

Hong Kong Baptist University Affiliated School

Wong Kam Fai Secondary and Primary School



Annual Report (Primary Division)

2022-23

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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., H.K. |
| Supervisor: | Professor Frank Fu, MH, JP |
| Chief Principal: | Dr. Benjamin Chan Wai Kai, MH |
| School Type: | Direct-subsidy School, Co-educational |
| Sponsoring Body: | Hong Kong Baptist University |
| Founded in: | 2006 |
| Homepage: | http://www.hkbuas.edu.hk/ |

2. School Mission and Vision

Our Mission is to provide quality education based on Christian heritage and concern for others. Students 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

School Managers

Professor Rick Wong Wai Kwok

Interim Provost, HKBU

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

Senior Counsel, Des Voeux Chambers

Ms. Rosanna Choi Yi Tak

Treasurer, the Council and the Court, HKBU

Treasurer, the HKBU Foundation

Partner, CW Certified Public Accountants

Dr. Amelia Lee Nam Yuk, MH

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

Professor Sandy Li Siu Cheung

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

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

Executive Chairman, WKF Charity & Education Trust Fund Group

Chairman & CEO, Kum Shing Group

Ms. Cecilia Lee Sau Wai, JP

Partner & Dean of Leadership Development, Deloitte China

Member, Hong Kong Metropolitan University Council

Member, Standing Committee on Judicial Salaries and Conditions of Service

Dr. Benjamin Chan Wai Kai, MH

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

Member, University Grants Committee

Board Chairman, Hong Kong Schools Dance Association

Mr. Louie So Ming Yeung

Parent Representative

Ms. Jannie Wong Yan Yan

Parent Representative

Mr. Nichol Wong Long Hin

Alumni Representative

Ms. Claudia Liu Wing Ki
Teacher Representative

Ms. Jackie Chong Hiu Li
Teacher Representative

C. Nurturing Strategies in Primary School

As an education institution in the 21st Century, we aim at preparing the next generation to succeed and to meet the challenges of the contemporary world. Catering to Whole Person Education is always our mission. We cultivate a positive life attitude among students and integrate it into their daily lives. The campus is well-equipped with sophisticated facilities, innovative technologies and extensive resources to accommodate 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 21st 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 | 75 |
| Teachers' Qualification | |
| Teachers' Training | 77% |
| Bachelor Degree | 100% |
| Master Degree or above | 42.67% |
| Special Education Training | 14.67% |
| Teaching Experiences | |
| 0 – 4 years | 46.67% |
| 5 – 9 years | 20% |
| 10 years or more | 33.33% |

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 2022-2023

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 (75 teachers) | | 49.08 |

5. Our students

A. Class Structure and No. of Students

We have 6 levels i.e. G1, G2, G3, G4, G5 and G6. There are 5 classes at each level. Each level consists of 165 capacities on average.

B. No. of School Days: 191

C. Statistics

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|---|-----|
| No. of Students as of 1 st Sept 2022 | 974 |
| No. of Students as of 14 th July 2023 (End of school year) | 937 |

| | Term 1 | Term 2 | Term P | Whole Year |
|------------------------------|--------|--------|--------|------------|
| No. of School Days | 72 | 87 | 32 | 191 |
| Total No. of Leave | 2515 | 3053.5 | 805 | 6373.5 |
| Average no. of leave per day | 35 | 35 | 25 | 33 |

D. Student Performance

Percentage of students participating in at least one school-based AOLE

| Grade | Number of Participants | Percentage |
|----------------|------------------------|------------|
| Junior (G1-G3) | 262 | 27.96% |
| Senior (G4-G6) | 397 | 42.37% |
| Total | 652 | 70.33% |

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

| Grade | Number of Participants | Percentage |
|----------------|------------------------|------------|
| Junior (G1-G3) | 165/464 | 35.56% |
| Senior (G4-G6) | 301/473 | 63.63% |
| Total | 466/937 | 49.73% |

Number of Awards in territory-wide/inter-school competitions

| | Number of Awards |
|------------|------------------|
| Individual | 681 |
| Team | 78 |

6. The Areas of Concerns

The following are the main focuses of the primary section in 2022-2023:

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 growth mindset and habits including goal-setting, risk-taking and self-evaluating | Practicing growth mindset through daily learning and teaching, establishing a culture of risk-taking and self-evaluating | <ol style="list-style-type: none"> 1. Increase cognitive rigor of curriculum and close the gap between internal and external assessments 2. Improve students’ independent learning capacity 3. SVP and AP complete Assessment Essentials and Assessment Lead CPD programs 4. Student learning data review monthly to monitor progress and intervention strategies 5. Embed the theme “Flourish with PERCCI” in class culture building and learning activities | <ol style="list-style-type: none"> 1. KLA documents & Assessment data analysis reports 2. APASO data 3. CPD records and subject documents 4. 1. Documents and data 5. Homeroom observation and subject documents | <ol style="list-style-type: none"> 1. Core subjects conducted PreS1 mock exam in T2 to ensure students develop academic stamina to sit 3 papers in a row. More grammar practice added in G6 to prepare for PreS1. 2. APASO data shows increase in students’ independent learning capacity for all items except ‘cost of seeking help’ - this will be strategically tackled in next school year school plan. 3. Learning from the Assessment Essential program used to guide subject cos in designing formative assessments. 4. Student assessment data (module tests, mid-term and term-end assessments) are reviewed and follow-up works (review and retest) are aligned. Late homework records are collected, reviewed and sent to class teachers every month. Class teachers and subject teachers made reasonable follow-up immediately. To better the struggling students, a conference room with a duty teacher was opened during lunch recess to help them complete their daily homework and make up for any unfinished homework. 5. Subjects embedded the theme “Flourish with PERCCI” in different ways. “I can” message is included in subjects’ rubric while some subjects added the PERCCI value in the curriculum. Class culture building activities were conducted in the first week. The PERCCI values were promoted through collaboration with the Reading Team and in the Life-Ed lessons, tailored to each grade level. |

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| | | | | | Homeroom visits were arranged for all classes, providing feedback and support to particular classes to improve classroom management. Specific strategies and good practices for creating a harmonious classroom atmosphere were shared with all teachers during staff briefings and through email, enabling class teachers to learn and work together to create a better classroom environment. |
| | | Providing ample opportunity for students to explore their potentials in sports and aesthetic development, establish good sportsmanship spirit and good manners towards arts & music appreciation | <ol style="list-style-type: none"> 1. Sports and Aesthetic development frameworks drafted, promoting programs and a system to record students' growth and achievement in S&A implemented 2. Students join internal (90%) /external (70%) S&A competitions 3. At least 70% of students agree they demonstrate good sportsmanship and manners 4. At least 2 talks/activities on S&A to help students understand growth mindset, perseverance, and risk-taking 5. SLC includes reflection and goal setting for a growth mindset (referring to SHS learning capacity) | <ol style="list-style-type: none"> 1. PE, Music and VA documents and data 2. OLE records 3. Surveys 4. Talks and activities details/plans and survey records. PE, Music and VA learning materials 5. SLC records | <ol style="list-style-type: none"> 1. Framework partially completed. It will be completed next year. Achievements recorded. Three objectives have been suggested, including to build up a foundation for students, to further develop interest and to nurture talents. To achieve these objectives, panel heads were asked to suggest action plans, taking into account both internal and external perspectives, from providing a diverse range of introductory courses, to specialized training, performances and competitions. Further discussion on the mechanism in evaluating students' achievement and scholarship needed to be carried out. 2. Over 95% of students participated in the internal competitions which included 14th Athletic Meet, Inter-house Walkathon and Inter-house Art Festival Character Design Competition, while around 70% of students participated in the external sports and aesthetics competitions to explore their talents. 3. School based survey shows 87% students agree they show respect to opponents and officials and are respectful and humble in accepting victory and defeat during competitions. 4. Arranged the Hong Kong Rugby Sevens 2022 for students to observe the spirit of the Elite Athletes during the competition. Moreover, the visit of Olympic Gold medalist, the captain of Girls Volleyball Team let the students to know more about the effort and hard work of being a professional athlete. These experiences allow students to gain a better understanding of what it takes to be a professional athlete, including the importance of taking risks and overcoming the challenges to achieve their goals. |

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| | | | | | <p>Dustykid, a talented artist, was invited to share his creative journey with the entire school. He provided insights on how to overcome difficulties and use arts as a means to spread positive energy. Acquiring a positive attitude and growth mindset through Artwork Grade Showcase (G1-6) and Artist of the month (G6 and G5) were held in the Atrium.</p> <p>5. 100% students participated in T2 SLC which included reflection and goal setting. According to SHS, 74% students strongly agree/agree that they reflect on their performance in class, test and examination results, as well as teachers' suggestions, such as their comments on their assignments, in order to reflect on and improve their learning. 71% students know how to set goals to improve.</p> |
| | Devising effective programmes to boost students' effort and generic skills such as responsibility and initiative with practical strategies to pursue higher goals in learning and personal growth and support students with diverse learning needs | <ol style="list-style-type: none"> 1. KLAAs, AA, SD, and OLE establish common expectations on effort and generic skills and documented 2. Subject teachers conduct SLC preparation that addresses effort, generic skills, and attitude expectations 3. Teachers allow students to develop a habit of reflection and asking questions during daily lessons 4. The last homeroom allows students to take turns to show appreciation for others and their effort 5. Fine-tuning the use of A-Award Scheme 6. Friday morning sharing on positive values and strategies to acquire generic skills | <ol style="list-style-type: none"> 1. Subject & Committee Handbooks 2. SLC records 3. Lesson observation and SHS 4. Homeroom visits by Grade Co. 5. A-Award records 6. A-Moment records | <ol style="list-style-type: none"> 1. Effort grade given for formative tasks. Common understanding of separation of academic grade from effort grade during team meeting discussion. Most subjects have documented common expectations in the subject handbook. The incomplete ones will be completed next year. Grade sharings were held regularly throughout the year. The SMS team addressed important school rules, common misbehaviors, expectations on generic skills and ways to improve behavior in the sharing. Based on the school-based survey, over 80% of CTs found that grade sharing was an effective way to understand the school's expectations for students' behavior. Grade sharing is worth continuing as usual practice. 2. Students presented 3 core subjects in term 1 and chose any 2 non core subjects to present in SLC in Term 2. Subject teachers were responsible for ensuring students were ready with reflection and goal setting for their chosen task and subjects 3. Goal setting and reflection incorporated in units in subjects. Most teachers saved the last 5 min of every lesson to let students ask question. Teachers reflected not many students ask questions or ask for help. Teachers | |

