

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

Annual Report (Primary School)
2015-16

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1. The School

Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School (A-School) is the first secondary and primary through-train school affiliated to a university in Hong Kong. The 12-year through-train school has been the vision of the Hong Kong Baptist University since 1990s. It aims at providing quality education based on Christian heritage and concern for others. Students are educated to explore their potential in an environment where East meets West, giving them the best of both cultures. It mentors the students, fostering their personal growth to encourage initiative, positive attitudes, individuality and creativity, providing a basis for lifelong learning.

A-School is built on a 12,000 sq. metre premises in Shek Mun (Shatin). It is ideally situated next to MTR station on the Ma On Shan railway line. In 2006, the construction of the school campus was completed. It exceeds Y2K school design standards by providing students' access to first-class educational and sporting facilities including a library, a hall, a theatre, an amphitheatre, a skyline garden, an art gallery, two dancing rooms, a multi-purpose room, a Chinese herbal medicine garden, a golf arena, four basketball courts and running tracks. The entire campus is fully connected by high-speed network, providing a technological advanced environment to support learning and teaching.

A-School started operation under the Direct Subsidy Scheme of the Education Bureau in September 2006. It offers a 12-year full-train curriculum to nurture students with whole person development. It also adopts a trilingual and biliterate approach to teaching and around the school environment to enhance students' language skills in communication and learning. In addition, it adopts a whole school approach to pastoral care and deploys social worker and educational psychologist to serve its students.

A-School cultivates students with 3-Literacy: English, Chinese and Information Literacy. The 3-literacy approach is a thematic method of teaching, laying the foundation for students to apply their languages and information technology skills over a broad range of subjects so as to face the challenges in the new era. Mastering the 3 skills through different subjects including Languages, Mathematics Science, and information technology, will consolidate students' knowledge and skills and boost their analytical power.

Similarly, A-School offers a flexible, stimulating and inspiring Liberal Arts curriculum to students. The unique and innovative syllabus will cater to an ever changing world by promoting appreciation and discussion of topics involving Citizenship, Life, Modern Science, Health,

Self-reflection, Value Education, Arts, Cultural Studies and Self Discipline. Various learning programme are launched to enrich students' life experiences and equip them with the generic skills to face the ever-changing world. It also bridges the 'Liberal Studies' curriculum in the new secondary school (NSS) curriculum.



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

School Principal: Dr. Benjamin Chan

Headmaster, Primary School: Mr. Daniel Chan

School Type: Direct-subsidy School, Co-educational

Sponsoring Body: Hong Kong Baptist University

Founded in: 2006

Homepage : <http://www.hkbuas.edu.hk/>

2. School Mission and Vision

2.1 A-School's Motto



Passionate to Learn, with Confidence
Determined to Succeed, with Vision

A-School creates a learning environment that the students are able to cherish and enjoy learning and want to perform to the best of their abilities to tap their potentials and talents. It has a cohesive “through-train” system of primary and secondary education which develops students into persons who are confident, innovative, resourceful and brave in facing their responsibility in society and the challenges in future. The above mentioned motto can be further elaborated as follow:

- i. Create a lively and joyful learning environment which can enhance the all-round development of the students;
- ii. Tap the potentials and talents of the students and offer positive recognitions for their achievements;
- iii. Equip the students with self-learning and life-long learning skills;
- iv. Strengthen the students’ understanding of the community, their national identity and global citizen so as to nurture their positive values and citizenship.

2.2 The Mission



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

Our mission is aligned with the aims of education recommended by the Education Commission in September 2000. “To enable every person to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics according to his/her own attributes so that he/she is capable of life-long learning, critical and exploratory thinking, innovating and adapting to change; filled with self-confidence and a team spirit; willing to put forward continuing effort for the

prosperity, progress, freedom and democracy of their society, and contribute to the future well-being of the nation and the world at large.”

Similarly, A-School provides quality education based on Christian heritage and concern for others. It mentors the students, fostering their personal growth to encourage initiative, positive attitudes, individuality and creativity, providing a basis for lifelong learning. Besides, A-School focuses on developing students’ 3-L (i.e. literacy in English, Chinese and Information Technology), providing a safe learning environment for the students, empowering them to possess the skills necessary in tackling daily problems in logic and with compassion (i.e. spiritually mature, wise and informed, artistic, physically strong, creative and civic-minded). Its ultimate goal is to facilitate the students to become life-long learners and global citizens with national pride at heart.

2.3 Core Visions of A-School

To achieve the aims of education for the 21st Century, A-School has been backed up by comprehensive planning, multi-faceted coordination and participation by the whole school community. It aims to realize the following vision:

- To develop A-School into an institution that values lifelong learning, so that everyone enjoys learning, has the attitude and ability for lifelong learning, and has access to diverse channels and opportunities for learning.
- To improve the quality of the students through upgrading their knowledge, ability and attitude.
- To construct a diverse school system that embraces diversity in education ideologies, methodology of teaching and focus of curriculum, so that students have more choices and multi-faceted talents will be nurtured.
- To build a learning environment that is inspiring and conducive to the creative and exploratory spirit.
- To provide students with structured learning experiences in the areas of moral, emotional and spiritual education.
- To help students develop a global outlook so that they can learn, work and live in different cultural environments.

3. The School Management

The School Management Committee is the top decision-making body (Table 1). Its members are appointed by the Hong Kong Baptist University including deans, department heads, professors and professionals from the community. Besides, parents and teachers are also elected to join the committee.

Table 1: School Management Committee

Supervisor

Professor Frank Fu Hoo Kin, MH, JP
Associate Vice-President, HKBU

School Managers

Professor Rick Wong Wai Kwok
Vice-President (Research and Development), HKBU

Ms. Winnie Tam Wan Chi, SC
Council & Court Member, HKBU
Chairman, Hong Kong Bar Association
Senior Counsel, Des Voeux Chambers

Ms. Rosanna Choi Yi Tak
Council Member, HKBU
Partner, CWCC Certified Public Accountants

Dr. Amelia Lee Nam Yuk
Head of Early Childhood Education, School of Continuing Education, HKBU

Prof. Sandy Li Siu Cheung
Head and Professor, Department of Education Studies, HKBU

Ir Dr. Peter Wong Kwok Keung, GBS, JP
Executive Chairman, KS-KF Wong Charity & Education Trust Fund
Group Chairman & CEO, Kum Shing Group

Ms. Cecilia Lee Sau Wai, JP
Partner, Deloitte Touche Tohmatsu

Mr. Ken Chan Chi Yuen
Parent Representative

Mr. Leung Oliver Wing Hong
Parent Representative

Dr. Benjamin Chan Wai Kai
School Principal, HKBU Affiliated School Wong Kam Fai Secondary and Primary School

