

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



Annual Report (Primary School)

2020-21

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## **1. The School**

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

The 12-year through-train school has been the vision of the Hong Kong Baptist University since the 1990s, and tremendous effort has been continually invested to realise this vision. In August 2001, Dr. Daniel Tse, then President and Vice-Chancellor, signed an agreement with Mr. Wong Kam Fai. Under the agreement, the university accepted a generous donation from the Kum Shing K.F. Wong Charity and Education Foundation for the purpose of purchasing school furniture and equipment. As a gesture of gratitude, the school was then named “Wong Kam Fai Secondary and Primary School”.

The Foundation Stone Laying Ceremony of the affiliated school was held on 13 December 2004. In 2006, the construction of our campus, which exceeds Y2K school design standards, was completed. In September 2006, our first batch of students were admitted to the school and started receiving diversified and high quality education.

### **Basic Information**

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

## 2. School Mission and Vision

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

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

### **School Motto**

Passionate to Learn, with Confidence

Determined to Succeed, with Vision

### **Mission Declaration**

Caters to the whole person

Puts students' needs first at all time

Empowering students to be spiritually mature, wise and informed, artistic, physically strong, creative

and build good ties with the community

Students will become global citizens with national pride at heart

### **3. The School Management**

#### **A. The School Management Committee**

Supervisor

Professor Frank Fu Hoo Kin, MH, JP

Emeritus Professor, Hong Kong Baptist University

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

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School Managers

Professor Rick Wong Wai Kwok

Interim Provost, HKBU

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

Senior Counsel, Des Voeux Chambers

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Ms. Rosanna Choi Yi Tak

Treasurer, the Council and the Court, HKBU

Treasurer, the HKBU Foundation

Partner, CW Certified Public Accountants

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Dr. Amelia Lee Nam Yuk, MH

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

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Professor Sandy Li Siu Cheung

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

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

Executive Chairman, WKF Charity & Education Trust Fund Group

Chairman & CEO, Kum Shing Group

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

Parent Representative

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

Parent Representative

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

Parent Representative

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

Parent Representative

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Dr. Benjamin Chan Wai Kai

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

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Ms. Claudia Liu Wing Ki

Teacher Representative

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Mr. Kelvin Lee Ka Wing

Teacher Representative



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

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

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

Our Student Development Team is dedicated to supporting the students' growth. We offer all they need to succeed, among which are tutoring, personal and academic counselling, as well as 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 taking reference to best practices from around the world, school culture, vision, and mission, as well as student needs. Classrooms are arranged to foster collaborative learning with the development of 21<sup>st</sup> Century skills such as collaboration, communication, critical thinking and creativity being at the 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 large groups with a varied audience.

## 4. Our Team

### A. General Data

Language Proficiency Requirement attained – 100%

	Teachers
Number	72
<b>Teachers' Qualification</b>	
Teachers' Training	94%
Bachelor Degree	100%
Master Degree or above	47%
Special Education Training	28%
<b>Teaching Experiences</b>	
0 – 4 years	42%
5 – 9 years	19%
10 years or more	39%

### B. Professional Development

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

#### CPD Hours 2020-2021

All the courses are mainly categorised into five main aspects: Teaching & Learning, Student Development, School Development, Professional Relationships & Services, Personal Growth & Development, Others (Structured Learning) and Others. Details are listed below:

CPD Mode	CPD Domain	Sub Total	Total
Structured Learning	I. Teaching and Learning	1849.03	1849.03
	II. Student Development	859.5	859.5
	III. School Development	362	362
	IV. Professional Relationships & Services	5	5
	V. Personal Growth & Development	5	5
	VI. Others	0	0
Total CPD Hours			3080.53
Average CPD Hours per teacher (72 teachers)			42.79

## 5. Class Structure

HKBUAS Wong Kam Fai Secondary and Primary School (Primary Section) is a whole-day EMI primary school operating under the Direct Subsidy Scheme. The number of school days is aligned with the requirement of EDB (there were 190 school days in 2020-2021). There are six grade levels from Grade 1 to Grade 6 with 5 classes at each level. We kept the class size to 33 students per class. The number of students had almost reached the full capacity (Table 3) at the beginning of the school year. There were 97 withdrawals in 2020-2021 mainly due to relocation to other countries.

Table 3: Enrolments 2020-2021

No. of students as at 1 September 2020	973
No. of withdrawals	97
No. of students admitted in the middle of the school year	23
No. of students as at 19 July 2021	899

## 6. The Areas of Concerns

The following are the main focuses of the primary section in 2020-2021:

1. Scaffolding learning and personal growth on a through-train scale
2. Nurturing lifelong learners with a global perspective and a positive mind
3. Optimizing learning environment to support active learning and whole-person development
4. Enhancing teachers' professional competence and cohesion

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

Item	Objectives	Strategies	Success criteria	Evaluation
1.1	To strengthen the coherence and continuity of policies, curricula, and programmes linking the three key learning stages (Junior School, Middle School, and High School)	Equipping teachers with classroom management strategies to maintain good discipline and maximize learning time and effectiveness	<ol style="list-style-type: none"> <li>1. At least 2 PD on classroom management and L&amp;T arranged for teachers</li> <li>2. Embed classroom management and strategies in the induction programme for new teachers</li> <li>3. At least 80% of teachers agree the PD are useful and apply strategies in performing their duties</li> </ol>	<ul style="list-style-type: none"> <li>● ADC conducted a PD on differentiation and engagement (Slides shared via PD Site) arranged for teachers. 80% of teachers found the PD useful.</li> <li>● SDC conducted 3 PDs on effective classroom management, handling students with SEN, and adapting the whole-school approach (WSA) in positive reinforcement. Over 90 % of teachers agreed the PDs promoted understanding of the fundamental discipline and guidance approaches adopted by the school.</li> <li>● A bookmark has been prepared for teachers to outline the key points and strategies introduced in the SEN PD. It reminded and encouraged teachers to apply the strategies in their lessons.</li> <li>● The induction programme for new teachers embedded whole-school approach classroom management strategies (Induction Programme handbook updated, WSA on Classroom Mgt and Positive Discipline shared via PD Site). New teachers learned skills to understand classroom management techniques for good discipline. 100% of new teachers rated that they agreed/strongly agreed that they had learned the techniques needed to manage their classes for effective learning. 80% of new teachers agree the PD was useful and applied strategies in performing their duties.</li> <li>● Follow-up will be done next year by training new teachers, sharing strategies for differentiation in the classroom, and conducting lesson observations to ensure teachers have the skills to use DI to maintain good discipline and learning effectiveness.</li> </ul>
		Devising comprehensive and ongoing support to	1. Teachers devise a comprehensive plan at the beginning of the school year	<ul style="list-style-type: none"> <li>● A plan was drafted and the subject teachers frequently updated the learning progress of the SEN, NCS, struggling students, and newcomers.</li> <li>● Nominated students join the internal/external gifted education program. More</li> </ul>

		<p>students with diverse learning needs</p>	<p>for gifted, SEN, NCS &amp; struggling students and provide them with extra and regular learning support</p> <ol style="list-style-type: none"> <li>2. At least 80% of the SEN, NCS &amp; struggling students achieve 5-10% improvement in their academic performance</li> <li>3. Subject teachers provide strategies to help SEN, NCS &amp; struggling students develop good learning routines and habits</li> <li>4. Positive feedback on the special class and OLE arrangements from students/teachers/parents</li> </ol>	<p>courses can be explored such as Johns Hopkins Gifted Program and collaboration with HKAGE. An online mountaineering course was organized for the leadership teams' members to strengthen their confidence. An outdoor challenge will be arranged when the pandemic situation improves. A Leadership Passport for G3-6 students will be launched in the new school year to keep track of their progress, training and services records and cultivate servant leaders.</p> <ul style="list-style-type: none"> <li>● 23.2% of struggling students show more than 5% improvement with their struggling subjects, comparing the result of first term-end result (20-21) and second term-end result (19-20).</li> <li>● Learning Support records showed teachers have used a variety of methods to support learners including providing afternoon Zoom lessons, Saturday classes, peer support and keeping contact with parents to support the child individually while the SEN team provided parents with a report with valuable information and strategies for improvement.</li> <li>● From the focus group interviews, students agreed that some teachers will offer help proactively. The students hope that teachers can give them more feedback and explain the difficult concept more.</li> <li>● To increase the effectiveness of the plan, it should be shared and communicated with students and parents on their roles and responsibilities to achieve the goals and review the progress with the teachers on a monthly basis.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>● Positive feedback from parents, students and teachers on a special half-day timetable with the 8<sup>th</sup> lesson being the Class Teacher homeroom which allowed flexible arrangement for enrichment/enhancement classes and SD activities.</li> <li>● Afternoon online OLE classes and school team training were arranged each day to develop students' interests and skills in different areas. A high participation rate was recorded in junior grades. Around 90% of participants agreed that the OLE lessons were suitable to their levels, and the course content was interesting.</li> <li>● Face-to-face OLE lessons will be resumed for Junior School in the new school year. Subject Panels on the curriculum planning and framework would need to suggest some courses that can extend students' knowledge and skills from the formal curriculum. For Middle School, online afternoon OLE classes will be continued.</li> </ul>
		<p>Optimizing the class and OLE arrangements during class suspension or half-day school days due to the epidemic</p>		

		<p>Designing lessons with a wider range of pedagogy to cater for the diverse needs of students, develop students' self-directed learning (SDL) habits, enhance the effectiveness of group work and eLearning, and provoke students' higher-order thinking (HOT)</p>	<ol style="list-style-type: none"> <li>1. KLA apply SDL (lesson flow) and HOT (learning tasks) frameworks in lesson design which incorporate effective coop learning and eLearning elements, and preparing learning materials for at least one module/topic each term</li> <li>2. SDL/HOT a focus in peer lesson observation</li> <li>3. At least 70% of students agree they are confident in learning and able to set goals</li> </ol>	<ul style="list-style-type: none"> <li>• Subjects are applying SDL and HOTS in their lessons (Strategies are shared via PD Site). Cooperative learning is restricted to shared Google Docs/Sheets/Slides due to social distancing measures. A sharing on using SDL/HOTS among subjects could be arranged at the beginning of the school year so teachers could not only learn from each other but understand the school's expectations on SDL/HOTS.</li> <li>• Lots of eLearning tools and platforms were used in lessons to facilitate engagement and checking for understanding.</li> <li>• Due to the pandemic, the focus in lesson observation shifted to learning and teaching effectiveness. SDL/HOTS peer lesson observation postponed to the new school year.</li> <li>• From the teacher survey, 78% students are able to engage in self-directed learning (SDL) and can ask and answer higher order thinking questions (HOTS). Student focus group interviews also showed that students knew how to set goals for their learning and share during SLC.</li> </ul>
		<p>Following up on factors hindering students' learning and devise classroom strategies to promote positive learning attitude and effective learning habits</p>	<ol style="list-style-type: none"> <li>1. KLAs establish lesson routines based on SDL and HOT frameworks and 80% of Junior School students able to follow the routines</li> <li>2. At least 80% of Middle School students able to submit homework on time (achieve E/G for Responsibility)</li> <li>3. Use positive reinforcement to develop students' positive learning attitude</li> </ol>	<ul style="list-style-type: none"> <li>• Subject handbooks have lesson routines and SDL/HOTS frameworks. KLAs followed SDL in lessons and SLC. HOTS skills utilized in lesson teaching, materials, and assignments.</li> <li>• Middle school students have established a good habit of handing in homework on time. They are able to submit homework on time in general. Term 1 rate of achieving E/G = 93.5%, and that of term 2 is 91.13%, which is way beyond 80%. However, students can continue to work on homework quality.</li> <li>• Posters of SLC routines and HOTS framework can be used in classrooms to help teachers and students visualize and internalize the expectations and gradually acquire the skills and habits.</li> <li>• A+ Passport stamps were used as positive reinforcement in Junior School. Students valued the stamps and tried to demonstrate good behaviors and attitudes in order to get more stamps.</li> </ul>
1.2	To enrich the Middle School curriculum and programmes on a 4- year scale	<p>Further refine the programmes, curriculum and assessment of each related subject to strengthen students' readiness for the interface</p>	<ol style="list-style-type: none"> <li>1. Committee and Subject handbooks embedded with a Middle School section outlining the measures with clear goals</li> <li>2. Evaluation with further suggestions completed in both Term 1&amp;2</li> </ol>	<ul style="list-style-type: none"> <li>• Subject handbooks have a Middle School section. Scheme of work for G5-6 includes knowledge and skills to be taught in classes.</li> <li>• Mid-year &amp; Year-end evaluations of student readiness and performance are in committee/subject meetings (minutes saved) based on assessment data, teacher's observations and SS teachers' feedback.</li> <li>• There is a need to further boost students' learning outcomes in external exams in Chinese and Math by reviewing and fine-tuning the curriculum and internal assessments.</li> </ul>

