

Hong Kong Baptist University Affiliated School

Wong Kam Fai Secondary and Primary School



Annual Report (Primary Division)

2023-24

Contents

1. The School
2. School Mission and Vision
3. The School Management
 - A. The SMC
 - B. The Organisation
 - C. The Nurturing Strategies in Primary School
4. Our Team
 - A. General Data
 - B. Professional Development
5. Our Students
 - A. Class Structure and Number of Students
 - B. Number of School Days
 - C. Statistics
 - D. Student Performance
6. The Areas of Concerns
7. Academic Development
 - A. Organisation of Academic Development Committee
 - B. Curriculum
 - a. Junior School
 - b. Middle School
 - C. Assessment
 - a. Internal Assessment
 - b. External Assessment
 - D. Language Environment
 - E. Learning Time of Key Learning Areas
 - F. Learning Support
 - G. Reading
 - H. Home-School Liaison
 - I. Teacher's Professional Development
 - J. Project-based Learning
 - K. e-Learning
8. Student Development
 - A. Organisation of Student Development Committee
 - B. Support for Student Development & School Ethos
 - a. Student Management and Student Behaviour
 - b. Student Guidance
 - c. Support with Students with Special Needs (SEN)
 - d. Student Advancement
 - e. Moral and Civic Development
 - f. School Climate
 - g. Home School Cooperation
 - h. Links with External Organisations
 - C. Student Performance
 - a. Attitude and Behaviour

- b. Social Development
 - c. Participation & Achievement (non-academic performance)
 - d. Other Learning Experiences (OLE)
 - e. Local Excursion, Overseas Excursions & Exchange
 - f. Scholarships and Outstanding Student Awards
9. Others
- A. Scholarship and Fee Remission Programme
 - B. Financial Report

1. The School

The Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School is the first secondary and primary through-train school affiliated to a university in Hong Kong.

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

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

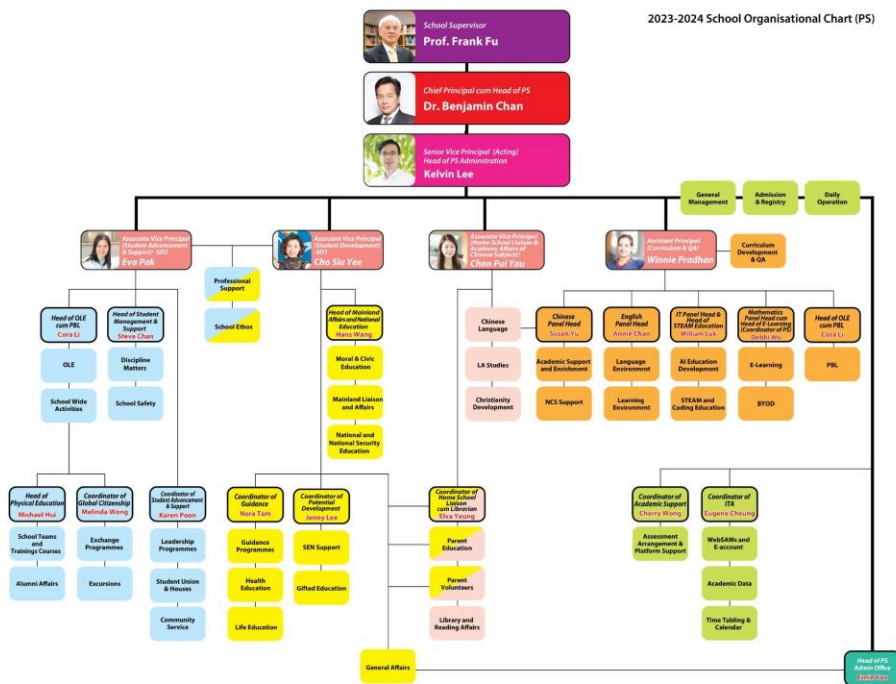
Mr. Kelvin Lee Ka Wing

Teacher Representative

B. The Organisation

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

Figure 1: Organisation Chart of Primary School (2023-24)



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	74
Teachers' Qualification	
Teachers' Training	77%
Bachelor Degree	100%
Master Degree or above	43%
Special Education Training	18%
Teaching Experiences	
0 – 4 years	39%
5 – 9 years	37%
10 years or more	24%

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 2023-2024

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	2,701
	II. Student Development	683
	III. School Development	833.5
	IV. Professional Relationships & Services	366.5

	V. Personal Growth & Development	205
	VI. Others	0
Total CPD Hours		4,789
Average CPD Hours per teacher (74 teachers)		64.7

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

No. of Students as of 1 st Sept 2023	970
No. of Students as of 12 th July 2024 (End of school year)	955

	Term 1	Term 2	Term P	Whole Year
No. of School Days	72	90	30	192
Total No. of Leave	2529	3575	1312	7416
Average no. of leave per day	35	40	44	39

D. Student Performance

Grade	Number of Participants	Percentage
Junior (G1-G3)	347	36.33%
Senior (G4-G6)	445	46.59%
Total	792	82.93%

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

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

Grade	Number of Participants	Percentage
Junior (G1-G3)	228/477	47.80%
Senior (G4-G6)	400/478	83.68%
Total	628/955	65.75%

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

	Number of Awards
Individual	512
Team	69

6. The Areas of Concerns

The following are the main focuses of the primary section in 2023-2024:

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	Targets	Strategies	Success criteria	Means of Evaluation	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"> Further increase cognitive rigor of curriculum and close the gap between internal and external assessments. Improvement in students' ability of goal setting. Strengthen the way of setting SMART goals and evaluating performance. Improvement in the Goal Setting domain from APASO. Student learning data review regularly to monitor progress and intervention strategies. 	<ol style="list-style-type: none"> Assessment data analysis reports APASO data Documents and data report 	<ol style="list-style-type: none"> Grammar items increased in English writing summative assessments, leading to rigor. PreS1 data shows that, on average, the internal English scores are 2% higher than external (PreS1), while Chinese internal scores are, on average, 24% higher. Math internal scores are, on average, 1.3% lower than external. The Chinese team will need to examine their internal assessment scoring next year in order to close the gap. Students set SMART goals in both terms after each unit and during SLC. The APASO survey Q score of 116 shows that students are confident and strong in goal setting. Student learning data is reviewed often in order to develop intervention strategies. This has resulted in teachers keeping students on track with submissions, and the timely remedial help ensured students had the support they needed. Data analysis of strengths and weaknesses allowed subjects to set concrete plans for improvement in the next steps.
		Providing ample opportunity for students to explore their potentials in sports and aesthetic development, establish good sportsmanship spirit and good manners towards arts & music	<ol style="list-style-type: none"> Complete the sports and aesthetic development frameworks, promoting programs and a system to record students' growth and achievement in S&A implemented. PE, VA, and Music teams organize activities once a year where guest speakers share their own successful/failure experiences. 70% of students agree that the 	<ol style="list-style-type: none"> The sports and aesthetic development frameworks Activities plan and evaluation OLE records 	<ol style="list-style-type: none"> The aesthetic education framework was completed, showing how to build the foundation, further develop interest, and nurture visual arts and music talent. Internal and external competition records are kept, and student achievement is recorded. Links made and strengthened between school mission and Arts Education Mr Carl Wong and Fire Lee support and encourage the students for the music marathon to boost students' confidence. In VA, the Artwork Grade Showcase (G5-6) was showcased in the A-Moment and Artists of the Month (G2-6), which was held in the Atrium, allowing for wider community participation. The athlete talk has been arranged for students to acknowledge Olympism and the career path of being a professional Wushu athlete in Hong Kong. The survey shows that over 94% of students agree/strongly agree they respect officials and opponents in matches, which results in good

	appreciation	<p>activities provide them with valuable guidance in fostering sportsmanship and sharing culture.</p> <p>3. Students join internal (95%) /external (75%)_S&A competitions.</p>		<p>sportsmanship behaviour. They are also humble and respectful when accepting defeat during competitions.</p> <p>3. Various sports teams have completed the Inter-school competition and other competitions organised by other organisations. 99% of students joined the 15th Athletic Meet. An inter-class Dodgeball Competition was organised, and all G4-6 students participated. In the InterPrimary School Competitions (Shatin), girls won the overall championship, and boys won 1st runner-up. Around 85% of students participated in external competitions, such as the online rope skipping marathon. Students won several prestigious championships, leading to greater sports and physical fitness engagement. 95% of students participate in the Music Marathon. Students for the Primary School Orchestra, Junior Choir, Senior Choir, and Chinese Drum participated in various external music competitions and won several gold awards. These opportunities allow them to compete with other schools and broaden their learning opportunities. The school resumed paid courses and created school teams for students to participate in. New paid courses (Yangqin and Lower Brass) were rolled out. OLE time slots included choir rehearsal and music appreciation, allowing students to enhance their skills and musicianship. In VA, Ss participated in competitions like Doodleicious and won awards in several prestigious competitions.</p>
	Devising effective programs 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	<p>1. Finalize documenting KLAs, AA, SD, and OLE common expectations on effort and generic skills. Share with different stakeholders at the beginning of the school year. 80% of the stakeholders understand common expectations on effort and generic skills.</p> <p>2. Further developing students' habits of reflection and asking questions during daily lessons. 70% of students agree that they do reflection and ask questions during daily lessons.</p> <p>3. Class teachers allow students</p>	<p>1. Subject & Committee Handbooks and Surveys</p> <p>2. Students survey</p> <p>3. APASO data</p> <p>4. A-Award records</p> <p>5. A-Award records</p> <p>6. Competition participation and</p>	<p>1. Subject handbooks included a common understanding of how the effort grade should be generated. This understanding was shared with parents during the curriculum briefing. 90% of teachers showed they had a good understanding of common expectations on effort grades. Common understanding ensures that all teachers grade the effort fairly and that it should be separate from academic grading.</p> <p>2. Student survey shows that approximately 71% of students ask questions to help themselves during learning. Although the APASO survey shows a Q score of 112 for self-planning and 116 for self-monitoring, indicating students know how to reflect on the effectiveness of learning methods, only 60% of students agree/strongly agree that they reflect on their learning after lessons. However, after each unit, students complete a self-reflection. The linkage can be further strengthened.</p> <p>3. Class Teachers have implemented a weekly 'A-Gratitude Moment' during life education lessons, allowing students to express appreciation. This initiative has notably enhanced the School Atmosphere, particularly fostering a sense of Belongingness within the school community. The improvement in the Social</p>