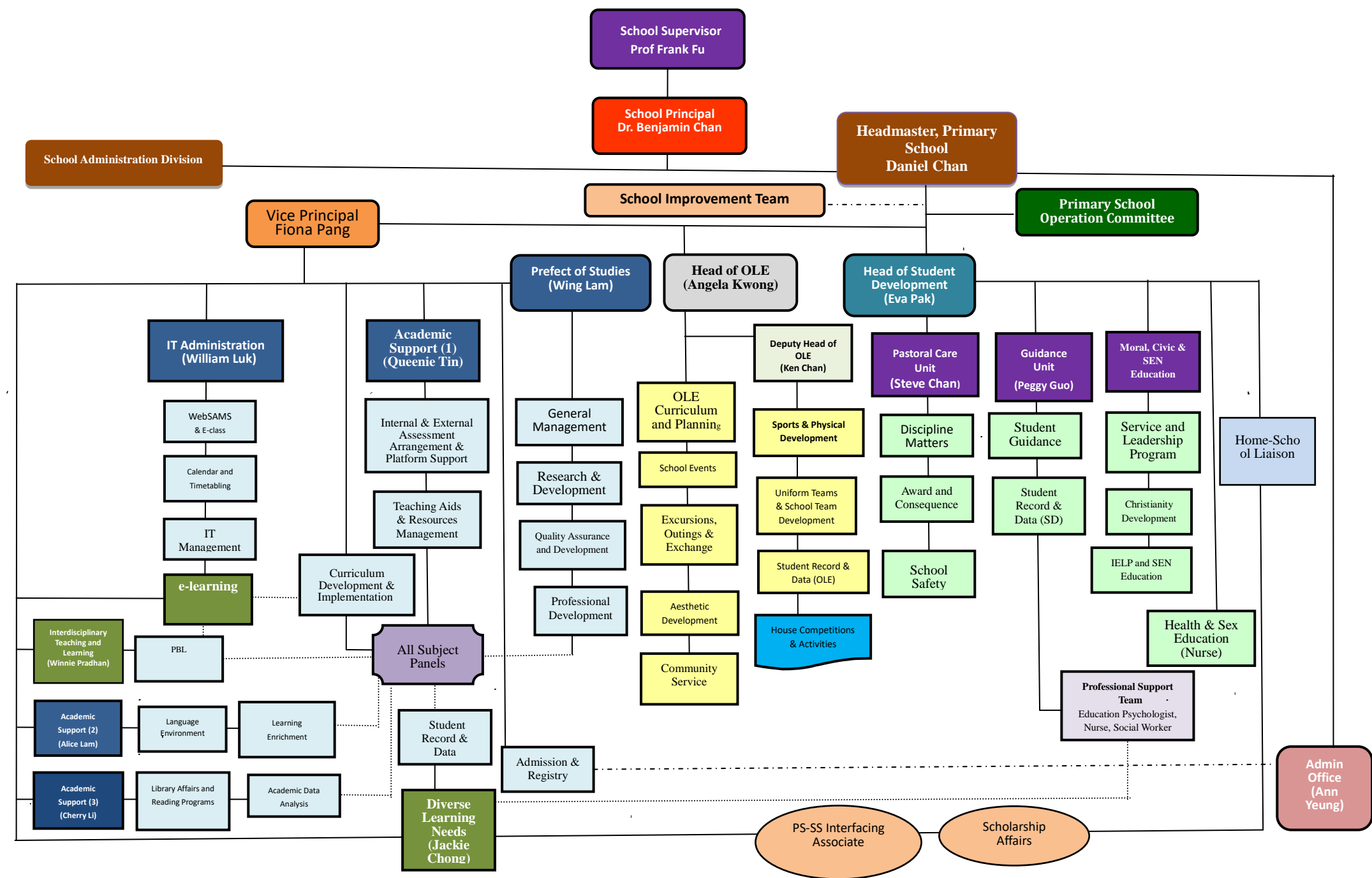
Ms. Stephanie Ng Lai Fun
Teacher Representative

Mr. Kelvin Lee Ka Wing
Teacher Representative

Primary School Organisation Chart (2015-2016)

The daily operation of the primary school is managed by Primary School Headmaster and the Primary School Operation Committee which consists Vice Principal, Prefect of Studies, chairpersons of Other Learning Experiences Committee and Student Development Committee (Figure 1).

Figure 1: Organisation Chart of Primary School (2015-2016)



4. Our Teaching Team

4.1 Deployment of Teaching Staff

Our primary school had kept the teacher-class ratio at 2.2:1 in 2015-2016 (Table 2). That teacher-class ratio is essential for us to organise small group teaching in main subjects (English, Chinese and Mathematics).

Table 2: General Background of Teaching Staff

	Teachers
Number	67
Teachers' Qualification	
Teachers' Certificate	97%
Bachelor Degree	97%
Master Degree or above	36%
Special Education Training	6%
Teaching Experiences	
0 – 4 years	28%
5 – 9 years	36%
10 years or more	36%

In last academic year, our school had used the Capacity Enhancement Grant to recruit 5* Subject Assistants to support the teachers in preparing teaching materials, giving individual guidance to students, managing resources and IT in education. The deployment of CEG had reduced the workload of the teachers significantly. The report on the use of CEG can be found on Section 10.4.

4.2 Language Proficiency Assessment for English and Chinese Teachers

English: 100%
Putonghua: 100%

4.3 Continuing Professional Development (CPD)

All professional development courses are mainly categorized into five main aspects: Teaching & Learning, Student Development, School Development, Professional Relationships & Services, Personal Growth and Development and Others. Our teachers took an active role to be pioneers in new teaching methodology and strategies. They provided class demonstration and educational talks to other schools' teachers through the project of Battelle for Kids, Quality Teaching Network of CUHK, seminars of Education Bureau etc. As we had completed the large scale teacher training in Battelle for Kids in Ohio, the number of CPD hours is comparatively less than last academic year. The total number of CPD hours is 2080 hours. The average number of CPD hours is 31.5 hours.

5. Class Structure of Students

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 2015-2016). There are six grade levels from Grade 1 to Grade 6 with 5 classes at each level. We keep the class size to 30 students per class. The number of students had almost reached the full capacity (Table 3). There were 9 withdrawals in 2015-2016 because the students had to relocate to other countries or transfer to other local schools.