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| | | | | | <p>guided in teaching students to learn to ask questions. Use of exit tickets to check student learning</p> <p>More than 80% of teachers agreed that they allow their students to develop a habit of reflection and questioning during their lessons. Reflection activities were included in the coursework, where students were asked to complete tasks and reflect on their own performance. Teachers were encouraged to summarize the lesson objectives and allow students to check their understanding during the last five minutes of the lesson.</p> <p>4. A routine and schedule for morning homeroom has been set for all grades. However, "A Gratitude Moment" has not yet been implemented due to time constraints during the half-school day in Term 1, and several changes were made to adapt to the full-day timetable in Term 2. Nevertheless, this measure is still worth implementing next year to build positive relationships and emotions among students.</p> <p>5. All SD subteams implemented the A-award scheme in activities and competitions. Based on data from the school-based survey, nearly 80% of teachers agreed that the A-Award Scheme can effectively encourage students to develop good behaviors and allow more students to participate in activities.</p> <p>6. Nearly 80% of students agreed that they learned from the sharing of positive values and strategies to develop better generic skills.. This measure provides a good opportunity for student leaders to build their image and confidence, while also providing another channel for students to learn leadership skills.</p> |
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| | | Acquiring a positive attitude and growth mindset through reading and stories of overcoming adversities | <ol style="list-style-type: none"> 1. Students learn about the virtues and stories of at least 1 inspiring person every month through reading program activities or Life Ed lessons 2. Middle School Chinese and English creative writings that demonstrate a growth mindset 3. KLAs introduce great people that demonstrate a growth mindset; at least 2 meetings with outliers | <ol style="list-style-type: none"> 1. Reading Team and Life Ed documents 2. Student work and feedback from teachers 3. KLA learning materials and meeting records | <ol style="list-style-type: none"> 1. Inspiring stories of people were promoted during Life Ed lessons. These stories (Inspiring person) are recommended to be shared during homeroom time since the homeroom time is longer after resuming the whole-day timetable. Student performance: High participate rate, the quality of the sharing on Padlet is high. Students were inspired by the sharing. Class Teachers feedback: Students enjoy the Quizizz Game and Padlet discussion session. Learning atmosphere is good. G1-6 students all participated in the lesson during DEAR time. After sharing, inspiring people stories were displayed on AA bulletin boards on each floor. 2. The school-wide PRECCI Bear Naming and Essay Contest will be combined into a book and published. Topics related to growth mindset, i.e. respect and perseverance, are included in A-Writer Awards. 3. "Meeting with Hon Lai Tung-Kwok" was successfully held in October. Students learned to overcome adversities from Hon Lai's life experience. G6 students teamed up to participate in the character interview competition, interviewing celebrity Mr. Louis Koo and parent volunteers to understand and learn related positive values. Author talk "How We Talk About the Pandemic" was organized on 6th March, 2023 for G1-4 students to promote positive attitude and growth mindset. |
| 1.2 | To further promote digital citizenship to strengthen students' awareness of intellectual property and ethics in technology | Strengthening the implementation and learning outcomes of the digital citizenship curriculum | <ol style="list-style-type: none"> 1. Align the Digital Citizenship framework with EDB's requirements 2. Arrange at least 2 talks on DC for students, including cyberbullying and internet/gaming addiction 3. Remind students of Responsible User Guidelines | <ol style="list-style-type: none"> 1. DC booklets and documents 2. Survey on talks and feedback from parents 3. PPT, SD policy and form | <ol style="list-style-type: none"> 1. DC curriculum implemented in G1-6. Curriculum mapping to ensure correlations with EDB requirements will be completed next year. 2. First Term SLC had the elearning team conduct sessions on internet addiction and cyberbullying for parents. Social worker conducted Zoom session for parents about internet addiction protection for children. 3. In Term 1, Class teachers read through the Guidelines with students during the AA Day in September. |

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| | | | (consequences of neglect) at the beginning of each term with a self-evaluation form; put up posters in classrooms | | Posters were put up in G5-6 classrooms to remind students the rules and guidelines. Year-end student survey shows 88% students strongly agree/agree they are responsible users for BYP. |
| | | Training students research skills - clarify, search, delve, evaluate, and cite; respect the intellectual property | <ol style="list-style-type: none"> 1. Continue the implementation of IP 2. Draft the research skills booklet and introduce to students during PBL 3. 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) | <ol style="list-style-type: none"> 1. Learning materials fine-tuned 2. Booklet 3. Survey | <ol style="list-style-type: none"> 1. G3-6 IP teaching materials are completed -Arranged interactive drama on protecting intellectual property on internet for G3-6 students in December. 2. Research skills teaching slides are prepared and shared with PBL grade coordinators. In Term 2, students learnt research skills and used them during Easter holidays to prepare for PBL using research booklets prepared for each grade. 3. Year-end student survey shows 87% students strongly agree/agree that they are responsible digital users for BYOD. |
| 1.3 | To strengthen high-order thinking and entrepreneurial spirit | Promoting entrepreneurial spirit by nurturing hard-working students with creativity and decision-making skill | <ol style="list-style-type: none"> 1. Use Leader in Me to develop students' good habits 2. KLAs implement lesson plans adopting Universal Design for Learning (BU QEF project) 3. Sharing of HOT lesson design through QCM and staff briefings 4. Implement JCABC project in G4 | <ol style="list-style-type: none"> 1. Leader in Me programme 2. Lesson plans and lesson observation 3. Meeting records 4. Lesson plans and survey | <ol style="list-style-type: none"> 1. Leader in Me lessons conducted in Life Education lessons for students to develop 7 habits of effective people. 83% students strongly agree/agree they understand and have imbibed the habits. Students found it easiest to be happy for people when good things happen to them (86.69%). They found it a little difficult to get themselves out of a bad mood (75.94%) 2. The UDL program was implemented in a particular grade in each subject. Peer lesson observation was arranged in each subject. 3. HOT lesson design shared in subject qcm. Next year, we can plan for subject panel heads to collect student work exemplars/share in staff briefing Lesson plans and QCM for Life Ed were prepared by the guidance teachers. It is recommended to discuss the |

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| | | | | | <p>Leader in Me program during QCM to deepen students' understanding of the program.</p> <p>4. The JCABC project was implemented in Grade 4 to help students develop a deeper understanding of empathy. The program included a showcase to conclude the project. However, due to constraints such as venue availability, manpower, and the intensive training schedule required for teachers, it is not recommended to continue the program next year.</p> |
| | | Understanding entrepreneurial spirit through OLE, PBL and community service | <ol style="list-style-type: none"> 1. PBL learning content and process allow students to learn and experience entrepreneurship (innovation, leadership, goals) 2. Arrange Middle School students to participate in community service; 70% of student finds community service meaningful 3. Learn about famous entrepreneurs and their contribution to society through Reading & research activities | <ol style="list-style-type: none"> 1. PBL UBD plans 2. SAS/GT records 3. Reading activity records | <ol style="list-style-type: none"> 1. G4 PBL topic focused on entrepreneurship. Visits were arranged to companies (Formula Squares, Ocean Park Marriott, Clever Star, Explore A Creative Art Space) to learn about innovation, company roles, mission. UBD plan saved in PBL drive. 2. "Joining hands with generations (情牽兩手)" for G5 and Elderly visits for G6 were conducted in Term 2. 92.9% of Grade 5 students and 97.5% of Grade 6 students agreed that the social service activities helped them learn how to show care to the elderly. These activities are recommended to continue, and another time slot should be scheduled to lighten the workload at the same time. A group of middle school students visited the House of Joy and Mercy, where they helped clean the shelter for weak and injured animals. The participating students found the experience to be meaningful as they learned more about the responsibility of being a pet owner. 3. Reading Team introduced philanthropist during AA day(materials saved in team drive. Students completed consolidation activities related to the same. Posters displayed on AA boards on each floor after the sharing. |
| 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 | <ol style="list-style-type: none"> 1. Subject-based l&t and SLC self-evaluation & reflection worksheets include 5C 2. Subjects include differentiated tasks or tiered worksheets (at least one for each grade) | <ol style="list-style-type: none"> 1. SLC student work for self-evaluating 5C skills 2. Subject documents and lesson observation records 3. PD records | <ol style="list-style-type: none"> 1. Self-evluation is added in each module in different subjects. 2. Tiered worksheets are used in the core subject. Tiered questions are used in some subjects to cater for high ability, majority and struggling students. 3. PD for differentiation and co-operative learning strategies arranged for new teachers. |

