a year-end performance report was provided at the end of the school year so that parents could better assist their child's learning.

To enhance the professional capacity of teachers in catering for SEN students, each year we invite our teachers to attend special education courses. The EDB accepted two of our teachers' applications this year to enrol in the basic course. In total, 11 teachers have completed the basic course, 3 teachers have completed the advanced course, and 3 teachers have completed thematic courses. In our application for the BAT course waiver, we have additionally provided the EDB with specific teacher degree certificates. There are a total of 6 teachers who can excuse themselves from taking the basic course.

1 professional development teacher's workshop related to SEN teaching and learning has been held in Term 1. 91.3% of our teachers learnt effective parent-teacher communication strategies and 91.3% of our teachers are interested in trying out the suggested strategies when contacting the parents.

#### c. Student Advancement

A-School sees students as future leaders of society and sets the development of their leadership qualities as one of our priorities. As an organisation nurturing top learners and tomorrow's leaders, we aim to explore and unleash students' full potential. Through refining the 4-tier student advancement model, we offer various leadership experiences and training opportunities to all students. From holistic activities and programs on an extensive scale to advanced and targeted leadership training through to leadership team heads, students are able to gain practical leadership experiences and thus recognise their own personal strengths and characters. Students will evolve into proactive and responsible members of the community, who can confidently go out into the world and pursue their goals.

- Student Leadership Teams, Principles and Recruitments

We have 11 student leadership teams and 2 uniform teams including the Prefect Team, Student Union, Houses, Excel 33P, Reading Ambassadors, PE Ambassadors, MCD leader, MC Team, Christian Disciples, Eco Pioneers and Campus TV. We have systematic leadership training, such as our top-tier leadership training programme, "Excel 33P", which is provided for students to develop different leadership qualities. Over 36% of middle school students joined our leadership training programs or took up leadership positions.

The following are the principles for Service and Leadership Programmes. All students who are taking leadership positions have to abide by the rules and number of post(s) they can hold.

<b>Leadership Head -- Maximum 1*</b> (students taking the following leadership head positions are not recommended to take up any additional post)		
Student Leadership Team	Position(s)	Grades of Students
Student Union	Chairperson and Vice Chairpersons	G5 - 6
Houses	House Captains	G6
Prefects	Head Boy and Head Girl	G6

<b>Leadership/ Uniform Team Members -- Maximum 2*</b>			
Student Union	G4 - 6	House	G4 - 6
Prefects	G4 - 6	Excel 33P	G4 - 6
Reading Ambassadors	G3 - 6	PE Ambassadors	G4 - 6
Christian Disciples	G5 - 6	Eco Pioneers	G3 - 6
MCD Leaders	G3 - 6	MC Team	G3 - 6
Campus TV	G3 - 6	Boys' Brigade	G3 - 6
Grasshopper	G1 - 2	Cub Scout	G3 - 6

Promotion, application, canvassing, and selection/election (voting) for the student leadership positions were done in September and October. Head Boy, Head Girl, all committee members of Houses, and all committee members of the Student Union were elected by the votes of students and/or teachers. Candidates promoted themselves through campaigning videos, PA announcements, or posters. Student leaders of other teams were selected by teacher advisors based on relevant criteria. The official Inauguration Ceremony was conducted in mid-November 2021 to uphold team spirit and a sense of responsibility from all student leaders.

- **Events & Achievements**

During the year, 4 mini house games and 2 house meetings were arranged. All students tried their very best to gain points for their house in mini games and meetings. They showed a great sense of loyalty to their houses by chanting house slogans and cheering their housemates. Students' laughter and excitement filled the classrooms. Knowing that they will not always win competitions strengthens their resilience and helps students to be able to show respect for the winners. During the mini-games, students displayed excellent sportsmanship and made deep connections with their fellow house members. Except for the mini-house games, several whole-school house events were organised, including an inter-house 3D Christmas Decoration Design Competition and an inter-house CNY school decoration competition.