Table 3: 2015-2016 Enrolments

No. of students as of 1 September, 2015	901
No. of withdrawal	9
No. of students admitted in the middle of the school year	2
No. of students as of 2 July, 2016	894

6. The Areas of Concerns & Reflections

The major concern of 2015-2016 school year was on data-driven focus on student achievement. The Primary School Operational Committee had tried the best to ensure clear and measurable goals were established and focused on critical needs regarding improving overall student achievement. As reflected from the rubrics of the teaching plans and class instruction, all teachers tried to adjust and utilize new methods so that students sufficiently understood the learning goals. Most importantly, the teachers had learnt to analyse, interpret and use data to regularly monitor progress toward school achievement goals. Consequently, there was continuous improvement of instruction and some subject teachers had even started to share their good teaching practice with teachers of local schools.

As reflected from the departmental evaluation reports, all subject teachers had maximized the benefits of peer observation, specific foci had been aligned with the school concerns, such as promotion of Science, Technology, Engineering and Mathematics (STEM), e-learning and gifted education. In the 2015-2016 academic year, there were more teachers attended the IT workshops and seminars organised by the Education Bureau and the tertiary institutes. Besides, the teachers had made use of the information from performance appraisal to identify their immediate PD needs. The direction of development had shown the readiness of the teachers to accept new challenges of the introduction of STEM project.

Another significant development was our through-train practice. Our school had significant progress in transforming the school culture as one school in the last one year. We had more centralized administration and direction of development. The primary school was asked to make some trials to integrate the secondary curriculum context and teaching approach. In addition, there were more bridging activities organised for primary students. And they had been extended to Grade 5 parents and students.

Significant changes were also found in student support and school ethos. The student-teacher and student-student relationship were very good. The students had been given more autonomy to identify their learning goals, plan for their learning activities and participate in different kinds of training and programmes. The tensions between student-teacher and student-student had significant reduced. Our students had become more independent in their study. It could be reflected from their performance in our Project-based Learning Showcase. They had displayed and presented more innovative and quality projects in the showcase. In addition, there were more students getting awards from different competitions and activities.

The success of school education relies on the support of stakeholders. As reflected from the number of parent volunteers and participants of educational talks, we had witnessed the strong parents' support to our school. Most importantly, many of them were expertise in different professionals. They had given many valuable suggestions to the school and helped the school to further improve its services.

7. Teaching and learning

7.1 Our Curriculum

We emphasize the development of Multiple Intelligences, and nurture our students for the 21st Century. In addition to fostering students' moral, intellectual, physical, social and aesthetic development, the spiritual development of students is also cultivated. With the introduction of Liberal Arts and the cultivation of 3-Literacy (English, Chinese and Informational and Computer Literacy), we believe that a balanced curriculum and a lifelong-learning attitude can motivate our students to strive for excellence and achieve their full potential.

The Academic Affairs Committee evaluates and assesses the current curriculum periodically. The formal and informal curricula will be set and adjusted with the consideration of the school development, students' needs and educational trends.

In setting the school curriculum, both the curriculum framework of Education Bureau and exceptional curriculum models of other countries are considered. The curriculum aims at nurturing the generic skills and developing the skills of learning to learn, which in turn can help students to reach the goal of life-long learning.

The four key elements that promote learning are emphasized. They are: read to learn, information technology, moral and civic education, as well as project learning. The implementation of life education is a measure to nurture the value and character of the students.

7.2 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 Putonghua in G1-3 and in Cantonese from G4 onwards)
- (b) Subjects taught in English: • English Language, Mathematics, Integrated Science, Informational and Computer Literacy, Visual Arts, Physical Education, Music.

7.3 Academic Assessment

(a) Internal Assessments:

Formative assessments are designed at authentic basis which mainly focuses on assessing students' analytical skills, integrated learning, creativity, collaboration, as well as written and oral skills. The learning process is valued as well as the finished product. It is used to identify the strengths and goals for each child on a regular basis. Two mid-term and two term-end summative assessments for Chinese,

English and Math are held in a school year. (Science had also introduced term-end summative assessment at Grade Six since school year 2014-2015). The results are used to reflect students' academic achievements of their learning stage.

(b) External Assessments:

1. Territory-wide System Assessment (TSA)

Voluntary students attending Grade 3 participated in the Territory-wide System Assessment (TSA) in the 2015-16 academic year.

2. International Competitions and Assessments for Schools (ICAS)

In order to achieve an international benchmark for their learning, the School has enrolled G5 students to the ICAS in English Reading, English Writing and Mathematics papers; G4 in English Reading and Mathematics; and G6 in English Reading only. Students from G3 to G6 were also encouraged to participate voluntarily in various papers (Table 4). Some Mathematics accelerated class students had a brilliant result in Mathematics paper: one G4 student had got High Distinction in Primary 5 Paper, two G5 students had got Distinction in Form 1 Paper, two G6 students had got High Distinction in Form 1 Paper and one G6 student had got High Distinction in Form 2 Paper.

Table 4: International Assessment for Schools - % of students awarded distinction or credit

	Grade 3			Grade 4		
	2014	2015	2016	2014	2015	2016
English Reading	59% (150)	71% (147)	70% (23)	50% (149)	53% (146)	57% (146)
English Writing	N.A.	54% (46)	70% (20)	N.A.	36% (25)	52% (29)
Mathematics	18% (150)	35% (149)	42% (26)	24% (151)	26% (141)	18% (150)

	Grade 5			Grade 6		
	2014	2015	2016	2014	2015	2016
English Reading	63% (149)	52% (147)	56% (140)	44% (150)	48% (143)	44% (144)
English Writing	29% (150)	27% (147)	28% (144)	N.A.	39% (49)	10% (20)
Mathematics	25% (150)	25% (144)	28% (144)	24% (150)	24% (54)	15% (148)

() total number of participants

7.4 Language Policy

English is the major medium of instruction in most of the subjects while Putonghua is used for all Chinese lessons. Liberal Arts lessons had also used Putonghua from Grade One to Grade Three to strengthen our cross-curricular teaching. To foster the language-rich learning environment, both languages are widely used throughout curricular and non-curricular time. Students and teachers use both languages in morning assemblies, homeroom and daily communications. Language Award Scheme is also implemented to encourage students to communicate in both languages during lesson time and recess. In 2015-2016, five most actively participated G6 students were rewarded an educational trip to Australia during the excursion week. Thirty most actively participated G1 to G6 students were rewarded to a local excursion at the end of school year.

7.5 Learning Time of Key Learning Areas

Our key learning areas include languages, mathematics, general studies, aesthetics and physical education. To enrich the students' informal curricular experience, we provide learning programmes of Other Learning Experiences for our students (Table 5).