		<p>Equipping students with lifelong skills by developing effective time management skills and becoming self-disciplined</p>	<ol style="list-style-type: none"> <li>1. At least 2 training sessions on developing effective time management skills by ADC</li> <li>2. 1-2 talks on the importance and strategies to become a self-disciplined person by SDC</li> <li>3. Explain the Responsible User Guidelines to students by eLearning Team at the beginning of the school year</li> <li>4. 85% of the students able to apply the strategies learned in training sessions and talks and found themselves being a more effective learner</li> </ol>	<ul style="list-style-type: none"> <li>● Two sessions on time management conducted by AP and CCO in each term during homeroom time. Materials to be embedded in A+Diary/Passport in the new school year for ease of reference.</li> <li>● Two talks on time-management and self-discipline were organized by the social worker and two modules of Life Ed lessons on self-control and perseverance were conducted. Key takeaways with reflection/goal setting corners would be beneficial to students. Follow-up activities or posters to reinforce strategies learned from the talks.</li> <li>● Responsible Use Guidelines are distributed and gone through by the class teachers at the beginning of the year. All signed contracts are collected and kept in the Homeroom. From the student survey, 78% of students said they follow guidelines when using devices. A simplified version to be posted in classrooms.</li> <li>● From the SHS, 65% of students agreed that they are able to apply learning strategies. From the focus group interview, most of the students used student planner/calendar to organize their work.</li> <li>● To build a better habit, monthly student planner checking with teacher's feedback will be supervised by non-CTs.</li> <li>● Google Calendar can be rolled out as a pilot scheme in G1 to help students and parents better manage assignments and assessments.</li> </ul>
		<p>Catering for the diverse needs of Grade 5-6 students to face adversity and maintain positive emotion and relationships</p>	<ol style="list-style-type: none"> <li>1. Teach students to develop AQ and EQ embedded in KLAs and Guidance Programmes</li> <li>2. 3-4 talks/activities aiming to develop/sustain good relationship among P/S, S/S and S/T by Guidance Team</li> <li>3. 85% of the students able to maintain stable emotion, have good relationship with peers, parents and teachers and understand the importance and strategies to improve AQ and EQ</li> <li>4. At least one parent seminar and one teacher PD on AQ and EQ</li> </ol>	<ul style="list-style-type: none"> <li>● Different subjects are incorporating developing AQ and EQ skills through topics, hands-on project implementation, and activities such as novel studies. Specific strategies to face problems or challenges from subjects to be documented in the Subject Handbook.</li> <li>● Teachers, SW and Ed Psychologists of struggling students/gifted students meet regularly to provide academic and emotional support.</li> <li>● Three parent forums regarding EQ for Middle School parents were organized in Term 1. 100% of parents agreed the forums were useful. In Term 2, 3 forums related to AQ were arranged. Over 95% of parents found that the forum was informative and very useful. Parents applied the skills (i.e. the power of yet, appreciate the beauty of others) in daily life interaction helped relationships with their children. Post key takeaways from the forums on A-Moment Site to allow parents easily refer to the skills learned.</li> <li>● One PD on AQ was arranged for teachers by SDC. Teachers got a better understanding of "Growth Mindset" and the strategies to incorporate growth mindset in daily interaction with parents and students. Teachers understood that students' potentials were yet to develop. A QEF project was drafted to further strengthen students' growth mindset.</li> <li>● Modules and skills on adjusting emotions were introduced by GT in Life Ed</li> </ul>

				<p>lessons. The QEF project “Seeing with Our Hearts” movie was successfully implemented in the Life Ed lessons to convey the message of positive emotion to develop their EQ.</p> <ul style="list-style-type: none"> <li>Data from the surveys showed the effectiveness of the programs in developing students AQ and EQ. 83% of students agreed that they can use the Growth Mindset when they face difficulties. 88% of students learned to build positive emotions through Life Ed lessons. 88% students agreed that they learn how to build positive relationships through the “Friend-O-Cycle”. From APASO data, students showed improvement in “negative affect”, “teacher-student relationship”, and “interpersonal skill”. All these data were encouraging, but students’ growth mindset is still yet to develop in order to see improvement in the area “Cost of seeking help”.</li> </ul>
		Fine-tuning the curriculum and assessment to better align the learning outcomes among different third languages	<ol style="list-style-type: none"> <li>Smooth coordination of third language curricula and programmes</li> <li>C&amp;A frameworks aligned among languages</li> </ol>	<ul style="list-style-type: none"> <li>The weekly meeting was held in order to coordinate the third language curricula and programmes.</li> <li>Data Analysis shows language teaching needs better alignment among the four languages in terms of assignment design.</li> <li>Assessment design to be revised by referencing the benchmark exam; weighting for formative/summative assessment needs to align with subjects</li> </ul>
1.3	To enhance mutual understanding and collaboration between teachers in primary and secondary divisions	Inviting SS teachers to attend subject panel meetings or committees, and vice versa and share G7 students’ learning performance and attitude	<ol style="list-style-type: none"> <li>At least 1 SS representative joining the ADC/SDC/OLEC and panel heads joining respective SS subject panel meetings at least once a year</li> <li>Arrange meeting for subject panels to understand G7 students’ learning performance and attitude</li> </ol>	<ul style="list-style-type: none"> <li>PS Committee/Department Heads were invited to join the SS ADC/SDC/OLEC meetings and vice versa which facilitated communication and coherence in policy and curriculum implementation. Sharing of G7 students’ learning data would contribute to better preparation in the G6 bridging programme.</li> <li>Subjects had PS-SS subject co meetings together to better align curriculum and understand student’s needs. A summary of findings and improvement strategies from different subjects will give better feedback to planning.</li> </ul>
		Inviting SS teachers to observe PS lessons, and vice versa	<ol style="list-style-type: none"> <li>Lesson feedback and suggestions collected from SS teachers</li> <li>At least one lesson observation arranged for all KLA each term; homeroom &amp; school team training visits</li> <li>At least 80% PS teachers agree the lesson observation can enhance mutual</li> </ol>	<ul style="list-style-type: none"> <li>One lesson observation was arranged for all KLA each term while homeroom &amp; school team training visits were not arranged due to limited face-to-face school days; feedback and suggestions were collected for each lesson observation. A summary of suggestions from different subjects will better identify the common PD needs.</li> <li>From the teacher survey, 92% of teachers agreed that they have learned some teaching and classroom management strategies through peer observations while 78% of teachers agreed that lesson observation across PS and SS can enhance mutual understanding and collaboration. Middle School subject collaboration can be further strengthened by enriching the PS curriculum.</li> </ul>

			understanding and collaboration	
1.4	To celebrate the school's 15th anniversary	Forming a taskforce to plan and coordinate events Organizing a variety of events, such as Variety Show, Open Day and Gala Dinner Making souvenirs and an anniversary book	1. Events held as scheduled 2. Positive feedback from participants	<ul style="list-style-type: none"> <li>Taskforce formed and events planned were shared through the School website.</li> <li>Impacted by the pandemic, most of the events have to be postponed. Anniversary logo design competition was successfully completed and the winning design was widely used in school publications and souvenirs.</li> <li>PTA contributed positively to anniversary activities and souvenirs which will be introduced to parents in the new school year.</li> </ul>

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

<b>Item</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Success criteria</b>	<b>Evaluation</b>
2.1	To promote a transdisciplinary approach to teaching and learning	Reviewing PBL learning arrangement and exploring the possibility of conducting Term P with/without local/overseas excursions	1. Review PBL arrangement, UBD plans and excursion learning elements 2. UBD workshop for new teachers 3. PBL learning tasks aim to strengthen students' cooperative learning (Kagan structures), research and analytical skills, require reading a wider variety of texts and present ideas which show a deeper understanding of the topic	<ul style="list-style-type: none"> <li>As overseas excursions were canceled due to pandemic, theme-based learning applied for all grade levels.</li> <li>In-school workshops and local excursions were arranged to provide students with a variety of learning experiences.</li> <li>UBD PD workshop was held to train new teachers. 76.4% of teachers agreed that UBD planning helped students engage in deeper learning.</li> <li>PBL has become more structured with teachers guiding students to carry out research on the topic, use graphic organizers to present ideas and prepare the scripts.</li> <li>Each student has had the opportunity to present their findings and speech in front of the audience. The PBL survey showed that 76.5% of students could work collaboratively and more than 80% of students could present confidently. The role of teachers to facilitate students' and parents' engagement and appreciation on Showcase Day to be finetuned. Further training and opportunity are necessary to improve students' collaborative skills.</li> </ul>
		Transforming academic weeks into 4 Cross-curricular Days (1. Reading 2. STEAM 3. Aesthetic and Physical Ed 4. Language) to further strengthen	1. Cross-curricular collaboration meetings initiated at the beginning of the school year 2. Cross-curricular Days documents (plan, circular, evaluation reports, etc.)	<ul style="list-style-type: none"> <li>Four cross-curricular learning days provided students with fun and engaging activities. A culture of collaborative planning made the learning activities coherent, challenging and contributed to teamwork among teachers and students, essential skills for honing students' global perspective and 21<sup>st</sup> Century skills. Students showed a high level of engagement in learning activities.</li> <li>STEAM, Reading, Language and Sports Challenge were carefully planned, carried out and students learning outcomes were evaluated. Good</li> </ul>

		collaboration and maximize the benefits from cross-curricular learning activities nurturing students' global perspective and positive mindset	3. At least 85% of students agree the activities are meaningful and challenging; 85% of teachers agree students actively engaged in learning activities	collaboration boosts teachers' sense of ownership and achievement. It also promoted understanding of topics, skills and knowledge learned across different subjects and designing meaningful learning tasks. The outcomes were less ideal when each subject was merely arranging its own subject activities. <ul style="list-style-type: none"> <li>Based on the survey results, 85% of students agree or strongly agree with the positive impression of the STEAM Learning Day</li> <li>85% of students agree that Reading Day can elevate their reading interest while 87% of students agree that Reading Day is interesting</li> <li>75% of teachers agree that the students were actively engaged in the Language Day activities</li> <li>On the contrary, some teachers prefer Subject Week as it's easier to plan individual subject activities.</li> </ul>
2.2	To develop a comprehensive curriculum with a wide range of learning opportunities and challenges for STEAM education	Collaborating with IS & Math Teams to enrich STEAM learning tasks to develop students' scientific investigation habits and mind	1. Junior School STEAM framework and learning tasks refined 2. Review STEAM learning packs completed by Term 1	<ul style="list-style-type: none"> <li>STEAM framework, learning tasks and collaboration units with IS and Math to be further reviewed and fine-tuned in the new school year.</li> <li>Feedback from teachers, students and parents on the learning materials and tasks to be collected. Engaging parents through hands-on workshops facilitate school-based coding education implementation.</li> </ul>
		Educating students to present ideas logically with precise STEAM language by stating their findings from experiment, science facts and math calculations	1. Lesson plans and learning packs refined with clear guidelines/sample sentences for presentation 2. At least 85% of students can follow the guidelines in writing the conclusion	<ul style="list-style-type: none"> <li>G1-3 Booklets, worksheets and e-worksheet were fine-tuned by English/STEAM teachers.</li> <li>From the evidence of the worksheets collected, the performance of students' written work still has room for improvement. After discussing the English subject panel head, the worksheets will be submitted in the new school year according to students' writing progress in different grades.</li> </ul>
		Supporting STEAM teachers to acquire PD training opportunities in order to understand the latest trend and development in STEAM Ed	1. All STEAM teachers attend at least 5 hours of PD training	<ul style="list-style-type: none"> <li>STEAM teachers joined 5 PD courses – use of AI Lens, CoolThink AI module, Scratch x Micro:bit, Micro:bit, Micro:bit x AI. All STEAM teachers acquired 8 hours of PD training. As technology is changing rapidly, STEAM teachers are encouraged to join more PD training in order to equip themselves with the new trends of teaching and learning in Information Technology.</li> </ul>
		Following up with the implementation	1. Completed the activities stated in the QEF proposals	<ul style="list-style-type: none"> <li>The two QEF projects are running on schedule with some fine tunes.</li> </ul>

