

Hong Kong Baptist University Affiliated School

Wong Kam Fai Secondary and Primary School



Annual Report (Primary School)

2018-19

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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 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:	http://www.hkbuas.edu.hk/

2. School Mission and Vision

Our Mission is to provide quality education based on Christian heritage and concern for others. Students 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-L (i.e. literacy in English, Chinese and Information Technology). Students will become global citizens with national pride at heart.



Passionate to Learn, with Confidence

Determined to Succeed, with Vision



Caters to the whole person development, providing a safe learning environment for
the students

Empowering students 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 understanding the three literacy

Students will become global citizens with national pride at heart

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.

3.1 The SMC

Table 1: 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

School Managers

Professor Rick Wong Wai Kwok

Vice-President (Research and Development), HKBU

Ms. Winnie Tam Wan Chi, S.C.

Senior Counsel, Des Voeux Chambers

Ms. Rosanna Choi Yi Tak

Treasurer, the Council and the Court, HKBU Treasurer, the HKBU Foundation

Partner, CW Certified Public Accountants

Dr. Amelia Lee Nam Yuk

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

Prof. Sandy Li Siu Cheung

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

Ir Dr. Peter Wong Kwok Keung, GBS, JP

Executive Chairman, WKF Charity & Education Trust Fund Group

Chairman & CEO, Kum Shing Group

Dr. Benjamin Chan Wai Kai

Chief 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

Mr. Joe Ho Ka Leung

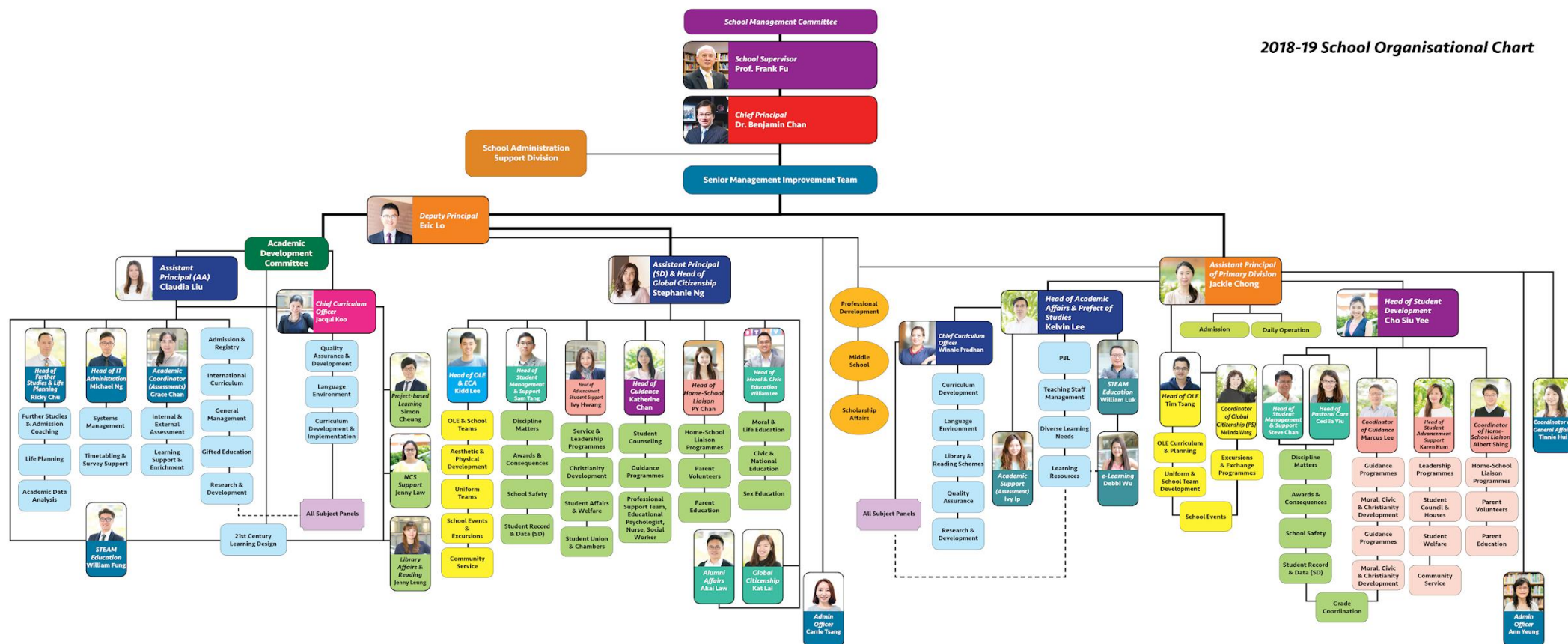
Parent Representative

Mr. Billy Kwok Sui Yuen

Parent Representative

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

2018-19 School Organisational Chart



3.3 The Nurturing Strategies in Primary School

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

A student's life in A-School is more than studying hard. While the intellectual development and academic progress of students 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-based liberal arts education. Liberty 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 21st 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 debate critically issues of importance. A curriculum which provides ample opportunities for individual and group presentations throughout their six years of primary school ensures that 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 Teaching Team