Table 5: Key Learning Areas and their Respective Percentage of Learning Time

Key Learning Area	Subject	Percentage of Learning Time
Chinese language	Chinese language	20%
English Language	English Language	18%
Mathematics	Mathematics	18%
General Studies	Integrated Science	6%
	Liberal Arts	6%
	Informational and Computer Literacy	6%
Aesthetics	Visual Arts	6%
	Music	6%
Physical Education	Physical Education	6%
Other Learning Experiences (School Based)	Other Learning Experiences (School Based)	8%

7.6 Enrichment and Support Measures

Each child is a unique individual. Students vary in their progress of personal development and learning. The allocation of resources, teaching training, curriculum development and teaching arrangement are all planned with catering the learner's diversity in mind.

a. Small Group Teaching:

In languages and mathematics, small group teaching is arranged according to students' learning needs, so as to cater to learners' diversity and increase learning effectiveness. A lower teacher-student ratio means more individual attention.

b. Enrichment Programme:

Our School encourages diverse development of students. Enrichment programmes are offered to provide challenges to students. 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 2015-2016, enrichment programmes such as Math Olympiad, Drama, Debate and Robotics were offered for students to develop their full potential.

c. Enhancement Programmes:

Our School runs learning programmes to help students to reach basic competency in their learning in 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 from the three main subject panels. Enhancement was done in daily teaching or after school rather than on Saturdays. Besides, enhancement programmes were offered through scholarship. The Australian Immersion Programme was a good example.

In this school year 2015-2016, our school has successfully applied the funding for Non-Chinese Students. It provided extra resources to hire two extra resource teachers to support the non-Chinese students teaching and programmes.

7.7 Students' Reading Habit

(a) Reading Programmes Launched:

Our school cultivates students' reading habit and creates opportunities for students to share reading. From 'Learning to Read' through different programmes, students develop their reading habit and become 'Reading to Learn'. In 2015-2016, the major reading activities held were as follows: reading ambassadors, newspaper reading scheme, Book Character Day, reading log, Battle of the Books, visit of bookstores, book fairs and author talks. Besides, we had also strengthened the collections in class library. Our collection in June was 16,000 approximately, However, the number of non-fiction is not as high as the fiction items.

(b) Students' Reading Habit:

The circulation rate had slightly increased in comparison with last academic year. And the number of students visiting the library during recess and lunch recess had increased slightly. It reflected that the library had successfully created a welcoming environment to attract the young readers to spend their leisure reading time in the library.

8. Student Development

8.1 Year Main Foci

1. To nurture positive values towards life and studies
2. To provide diverse opportunities for students to develop talents
3. To boost students' sense of belonging
4. To further develop our bridging program between PS and SS

Focus 1: To nurture positive values towards life and studies

(a) Implement "A+ Passport" Scheme

- Promote positive attitudes and behaviours towards learning and people in school

(b) Promote different values through yearly theme, monthly themes and activities

- Yearly Theme: Explore the unlimited possibilities
- Monthly Themes:
 - i. Respect
 - ii. Responsibility
 - iii. Care
 - iv. Appreciation
 - v. Honesty
 - vi. Courage
- All teachers and classes have sharing or class performances related to monthly themes or school year theme.

(c) Implement Life Education Curriculum

- Students had one Life Education session each week
- LEAP programme for all grades and extended curriculum for Grade 5 and Grade 6 students

(d) Raise students' awareness of people in needs in the society

- Community service were organised for Grade 4 to Grade 6 students with more in-depth preparation session
- Fundraising events for external organizations had been organised for students to understand the needs of different people in the society

Focus 2: To provide diverse opportunities for students to develop talents

(a) Establish different leadership and service teams

- Different leadership and service teams were established for students to learn to serve other with their strengths. (Student Council, Prefects, Reading Ambassadors, Language Ambassadors, Green Ambassadors, Sports Ambassadors, IT Ambassadors, Campus TV, Bright Smiles Ambassadors)

(b) Provide leadership trainings

- G6 Outward Bound Camp

- Prefect Adventure Training Camp
- Weekly Leadership Training Course

Focus 3: To boost students' sense of belonging

- (a) Implement of class-based and grade-based award scheme
 - A+ Homeroom, Star Class scheme and other class-based award scheme were carried out
- (b) Individual support to students
 - Lunch gathering and meeting were arranged with new students and repeaters to facilitate adaptation and sense of belongings to the school
 - Small group activities and individual interviews were arranged by our social workers and educational psychologist
- (c) Promote teacher-student and parent-child activities
 - Different teacher-student and parent-child competitions and activities were carried out to establish good rapport among parents, teachers and students.

Focus 4: To further develop our bridging program between Primary and Secondary Section

- (a) Arrange programme and activities for students, parents and teachers to facilitate smoother bridging from primary to secondary section.
 - Arrange bridging activities for students
 - i. Mock School Day
 - ii. Leadership team debriefing
 - iii. Student Sharing
 - Homeroom visits and meetings for G6 & G7 class teachers
 - Bridging seminars for G5 & G6 parents

8.2 Reflection and Evaluation of Teams

(a) Pastoral Care & Guidance

Annual goals:

- foster students with positive values
- encourage students to establish a good manner and attitudes
- enhance the communication among the students
- help our students learn social skills
- strengthen students' self-learning skills
- provide guidance service to students who are struggling in learning, emotion and behaviours
- enrich teachers' professional guidance skills

Major outputs (Table 6):

- conducted student-teacher interviews throughout the year to enhance the understanding of the students
- provided teachers' professional training on individual and group counselling skills

Table 6: Tasks Achieved by Pastoral Care & Guidance Unit

Date / Period	Tasks
September 2015	<ul style="list-style-type: none"> - Briefing on Class Routine and Regulations - Launch of A+ Homeroom and Star Class Scheme - Sunshine Calls - Monthly Theme Activities: Respect mpetition
October	<ul style="list-style-type: none"> - School Uniform Checking - Grade Sharing - Grade Class Teacher Meetings - Monthly Theme Activities: Responsibilities - Lunch dating with new students and repeaters - Launch of A+ passport scheme
November	<ul style="list-style-type: none"> - Big Brother Big Sister Buddy Reading Scheme
November & December	<ul style="list-style-type: none"> - Monthly Theme Sharing & Activities: Caring
January & February 2016	<ul style="list-style-type: none"> - Monthly Theme Sharing & Activities: Appreciation
March & April	<ul style="list-style-type: none"> - Monthly Theme Sharing & Activities: Honesty
May & June	<ul style="list-style-type: none"> - Monthly Theme Sharing & Activities: Courage

(b) Moral, Civic and SEN Education

i. Moral & Civic Education

- plan and implement "Life Education" with a vital curriculum
- promote the importance of health and safety, including a healthy environment
- provide quality health care and intervene with actual and potential health problems
- preach the Gospel of Christ and cultivate spiritual lives