		of QEF projects for Junior and Middle Schools	2. Robotic System education (Middle School) established	<ul style="list-style-type: none"> <li>● PS STEAM modules list shows how the two QEF projects are implemented in different grades</li> </ul>
2.3	To equip students with the latest skills and tools as well as proper attitude in the use of technologies to enhance their learning	Rolling out 1:2 iPad in G1-2 and 1:2 Chromebook in G3-4 classrooms to support learning	<ol style="list-style-type: none"> <li>1. Proper device mgt plan</li> <li>2. KLA and OLE use devices for meaningful classroom activities</li> <li>3. At least 90% of students are able to handle devices properly</li> </ol>	<ul style="list-style-type: none"> <li>● The proper device management plan was ready at the end of September. More promotion to students is required in order to become a habit.</li> <li>● Teachers use platforms such as Nearpod, Kahoot, BrainPOP frequently in different classroom activities. Students show great initiative to learn by using technologies.</li> <li>● 99% of students are able to handle devices properly. Further train up Junior School students to take care of iPads.</li> </ul>
		Educating students on the importance of digital citizenship in using mobile devices, online resources and social platforms by continuing on the Common Sense curriculum in G1-6 through Life Education and across KLA	<ol style="list-style-type: none"> <li>1. PD for new teachers in implementing Common Sense Curriculum</li> <li>2. Learning booklets prepared and 90% student completion</li> <li>3. 85% of students understand the importance of DC and are able to apply skills learned</li> </ol>	<ul style="list-style-type: none"> <li>● PD during staff meetings for new teachers to be introduced to the DC curriculum.</li> <li>● Learning booklets were prepared and completed by all grades during the first 8 weeks of school. Next year, reduce some pages. Suggest revisiting some of the content with students at the beginning of Term 2.</li> <li>● 78% of students indicated they follow DC guidelines when using devices. Posters to help remind students of the important skills to be developed that year.</li> <li>● 2 mental health talks to promote the proper usage of technology and prevent online addiction were organized by social workers for Junior School and Middle School students. Over 80% of students showed their understanding of the two topics. To facilitate home-school collaboration and effort on promoting preventive measures, strategies shared with students will be informed to parents through A-Moment Site.</li> </ul>
		Implementing the eLearning framework in KLA and stressing on the proper attitude	1. KLA follow the subject-based framework	<ul style="list-style-type: none"> <li>● All subjects are making use of eLearning with varying degrees of effectiveness as observed through peer lesson observations. A report of platform usage should be submitted to VP/AP (AA) to determine effectiveness and feedback on subscription decisions.</li> <li>● The OLEC will align with the e-learning team and AA team and provide guidelines to teachers and EIs about the usage of e-device during face-to-face lesson time. The team will follow-up on this issue in the coming year.</li> </ul>
2.4	To increase students' global awareness and participation along with a good sense of national pride	Reviewing the moral and civic education framework and refining programmes by strengthening the coherence of related learning activities and	<ol style="list-style-type: none"> <li>1. M&amp;C education framework reviewed, activities refined and implemented according to plans</li> <li>2. Staying connected with sister schools</li> </ol>	<ul style="list-style-type: none"> <li>● MCE collaborated with KLAs to review the M&amp;C education framework comprehensively. Sharing of the framework recommended. A briefing session will be needed at the beginning of the school year to walk teachers through the plan.</li> <li>● A variety of MCE related activities and courses were implemented through KLAs, OLE, SD and Saturday activities.</li> <li>● Over 80% of the Saturday courses participants agreed that the courses were</li> </ul>

	sister school plan		<p>interesting and opened their insight into learning Chinese culture. Students welcomed the arrangement and would like to join again in the coming year.</p> <ul style="list-style-type: none"> <li>• Excursions were not possible under the pandemic, a Pen Pal activity was successfully organized for G4-6 students to keep connected with our sister schools, “廣州華師附中番禺學校” and “廈門海滄區延奎實驗小學”. Students were excited to meet new friends and motivated to write more after receiving letters from their pen pals.</li> <li>• 95% of students indicated that they liked this pen pal exchange activity and 84% would recommend it to other students. Positive feedback from students suggested that it’s worth keeping so as to let students develop friendship, experience Chinese Culture and increase their sense of national pride.</li> </ul>
	Arranging OLE courses, reading and learning activities to increase student’s awareness of the country’s development and Chinese culture	<ol style="list-style-type: none"> <li>1. OLE courses, reading and learning activities arranged</li> <li>2. 85% of students are aware of the country’s development and appreciate the Chinese culture</li> </ol>	<ul style="list-style-type: none"> <li>• Collaborated with OLEC, six Chinese and LA OLE courses (“紳士的品格” for G1, “禮樂孩子” for G2, “有你有禮”, “中華文化” for G3 and G4, “篇篇流螢- 中外文化” and “周遊列國” for G5 and G6) and two online Chinese seminars (Chinese Opera “粵劇文化講座” and “防災生活由細做起」戲劇導賞”) had been organized. A local excursion and in-school Chinese medicine exhibition, seminars and related learning activities were organized to increase their interests and knowledge of Chinese medicine. Students believed that these activities widened their exposure to Chinese culture. Regular sharing on areas like aerospace and economic development to be conducted.</li> <li>• Book exhibition of Chinese culture was held in the Library. Book sharing related to Chinese culture, traditional festivals and food conducted during reading lessons.</li> <li>• Student sharings during flag-raising ceremonies have increased students’ understanding of the country’s development and achievements.</li> <li>• Based on the school-based survey, 87% of students believed they learned and appreciated different aspects of Chinese culture in the OLE courses.</li> </ul>
	Planning overseas excursions for Middle School students to practise their third languages	<ol style="list-style-type: none"> <li>1. Overseas schools lined up for excursions/exchange programmes</li> </ol>	<ul style="list-style-type: none"> <li>• Overseas schools lined up and carried out some exchange activities, e.g. French has established connections with École Jean Moulin, La Verpillère for middle school students to exchange letters to each other while a letter exchange followed by an online exchange with German Swiss International School where students from A-School and GSIS did a self-introduction in German. The survey revealed that 100% of students agreed that the exchange activities strengthened their confidence in using German.</li> <li>• Pen pal activities and online conferencing are to be continued. G5&amp;6 students will send greeting cards to their exchange buddies. Exchange activities such as cultural games, videos exchange and self-introduction conducted in third languages will be pursued.</li> </ul>

2.5	To foster positive values towards oneself and others in order to lead an active and healthy lifestyle	Promoting positive thinking and a healthy lifestyle by organizing activities and talks	<ol style="list-style-type: none"> <li>1. Embedded into Life Ed programme, OLE and PE plans</li> <li>2. At least 2 activities/talks each term arranged</li> <li>3. 85% of students lead a healthy lifestyle</li> <li>4. All students completed SLC; at least 80% of students, parents and teachers agree SLC foster students' positive values towards themselves and their peers</li> </ol>	<ul style="list-style-type: none"> <li>● Sharings Mr. Wong Kam-bo 黃金寶 and Ms. Sun Yue 孫玥 carried out at A-School to inspire students on sportsmanship, perseverance, healthy lifestyle and stimulate their interest in sports.</li> <li>● The QEF project successfully installed the “A-Sports Challenge Zone” in the atrium with cycling machines and rope-skipping kiosks. A Junior-school physical development programme will be launched in the new school year aiming to build up students' physical fitness and health.</li> <li>● Summer School Programs with different sports classes launched for students to develop skills and make exercise a habit.</li> <li>● Defining a healthy lifestyle and implement related curriculum necessary</li> <li>● Brain Gym and Eye Care exercises were promoted to CTs and students. More promotions and collaboration with the school nurse, parents and PE team will be needed to encourage students to use Brain Gym and do eye care exercises more frequently.</li> <li>● Teachers and students worked closely together on their SLC reflection, goal setting and presentation. Their good effort paid off with successful conferences carried out for all students in both terms. Over 97% of students agreed SLC helped them understand themselves and get a clear idea of their learning progress.</li> </ul>
		Strengthening students' sense of happiness by providing opportunities for students to practise appreciation, and using whole school preventive approach and providing strategies to enhance their problem solving and conflict resolution skills	<ol style="list-style-type: none"> <li>1. At least 2 Grade sharings arranged</li> <li>2. KLA reinforce students to appreciate their own or peers' work</li> <li>3. At least 1 PD for new teachers and parents on foster positive values towards oneself and others</li> <li>4. Learning materials on problem solving and conflict resolution developed; 85% of students got G or above in these Problem Solving and Respect for Other</li> </ol>	<ul style="list-style-type: none"> <li>● 4 Grade sharings to show appreciation of students' good behaviours and to remind them on enhancing their generic skills, such as respect, self-management, cooperation with others. Strategies will be shared in the coming year's Grade sharings on building positive values and self-discipline.</li> <li>● Unit booklets/packs include self/peer evaluation in order to appreciate targets met, the effort put in, and to set goals. This habit will further develop in the new school year.</li> <li>● 1 PD related to Positive Education was conducted at the beginning of the school year for the new teachers. Through the PD, teachers learned how to apply positive education in the classroom. A parent forum “A different school opening - Positive emotional management” was conducted in September with over 260 parents joined the forum and learned how to foster their children's positive values. The induction program for new teachers in August reminded teachers about the need for positive values in behavior and teaching.</li> <li>● Learning materials on problem-solving and conflict resolution were developed and taught during Life Ed lessons. 88% of students got the G or above in Respect for Others while 83% in Problem Solving. More concrete examples with reflection and solutions can be shared through class culture building activities.</li> </ul>

		<p>Enhancing a serious learning attitude in students (paying attention in lessons, handing in good quality assignments, completing homework on time) and using reward scheme effectively to encourage a good attitude</p>	<ol style="list-style-type: none"> <li>1. At least 85% of teachers and parents agree that students demonstrate a good learning attitude</li> <li>2. Follow-up on late homework and struggling students</li> <li>3. Implement reward scheme plan</li> </ol>	<ul style="list-style-type: none"> <li>• From the lesson observation record, most of the students demonstrate a good learning attitude. Data showed that over 85% of teachers agreed that our students demonstrate a good learning attitude, they are highly interested in learning, take the initiative to learn and are confident in learning. Seminars will be arranged to give support and strategies to parents to motivate students' learning attitude at home.</li> <li>• “Students’ Performance Log” to record any unexpected events and briefly evaluate students’ performances in lessons was implemented. SDC will remind teachers about the purpose and procedures of the performance log at the beginning of the school year.</li> <li>• A late homework follow-up system was in place and teachers met with students and parents who struggled to submit homework and provided them with assistance and concrete suggestions. Students’ homework quality to be further improved through peer learning and appreciation activities.</li> <li>• A whole-school e-reward scheme to encourage good effort, attitude and behaviours is suggested in the coming year.</li> </ul>
		<p>Creating more channels for school management to collect opinions from parents and students and give timely feedback</p>	<ol style="list-style-type: none"> <li>1. At least 80% of parents return the monthly learning evaluation form</li> <li>2. At least one lunch gathering arranged by SAS for student representatives from different school teams to meet with the Head of Primary Division and APs</li> </ol>	<ul style="list-style-type: none"> <li>• Learning evaluation forms had been continuously sent out to parents every week to gather information regarding teaching, learning, as well as other areas of school life. SVP sent out reminders to ICs which allowed them to make timely improvements and changes. More than 400 parents returned feedback through the evaluation form every week.</li> <li>• Due to the epidemic COVID-19, lunch gatherings cannot be arranged. Meetings during the 8<sup>th</sup> lesson or recess will be arranged in the new school year.</li> </ul>

### Major Concern 3: Optimizing learning environment to support active learning and whole-person development

Item	Objectives	Strategies	Success criteria	Evaluation
3.1	To redesign the classroom environment to facilitate interaction and collaboration	Enhancing teachers' skills to conduct lessons effectively in the newly renovated 21st Century Classroom, Grade 1 Learning Hub and Science Lab aiming to facilitate t-s and s-s interaction and collaboration	<ol style="list-style-type: none"> <li>At least 80% of teachers are confident to conduct lessons in 21<sup>st</sup> CC/LH/SL</li> <li>At least 80% of teachers join at least 2 PD arranged by CCO/eLearning Team</li> </ol>	<ul style="list-style-type: none"> <li>From the teacher survey, 77% of teachers are confident to conduct lessons in 21<sup>st</sup> CC/LH/SL. More training may be needed for the coming year.</li> <li>Due to social distancing measures, PD on 21st Century Classroom, Grade 1 Learning Hub and Science Lab (i.e. PD on cooperative learning) were not conducted and will be postponed to next year.</li> </ul>
3.2	To optimize the language and reading environments conducive to good mastery of different languages and extensive reading	Encouraging students to participate actively in the reading scheme supported by HK EdCity	<ol style="list-style-type: none"> <li>80% of students participated in the reading scheme</li> <li>Programme promoted through a bi-monthly reading newsletter</li> </ol>	<ul style="list-style-type: none"> <li>Only 230 views on HK EdCity. Further promotion may be required. Lower primary students prefer print books to ebooks. Further promote the EdCity reading scheme. Set aside a lesson every month for Junior School reading activities.</li> <li>5 issues of Reading Newsletters were published with engaging content such as book sharing by teachers, students and parents as well as the latest reading activities and competitions. Further promotion and encourage CTs to read the newsletters with students during homeroom periods.</li> </ul>
		Implementing the language scheme and activities to promote the use of English/PTH	<ol style="list-style-type: none"> <li>Language scheme rolled out at the beginning of the school year and consistently implement throughout the whole school year</li> <li>80% of students are confident to speak in both languages</li> </ol>	<ul style="list-style-type: none"> <li>The language scheme was not used consistently due to lack of time and also because all students should anyways be using the MOI. Change to A-Award scheme next year with points being given for consistent use.</li> <li>More than 90% of students scored B or above in their oral presentations in English and PTH.</li> </ul>
		Reviewing the usage of online e-reading platforms and promoting and book sharing through Blogger	<ol style="list-style-type: none"> <li>80% of students spend at least 30 minutes on both Chinese and English reading platforms every week</li> <li>Online book sharing platform established; 80% of students and 50% of teachers visited the</li> </ol>	<ul style="list-style-type: none"> <li>E-Book platform: 230 views on HKEdCity Reading Scheme, 620 views on Hyread, 2412 views on BookFlix, 快樂閱讀花園：小一至小四全年完成 97 篇文章；小五至小六全年完成 62 篇文章, 小一至小四全年平均完成 835 篇「閱讀寶庫」文章 小五至小六平均完成 97 篇, average of 1295 English books read per month on Tumblebooks, and all G5-6 classes were assigned Readworks reading assignments</li> <li>Book sharing platforms could not be an effective way to promote reading. Instead, books were purchased for G1-6 students to read during long</li> </ul>