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| | | | 3. At least 1 PD arranged for new teachers to learn about differentiation and cooperative learning strategies; 70% of teachers find the strategies learned effective | | |
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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 | <ol style="list-style-type: none"> 1. House activities adopt PERMAH model 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 3. Posters of PERMAH models around the campus 4. KLAs promote students' understanding of the meaning of learning and boost their sense of accomplishment through positive feedback; improvement in SHS Learning Capacity data 5. Refine Life Ed programme (includes Leader in Me, SEL, DC, Health & Sex Ed, Christian Ed, PERCCI values) | <ol style="list-style-type: none"> 1. A-Moment magazine 2. Survey 3. Posters 4. SHS survey 5. Life Ed documents | <ol style="list-style-type: none"> 1. House activities were implemented using a PERMAH model, and all the activities were held successfully. Based on the school based survey for both teachers and students, the House activities were well-liked by the majority of teachers and students, who agreed that it helped to foster a sense of belonging and school spirit and develop positive values. However, due to the time constraints, the A-Moment magazine was not published. 2. Several Parent Forums were organized throughout the year to strengthen parents' understanding of Positive Education. Over 80% of parents agreed that these forums were meaningful and helped to enhance students' wellbeing. 3. Posters of PERMAH models were posted in each classroom. 4. SHS survey shows over 90% teachers strongly agree/agree that they support students' learning process and well being. Over 75% students strongly agree/agree that teachers encourage them to try their best and allow them to explore a variety of topics. 5. The SOW of the Leader in Me Program was drafted. Students' good works were collected from the CTs, and feedback from CTs were collected during the QCM to fine-tune the arrangement and materials. The Health program was refined and implemented |

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| | | | | | <p>based on the needs of students after the pandemic. A total of 16 health talks and 3 activities were arranged for students in different grades. The health talks provide valuable information for students to maintain a healthy lifestyle.</p> <p>The Life ed programme is refined that include Leader in Me, DC, Health & Sex education PERCCI values). However, from the review of the social worker, the topic of positive relationship and emotion should be included to cater the needs after the pandemic.</p> |
| 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 | <ol style="list-style-type: none"> 1. Develop SEL learning materials and scope & sequence 2. 70% of students agree that teachers provide concrete strategies for them to overcome adversity in learning 3. Explore SEL certification; 3-5 teachers acquire the certification | <ol style="list-style-type: none"> 1. Documents 2. Survey (weekly parents and students) and feedback 3. PD records | <ol style="list-style-type: none"> 1. SEL certification for SDC members was explored, however, no suitable course was found. The possibility of developing the SEL needs to be reviewed. 2. More than 75% of students agree that their teachers motivate them to do better and try their best to overcome the difficulties they may face during training/ competitions. 3. No PD records were related to SEL. |
| | | Maintaining good discipline | <ol style="list-style-type: none"> 1. Monthly Grade Head meeting; 70% of teachers find the strategies useful to promote student discipline 2. Whole-school approach in discipline; improvement in SHS and APASO data 3. SD Meeting Room for Guidance Teachers to meet students and support social emotional learning during recesses | <ol style="list-style-type: none"> 1. PD records 2. SHS and APASO data 3. Guidance records | <ol style="list-style-type: none"> 1. Grade meetings for class teachers were held throughout Term 2. The grade meetings for class teachers were a productive think tank where teachers shared strategies and useful ways to manage students, handle behaviors, and create a positive classroom culture. Over 85% of teachers agreed that Grade meetings could help them better understand the current situations of their students and increase communication and experience sharing among teachers. 2. To better support the development of a positive atmosphere in different grades, experienced teachers were appointed as grade coordinators. Grade coordinators worked closely with class teachers in the assigned grade and provided support and guidance for the development of the grade. |
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| | | | | | <p>To maintain a safe and harmonious environment for all students, the school increased collaboration and connection with the Police School Liaison Department and other government sections. The Police Sergeant was invited to the school to share information about school bullying and different types of crimes. The school also proactively participated in government-organised activities, using various channels to remind students of their responsibilities as good citizens. The results from APASO showed a score of 3.63/4 in "code of conduct" and 3.71/4 in "well-behaved," demonstrating that students believed their peers displayed good behavior at school.</p> <p>3. Guidance Teachers promoted positive emotion during Grade sharing and met with the students who were emotionally at risk during recess and homeroom time. According to the log sheet from each grade, the supports were suited for the students to express their feelings. However, the support should be strengthened in next academic year.</p> |
| 2.3 | To develop students' positive values (courage, perseverance, respect, empathy, commitment, integrity) | Developing students' positive values through reading and writing activities | <ol style="list-style-type: none"> 1. Students learn 1 core value with 2 booklets each year 2. At least 2 writing or creative competitions include the values as the topic 3. Arrange grade assemblies to provide age appropriate learning content and sharing; 70% of students share their personal growth experience on acquiring those values through SLC | <ol style="list-style-type: none"> 1. Life Ed framework 2. Student work sample and participation records 3. Assembly & SLC records | <ol style="list-style-type: none"> 1. We carried out PERCCI Reading Log 1 in Term 1. Reading Team prepared the materials, and CT conducted the lesson. The class submission rate of the Best 3 works is 80%. Teaching Materials were uploaded to the following path: https://drive.google.com/drive/folders/14fHXDNKIqGrlejgQX2s6yQfEWd_ayggi?usp=share_link Student's Good work were uploaded to the following path: https://drive.google.com/drive/folders/1d6geG6l895c0q_vBGikpAXGWEDJzXSi?usp=share_link Students finished the Term 2 PERCCI Reading Log 33% (9/30) classes submitted the Good Works on |

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| | | | | | <p>time. The feedback from Class Teacher is that there is not enough lesson time (2 lessons only) and students did not keep the booklet well so that it is hard for Class Teachers to follow up.</p> <p>Suggestions for next year:</p> <ul style="list-style-type: none"> ● Distribute and collect back the booklet during the lesson ● Finish the task on the lesson ● Cancel the Online Exercise part ● Adjust the book recommendation part, add student and teacher recommendation <p>2. Inter-House “Words from PERCCI Bear ” Chinese Writing cum Naming Competition was held with the topic of perseverance, and respect in all grade levels. Chinese Split Class students were invited to join. The students' work was of high quality and was able to express experiences of perseverance and respect for others.</p> <p>G6 students teamed up to participate in the character interview competition, interviewing celebrity Mr. Louis Koo and parent volunteers to understand and learn related positive values.</p> <p>A-writer Award writing competition for Chinese and English writing included growth mindset topics</p> <p>3. Conduct awardee sharings had been arranged on Friday morning zoom. They shared their personal growth experience on acquiring positive values. The Leader in Me program was introduced in Life Education lessons as one of the main channels to develop students' positive values and habits. The Leader in Me framework and all lesson materials were already prepared. QCMs were conducted before every lesson to ensure teachers’ understanding of the lessons. 100% of the students shared their personal growth experiences in acquiring these values through SLC. Feedback from the CTs was gathered, suggesting</p> |
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| | | | | | that more authentic and daily-life related examples could be used to connect the values to students' daily lives. |
| 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 | <ol style="list-style-type: none"> 1. Rolled out Work Plan on Implementation of Measures for Safeguarding national Security and Promoting National Security Education 2. At least 2 activities with sister schools arranged 3. KLAs and OLE arranged activities and learning according to the M&C framework | <ol style="list-style-type: none"> 1. M&C evaluation report and framework 2. Sister School plan and report 3. KLA&OLE records | <ol style="list-style-type: none"> 1. The measures for safeguarding national security and promoting NSE were discussed and implemented. The work of different teams and departments was carried out smoothly and effectively. Most of the measures were successfully implemented and it was suggested to continue implementing them as a usual practice. 2. The MCE team conducted many meaningful and diverse activities with our sister schools. The Pen Pals program was expanded to four sister schools with nearly 80 students participating. Two online cultural variety shows and two video conferencing sessions were organized. Two inward and two outward excursions to China were also arranged. Through these activities and exchange opportunities, teachers and students from both schools had a professional exchange, sharing different teaching methods and philosophies, and benefited greatly from the experience. 3. The MCE and OLE teams incorporated different elements of national education and Chinese culture into each grade level according to their developmental needs. For example, G1 students focused on Chinese Opera, while G2-G4 students visited museums, and G4-6 students went on excursions. These activities allowed students to gain a deeper understanding of the country's background and development. Value education incorporated in novel study teaching (Eng), Maths topics (punctuality, speeding), G1-G6 LA curriculum covers moral and civic education elements -Various activities were arranged to enhanced students' sense of national identity, for |

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| | | | | | <p>example "昔日香城", "第二屆中國旅遊及文化知識比賽", "穿越故宮之旅", visit the Hong Kong Cultural Museum etc. Music team cooperated with MCE Team. Taught the student to sing the Chinese poem, "Descendents of Dragon". Helped them to develop their national identity. Student Choir was invited to perform the National Anthem during the promotion ceremony. Taught the student to sing the Chinese poem, "Descendents of Dragon". Taught the student to sing the Chinese poem, play drums, guzheng, yuan with dance movement. Help them to develop their national identity. 0Taught the student to sing the Chinese poem, play drums, guzheng, yuan with dance movement. Help them to develop their national identity.</p> |
| | | <p>Enhancing students' sense of belonging to the school community by developing leadership skills</p> | <ol style="list-style-type: none"> 1. Students receive certificates once every term for their service in class or teams; 80% of teachers agree that students are contributing to serving their class 2. Draft class monitors' duties and expectations; 80% of students agree that feedback from teachers were useful to improve their leadership skills 3. Leadership Passport for G1-6 students launched to keep track of students' progress, training and services records | <ol style="list-style-type: none"> 1. Certificates and survey 2. Class duty records, documents and survey 3. Leadership passport | <ol style="list-style-type: none"> 1. To recognize students' service in class, certificates were designed and presented to monitors, subject leaders, and other class leaders in both Term 1 and Term 2. Based on feedback from students, they believed that they increased their sense of responsibility, developed better friendships with each other, and deepened their sense of belonging in class through providing services to their class. These two measures were well-liked by CTs and students and were continued as normal practice. 2. The Class Duties List was established in September. Class teachers and subject teachers selected and trained class monitors and subject leaders to handle various class and subject affairs. The students were willing to serve and worked hard to complete the tasks assigned by the teachers. 95% of students had different class roles and contributed to serving their class throughout the year. Certificates of Appreciation were designed and presented to all student leaders. A rubric was drafted, and a template was created. However, further |