		<p>students with diverse learning needs</p>	<p>to take turns to show appreciation for others and their efforts. Improvement in the Social Integration domain from APASO.</p> <p>4. Expand the scope and scale of the A-Award Scheme. Conduct data reviews by teachers and students regularly. 80% of teachers use the A-Award system regularly.</p> <p>5. Provide tailored positive reinforcement designed for middle school students to enhance their sense of involvement. 70% of middle school students participate actively in the A-Award Scheme.</p> <p>6. At least 2 writing competitions for students to participate in for developing creativity and positive value.</p>	<p>award record</p>	<p>Integration domain from APASO is significant, with the Q rank surpassing the established norms in Hong Kong.</p> <p>4. A-award Scheme was refined. Students were encouraged to perform well in lessons and outside classrooms. 81% of teachers use the A-Award system regularly.</p> <p>5. Tailored positive reinforcement strategies were implemented, and feedback was gathered from middle school students to boost their engagement with the A-Award Scheme. More than 70% of middle school students acknowledge receiving A-award scheme points consistently. This indicates that the positive reinforcement has successfully increased their involvement, suggesting the viability of reinforcing the Scheme in the upcoming academic year.</p> <p>6. The A-writer Award (later renamed Madam Daphne Lam Literature Award) was conducted on a whole school basis, incorporating fiction, nonfiction, and poetry writing. 600 students participated in the primary Chinese category and 420 students in the primary English category. The competition allows students to express their thoughts creatively using writing skills. We will continue with this competition next year. Students participated in the HK Young Writers Award competition for the topic The New Tales of China's Invention. This competition allowed them to research inventions and incorporate positive values such as love for the country. 5 students got an honourable mention, two were shortlisted, and one was the champion. The competition is known for participation across several prestigious schools and topics that stretch students' capabilities.</p>
		<p>Acquiring a positive attitude and growth mindset through reading and stories of overcoming adversities</p>	<p>1. Students learn about the virtues and stories of at least one inspiring person/bible character monthly through reading program activities or morning reading time. 70% of students agree they can learn from an inspiring person/bible character.</p> <p>2. At least two meetings are arranged with outliers. 80% of students agree that these sharing sessions encourage them to develop a positive</p>	<p>1. Sharing materials and student survey</p> <p>2. Activities plan and evaluation</p>	<p>1. Three inspiring person/bible characters in each group were introduced during the morning reading session in Term 1. The reading team did not carry out any Inspiring Person Sharing in Term 2 because three weeks of BOB Promotion and seven weeks of PERCCI Reading lessons were carried out, and DEAR Time was given for SLC practice and Reading Assembly. 88.6% of students can learn from an inspiring person/bible character in the DEAR Time Sharing.</p> <p>Suggestion: Wednesday and Thursday's DEAR Time is good for promoting reading and conducting reading-related lessons. Since there are Reading Assembly, Reading Day Promotion, BOB Promotion, PERCCI Lesson, Inspiring Person Sharing, etc. It is suggested to save students time to read during DEAR Time.</p> <p>2. Excel 33P members were selected to attend the meetings with Mr. YE Cong</p>

			attitude.		(the chief commander and chief engineer of the 10,000-meter submarine 「奮鬥者」號) and Mr. Andrei Iwanowitsch Moiseenkoand (a survivor of the Holocaust). Excel 33P hosted the sharing session of Mr. Wong Sau Ping (a prominent Hong Kong film director) with the whole school. Students were inspired by the sharing sessions which positively impacted their personal development. The arrangement of “Meeting with Outlier” sessions was reviewed. Replies from invited outliers to our students were uncertain, and the low success rate made it difficult for the school to plan for the sharing sessions. Adjustment and modification of the “Meeting with Outlier” sharing sessions is suggested for next year. All Excel33P members agreed that sharing sessions with outliers has given them insight into how to face adversities.
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. Finalize the mapping of the Digital Citizenship (DC) framework with EDB’s requirements. 2. At least one PD is arranged for teachers to enhance their teaching effectiveness in delivering DC lessons. 80% of teachers agree their PDs are useful and practical. 3. At least one parent forum is arranged. 75% of parents agree that the forums provide them with additional strategies for helping their children develop effective internet usage habits. 4. At least one activity is arranged to educate students about online crimes (harms, consequences, strategies). 70% of students agree that the activities empower them to establish positive online habits and cultivate 	<ol style="list-style-type: none"> 1. DC booklets and documents 2. PD record and evaluation 3. Survey on talks and feedback from parents 4. Activity plan and evaluation 5. SD record 	<ol style="list-style-type: none"> 1. EDB’s Information Literacy mapped against the current DC, LA, and STEAM curricula. Gaps in the curriculum are identified and will be covered by modifying some items from the DC curriculum for next year. The e-Learning team will prepare learning materials. 2. Digital Citizenship PD was arranged for new teachers. The survey was conducted after teachers implemented the DC lessons to check if the PD equipped them with adequate curriculum teaching skills. More than 90% of teachers agreed that the PD was useful and practical. During staff briefing, subjects shared IT tools and teachers were seen using the new learning during lesson observations. The impact is that students have reported understanding Information Technology (Safety) based on an APASO survey Q-score of 116. However, the survey shows the function IT (Not Attracted by Its Functions) with a Q score of only 85, thus indicating students do not find social networks useful, which is normal since most social networking apps are not for the primary age group. The survey also shows IT (Less time for leisure) with a score of 93, indicating 41.2% of students used devices in school for leisure for up to an hour. More education needs to be given to students next year to get them to understand the best use of device time during school. The e-Learning team will work with the SD team to incorporate this learning during AA and SD grade sharing and will follow up by monitoring usage. 3. One parent forum was arranged on 22 Sep (How to Prevent and Address Online Bullying/Understanding Strategies for Dealing with Cyberbullying). 100% of participants agreed that the forum was useful and that parents learned useful strategies. 4. DC posters are displayed, and a student talk was arranged on 4th March (「與網絡世代同行」 e-safety in the modern world) to establish positive online habits and cultivate responsible digital citizenship. A middle school talk for G4 Students was arranged to review the BYOD policy in June. The school-based survey shows that more than 80% of students agree or strongly agree

			<p>responsible digital citizenship.</p> <p>5. Reinforce the use of "Responsible User Guidelines" among students by implementing positive reinforcement strategies. Draft positive consequences for guideline violations.</p> <p><u>Decrease in the number of student misbehaviour related to technology.</u></p>		<p>that they have learnt strategies to use devices responsibly and are responsible online users.</p> <p>5. The number of misbehaviour related to technology did not differ much from last year. Parental control apps are suggested to be installed on students' gadgets as they may not know how to use them properly. Should consider implementing more effective management of school iPad borrowing & returning mechanism</p>
		<p>Training students" research skills - clarify, search, delve, evaluate, and cite; respect the intellectual property</p>	<p>1. Refine the research skill booklet for middle school students to be used in PBL, specifically focusing on enhancing students' research abilities in Middle School. 70% of students agree that they can effectively use different research skills during PBL.</p> <p>2. Integrate research skills into the LA curriculum; 70% of LA teachers agree that the skills can enhance students' critical thinking and evaluation of various issues and topics.</p>	<p>1. Booklet fine-tuned</p> <p>2. LA document and LA teachers' feedback</p>	<p>1. Research skills were taught to students in March and April. Research skills booklets prepared for new topics of PBL for G5-6. Students used the booklets during Easter break to research their PBL topics. Inspection of research booklets and teacher observation during research-sharing sessions after the Easter holidays shows that more than 80% of students can use the different research skills taught.</p> <p>2. Integrated research skills were integrated in the LA curriculum. Each grade implements project learning in the curriculum and 71 % of LA teachers agreed that mind map practices can enhance the note-taking ability and the skills on searching and assessing information can be one of the major developing skills next year by more news sharing and discussion.</p>
1.3	To strengthen high-order thinking and entrepreneurial spirit	Promoting entrepreneurial spirit by nurturing hard-working students with creativity and decision-making skills	<p>1. Revise the "Leader in Me" curriculum to incorporate more daily examples that help students develop good habits. 75% of students agree that the curriculum is effective in helping them establish positive habits.</p> <p>2. Sharing HOT lesson design</p>	<p>1. Leader in Me program</p> <p>2. Student work exemplars</p> <p>3. PD record and evaluation</p>	<p>1. 85.4% of G3-G6 students agree that they could effectively learn positive habits from the daily examples in the Leader in Me lessons. However, feedback from teacher interviews highlighted constraints in the program, indicating that some content may not address current issues effectively in establishing positive habits. Therefore, it is recommended to review or reform the Leader in Me curriculum or introduce a new program in life education lessons to better establish positive habits</p> <p>2. Subjects shared HOT lesson designs with student work during QCM. However, lesson observations do not necessarily reflect higher-order thinking questions in all subjects/lessons, so more subject-specific PD</p>

			<p>with student work exemplars through QCM/staff briefings.</p> <p>3. At least one PD is arranged for newly-joined teachers to apply HOT skills in daily lessons. 80% of newly-joined teachers agree their PDs are useful and practical.</p>		<p>related to HOT lesson design will be needed next year, along with monitoring for effectiveness. Some subjects have collected student exemplars to train new teachers.</p> <p>3. The differentiation PD conducted for newly joined teachers included incorporating higher-order thinking skills. 100% of newly joined teachers reported finding the PD useful. The lesson observations do not reflect much use of HOTS skills. Hence, it is recommended that the PD be conducted separately next year so that newly joined teachers can plan subject-specific lesson plans incorporating HOT skills.</p>
		Understanding entrepreneurial spirit through OLE, PBL, and community service	<p>1. Further enriching PBL learning content and process allows students to learn and experience entrepreneurship. (innovation, leadership, goals) 70% of students can identify at least one of the entrepreneurial spirits.</p>	1. PBL UBD plans and PBL evaluation	<p>1. G4 students had entrepreneurship as their PBL topic. 100% of G4 students could identify the features of an entrepreneurial spirit, research it, and present it according to their business roles (CEO, CFO, Chief Marketing Officer, CSR, etc.). The PBL team will evaluate whether the topic should be changed next year to allow for exploring new topics.</p>
1.4	To enrich students' 5C (critical thinking, creativity, communication, collaboration, and computational thinking)	Equipping teachers with skills, tools, and strategies to develop students' 5C skills through differentiation and engagement in classroom	<p>1. All subjects include differentiated tasks or tiered worksheets (at least one for each unit).</p> <p>2. At least 1 PD is arranged for newly-joined teachers to learn about differentiation and cooperative learning strategies; 70% of newly-joined teachers find the strategies learned effective.</p>	<p>1. Subject documents and lesson observation records</p> <p>2. PD records</p>	<p>1. All subjects included differentiated tasks or tiered worksheets, but not for every unit. Thus, students were catered for at both ends of the learning spectrum. Differentiated worksheets included Bloom's Taxonomy levels and Six Thinking Hats. More than 90% of teachers (Teacher Survey) reported that higher-order thinking skills were included in their classroom tasks.</p> <p>2. Differentiation and Cooperative Learning Strategies PD was arranged for newly joined teachers. More than 90% of teachers found the PD useful. However, since most new teachers need time to excel in classroom management, it was suggested that new teachers first work on differentiation through task design and classroom questions and attempt cooperative learning structures such as Kagan Structures after they have a stronger repertoire of classroom management skills.</p>
		To maximize the learning opportunities such as experiential learning, subject	<p>1. Learning experiences are embedded to enrich the 5Cs via experiential learning days and subject weeks.</p>	<p>1. Activities Plan</p> <p>2. Survey</p>	<p>1. G1 classes had experiential learning days twice a year, incorporating VA, STEAM, English, Chinese, Maths, SD, IS, and Music. Students enjoyed the activities and worked collaboratively to create structures, music, etc. Subject Weeks were held for all subjects, allowing students to enjoy activities outside the curriculum.</p> <p>2. 67.3 % of G3-6 students like Language Week activities. 100% of</p>

		weeks, etc., to enrich students' 5Cs	2. Positive feedback on related programs from the majority of students/teachers.		teachers think that students enjoy Language Week game booths. 92% of teachers think that English Week arouses students' interest in using English. 67% of teachers think Language Week activities enrich students' 5C.
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Major Concern 2: Strengthening students' resilience, positive relationships, and social responsibility