To continue the Excel 33P's initiative, we invited Prof. Tsui Lap Chee, a world-renowned geneticist, to share his experiences with us. Around 450 students from G4-6 attended the event.

Our parents and students were inspired by Prof. Chee's inspirational stories and successful journey towards becoming an influential leader in society. Intellectual and iron excel training sessions were arranged to equip our potential leaders with resilience and intelligence.

- Leadership Program

According to the enriched 4-tier leadership advancement framework, SAS works with team heads to arrange team-specific training throughout the year. 11 online leadership training sessions have been organised for all leadership team members during the year to enrich student leaders' understanding of related topics. SAS also collaborated with different organisations to provide advanced leadership training for leadership team heads. Leadership teams tried their best to give as much service experience to students as possible so they could put their training into practice. For example, MCD leaders helped to check RAT record cards every morning whilst prefects were stationed in staircases to ensure students' safety and house captains prepared mini house games for different year levels.

To develop students' confidence and allow them to be role models for classmates, sharing sessions were scheduled for student leaders to share their experiences in developing generic skills and establishing positive values in morning sharing and assemblies. Student leaders showed confidence presenting in public and gained valuable experience.

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

To enhance the cultivation of students' positive values, manners and healthy lifestyles, MCE team made use of everyday learning opportunities and life events to strengthen the coordination of events, programs, and activities among subjects and teams covering value education of students.

- Flag-raising Ceremony

To strengthen students' sense of national identity and nurture their development into law-abiding citizens, the school had arranged weekly flag-raising ceremonies, on important days (National Day, Constitution Day, HKSAR Establishment Day) and on special occasions (i.e., school opening ceremony, promotion ceremony, convocation) throughout the year. Scouts, MC Team students leaders, and MCD leaders took the lead to officiate at these ceremonies. Students are now very familiar with and accustomed to the arrangements and are able to show proper etiquette.

- Chinese-Cultural Activities

Chinese culture is an important foundation element for building up students' national identity. A Chinese Cultural Day with a series of learning and experiential activities (booth games, inter-class Basic Law Competition, vaudeville, handicraft experience, etc) was arranged to provide students with opportunities to understand and to experience the joy of learning different areas of Chinese culture. Having joined the "Become Master Herbalist Junior" organised by the Chinese Cultural Communication Foundation, we developed a Chinese medicine garden in our school and arranged various training sessions for all the MCD leaders.

- Sister School Activities

To develop a closer relationship with our sister school, and enhance student appreciation of Chinese culture, we joined the Guangdong-Hong Kong Sister School Choral Speaking

Competition (Hong Kong Region) cum Celebration of the 25th Anniversary of Establishment of the HKSAR organised by the EDB with one of the sister schools (廣州華師附中番禺學校). Through the continual effort of teachers and students, we were honoured to be awarded the overall championship in the competition. Teachers and students' outstanding performances and achievements in connecting with sister schools was highly appreciated by the EDB and the HKFEW. Our MCE team has been invited to share their valuable experiences of the sister school programme with all HK primary schools.

- Professional Development and Parent Forum

A workshop was held on 29 Nov 2021 to enhance teachers' understanding on the basic components of National Security Law and National Security Education. In the 3-hour workshop, teachers benefited a lot from learning the strategies of applying different NSE learning materials and teaching practices into daily teaching and learning. Teachers in different subjects shared their ideas for integrating NSE materials into their own subject. A Parent forum was held on 6 May 2022 to enhance parents' understanding of national security education and the promotion of a sense of national identity.

- Health Education

To enhance student awareness of personal hygiene, three lectures were arranged for students according to their developmental needs. Together with the school nurse, we organised different activities (Joyful Fruit Month, Bright Smile Mobile Car, school bag weighing etc) to develop a healthy lifestyle, good eating habits and self-management skills. Students enjoyed the interactive and experiential way of learning. This is an effective and beneficial way for students to establish a healthy and active lifestyle.