4.1 Deployment of Teaching Staff

Our primary school had kept the teacher-class ratio at 2.2:1 in 2018 - 2019 (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	68
Teachers' Qualification	
Teachers' Training	94.11%
Bachelor Degree	98.53%
Master Degree or above	47.06%
Special Education Training	14.70%
Teaching Experiences	
0 – 4 years	30.88%
5 – 9 years	29.41%
10 years or more	39.71%

In the last academic year, our school had used the Capacity Enhancement Grant to recruit 7* Subject Assistants to support the teachers in preparing teaching materials, giving individual guidance to students, managing resources and assisting IT in education. The deployment of CEG had not just reduced the workload of the teachers but increased teachers' work efficiency significantly.

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 categorised into five main aspects: Teaching and Learning, Student Development, School Development, Professional Relationships and Services, Personal Growth and Development and Others. Teachers are encouraged to join the PD courses which are organized by EDB or other organizations in both local and overseas. Our teachers took an active role to be pioneers in new teaching methodology and strategies. They were invited to give presentations in different conferences such as the 21st Century Learning and Teaching Expo and the 23rd Global Chinese Conference on Computers in Education. The total number of CPD hours was 3,372 hours (as at 24.7.2019). The average number of CPD hours was 51 hours for each teacher.

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 2017-2018). There are six grade levels from Grade 1 to Grade 6 with 5 classes at each level. We kept the class size to 30 students per class. The number of students had almost reached the full capacity (Table 3). There were 5 withdrawals in 2017-2018 because the students had to relocate to other countries or transfer to other local schools.

Table 3: Enrolments 2018-2019

No. of students as at 1 September 2018	946
No. of withdrawals	9
No. of students admitted in the middle of the school year	0
No. of students as at 11 July 2019	937

6. The Areas of Concerns

The following are the main focuses of primary section in 2018-2019:

1. Fine-tuning the implementation of the Junior School and Middle School curriculum frameworks
2. Maximising the impact of cooperative and self-directed learning
3. Cultivating students' passion for learning and compassionate attitude and behaviour
4. Fostering teachers' professional growth through collaborative learning

Area of concern: Scaffolding Learning and Personal Growth on a Through-train Scale

Item	Strategies	Action	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)	To enrich the Middle School curriculum at G5 and G6	1. Assessment rubrics adopted to enhance the planning and evaluation of student learning performance and outcomes 2. French S&S and SOW drafted to provide a complete G6-8 learning content, process and assessment. 3. 4 Middle School Committee meetings to strengthen SS-PS communication and collaboration on MS implementation 4. Students' learning outcomes from Public Speaking training to be enhanced due to the large class size 5. 7 Overlapping lessons across PS-SS timetable smoothly implemented. Though clear instructions and expectations were given to students for passing time, monitoring of student behaviour is needed
		To establish a fluid PS-SS learning arrangement by closing the gaps in the policies and practices in student management	6. Flexi staff deployment across PS-SS for IS, LA, German, PE and Music to increase professional exchange on PS-SS curriculum 7. Math Acceleration programme arranged for gifted students. 7 G4-6 students studied G7 Math and ranked top 5-20% in G7 while 1 G6 student studied G11 and ranked top 5%. The programme provides ability appropriate curriculum to further their talent development.