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| | | | | | <p>discussion with the TIC is needed to roll out the rubric.</p> <p>3. A leadership passport was drafted to keep a record of team training and service. However, the passport has not been rolled out this year due to time constraints of the half-school day timetable in Term 1 and other factors. The necessity of having a leadership passport should be reviewed.</p> |
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Major Concern 3: Building a digital and healthy school environment

| Item | Objectives | Strategies | Success criteria | Evaluation | |
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| 3.1 | To hone teachers' and students' skills in making use of state-of-the-art IT tools to enhance teaching and learning effectiveness | <p>Enhancing teachers' skills in making use of IT tools effectively for engagement, differentiation, collaboration and formative assessment</p> <p>Setting a pilot team to explore the use of AI in l&t</p> | <p>1. Posters on blended learning, flipped classroom, Bloom's taxonomy and digital tools printed for teachers; 80% of teachers try out the tools</p> <p>2. 10-minute sharing during staff briefing to share PD learning; at least 80% of teachers join at least 2 PD arranged by eLearning Team</p> <p>3. Draft a plan for subject-based use of AI and at least 1 lesson try out each subject</p> | <p>1. Posters and survey</p> <p>2. Teacher sharing in staff briefings</p> <p>3. Documents and lesson observation</p> | <p>1. Bloom's taxonomy posters put up on AA boards in corridors. Teacher survey shows teachers make use of Bloom's taxonomy in planning their assignments and strongly agree/agree that they have tried out the IT digital tools. Next year, we can collect student exemplars of assignments completed in a slide deck to share with all teachers as best practices</p> <p>2. PD sharing could not be completed due to lack of time. It can be done next year. 21st century classroom PD and Digital Citizenship PD was conducted for new teachers. Survey(DC, 21st Century Learning, elearning Evaluation (Responses) - Google Sheets) shows 100% teachers strongly agree/agree that they find the workshop useful, understand elearning concepts related to teaching in A-school, and are confident in carrying out teaching the DC curriculum. Their comments included concerns about IT support for elearning ex. battery or connectivity issues. Ts shared their thoughts on use of facilities during staff briefing.</p> <p>3. PD on Introduction to AI in education conducted for whole school by elearning team on May 29. Introduction to benefits, risks, formulating prompts and idea sharing. Use of AI currently restricted and might not be suitable for use by primary students.</p> |

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| 3.2 | To further promote environmental awareness and sustainable practices | Stimulating students' environment awareness through learning about the planet | <ol style="list-style-type: none"> 1. National Geographic magazines, world map posters and globes purchased; 80% of students learn about the continents and oceans for Green Competition 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 and Eng/Chi writing on school plants 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 | <ol style="list-style-type: none"> 1. Subject learning materials and SOW 2. School plants info and records, survey and student work 3. Subject learning materials and SOW, survey | <ol style="list-style-type: none"> 1. Library ordered National Geographic magazines for 30 classes. Promotion needed during Reading zoom sharing. world map posters are available in classroom. Green competition was originally planned to supplement reading consolidation for Battle of the Books books. Since the BoB books will be fiction, this competition will not be held. Instead, opportunities will be explored for participating in other science competitions. 2. QR codes for plants not completed. Quotations requested from 2 companies but no replies. We will further explore next year or stop the project if no further progress. 3. Promoted green lifestyle through LA curriculum and other learning activities, for example - 賽馬會家校「睇現」可持續發展目標計劃. The Green Team organized a variety of activities to promote environmental awareness. These included no air-con night, recycling program and coastal cleaning activity. Over 60% of students agreed that they learn more water and energy saving through these activities. 4. To further promote environmental awareness and sustainable practices. The School carnival cum Bazaar coorganized with PTA promoted the importance of sustainable development under the theme of Better A-school , better future , better world. Approximately 350 families and 100 Alimni spent a meaningful and fun day in the carnival. |
| | | Understanding good environmental practices through authentic daily life activities | <ol style="list-style-type: none"> 1. Promote through Life Ed & non-core subject about healthy green diet and refrain from purchasing unnecessary items to develop a green lifestyle; 70% of students tried a no-meat meal while 70% of students increased environmental awareness when making purchases 2. Herbal garden learning activities arranged for G1-6 students with | <ol style="list-style-type: none"> 1. Documents 2. Participation records and learning materials | <ol style="list-style-type: none"> 1. Due to the half-day school arrangement in Term 1, the implementation of the "Healthy Green Diet" and activity measures had to be postponed. However, to promote healthy eating habits among students, talks and activities on the topic were organized. Now that full-day school has resumed, the implementation of the "Healthy Green Diet" and activity measures can be considered for next year. Healthy green diet and refraining from purchasing unnecessary items to develop a green lifestyle promoted in Life Ed and LA, IS lessons. Student survey shows 60% students tried a no-meat meal |

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| | | | learning materials | | <p>while 82% students strongly agreed/agreed that when making purchases, they considered environmental factors (e.g. avoiding buying unnecessary items or over-packaging products).</p> <p>2. The plan to visit the Herbal Garden was not implemented due to the poor condition of the plants. The gardener worked for months to save the plants; however, the situation has not yet improved. A QEF project about renovation of the garden was successfully applied and will be carried out in the coming year. The learning activities are suggested to implement after the renovation in the coming year.</p> |
| 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 | <ol style="list-style-type: none"> 1. At least 1 parent seminar on healthy lifestyle; 80% of parents find the information useful and practical 2. Fine-tune Junior-school physical development programme launched; 70% of students agree that the programme helped them build up physical fitness and health 3. Students learn topics on healthy lifestyle in PE, IS and LA lessons; 70% of students understand the importance of healthy lifestyle 4. Morning exercise in sportsground | <ol style="list-style-type: none"> 1. Activity records 2. Survey 3. Interview 4. Subject documents and learning materials | <ol style="list-style-type: none"> 1. One parent forum was arranged in Term 2 on 24th February, the topic is about a Healthy Diet for the student. 100% of parents agreed the information was useful and practical. 2. Health talks were arranged for different grades to let students know more about the importance of having regular exercise habit and maintaining healthy. Student feedback is suggested to collect in order to review the effectiveness of the programme. 3. Students learned different topics on healthy lifestyle in PE, IS ad LA lessons. From the student survey, 93% of students understand the importance of healthy lifestyle. 4. Morning exercise time was arranged in the sportsground. Parents volunteers were recruited to supervise the students with duty teachers. The feedback from teachers and parent volunteers is positive. It is suggested to continue as normal practice. |
| | | Managing stress through building Christian faith, good time management skill and practicing sports, music, art making and mindfulness | <ol style="list-style-type: none"> 1. OLE include Christianity fellowship 2. Monthly activities regarding spiritual nourishment and BB/CD training organized for students; 70% of students agree that they have chance to learn about Christian | | <ol style="list-style-type: none"> 1. Christian Fellowship is one of the OLE lessons assigned to G3-G6 students. With the adoption of the rotation mode, the majority of G3-6 were able to participate in the fellowship. Feedback from students was positive, with over 75% of them reporting that they learnt more about Christianity in these OLE lessons. Based on this feedback and recommendation from the team, Christian Fellowship and the collaboration with COBC should |

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| | | | <p>values and pray when feeling distressed</p> <p>3. Provide sportsmanship and manner using A-Award scheme; 70% of students agree they understand the spirit</p> <p>4. Bi-monthly student planner checking with teacher's feedback supervised by non-CTs</p> <p>5. Google Calendar carry forward to G2 to help students and parents better manage assignments and assessments; 70% of parents agree that Google Calendar is useful</p> <p>6. Mindfulness workshops for teachers conducted by SWT; 70% of teachers find strategies learned can help calm down students</p> | | <p>continue in the upcoming year.</p> <p>2. BB/CD weekly training was conducted. Students were engaged in a Christian atmosphere, and student leaders from BB and CD were invited to lead prayers in Monday's Assembly and Friday's Zoom Sharing. Based on the school-based survey, 70% of students agreed that they could learn about Christian values during the Morning Assembly and Friday's Zoom. The Christian atmosphere at school helps students relieve stress. The sharing session should continue in the coming year, as it provides a platform for students to reflect on their faith and values.</p> <p>3. Student survey shows 86% students strongly agree/agree that they show respect to opponents and officials during sports competitions and are respectful and humble in accepting victory and defeat during sports competitions.</p> <p>4. Due to time constraints, the student planners were only checked once in Term 1 and Term 2. Feedback has been shared among class teachers to better manage students' planners and time. Good practices have been shared in grade sharing to set expectations for students in managing their planners and time. The frequency of student planner checking should be increased, not only for class teachers to keep track of students' performance but also allow SMS to provide support to class teachers in addressing students' issues.</p> <p>5. 69.46% students make use of Google calendar to plan their work. G1-2 have been using Google Classroom for homework input. It is suggested that the Google Classroom for homework input extends to G1-G3 in the coming year.</p> <p>6. To cater the needs of teachers, the Classroom Management PD Training was held to replace the Mindfulness workshop to encourage teachers to try the strategies to apply in the classroom.</p> |
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| 3.4 | To maintain an amicable and caring school environment and atmosphere | Sustaining a harmonious and supportive learning environment for students | <ol style="list-style-type: none"> 1. CTs meeting with their class to learn more about the strengths and needs; 70% of students agree that their CTs understand their needs 2. Encouragement and feedback for improvement from subject teachers for students lagging behind (assignments or assessments); 80% of students agree that teachers care about their learning | <ol style="list-style-type: none"> 1. Life Ed records 2. Survey 3. Interview records 4. Student planner 5. Best practices compilation | <ol style="list-style-type: none"> 1. Regular grade meetings for class teachers have been conducted and have proven to be a great support for them both mentally and physically. According to the results of the school-based survey, over 90% of teachers agreed that the grade meetings and discipline teachers have been effective in addressing important discipline reminders to students through grade sharing. Additionally, nearly 85% of teachers found that the SMS team has provided class teachers with great support and advice in handling discipline cases. Student survey or interview is suggested to do in the coming year. 2. Assignment inspection shows teachers give encouragement and feedback for students lagging behind. Stakeholder survey show 77.8% students strongly agree/agree that the school is a caring place. APASO data from G3-6 shows mean for students ranking teacher support higher than HK mean. |
| | | Maintaining strong team morale and supportive culture | <ol style="list-style-type: none"> 1. Pre-appraisal meetings conduct in October with teachers to align expectations and provide feedback to colleagues; 70% of teachers feel supported for their work and professional growth 2. Monthly team building by SWT (sports, mindfulness, art making, etc.) and celebration activities organized, conduct secret angel activity; 70% of teachers agree that the school facilitated an amicable work environment and harmonious atmosphere | | <ol style="list-style-type: none"> 1. Pre-appraisal meetings were organized with AA and OLE to help teachers prepare for the appraisal process. Specifically, for the SD component, emails and documents were sent to teachers to guide them through the life-edu lesson, self-evaluation, and peer feedback. This initiative helped to assist teachers in gaining a better understanding of the process and what is expected of them, which reduced their anxiety and improved their overall performance. Homeroom visits were arranged for all classes, providing feedback and support to particular classes to improve classroom management. Specific strategies and good practices for creating a harmonious classroom atmosphere were shared with all teachers during staff briefings and through email, enabling class teachers to learn and work together to create a better classroom environment. From the school-based survey, 84% of teachers feel supported in their work and professional growth. 2. SWT team organized workshops and activities for |