Major outputs (Table 7):

- developed scope and sequence of Life Education Curriculum to meet the needs of students with different developmental stages
- developed community service programme (pre-service training, service practice and after service de-briefing) for G4 – G6 students
- organised morning sharing, hymn singing and lunch prayer throughout the year
- Christmas celebration and Easter service were held in order to help our students foster of atmosphere of Christianity
- joined the Bright Smiles Campus Programme to promote oral health

- organised health education talks for our students

Table 7: Tasks Achieved by Moral, Civic and SEN Education Unit

Date / Period	Tasks
September 2015	<ul style="list-style-type: none"> - Weekly morning sharing, Hymn sharing & Lunch prayer - Weekly Life Education Lesson throughout the year - No Air Con Night 2015
October	<ul style="list-style-type: none"> - Good Spine Care – Promotion on “Reducing Weight of School Bag Programme” - iSmart Fitness Scheme Parent Talk & Sport Demonstration - Life sharing talk
November	<ul style="list-style-type: none"> - Green week competition
December	<ul style="list-style-type: none"> - "Bright Smiles Campus Programme 2015-16" - educational board - Christmas song sharing & Christmas celebration
January 2016	<ul style="list-style-type: none"> - School meals review with School Canteen - Intellectual Property Department talk
February	<ul style="list-style-type: none"> - Bright Smiles Campus Programme (Oral Hygiene) - Electrical and mechanical Services Department safety talk
March	<ul style="list-style-type: none"> - Joyful Fruit Day - Talk on Injury Management (Grade 2) - Musical Drama on Healthy Eating (Grade 3) - G2-6 Chinese Bible Choral Speaking Competition - Christian testimonies at homeroom - Easter Service - Easter celebration: Bible Discovery, class games and videos - WWF's Earth Hour 2016
April	<ul style="list-style-type: none"> - Joyful Fruit Month - Talk on Communicable & Non-Communicable Diseases (Grade 4) - Talk on Hearing Protection (Grade 6) - Drama talks to G1-4 students - Drama on Food waste for G3 students
May	<ul style="list-style-type: none"> - Joyful Fruit Booth - Talk on Medication Labelling (Grade 1) - Talk on Choking & Cardiopulmonary Resuscitation (Grade 6) - Green School Policy
June	<ul style="list-style-type: none"> - Bright Smiles Mobile Classroom

ii. Student Support

- develop support programmes and monitor the progress of the students
- keep assessment reports and relevant information of students systematically
- provide individual plans to develop students' multiple intelligence

- arrange assessment accommodations for students with difficulties
- arrange case meetings among teachers and parents regularly
- conduct individual and group interviews

Major outputs (Table 8):

- conducting student interviews, arranging lesson observations, organizing consultation with stakeholders
- regularly sent students' training results to parents, teachers, social workers, private practitioners and trainers

Table 8: Tasks Achieved by Student Support Unit

Date / Period	Tasks
September 2015	<ul style="list-style-type: none"> - Kick-off of Student Training & Support Programme (Whole Year) <ul style="list-style-type: none"> ● SpLD pupils Reading programme ● Peer Reading Angel Programme ● Autistic pupils' social and learning programme ● STEP sports therapy programme for SEN students ● Mind reading student group ● Speech Therapy
October	<ul style="list-style-type: none"> - Kick off of Big Brother Big Sister Reading Buddy Programme (October – November)
December	<ul style="list-style-type: none"> - Assessment Accommodation for students in need
May 2016	<ul style="list-style-type: none"> - Remedial courses for SEN students
June	<ul style="list-style-type: none"> - Assessment Accommodation for students in need - Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils

(c) Leadership and Services Programme

Annual goals:

- Encourage students to take the initiatives to strive for excellence in every aspect
- Foster students' leadership skills
- Foster students' spirits of caring and serving others
- Nurture students' sense of belongings to school by providing opportunities for students to serve the school

Major outputs (Table 8):

- nine leadership teams were set up, over 35% of senior grade students joined these leadership teams
- organised prefect training camps, regular prefect training and different trainings for students

(the average attendance rate of those leadership trainings was about 90%)

- established Green Tips which were broadcasted to students during morning assembly
- assigned daily duties to prefects and ambassadors during the two recesses

Table 8: Tasks Achieved by Leadership and Services Unit

Date / Period	Tasks
September 2015	- Student Ambassador selection
October	- Student Council election - Weekly after school prefect training - Outward Bound Camp for G6 - Video broadcast – school theme (Explore the unlimited possibilities) (Campus TV) - Video broadcast – monthly theme (Caring) - Fundraising Event: Orbis See Food Lunch
November	- Establishment of Student Council - Recruitment for "Bright Smiles Campus Programme 2015-16 - Bright Smiles Ambassadors Training" - Weekly Lunch Meeting (Student Council) - Outing: Video editing training course (Visit M21) - Video broadcast – monthly theme (Responsibility)
December	- Bright Smiles Ambassador Leadership Training Workshop - Videotaping of Athletic Meet - Fundraising Event: Red Twinkle Star Scheme - Basket of Love for the Elderly
January 2016	- Prefect Training Camp - Video broadcast – monthly theme (Appreciation)
February	- Video broadcast – monthly theme (Appreciation) - Chinese New Year wishing tree (Student Council) - Hong Kong Red Cross "Red Twinkle Star" Campaign Visit Activity - Fundraising Event: Your Red Pocket for Ronald McDonald House Charities
March	- Review and improve homework corner (Student Council) - Green Ambassadors Training - Video broadcast – monthly theme (Honesty) - Video production – use of staff room intercom
April	- Fundraising Event: Dress Special Day for Happy tree
May	- Set up the Student Council Suggestion Box (Student Council) - Video broadcast – Promotion and recruitment
June	- Student Council song dedication - Video broadcast – monthly theme (Courage) - Video broadcast – Promotion and recruitment

(d) Home School Liaison

Annual goals

- To build up a community school culture
- To enhance the partnership of home and school
- develop parent education and empower parents with more parenting skills

Major output (Table 9):

- over 300 parents had acted as volunteers in the last academic year
- more parents joined the education talks and school events