Item	Targets	Strategies	Success criteria	Means of Evaluation	Evaluation
2.1	To foster students' mental and physical well-being	Flourishing students' well-being through various program	<ol style="list-style-type: none"> 1. PD for newly-joined teachers and seminars for parents on fostering students' well-being. 70% of participants find the strategies learned effective. 2. Further promoting students' understanding of the meaning of learning and boosting their sense of accomplishment through positive feedback; improvement in SHS Learning Capacity data. 3. Enrich the Life Education program by incorporating suitable and diverse elements to enhance the content. Improvement in APASO data. 	<ol style="list-style-type: none"> 1. PD records and seminar evaluation 2. SHS survey 3. Life Education documents 4. APASO data 	<ol style="list-style-type: none"> 1. Seminars on 'Leader in Me' were conducted for parents and newly joined teachers. Survey results indicate that over 90% of parents believe these seminars can positively impact students' well-being. However, feedback from teachers in interviews revealed that while they found the seminar content beneficial, they expressed uncertainty regarding the effectiveness of the strategies in supporting student development. 2. Teachers use marking stickers, feedback comments, notes in A diary, and an A-award scheme in order to boost students' sense of accomplishment. 75% of students agree/strongly agree that the teachers' feedback helped them understand the meaning of learning and the connection of the learning topic to their lives. 73% of students agree/strongly agree that the teacher's feedback encouraged them. A Q score of 101 on APASO Learning Motivation (Instrumental) shows that students understand that what they learn in different subjects is important as they need it later in life. 3. The Life Education program has been enriched by integrating diverse and appropriate elements to enrich its content. The APASO data reflects positive improvements this year. However, feedback from teacher interviews suggests that there is still room for enhancing the content to better meet the needs of the students; only 76% of teachers agree on the effectiveness of the Leader in Me program in fostering positive habits and attitudes among students.
2.2	To nurture students' social-emotional learning skills (self-management, self-awareness, responsible)	Supporting teachers to make use of SEL to provide adequate support for student's social	<ol style="list-style-type: none"> 1. Integrate SEL learning materials in the "Leader in Me" program. 70% of teachers and students agree that strategies are concrete to support their social and emotional needs. 	<ol style="list-style-type: none"> 1. Documents, teachers and students survey 2. PD records 	<ol style="list-style-type: none"> 1. Approximately 77% of teachers and around 80% of students agree that the 'Leader in Me' program effectively supports students' social and emotional needs. However, feedback from teacher interviews indicates that there are needs that can be seen to enhance the strategies for the next academic year. 2. Approximately 80% of teachers agree that the QCM can enhance teachers' understanding and enable them to convey that knowledge and skills to students effectively. It is recommended to continue having the QCM so that

	<p>decision-making, relationship skills, and social awareness) to face adversities</p>	<p>and emotional needs</p>	<p>2. Organise relevant teacher training and QCM to elevate teachers' understanding and enable them to convey that knowledge and skills to students.</p>		<p>they can accurately share these ideas regularly.</p>
		<p>Maintaining good discipline and enhancing school ethos for student success</p>	<p>1. Review clear disciplinary procedures and school regulations for the whole school approach to continue improving SHS and APASO data. 2. Arrange regular grade assemblies/sharing to reinforce good behaviors to communicate school rules effectively with teachers, students, and parents. Improvement in SHS and APASO data. 3. Refine rewards systems for recognizing the students' efforts and encouraging self-disciplined students 4. Develop a "Fireflies" program for G3-6 students to understand undesirable behaviors' consequences. Improvement in student's behavior record. 5. Regular Grade CT meeting; 70% of teachers find the strategies useful to promote student discipline. 6. Corporate with guidance teachers to meet students to support individual student's social and emotional needs.</p>	<p>1. Documents , SHS and APASO data 2. SHS and APASO data 3. Rewards systems record 4. Students' behavior record. 5. Teachers survey 6. Guidance records</p>	<p>1. Disciplinary procedures and school regulations were reviewed. Briefings to teachers and students have been conducted from time to time to clarify them. A detention room was resumed this year to provide teachers with a place to follow up on students' inappropriate behaviours. Improvement in the mean score of the SHS survey (My students/My schoolmates are self-disciplined and follow the rules) was seen for both teachers (0.3) and students (0.1). Mean scores for parents were the same across the year. 2. Six grade sharings were arranged for students to reinforce school rules and remind students of proper behaviours. From the school-based survey, 96.8% of teachers and 89% of students agreed that regular grade sharing with students can help them understand the school requirements and remind them of areas to pay attention to, which can help them establish good behaviours. 3. A-award Scheme was refined, and A+ Class and A+ Homeroom Award Schemes were introduced. Students were encouraged not only to perform well in lessons but also outside classrooms. Class-based awards were also introduced to enable classes that continuously did well to claim tailored-made rewards. From the school-based survey, 85.7% of teachers and 71.8% of students agreed that the A-Award Scheme can effectively help or encourage students to develop good behaviours. 87.3% of teachers and 82.2% of students agreed that the A+ Class and A+ Homeroom Award Scheme can help or encourage me to develop a good classroom routine and cleanliness. 4. The "Fireflies" program was introduced in Term 2, and five students joined the program. Students showed significant improvement in their behaviours. Final conduct grades were reviewed for students who completed the program satisfactorily. 5. Grade CT meetings were arranged around once a month for teachers to share useful strategies to promote student discipline. From the school-based survey, 87.3% of teachers agreed that regular CT meetings can help them better understand students' current situations and increase communication and experience sharing among teachers, which can be helpful in addressing students' behavioural or emotional needs. 6. The guidance teachers met with individual students to address their social and emotional needs. However, the guidance team has encountered challenges in catering to these needs, particularly for students unfamiliar with the teachers. To enhance support, it is recommended that the EDB circular be referred to and a well-being room established. This dedicated space can serve as a</p>

					nurturing environment for teachers to connect with students during lunch and recess times, fostering improved communication and better addressing their well-being requirements
2.3	To develop students' positive values (courage, perseverance, respect, empathy, commitment, integrity)	Developing students' positive values through reading and writing activities	<p>1. Students learn 1 core value with 2 booklets each year. Increase in submission rate.</p> <p>2. At least 2 writing competitions for students to participate in for developing creativity and positive value.</p>	<p>1. Reading booklet</p> <p>2. Competition participation and award record</p>	<p>1. Students finished the 2nd log book in term 2. The submission rate is 100%. 71.4% have learnt the PERCCI Core Values through the PERCCI Reading Log (20% General), and 69.3% can practise the six core values of PERCCI in their daily life. (22.5% General)</p> <p>70% of students finished all the reading logs. Some students put effort into the reading log because the class teachers spent time with them and participated in the class discussion during the DEAR time. Students can reflect on their daily behaviour. Some students did not use complete sentences on the Long Question. And some G6 classes missed the PERCCI Activity pages due to clashes with school activity. Some class teachers allowed students to bring the reading log home, so the submission rate is low in those classes.</p> <p>Suggestion: The reading team will modify the wording of the questions to guide students in answering them according to the core values. Also, Activity slides need more instruction, and then the teachers and students are easier to follow. For G5-6, an e-learning element can be added in the coming year since they can finish the writing task quickly and have BYOD. It's easier for the team to collect data.</p> <p>2. To develop students' positive values through language subjects:</p> <p>2.1 English Reading Students were engaged in reading activities that could develop positive values such as courage, perseverance, respect, empathy, commitment, and integrity. Here are the examples of the novels used and the positive values incorporated into the curriculum:</p> <p>2.1.1 The Grouchy Ladybug by Eric Carle (Grade 1): Explored the value of respect and cooperation through the ladybug's interactions with other animals. Discussed how the ladybug's grouchy attitude affects its relationships and the importance of maintaining a positive mindset. Encouraged students to reflect on times when they have been grouchy or impatient and how they can practise more respectful behaviour.</p>