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| | | | | | <p>teachers including STEAM games, PE games, secret angel activities. Birthday celebrations, wedding celebrations conducted during staff meetings. Teacher survey shows 88.6% teachers enjoy working together in the staffroom. The frequency of organizing team building activities is suggested to review.</p> <p>To maintain an amicable and caring school environment and atmosphere. PTA worked closely with school to maintain caring school environment by holding appreciation to teachers , parent - child interest class etc. Parent volunteers devoted to decorate the school campus to deliver festival greetings and create warm festival atmosphere</p> |
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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 5-6

- (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 and Grade 6. These entailed teaching foreign languages at higher levels with 5 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) 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, English and Mathematics while 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. Grade 2 students gradually get familiar with summative assessments by having end-term assessments but no midterm assessments.

External Assessments:

1. Territory-wide System Assessment (TSA)

Our G3 and G6 students participated in the TSA oral and written assessments conducted by the HKEAA. The oral assessments were conducted on May 2-3 (G3) and May 9-10 (G6). The written assessments were conducted on Jun 7 - 8.

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, Writing, Mathematics and Science papers (Table 4). It is a matter of note and commendation that our students demonstrated excellence with students getting a number of high distinctions (the top 1% in the Hong Kong and Macau regions). 4 students were awarded High Distinction in English, 7 students got High Distinction in Maths in English, 2 got High Distinction in Science in English, and 10 students got High Distinction in Writing. In addition, four medals were awarded to our students for highest scores in their subject in their grade across the territory - 2 in Mathematics, 1 in Science, and 1 in Writing.

Table 4: 2023 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 | 51% (61) | 65% (52) | 67% (61) | 66% (53) |
| Science | - | 45% (38) | 41% (39) | 40% (35) |
| Writing | 77% (35) | 77% (30) | 55% (49) | 56% (45) |
| Mathematics | 45% (77) | 53% (58) | 53% (66) | 45% (56) |

() 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. 110 students sat for the tests. 18 students got full scores in both reading and listening papers (Table 5) compared to 17 in 2021-22. 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 (110 students) | 5 badges | 4 badges | 3 badges | 2 badges | 1 badges |
|-------------------|----------|----------|----------|----------|----------|
| English Reading | 74% | 17% | 8% | 1% | 0% |
| English Listening | 82% | 17% | 1% | 0% | 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 academic year, 54 students took the SCAT test in November 2022.

Table 6: SCAT results

| Number of participants | High Honour | Eligibility of the Johns Hopkins gifted program |
|------------------------|-------------|---|
| 54 | 11 | 32 |

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, 33 students took part in the GAPSK test. The detailed results and evaluation report will be sent to school in September.

6. World Class Test (22 students - Mathematics; Problem solving)

World Class Test is a test targeted at students aged 8 - 14. The test assesses students on their Mathematics skills and problem solving skills. This year, 22 students have taken the Mathematics component and the problem solving component. For the maths component, 15/22 (68%) achieved distinction and 6/22 (27%) achieved merit. For the problem solving component, 13/33 (59%) achieved distinction and 7/23 (32%) achieved merit

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. 15 of our gifted and talented students have successfully enrolled in the HKAGE Programme which helps to facilitate and nurture them in their talented area. 5 students have got membership granted by HKAGE through Primary Self Nomination. 10 students have got membership granted by HKAGE through Primary School Nomination.

8. Cambridge Checkpoint Test (Maths)

To accurately measure learners' potential and progress, 25 of the Grade 6 students have taken the test and passed with flying colours. 100% of our students are within the range of Outstanding. 15 out of 25 of students score full marks 50/50.

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) | 20% 17.5% |
| 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) 5 (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 2022-2023, 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 after school.

In the 2022-2023 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 1 assistant 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 2022-2023, the major reading activities held were as follows: Reading Ambassadors training, QEF library lessons, reading activities (blind book date, 讀出正向星, colour read, PBL library visit etc.), Reading PERCCI collection reading scheme, PERCCI reading logs and Book Character Day. Inspiring persons sharing was conducted for all grades for students to learn about entrepreneurship through reading. 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 lot of ebook reading took place due to class suspension through subscription to portals such as Hyread, Bookflix and Tumblebooks. Two PERCCI Bear Reading logs per grade 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 long school holiday. Those books were assigned as holiday reading programmes.

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 | Ms Cho Siu Yee |
| 2 | Protecting Your Child from Internet Addiction | Registered Social Worker from Centre for Restoration of Human Relationships |

| | | |
|----|---|---|
| | | |
| 3 | Protecting Your Child from Cyber Bullying | Registered Social Worker from Centre for Restoration of Human Relationships, Ms. Debbi Wu, Ms. Steve Chan |
| 4 | 7 Habits of Highly Effective People | Hong Kong Academy of Leadership |
| 5 | Positive Education | The Boy's & Girl's Clubs Association of Hong Kong |
| 6 | From the Local National Education to Personal International Vision and Patriotism | Prof Yiu Pong Yeung |
| 7 | Positive Communication of Couples in the view of Enneagram | Ms. Charlotte Lee |
| 8 | Open the Magic Door of Positive Communication - A Letter to My Child Workshop 3.0 | Ms Siu Yee Cho Ms Pui Yau Chan |
| 9 | Parent Education Conference "Life Education in Family" | 陳廷三博士、森美 |
| 10 | Let Our Students Fly - Student-led Conference | Ms Jackie Chong |
| 11 | Healthy Diet | Specialist in Paediatrics Dr. Kris Yu |
| 12 | Psychological Well-being | The Hong Kong Samaritans |
| 13 | Leader In Me——7 Habits of Highly Effective People Live Parent Forum (1) & (2) | Director, Master Coach & Facilitator of Hong Kong Academy of Leadership Ms Ann Ngan |

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, over 300 parents have taken part as volunteers in various activities such as Library Helpers or school decoration work. During the convocation ceremony held on 13 July 2023, all parent volunteers were awarded certificates in appreciation of their effort.

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 174 hours of core training on EDB courses and 767.65 hours of elective training. 1 teacher could not complete the number of core training hours stipulated by the EDB for newly joined teachers. 11 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, some committee heads should complete training this year. Remaining teachers and new teachers will complete the training next year.

12 teachers have completed the Basic SEN training course, 3 teachers have completed the advanced course, and 2 teachers have completed a thematic course. 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 Education 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. 17 teachers have joined the Gifted Education related PD. 3 teachers have completed the Gifted Ed foundation course by EDB. 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 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.

Two workshops for online learning and UDL application 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. Subjects planned UDL Lessons and incorporated the learning in their grades

In order to employ the program of “ Leader in Me” to achieve a higher degree of coordination and concerted effort among all school personnel, a “Leader in Me” PD was arranged for the all teachers at the beginning of the school year. In addition to this, classroom management PD was arranged for all teachers to understand how to to handle different cases.

1 PD related to SEN teaching and learning was held in Term 2. Teachers learnt effective strategies on catering for SEN students' needs (classroom practices) and were encouraged to try out the suggested strategies.

Table 8: In-school PD training

| |
|---|
| <p>Learning and Teaching</p> <ul style="list-style-type: none">● UDL (HKBU QEF project)● Induction PD for new teachers● Data analysis workshop● Differentiation & Engagement PD● National Security Education● Orientation (AA/SD) for new teachers● Computational Thinking● 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) |
| <p>Student Development</p> <ul style="list-style-type: none">● Leader in Me PD for all teachers● Leadership in Middle Management –How to support team members in dealing with student cases for Middle Management● Classroom Management PD Training for all teachers |

eLearning and Innovative Strategies

- PD on eLearning platforms and e-learning model and Digital Citizenship
- VR Cave Visit & PD
- Online learning and UDL application

J. Project-based Learning

Project-based learning was a fruitful learning journey for both teachers and students. P-Term spanned approximately three weeks starting from June 12th. Throughout this timeframe, theme-based learning was implemented across all grade levels. To deepen their understanding of the chosen theme, students were provided with the opportunity to embark on local or overseas excursions, allowing them to actively investigate and gather relevant information. Engaging in a variety of projects, specifically designed around challenges and issues they may encounter in the real world, equipped students with essential skills for their future endeavours. Students were given dedicated time to join conduct thorough research on their assigned topics, enabling them to actively contribute valuable and relevant insights during class discussions.