			platform	holidays. The holiday reading scheme will continue in the new school year.
		Subscribing e-platforms for students to practice their third languages	1. At least 1 e-platform purchased for each third language	<ul style="list-style-type: none"> <li>• Instead of purchasing an e-platform, the team used different online free platforms such as Duolingo, Peardeck, Kahoot, Learning apps, and Quizzis. Duolingo was mainly used in third language lessons. The team agreed that those free platforms are good enough for teaching and learning.</li> <li>• The Tumblebooks reading platform provides French and Spanish books. Exploring Japanese and German ebook platforms or setting up some Third Language reading tasks on the EduDX reading app to encourage students to read more Third Language books.</li> </ul>
3.3	To cultivate a positive school culture full of love, appreciation and mutual support	Giving teachers more time and resources to organize class culture building activities to promote positive relationship by reducing the number of announcements and arranging monthly grade CT meeting	<ol style="list-style-type: none"> <li>1. At least 1 class culture building activity is arranged each term</li> <li>2. At least 80% of students agree they have a close relationship with their teachers</li> </ol>	<ul style="list-style-type: none"> <li>• Class-based “Appreciation Corner” and virtual Appreciation Corner were created. Based on teachers’ observations, data from surveys, and focused group interview feedback, the corners are worth keeping. Over 90% of students and almost all students in the focused group interviews showed that they enjoyed showing their gratitude by writing warm messages and posting them in the corner. Some students are not accustomed to show appreciation publicly, so more encouragement from CTs will be required.</li> <li>• In addition, by comparing the APASO data last year and this year, the “teacher-student relationship” had improved, indicating that a rapport is built between teachers and students.</li> <li>• A menu of class culture activities can be prepared for CTs to implement activities that could facilitate relationships.</li> <li>• Class painting activity originally planned to build positive class and school culture has been postponed to the coming year due to the limited number of face-to-face school days.</li> </ul>
		Embedding positive education in KLA by defining the school-based positive education model and implementation and providing PD activities for new teachers and learning materials to enhance teachers’ understanding of positive education	<ol style="list-style-type: none"> <li>1. School school-based positive education model and implementation strategies drafted in AA&amp;SD Handbooks</li> <li>2. Learning material posted and regularly updated on A-Professional Learning Community PD site</li> <li>3. At least 80% of parents, teachers and students agree SLC is a good way to show mutual support, appreciation and love</li> </ol>	<ul style="list-style-type: none"> <li>• School-based positive education model and implementation strategies have not been drafted and refined in AA&amp;SD Handbooks. The model needs to be displayed in the staff room and school campus to remind the key positive ed components.</li> <li>• Learning material posted and updated on A-Professional Learning Community PD Site. The frequency of updating the site can be increased.</li> <li>• Positive feedback was noticed from the APASO and SHS survey, an increased score was recorded in APASO teacher-student relationship and students agreed that teachers helped them to solve problems and gave continuous support to their growth, both academically and developmentally.</li> <li>• Teachers can share how they integrate positive elements in their daily teaching in the coming year’s staff briefing as a PLC practice.</li> </ul>

			<ul style="list-style-type: none"> <li>Survey data indicated that 98% of parents and 96% of students agreed SLC is a good way to let them understand how to show their mutual support to each other while 98% of G5&amp;6 parents and 93% students agreed that the letters shared in SLC can lead to better communication and appreciation toward each other.</li> </ul>
	Organizing courses and activities through the Parent Education Academy to promote positive relationship and emotion	1. At least 80% of parents agree that the courses and activities provided them with useful strategies	<ul style="list-style-type: none"> <li>9 parent forums have been arranged by HSL. Most of the topics were related to different domains of Positive Education. Positive feedback was received, 100% of parents agreed the forums were useful and informative.</li> <li>Most of the parents stated that they learned the concept of Growth Mindset and would like to apply the skills in daily life. Case sharing would be beneficial for parents knowing how to use Growth Mindset to communicate and build positive relationships with their children. Related topics could be arranged next year in order to further promote positive relationships and emotions among parents and children.</li> <li>5 mindfulness workshops were conducted in G3&amp;4. Most parents believed that the workshop provided them a platform to communicate with their children They had a chance to practice mindfulness together with their children. Strategies can be shared with CTs to help calm down students.</li> </ul>
	Providing more chances for teachers and parents to communicate with each other to support students' learning and personal growth	<ol style="list-style-type: none"> <li>At least 1 sunshine call from Class Teachers to discuss about students' learning progress, social-emotional issues before term-end assessments</li> <li>At least 80% of teachers agree that the different channels provided by the school facilitated communication through phone conversation or messages</li> </ol>	<ul style="list-style-type: none"> <li>1 sunshine call is not sufficient to build up a strong rapport with parents in supporting students' learning and personal growth.</li> <li>87.1% of parents agreed that they have sufficient channels to communicate with the school. Though there are many channels for parents to seek assistance, the initiative from CTs to communicate with parents or arrange meetings is critical to positive rapport.</li> <li>Over 75% of parents believed that the school is able to support students' learning and personal growth. Monthly communication would be necessary to help parents understand more about their children's learning and growth in school. Appreciation and suggestions for improvement from CTs are essential to building strong home-school relationships.</li> </ul>

		<p>Providing opportunities for students to learn about Character Strengths through different activities and recognize their strengths and develop a growth mindset to build on strengths</p>	<ol style="list-style-type: none"> <li>1. At least 2 grade level activities arranged each term</li> <li>2. 80% of students recognize their character strengths and understand the importance of having a growth mindset</li> <li>3. KLA encourage students to reflect and set SMART goals</li> </ol>	<ul style="list-style-type: none"> <li>• Subject Handbooks include strategies to set SMART goals as a part of SDL. These are included in learning reflections and rubrics. This enables students to become independent learners who can set goals according to objectives and feedback from teachers.</li> <li>• Character Strengths were implemented in Life Ed lessons from G1-6. Book Character Day had also been successfully organized to deepen students' understanding of the qualities of each character strength.</li> <li>• 97% of teachers agreed that the Life Ed program and related activities helped to enhance students' positive thinking. Based on students' reflections, they found themselves more eager and easier to apply their character strength in daily life.</li> <li>• In the coming year, instead of knowing it, activities will be arranged to practise some selected character strengths in authentic situations.</li> <li>• Growth Mindset posters were designed and placed in each classroom to remind students to practise Growth Mindset in daily life. With only 55% of students mentioned they used Growth Mindset when they encounter difficulties, the concept appeared to be quite abstract to students. A QEF project has been drafted to use comics to help students understand the practice of growth mindset in daily life.</li> </ul>
		<p>Mural wall painting to strengthen sense of belonging of the school community</p>	<ol style="list-style-type: none"> <li>1. At least 1 wall painting arranged for students design a meaningful mural</li> </ol>	<ul style="list-style-type: none"> <li>• Mural design contributed by students with the 15<sup>th</sup> Anniversary theme will be installed in the coming year.</li> <li>• Mural painting and workshops for G6 students will be postponed to the new academic year due to playground renovation.</li> </ul>
		<p>Building the positive school culture through Christianity development</p>	<ol style="list-style-type: none"> <li>1. Connect with City One Baptist Church in arranging fellowship activities</li> <li>2. Weekly prayer by students from BB/CD Team and bible story</li> </ol>	<ul style="list-style-type: none"> <li>• City One Baptist Church pastor was invited to conduct Christianity related OLE courses to promote religious education where Junior grades students were much engaged in the lesson activities and enjoyed the bible storytime To develop students' interest in Christianity, the pastor introduced bible verse and asked thoughtful questions.</li> <li>• In the coming year, Christianity related OLE will also be included in the framework, and the team will seek opportunities to organize fellowship.</li> <li>• This year prayers were mainly done through Zoom. Feedback from focused group interviews indicated that students have more opportunities to explore and appreciate Bible stories and hymns.</li> <li>• 84% of teachers agreed and strongly agreed that students appreciate Bible stories and hymns, and grow in terms of Christian spiritual values through various festive activities.</li> <li>• More activities regarding spiritual nourishment to all students and training to BB and CD should be organized for students, to provide them an increased chance and authentic ways for learning and delivering Christian spiritual</li> </ul>

				values.
3.4	To further promote students' participation and expertise in aesthetics and sports with a greater variety of facilities and exposure	Providing students with opportunities to participate in different aesthetic and sports programme during OLE periods	1. Each student participated in at least 1 sport and 1 aesthetic OLE activities	<ul style="list-style-type: none"> <li>Due to the pandemic, many OLE activities, especially sports activities, were cancelled. Due to half-day school, students cannot fully utilize the A-Fitness Challenge Zone this year.</li> <li>Plans to be drafted in the coming school year to encourage a holistic growth of students' physical and aesthetic development.</li> </ul>
		Promoting fitness programmes for students to engage in regular physical exercises	<ol style="list-style-type: none"> <li>Fitness programme booklet implemented</li> <li>At least 70% of students engaged in physical exercises regularly</li> </ol>	<ul style="list-style-type: none"> <li>Due to the pandemic, the fitness programme booklet was not implemented this year. Instead, A-Sports Challenge led by professional coaches was launched in the afternoon online OLE to encourage students to exercise regularly at home. The booklet is to be introduced in the coming year to encourage students to make exercise a daily habit.</li> <li>Around 200 families enrolled for the A-Family Sports Experience Day in June. Only half of them can be entertained due to social distancing. Both parents and students have the chance to try different fitness equipment such as the running system, cycling trainers and rope skipping kiosks.</li> </ul>
		Enriching the A-Moment site for sharing and appreciation of artwork and music performance to develop students' life-long interest in arts and exploring opportunities to showcase students' aesthetic talents in order to cultivate positive values and attitudes	<ol style="list-style-type: none"> <li>A-Gallery and A-Musician updated at least once every term</li> <li>Students leave appreciation messages</li> <li>Arrange at least 1 activity for students to sharing artwork or give performances</li> </ol>	<ul style="list-style-type: none"> <li>Although A-Gallery and A-Musician content were updated, further promotion is required to establish a culture of music and art appreciation.</li> <li>The Arts Festival was held in May. Outstanding student's artworks were exhibited at Junior and Middle school exhibitions. VA curriculum to be enriched in order to promote students' imagination and creativity.</li> <li>Several morning and recess concerts as well as Ensemble Music concerts for G1&amp;4 students were arranged to showcase students' music talent.</li> <li>Art and music appreciation language and concert etiquettes to be further enhanced. Students can try to write appreciation messages to their peers after visiting the art exhibition and listening to the music performance.</li> </ul>
3.5	To strengthen support to environmental education leading to a green and sustainable lifestyle	Establishing a coherent programme which include whole school learning activities to develop an environmental awareness on water and energy saving	<ol style="list-style-type: none"> <li>Programme plan drafted</li> <li>At least 2 whole school activities arranged</li> <li>At least 80% of students agree they are aware of the issues</li> </ol>	<ul style="list-style-type: none"> <li>Programme plan has been drafted. However, many activities were partially completed due to class suspension. The remaining ones will be carried out in the coming year.</li> <li>Little Green Stars and Eco Pioneer have been arranged in Term 1 and Term 2 respectively. Students learned about the cause of pollution, green tips and engaged in green activities. Nearly 85% of students agreed that the activities increase their awareness of energy saving. Further promotion to parents to ensure students continue green habits at home.</li> </ul>

				<ul style="list-style-type: none"> <li>• More than 2 whole school activities are arranged to develop students' awareness of environmental issues. The event "Up Close and personal with Mr. Wong Kam Sing (Secretary for the Environment)" was successfully held in Jan. Together with the Short Film contest, students learned different ways to save energy and reduce waste.</li> <li>• More collaboration on green education among MCE, Green School Unit, and SAS should be strengthened.</li> </ul>
	Visiting the Endangered Species Museum and organizing related learning activities to promote wildlife conservation	<ol style="list-style-type: none"> <li>1. Arrange a visit to the museum</li> <li>2. At least 80% of students agree they understand the importance of wildlife conservation through IS lessons</li> </ol>		<ul style="list-style-type: none"> <li>• The visit was conducted for Junior School students in Term 2. The survey showed more than 80% of students understood the importance of wildlife conservation through the visit and lessons.</li> </ul>