					<p>2.1.2 The Paper Bag Princess by Robert Munsch (Grade 2): Analysed the character of the princess and how she demonstrates courage, independence, and resourcefulness in the face of adversity. Discussed the importance of not being defined by societal expectations and the value of being true to oneself.</p> <p>2.1.3 The Enormous Crocodile by Roald Dahl (Grade 3): Examined the crocodile's selfish and deceptive behaviour and how it ultimately leads to its downfall. Discussed the importance of honesty, integrity, and considering the consequences of one's actions. Encouraged students to think about how they can make ethical choices that consider the well-being of others.</p> <p>2.1.4 Tales of a Fourth Grade Nothing by Judy Blume (Grade 4): Explored the dynamics between the siblings and the value of patience, understanding, and compromise. Discussed how Peter learns to empathise with his younger brother, Fudge, and the importance of family relationships. Encouraged students to reflect on their own sibling or peer relationships and how they can foster more positive interactions.</p> <p>2.1.5 The Homework Machine by Dan Gutman (Grade 5): Analysed the characters' choices regarding the use of the homework machine and the ethical dilemmas they face. Discussed the importance of academic integrity, personal responsibility, and the consequences of cheating. Encouraged students to consider the value of hard work, perseverance, and the satisfaction that comes from earning their own achievements.</p> <p>2.1.6 Charlotte's Web by E.B. White (Grade 6): Explored the themes of friendship, compassion, and the value of life through the relationships between Wilbur, the pig, and Charlotte, the spider. Discussed how Charlotte's actions demonstrate the virtues of loyalty, selflessness, and the willingness to make sacrifices for others. Encouraged students to reflect on how they can be good friends and contribute</p>
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					<p>positively to their communities. In each activity, students were encouraged to engage in discussions, write reflections, or create representations to deepen their understanding of the positive values and apply them to their own lives.</p> <p>2.2 English Writing 2.2.1 Here are some examples of writing activities carried out to develop students' positive values such as courage, perseverance, respect, empathy, commitment, and integrity: Through descriptive writing (Grade 1 and Grade 5) and observational report writing (Grade 6), students were guided to craft vivid, descriptive passages that highlighted the positive values in action. Students in Grade 3 were prompted to write persuasive essays advocating for the importance of positive values such as perseverance or integrity. G2 and G4 students were engaged in narrative writing, recounting a time when the characters demonstrated particular positive values, such as perseverance and courage, to solve problems. Throughout the writing process of planning, drafting, revising, editing, publishing and reflection, students internalised the importance of positive values and were challenged to embody them in their lives.</p> <p>2.2.2 A-Writer Award was carried out in the first term. Topics about positive value and imagination were included. 426 G4-6 students and 212 G1-3 pieces entries were received. 37 entries were submitted for the HKYWA. Five students got Honourable Mention, three students' entries got shortlisted and eventually, one student won the Plus Group Award for Non-fiction Group 1. 235 entries were submitted for The Standard writing competition.</p> <p>2.3 Chinese Reading Students were engaged in reading Chinese Classic literature. Infuse positive values such as honesty, care, and perseverance into the learning objectives of each module.</p> <p>2.4 Chinese Writing Here are some examples of writing activities to develop students' positive values, such as courage, perseverance, respect, empathy, commitment, and</p>
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					<p>integrity: Grade 3 students are required to write a reflective short story emphasising the importance of positive values. Grade 4 students are required to write about an admirable person and the aspects of that person that are worth learning from. Grade 5 students are required to write about their first time learning to do something, describing their personal experiences of positive growth and the values they have learned. Grade 6 students are required to write a narrative essay describing their inner struggles and personal reflections on actions taken for justice or the public good.</p> <p>Suggestion: More core values can be flourished by learning traditional Chinese classics such as 論語 and 弟子規 a whole school event or reading lesson in the coming year.</p>
		Promoting the development of positive values in students through refining programs	1. Integrate positive values into the “Leader in Me” curriculum to better understand PERCCI values and practical application. 80% of students share their personal growth experience acquiring those values through various channels.	1. Document and student survey	1. Approximately 86% of students and teachers agree that integrating positive values into the 'Leader in Me' curriculum enhances their understanding of PERCCI values and their practical application. It is recommended that these strategies be continued in the upcoming school year to sustain and promote these positive values.
		Enrich the school-based values education curriculum according to the EDB framework	1. Review the school-based values education curriculum framework to cultivate students' positive values and attitudes. Improvement in SHS and APASO data.	1. Curriculum framework, SHS, and APASO data	1. The school-based values education has undergone a review in accordance with the EDB framework. Based on the SHS data, more than 90% of teachers agree that the school curriculum aligns with the appropriate values and attitudes. Additionally, the APASO data indicates an improvement in students' positive values. The school-based values education curriculum will continue to be reviewed to align with the ongoing EDB renewal of the school curriculum: 'Cultivate Values for Leaders of Tomorrow, Create Space to Foster Whole-person Development.

2.4	To enhance students' sense of national identity, law-abidingness, and community engagement	Implementing curriculum framework of national security education to enhance students' sense of national identity and law-abidingness	<ol style="list-style-type: none"> 1. Review the work plan on implementation of National Security Education 2. At least 2 activities with sister schools arranged 3. KLAs and OLE arranged activities and learning according to framework 4. Improvement in SHS and APASO data. 	<ol style="list-style-type: none"> 1. NSE evaluation report and framework 2. Sister School plan and report 3. KLA&OLE records 4. SHS, and APASO data 	<ol style="list-style-type: none"> 1. The National Security Education work plan is continuously reviewed to enhance students' sense of national identity and law-abidingness. It will undergo annual reviews to ensure the maintenance of this sense. 2. Multiple activities were conducted with sister schools, including outward exchanges with Yankui School (廈門海滄區延奎實驗小學), Panyu School (廣州南方學院番禺附屬小學), and Yucui School (北京育才學校) and an inward exchange with Changqing School (湖北省武漢市常青第一學校). In this school year, 佛山暨大港澳子弟學校 and 深圳育才教育集團育才四小 formed a new sister school connection. 3. KLAs and OLE activities were organized based on the framework of national security education. The students actively participated in these activities. It is recommended that these related activities be sustained for the upcoming school year. 4. This year's SHS and APASO data have shown improvement. According to the SHS data, approximately 95% of teachers agreed that the school curriculum's learning goals were aligned with national identity. Furthermore, the APASO data revealed that all national identity items scored higher than the local norm, underscoring the effectiveness of our school program.
		Enhancing students' sense of belonging to the school community by developing leadership skills	<ol style="list-style-type: none"> 1. Review the leadership program and give students veritable leadership roles and responsibilities within the class and school community. 2. Highlight the achievements and efforts of students through awards and certificates 3. Appreciate student leaders' effort with certificates and rubrics to show their performance, 80% of teachers agree that student leaders are contributing to serving A-School. 4. Ensure abundant opportunities for student leaders to serve the school on 	<ol style="list-style-type: none"> 1. Documents 2. Awards record 3. Teacher survey 4. Student survey 	<ol style="list-style-type: none"> 1. The class roles were posted on the bulletin boards. From the school-based survey, 96.8% of teachers agreed that students have different class roles and they are contributing to serving their class. 2. Student helpers received certificates in recognition for helping at school events. The "Service and Leadership Award" and "Leader of the Year" were presented to students who have made great efforts and contributions to serving the school. 3. Leadership passports were issued to some service and leadership team members as a pilot scheme to record their experience and growth in the leadership programme. It also served as a guide for student leaders to develop desirable leadership qualities. 4. Different uniform teams, prefects, student union, excel 33P, eco pioneer, reading ambassadors, etc., were formed to serve the school in different aspects daily and at special school events. From the school-based survey, 72.7% of students agreed that they could enhance their leadership skills by taking up a class role, joining Leadership Teams or leadership activities. More authentic serving opportunities are suggested to be arranged for student leaders to serve the school and showcase their service in the school next year. 96.8% of teachers agreed that Leadership training (e.g. regular team-based

			a daily basis and during special school events. 80% of student leaders value these opportunities and believe that they enhance their leadership skills.		training, team-building activity and advanced leadership training) has cultivated leadership skills in students.
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Major Concern 3: Building a digital and healthy school environment

Item	Targets	Strategies	Success criteria	Means of Evaluation	Evaluation
3.1	To hone teachers' and students' skills in making use of state-of-the-art IT tools to enhance teaching and learning effectiveness	Enhancing teachers' skills in making use of IT tools effectively for engagement, differentiation, collaboration, and formative assessment	<ol style="list-style-type: none"> At least one workshop is arranged for the newly-joined teacher to use IT tools effectively. 80% of newly-joined teachers agree that the workshops are useful. 10-minute sharing during staff briefing from each subject to share the effective ways to use IT tools. 80% of teachers agree that sharing is useful. 	<ol style="list-style-type: none"> Workshop evaluation e-learning Google Site and teacher survey 	<ol style="list-style-type: none"> A workshop was arranged for new teachers before the school year to familiarize themselves with the IT tools used in PS. More than 80% of newly-joined teachers found the workshops useful and practical, and this was seen in their use of eClass, Google Classroom, and Google apps in teaching, Subject teacher sharing on IT tools was arranged in staff meetings. Gemini (Google AI) workshop was held for subject coordinators in June. 86% of teachers agreed that sharing is useful.
		Setting a pilot team to explore the use of AI in learning and teaching	1. Draft a plan for developing AI education	1. AI education plan	<ol style="list-style-type: none"> A draft framework for the development of AI education was prepared and shared in the middle school, ADC, and Subject Panel Heads meetings. Several trial projects were initiated to explore the usage and effectiveness of AI tools in different areas.

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"> Promote Sustainable Development Goals (SDGs) to students. SDGs posters are posted around campus. 70% of students know the meaning of SDGs. At least one seminar is arranged for students/teachers/parents to know more about the SDGs. 70% of participants agree the seminar enhances their understanding of the SDGs. Plants attached with QR codes for students to learn about the name and features of different plants at school; at least 1 activity is arranged for students to know more about the plants in school. Embed SDGs elements in PBL; at least one-grade PBL topic is related to SDGs. 	<ol style="list-style-type: none"> Posters and students survey. Seminar materials and evaluation survey. School plants info and records, learning activity materials. PBL document. 	<ol style="list-style-type: none"> The green corner at G/F displays an SDGs board. 91% of students agree or strongly agree that they better understand the SDGs. SDG and I" seminar from UNICEF was completed on 22/4. More than 70% of students agree the seminar enhances their understanding of the SDGs. However, some students and teachers suggest the seminar can be more interactive. Confirmed with HKEFO to prepare QR codes for plants on the G/F. The work was completed in July. The Green School Unit will arrange related activities in the coming school year. The theme of Grade 6 local PBL was set as SDGs with technological solutions that involved over 100 G6 students with Digital Making, VR and Art-tech, and Scientific Investigation focus.
		Understanding good environmental practices through authentic daily life activities	<ol style="list-style-type: none"> At least two whole-school activities are arranged to increase environmental awareness. 70% of students participate in activities. Promote no-meat meals to encourage students a green and healthy eating habits. 50% of students chose vegetarian meals once per month, and an A-Award point can be 	<ol style="list-style-type: none"> Activities documents and evaluation Lunch order record Student survey/Focus group interview by Eco-Pioneers 	<ol style="list-style-type: none"> The "SDG and I" seminar from UNICEF was completed on 22/4. Science week with an SDG theme was completed in week 41. 91% of students agree or strongly agree that they better understand SDGs. A drama show about green Diets and healthy living styles was held on 11/10. Nearly 70% of students tried no-meat meals. Eco-Pioneers conduct environment-friendly sharing and messages during Friday Zoom. Due to tight schedules, Eco-Pioneers cannot conduct regular sharing. About 63% of students agreed or strongly agreed that sharing is meaningful and useful. More sharing opportunities for Eco-Pioneers, such as lunch time sharing, can be arranged next year. A parent seminar about the eco-lifestyle was held in June, and more than 90% of participants thought it was practical and useful.