Table 9: Tasks Achieved by Home School Liaison Unit

Month	Task
September 2015	- Recruitment of Parent Volunteers - Parent Volunteers Briefing
October	- PTA AGM cum Staircase Running Competition - Parent Education Talk "播種與澆灌——家校協助培育下的優秀孩子" - Establishment of Parents' Helping Hand Network
November	- Evaluation Survey on Food & Catering Service in A-School - Lunch Tasting at A-School Canteen - Christmas Campus Decoration
December	- Parent Education Talk "家有刺蝟兒——青春期心理變化及影響"
January 2016	- Campus Decoration for 10th Anniversary & Chinese New Year - Workshop on Parent-Child Hand-made Leather Accessories - Parent Education Talk "親子讀心術---建立良好親密的親子關係" (G1-2)
February	- Parent Education Talk "我和我寶貝的好友---同儕交友之道" (G3-4) - Parent Volunteers' Chinese New Year Party
March	- New Territories Walk for Community Chest - G1-2 Parent-Child Wildlife Day Camp - G3-6 Parent-Child Archery Tag Activity
April	- Parent Education Talk "走出輕快人生路——青少年情緒管理" - Parent-Child First Aid Course - Parent Education Talk "數碼新世代---我要做「潮爸/媽」" (G5-6) - Parent-Child School Orienteering Activity
May	- Parent Education Talk "引發子女成長動力"
June	- Hong Kong Red Cross "The Pillowcase Project"
July	- Parent Volunteers Newsletter - Funfair on PBL Showcase cum Open Day - Parent Volunteers Appreciation Ceremony

(e) House System

Our missions:

1. Strengthen students' sense of belongings to their houses as well as to the school
2. Create a more caring environment between the higher & lower grades
3. Promote teamwork across different classes and grades
4. Organise inter-house activities and competitions in order to foster students' spirits of friendly competition and cooperation

Our major outputs:

1. G.1 students, new students and new teachers were allocated into the five houses
2. House logos, house flags, house banners and house Tees were designed
3. House committees were nominated by House Wardens
4. House Meetings were held monthly
5. The House Point System was established. The updates were posted in the House Board
6. 13 House activities were held
 - Slogan design competition
 - Athletics Meet booklet cover design competition
 - Athletics Meet
 - Campus signage design competition
 - Chinese Penmanship competition
 - Battle of books
 - Easter celebration
 - Mother's day card design competition
 - Father's day card design competition
 - Liberal Arts & Integrated Science quiz
 - Student council's UNO competition
 - Fruit day postcard design competition
 - Post assessment sports activities

9. Other Learning Experiences (OLE)

9.1 Aims & Objectives

(a) Aims & Objectives

- (1) develop students' interest and extend their potential in a wide range of activities
- (2) enhance students' sense of belonging to the school, leadership, social and communication skills
- (3) develop generic skills in addition to academics.

(b) Structure and framework

(1) OLE lessons – Courses during school hour which cover 6 domains, in which students are required to attend 4 lessons per week:

- *English Language*
- *Chinese Language*
- *Mathematical & Logical*
- *Aesthetics*
- *Sports*
- *Others (Life Education, Social Service & Leadership, and Library Class)*

(2) After School OLE -- For school team trainings and paid courses during weekdays after school and Saturday mornings

(3) School Events – To organise and coordinate large scale or whole school events

(4) Excursions – To organise whole grade local camps and overseas excursions

(5) Awards Record – To record students' achievements and coordinate award presentation

9.2 OLE programmes (Table 10 – 12)

Table 10: Numbers of OLE lessons offered

Domains\Grade	G1	G2	G3	G4	G5	G6
English Literacy	9	9	9	9	8	8
Chinese Literacy	3	4	4	4	5	5
Maths and Logical	6	5	7	8	8	8
Aesthetics	6	8	6	6	6	6
Sports	4	5	6	6	6	6
Others	4	4	6	6	3	3

Table 11: Numbers of School Teams offered

	Uniform Groups	Service Group	Academic	Sports	Aesthetics
No. of school team	3	4	15	13	9

Table 12: Participation of School Teams

G1	G2	G3	G4	G5	G6
0%	72%	77.4%	81.3%	87%	87%

9.3 Local Excursions and Overseas Excursions (Table 13)

Grade	Local Camp	Overseas Excursions
1	Educational programme at Ocean Park (April 11 and 13)	---
2	2-day overnight camp at Sai Kung Outdoor Recreation Centre (April 11-12)	---
3	2-day overnight camp at Breakthrough Youth Village (April 11-12) with Jumpstart	---
4	3-day overnight camp at PLK Pak Tam Chung Holiday Camp with tact	G4 Foshan: Exploration of Traditional Chinese Arts
5		G4 Singapore: Multicultural Experience
		G4 Taiwan: Exploration of Taiwan Local Culture
6		G5 Xiamen: Exploration of Fujian Culture and Tulou
		G5 Osaka: Exploration of Technology and Impact on Prevention of Disasters
		G5 Yunnan: Service in Village and Experience Minorities Cultures
		G6: Xian: Historical Study
		G6: Malaysia: Service Trip and Tradition Culture
		G6 Australia: English Immersion Programme with Fraser Coast Anglican College and Homestay
		G4-6 Cambodia: Service Trip with Happy Tree Social Service
		G4-6 Germany: Music Training Programme and Exploration of German Cultures

9.4 Major Events and Working Schedule in 2015-16 (Table 14)

Month	Event
September	Assignment of Phase 1 OLE
October	G6 Outward Bound (Oct 19 – 23)
November	Play Day / Picnic Day (Nov 11)
December	Athletic Meet (Dec 17)
	Christmas Celebration
	Enrolment of Phase 2 OLE
January	Assignment of Phase 2 OLE
	HKBU 60 th Anniversary Celebration
	A-School 10th Anniversary Dinner cum Opening Ceremony of WLWM Building (Jan 15)
	Mid-year Prize Presentation Ceremony (Feb 4)
February	Assignment of Excursion
	Chinese New Year Celebration (Feb 5)
March	Photo Taking (Mar 10)
	PS Aquatic Meet (Mar 18)
	Easter Celebration (Mar 24)
April	Excursion Week (Apr 11 – 15)
May	Arts Evening (May 7)
	Excursion Showcase (May 7)
June	Enrolment of 2016-17 School Team and Paid Course
July and August	Enrolment of 2016-17 Phase 1 OLE
	Year End Congregation
	Summer School Team Training
Other Group Scholarship Programmes	Uniform Group Annual Camp
	LEGO Robotics Training
	Artist-in-Resident Programme
	Prefect Training Camp

9.5 Students' Achievements

Our school would organise and coordinate many major inter-school competitions each year (Table 15). In 2015-2016, they had obtained a total of 437 awards including 150 champions in this school year (Table 16). Students' awards are recorded and uploaded to school website monthly. Award presentations are held monthly during the morning assemblies.