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) (Cont'd)	To refine the Junior School curriculum	<p>The students will continue to study in G8 in the new school year. In addition, there will be 5 G3 students studying G4 and G5 while 4 G5 students learning G5 and G6 Math. However, the acceleration arrangement requires additional administrative work and teaching manpower</p> <p>8. Enrichment activities across PS-SS within KLAs were arranged for Middle School students to arouse their learning interest across different subjects and to compete with G7-8 students in various activities. G5-6 students enjoyed the activities and developed confidence in secondary school life</p> <p>9. Enhance the rigor of G5-6 assessments across KLAs by implementing end-term assessment for IS which includes more different question types. LA tried out tests but would need further enhancement in assessment design. Students performed satisfactorily in IS end-term assessments and were getting used to closed-book assessments</p> <p>10. Junior School curriculum refined with emphasis on developing reading, learning curiosity and problem solving habits. Experiential learning is used to replace end-term assessment for G1 students as an effective way to engage students in collaborative and explorative learning and to offer students a smooth transition from kindergarten to primary. Learning programmes exclusively designed JS will be further explored</p>
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Item	Strategies	Action	Year End Evaluation
1.2	To enhance the impact of PS-SS interface and to enrich the Middle School curriculum and programmes on a 4-year scale	To organise school-wide learning experience across PS-SS	<p>1. Whole-school activities such as PBL, Arts Festival, Chinese Cultural Day, Winter Concert, Graduation cum Promotion Ceremony, OLE, exchange and excursion and subject week activities were arranged for students to expand their horizons and learning experiences and to explore their interest as well as to enhance their self-directed learning, creativity, critical thinking, communication and collaboration skills. All students got the opportunity to participate in whole-school activities and scaffold their generic skills</p> <p>2. All the G5-8 subject teachers had their subject meeting at least 4 times per year. Then everyone could express their opinions and give some suggestions to different grades</p> <p>3. The teachers had to know the curriculum of the 4 grades of Middle School well. It really helped teachers to plan the lessons</p> <p>4. Lesson observations for KLAs and homeroom time were arranged to exchange ideas on student learning and behaviour</p> <p>5. The Third Language programme extended to G6 this year where students received 2 lessons every week. The learning attitude and performance will need further improvement by providing extra remedial class and online learning materials to help students who lagged. Seminars for G4 and G5 parents and students were arranged to help them understand the third language curriculum expectations. Students need to be focused, stay on task and revise in order to acquire the new language</p> <p>6. The curriculum and assessment framework of IS and LA have been revised in order to meet the students' needs. Further revision is needed. The revision is suggested to extend to other subjects</p> <p>7. Students were engaged and enjoyed various soft skills training programmes to reinforce students' physical, mental and moral development. Students were more responsible and confident and developed a sense to serve the community of needed people through service learning</p>
		To enhance professional collaboration between PS and SS teachers	
		To set up a Third Languages Department to co-ordinate the curricula and programmes of third languages	
		To refine the C&A framework of each related subject from Grade 5 to Grade 8 according to the learning expectations of the Middle School and in preparation for the High School	
		To reinforce support to students' physical, mental and moral developments at this stage	
		To strengthen training in soft skills through OLEs, excursions and exchange programmes	

Item	Strategies	Action	Year End Evaluation
1.3	To enhance mutual understanding and collaboration between teachers in primary and secondary divisions	To enable more teachers from the primary division to teach in the secondary division, and vice versa	1. Attention was paid to teachers who teach both sections in terms of meeting and holiday arrangement 2. A cross-sectional meeting has been arranged at least one time throughout the year in each subject. The number of the cross-sectional meetings is suggested to increase in order to facilitate communication and curriculum development 3. Every teacher completed peer observation at least once. The post-lesson observation sharing has been done 4. Shared Middle School folder created to share subject documents and learning materials which facilitate the understanding of the Middle School curriculum of both divisions. Better alignment in PS-SS documentation requirements 5. Whole-school PD activities on Phenomenal-based Learning was arranged to explore the Finnish learning and teaching
		To invite teachers from the primary division to attend panel meetings or QCMs of the same subject	
		To conduct lesson observation between divisions regularly	
		To share policy documents and teaching resources between divisions of the same subject	
		To organise joint-division PD activities for teachers	

Area of Concern 2: Nurturing lifelong learners with a global perspective and a positive mind

Item	Strategies	Action	Year End Evaluation
2.1	To maximise the impact of learning and teaching	To strengthen teacher professional development in cooperative learning for the Junior School	<ol style="list-style-type: none"> 1. Exchange with other schools and peer lesson observation 2. Cooperative learning workshops were effective. A considerable number of teachers also tried to practice those skills in their own lessons to facilitate learning among students, with positive response from students 3. Class teachers or subject teachers needed to provide students with more opportunities to share the moral values they learn. A clear focus was needed before they read if we want students to learn about relationship 4. More sharing about stories on people with growth mindset and how they face difficulties 5. Monday and Thursday homeroom were dedicated for reading 6. Student-led Conference were conducted twice a year 7. Parents were eager to show response and appreciation to students' SLC sharing, which becomes a significant motivation for students to carefully plan their presentation and script
		To implement pedagogies for 21 st Century Classrooms (e.g. eLearning, Differentiated Instruction and Assessment, etc.) in all KLAs	
		To nurture students' passion for learning and to become compassionate learners with a growth mindset, positive attitudes and relationships	
		To facilitate concerted effort among Academic Affair (AA), Student Development (SD) and Other Learning Experiences (OLE)	<ol style="list-style-type: none"> 1. PSOC meetings fostered effective collaboration among AA, SD and OLE. However, more preparation before attending PSOC meetings would be needed to increase efficiency
		To promote a transdisciplinary approach in learning and teaching	<ol style="list-style-type: none"> 1. UBD lessons prepared along with rubrics for every grade/topic and excursion 2. AA planning, mid-year evaluation and year-end evaluation records show teachers' positive feedback about the use of PBL lessons during the year 3. Phenomenon-based learning was not implemented in PBL this year