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

<b>Item</b>	<b>Objectives</b>	<b>Strategies</b>	<b>Success criteria</b>	<b>Evaluation</b>
4.1	To equip teachers with the necessary skills and tools in the use of technologies and evaluation data to enhance teaching and learning	Supporting teachers to attain Google Certified Educator Level 1&2	<ol style="list-style-type: none"> <li>1. At least 2 training sessions provided for teachers</li> <li>2. 100% new teachers attained Google Ed Level 1</li> <li>3. 100% Panel Heads attained Google Ed Level 2</li> </ol>	<ul style="list-style-type: none"> <li>• 2 training sessions were provided for teachers</li> <li>• 100% new teachers attained Google Ed Level 1</li> <li>• 100% Panel Heads from attained Google Ed Level 2.</li> <li>• All returning teachers aim for Level 2 in the new school year while new teachers could have more time to attain Level 1 certification.</li> </ul>
		Training teachers to understand and do basic statistical analysis in order to better comprehend students' learning performance	<ol style="list-style-type: none"> <li>1. At least 2 training sessions provided for teachers</li> <li>2. KLA review students' performance after each topic/ module/unit</li> <li>3. Panel Heads able to do basic statistical analysis of students' performance across grades and different academic years</li> </ol>	<ul style="list-style-type: none"> <li>• Two training sessions held for all subjects to understand statistical analysis.</li> <li>• KLAs reviewed data analysis after term-end/midterm assessments to discuss strengths/weaknesses/next steps. Weak areas to be addressed and students' performance to be reviewed by AA VP and AP regularly.</li> <li>• To make better use of external exam results to feedback on Chinese, English and Mathematics learning and teaching in order to improve student performance.</li> <li>• Analysis of students' performance across grades and different academic years, as well as external exams, should be properly recorded.</li> </ul>

		Further enhancing the effectiveness of use of the P- I-E cycle in yearly planning and evaluation by subject panels, committees and team heads	<ol style="list-style-type: none"> <li>1. Expected learning outcomes and targets achieved must address and outline in plans and reports</li> <li>2. At least 1 workshop for teachers to understand P-I-E and know how to write plans and reports</li> </ol>	<ul style="list-style-type: none"> <li>● Expected learning outcomes were clearly outlined in the documents. Ongoing monitoring on learning outcomes to be further enhanced in order to fully attain targets.</li> <li>● P-I-E cycle effectiveness enhanced as data collected from surveys were properly analysed and discussed during evaluation meetings in order to feedback on yearly planning</li> <li>● SVP, VP and AP guided committee and subject panel heads to use P-I-E cycle as an evaluation tool to reflect on the learning outcomes and strategies that can be further improved, and put forth follow-up actions.</li> </ul>
4.2	To promote collaborative learning through lesson study and learning circles	Implementing video-based lesson study to facilitate professional sharing among Panels	<ol style="list-style-type: none"> <li>1. 100% of Panel Heads video recorded their lessons</li> <li>2. Videos shared during QCM</li> </ol>	<ul style="list-style-type: none"> <li>● Some panel heads have recorded lessons. The goal is to record a difficult topic/something new being taught so the lesson can be shared during QCMs with team members.</li> <li>● Videos can be uploaded to PD Site for easy access.</li> <li>● PLC practice provided an opportunity for teachers to share useful topics from PD programs. Everyone engaged and learned from each other and a repository of shared PD learnings was gathered through Google Slide. Regular PLC sharing in the new school year to facilitate professional exchange.</li> </ul>
		Participating in EDB training programmes	<ol style="list-style-type: none"> <li>1. 60 PD hours per teacher</li> <li>2. Follow EDB PD training requirements for teachers</li> </ol>	<ul style="list-style-type: none"> <li>● The average PD hours per teacher is 42 hours. A bi-monthly summary of records is suggested in the coming year in order to monitor the progress.</li> <li>● Teachers were reminded of the EDB PD training requirements during staff briefing and emails. Need to follow up with teachers if they have fulfilled the requirements.</li> </ul>
		Enhancing PD site for sharing PD materials, reviewing school activities and events	<ol style="list-style-type: none"> <li>1. Committee/Team/Panel Heads update the PD site regularly</li> <li>2. 80% of teachers find the PD site useful</li> </ol>	<ul style="list-style-type: none"> <li>● 65% of teachers find the PD site useful as it was not being updated regularly with new materials, school activities and events reviews.</li> <li>● Committee and Panel Heads need to update PD Site right after completion of in-house PD training and share reviews on school activities and events. In addition, a copy of the documents/PPTs has to be saved on the school server for proper documentation.</li> </ul>
4.3	To extend learning beyond physical and geographical boundaries	Equipping teachers with a wider range of pedagogy through the online self-learning platform	1. 90% of teachers complete at least one course from the online platform	<ul style="list-style-type: none"> <li>● 68% of teachers complete at least one course from the online self-learning platform while 85% of teachers joined other online PD programmes. Certificates can be given out to encourage teachers to participate.</li> </ul>
		Encouraging teachers to join webinars and online courses	1. At least 70% of teachers joined online PD programmes	<ul style="list-style-type: none"> <li>● Due to the pandemic, teachers shifted to online PD. The whole school PD on Positive Education was conducted through Zoom.</li> <li>● 85% of teachers joined online PD programmes</li> </ul>

4.4	To enhance career well-being, team spirit and long-term commitment	Optimizing the working conditions with better facilities and a more comfortable environment	<ol style="list-style-type: none"> <li>1. Positive feedback from teachers on new workstations</li> <li>2. 80% of teachers agree that the work conditions facilitate collaboration and team spirit</li> <li>3. Bi-monthly celebrations arranged by Staff Welfare Team</li> </ol>	<ul style="list-style-type: none"> <li>• New workstations with more storage units are more spacious and facilitated collaboration</li> <li>• Install an appreciation/photo corner in the staff room to share joyful moments, praises and recognition and to encourage team spirit and commitment</li> </ul>
		Organizing regular activities for teachers to build relationship		<ul style="list-style-type: none"> <li>• Bi-monthly celebrations were arranged by the Staff Welfare Team.</li> <li>• Team building activities will be introduced to further strengthen bonding between teachers</li> </ul>
		Reviewing the procedures for staff promotion	<ol style="list-style-type: none"> <li>1. Positive feedback on school's transparency from a majority of teachers</li> </ol>	<ul style="list-style-type: none"> <li>• The procedures for staff promotion were stringently followed</li> </ul>
		Enhancing transparency of the school's decision-making process		<ul style="list-style-type: none"> <li>• Teachers were given the opportunity to indicate a preference for joining the committees to contribute ideas and participate in the decision-making process</li> </ul>
		Freeing up more time for teachers to reflect on their work and professional development	<ol style="list-style-type: none"> <li>1. Positive feedback on ACT arrangement in Middle School to free up time for Panel Heads to attend admin matters</li> <li>2. Positive feedback on Thursday meeting schedule to facilitate professional exchange and team building (Panel, Grade Head, PD, Staff Meeting)</li> <li>3. Admin work shared by SA and Office Staff</li> </ol>	<ul style="list-style-type: none"> <li>• The expected outcomes on piloting ACT were not obvious and will go back to 2 CTs to better cater to students' needs.</li> <li>• Regular staff briefings are essential to facilitate communication of important school issues and PLCs activities</li> <li>• Office staff efficiently shouldered lots of daily admin work. Some SAs need to be supervised more closely.</li> </ul>

## **7. Academic Development**

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

Mr. Kelvin Lee was retitled from Assistant Principal (Academic Affairs) to Vice Principal (Academic Affairs) while Mrs. Winnie Pradhan was promoted to Assistant Principal (Curriculum and Quality Assurance) in order to take charge in the curriculum development and maintaining high standards in learning and teaching. Two new members, Ms. Annie Chan and Ms. Kitty Chu, joined the Committee to help supervise Learning Support and SEN Support which are areas of their expertise.

To maximize the through-train potential on students' physical education and sports school team development, Mr. Yiu Chi Yung, the panel head of physical education in the Secondary Section, has continued to assume the responsibility for the Panel Head of Physical Education in the Primary Section.

### **B. Curriculum**

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

The Junior School Curriculum, which covers a wide range of curriculums and programs in the areas of academic studies, student development and other learning experiences, 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, which puts a strong focus on 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 to 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;
- optimizing our through-train potential to ensure smooth transition from one learning stage to the next.

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

The Middle School is very important to prepare students earlier for High School, which puts a strong focus on life planning and the preparation for public exam and university admission, in terms of their knowledge, skills and attitude.

The Middle School Curriculum aims at:

- catering for the specific developmental needs of students in early adolescence;
- strengthening support to 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;
- optimizing our through-train potential to ensure smooth transition from one learning stage to the next.

After completing the 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 him/her 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
- (c) Subjects taught in other languages: Spanish, Japanese, French and German for Grade 4-6

(d) The Junior School (Grade 1-4) students are provided with one Music Ensemble lesson per week where they choose one instrument stream from Strings/Percussion/Wind and learn the skills of ensemble music playing in small groups. Class ensemble concerts are arranged at the end of the school year.

## **C. Assessments**

(a) Internal Assessments:

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

Summative assessments aim to gather evidence of students' performance and to verify students' readiness for the next level of their studies. Two mid-term summative assessments for Chinese and English 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 engage in whole-grade hands-on activities.

(b) External Assessments:

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

The EDB collaborated with the HKEAA and rolled out the "Gainful Use of Territory-wide System Assessment 2021 Materials" arrangement, enabling schools to make best use of the TSA materials already prepared and consolidated by the HKEAA with the original pen-and-paper mode or the online assessment mode. Our students attending Grade 3 and Grade 6 participated in the pen-and-paper mode in June 2021.

### **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 participate voluntarily in the ICAS in English Reading, English Writing Mathematics and Science papers (Table 4). It's worth noting and commending that even under the pandemic, our students demonstrated excellence with four students getting medals (the highest score in the Hong Kong and Macau regions).

#### **Medal Winners**

Mathematics in English P4 Tse Ka Long

English P4 Fu Ching Yee

Science in English P6 Chan Ming Fung Edan

Science in English P4 WAng Jiedeng Eric

Table 4: 2018 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 Writing	(Results not yet out)			
English Reading	71% (77)	53% (75)	61% (72)	46% (54)
Science	-	38% (40)	40% (43)	35% (31)
Mathematics	55% (75)	53% (76)	46% (82)	35% (54)

( ) total number of participants

### 3. TOEFL Primary

In preparation for the bridging programme for Middle School, the school would strongly recommend our Grade 4 students to sit for the TOEFL Primary test as the secondary school students will all participate in the TOEFL Junior test. 128 students sat for the tests. Eleven students got full scores in both reading and listening paper (Table 5) compared to eight in 2018-19. Overall our students scored 112.9 average in listening and 112.3 average in reading out of a total 115.

Since last year the TOEFL assessments were postponed, this year the G5 students also sat for the TOEFL assessments in November. The average score was 226 out of 230 (compared to TOEFL average 222). 10 students got full scores of 230. 81% of students got 5 badges (highest) in listening and 60% got 5 badges (highest) in reading comprehension.

Table 5: G4 TOEFL Primary result

G4 (129 students)	5 stars	4 stars	3 stars	2 stars	1 star
English Reading	55%	32%	10%	2%	0%
English Listening	67%	27%	5%	0%	1%

### 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/German. Abundance of opportunities are offered to students to develop their confidence and ability in using both English and Putonghua. Our students are able to communicate their thoughts logically and fluently in English and Putonghua. Students get Language Stamps in their A+ passport when they model consistent use of the language policy using advanced vocabulary.

Language Day was conducted on 16th June with the whole PS section participating in Language related activities and adventures. The English, Chinese, and Third Language teams planned and implemented a series of activities such as Chinese calligraphy, English games, Third Language Treasure Hunts in order to sustain and further motivate students in language learning. All activities were met with tremendous enthusiasm with more than 60% students and 80% teachers finding the activities to be meaningful and useful for promoting a language rich environment in school.

#### E. Learning Time of Key Learning Areas

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

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

<b>Subject</b>	<b>No. of periods per week in school's timetable</b>	<b>Proportion of teaching time in school's timetable</b>
Chinese Language	8 (G1-G4) 7 (G5-G6)	20% 17.5%
English Language	7	17.5%
Mathematics	6	15%
Other Learning Experiences	4 (G1-G3) 3 (G4-G6)	10% 7.5%
STEAM	2 (G1-G4) 3 (G5-G6)	5% 7.5%
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 (G4-6 only)	1 (G4) 2 (G5) 2 (G6)	2.5% 5% 5%
Life Education	1	2.5%
Assembly	1	2.5%

## **F. Learning Support**

Each child is a unique individual. Students vary in their progress of personal development and learning. Allocation of resources, teacher training, curriculum development and teaching arrangement 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 to learner diversity and 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 students' knowledge and enhance their skills. Through these programmes, students can deepen their learning and develop their 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 2020-2021, enrichment programmes such as Math Olympiad, Drama, Leadership Training, Artist in Residence, Sports and Robotics were offered for students to develop their full potential. In addition, Math Acceleration Programmes are offered to our G4 and G6 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 on enhancement class was introduced after the evaluation by the three main subject panels. For English, enhancement was done in daily teaching while for Chinese and Mathematics, study groups with flexible in-and-out arrangement were carried out during the 8th homeroom lesson.