			<p>added.</p> <p>3. Eco-Pioneers conduct regular environment-friendly sharing and messages. 70% of interviewees agreed that sharing is meaningful and useful.</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 skills	<ol style="list-style-type: none"> At least two whole-school activities are arranged to establish healthy lifestyles and fitness habits. 70% of students participate in activities. At least one parent and student seminar on a healthy lifestyle; 80% of participants find the information useful and practical. The fine-tuning physical development program was launched, and 70% of students agreed that it helped them build physical fitness and health. PE ambassadors conduct regular sharing about healthy lifestyles and fitness habits. 	<ol style="list-style-type: none"> Activities documents and evaluation Seminar evaluation Program document and students survey Student survey/Focus group interview by PE ambassadors 	<ol style="list-style-type: none"> Two athletic sharing have been done and 99% of students participated in both sharing. Two health seminars for parents and students were organised by cooperating with The Nestle To Be a Healthier Kid program from CUHK. The parents and students have learnt about a healthy diet and the importance of having regular exercise habits. The physical development program was refined, and students had more opportunities to engage in physical activities at school. 73% of students agreed they have more chances to participate in physical activities this year. The PE Ambassadors have done two sharing about their duty and role in school. More sharing can be done, which is about the benefit of having regular exercise habits.
		Managing stress through building Christian faith, good time management skills, and practicing sports, music, art-making, and mindfulness	<ol style="list-style-type: none"> OLE includes Christianity fellowship. 80% of participants agree that they learned more about Christianity. Christian disciples conduct regular sharing about Christianity. 80% of students agree that they have a chance to learn about Christian values and pray when feeling distressed. 	<ol style="list-style-type: none"> OLE timetable and students survey Student survey/Focus group interview by Christian disciples Activities documents and evaluation Summary of 	<ol style="list-style-type: none"> Christian fellowship was conducted in OLE periods, and more than 80% of participants agreed they learnt with enjoyment about Christianity. The parents also reflected that the OLE was good as they could even learn about Bible history in Innocave. Christian disciples and teachers conduct regular sharing about Christianity through campus radio and morning assemblies. More than 90% of students agree that they have a chance to learn about Christian values and pray when feeling distressed. Next year, the team will invite more teachers to share spirituality among students. Christmas celebration and Gospel Day activities were held regarding spiritual nourishment, and more than 98% of students enjoyed the activities, including worship, Christian Drama, and booth games.

			<p>3. At least two whole-school activities are arranged regarding spiritual nourishment. 90% of students participate in activities.</p> <p>4. A bi-monthly student planner checks with the teacher's feedback and is supervised by non-CTs.</p> <p>5. Google Calendar carries forward to G3 to help students and parents better manage assignments and assessments; 70% of parents agree that Google Calendar is useful.</p> <p>6. Teachers / Parents seminars, activities, or workshops are arranged to practice sports, music, art-making, and mindfulness. 80% of participants enjoy the events.</p>	<p>checking report</p> <p>5. Parents survey</p> <p>6. Events evaluation</p>	<p>4. In the first term, bi-monthly student planner checks with feedback from non-Class Teachers (non-CTs) were arranged. According to the checking report, the majority of CTs monitored the student planners to help students develop effective time management habits. However, due to time constraints, the checking was not completed in Term 2. It is recommended that the checking process be continued in the next academic year to uphold the time management habit.</p> <p>5. Only 27% of G3-6 students did not use Google Calendar to manage and plan for assignments and assessments. The current Google Classroom practice of inputting assignments and assessments with due dates should be continued next year. During SLC, parents reported to teachers they found the use of Google Calendar useful for their students in keeping track of assignment due dates. Although a few parents reported that there are too many platforms to check (eClass, Google Classroom, A-moment site, circulars, push messages), each platform has a unique purpose, and no single platform can serve all the needs. This will be clarified in the Curriculum Briefing at the start of next year.</p> <p>6. One parent seminar on mindfulness was held under PEA, and more than 95% of participants thought it was useful and could help them release their stress. More than ten parent-child workshops about sports and arts were held during the School Carnival, and more than 80% of participants enjoyed the events. It is recommended that mindfulness-related topics continue in the upcoming academic year to assist parents and teachers in managing and reducing stress.</p>
3.4	To maintain an amicable and caring school environment and atmosphere	Sustaining a harmonious and supportive learning environment for students	<p>1. Class teachers meet each student at least once yearly to learn more about their needs. 80% of students agree that teachers provide support and encouragement for them.</p> <p>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.</p>	<p>1. SHS/APASO data</p> <p>2. SHS/APASO data</p>	<p>1. Class Teachers met with each student at least once a year to better understand their needs. More than 90% of students agreed that the teachers supported and encouraged them. It is advised to persist in supporting students through these annual meetings to cater to their needs effectively.</p> <p>2. The Learning Support team coordinated with subjects to support students who lag behind in particular subjects. All subject teachers are expected to follow up on the learning progress of underperforming students and provide feedback on their performance. The subject panel head meets with individual students requiring support and their parents to understand the situation better and provide learning recommendations.</p> <p>For the core subject, remedial classes were provided for G5 and 6 students who were lagging behind in the core subject. Newly arrived students were invited to join Enrichment Courses, and some newly arrived students were provided with individual reading support and assessment accommodations for the 2nd Mid-Term Assessment to help accommodate the school-based curriculum.</p>

					A school-based survey shows that 74% of students agree or strongly agree that teachers' feedback encourages them. Next year's PD and subject meetings will need to include reminders for teachers and monitoring.
		Maintaining strong team morale and a supportive culture	<ol style="list-style-type: none"> 1. Pre-appraisal meetings are conducted with teachers to align expectations and provide feedback to colleagues. 80% of teachers agree that the appraisal system evaluates teachers' work performance fairly and is conducive to their professional development 2. Individual meetings are arranged for all teachers to know more about their needs and how to support them by school. 80% of teachers feel supported for their work and professional growth. 3. Regular team building and celebration activities organized; 70% of teachers agree that the school facilitated an amicable work environment and harmonious atmosphere 	<ol style="list-style-type: none"> 1. SHS data 2. Teacher survey 3. SHS data 	<ol style="list-style-type: none"> 1. A pre-appraisal meeting was held to align the expectations and provide feedback to colleagues. From the SHS, 85% of teachers agree that the appraisal system evaluates teachers' work performance fairly and is conducive to their professional development. 2. Individual meetings were arranged for all teachers to know more about their needs and how to support them by school. According to the SHS, 89% of teachers feel supported for their work and professional growth. 3. Regular team celebration activities, such as birthday parties, were organized. Based on the SHS, 90% of teachers agree that the school facilitated an amicable work environment and harmonious atmosphere

7. Academic Development

A. Organisation of Academic Development Committee

Led by Mrs. Winnie Pradhan, Assistant Principal (Academic Affairs), 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 Division have developed 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 showing how to build the foundation, further develop interest, and nurture talent in the Arts.

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 in Grade 5-6)
- (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. One mid-term summative assessment 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 8 (G3) and May 16 (G6). The written assessments were conducted on Jun 12-13.

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 1). 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). 12 students were awarded High Distinction in English, 10 students got High Distinction in Maths in English, 5 got High Distinction in Science in English, and 14 students got High Distinction in Writing. In addition, 8 medals were awarded to our students for highest scores in their subject in their grade across the territory - 1 in Mathematics, 2 in Science, 2 in English Reading, and 3 in Writing (Table 2).

Table 1: 2024 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	69% (54)	63% (59)	61% (72)	70% (53)
Science	-	73% (37)	55% (29)	61% (23)
Mathematics	59% (61)	47% (59)	55% (66)	68% (47)
Writing	89% (18)	88% (32)	65% (43)	54% (37)

() total number of participants

Table 2: 2024 International Competitions and Assessments for School - Number of students awarded **medalist, high distinction**

Paper	Medals (highest scorer for the grade in Hong Kong and Macau)	Number of High Distinction (Top 1% in Hong Kong and Macau Region)
Science	2	5
Mathematics	1	10
Writing	3	14
English Reading	2	12

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. 133 students sat for the tests. 57 students got full scores in both reading and listening papers (Table 3) compared to 18 in 2022-23. Overall our students scored 113.2 average in listening and 113.3 average in reading out of 115.

Table 3: G4 TOEFL Primary result

G4 (133 students)	5 badges	4 badges	3 badges	2 badges	1 badge
English Listening	67%	29%	4%	1%	0%
English Reading	66%	28%	5%	1%	0%

4. School and College Ability Test (SCAT)

SCAT is a test for gifted and talented students conducted by the Centre for Talented Youths at John Hopkins University. This academic year, 22 students took the SCAT test in November 2023.

Table 4: SCAT results

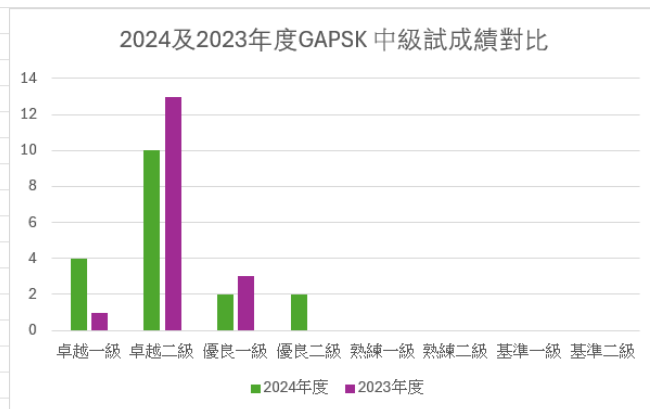
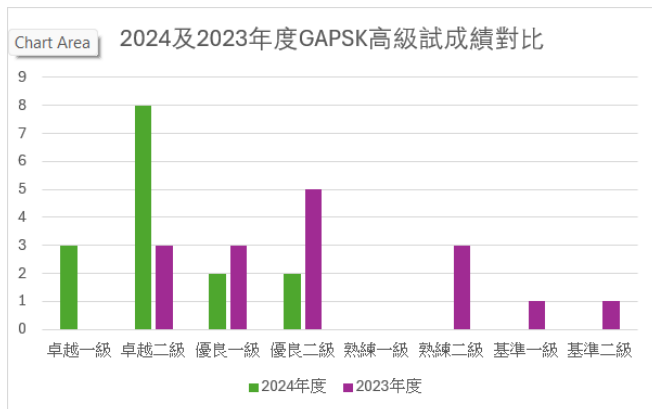
Number of participants	Grand Honour	High Honour	Eligibility of the Johns Hopkins gifted program
22	2	6	12

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, 35 students took part in the GAPSK test.

Table 5: GAPSK Result

等級	高級試 (G5-G6)	中級試 (G3-G4)
卓越一級	3	4
卓越二級	8	10
優良一級	2	2
優良二級	2	2
熟練一級	0	0
熟練二級	0	0
基準一級	0	0
基準二級	0	0



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, 29 students have taken the Mathematics component and the problem solving component. For the maths component, 61% achieved distinction and 39% achieved merit. For the problem solving component, 82% achieved distinction and 18% achieved merit. 70% achieved double distinction in problem solving.

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. 2 students have got membership granted by HKAGE through Self Nomination. 9 students have got membership granted by HKAGE through Primary School Nomination.

8. Cambridge Checkpoint Test (Maths)

To accurately measure learners' potential and progress, 21 of the Grade 6 students have taken the test and passed with flying colours. 100% of our students are within the range of Outstanding. 16 out of 21 of students score full marks 50/50.

9. Cambridge Linguaskill Test (English)

20 students from G5 and 20 students from G6 sat for this international language benchmarking test. Students were chosen to represent normal distribution based on ranking in school so as to get a complete picture of their language abilities. G7-8 students too sat for the exam so the average middle school language levels could be mapped out. The online adaptive test for listening, reading, writing, and speaking was conducted in school. Students from G5-6 scored 5.5 on the IELTS band (Table 6).