Item	Strategies	Action	Year End Evaluation
2.1	To maximise the impact of learning and teaching	To develop a comprehensive STEAM education curriculum with a wide range of learning opportunities and challenges	1. STEAM rubrics prepared and used for evaluation and feedback for both terms. The curriculum can be further strengthened next year with elements of IS, ICL and Math clearly mentioned in the scope and sequence 2. STEAM week was conducted with a wide range of interesting activities
		To equip students with the latest skills and tools as well as a proper attitude towards the use of technology to enhance their learning	1. All KLAs used technology to effectively enhance teaching and learning with a focus on developing proper attitude towards the use of technology 2. Class Teachers seriously followed the Acceptable User Guidelines to reinforce appropriate use of e-devices
		To increase students' global awareness and participation along with a good sense of national pride	1. Compared to last year, five more inward and outward exchange opportunities with sister schools were provided to further foster students' understanding of different cultures of both Mainland and overseas 2. Ten overseas excursions were held for Grade 4-6 students to collect firsthand information during P-term with a broad domain of learning themes, with 82% of student participation, followed by PBL presentation 3. Excursions were organised on a periodical basis with various learning objectives such as exploration on Chinese minority, sports and music competitions to strengthen students' global perspective 4. 86% of students and 97% of teachers agreed that overseas excursions fulfilled their learning objectives

Item	Strategies	Action	Strategies
2.2	To foster positive values towards oneself and others and cultivate a compassionate attitude	<p>To adopt a whole-school approach to cultivate compassionate attitude among students</p> <p>To enrich the Guidance Programme in alignment with the annual theme</p> <p>To organise seminars, workshops or other activities on positive thinking and healthy lifestyles</p> <p>To share with parents about parenting skills needed to foster children's positive attitudes</p> <p>To reinforce appropriate behavior with reference to rules and positive discipline</p>	<p>1. Sharing of stories, in Life Education lessons, of people with passion and compassion like the famous Hong Kong film director, Jevons Au, and the famous professor, Yuen Kwok Yung, the drama about Ming Gor and the visits of these three to our school, are all in support of the school theme - Flourish with Passion and Compassion</p> <p>2. Concept like Character Strengths from Positive Education was introduced to parents on Parent Night and to G1-G6 students in Life Education lessons. Each class has its Character Strength programme as class culture activities. The concept was also incorporated in the newly designed A-Diary for G5-G6</p> <p>3. Whole-school programme Star Class was implemented in all grades for reinforcing appropriate behavior</p> <p>School-based teacher evaluation showed that over 80% of teachers agreed or strongly agreed that Star Class, including the Compassionate for Janitors Award, is effective in encouraging good classroom behaviour for each grade to cultivate compassion among students</p> <p>4. Different whole-school programmes were arranged. For example, G6 and G1 Big Brother and Big Sister mentorship programme, Love Week, Seeing with Our Hearts movie making (co-organised with the SAT), Letters to Parents where G5-G6 students showed appreciation to students, teachers and parents at Student-led Conference</p> <p>5. G1-G4 students shared their personal growth with parents at Student-led Conference</p> <p>School-based teacher evaluation shows that over 95% of teachers agreed or strongly agreed that the guidance programme has helped develop a positive school culture and foster students' personal growth</p> <p>6. Six parent forums were organised to introduce positive education parenting skills. One Parent Workshop and one Parent Education Conference were held with PTA to share parenting skills and strategies for fostering children's positive attitude and behaviour</p> <p>7. Different guidelines were introduced to teachers and students in order to reinforce the appropriate behavior in school such as 5Ps for tidy up time and inappropriate running measures</p> <p>8. Grade sharing and Grade heads system: over 85% of teachers strongly agreed or agreed that they are consistently upholding rules and modelling positive discipline</p> <p>9. Number of misbehaviour and late homework records have decreased when compared to the previous year. Teachers and students have shown more emphasis on the number</p>

			<p>of late homework records. Teachers input late homework records monthly, so SD Team could follow up the misbehavior promptly</p> <p>10. Over 88% of teachers strongly agreed or agreed that the Student Management Team has provided enough support throughout the year in handling students' misbehaviour</p>
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Item	Strategies	Action	Strategies
2.3	To foster trust and collaborative relationships with parents	To support the Class Teachers to strengthen communication with parents	<p>1. All teachers joined the Positive Education workshop and different cases and strategies had been shared during staff meetings to strengthen the communication with parents</p> <p>2. Religious sharing in life education lessons and assemblies advocated Christian values to students. Bible stories sharing during lunch recess in dance room</p> <p>3. Parent Forum series included Positive Educator aspects and class teacher collaboration. High parent participation in Parent Forums and Conferences</p> <p>4. Over 90% of parents agreed that the content of the sharing session is useful. About 300 families participated and got certificates under the PEA programme</p> <p>5. More than 300 families were involved in the service of parent volunteers. Almost 80% of parents joined PEA activities this year</p>
		To promote positive education with a yearly theme and various programmes	
		To advocate Christian values (including love and appreciation) among students	
		To establish the Parent Education Academy and launch various programmes to promote positive relationships in families	
2.4	To unleash the potential of our students	To enrich the leadership training programmes	<p>1. 80% of G4-6 students joined school leadership team activities and training programmes</p> <p>2. Several student service and leadership teams in different aspects to develop students' potential had been set up</p> <p>3. Our leadership teams included Prefect Team, Student Council, House, Reading Ambassador, PE Ambassador, IT Ambassador, Peer Mentors, Christian Disciples, Eco Pioneers and Campus TV. Systematic leadership training is provided for students to develop different leadership qualities</p> <p>4. Over 80 % of Middle School students joined the leadership programmes and over 88% of teachers strongly agreed or agreed that the leadership programmes have improved the students' leadership skills and attitudes</p> <p>5. More performing opportunities were given to students such as Friday Music Concert</p>
		To encourage participation in open competitions, events and scholarship/award schemes related to sports, aesthetics and leadership	