In this school year 2020-2021, our School has successfully applied for funding for supporting non-Chinese speaking and SEN students. It provided extra resources to hire two Chinese teachers and three assistants to support the teaching and school-based programmes for non-Chinese speaking and SEN students. In addition, our school-based SEN programme offered comprehensive activities to address students' specific needs and provided 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 2020-2021, the major reading activities held are as follows: Reading Ambassadors training, online library lessons and Book Character Day. Besides, we have also strengthened the collections in class libraries, Junior Library and Main Library. Magazines and French/Japanese/Spanish/German language books were added in class libraries. The regular teacher

book sharing section Read With Me was held in recess and passing time. A Series of creative competitions (Reading Banner design competition, Chinese creative writing and English creative writing competition) and regular reading lessons were arranged for students to promote reading platforms, new books and reading schemes. A lot of ebook reading took place due to class suspension through subscription of portals such as Hyread, Bookflix, Tumblebooks. Five reading newsletters were sent out with book recommendations from teachers, students and parents as well as information about ebook resources. All students were given a print book for the summer reading scheme. Those books are assigned as holiday reading programmes with the reading App called 閱讀花園 to be completed during the summer holidays.

## H. Home-School Liaison

In order to help our parents to cooperate with the school to nurture their children as lifelong learners with a global perspective and a positive mind, our Home-School Liaison team focused on promoting “Positive Education” by organizing different related courses and activities for the parents so they could learn and apply the related knowledge and skills effectively for improving the parent - child relationship at home. By the end of this academic year, six talks/seminars and parent forums were arranged to promote positive relationships and emotions while other three Parent forums especially targeting G5-G6 parents were organized with the aim of developing their children’s Adversity Quotient (AQ) and emotional intelligence (EQ). The details of the talks/parent forums are listed below:

	Topics	Speaker
1.	Be a Smart Netizen	The Office of the Government Chief Information Officer
2.	A different school opening – Positive emotional management	Social workers from the Boys’ and Girls’ Clubs Association of Hong Kong
3.	A different new school year - How to make good use of positive education to prevent epidemics?	Jasmine Choi from Make Positive
4.	Wisdom of getting along with the opposite gender and its influence on children	Mr Bob Yip from Innerspace Counseling Service
5.	Open the magic door of positive communication - a letter to my child workshop	Ms. Cho Siu Yee and Ms. Chan Pui Yau
6.	Growth Mindset Workshop (I)	Social workers from the Boys’ and Girls’ Clubs Association of Hong Kong
7.	Growth Mindset Workshop (II) (III)	Ms. Jackie Chong (Senior Vice Principal) Ms. Cho Siu Yee (Head of Student Support) Mr. Marcus Lee (Coordinator of Guidance)

Over 95% of parents showed positive feedback that they were satisfied with the arrangements of parent forums. They also agreed that the talks/seminars and parent forums could enable them to understand more about children's growth mindsets.

Besides, our Home-School Liaison team has actively established the "Parent Volunteers Team" to let parents participate in and support school events and activities. The "Parent Volunteers Team" is proven to strengthen the communication and liaison between the parents and the school. According to the records this year, nearly a hundred parents have taken part as volunteers in various activities such as Library Helpers or even participating in school decoration works. In the convocation ceremony held on 15 July 2021, 106 parent volunteers were awarded certificates in appreciation of their effort. Meanwhile, almost 90% parents strongly agreed that the parent volunteers could help in cultivating the positive culture with love and mutual support in school. The Home-School Liaison team also took the initiative to organize new prayer meetings for parents. Four prayer meetings for Christian families in primary and secondary sections were held. The prayer meetings promoted positive energy in love and mutual support as well as closer relationships among the parents and school with common faith.

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

To support teachers to meet students' whole person development which contributes to student's success, in-school professional development training courses in various aspects are arranged (Table 3) and 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 organized by EDB or other organizations both locally and overseas. The Digital Citizenship curriculum was planned and implemented. The eLearning team conducted workshops for subject teachers regarding use of 21st Century Classrooms. The school's commitment and effort in promoting innovative pedagogy, creating a culture of digital learning and nurturing students to become responsible digital citizens are being recognized by retaining the Google Reference School and Common Sense School certifications.

PD was held for subject coordinators regarding planning and implementation of eLearning, Self-directed Learning and High Order Thinking frameworks in subjects. All subjects have implemented SDL and HOTS and saved good examples with student work as evidence for sharing of good practices.

In order to foster a culture of collaboration, all teachers prepared a slide for any PD topic they found extremely valuable and shared with teachers of the same grade. This has helped build a strong PLC and a culture of professional development sharing and accountability. A school-based self-directed learning moodle platform is established by Prof. Alex Fung. Subject panel heads are invited to try and provide feedback. The moodle platform with modules for Learning How to Learn, Pedagogy of Questioning, and Pedagogy of Collaborative Learning and Group Work is available for teachers to access.

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

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

To foster the Growth Mindset in the classroom with consistent instruction that reinforces and demonstrates the idea that students can improve their ability, a Growth Mindset PD was arranged on 8th September for all teachers at the beginning of the school year. Various methods and strategies were delivered through the training to integrate in their existing practices.

To enhance the professional capacity of catering for the diverse learning needs of students, a PD for the related topic was arranged on 17th December for all teachers to learn how to provide appropriate support for diverse learners with various strategies and practices.

A Whole school approach was applied in promoting Positive Education. A whole-school PD by the guest speaker from the Institute of Positive Education (Australia) was arranged on 27th November for teachers to understand and engage with the science of wellbeing and practise in their daily teaching life. They learnt about resilience, positive relationships, and positive emotions.

Table 8: In-school PD training

<p><b>Learning and Teaching</b></p> <ul style="list-style-type: none"> <li>● Digital Citizenship Training for all teachers</li> <li>● SDL and HOTS training for teachers and subject cos.</li> <li>● Data analysis workshop</li> <li>● Orientation (AA/SD) for new teachers</li> <li>● UBD workshop for PBL</li> <li>● Subject-based training (Effective Marking, Phonics, STEAM, Putonghua, LA, Artec, Electronic guided reading)</li> </ul>
<p><b>Student Development</b></p> <ul style="list-style-type: none"> <li>● Whole School Approach to Discipline and Guidance PD for new teachers</li> <li>● Build the positive class culture through character strengths for new teachers</li> <li>● Help Students Develop a Growth Mindset in the Classroom for all teachers</li> <li>● Catering for students' diverse needs professional training for all teachers</li> </ul>
<p><b>eLearning and Innovative Strategies</b></p> <ul style="list-style-type: none"> <li>● PD on eLearning platforms and e-learning model and Digital Citizenship</li> <li>● PD on new G1 Learning Hub setting and equipment for individual subjects</li> <li>● Two PDs on GCE level 2</li> <li>● Two PDs on GCE level 1 for new teachers</li> </ul>

## **J. Project-based Learning**

With the COVID- 19 and implementation of half-day school arrangements, all the local and overseas excursions were cancelled. Theme-based learning applied to all grade levels. P-Term started from 16th July, and it lasted for around three weeks. Students engaged in different projects which were set around challenges and problems they may face in the real world in the future. Students were given time to research on the topic assigned, and they contributed to the class discussion with useful and relevant information.

The themes for grade one to three students unchanged, which are Celebrating Cultures, Animal Habitats and Our Community. New themes were set for grade four to six students, including Cultivating Sportsmanship, Local Social Issues and Exploring Shatin Tradition Cultures. Some in-house workshops and seminars were arranged for students including Intercultural Exchange workshop, Animals Exposure workshop and Meet with Elite Athletes and Local Experts.

Peer Learning Day was on 7th July. Students presented and listened to the presentation of their peers. It was a great learning opportunity for students, where they could receive feedback and further improve their presentation skills.

PBL Showcase Day was successfully concluded on 10th July. One parent from each family was invited to witness and celebrate the growth of their child and our A-School students. Divided into two sessions, it was a joy to see our students present confidently in front of the audience and showcase their learning throughout the year.

## **K. e-Learning**

The newly renovated 21st Century Classrooms and Buy Your Own Device (BYOD) contributed to enhancing students' 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's BYOD scheme. The participation rate of BYOD for 2020-21 G5 students hit a new high of 100%, in which 145 of the parents have purchased the school device (Lenovo 500e Gen 2) and 16 of them will support the BYOD scheme by using existing home devices. The school has planned and deployed the device effectively and positively into daily learning and teaching on subject-based in the past year. Due to the pandemic situation, a Zoom live parent session was arranged before the roll-out of the BYOD scheme to ease parents' concerns and potential worries as well as to promote the BYOD scheme. G4 students have already purchased and will collect the Chromebook in August, 2021.

The BYOD scheme also aimed at developing student's sense of responsibility. Teachers generally follow through device related discipline issues by giving fair consequences. Students were reminded about the signed Responsible Use Guidelines and consequences in grade discipline meetings. A complete and holistic digital citizenship curriculum by Common Sense aiming to cultivate digital citizenship was successfully implemented. Through discussion, case study and reflection, students learned the importance of being a responsible netizen. In view of the pandemic situation and class suspension, students were well educated on the online netiquette and able to follow rules of online lessons.

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

All teachers completed the Google Certified Educator Level 1 Exam in this school year. Whole school PD was arranged to equip teachers for taking the Google Certified Educator Level 2 Exam. Four PD sessions for teachers were arranged in order to fully utilize 21st century classroom equipment (Chromebook and ultra-wide interactive whiteboard). Common practices including use of common online platforms (Google Forms, Google Classrooms, Nearpod, Peardeck, Edpuzzle), use of ultra-wide board softwares (Whiteboard) and subject-based tools (Brainpop, GoFormative) were established. Regular hands-on and online workshops will be continued to equip subject teachers and class teachers with the latest technology and pedagogy.

## 8. Student Development

### A. Organization of Student Development Committee

Dr. Ruby Tai was retitled from Assistant Principal (Student Development) to Vice Principal (Student Development). Mr. Karsten Berning joined the Committee to help supervise Student Advancement Support by coordinating leadership training, and new members, Ms. Melinda Wong and Ms. Catherine Tsang joined the Committee as the coordinator of the Moral & Civic Education Team and Home School Liaison respectively.

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

#### a. Student Management and Student Behaviour

Students love to go to school. From the SHS, parents strongly agreed with the statement "I am pleased to let my child study in this school" with an average score of 4.7/5. The attendance rate remains very encouraging even under the influence of the COVID-19 pandemic. The attendance rate remained very high (Table 8) no matter Zoom live lessons or face-to-face lessons at school.

School expectations towards students' attitude and performance were conveyed to students through assemblies, grade sharing and morning homeroom time. Besides, the school adopts positive reinforcement and Whole School Approach for Discipline and Guidance to reinforce students' positive behaviour and help them internalize positive values. 83.7% of teachers agreed that the school's reward and consequence system can support the implementation of school regulations. Together with the school-based leadership programme, students contributed positively to the school ethos and uniform and leadership team students are role models to others in upholding school rules and promoting positive behaviours.

Table 9: Student attendance rate of each grade

	2018-19	2019-20	2020-21
G1	97.1%	98.3%	99.4%
G2	97.2%	98.5%	98.8%
G3	97.0%	98.3%	99.1%
G4	97.3%	98.2%	98.9%
G5	97.6%	98.5%	98.8%
G6	97.4%	98.8%	99.0%

## Student Behaviour

The Student Management and Support Team is dedicated towards giving support to the students and teachers in adopting the Whole School Approach to launch proactive and preventive measures. Numerous measures were put in place to uphold discipline during Zoom online lessons or in school lessons. In the process of designing and implementing school policies, the importance of coordination, shared responsibility and joint effort have been emphasized and reinforced this year through staff meetings and grade meetings.

## School Safety

To reinforce safety procedures in case of fire, there was a whole-school fire drill practice on the 1st of December. It was completed successfully. Due to school suspension, the first fire drill was held with only G4 - G6 students. No fire alarm was sounded due to assessment in the Secondary Section. The second fire drill practice was also cancelled.

- Consistent communication was maintained with school bus nannies to better understand school bus situations or difficulties. All student matters were immediately attended to by the Discipline Team. Students who showed consistent misbehaviour on the school bus were met to help with investigation and were given serious warning. Parents were met and contacted through phone for them to understand their child's situation and the follow-up measures and consequences drawn up for their child.
- Measures regarding hygiene during these pandemic times were reinforced and reminded through weekly SD focus, grade sharing and PA announcements. Duty teachers on patrol also monitored whether students followed these hygiene measures and rules.

## Grade Head System

- The Grade Head system has worked really well to build a stronger sense of teamwork among each grade and to provide necessary support in any matters regarding student management.
- Throughout the year, at least 3 grade sharing covering a variety of topics were carried out. From the school-based survey, around 89% teachers agreed that the Grade Heads have promoted positive values and discipline to the students through grade sharing.
- In order to induce consistency in regards to CT reminders to students, the Discipline Team drew up a weekly SD focus covering a variety of topics. 81% of teachers agree that the weekly SD focus is useful in reinforcing school rules and expectations on student behaviour. The SD focus will continue next year and more time will be given for each focus.