The themes for students in grades one to three remained consistent, focusing on Celebrating Cultures, Animal Habitats, and Our Community. However, new themes were introduced for students in grades four to six, encompassing Entrepreneurship, Local Issues, and STEAM Projects. In order to enhance their learning experience, various in-house workshops and seminars were organised, such as the Intercultural Exchange workshop, Animals Exposure workshop, and Meet with Local Experts session. Additionally, groups of students in grades four to six were given the opportunity to participate in overseas excursions to destinations like Foshan, Panyu, Sichuan, Xiamen, Singapore, and Osaka. These excursions provided students with immersive experiences where they gained knowledge and insights into different cultures, technology, architecture, and other relevant issues.

The PBL Showcase Day was held on July 8th. Parents were cordially invited to witness and celebrate the remarkable growth and achievements of their children. The event was divided into two sessions, and it was truly a delight to witness our students exude confidence as they presented their learning journey in front of the attentive audience. They showcased the knowledge and skills they had acquired throughout the term.

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 2022-23 G5 students is 100%, in which 115 parents purchased a school device (Apple iPad 9th generation) and 50 parents supported the BYOD scheme by using existing home devices. 100% of the BYOD devices are installed with school MDM and are under school management. The school has planned and deployed these devices effectively and positively into daily learning and teaching

for subject-based learning in the past year.

A 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 August, 2023.

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.

PD sessions designated for 21st century classrooms were arranged for new 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.

One PD session for teachers was arranged in order to fully utilise online platforms (Canva, Google Classroom), 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, Associate Vice-Principal (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

According to the SHS, 98.5% of parents strongly agreed with the statement "I am pleased to have my child study in this school," giving it an average score of 4.7 out of 5. Despite the numerous cases of COVID-19 and influenza, attendance rates only dropped slightly. Nonetheless, the rates

remained high, and students continued to express their love for school and enjoyment of their school life.

In Term 2, full-day school resumed, and the school continued and expanded its efforts to convey expectations on learning attitude and behaviour through various channels. These expectations were delivered through assemblies, grade sharing, Friday Zoom meetings, life education lessons, homeroom time, and other SD activities. By adopting a whole-school approach to discipline and guidance through positive reinforcement, students were motivated to display positive behaviour under proper and systematic guidance from teachers and other related parties.

With the addition of Leader in Me in the life education lessons and reading programmes, positive values such as PERCCI are fostered consistently throughout the year. Together with the school-based leadership programmes (i.e. House, SU, Excel 33P, and other leadership teams) 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

| | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|----|---------|---------|---------|---------|---------|
| G1 | 97.1% | 98.3% | 99.4% | 98.6% | 96.2% |
| G2 | 97.2% | 98.5% | 98.8% | 98.7% | 95.6% |
| G3 | 97.0% | 98.3% | 99.1% | 98.9% | 96.6% |
| G4 | 97.3% | 98.2% | 98.9% | 98.6% | 96.6% |
| G5 | 97.6% | 98.5% | 98.8% | 98.5% | 96.4% |
| G6 | 97.4% | 98.8% | 99.0% | 98.3% | 96.1% |

- **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.

Face-to-face meetings were arranged with parents and students who were struggling or exhibiting unsatisfactory behaviour. The meetings were conducted in a supportive and constructive manner to ensure that parents and students received the guidance they needed. The goal was to help students develop positive behavioural habits and learn self-discipline. By providing support and guidance, the school hoped to help students improve their conduct grades and succeed academically.

- **School Safety**

To maintain a safe and harmonious environment for all students, the school increased collaboration and connection with the Police School Liaison Department and other government sections. The Police Sergeant was invited to the school to share information about school bullying and different types of crimes with middle school students. The school also proactively participated in government-organised activities, using various channels to remind students of their responsibilities as good citizens and to learn behaviours that conform to social norms.

To reinforce safety procedures in case of fire, there was a fire drill practice in March. It was the first whole school fire drill practice since the pandemic. It was completed successfully. Students acted promptly, stayed calm and disciplined throughout the practice.

Communication was maintained with school bus nannies to better understand any discipline-related matters occurring on school buses. Immediate action was taken when feedback was received from school bus nannies. Consistent review with school bus nannies and students was also carried out for more serious cases.

- **Grade Coordinators and Discipline teachers**

To better support the development of a positive atmosphere in different grades, experienced teachers are appointed as grade coordinators. Grade coordinators work closely with class teachers in the assigned grade in order to give support and guidance for the development of the grade. In addition, grade discipline teachers from the SMS team were also assigned to each grade to help manage students' discipline and support their developmental matters. Grade sharing for students had been conducted every three weeks addressing important school rules, common misbehaviors, and ways to improve behaviour. Both teachers and students found that grade sharing was an effective way to understand the school's expectations for students' behaviour. Grade discipline teachers have also met with class teachers to share strategies for handling common misbehaviours and provided consultation for developing class culture.

- **Self-Improvement Scheme**

Two students 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. Late homework records are collected and sent to class teachers every month. 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.

Monthly checking of late homework allowed CTs and subject teachers to provide guidance for struggling students and make reasonable follow-up, inform parents immediately, and avoid unnecessary consequences. To better assist students who are having difficulty in completing their assignments, a support room with a duty teacher is opened during lunch recess to help

them complete their daily homework and make up for any unfinished homework.

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 15 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, 樂對明天 parent-child workshop 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 social service and mentorship programmes. School-based teacher evaluation shows that over 90% 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. To fully cater for students' whole person development, we employ the elements of "Leader in Me" in our life education curriculum. "Leader in Me" is a social emotional learning process that develops students with the skills and self-confidence they need to lead their lives and succeed in school and beyond.

To equip our teachers with the concept, the professional training was conducted and we also provided the parent forum for parents "Leader In Me – 7 Habits of Highly Effective People" to enhance home-school collaboration.

The Big Brother - Big Sister Mentorship Programme was held for G5 and G1 students and 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 and play the boardgame 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 the topic of "Leader

in Me. 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 90 grandparents joined the activity with our G5 students. During the program, our students demonstrated a respectful manner and learnt through their actions. Students agreed that the activity helped them to learn the way to show cares to elderly and positive feedback was received from the grandparents.

For G6 students, the "Express and Care for the Elderly" activity was arranged for 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 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 drama show was successfully held with the theme of PERCCI values 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 had 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. 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, 12 teachers have completed the Basic SEN training course, 3 teachers have completed the advanced course, and 2 teachers have completed a thematic course. 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.

1 professional development teacher's workshop related to SEN teaching and learning has been held in Term 2. 63.6% of our teachers think the speaker explained the topic clearly. 63.6% of our teachers would be interested to try out the suggested strategies when teaching SEN students and managing the classroom. (updated)

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 a school nurturing top learners and tomorrow's leaders, we aim to explore and unleash students' full potential. Through 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

We have 12 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, Boy Brigade 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. A total number of 355 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.

| Leadership Head -- Maximum 1* (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 | G5 - 6 |

| | | |
|----------|------------------------|----|
| Prefects | Head Boy and Head Girl | G6 |
|----------|------------------------|----|

| Leadership/ Uniform Team Members -- Maximum 2* | | | |
|--|--------|----------------|--------|
| 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 student leadership positions were done in September and October. The Head Boy and Head Girl were selected by principals and senior management under various serious procedures. All committee members of Houses and the Student Union were elected by the votes of students and/or teachers. Candidates promoted themselves through campaigning videos, PA announcements, classroom visits, and posters. Student leaders of other teams were selected by teacher advisors based on relevant criteria. The official Inauguration Ceremony was conducted in October 2022 to uphold team spirit and a sense of responsibility from all student leaders.

- Events

During the year, 3 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 classroom and campus. 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 and inter-house competitions, students displayed excellent sportsmanship and made deep connections with their fellow house members.

SAS proactively connected with different subjects and teams to organize various inter-house competitions. Collaborating with different subjects, numerous competitions were organized, including the Inter-house Walk-A-thon competition with the PE department, the Inter-house Chinese New Year of Rabbit Spring Couplets Design Competition with the VA Team, and the 22-23 Art Festival - "PERCCI and PERCCI's Artist Friends" Inter-House Character Design Competition with the Chinese Team.

- Leadership Program

According to the enriched 4-tier leadership advancement framework, SAS works with team heads to arrange team-specific training throughout the year. Team-specific 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 their classmates, sharing sessions were scheduled in assemblies and Friday morning Zoom meetings for student leaders to share their experiences in serving the school and offer tips for equipping themselves to become responsible leaders. By presenting in public, student leaders showed confidence 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 accustomed to the arrangements and are able to show proper etiquette.
- National Education and National Security Education
To enhance students' understanding of Chinese cultural and development, MCE team joined over 20 inter-school activities and competitions, for example, Basic Law Quiz Competition, Basic Law Ambassadors, recitation competition (首屆感動千年唱響古詩詞大型表演), and Chinese Culture and Tourism Knowledge Competition (全港青少年中國文化和旅遊知識競賽), 2023 Greater Bay Area Youth Public Welfare Conference (2023年粵港澳大灣區青少年公益年會) etc. Students performed well and showed their talents in different activities, students' performances had gained recognition and praise from everyone. Additionally, middle school students joined the 15th Hong Kong Cup Diplomatic Knowledge Competition (第十五屆香港杯外交知識競賽). We are honored to have the Commissioner's Office of China's Foreign Ministry in the Hong Kong S.A.R. to come to our school and witness the competition.