Table 6: Cambridge Linguaskill Test

	A1	A2	B1	B2	C1 or above
G5	0%	0%	40%	55%	5%
G6	0%	5%	25%	70%	0%

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 7).

Table 7: 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
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		school's timetable
Chinese Language	8 (G2-G4) 7 (G5-G6)	20% 17.5%
English Language	7 (G2) 6 (G3-6)	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% 12.5%
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 2023-2024, 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 G2 and G4 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, Chinese and Mathematics, study groups with flexible in-and-out arrangements were implemented after school.

In the 2023-2024 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 2023-2024, the major reading activities held were as follows: Reading Ambassadors training, QEF library lessons, reading activities (Beetle Program, PERCCI designer), Reading PERCCI collection reading scheme, PERCCI reading logs and Reading 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.

H. Home-School Liaison

- 1) 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, 13 parent forums had been arranged. The details of the parent forums are listed below:

Table 8: Parent Forums Topic

	Topic	Speaker(s)
1	Understand Your Child- Starting Primary School Life	Ms Cho Siu Yee
2	How to Prevent and Address Online Bullying / Understanding Strategies for Dealing with Cyberbullying	Registered Social Worker, Ms. Debbi Wu and Mr. Steve Chan
3	Vibrant Life Music Workshop	Music Therapy HK
4	7 Habits of Highly Effective People	Hong Kong Academy of Leadership
5	New trends in China's aerospace industry	The Hong Kong Aerospace Society Mr Lui Lin Chui
6	Open the Magic Door of Positive Communication - A Letter to My Child Workshop 3.0	Ms Siu Yee Cho Ms Pui Yau Chan
7	Parent Education Conference “The Grace of Blessed Family ”	余德淳博士；陳敏兒女士
8	Let Our Students Fly - Student-led Conference	Ms Winne Pradhan and Ms Cho Siu Yee
9	Parent-Child Adversity Overcoming Day Camp	The Boys’ & Girls’ Clubs Association of Hong Kong
10	Regrowth once again	Ms Cho Siu Yee
11	Nature Ecology and Green Living	Green Sense Society
12	Common Oral Health Problem in Children	The Jockey Club Children Oral Health Project, Dr. Leung
13	A Date Under the Stars Travel with the great Creator	Goodgrief HK

Approximately 100% 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.

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, around 400 parents have taken part as volunteers in various activities such as Library Helpers or school decoration work. During the convocation ceremony held on 11 July 2024, all parent volunteers were awarded certificates in appreciation of their effort.

2) Home School Cooperation (PTA)

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. Eight regular PTA meetings have been conducted throughout the year, and various school-related topics have been discussed. Other than the regular meetings, the PTA launched a WeCare Uniform Charity Sales on 28 June. These various PTA activities enhanced the communication and liaison between the parents and the school.

Movie Appreciation—Band Four (四拍四家族) was organized on 5 November 2023 at Festival Grand Cinema (Kowloon Tong). After the movie, Producer Jacqueline Liu Yuen Hung gave a presentation. Around 400 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 signature activity, “A-Family School Carnival” was successfully held on 23 March, and students and parents engaged in it. The details of the talks/activities are listed below:

Table 12: PTA talks/activities

Date	Topics
28/10/2023	PTA AGM, Parent-Child Blue Cyanotype Workshop and running stair competition.
20/1/2024	Parent Education Conference “The Grace of Blessed Family” Topic 1: The Grace of Blessed Family Speaker: Dr. Charles Yu 余德淳博士 Topic 2: Be a Happy Parent Speaker: Ms. Barbara Chan 陳敏兒女士
23/3/2024	A-Family Carnival cum Bazaar
23/2/2024 to 29/6/2024	APSC Badminton Fun Night
13/4/2024	PTA Big Trip - Parent-Child Day Camp
11/6/2024	WeProud A Dress Causal Day

From the SHS parents' data (score 4/5), the PTA can facilitate communication between the parents and the school and (score 4.4/5), the school often invites parents to participate in school activities.

A-Parent Education Academy has been established for five 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.

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. 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 462 hours of core training on EDB courses and 1483.4 hours of elective training. 1 teacher could not complete the number of elective training hours stipulated by the EDB for newly joined teachers. 10 teachers will be enrolling in core training courses this 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.

18 teachers have completed the Basic SEN training course, 4 teachers have completed the advanced course, and 6 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 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.

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.

Table 9: Lists of Professional Development Workshop/Courses

<p>Learning and Teaching</p> <ul style="list-style-type: none"> ● Classroom Management ● Differentiation and Engagement ● Excel PD for Marksheet Setting
<p>Student Development</p> <ul style="list-style-type: none"> ● Leader in Me Program ● Child Abuse Handling ● Empowering Teachers in the Inclusive Classroom ● Gifted Education Talk: "How Do We Know Our Students are Engaged in Creative and Critical Thinking?"
<p>eLearning and Innovative Strategies</p> <ul style="list-style-type: none"> ● Apple Education Workshop ● Information Literacy - Handling Cyberbully ● AI Sharing by Professor Loh Po-Shen ● Google Gemini AI model

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 11th. 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 six focused on Celebrating Cultures, Animal Habitats, and Our Community, 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 Guangzhou, Beijing, Tokyo, Seoul, Queensland, and Xiamen. The number of students going on overseas excursions increased significantly this year. 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 6th. 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 2023-24 G5 students is 100%, in which 91 parents purchased a school device (Apple iPad 9th generation) and 65 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, 2024.

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.

Every staff briefing, subjects took turns to share elearning tools they found effective. 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 Ms. Cho Siu Yee, Associate Vice-Principal (Student Development) and Ms. Pak Lai Kuen, Associate Vice-Principal (Student Advancement and Support). 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 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 Stakeholder Survey (SHS), 85% of students agreed or strongly agreed with the statement “I like my school”, giving it an average score of 4.4 out of 5; 98.1% of parents agreed or strongly agreed with the statement "I am pleased to have my child study in this school," giving it an average score of 4.6 out of 5.

The school continued 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 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 10: Student Attendance Rate of Each Grade

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
G1	97.1%	98.3%	99.4%	98.6%	96.2%	94.4%
G2	97.2%	98.5%	98.8%	98.7%	95.6%	96.03%
G3	97.0%	98.3%	99.1%	98.9%	96.6%	95.54%
G4	97.3%	98.2%	98.9%	98.6%	96.6%	96.54%
G5	97.6%	98.5%	98.8%	98.5%	96.4%	96.81%
G6	97.4%	98.8%	99.0%	98.3%	96.1%	96.48%

- **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 Grade 4 to 6 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.

Fire drill practice was conducted to reinforce safety procedures in case of fire. The objectives and procedures of emergency evaluation were briefed several times before and after the fire drill to ensure that all the students were clear about what to do during it.

Communication was maintained with school bus nannies to understand better 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 Grade Student Management 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 student management 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 around once a month 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 student management teachers have also met with class teachers to share strategies for handling common misbehaviours and provided consultation for developing class culture.

- **Firefly programme**

The Firefly programme was launched in Term 2 this year. Upper-grade students with serious misbehaviour have been asked to join the Firefly programme. Meetings with parents have been held before the programme starts to explain the programme's objectives and expectations clearly. The programme involved different parties, including the misbehaved student, his/her parent(s), class teachers and mentor (a student management/guidance teacher). Five students

joined the programme and showed improvement in avoiding related misbehaviour. The student management team will continue 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 of 6, 9, 12, or 18 late homework times, class teachers follow up by referring to the homework policy guidelines. The student management team also stepped in to support students with high late homework numbers.

Monthly checking of late homework allowed class teachers and subject teachers to provide guidance for struggling students and make reasonable follow-ups, inform parents immediately, and avoid unnecessary consequences. To better assist students who are having difficulty completing their assignments, subject teachers could assign them to the special room with a duty teacher during lunch recess to supervise them complete their daily homework and make up for any unfinished homework.

b. Student Guidance

The Professional Team, consisting of a 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 similar 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 among students.

To promote self-care and empathy among students, and to boost their overall well-being, the EDB issued a circular to schools to conduct the 'Spread the Love, Care, and Shine' Campaign before assessments. The guidance team introduced a school-based activity called 'Comforting Connection with PERCCI' during lunch recess before the end-of-term assessments in Term 1 and Term 2. Through these initiatives, teachers, parents, and students gained insights on relaxation techniques and caring for their physical and mental well-being.

The delivery of the life education program (Life Ed) was modified by creating 6 values using a school-based story character, PERCCI (Perseverance G4, Empathy G5, Respect G1, Courage G2, Commitment G3, Integrity G6). Students were delighted to absorb the values through the character and perceived the values efficiently. We have employed the “Leader in Me” elements from last year's life education curriculum to cater to students' whole-person development fully. The team has enhanced the curriculum by incorporating diverse and suitable elements. Positive improvements were observed in this year's APASO data. However, feedback from teacher interviews indicates a need for further enhancement in content to address student needs better. Only 76% of teachers agree on the effectiveness of the Leader in Me program in fostering positive habits and attitudes among students. Therefore, the team recommends developing a school-based curriculum to align with the EDB guidelines and the student's requirements.

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 board games 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 actively present 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 topics A+ passport and A Diary. G5 and G6 students have learnt how to write a letter to their parents to convey a message of gratitude and maturely express their thoughts.

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 60 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 learn how to show care to the elderly and positive feedback was received from the grandparents.

For G6 students, the “Express and Care for the Elderly” activity was arranged. Students visited the elderly living alone and learned more about their lives while offering care to them through gifts and thoughts. A briefing on effective communication skills was given to students before the visit. Our students showed care and good manners toward 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 that 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 with the

theme of making peace was successfully held, and 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 an extra time allowance, enlarged question papers, screen readers, assistance with reading certain words, prompting students to concentrate on answering questions, special seating arrangements, and individual room arrangements.

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 need intensive individualised support. The focus includes behavioural/ social skills and core subject learning. Regular meetings were 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 SEN team 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, we invite our teachers to attend special education courses every year. In total, 19 teachers have completed the EDB Basic SEN training course, 4 teachers have completed the EDB SEN Advanced Course (102 hours), and 6 teachers have completed the EDB SEN Thematic Course (90-120 hours). 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 on SEN teaching and learning was held in Term 2. Speaker from The Boys' and Girls' Clubs Association of Hong Kong suggested different strategies of teaching SEN students and managing the classroom discipline to our teachers.

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. Being 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 all students various leadership experiences and training opportunities. 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 strengths and characters. Students will evolve into proactive and responsible community members who can confidently go out into the world and pursue their goals.