Item	Strategies	Action	Year End Evaluation
2.5	To equip students with the latest skills and tools as well as proper attitude in the use of technologies to enhance their learning	To further promote the use of Learning Hub in junior grades	1. Students were more engaged and had a better learning experience, but yet to develop proper behaviour and learning attitude when using e-devices during lessons
		To make fuller use of Google tools in supporting learning and facilitating collaboration	2. The overall rating of students for BYOD scheme is 80.3 The overall rating of students for 21st Century Classrooms is 77.33 The overall rating of students for the school model Chromebook is 76.37
		To explore and try out other suitable learning platforms	100% of teachers agreed that BYOD and e-learning is enhancing learning and teaching. Students and teachers welcome and enjoy the BYOD scheme
		To implement "Buy Your Own Device" Chromebook in Grade 5 and Grade 6	3. Two internet safety talks (conducted by outside organisations) were arranged by E-Learning Team and SD Team to educate students to stay safe online Students were engaged. For the future development, we suggest putting emphasis on digital citizenship and integrating digital citizenship into STEAM curriculum for proper internet etiquette
		To enhance students' understanding of digital citizenship	4. BYOD rolled out smoothly in G5 and G6. BYOD Seminars were arranged for parents and students. More PD will be arranged for teachers to develop common practices 5. Digital citizenship will be embedded into Life Education

Area of Concern 3: Optimising Learning Environment to Support Active Learning and Whole-person Development

Item	Strategies	Action	Year End Evaluation
3.1	To optimise the classroom setting in order to facilitate interaction and collaboration	To upgrade G5-6 classrooms' IT equipment and furniture	<p>1. The 21st Century Classrooms have potential but there are a lot of restraints, e.g. not enough physical space, faulty wheels on the new chairs and the big white board taking a lot of time to load</p> <p>2. BYOD is quite effective in G5-6. However, there are quite a number of cases where students have breached the code of usage. Briefing sessions for students were arranged in December and January. Proper use of Chromebook in school and responsible use guidelines were introduced in the briefing session. We suggest putting emphasis on digital citizenship and integrating digital citizenship into STEAM curriculum for proper internet etiquette.</p> <p>3. For 21st Century Classroom (CC) learning, we suggest that we:</p> <p>(a) provide PD training for G5-6 teachers in late August and early September</p> <p>(b) create an e-learning Google site (common practices on Chromebook and ultra-wide whiteboard)</p> <p>(c) adopt collaborative learning (better utilisation of the reconfigurable furniture in order to boost learning and accommodate different activities)</p> <p>(d) replace the tables and chairs (negative feedback from students, teachers and parents on the rollable chairs, the wheels coming off easily, poor quality, etc.) and reconsider the use of classroom space since it is difficult for teachers and students to move around the classroom unless we relocate the lockers or remove the teacher's desk.</p> <p>(e) gain insights from SS' newly renovated 21st CC (SS-PS lesson demonstration and professional sharing sessions on 21st CC learning could be arranged)</p>
		To upgrade teachers' computing devices in order to allow mobility and innovative pedagogy	
		To refine Learning Hub, PS Bookmark	
3.2	To optimise the language and reading environment conducive to mastery of different languages and extensive reading	To renovate a new library for the Junior School and to acquire furniture and bookshelves	<p>1. The whole-school book character day promoted and encouraged reading habit and it can be held twice a year.</p> <p>2. Good book sharing culture is not common among students. Good book sharing can be done once a month in the morning assembly.</p> <p>3. A QEF reading bus project aiming to provide a fun reading environment and boost their reading habit. The Reading Centre will be opened for students in the coming school year, with teacher reading corner.</p> <p>4. Foreign Language reference books were purchased. However, more variety of foreign language books should be purchased and promotion will be needed.</p> <p>5. KLAS can also promote reading activities within their subjects.</p>
		To purchase books in foreign languages	
		To promote reading across KLAS and arrange reading activities	