## Self-Improvement Scheme

- 1 student joined the Self-Improvement Scheme this year. Meetings were set up with the student and parents that also involved class teachers, social worker, discipline and guidance teachers. Regular meetings and phone calls were arranged so that the student could get sufficient support from family and school.

## Homework Policy

- The Homework Policy was continued to be put in place this year. Understanding students' challenges given an abrupt change in the homework submission method, discretion was given to students on any pending homework. Subject teachers also provided guidance towards any struggling student. During the school suspension period, an individualised learning report detailing subject learning progress and effort was prepared for students and parents in January. It served as a good opportunity for students to look back and reflect on the learning that they have made during the period of online learning.
- In order to foster a stronger sense of responsibility in middle school students, some students in G5 have been staying back after school and receiving guidance from the discipline team and G5 CTs in developing a better homework routine and completing homework on time and with quality. In the course of 5 months, a total of 10 students were able to benefit from the "Homework Session". Parents and teachers have expressed positive feedback.

## Health Promotion/Preventive Measures

- Lessons were carried out by the school nurse in teaching students proper hygiene, correct way to wear a face mask, and hand washing. Many protective and hygienic measures were put in place to prepare for school resumption. A video detailing important guidelines for school resumption was made to better prepare teachers, parents and students. In-person meetings with parents and students before the class resumption were held to deliver the expectations and preventive measures the school has put up. Students were able to follow the school preventive measures after class resumption

### b. Student Guidance

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

### Guidance Case

The Guidance team took up a similar number of cases as last year. Among the 14 cases, the majority encountered emotional problems. Apart from meeting students and some parents regularly in order to support students with emotional needs, several programmes such as the mindfulness OLE and parent-child mindfulness classes were offered. Class teachers, parents and students found the support from the guidance team was sufficient to help students face their problems.

### Guidance Programmes

With an emphasis on developmental work, the student guidance services catered for different developmental needs of students from childhood to adolescence through a wide range of guidance activities, such as A+Passport, A Diary, Social Service programs etc. Positive Education elements continued to be implemented to address students' psychological and developmental needs across six grades. School-based teacher evaluation shows that over 97% of teachers agreed or strongly agreed that the guidance programmes can enhance student's positive thinking and healthy lifestyle.

The big brother big sister mentorship programme was successfully completed in May for G5 & G1 students while it was in July for G6 & G2. G5 and G6 students enjoyed providing guidance to G1 and G2 respectively while G1 and G2 students enjoyed the exchange with the middle school students. The

goal of establishing a loving and caring school environment was accomplished via this programme. The programs are recommended to be continued with concrete sharing for students to equip them before the meeting.

### Life education Programmes

The delivery of the life Ed program was modified by providing video recording in the powerpoint slides. Class teachers were delighted to see the changes as it helped them have a better understanding of the theme in each module. The Life Ed program was enriched by incorporating elements of understanding and expressing emotions, as well as introducing friend-o-cycle to help students handle friendship problems in daily life. The Growth Mindset topic was also kept this year in order to build a positive learning attitude.

Another important program is the Student-led Conference (SLC) where students take an active role to reflect on their learning and personal growth through A-Diary and A+Passport. Grade 1-4 students learned to share their personal growth by showing gratitude to others or sharing appreciation from their peers. For G5-G6 students, they have learnt how to write a letter to parents to convey the message of gratitude towards their parents and express their thoughts in a mature way. From the survey for G5-6 “letter to child and parents program” in SLC, 98% of parents and 93% students agree that the letter can lead to better communication and appreciation toward each other.

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

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

Different OLE and AOLE courses and activities were arranged which catered to both SEN and non-SEN students. Teaching resources for different categories of SEN have been set up to allow teachers to provide the best possible support for our students. Gatherings and meetings were arranged with a mix of both SEN students and non-SEN students to help cultivate integration through better communication and connection with one another. A drama show was successfully held with the theme of respecting individual differences and students from the whole school could watch the show, and they all appreciated the SEN students’ hard work.

Assessment accommodation was provided for students who were in need according to professional recommendation. Some of these measures include extra time allowance, enlarged question paper, screen reader, asking for pronunciation of words, prompting students to concentrate on answering questions, special seating arrangement and individual room arrangement.

The SEN support team had invited class teachers and subject teachers to draw up an Individual Educational Plan (IEP) for specific students. The target students are those assessed to be in need of intensive individualized support. The focus includes behavioral / social skills and core subject learning. Regular meetings had been held with teachers and parents for reviewing students’ learning progress.

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

progress regularly.

To let our parents have a better understanding of their children's performance and progress, a summary of support was provided to our parents at the start of the year and a year-end performance report at the end of the school year. Such that they may better assist their children's learning.

To enhance the professional capacity of teachers in catering for students with SEN, each year we would invite our teachers to attend special education courses. This year, the EDB has cancelled the BAT courses due to the pandemic. Hopefully our teachers will be able to enroll in the BAT courses in the next academic year.

1 professional development teacher's workshop related to SEN teaching and learning has been held in Term 1. 96.6% of our teachers found the SEN PD training's information useful and 90.7% of our teachers had implemented the techniques in their daily teaching.

#### d. Student Advancement

A-School sees students as future leaders of society and sets the development of their leadership qualities as one of our priorities. We offer various leadership training opportunities to all students, from taking up classroom duties or to joining specialist programs. (see below). Through participating in different formal Student Leadership Programs to gain some practical leadership experiences, students are able to recognize their own personal strengths and characters. Students will evolve into proactive and responsible members of the community, who can go out confidently into the world and pursue their goals. Each member will have a Student Leadership Passport to record the whole journey of the evolution of future leaders.

#### Student Leadership Teams, Principles and Recruitments

Our student leadership teams include Prefect Team, Student Union, Houses, Reading Ambassadors, PE Ambassadors, Health Ambassadors, I.T. Ambassadors, Peer Mentors, Christian Disciples, Eco Pioneers and Campus TV. Systematic leadership training, such as our top-tier leadership training programme -- Excel 33P, is provided for students to develop different leadership qualities. Over 40% of middle school students joined our leadership training programs or took up leadership positions.

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

<b>Leadership HEADS -- Maximum 1*</b> (students taking the following leadership head positions are not recommended to take up any additional post)		
Student Leadership Team	Position(s)	Grades of Students
Student Union	Chairperson and Vice Chairpersons	G5 - 6
Houses	House Captains	G6
Prefects	Head Boy, Head Girl, Team Leaders	G4 - 6

<b>Leadership TEAM/ COMMITTEE MEMBERS -- Maximum 2*</b>			
Student Union	G4 - 6	Peer Mentors	G4 - 6
House	G4 - 6	Reading Ambassadors	G3 - 6
Prefects	G4 - 6	P.E. Ambassadors	G3 - 6
Christian Disciples	G4 - 6	I.I. Ambassadors	G4 - 6
Eco Pioneers	G3 - 6	Campus TV	G4 - 6

Promotion, application, canvassing, selection/ election (voting) for the student leadership positions were done in September and October. Head Boy, Head Girl, all committee members of Houses, and all committee members of Student Union were elected by the votes of students and/or teachers. Candidates promoted themselves through campaigning videos, PA announcements, posters and/or leaflets. For student leaders of other teams, they were selected by teacher advisors based on relevant criteria. Due to the first round of class suspension this year, the official Inauguration Ceremony was conducted in mid-November 2020.

#### Events & Achievements

To maintain proper social distancing, mini house games were organized on SD Friday instead of arranging large scale House meetings. Five mini house games were successfully held after a prolonged period of class suspension. Students' joy and excitement filled up the classroom. They were excited to join the mini games with their class teachers and were ready to cheer and compete with other houses. All students tried their very best to gain points for their house in every mini game. During the mini games, students displayed excellent sportsmanship and made deep connections with their fellow house members.

Except the mini house games, a number of whole-school events were organized throughout the year, including Inter-House Reading is My Superpower Poster Design Competition, Inter-House game and activities on A-Sports Challenge Day, Inter-House Christmas Reindeer Design Competition, SU 15th Anniversary Photography Competition, Inter-House Waste reduction and Energy Saving Short Film Contest etc.

Two open forums were organized by Excel 33P, “Up Close and Personal with Prof. Lo Yuk Ming” and “Up Close and Personal with Mr. Wong Kam-sing” were held in December and January respectively. More than 700 parents and students attended the online forums. Our parents and students were inspired by the guests’ successful journeys towards being influential leaders in society, and overcoming obstacles and failures before having a taste of success.

#### Feedback on Student Leadership

A Four-tier Advancement Model of Student Leadership was refined. The hierarchy of the new advancement model provided a clear structure of how A-school develops students into future leaders. It also allows students to take responsibility for their development based on their interests and strengths.

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

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

MCE team collaborated with all subject coordinators to review the school-based moral and civic education framework and curriculum comprehensively. An analysis report has been written and suggestions were made to subjects and teams in refining school-based programs, activities, and curriculum to promote students’ whole person development. After carefully reviewing the teaching content of each KLA based on the “Revised Moral and Civic Education Curriculum Framework”, the teaching contents of different KLAs on the whole have been able to meet the recommended requirements and successfully integrated the seven core values (Perseverance, respect for others, responsibility, national identity, commitment, caring and integrity) into daily teaching and activities.

The MCE team enhanced students’ understanding of the history and development of the country and embraced their sense of national identity through diversified life-wide learning activities. The school organized a series of activities related to Constitution, Basic Law, and National Security Education, including inter/intra school online competitions, assemblies, display boards, microfilms, etc to help students in understanding the spirit of the enactments. This year, the school has achieved satisfactory results in inter-school competitions. The school won the Most Active Participation School Award in the 6th Basic Law Hong Kong Inter-school Quiz Competition and the School Performance Excellence Award in the Hong Kong Basic Law Ambassador Training Scheme. Four students won the Basic Law poster, mascot and motto awards in the 7th Territory-wide Inter-school Basic Law Competition.

To further strengthen students’ sense of national identity and nurture them into good law-abiding citizens, the school had arranged seven flag-raising ceremonies on important days (National Day, Constitution Day, National Security Education Day, HKSAR Establishment Day) and special occasions (i.e., school opening ceremony, promotion ceremony, convocation) throughout the year. Lessons, assemblies, and activities were organized to teach the meaning of raising the national flag and playing the national anthem as well as etiquette during the ceremony. Students are very familiar with and accustomed to the arrangements and are able to show proper etiquette.

Chinese culture is one of the important elements to lay the foundation for building up students’ positive values and national identity. Collaborating with the OLE Committee, four online Chinese culture-

related OLE courses were organized in the afternoon OLE sessions and a Chinese poem and painting class was arranged on Saturday AOLE session. Various sessions of drama shows, Chinese opera appreciation, Chinese medicine exhibition and a series of learning activities were also arranged to provide students with various opportunities to experience and understand different areas of Chinese culture.

Although face-to-face excursions or interflow activities were not possible under the pandemic, a Pen Pal activity was successfully organized for G4 to G6 students to keep connected with our sister schools, “廣州華師附中番禺學校” and “廈門海滄區延奎實驗小學”. This activity allowed students to know more Chinese culture in an alternate way, at the same time to meet new friends and practice their Chinese writing. Students were all excited to write more after receiving letters from their Pen Pals. This activity will continue during the summer vacation and hopefully a precious friendship could be established among them.

To enhance students’ awareness of personal hygiene, different health lectures were arranged for students of different levels according to their needs, such as ‘Bright Smiles Cobble classroom’ for G1, Eye protection exercises for G3 and G4, and Sex education for G5 and G6. Two whole school activities “Joyful fruit month activity” and “Pack it light and wear it right” were also arranged to help students in establishing good habits and healthy lifestyles.

#### f. School Climate

To continue cultivating a positive school culture to emphasize the awareness of well-being and practice empathy in daily life, the yearly theme “Flourish from me to WE” was set to nurture student’s growth in a positive mindset. Strategic plans with clearer themes and mutual collaborations among the teams achieved betterment in supporting student development. As indicated in the Stakeholder Survey, positive views on school climate were received from teachers, students and parents with an average score of 4.1/5, 4/5 and 4.5/5 respectively. Also, the APASO score of “General Satisfaction” has improved this year (2.92/4) , which means our students enjoy school life.

Through the different Positive Education programmes, positive teacher-student relationships had been built. From APASO, “relationship among teachers and students” has significantly improved as of last year (3.25/4) even after the prolonged class suspension.

A-School has a Christian religious background and religious education is embedded through different school-based evangelical activities such as Christmas Celebration, Bible stories sharing during morning assembly, Easter Services. With the support and supervision from HKBU, a Christianity development team was established to promote a Christianity atmosphere in school.

### g. Home School Cooperation

Our Home-School Liaison team also regularly met with our parents through the Parent-Teacher Association (PTA) to follow up and channel parents' feedback and opinions to the school management team. Throughout the year, seven regular PTA meetings have been conducted with various school related topics discussed. Other than the regular meetings, the PTA launched eight different interest classes via online or face to face modes this year. For these various PTA activities, over 85% of our school teachers also participated actively in the activities and thus it surely enhanced the communication and liaison between the parents and school.