#### e. School Climate

With the yearly theme “Flourish with a Growth Mindset” in mind, our life education and guidance program moulds our students' character strengths while catering to their needs in body, mind and soul. We promote the school as a positive environment to nurture student's growth with perseverance and a positive mindset. Strategic plans with clearer themes and mutual collaborations among the teams achieved betterment in supporting student development. As indicated in the SHS, satisfactory results in relation to the school atmosphere were received from all stakeholders, with an average score of 3.9/5 (teacher), 3.8/5 (students) and 4.4/5 (parents) respectively. Although the APASO data showed that the “General satisfaction” (score 2.84/4) of students is slightly lower than that of the previous year, it was still a delightful result after the prolonged period of pandemic and class suspension.

Even during the class suspension and special vacation in March and April, the school arranged various activities (i.e. 3-2-1 challenge, A-loving moment, a happy chat, etc) to keep our students and parents connected. Through the different programs and activities, positive relationships have been built and maintained. From the APASO survey, the score of “relationship among teachers and students” (score 3.14/4) stayed the same level as the previous year, which means we successfully kept a strong relationship among teachers and students after a long period of online learning and vacation.

A-School has a Christian religious background and religious education is embedded through different school-based evangelical activities such as Christmas Celebration, Bible story sharing during morning

assembly, and Easter Services. Weekly online training and sharing have been arranged for BB and Christian Disciples. Students grew in spirituality and Bible knowledge through meetings. Students shared their joy and worries with each other through prayers and hymn singing. To promote "union" and "brotherly love" between parents, parent prayer meetings were also held frequently. With the support and supervision from HKBU, a Christianity development team was established to promote a Christian atmosphere within the school.

#### f. Home School Cooperation

Our Home-School Liaison team also regularly met with our parents through the Parent-Teacher Association (PTA) to follow up and channel parents' feedback and opinions to the school management team. Throughout the year, seven regular PTA meetings have been conducted with various school related topics discussed. Other than the regular meetings, the PTA launched six online interest classes in April and six face to face interest classes in June. These various PTA activities enhanced the communication and liaison between the parents and school.

Movie Appreciation - Sunshine of My Life (一路瞳行) was organised on 2 May 2022 at Cinema City, The Metroplex. The director Judy Chu gave a presentation after the movie. Around 300 teachers, parents and children joined the activity.

A new platform, A-Parent Sports Club was established this year, to provide more opportunities to increase the amount of exercise parents and students share with each other. 10 Sessions including 6 Parents Playing Sessions, 2 Parent-child Playing Sessions and 2 Parents Practice Sessions occurred between June and August. Around 37 parents and children participated in this activity

Various Home-Liaison activities were also organised this year such as parent forums on positive education, a Parent Education Conference (PEC) and the weProud Dress Casual Day fundraising activity to strengthen collaboration and communication between the school and parents in term 1 and term 2. The details of the talks/parent forums are listed below:

Date	Topics
11/12/2021	Parent Education Conference "Trendy Parents of the 21st Century"  1. How to be 'Trendy Parents' ? Speaker: Ms. Bonnie Chiu 2. Understand the Social Networking of Your Child Speaker: Mr. Samson Yeung Ying Wai
23/4/2022 online	PTA Interest classes 1. 親子大笑瑜珈工作坊 2. 流體鐘 3. 水磨石小托碟 4. 彈跳機器人(1)(2) 5. 彈跳機器人
2/5/2022	Movie Appreciation - Sunshine of My Life (一路瞳行)
11/6/2021	PTA Interest classes 1. 親子舞蹈「同樂日」 2. 泡泡浴球 3. 驅蚊手作

	4. 酒精墨水DIY手機殼 5. 自製人名搖搖杯
16/7/2021	A-Family Sports Games Day

From the SHS parents' data (score 4.2/5), the PTA can facilitate communication between the parents and the school and (score 4.6/5), the school often invites parents to participate in school activities.

A-Parent Education Academy has been established for three years to consolidate and optimise the structure of home-school programmes and activities. 103 families got A-Star certificates, 126 families got Silver certificates and 290 families got Bronze certificates even in the pandemic period.