Item	Strategies	Action	Year End Evaluation
3.3	To cultivate a positive school culture full of love, appreciation and mutual support	To further enrich guidance and life education programmes	1. APASO results show that students' caring attitude towards others has been improved and the relationship between teachers and students has significantly improved this year. 2. Life Education: teach students the positive attitude towards study and life. Students work on their A+ Passport/ A-Diary exercises every week to cultivate positive school culture through appreciation. Over 85% of teachers strongly agreed or agreed with the Life Education programmes that they suit the students' needs.
3.4	To further promote students' participation and expertise in aesthetics and sports with a greater variety of facilities and exposure	To provide singing or musical instrument lessons in Junior School	1. Music Ensemble implemented in G1 to G4 with pleasing results. 94% of the students showed a serious learning attitude during ensemble lessons. 12% of the students will need more encouragement to play musical instruments together with their classmates. 2. With pianos around the campus, more and more students came together during recess to play the piano and enjoy music together. 3. To cater for students' development in music talent, more musical instrument paid courses were arranged.
		To arrange paid courses for allow students to explore their potential	
3.5	To strengthen support for environmental education leading to a green and sustainable lifestyle	To immerse environmental education into the subject curriculum, organise activities to enhance students' knowledge and strengthen green facilities and practices	1. Environmental education is promoted through morning sharing, assemblies and OLE lessons (Eco Pioneers). It will be more effective to immerse green education in KLAs with at least one environment related teaching topic, project or activity. 2. A whole-school slogan competition to promote green living was successfully held, Google Form was used instead of paper. 3. From our daily observation of the recycle boxes and Green Wednesday records, green practices of students had slightly improved. 4. Data on the consumption of water and electricity will be collected systematically by checking and reporting the water meter reading by students in the coming year.
		To further promote green practices in daily operation	

Area of Concern 4: Enhancing Teachers' Professional Competence and Cohesion

Item	Strategies	Action	Year End Evaluation
4.1	To cultivate a culture of collaborative learning	To promote collaborative learning through PD activities	1. Self-evaluation form was submitted to POS at the beginning of the school year. AP/POS/Sub Co. discussed with teachers their strengths and goals. Year-end follow-up conducted by AP/POS/Sub Co. to enhance mutual understanding and support. 2. Some expert teachers in different areas (e-Learning and Co-operative Learning) have been identified and they have carried out a series of professional development workshops for other colleagues throughout the year.
		To further review delegation of authority and responsibility of each team	1. Most of the committees and task forces have a set of well-defined objectives and specific functions. Regular meetings were held with minutes recorded. The roles and functions of the rest of the committees should be enhanced. 2. 91% of teachers are satisfied with delegation of authority. Teacher survey has been sent to all teachers before assigning committees and task forces to them.
4.2	To enhance career well-being, team spirit and long-term commitment	To organise a retreat for senior-middle management	1. A retreat was scheduled in April but cancelled due to the tight schedule in April. The date of senior-middle management is suggested to be in the first term in the coming school year.
		To organise social gatherings for teachers for team building	2. PD workshops for middle-management to be arranged in new school year to strengthen mutual understanding on school policies. 3. Ongoing social gatherings were organised by the Social Welfare Team.
		To optimise work environment and conditions	1. 94% of the teachers are satisfied with the newly renovated staffroom with more personal space and bookshelves.
4.3	To enhance recognition and appreciation of teachers' contributions	To show more recognition and appreciation through formal and informal channels	1. Teacher sharing has been arranged in several staff meetings. Extra PD workshops have been arranged by experienced teachers in order to facilitate peer learning culture. More sharing sessions is suggested in order to enhance recognition and appreciation of teachers' contributions. 2. Some subjects made good use of the QCM lessons to share good teaching practices. More discussion and sharing sessions are needed during QCM lessons.