- Student Service and Leadership Teams

There are 13 student service and leadership teams (including Prefects, Student Union, Houses, Excel 33P, Reading Ambassadors, PE Ambassadors, MCD leaders, MC Team, Christian Disciples, Eco Pioneers, Campus TV, A-Little Counsellors and Chinese Cultural Ambassadors) and 2 uniform teams (Scout and Boy Brigade). Systematic leadership training was provided to our student leaders. For example, our top-tier student leadership team, “Excel 33P”, consists of three training categories (including Iron Excel, Intellectual Excel and Envoy Excel) to develop different leadership qualities. Most of the teams have their regular training sessions. Furthermore, team-building activities were provided for all service and leadership team members. Advanced leadership training sessions were given to the team heads/representatives to develop their leadership skills further. As a final review and showcase of what they have learnt, the first-ever “Leadership Day” was organised in June. The student leaders prepared all the game booths and held the activities for all G1 students during lesson time during the post-assessment period. All other students were able to join the activities during lunch recess. The overall feedback of the “Leadership Day” activities was good and was suggested to be continued next year.

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

Table 11: Principles for Service and Leadership Programmes

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

Service & 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	G4 - 6	Eco Pioneers	G3 - 6
MCD Leaders	G3 - 6	MC Team	G3 - 6
Campus TV	G3 - 6	A-Little Counsellor	G4 - 6

Chinese Cultural Ambassadors	G4 - 6	Boys' Brigade	G3 - 6
Grasshopper	G1 - 2	Cub Scout	G3 - 6

Promotion, application, canvassing, and selection/election (voting) for student leadership positions for the next academic year were done from May to June. The two Head Prefects were selected by principals and senior management under various procedures. All committee members of the 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.

- Events

During the year, house meetings were arranged around once a month. All students tried their best to gain points for their house in meetings and inter-house competitions. They showed great 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 inter-house competitions, students displayed excellent sportsmanship and made deep connections with their fellow house members.

The Student Advancement team proactively connected with different subjects and teams to organize various inter-house activities or competitions. Collaborating with different subjects, numerous competitions were organized, including the Athletic Meet and Aquatic Meet with the PE Department, the Inter-house Christmas Decoration Design Competition and Chinese New Year of Dragon Spring Couplets Design Competition with the VA Department, and the Inter-House Spelling Bee Competition with the English Department.

- Leadership Program

According to the enriched 4-tier leadership advancement framework, the Student Advancement team 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. The team 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, prefects were stationed at different duty areas to ensure students' safety, reading ambassadors helped manage library books, and house captains practised the cheering slogan with their house members.

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, the MCE team used everyday learning opportunities and life events to strengthen the coordination of events, programs, and activities among subjects and teams covering the 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 special occasions (i.e., school opening ceremony, promotion ceremony, convocation) the EDB circular National Education–Event Planning Calendar, throughout the year. Scouts, MC Team student 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 culture and development, the MCE team joined over 20 inter-school activities and competitions, for example, Hong Kong Schools National Security Knowledge Challenge Basic Law Quiz Competition and Basic Law Ambassadors. Students performed well and showed their talents in different activities, and their performances gained recognition and praise from everyone. In the Third Hong Kong Youth Chinese Culture and Tourism Knowledge Competition (第三屆全港青少年中國文化和旅遊知識競賽), our school got the Champion in the upper primary group. In the inter-school "Belt and Road Guide Tour" Short Video Competition, our school got the second runner-up in the upper primary group. Additionally, our G3 student 翟珀醇 got the third runner-up in the Territory-wide Inter-school National Security Knowledge Challenge

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 was finished with eight microfilms (each segment is about 1-2 minutes long) related to key areas of national security that have been produced and submitted, with the film-making process continuing. A school-wide cultural activity was held to allow students to experience Chinese culture. Additionally, AR Chinese history materials were purchased to complement the LA curriculum, enabling students to understand the historical periods, clothing, and cultural life of different dynasties.

- **Chinese-Cultural Activities**
To celebrate the 27th anniversary of the establishment of the HKSAR and to expose students to the diverse Chinese culture, the MCE team organised a Chinese Cultural Day. The theme of the event was National Culture, and a variety of performances were arranged to give students deeper understanding of traditional culture and moral norms while also influencing the students who watched their performances with positive values. Students were very excited to participate

in the performance and learn more about Chinese Culture. The event provided a unique opportunity for students to understand our history and culture better.

This school year, the MCD leaders learned the "Disciple's Rules"(弟子規) performance and performed in the hall. Students showcased their learning outcomes by performing during the post-exam activities period for all teachers and students in the school.

- **Sister School Activities**

Face-to-face excursions were resumed after the pandemic, and we organized three trips during the excursion week to visit our three sister schools in Beijing Yucai School (北京育才學校), Xiamen Yankui School (廈門海滄區延奎實驗小學) and Panyu School (廣州南方學院番禺附屬小學), around 100 students and teachers participating. Students agreed that they had learned more about school culture in China through class immersions and school activities. Through this excursion opportunity, teachers from both schools had a professional exchange, sharing different teaching methods and philosophies, and benefited greatly from the experience.

Besides, around 40 students and teachers from our sister school, Changqing School (湖北省武漢市常青第一學校), visited our school on June 28th. This marked the first in-person meeting between our students and their pen pals since the pandemic. During their time at our school, they enjoyed various activities designed to help the Changqing School students better understand our school life and to strengthen the bond between our two schools.

- **Visit of the "Mainland and Hong Kong Teacher Exchange and Collaboration Program**

During the "Mainland and Hong Kong Teacher Exchange and Collaboration Program" visit to our school by the Education Bureau (EDB) and the Mainland teachers, representatives explored our gifted education and PBL initiatives, fostering idea exchange. They appreciated our integrated approach, engaging students in real-world projects. This interaction facilitated the sharing of innovative teaching methods, enhancing critical thinking skills. The delegation highly commended our gifted program, recognising its impact on talent development. These visits are crucial for cross-regional collaboration and knowledge exchange, improving educational practices globally.

- **Health Promotion/Preventive Measures**

Together with the school nurse, the MCE and Guidance team organised four health talks and three activities (Joyful Fruit Month, Bright Smile Mobile Car, School Bag Weighing Week, etc.) to promote a healthy lifestyle, good eating habits, and self-management skills among students.

e. School Climate

With the yearly theme “Flourish with PERCCI” in mind and the implemented “Leader in Me” program incorporating suitable and diverse elements, 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 more evident themes and mutual collaborations among the teams achieved betterment in supporting student development.

In accordance with the School Health Survey (SHS), all stakeholders expressed contentment with the school environment, yielding an average rating of 4.2/5 from teachers, 4.2/5 from students, and

4.4/5 from parents. The APASO findings revealed that students' "Satisfaction" score surpassed the Hong Kong norm, marking a gratifying and enduring achievement.

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 majority of scores in the "Affective Development" survey exceeded the Hong Kong norm, signifying ongoing positive attitude and resilience development among our students.

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 Christian development team was established to promote a Christian atmosphere within the school.

f. Links with External Organisations

Face-to-face excursions were resumed after the pandemic, and we organized three trips during the excursion week to visit our three sister schools in Beijing Yucai School (北京育才學校), Xiamen Yankui School (廈門海滄區延奎實驗小學) and Panyu School (廣州南方學院番禺附屬小學), around 100 students and teachers participating. Students agreed that they had learned more about school culture in China through class immersions and school activities. Through this excursion opportunity, teachers from both schools had a professional exchange, sharing different teaching methods and philosophies, and benefited greatly from the experience.

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We maintained 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 complex 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. Affective Development

To help students strengthen their affective development and nurture an optimistic attitude, various programs and strategies (e.g., PERCCI values, Life Ed program, Leadership program and experiences etc.) were implemented to cultivate a suitable atmosphere for student whole-person development and continuous growth. The APASO data indicates that students exhibit positive emotions at school and a low score for negative affect and anxiety among students. The result is better than the HK standard, indicating that our students continue to develop positive emotions when facing difficulties in daily life.

In addition, the school emphasises shaping student attitudes to build a growth mindset with resilience through various Student Development programs. The results from APASO in the "Generic Skills" score demonstrated that students showed continued effort to complete tasks even when encountering difficulties.

b. Family Involvement

Family involvement is a crucial component of holistic development. Our Parent Education Academy offers parents a platform to comprehend their child's requirements. Additionally, we encourage parental engagement through volunteering opportunities. In the APASO survey, it is evident that our students maintain positive relationships with their parents, who are willing to provide both academic and personal support.

The school provides various opportunities for students to develop their leadership skills and unleash their potential. Overall, the feedback from teachers and students at SHS was positive, with both

agreeing that “the school provides enough opportunity to foster students' leadership.”

D. Participation & Achievement (non-academic performance)

a. Other Learning Experience

To provide a balanced learning curriculum for students, the in-timetable OLE and afterschool OLE courses were arranged for students. The courses offered were tailored to the domains of multiple intelligences, encompassing third language courses, mathematics and computational skills lessons, Christian fellowship, sports programs, music appreciation, and more. Both OLE and AOLE courses started in October. Over 85% of students reported that they enjoyed the course content and found it interesting and appropriate for their level, as evidenced by the SHS. This demonstrates the students' high satisfaction with the OLE courses, which enabled them to enhance their knowledge and broaden their horizons. Furthermore, 80% of the students agreed that the OLE courses were engaging and enjoyable for them.

Students indicated their preferences for the OLE courses offered during the school term. This mode allowed students to explore their interests and passions outside of the regular curriculum. The compulsory Sports OLE is set for grade one and two students. Students were enthusiastic in engaging and practising in the sports, including badminton, baseball, fencing, mini-tennis and table tennis. To foster cultural awareness and acceptance, third language courses are offered in Junior School. Students are given the opportunity to learn one third language in each term based on their choices.

The school also offered a range of activities and opportunities for students to explore new horizons and exhibit their talents. As part of fostering students' understanding of environmental conservation, junior grade students were provided with the chance to visit T-Park and O-park. During these visits, students had the opportunity to learn about the process of converting waste into energy and actively participate in environmental initiatives through the recreational and educational facilities available.

The school team training program has been effective in developing students' skills and preparing them for competitions. Regular training was arranged until early-May, with additional sessions provided during the long holiday. As a result of this comprehensive training approach, 85% of students agreed that the sessions helped them improve their techniques. The teachers and instructors offered constructive feedback to encourage the students, fostering a positive and motivational learning environment. With such a high participation rate, around 80% of students join at least one sports or art competition.

Impressive results were earned in the 2023-2024 school year. Our Senior Choir attained a resounding victory in the recent 76th Hong Kong Schools Music Festival (Primary School Choir - New Territories East), displaying their extraordinary talent and unwavering commitment. Building on the success of the previous year, both the Junior and Senior Dance Teams delivered outstanding performances, emerging as the Overall Champions in the Chinese Dance category (Primary Section) at the 60th School Dance Festival. In the School Speech Festival, the G5-6 Chinese Choral Speaking Team secured the championship, while the G3-4 Chinese Choral Speaking Team achieved the Champion title in the Bible verse Choral Speaking competition.