The effectiveness of this year's program can be seen by the significant participation levels and is also indicated from the Stakeholder Survey, where parents gave positive feedback on home-school cooperation (score 4.2/5). For the "Appreciation to Teachers" activity, over 1000 designed appreciation cards were received from parents.

#### g. Links with External Organisations

COVID-19 has not eased yet, making it impossible to organise face-to-face interflow activities with our sister schools. To keep our friendship established during the pandemic, we found alternate methods and different media to keep our friendship flourishing, i.e. online conferencing, Pen Pal program, video sharing, etc. We conveyed messages of encouragement and festival blessings through tailor-made feel good videos and through caring packages for all of our sister schools around the world.

Having accumulated experience in organising the Pen Pal program last year, we have expanded our connection with three sister schools this year. A total of 60 G3-6 students were paired up with three sister schools (廈門海滄區延奎實驗小學、武漢市常青第一學校及 廣州華師附中番禺小學) as pen pals. Besides writing letters, they also used video to share information about their daily lives and interesting experiences. Students were full of joy and excitement when they received a reply from their pen pals. This program gave students a chance to interact with new friends and gain new experiences in communication with others during the pandemic.

In addition to the Pen Pal Program, an online exchange program was conducted with 武漢常青第一學校 on 10 June. Twenty G3-4 students from our school and 20 students from the sister school participated in this activity. They cherished the opportunity to meet each other and strived to share famous attractions from both sides, and about their lives and feelings during the meeting. Even though the event was held online, it was a very good platform for our students to learn from their sister school friends and strengthen our friendship.

### C. Student Performance

#### a. Attitude and Behaviour

To help students strengthen their affective development as well as nurture a positive and optimistic attitude, various programs and strategies (e.g., PERCCI values, Positive Education, Life Ed program,



etc) were put into place to cultivate the suitable atmosphere for student whole person development and continuous growth. From the data in the APASO survey, students agreed that they showed respect to others. Moreover, they comprehended “Inappropriate Assertiveness” and could “Care for others”. Students' scores are better than the HK standard in all three categories. This data showed that our students demonstrate a respectful attitude towards others.

In addition, the school emphasises the shaping of student attitudes to build a growth mindset with resilience through various Student Development programs. The results from APASO in the “Perseverance” score demonstrated that students showed continued effort to get their tasks done even when they encountered difficulties. Although the score of “Negative Affect” is slightly higher than last year, it was still satisfactory considering the prolonged period of the pandemic. This data showed that our students are still likely to develop positive emotions when they encounter difficulties in daily life .

#### b. Social Development

Social development is another critical piece of the development puzzle. We actively guide students in acquiring the skills necessary to get along with each other and to establish positive relationships with others. The APASO score on “Social Integration” indicated substantial progress and according to the SHS data, over 95% of students agreed they are compatible with others which showed our students can apply the required skills in their daily lives to nourish relationships with self and others.

The school provides various opportunities to students to develop their leadership skills and unleash their potential. From the SHS, the overall feedback was positive from teachers and students respectively where they agreed “the school provides enough opportunity to foster students' leadership”.

## **D. Participation & Achievement (non-academic performance)**

### **a. Other Learning Experience**

A-School is committed to provide whole-person education aimed at nurturing students to become well-rounded in various aspects. A wide range of OLE classes are organised for students to develop their interest and unleash their talents. In 2021-22, in-timetable OLE were resumed. 3 and 4 OLE lessons were arranged for Middle School students and Junior School students respectively. OLE lessons have been rolled out since Week 2. Students actively engaged in lesson activities. As observed, students were more excited about sports OLE classes, where they can exercise and enjoy fun time with their friends.