To further enhance students' understanding of National Security Education, activity weeks were arranged during special occasions, including National Day, Constitution Day, National Security Education Day, and the Establishment Day of HKSAR. The school organized whole-school flag-raising ceremonies, display boards, booth games, student sharing, and book introductions

to deepen students' understanding of our country.

The Quality Education Fund granted HK\$ 235,800 for the 'My Action Pledge' Enhanced Program (2022-2024), aimed at promoting national education, national security education, and information literacy. The project is ongoing, and three out of eight microfilms (each segment is about 1-2 minutes long) related to key areas of national security have been produced and submitted, with the film-making process continuing. A school-wide cultural activity was held to allow students to experience life in Hong Kong during the 1960s and 1970s. Additionally, AR Chinese history materials were purchased to complement the LA curriculum, enabling students to gain a deeper understanding of the historical periods, clothing, and cultural life of different dynasties.

- Chinese-Cultural Activities

To celebrate the 26th anniversary of the establishment of the HKSAR and to expose students to the diverse Chinese culture, the MCE team organized a Chinese Cultural Day. The theme of the event was "Hong Kong's past and present," and a variety of activities were arranged to give students a taste of life in Hong Kong during the 1960s and 1970s. Students were very excited to participate in the activities and learn more about the culture of old Hong Kong. The event provided a unique opportunity for students to gain a deeper understanding of the city's history and culture, as well as to appreciate the changes and developments that have taken place over time.

During the second semester, the MCD leaders learned the techniques of producing and performing shadow plays. Students showcased their learning outcomes by performing two shadow plays during the post-exam activities period for all teachers and students in the school.

- Sister School Activities

The pen pal activities with sister schools were held successfully this year, with an expanded scale of four sister schools and 80 students participating. To develop stronger bonds with the sister schools, we organized video conferencing for both teachers and students. Students were excited to see their pen pals through video conferencing and enjoyed the cultural variety show immensely.

Two online cultural variety shows were co-organized with Yankui School in September and Changqing School in March. We were honored to have Secretary for Education Dr. CHOI Yuk-lin, JP, joined our sister school activity in March. She was impressed with our students' Putonghua and performances.

After the pandemic, the school organized two inward and two outward excursions in June and July. Changqing School (湖北省武漢市常青第一學校), together with the Education Department of Wuhan, visited and renewed our Sister School exchange contract. We held a Sports and Cultural Exchange Activity with Yucai Primary School, Shenzhen (深圳市蛇口教育集團育才第二小學和育才第四小學), with over 50 students participating. Outward excursions were also resumed after the pandemic, and we organized two trips during the excursion week to visit our two sister schools in Xiamen and Panyu, with nearly 60 students and teachers participating. Students immersed themselves in class and school activities, learning

more about school culture in China.

These opportunities with sister schools provided a deeper understanding of the current state of education in China and allowed for more in-depth insights on cross-strait education among school principals. Additionally, these activities increased students' understanding of Chinese culture and allowed them to make new friends.

- **Professional Development and Parent Forum on National Education**
A PD session on national security had been arranged for the faculty at the school. Tsang Yok-sing, GBM , GBS , JP, has been invited to share his insights on "Conducting National Security Education in Schools. In the 2-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' awareness of national security training has increased significantly, and the number of teachers actively participating in national security training has increased. A forum titled “從港版的中國國情教育到個人的國際視野和愛國情懷” had been arranged to enhance parents' understanding regarding National Security Education. Based on the activity survey, close to 90% of parents agree that the forum regarding the NSE can help them better understand the need for national education for students.
- **Health Promotion/Preventive Measures**
To foster positive student habits in maintaining and following hygiene rules, the school nurse continued to remind students of preventive measures such as wearing masks and proper handwashing procedures. The school strictly followed the updated version of the Health Protective Measures for Schools from CHP. Even though the pandemic is over, the school continued to require students to check their temperature every day.

To address the needs of students after the pandemic, a health program was drafted and implemented throughout the year. A total of 16 health talks (covering topics such as sex education, gender relationships, exercise tips, eye protection, and healthy eating habits) and three activities (Joyful Fruit Day, School Bag Weighing, and Inter-Class Cleanliness Competition) were arranged for students in different grades. Based on feedback from teachers, the health talks provided valuable information for students to maintain a healthy lifestyle. The whole-school activities were also enjoyable for students and served as a reminder to establish good habits in a more casual way.

e. School Climate

With the yearly theme “Flourish with PERCCI” in mind and the newly implemented “Leader in Me” program, 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 4/5 (teacher), 4.1/5 (students) and 4.5/5 (parents) respectively. The APASO data showed that the “General satisfaction” (score 3.04/4) of students is higher than the HK norm and that of the previous year, it was a delightful result after the prolonged period of pandemic.

Thanks to the concerted efforts of teams and subjects, A-School organized programs and activities to expand students' experiences and horizons. Students learned to take pride in successful experiences and patiently deal with difficulties in adversity under the guidance of teachers. Through these programs and activities, positive relationships and values were built and maintained. According to the APASO survey, the scores of different elements in the area of "attitude" were higher than the HK norm, indicating that our students continue to develop positive attitudes and resilience even after enduring the prolonged pandemic.

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 training has been arranged for BB and Christian Disciples. Members of CD shared bible stories and prayed during Friday morning Zoom meetings. Through sharing and participating in activities, students grew in spirituality and Bible knowledge. Students also shared their joys and worries with each other through prayers and hymn singing. To promote "union" and "brotherly love" among parents, parent prayer meetings were also held frequently. With the support and supervision of 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, eight regular PTA meetings have been conducted with various school related topics discussed. Other than the regular meetings, the PTA launched a series of parent-child workshops on campus (Outdoor Experience Day) on 15 April. These various PTA activities enhanced the communication and liaison between the parents and school.

Movie Appreciation - Fireheart (烈火少女) was organised on 17 Sept 2023 at Festival Grand Cinema (Kowloon Tong). The Voice Actress Rachel Leung gave a presentation after the movie. Around 300 teachers, parents and children joined the activity.

Various Home-Liaison activities were also organised this year such as parent forums on "Leader in Me", 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. A newly activity "A- Reunion Bazaar and Carnival" was successfully held in 8 July, students and parents engaged in it. The details of the talks/acitvities are listed below:

| Date | Topics |
|------------------------|--|
| 17/9/2022 | Movie Appreciation - Fireheart (烈火少女) |
| 29/10/2022 | PTA AGM and running stair competition |
| 7/1/2023 | Parent Education Conference "Life Education in Family" Topic 1: Let life flow in our family Speaker: Dr Chan Ting San Topic 2: Catching the dream with you Speaker: Mr Sammi Leung |
| 23/2/2023 to 29/6/2023 | APSC Badminton Fun Night |
| 1/4/2023 | PTA Big Trip- Parent-Child Day Camp and Car Camping |
| 15/4/2023 | PTA Interest classes: Parent-Child workshops on campus (Outdoor Experience Day) |
| 12/5/2023 | WeProud A Dress Causal Day |
| 8/7/2023 | A-Reunion Bazaar and Carnival |
| 14/7/2023 | Promotion Celebration Dinner-Disneyland |

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 four years to consolidate and optimise the structure of home-school programmes and activities. 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).

g. Links with External Organisations

Despite face-to-face interflow with sister schools in China not being possible in Term 1, we found alternative methods and different media to keep our friendships flourishing, such as the Pen Pal program, video sharing, video conferencing, and cultural variety shows. We conveyed messages of encouragement and festival blessings through tailor-made feel-good videos and caring packages for all of our sister schools. Not only did we consistently maintain contact with existing sister schools, but we also developed new friendships and connections with others, such as 深圳市蛇口教育集團育才第二小學和育才第四小學 and 湖北省松滋市實驗小學. Inward and outward excursions were possible in Term 2, and we took the initiative to organize excursion opportunities for our students. Two inward and outward trips were successfully organized in the P Term. These experiences not only promoted an understanding of Chinese cultures but also developed students' National pride.

We continued to maintain a safe and harmonious environment at school through frequent connections with the Police School Liaison Department and other government sections. The Police Sergeant was invited to the school to share information about school bullying and different types of crimes with middle school students. The Sergeant also provided guidance to discipline teachers in handling difficult cases. We proactively participate in government-organized activities to provide sufficient and appropriate information for students to develop a law-abiding attitude.

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, Life Ed program, Leadership program and experiences 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 for the consecutive year. This data showed that our students demonstrate a respectful attitude towards others.

In addition, the school emphasizes shaping 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 complete tasks even when encountering difficulties. The score of "Negative Affect" improved this year and better than the HK standard, indicating that our students continue to develop positive emotions when facing 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 interact with each other and establish positive relationships with others. With a score of 3.67/4 on "Social Harmony" and 3.38/4 on "Social Concern" in the APASO, our students have made substantial progress in applying the required skills in their daily lives to nurture relationships with themselves 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

School is dedicated to offering holistic education that focuses on developing students' talent in multiple aspects. To help students explore their interests and talents, a diverse selection of OLE courses are organised. The number of OLE lessons for Junior School students is four, while Middle School students have 3 lessons. Students demonstrated active participation in their OLE lessons, who appeared to be particularly enthusiastic about sports-related OLE classes, as they were able to engage in physical activities and enjoy spending time with their peers.

This year, the mandatory "4+1 Sports" OLE program for Junior School has been extended to Grade Three. Students have shown keen interest in participating and practising four Olympic sports, namely athletics, badminton, fencing, and table tennis. As a new initiative, Grade Three students have been introduced to the sport of Kinball.

To promote cultural awareness and acceptance, Junior School students are taught a third language each term based on the allocated schedule. This approach is intended to provide students with a broad understanding of different languages before they focus on one language for more in-depth learning.