Multiple champions were obtained in the sports domain, including the Inter-Primary School Table Tennis Competition (Sha Tin District)– Girls Group, Inter-Primary School Badminton Competition (Sha Tin District)– Girls Group, and Hang Seng All School Championships 2024 – Girls Group.

Impressively, our school claimed the Silver award and a Gold Award in the Whole Hong Kong Inter-Primary Schools competitions (Sha Tin District) for Boys and Girls respectively.

These remarkable achievements across performing arts and sports show the exceptional talent and dedication of our students, as well as the excellent coaching and guidance provided by the school.

b. Local Excursion, Overseas Excursions & Exchange

A-School is committed to providing diverse opportunities for students to step outside the traditional classroom setting and engage with the world. Throughout the academic year, the school has arranged a range of inward and outward exchange programs as well as excursions to facilitate student learning.

To foster connections with sister schools, the pen pal program continued with four sister institutions, allowing teachers and students to connect and interact with their pen pals. The inward exchange program facilitated visits from Yankui School and Yucai School, during which students had the chance to engage in shared activities and experiences with their buddies at our school campus. Additionally, some of the students were also given the chance to visit their schools in Wuhan, Guangzhou, and Beijing.

Excursion tours were organised in June, ranging from three days two nights to nine days eight nights, with destinations spanning Germany, Queensland, Tokyo, Seoul, Xiamen, Guangzhou, and Beijing. These tours were set with different themes, including technology, visual arts, sustainable development goals, and language learning, providing students opportunities to broaden their horizons, explore new cultures, and cultivate critical skills that will benefit their future.

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
「第三屆全港青少年中國文化和旅遊知識競賽」	高小組團體賽	冠軍
2023 至 2024 年度中小學數學應用創意信息圖設計比賽	Upper Primary	Honourable Mention
2023-24 Shatin Inter-Primary Schools Athletic Competition	Girls C Grade Overall	Champion
2023-24 Shatin Inter-Primary Schools Athletic Competition	Girls C Grade Long Jump	Champion
2023-24 Shatin Inter-Primary Schools Athletic Competition	Girls C Grade 100m Run	Champion
2023-24 Shatin Inter-Primary Schools Athletic Competition		Outstanding Athlete

2023-24 Shatin Inter-Primary Schools Athletic Competition	Girls A Grade High Jump	Champion
2023-24 Shatin Inter-Primary Schools Badminton Competition	Girls Group	Champion
2023-24 Shatin Inter-Primary Schools Badminton Competition		Outstanding Athlete Award
2023-24 Shatin Inter-Primary Schools Basketball Competition (only for individual students)	Boys Teams	Outstanding Athlete
2023-24 Shatin Inter-Primary Schools Futsal Competition	Girls Teams	Outstanding Athlete
2023-24 Shatin Inter-Primary Schools Futsal Competition	Boys Teams	Outstanding Athlete
2023-24 Shatin Inter-Primary Schools Swimming Competition	Girls C Grade 50m Backstroke	Champion
2023-24 Shatin Inter-Primary Schools Swimming Competition	Boys C Grade 50m Freestyle	Champion
2023-24 Shatin Inter-Primary Schools Swimming Competition	Girls B Grade 100m Freestyle	Champion
2023-24 Shatin Inter-Primary Schools Table Tennis Competition	Girls Teams	Champion
2023-24 Shatin Inter-Primary Schools Table Tennis Competition	Girls Singles	Champion
2023-24 Shatin Inter-Primary Schools Volleyball Competition	Girls Teams	Outstanding Athlete
75th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open - Primary 1 and 2 - Girls	First Place
75th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open - Primary 3 - Boys	First Place
75th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open - Primary 4 - Boys	First Place
75th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open (Primary 6 - Boys)	First Place
75th Hong Kong Schools Speech Festival	English Solo Verse Speaking - Non-Open - Primary 5 - Girls	First Place
All HK Inter-Area Primary Schools Table Tennis Competition	團體賽	冠軍
All Hong Kong Schools Jing Ying Table Tennis Tournament 2023-2024 (Primary Schools Section)	Girls - Singles	Seventh Place

All Hong Kong Schools Jing Ying Table Tennis Tournament 2023-2024 (Primary Schools Section)	Girls - Singles	Champion
Eye Level 全港數學邏輯思考大挑戰	P1	Gold
Eye Level 全港數學邏輯思考大挑戰	P1	Distinction
Eye Level 國際數學解難大賽 2023	Grade 2, 4 & 5	Distinction
First Lego League 2024	Explore Group	Challenge Solution Award
Hang Seng All Schools Championships 2024	Primary Girls Singles	Champion
Hong Kong Olympiad in Informatics 2023/24	Primary Group	Gold Medal
Hong Kong Professional Dance Competition 2024	Chinese Dance (Primary Junior)	The Best Performance Award & Gold Award
Hong Kong Professional Dance Competition 2024	Chinese Dance (Primary Senior)	Gold Award
Hong Kong Professional Dance Competition 2024	Chinese Dance (Trio - Primary Senior)	The Best Performance Award & Gold Award
Hong Kong Secondary School Debating Competition	Primary Section: Grand Finals	Best Speaker
Hong Kong Secondary School Debating Competition	Primary Section: Grand Finals	Champion
Hong Kong Young Writers Awards	Non-Fiction (Group 1)	Winner
Hong Kong Young Writers Awards	Non-Fiction (Group 2)	Honourable Mention
Hong Kong Young Writers Awards	Non-Fiction (Group 2)	Highly Commended
International Competitions and Assessments for School	Maths	High Distinction
International Competitions and Assessments for School	Reading	High Distinction
International Competitions and Assessments for School	Writing	High Distinction
International Competitions and Assessments for School	Science	High Distinction
International Competitions and Assessments for School	Maths	Top Medal Winner
International Competitions and Assessments for School	Reading	Top Medal Winner
International Competitions and Assessments for School	Writing	Top Medal Winner

International Competitions and Assessments for School	Science	Top Medal Winner
Joint School Music Competition 2024	Primary School Choir (Junior)	Gold Award
Joint School Music Competition 2024	Primary School Group Ensemble (Chinese Percussion)	Gold Award
Joint School Music Competition 2024	Primary School Teacher - Student Ensemble	Gold Award
Robotics Intelligence DIY 2024 - Preliminary Round	Regular Competition (Senior Group)	Champion
Stories of the Hong Kong Palace Museum Treasures – Picture Book Creating Competition	Visual Arts	Commendable Award
Stories of the Hong Kong Palace Museum Treasures – Picture Book Creating Competition	Visual Arts	Grand Award
The 13th Hong Kong French Speech Competition	Solo Poetry Speaking	Honours
The 76th Hong Kong Schools Music Festival	Primary School Choir - New Territories East Region - Foreign Language - Boys and/or Girls - Senior	Winner
Whole Hong Kong District Rope Skipping Competition	2014 年 男子組 單車步	冠軍
Whole Hong Kong District Rope Skipping Competition	2013 & 2015 年 女子組側擺交叉跳 (左右)	冠軍
Whole Hong Kong District Rope Skipping Competition	2013 & 2015 年 女子組 二重跳	冠軍
Whole Hong Kong District Rope Skipping Competition	2015 年 女子組 單車步	冠軍
Whole Hong Kong District Rope Skipping Competition	2014 年 女子組 後交叉開跳	冠軍
Whole Hong Kong District Rope Skipping Competition	2013 & 2014 年 女子組 後側擺交叉跳 (左右)	冠軍
Whole Hong Kong District Rope Skipping Competition	2014 年 女子組 交叉開跳	冠軍
Whole Hong Kong Inter school mixed team Kinball Competition	Mixed Group	Champion
全港學界國家安全常識挑戰賽	團體賽	半準決賽
全港學界國家安全常識挑戰賽	個人賽	殿軍
張錦昌盾 - 小童軍競技比賽 2024	個人賽 (最佳觀察力)	冠軍
數學思維大激鬥 2024	P4	Champion
數學思維大激鬥 2024	P4 Group	Champion
機械人「冬季」挑戰賽 2024	循線挑戰賽(高小組)	金獎

王可風盾 - 小童軍競技比賽 2024	個人賽 (最佳記憶力)	冠軍
第 30 屆漢語聖經朗誦節	小三至小四組集誦 (普通話)	冠軍
第 44 屆沙田區舞蹈比賽	東方舞 (少年組)	金獎
第 60 屆學校舞蹈節	中國舞 (低小群舞)	優等獎
第 60 屆學校舞蹈節	中國舞 (低小三人舞)	優等獎
第 60 屆學校舞蹈節	中國舞 (高小群舞)	優等獎
第 60 屆學校舞蹈節	中國舞 (高小三人舞)	優等獎
第 75 屆香港學校朗誦節	普通話詩詞集誦比賽 (小學五、六年級)	冠軍
第九屆全港小學區際乒乓球比賽 2023-2024	沙田區學校代表隊	女子組冠軍
第九屆全港小學區際乒乓球比賽 2023-2024	沙田區學校代表隊	傑出運動員
華夏盃總決賽 2024	P6	一等獎
華夏盃總決賽 2024	P5	一等獎
華夏盃總決賽 2024	P4	一等獎
華夏盃總決賽 2024	P3	一等獎
華夏盃總決賽 2024	P2	一等獎
陳業文盾 - 小童軍競技比賽 2024	團體賽	冠軍
香港數學袋鼠競賽 2024	GRADE 2 - 6 & 11	Peak Award
香港數學袋鼠競賽 2024	GRADE 1 - 7 & 9	Elite Award

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. WKFS is automatically granted to all students who qualify for Financial Assistance and is in the form of a cash allowance for the purpose of subsidising their purchases of books, stationery and other school supplies. A single payment is made to the eligible student during each year of qualification under the Financial Assistance Scheme.

iii. Deadlines for Scholarship Programme Applications

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

b. Fee Remission Scheme

HKBUAS welcomes all students to apply for admission regardless of their financial status. Students may apply for the fee remission once a placement is offered by the school. Students who are currently enrolled may apply at any time based on financial needs.

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

c. Kindergarten Principal's Nomination

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

B. Financial Report

APPENDIX I

**Reporting DSS Schools' Annual Financial Position
Financial Summary for the 2022/2023 School Year
(Per EDB Audit Report)**

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	61.99%	N/A
School Fees	N/A	31.49%
Donations, if any	N/A	3.26%
Other income, if any	1.33%	1.93%
Total	63.32%	36.68%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	73.38%	
Operational Expenses (including those for Learning and Teaching)	14.98%	
Fee Remission / Scholarship ¹	3.42%	
Repairs and Maintenance	2.33%	
Depreciation	5.71%	
Miscellaneous	0.18%	
Total	100.00%	
Surplus/Deficit for the School Year[#]	0.84 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	6.99 months* of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

*Remark: It is 5.52 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).