Two new initiatives were implemented this year, which are "4+1" Sports OLE and Third Language OLE. A compulsory "4+1" Sports OLE program was carried out in both Grade One and Two. Four Olympics sports were introduced to students, including athletics, badminton, fencing and table tennis. Keeping up with the ever-changing world of sports, one newly emerged sport, spikeball, was also introduced to students. Students had a taste of both traditional and non-traditional sports. Learning third languages helps to foster cultural awareness and acceptance. Starting from this academic year, Junior School students learn one third language in each term based on their interest and allocations. Students enjoyed interacting with the third language teachers. To facilitate their learning in third languages, some reading materials were purchased and placed on each floor level, and are accessible to all students.

During the special vacation, OLE lessons were conducted online through Zoom. These courses were completely optional, and students could choose based on their needs and interests. The subject-based OLE lessons offered to students included PE, Music, Visuals Arts, Liberal Arts, STEAM and Science. A high participation rate and engagement were recorded in Junior School. For Middle School students, STEAM and technology related activities were preferred.

With the arrangement announced by the Education Bureau, students who could fulfil the vaccination requirements were allowed to participate in extracurricular activities on campus in the afternoon. Afternoon OLE lessons commenced in May, and continued for two months. Each grade level could participate for up to two days. Both parents and students welcomed the arrangement of AOLE, in which they could spend more time learning and playing with their friends.

### **b. Local Excursion, Overseas Excursions & Exchange**

All inward and outward exchanges could not be arranged due to the pandemic situation. Different activities were carried out in order to maintain constant communication with sister schools. Mutual correspondence such as letters, festive cards, school brochures and newsletters were posted to Australia, China and Germany. A pen pal activity was organised where 60 pairs of students were lined up for three rounds of letter exchanges with three sister schools over several school years. Students were excited to receive the letters from their pals, and they look forward to the next round of the activity. A joint-school Choral Speaking video and recording was completed. It was a great success, in which students learnt more about Chinese culture and were able to demonstrate their talent.

In-house workshops and online excursions were arranged during the post assessment period. Grade one students learnt about different cultures and did crafting with some guests. Grade two students were

fascinated by the animal workshop. They could closely observe some rare animals. Over 90% of the students agreed that they enjoyed the workshop, in which they also learnt more about habitats. Online excursions were lined up for grade three to six students, followed by a hands-on workshop. The destinations included Taiwan, Xian and Seoul. Although they could not travel to the destination in person, they were glad to see something special through the workshops.

#### c. Scholarships and Outstanding Student Awards

Students participated in wide-range of competitions and received significant results. Highlights of awards were shown in Table 13.

Table 13:

Activity Name	Group	Award
2021 Eye Level Math Olympiad	Grade 2	World Champion + Gold
28th Hong Kong Primary School Mathematical Olympiad	Primary Two	Gold Award
English Primary School Intermediate Division	Primary School	Gold Award
Hong Kong International Mathematical Olympiad Final Round 2021	Primary One	Gold Award
	Primary Two	Gold Award
Seventeenth IMC International Mathematics Contest, 2021	Grade 2	Gold Award
TIMO 2021	Primary Three	Gold Award
Universal Robotics Challenge (HK)	Primary School Elementary Division	The Best Presentation Award
Universal Robotics Challenge (HK)	Primary School Elementary Division	The Most Popular Invention Award
World Mathematics Invitational 2022 Hong Kong Preliminary Round	Grade 3	Gold Award
全國數學奧林匹克邀請賽2021全國總決賽	Primary Two	First Class Award
第六屆香港數學挑戰賽	Primary Two	First Class Award
第十七屆全港青少年朗誦·文學·藝術交流大賽	華龍盃-粵語新詩 - 初小組	Gold Award