Item	Strategies	Action	Year End Evaluation
4.4	To seek more PD opportunities for teachers locally and internationally and provide easier access to PD information and learning materials	To encourage teachers to attend PD events and share experience inside and outside A-School	1. The school has organised a series of PD programmes on cooperative learning, Project-based Learning and e-learning throughout the year. Teachers participated actively and the feedback from teachers is positive. 8 PS teachers joined the basic course on diverse learning needs which was conducted by the Education University of Hong Kong. The course lasted for three months with 30 hours in total. The feedback from teachers is positive. More teachers will be encouraged to join in the next school year. A whole-school PD, the Symposium on "The School of the Future in the Digital Era" with a keynote speech on "How to Create the School of the Future -- An Update of the Revolutionary Thinking and Design from Finland" by an educational futurist and developer of phenomenon-based learning in Finland, Mr. Pasi Silander, was successfully organised in October. In addition, PD on mindfulness was held in April and all teachers participated. The total PD records dropped compared with the previous year. However, the average PD hours of each teacher is still 50 which meet the suggested PD hours from EDB. More subject-based PD is suggested for the coming school year. 2. The PS Chief Curriculum Officer joined the ASCD conference in the US in March. A sharing session was held afterwards. Teachers' feedback was positive.
		To nominate teachers for local/ overseas educational conferences and study tours	
		To equip teachers with the latest skills and tools in the use of technology to enhance daily teaching	1. 4 in-house e-learning workshops had been organised for teachers throughout the year. The teacher survey showed that those workshops were useful. Different in-house workshops are suggested to be arranged in the coming year. 2. 100% of teachers passed Google Certified Educator Level 1 exam. The school encouraged all teachers to participate in the exam by subsidising the exam fee. Teachers are encouraged to participate in the Google Certified Educator Level 2 exam in the coming school year.
		To develop a shared Google site for PD events and learning materials	1. A Google site has been set up for PD events and learning materials. Teachers posted their learning materials and sharing on the site. Other teachers can access it anytime. This practice is useful and should continue.
4.5	To increase transparency and participation in policy-making	To continue the practice of having teacher representatives in management meetings	1. Teacher representatives are satisfied with the participation in top management meetings, e.g. SMC 2. 80% of teachers are satisfied with the practice of having teacher presentative(s) participating in management meetings. More discussion or opinion collection is suggested to the teacher's representatives before participating in management meetings.

7. Teaching and Learning

7.1 Our Curriculum

We 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. We aim at nurturing language proficiency, higher order thinking and generic skills, and developing the capabilities of learning to learn, which in turn fosters lifelong learning.

In addition to the curriculum framework recommended by EDB, we incorporate insightful school-based curriculum to align with the local and international education trends. We have developed school-based subjects such as English Language, Integrated Science, Liberal Arts and STEAM.

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.

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 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: Japanese, French and German for Grade 6 as well as Spanish for Grade 5 this year

(d) G1-G4 students had one Music Ensemble lesson where they chose one instrument from either Strings/Percussion/Wind and then learnt the skills of ensemble music playing in small groups. Each class had an ensemble performance for parents at the end of the year.

7.3 Academic 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 well as the finished product. It is used to identify the strengths and goals for each child on a regular basis.

Summative assessments aim to gather evidence of student's 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 Math are held in a school year. G1 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 whole grade activities.

(b) External Assessments:

1. Territory-wide System Assessment (TSA)

Students attending Grade 3 and 6 participated in the Territory-wide System Assessment (TSA) in the 2018-19 academic year. All G6 students and 10% of pull-out students from G3 participated in TSA.

2. International Competitions and Assessments for Schools (ICAS)

In order to achieve an international benchmark for 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).

Table 4: 2019 International Competitions and Assessments for Schools - % of students awarded high distinction, distinction or credit

	Grade 3	Grade 4	Grade 5	Grade 6
English Reading	61% (57)	63% (41)	76% (54)	69% (51)
English Writing	55% (44)	46% (35)	58% (45)	33% (51)
Mathematics	28% (131)	31% (108)	40% (118)	28% (116)
Science	Not participate	27% (22)	21% (29)	24% (34)

Total number of participants shown in brackets

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. Eight students had got full score for both reading and listening papers (Table 5).

Table 5: G4 TOEFL Primary results

	5 stars	4 stars	3 stars	2 stars	1 star
English Reading	66	32	21	3	0
English Listening	51	57	14	0	0

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 used Cantonese to strengthen our cross-curricular teaching. To foster a language-rich learning environment, both languages are widely used throughout curricular and non-curricular time. Students and teachers use both English and Putonghua in morning assemblies, homeroom and daily communication. Language Award Scheme is also implemented to encourage students to communicate in both languages during lesson time and recess. In 2018-2019, 30 students from G1 to G6 with the most participation in the Language Scheme in A+ passport were rewarded a day trip to Hong Kong Disneyland on 8 July 2019.

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 and school assemblies for our students (Table 6).

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

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

7.6 Enrichment and Support Measures

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 the learner's diversity in mind.

(a) Small Group Teaching:

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

(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 2018-2019, enrichment programmes such as Math Olympiad, Drama, Debate and Robotics were offered for students to develop their full potential. In addition, Math Acceleration Programme was offered to our G3-6 students.

(c) Enhancement Programmes:

Our School runs learning programmes to help students to reach basic competency in learning both languages and mathematics 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 after school. Third language programmes also offered after-school study groups in Term 2. Besides, enhancement programmes were offered through scholarship. The Australian Immersion Programme was a good example.

In this school year 2018-2019, our School has successfully applied the funding for non-Chinese speaking students. It provided extra resources to hire two extra Chinese teaching assistants to support the teaching and school-based programmes for non-Chinese speaking students.

7.7 Students' Reading Habit

Our school cultivates students' reading habit 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 2018-2019, the major reading activities held were as follows: Reading Ambassadors, newspaper reading scheme, Book Character Day, library lessons, Battle of the Books, Reading Across the Campus, Booktivities, book fairs and author talks. Besides, we had also strengthened the collections in class libraries, Junior Library and Main Library.