In addition to the regular OLE classes, A-School offers various activities and experiences to help students broaden their perspectives. To encourage their curiosity and appreciation for nature, students were taken to Tai Po Waterfront Park and Hong Kong Science Museum to learn about different plants and insects, their characteristics, and origins. Similarly, trips to the Hong Kong Museum of Arts, Hong Kong Palace Museum, and Hong Kong Heritage Museum were also arranged to help students learn about the history, arts, and culture of their country. Through these museum visits, students have the opportunity to develop their artistic sense and gain a deeper understanding of their cultural heritage.

The school teams training was scheduled from September to May. All the training was conducted in face-to-face mode. The attendance and effectiveness of training were satisfactory as students showed a good commitment and responsibility. As the pandemic situation stabilised, more competitions were resumed in Term 2. Extra training sessions were also arranged during the school holiday and post-assessment period to prepare for upcoming competitions.

Several sports teams, such as the Athletics Team, Boys and Girls Basketball Team, Boys and Girls Volleyball Team, and Table Tennis Team, participated in inter-school competitions and achieved significant success. The Table Tennis Team, for example, was awarded champion in both boys group and girls group in the Shatin Inter-Primary Schools Table Tennis Competition. These achievements not only reflect the hard work and dedication of the individual team members, but also highlight the strong coaching and support provided by the school.

b. Local Excursion, Overseas Excursions & Exchange

A-School has a strong commitment in providing students with diverse opportunities for growth and enrichment beyond the traditional classroom setting. To this end, the school organised excursion and exchange programs that offer students the chance to face challenges and develop on a personal level.

In June, the school arranged six overseas tours to various destinations, including Foshan, Panyu, Sichuan, Xiamen, Singapore, and Osaka. The tours ranged from three days and two nights to five days and four nights, with each tour having a different theme. These themes included technology, architecture, disaster prevention, ecology, and more. The school believes that such excursions offer students a chance to broaden their horizons, explore new cultures, and develop important skills that will benefit them in their future academic and professional pursuits.

A-School maintains a strong connection with its sister schools through a range of activities such as pen pal programs and exchange programs. This year, the pen pal activities continued with the participation of 80 pairs of students from four sister schools. Teachers and students also had the opportunity to connect through video conferencing, which allowed them to see their pen pals. Additionally, two online cultural variety shows were co-organized with Yankui School in September and Changqing School in March. These shows provided an opportunity for A-School to share updates on school achievements and foster cultural exchange with sister schools.

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 |
|--|------------------------|----------------|
| 第 59 屆學校舞蹈節 | 高小中國舞 (群舞) | 優等獎 |
| 第 59 屆學校舞蹈節 | 低小中國舞 (群舞) | 優等獎 |
| 第 59 屆學校舞蹈節 | 高小中國舞 (三人舞) | 優等獎 |
| 第 59 屆學校舞蹈節 | 低小中國舞 (三人舞) | 優等獎 |
| 第 59 屆學校舞蹈節 | 高小中國舞 (獨舞) | 優等獎 |
| 第 59 屆學校舞蹈節 | 中國舞(小學組) | 團體獎總冠軍 |
| Dance World Cup Asia 2023 | Toddler Duet/Trio | Gold Award |
| Kangaroo Cup Dance Competition | National - 11 or under | Gold ranking 2 |
| Whole Hong Kong Kings' Park Inter-School Kinball Competition | Primary Section | Champion |

| | | |
|---|-----------------|---------------|
| All Hong Kong Inter-Primary Schools 5 a-side Football Competition | Whole Hong Kong | 3rd Runner-up |
| All Hong Kong Inter-Primary Schools Tennis Competition | Boys Single | 3rd Runner-up |
| Inter-Primary School Football Competition - Shatin District | Boys Group | 1st Runner-up |
| Inter-Primary School Badminton Competition - Shatin District | Girls Group | Champion |
| 教育局課程發展處藝術教育組 香港故宮文化博物館珍品的故事 | 繪本創作比賽 | 大獎 |
| 2022 全港兒童藝術創作比賽 | | 冠軍 |
| 全港青少年兒童視藝繪畫大獎賽 2022 | | 冠軍 |
| 徐悲鴻盃國際青少年兒童美術比賽 | 初小組 | 一等獎 |
| 意大利威尼斯國際唔青少年繪畫比賽 | 7-9 歲 | 冠軍 |
| 國際資優教育及藝術協會 | | |
| 2022 年第五屆全港傑出學生大賽 | 高小組(P4-P6) | 冠軍 |
| 聯校音樂大賽 2023 | 管弦樂團小學組 | 銀獎 |
| 聯校音樂大賽 2023 | 小學小組合奏敲擊樂 | 金獎 |
| 聯校音樂大賽 2023 | 小學小組合奏中國鼓 | 金獎 |
| 聯校音樂大賽 2023 | 小學師生合奏 | 金獎 |
| 聯校音樂大賽 2023 | 小學小提琴獨奏高級組 | 金獎 |
| 2022 - 2023 年度沙田區小學校際游泳比賽 | 50 米背泳 (女子丙組) | 冠軍 |

大獎

| | | |
|--|---------------------------------|---|
| Inter-Primary School Table Tennis Competition - Sha Tin District | Boys Group | Champion |
| Inter-Primary School Table Tennis Competition - Sha Tin District | Girls Group | Champion |
| All Hong Kong Inter-Primary Schools Fencing Competition | Individual Foil (Girls B Grade) | Champion |
| All Hong Kong Inter-Primary Schools Fencing Competition | Individual Foil (Boys A Grade) | 2nd Runner-up |
| 全港學界跳繩比賽 2023 | 30 秒速度跳 (女子甲組) | 冠軍 |
| 全港學界跳繩比賽 2023 | 30 秒二重跳 (女子丙組) | 冠軍 |
| 全港學界跳繩比賽 2023 | 45 秒個人花式 (女子乙組) | 冠軍 |
| 2023 年全国少年轮滑 (速度轮滑) 锦标赛 | 10000 米积分淘汰赛 (女子乙組) | 全國第 14 名 |
| 2023 Hong Kong International Handbell Olympics | | Gold Award |
| 75th Hong Kong Schools Music Festival | Graded Piano Solo (Grade Five) | First |
| 75th Hong Kong Schools Music Festival | Graded Piano Solo (Grade Five) | Tom Lee Music Award |
| 75th Hong Kong Schools Music Festival | Violin Solo (Grade Two) | First |
| 75th Hong Kong Schools Music Festival | Violin solo (Grade Two) | Wilh. Stienberg Strings Prize for Violin Solo |
| The 9th Singapore Raffles International Music Festival Hong Kong Preliminary Round | Piano Solo - Junior | Champion |
| 法國 PLEYEL 普雷耶鋼琴比賽(香港)2023 | 鋼琴 | 金獎 |
| Hong Kong Music Talent Award 2023 | Pedal Harp Senior | First Prize Winner |
| 香港國際數學競賽初賽 2023 | G2 | 金獎 |
| 2023 WMI Preliminary Round | G4 | Gold |
| Asia International Mathematical Olympiad | G5 | Gold |

| | | |
|--|-------------------------------|---------------------------|
| Open Contest | | |
| Greater Bay Area Mathematical Olympiad Final Round 2022 (Hong Kong Region) | G1 | First Prize |
| Greater Bay Area Mathematical Olympiad Final Round 2022 (Hong Kong Region) | G2 | First Prize |
| Greater Bay Area Mathematical Olympiad Final Round 2022 (Hong Kong Region) | G5 | First Prize |
| ICAS - Mathematics in English | Primary 3 | Medal Winner |
| ICAS - Writing | Primary 3 | Medal Winner |
| ICAS - Science in English | Primary 4 | Medal Winner |
| TOEFL | Grade 4 | Full marks |
| 12th Hong Kong French Speech Competition | Poetry Speaking Grade 5 | Champion |
| 12th Hong Kong French Speech Competition | Poetry Speaking Grade 5 | Certificate of Merit |
| 「首屆感動千年·唱響古詩詞」展演活動 | Primary School | Champion |
| 全港小學體育獎勵計劃 | Girls Group (Shatin District) | Silver (First Runner-up) |
| 全港小學體育獎勵計劃 | Boys Group (Shatin District) | Silver (Second Runner-up) |
| 全港小學體育獎勵計劃 | Boys Group (Whole Hong Kong) | Silver |
| PRINCE Mini Tennis District Inter-Primary School Competition 2023 | Girls Single (U9) | Champion |
| Whole Hong Kong Mini Tennis Inter-Primary School Competition 2023 | Girls Single (U9) | 1st Runner-up |
| 全港乒乓球恒生學界盃 2023 | 女子單打 | 亞軍 |

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, stationary 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

Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2021/2022 School Year
(Per EDB Audit Report)

| | Government Funds | Non-Government Funds |
|--|--|----------------------|
| INCOME <i>(in terms of percentages of the annual overall income)</i> | | |
| DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools) | 62.52% | N.A. |
| School Fees | N.A. | 31.76% |
| Donations, if any | N.A. | 4.29% |
| Other income, if any | 1.00% | 0.43% |
| Total | 63.52% | 36.48% |
| EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i> | | |
| Staff Remuneration | 75.81% | |
| Operational Expenses (including those for Learning and Teaching) | 13.22% | |
| Fee Remission / Scholarship ¹ | 3.49% | |
| Repairs and Maintenance | 1.66% | |
| Depreciation | 5.60% | |
| Miscellaneous | 0.22% | |
| Total | 100.00% | |
| Surplus/Deficit for the School Year[#] | 0.31 months of the annual expenditure | |
| Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#] | 7.10 months* of the annual expenditure | |
| [#] <i>in terms of equivalent months of annual overall expenditure</i> | | |

*Remark: It is 5.45 months of annual expenditure after deduction of Net Book Value of additional school building.

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

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

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