73rd Hong Kong Schools Speech Festival	詩詞獨誦 - G1	冠軍
73rd Hong Kong Schools Speech Festival	詩詞獨誦 - G4	冠軍
73rd Hong Kong Schools Speech Festival	散文獨誦 - G4	冠軍
73rd Hong Kong Schools Speech Festival	基督教經文朗誦 - 粵語- 小學一年級至三年級	Champion (Honour)
73rd Hong Kong Schools Speech Festival	Cantonese Solo Verse Speaking Primary 2 - Girls	Champion
73rd Hong Kong Schools Speech Festival	Cantonese Solo Verse Speaking Primary 1 - Boys	Champion
9th Hong Kong Schools Dance & Music Festival 2021	Piano (Solo): Grade 1 any pieces	Gold Award
9th Hong Kong Schools Dance & Music Festival 2021	Piano (Solo): JP age 6-8	Gold Award
8th Hong Kong Youth Music Competition	Grade Two - Piano	Gold Certificate
Hong Kong Joint School Music Competition	Intermediate - Piano	Gold Award
2021全港兒童鋼琴、管弦樂及敲擊樂大師賽	初小組 (P1-P3) - 鋼琴	Champion
2021 Bangkok International Piano Competition (BIPC) Bangkok, Thailand - Hong Kong Representative Audition	Piano Grade 3 Class	Gold Award
The 4 <sup>th</sup> Hong Kong Youth Cup International Music Contest	Harp Grade 5	Champion
2021 Youth Arts Trophy International Music Competition	Harp Group H5 - ABRSM Grade 5	Champion
Hong Kong Youth Arts And Culture Elite Festival 2021	Grade 2 - Harp	Champion
2021 North American Virtuoso International Music Competition	Harp	Gold Award

International Music Competition Rome "Grand Prize Virtuoso"	Solo in Harp - Junior category	First Prize
Joint School Music Competition 2021	Pre-School Explorer (Harp Solo)	Gold Award
Joint School Music Competition 2021	小學弦樂(小提琴)獨奏-初 級組	Gold Award
53 <sup>rd</sup> Little Performer of Orchestra and Percussion Competition	Violin - Grade Six	Champion
Hong Kong Junior Arts Awards 2021	美食 - 兒童組	Gold Award
第五屆童夢歷奇繪畫比賽	繪畫比賽 - P1-2	First Class Award
4 <sup>th</sup> Hong Kong Youth & Children Dance Competition	Children Dance: Classical Ballet - Solo (Group B)	Champion
Hong Kong Rhythmic Gymnastics Dance Open 2021	Freehand - Children	Gold Award
The 2 <sup>nd</sup> Rhythmic Cup Rhythmic Gymnastics Championship & Gymnastics Dance Competition	Freehand - Novice A	Champion
Allstar Cup Fencing Team Competition (2nd Season)	Epee Team - U11	Champion
Allstar Cup Fencing Team Competition 2021 Grand Final	Epee Team - U11	Champion
「國慶盃2021」九龍城區體育會劍擊錦 標賽	女子花劍	Champion
	U12 Girl Sabre	Champion
The 14th Hong Kong Arts Festival for Youth & Kindergartners	古典爵士舞、現代舞、當 代舞獨舞 - 小學一/二年級 組	Gold Award
Hong Kong (Asia) Solo Dance Competition 2021	Jazz Solo - Born after 2012	Gold Award
Hong Kong Dance Open	Jazz Troupe of Primary B	Gold Award
全港學生三人籃球賽	三人籃球賽 - U10	Champion
D League 第十四屆4 on 4 四人籃球賽	4 on 4 四人籃球賽 - 男子U9	Champion
SKETCH Basketball Competition - Sketch Youth U10 League 2021	Youth U10	Champion