Table 15: Participation of Major Inter-school Competitions 2015-16

Strands	Name of Inter-School Competition
Sports	1. Hong Kong Schools Sports Federation Inter-school Competitions (Dance, Fencing, 5-a-side Football, Gymnastics, Tennis, Softball)
	2. Shatin District Inter-Primary Schools Sports Competitions

	(Football, Basketball, Table tennis, Volleyball, Badminton, Swimming) 3. The 52 th School Dance Festival 4. The 36 th Shatin District Dance Competition
Music	1. The 68th Hong Kong Schools Music Festival 2. Hong Kong International Handbell Olympics 2016
Chinese	1. The 67 th Hong Kong Schools Speech Festival 2. The 22 nd Chinese Bible Choral Speaking Competition 3. Hong Kong School Drama Festival 2015-16
English	1. The 67 th Hong Kong Schools Speech Festival 2. The Hong Kong Young Writer's Award 3. The Hong Kong Budding Poet's Award
Mathematics	1. HKMO Open 2. Hua Xia Cup Nationwide Mathematical Olympiad Invitation Tournament 2015 3. Singapore and Asean School Math Olympiad Trial 2015 (Hong Kong Region)

Table 16: 2015-2016 Major Awards

	Activities / Competitions	Results
SPORTS	Jockey Club Futsal Cup (School Division)	Youth 10, 1st runner-up; Girls B Grade Overall, 1st runner-up
	HKJC Soccer 4	Girls U12, Champion
	2015-16 All Hong Kong Inter-Primary Schools 5-a-side Football Competition	Boys, Merit; Girls, Merit
	2015-16 Shatin Inter-Primary Schools Soccer Competition	Boys, 3rd Runner-up
	Hong Kong Youth Day League (Soccer)	Youth 10 or below, 2nd Runner-up
	2015-16 Shatin Area Inter-Primary Schools Athletics Competition	Boys A Grade Overall, 3rd Runner-up; Girls B Grade Overall, 1st Runner-up; Boys C Grade Overall, Champion; Individual and Relay Events: 5 Champions, 1 Second Place, 4 Third Places and 4 Fourth Places
	18th All Hong Kong Inter-Area Primary Schools Athletics Competition	Individual Champion 1 Relay Champion
	The 36th Shatin District Dance Competition	Senior Dance Team, Gold Honor; Junior Dance Team, Gold Honor
	The 52nd Hong Kong Schools Dance Festival	Senior Dance Team, Highly Commended Award; Junior Dance Team, Honors Award; Trio Dance, Highly Commended Award; Solo Dance, Honors Award
	18-District Dance Sport Association 18 Districts Elite Open (Series 16)	3 Solo Champions
	Macau Fencing School Elite Cup Fencing Invitation Competition	Girl Foil (U12) Champion

	All Hong Kong Inter-Primary Schools Fencing Competition 2015-2016 Foil Girls A Team	2nd runner-up
	The Judo Association of Hong Kong China-Hong Kong Junior Judo Championships 2015	Group A (Age 7 Boys - 24kg) Champion
MUSIC	HKSMSA 68th Hong Kong School Music Festival	Church Music Foreign Language Primary School Choir (Age 9 or under), 1st runner-up; Individual Events: 1 Champion, 5 1 st Runner and 8 2 nd Runner-up
	Hong Kong International Handbell Olympics 2016	Silver Award
	8th Hong Kong Cup Arts Festival (Music Contest)	Piano Solo (Senior Primary): 2 Gold Awards Violin Solo (Senior Primary): 1 Honourable Gold Award and 1 Gold Award
	The 8th China Youth (HK) Music and Dance Contest (China Youth Art and Speech Association)	Gold Award
ACADEMICS	The 67th Hong Kong Schools Speech Festival	Group Events: two 1 st Runner-up; Individual Events: 17 Champions, 13 Second Places and 16 Third Places
	GAPSK Hong Kong Putonghua Speech Competition	Ancient Verse Speaking Solo (Primary Section)- 1 Individual Champion
	The 5th Great Wall Cup Chinese Culture and Art Competition (Hong Kong Federation of Education Workers)	4 Individual Champions
	"Hua Yi Cup" 7th Hong Kong, Guangdong and Macau Speech and Arts Competition	2 Highest Honour Awards and 8 champions
	The 22nd Chinese Bible Choral Speaking Competition	Group Events: two Champions and one 1 st Runner-up Individual Event: one Champion
	2016 Hong Kong Mathematics Cup Competition	Group (G5), Silver Award; Group (G6), Silver Award
SCIENCE	The 1st STEM Creativity and Problem-solving Competition	Electronic Engineers Problem-Solving Challenge Champion
	MassMutual Jr. Space Camp Program	1 of 8 Junior Astronauts
	Robofest 2016 BottleSumo (Junior Division)	Best Design Award (3 students were invited to participate in the World Championship in USA in May 2016)

Our students had consistently and enthusiastically taken part in different external Hong Kong or district competitions. The award lists are uploaded to School Website monthly. For details, please refer to the “2015-16 Students Award List”.

10. Others

10.1 Scholarship and Fee Remission Programme

It is our strong belief that no students should be denied admission and a chance to study at Hong Kong Baptist University Affiliated School Wong Kam Fai Secondary and Primary School due to financial difficulties. Therefore, HKBUAS provides a generous fee remission designed to provide financial assistance to those families in need.

(a) Fee Remission (FR)

The amount of fee remission will be approved based on applicants' annual family income. The maximum approved amount will be the full rate of school fee. Please refer to our website for the calculation method.

(b) Wong Kam Fai Financial Assistantship (WKFFA)

Students who have been granted fee remission may receive WKFFA as the subsidy for learning –related expenses.

(c) Emergency Financial Assistance (EFA)

EFA aims to provide prompt financial assistance to families in need of urgent relief. A maximum of 100% school fee will be granted to successful applicants. The deadline for fee remission application is generally 31 August of the year prior to the admission or 31 January of the current year of enrollment.

10.2 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 admission. The school has put aside 8% (around 12) primary one places for the scheme.

10.3 Financial Report

The following is the 2014-2015 financial report of the whole school:

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	58.67%	N.A.
School Fees	N.A.	39.86%
Donations, if any	N.A.	0.02%
Other income, if any	0.17%	1.28%
Total	58.84%	41.16%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	78.67%	
Operational Expenses (including those for Learning and Teaching)	10.44%	
Fee Remission / Scholarship ¹	5.86%	
Repairs and Maintenance	1.10%	
Depreciation	3.77%	
Miscellaneous	0.16%	
Total	100.00%	
Surplus/Deficit for the School Year*	0.74 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year*	4.93 months of the annual expenditure	
<i>* in terms of equivalent months of annual overall expenditure</i>		

¹The % 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 requirement (Put a "✓" where appropriate).