Various Home-Liaison activities were organized this year such as parent forums on positive education, parent workshop, PTA Christmas card fundraising, Parent Education Conference (PEC), to strengthen collaboration and communication between the school and parents in term 1. However, Parent-Child Day Camp was cancelled due to the pandemic situation. One additional workshop was held at the end of the school year. The details of the talks/parent forums are listed below:

Date	Topics	Speaker
28/11/2020	Parent Education Conference "Reborn in Resilience and Love"  1. How to enhance the resilience of our family?  2. How to take care of the emotional needs of our family?	Mr. Francis Mak Yun Sau (BBS, MH)  Dr. Wat Wai Ho
8/2/2021 online	PTA Interest classes 1. 賀年豬仔湯圓班 2. 利是封掛飾班 3. 香薰治療工作坊(一)(二)	Parent Volunteer and Social workers from the Boys' and Girls' Clubs Association of Hong Kong
21/6/2021	PTA Interest classes 1. Parent Talk with parent-child painting workshop 2. Laughter Yoga Session 1 & 2 3. Coaster session 1 & 2 4. Moon Lamp Speaker Session 1 & 2	Make Positive tutors
16/7/2021	Section 1 Topic: Cultivate Children's Law-abiding Spirit and Civic Awareness  Section 2 Topic: Make Good Use of Summer Vacation	Speaker: Mr. Wong Kai Yi, Stephen (Barrister)  Social Worker, Center for Restoration of Human Relationships

From the SHS parents' data (score 4.0/5), the PTA can facilitate communication between the parents and the school.

A-Parent Education Academy has been established for two years to consolidate and optimize the structure of home-school programmes and activities. 43 families got A-Star certificates, 103 families got the Silver certificates and 369 families got Bronze certificates even in the pandemic period.

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

#### h. Links with External Organisations

COVID-19 has been raging around the world, making it impossible to organize face-to-face interflow activities with our sister schools. To convey messages of encouragement to each other and to stay connected during the pandemic, we made a cheer up video with a box of self-designed christmas cards for all of our sister schools around the world.

An online exchange program was conducted with GSIS on 13 May. 14 G6 students from our school and 30 students from GSIS participated in the activity. They shared their school lives and happiness during the meeting. Our students were happy to get a chance to practically practice German with GSIS students.

We tried to arrange online exchange activities with the two sister schools in China. However, due to the network and technical problems, the online activity was not successfully organized. Instead, we initiated to a Pen Pal activity with "廣州華師附中番禺學校" and "廈門海滄區延奎實驗小學" to keep up our precious connections. We selected 40 out of 100 students to participate in this activity. From teaching students how to write a letter to receiving a reply from pen pals, students were full of satisfaction and motivation. This program gave students a chance to meet new friends and gain new experiences in communication with others under the new normal.

### C. Student Performance

#### a. Attitude and Behaviour

To help students develop self-esteem and self-discipline as well as a positive and optimistic attitude, various programs and strategies were put into place to cultivate the atmosphere for students' continuous growth. From the indication in the Stakeholders Survey, a majority of students (94.9%) agreed that they respected teachers in school. Moreover, in the APASO survey, a majority of students agreed that they comprehend "Inappropriate Assertiveness" (score 1.41/4) and can "Care for others" (score 3.38/4). The data showed that our students demonstrate a respectful attitude towards others.

The school emphasizes shaping our students' to build a positive mindset through various Positive Education programs. The result of APASO indicated in the score of "Negative Affect" (score 1.78/4) showed significant improvement within these three years. This means the students are more likely to build positive emotions when they encounter difficulties in daily life.

## b. Social Development

Social development is another critical piece of the development puzzle. We actively guide students in acquiring the skills to get along with others well to establish positive relationships with others. The result of APASO indicating the score of “Social Integration” showed substantial progress (score 2.95/4) and according to the SHS data, over 95% (score 4.0/5) of students agreed they are compatible with others which showed our students can apply the skills in their daily lives to nourish relationships with self and others.

The school provides various opportunities to students to develop their leadership skills and unleash their potential. From the SHS, the overall feedback was positive with scores 4.1 and 3.9 from teachers and students respectively where they agreed “the school provides enough opportunity to foster students' leadership”.

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

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

A-School offers a wide range of activities for students to develop their interest and extend their learning. In 2020-21, due to the half-day school arrangement, most of the OLE courses were conducted online through Zoom in the afternoon. 2-4 OLE courses were arranged per 2 grades level. Students actively participated and enjoyed the courses offered. As reflected from the SHS survey, around 80% of students like the arrangement of afternoon OLE lessons. Over 90% of the students agreed that the course content is interesting and suitable for their levels. Showing the students' satisfaction upon the OLE courses, where students are still able to broaden their learning horizons even through online learning.

To allow students to practise their skills and further develop their talent, school team training was arranged in Term 2. Some face-to-face sessions were conducted on Saturdays, while most of them were conducted online through Zoom on weekday afternoons. Parents and students welcomed the arrangement of school team training sessions, which they participated proactively. As shown from the survey, over 90% of team members attended the training sessions on time, and they agreed that their skills can be improved by joining the training sessions. Most importantly, they acknowledged that the instructors provided useful and relevant feedback to support their learning. Summer school team training sessions have been arranged for the preparation for competitions in the coming year.

The school sought opportunities in organizing Summer School. Parents welcomed this arrangement, in which over 300 applications were received. Summer school started from 19 July to 12 August. Around 30 courses were offered to students, including English, Chinese, Mathematics, STEAM, sports and music. The team will continue to evaluate the arrangement of Summer School by collecting feedback from parents and students.

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

With the impact of the pandemic, all inward and outward exchanges were cancelled. The school maintains constant communication with sister schools to look for the possibility of arranging exchange programmes through different online platforms. Mutual correspondence such as letters, festive cards, school brochures and newsletters were posted. A pen pal activity was organized and 131 students applied to join. 43 pairs of students were matched as pen pals for two rounds of writing letters with two sister schools from April to September. Students indicated that they like this pen pal activity and would recommend it to other students.

Third language teachers also worked on the linkage with other local as well as overseas schools for the possibility of exchange. Stormarnschule Ahrensburg College in Germany had been keeping in touch to organize an exchange lesson on Zoom since March, but it was cancelled due to their severe pandemic conditions. A letter exchange followed by an online exchange through Google Meets with German Swiss International School (GSIS) took place in May whereas G5 and G6 students from both sides did their self-introduction in German.

### **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
International Young Artist Music Contest 2020	Professional Artistic Award for Vocal	1st
10th Hong Kong Dream Children Music Festival 2020	Vocal Solo Age 11-12	1st
Hong Kong Youth Cup International Music Contest	Vocal Solo (Primary 5-6)	1st
Hong Kong Music Talent & Performance Award	Harp H2, Intermediate Class A	1st Place
International Global Music Talent Contest 2021	Piano Group / Harp Duet Group	1st Place
粤港澳大湾区数学竞赛	Semi-final 2021 (Great Bay Area) Primary 2	1st Prize
International Fringe Music Competition 2021	Trinity Grade 1 Strings Class	1st Prize with First Honour
Asia Music Competition for Young Artist Busan Korea	Solo Singing- Vocal elementary	Champion
Tokyo International Youth Music Competition 2020	Intermediate Vocal Solo (Musical theatre)	Champion
13th HK Students Open Music Competition	Solo singing - Grade 5	Champion
The 2nd ASCO International Music Competition	Vocal Solo (Senior)	Champion
Tokyo International Youth Music Competition 2020	Harp Solo Group (Group 4)	Champion
Hong Kong Music Talent & Performance Award	Harp (Intermediate Class A)	Champion
World Academy Dance and Music Open Championship 2021	Harp Solo - Grad 4	Champion
Children's and Youth Singing Competition	Singing (Primary 5-6)	Champion

HKYPAF The 8th Hong Kong International Youth Performance Arts Festival (International Final Round)	Vocal (Junior Class A)	Champion
International Music Talent Online Competition 2020	Vocal (Youth Class I)	Champion
Hong Kong Intercultural Young Musicians Competition	Vocal / Violin / Trombone (Aged 14 or under)	Champion
Inter- School International Performance Challenge 2020	Clarinet (Grade 2)	Champion
Hong Kong Rhythmic Gymnastics Open Championships 2020	Freehand (預備級初級)	Champion
40th Let's Dance in HK	Jazz dance Solo Entry (Age 7-9)	Champion
Music@e-Contest 2020	Vocal (Age 9-11) Harp (Age 6-8)	Distinction
District 18 Dance Council District Championships Stage 41	Solo Samba / Jive / Paso Doble / Cha Cha Cha / Rumba (Juvenile & Youth)	First
Cambridge Speech Assessment 2020	English Solo Prose Speaking (11 years old)	First Class Honours Upper
2020 International Vocal Open competition	Vocal solo for the Young	First Place
International Young Artist Music Contest 2020	Harp Solo (Professional Artistic Award, Junior Group II)	First Place
2020 International Music Competition Bonn "Grand Prize Virtuoso"	Harp Solo (Young Musician Category)	First Prize
New York Golden Classical Music Awards 2021 International Competition	Harp Solo (Young Musician)	First Prize
London "Grand Prize Virtuoso"	Harp Solo (Young Musician Category)	First Prize
Joint School Music Competition 2020	Vocal Solo (Senior)	Gold
The Hong Kong Young Musicians Festival 2020	Drum Set (Primary School Junior Class)	Gold Award
香港數獨王爭霸戰 2020	小學初年級組	Gold Award

District 18 Dance Council	Show Dance Ballet ( Juvenile and Youth)	Gold Award
International Music Talent Online Competition 2020	Harp Solo (Children Class)	Gold Honour
Asia Students Arts Festival 2021	Jazz Dance Solo (Age 6-7)	Merit
International Young Musicians Music Competition	Piano(Age group 4-6)	Merit
華夏盃全國數學奧林匹克邀請賽 2020 全國總決賽	Primary 1	一等獎
愛上鳥平面設計比賽	兒童組 - 繪畫	亞冠
元朗區體育節 2020 Sports From Home	體適能 (小學組)	冠軍
第十一屆香港學界兒童朗誦挑戰賽 2020	粵語 新詩獨誦 (P1)	冠軍
國際聯校音樂大賽	鋼琴演奏 (P1-P3)	冠軍
2020-2021 年度全港藝術體操公開賽	徒手操 (預備級 - 初級組)	冠軍
朗誦之星春季評選賽 2021	普通話 - 詩歌獨誦 - 小學組 (初小組)	冠軍
第十一屆當代青少年及兒童藝術節新春繪畫比賽	兒童 A 組-漫畫	冠軍
音樂智能之第四屆香港青少年盃國際音樂比賽	豎琴 (五級組)	冠軍
第 9 屆 I LOVE SUMMER 兒童黃作大賽 2020	黏土創作 (小童組)	金獎
全港青少年朗誦.文學.藝術交流大賽	朗誦 (中小組 - 英語新詩)	金獎
屯門區第三十五屆舞蹈大賽	單人 (現代舞少年組)	金獎
香港藝術體操挑戰盃	藝術體操 (Children freehand)	金獎
2021 Asia International Mathematical Olympiad Open Contest	Primary 2	金獎
第九屆世界兒童繪畫大獎賽 2020	繪畫 (小童組)	金獎

第十屆世界兒童繪畫大獎賽 2021	西畫 (小童組)	金獎
HK Budding Poets Award	Primary	Silver
HK Budding Poets Award	Primary	Outstanding Poet Award
ICAS - Mathematics in English	Primary 4	Medal Winners
ICAS - English	Primary 4	Medal Winners
ICAS - Science in English	Primary 4 & 6	Medal Winners

## **9. 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 excellent academics.

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

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

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

#### **b. Fee Remission Scheme**

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

##### **i. Fee Remission Levels**

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

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**

<b>APPENDIX I</b>
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**Reporting DSS Schools' Annual Financial Position**  
**Financial Summary for the 2019/2020 School Year**  
**(Per EDB Audit Report)**

	Government Funds	Non-Government Funds
<b>INCOME</b> <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	63.40%	N.A.
School Fees	N.A.	33.68%
Donations, if any	N.A.	0.10%
Other income, if any	1.36%	1.46%
<b>Total</b>	<b>64.76%</b>	<b>35.24%</b>
<b>EXPENDITURE</b> <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	78.39%	
Operational Expenses (including those for Learning and Teaching)	11.80%	
Fee Remission / Scholarship <sup>1</sup>	3.65%	
Repairs and Maintenance	0.88%	
Depreciation	5.14%	
Miscellaneous	0.14%	
<b>Total</b>	<b>100.00%</b>	
<b>Surplus/Deficit for the School Year<sup>#</sup></b>		
	1.16 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year<sup>#</sup></b>		
	7.22 months* of the annual expenditure	
<sup>#</sup> <i>in terms of equivalent months of annual overall expenditure</i>		

\*Remark: It is 5.34 months of annual expenditure after deduction of Net Book Value of additional school building.

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


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

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