2021 Hong Kong Rowing Schools Championships	Under 13 years old	Champion
SCAT (Johns Hopkins)		Grand Honour
SCAT (Johns Hopkins)		High Honour
ICAS Exam	English	High Distinction
ICAS Exam	Mathematics	High Distinction
ICAS Exam	Science	High Distinction
TOEFL	G6	Full Score
GAPSK	中級	卓越一級
WMI 世界數學邀請賽2021(香港賽區)	小學數學競賽 - 三年級	金獎
Guangdong-Hong Kong-Macao Greater Bay Area - Big Bay Bei Final 2022	Grade 1	Champion
The International BACH Competition 2022	Harp Solo - Junior (Age 8 to 10)	First Class Award
文青盃 第三屆全港中小學生徵文比賽	小四至小六組別	金獎
Cambridge Primary Checkpoint May 2022		6.0/6.0
香港教育大學「EasyCode 運算思維挑戰賽」	Individual	Gold Award
粵港姊妹學校中華經典美文誦讀比賽 (香港賽區)暨慶祝香港特區成立二十五周年	小學組	金獎
粵港姊妹學校中華經典美文誦讀比賽 (香港賽區)暨慶祝香港特區成立二十五周年	小學組	最具慶祝回歸元素獎
2021 A Happy Moment Drawing Competition	Group 2014/ 2015	Gold Award
動物理想家國際兒童與青少年繪畫比賽	兒童B 組	金獎
機械人繪畫創作比賽	幼童組	金獎
IYACC The 13th International Music Competition	Piano Grade 5	Champion
2021 Canadian International Music Competition	Harp Solo	Champion

London Young Musician 2021/2022 Season 3	Harp Solo	Champion
World Children Arts & Culture Association 10th World Children Arts Awards	Junior Group	Champion
2021-2022 Inter-School Badminton Competition (Sha Tin District)	Shatin District	Outstanding Athlete
2021-2022 Inter-School Athletics Competition (Sha Tin District)	Girls A Grade 400M	Champion
9th All Hong Kong Inter-Primary Schools Tennis Competition	Boys C Grade	Merit
Family First HK-JL 3on3	U10	Champion
Christmas 14th D League 4on4	U9	Champion
Jump Online 2022 網上跳繩比賽	花式組合一 - 10歲乙組別	Champion
Jump Online 2022 網上跳繩比賽	單車步 - 女子10歲組	Champion
Jump Online 2022 網上跳繩比賽	花式(套路二) - 女子10歲組	Champion
Jump Online 2022 網上跳繩比賽	單車步 - 男子12歲組	Champion
Jump Online 2022 網上跳繩比賽	花式 ( 套路三) - 男子12歲組	Champion
Panasonic飛達春季田徑錦標賽2022	2014 100m	Champion
Panasonic飛達春季田徑錦標賽2022	2014 200m	Champion
第五十四屆舞動香江大賽	Chinese Dance - Solo entry - Child Group	Champion
BOC Youth Development Programme N.T. District Primary School Fencing Competition	Women's Sabre Grade A	Champion

## **8. Others**

### **A. Scholarship and Fee Remission Programme**

#### **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 for excellent academic work.

##### **i. 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.

##### **ii. 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 student 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 subsidising 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.

##### **iii. Deadlines for Scholarship Programme Applications**

Applications for Scholarship Programmes occur twice a year with the deadline being the 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 admission 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.

The Fee Remission will be in the form of school fee reductions 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.



c. Kindergarten Principal's Nomination

Our school has introduced a kindergarten principal's nomination scheme since June 2014. The purpose is to encourage financially disadvantaged students to apply for Grade One admission. The school has put aside 8% (around 12) primary one places for the scheme.

**B. Financial Report**

**APPENDIX I**

**Reporting DSS Schools' Annual Financial Position**  
**Financial Summary for the 2020/2021 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)	62.65%	N.A.
School Fees	N.A.	33.10%
Donations, if any	N.A.	2.29%
Other income, if any	1.22%	0.74%
<b>Total</b>	63.87%	36.13%
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	77.50%	
Operational Expenses (including those for Learning and Teaching)	12.06%	
Fee Remission / Scholarship <sup>1</sup>	3.56%	
Repairs and Maintenance	1.26%	
Depreciation	5.38%	
Miscellaneous	0.24%	
<b>Total</b>	100.00%	
Surplus/Deficit for the School Year <sup>#</sup>	0.81 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year <sup>#</sup>	7.45 months* of the annual expenditure	
<sup>#</sup> <i>in terms of equivalent months of annual overall expenditure</i>		

\*Remark: It is 5.69 months of annual expenditure after deduction of Net Book Value of additional school building.

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


<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).