10.4 Report on the Use of Capacity Enhancement Grant - Primary School (2015/16)

Task Area and Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Evaluation	Person-in-Charge
IT in Education: To promote the use of IT hardware and software in teaching and learning	Employ an IT Assistant to provide technical support to teachers on the use of IT hardware and software in education	1. Explore and introduce different online platforms / apps for teachers in daily teaching 2. Support teachers' professional development	Sep 2015 - Aug 2016	Salary and ERMPF for IT Assistant: 23,173.25	1. 400 lessons, groups and tasks had the support of IT assistant in preparing hardware and software in non-ICL teaching in last school year. 2. 16 In-house IT training sessions were conducted, including the introduction of subject-related Apps and useful websites / IT tools for PBL.	Mr. William Luk (ICL Panel Head)
Support & enhance students' learning in ICL: 1. To support ICL teachers in lesson preparation and administrative work 2. To provide individual support to students in learning ICL	Employ an ICL Assistant to assist ICL teachers in preparing lessons and administrative work, and support students during ICL lessons	1. Support in management, preparation, set-up, logistics and maintenance of IT hardware use by students and teachers 2. Provide on-site IT support during the lessons	Sep 2015 - Aug 2016	Salary and ERMPF for ICL Assistant: \$126,000.00	1. Around 350 lessons and groups had the onsite IT support by ICL assistant in last school year. 2. 450 hours were contributed in IT logistics and maintenance work.	Mr. William Luk (ICL Panel Head)
Support e-learning and administrative work in Chinese: 1. To provide backup support for teachers in using IT in teaching Chinese 2. To assist data analysis in assessment and curriculum development	Employ a Chinese Assistant to give IT support to Chinese teachers and assist data analysis	1. Support in management, preparation, set-up, logistics and maintenance of apps and software 2. Prepare quality data analysis support in assessment and curriculum development	Sep 2015 - Aug 2016	Salary and ERMPF for Chinese Assistant: \$145,950.00	1. Chinese Assistant supported around 900 hours in preparing the IT learning materials throughout the year. 2. Chinese Assistant supported around 900 hours for data analysis, support in assessment and curriculum development, which include reading, writing and oral communication. Chinese team members would strongly suggest to add this extra manpower in our school development.	Ms. Cherry Li (Chinese Panel Head)

Task Area and Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Evaluation	Person-in-Charge
Support and enhance students' learning in Integrated Science: 1. To provide support to students in conducting experiments 2. To support teachers in lesson preparation 3. To promote the reading of non-fiction books	Employ a 0.5 Science Assistant to support students in lessons, assist teachers in managing the laboratory and promote reading of non-fiction books	1. Work with Science teachers to assist and guide the students, especially during experiment 2. Prepare high quality teaching aids 3. Work with the librarian to promote non-fiction books	Sep 2015 - Aug 2016	Salary and ERMPF for 0.5 IS and 0.5 Math Assistant: \$108,437.90	1. The IS assistant mainly helped all IS teachers to prepare learning materials. She always completed the assigned tasks on time with good quality. She was also mainly responsible for managing the IS lab. It is suggested for the IS assistant to take more initiative to provide suggestion for improving the learning environment in the lab. 2. The IS assistant is also assigned to assist students when they were doing experiments. She helped students who are fail to follow the IS teachers' instructions. She also helped the IS teachers to ensure the students' safety when doing experiments. 3. The IS assistant was assigned to managed the teaching resources especially the reference books. All reference books, guided readers and digital resources were well labelled and recorded in the inventory list by the subject assistant.	Mr. Kelvin Lee (Integrated Science Panel Head)
Support and enhance students' learning in Mathematics: 1. To provide individual support to gifted students in learning Mathematics 2. To support teachers in building data bank and AQP analysis	Employ a 1.5 Mathematics Assistant to support gifted students during mathematics lessons; assist teachers in building data bank	1. Work with Mathematics teachers to assist and guide gifted students in math lessons 2. Work with Mathematics teachers to build data bank (use AQP reports)	Sep 2015 - Aug 2016	Salary and ERMPF for Math Assistant: \$107,699.59	1. Maths Assistant supported around 900 hours (3 hours/day for 20x12=240 days) in preparing learning materials and examination papers, and around 600 hours in lessons (2.5 hours/day for 240 days) 2. The extra manpower helped reduce teachers' load in making learning aids (we often tailor made learning tools for math activities which is very time consuming), editing assessment papers and circulars, supervising students to do make up assessments, etc.	Ms. Jackie Chong (Mathematics Panel Head)

Task Area and Concern	Implementation Plan	Benefits Anticipated	Implementation Schedule	Resources Required	Evaluation	Person-in-Charge
					Math team members would strongly suggest to add this extra manpower in our school development. 3. The performance of gifted students who received assistant's support: above grade level expectations 4. Math Assistant updated data analysis reports and databank	
Assist the development of Life Education curriculum and Student Development programmes and activities: 1. To prepare teaching materials for Life Education Lessons 2. To support student activities related to Student Development	Employ a Student Development (SD) Assistant to provide support to teachers in preparing teaching materials and support student activities related to Student Development	1. Develop school based Life Education curriculum and teaching materials for teacher 2. Support students in activities related to student development	Sep 2015 - Aug 2016	Salary and ERMPF for SD Assistant: \$133,350.00	1. SD Assistant assisted on preparing curriculum and teaching materials for all G1 to G6 Life Education Lessons with around 600 lessons 2. SD Assistant supported around 1500 hours to the SD department in organizing activities, preparing resources, managing Student Development Centre and having small group / individual support to students.	Ms. Eva Pak (Head of Student Development)
Support & enhance students' learning in English: 1. Learning materials and learning environment 2. Assessment data	Employ an English Assistant to prepare learning materials and enrich physical environment for learning; facilitate schoolwide English activity; manage formative and summative assessment data	1. Develop school based curriculum and teaching materials for teacher 2. Support teachers with the data collected in formative and summative assessment	Sep 2015 - Aug 2016	Salary and ERMPF for English Assistant: \$95,232.83	1. English Assistant supported around 960 hours (4 hours/day for 20x12=240 days) in preparing learning materials. 2. English Assistant supported around 720 hours in imputing data (3 hours/day for 20x12=240 days) 3. English team members would strongly suggest to add this extra manpower in our school development in terms of learning and teaching.	Mrs. Winnie Pradhan

Financial Report	
Capacity Enhancement Grant available for the year 2015/16	HKD917,218.00
Total Expenditure of Capacity Enhancement Grant in 2015/16	HKD947,843.57
Deficit	(HKD30.625.57)