7.8 Home-School Liaison

In order to roll out new initiatives in renewing our curriculum, it is necessary to have parents and students well-informed. A series of parent forums on topics such as “How to raise a positive child?” , “How to use positive psychology to shape your child’s character?”, “How to build a positive relationship with your “Teen”? “, “Understand the meaning of Accomplishment through Music Handling Changes in Young Adults” was carried out with positive feedback from parents. In addition, parent seminars and student briefings on BYOD, Third Language and Middle School Curriculum were conducted for parents and students to understand the school’s direction, rationale and the implementation progress.

7.9 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 were arranged (Table 7).

From teacher surveys, 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 PS Chief Curriculum Officer attended the ASCD conference in USA and conducted PD sessions on topics such as differentiation, group work and time management for teachers. She and the STEAM panel head gave a presentation on the topic of The Changings from the 21st Century Classrooms during the 21st Century Learning and Teaching Expo. The STEAM panel head also gave a presentation on the topic of the curriculum development of the 21st century school in the 23rd Global Chinese Conference on Computers in Education which was held in Wuhan in May. 11 teachers joined the Positive Education International Conference in November. Several teachers participated at the 21st Century Learning Conference in March. In order to foster a culture of collaboration, a Google Site has been established for all teachers to share their learning after attending different PD courses. A school-based self-directed learning moodle platform was established. Subject panel heads were invited to try and provide feedback. The moodle platform will be introduced to all teachers in the coming school year.

Subject panel heads were encouraged to arrange subject-based PD courses in order to meet the specific needs of the subject. PD for middle management would be arranged to facilitate understanding on school protocols and to strengthen teachers with useful management skills. Peer lesson observation should be enhanced in order to foster the professional development.

Table 7: In-school PD training

Learning and Teaching	Student Development	eLearning and Innovative Strategies
<ul style="list-style-type: none"> ● “Cooperative Learning Structures” workshop ● UDB planning for PBL workshop ● Using interactive, differentiated strategies to equip and engage all learners workshop ● Engagement and group work workshop ● Data analysis workshop 	<ul style="list-style-type: none"> ● Positive Education workshop ● “When Consequences Don't Matter” workshop ● Caring Education workshop ● Positive Education International Conference ● Mindfulness workshop 	<ul style="list-style-type: none"> ● Google Certificate Level 1 Exam training workshop ● Phenomenon-based learning and pedagogy as a platform for learning 21st century skills (Whole School PD) ● “The School of the Future in the Digital Era” Symposium ● 21st Century Classroom workshop ● 3D printing workshop ● ScanNcut workshop

7.10 Project-based Learning (PBL)

Project based learning is an integral part of the curriculum for students to learn 21st century skills through cross-curricular units. Students from G4-G6 had a choice between local and overseas excursions. G1-3 had local excursions and learning experiences aligned with their project-based learning. A PBL showcase was successfully held on 6 July 2019 to showcase all the wonderful learning.

Our teachers treasured the learning journey and process with students. The PBL learning journey for G1-3 students started in December 2018 while G4-6 in April 2019. This arrangement aimed to let students to have more time to investigate on the assigned topic and prepare for their excursions. Class teachers and PBL mentors used Understanding by Design approach to plan the PBL lessons with objectives of the project/problem that students were expected to learn and investigate. From the teacher survey, teachers agreed that starting PBL earlier helped students to learn in a better manner while the UDB planning helped their lessons in terms of deeper learning.

A parent evaluation form was sent out, and 132 responses were collected. Positive feedback was received. Over 90% of the responses agreed that our students did well in creating original and creative ideas, communicating a message clearly, demonstrating an in-depth knowledge of topic and good problem solving and critical thinking skills when addressing the big questions/issues. Students were able to communicate clearly and effectively while speaking with confidence. Students' presentations and colourful displays were the most attractive part to parents.

To further improve the PBL learning process and impact, students were encouraged to use multimedia instead of many poster boards, make eye contact appropriately, speak up or use a microphone. To fully appreciate students' effort on PBL, Peer Learning Day, Showcase Day and post-PBL Evaluation Day were organized. Google Site was used to record students' learning process and outcomes.

All in all, our students benefited significantly from PBL. It provided students authentic learning experiences to develop and enhance their project management, self-directed learning, problem solving and collaboration skills, self-confidence and creativity. Sufficient PD teaching training and meticulous planning were paramount to the success of PBL.

7.11 21st Century Learning and Teaching

The newly renovated 21st Century Classrooms and Buy Your Own Device (BYOD) Scheme for Middle Schoolers were welcome by students and teachers. The new classroom setting and BYOD scheme echoed with our major concern “Scaffolding learning and personal growth on a through-train scale” which Middle School students take advantage of the mobile learning environment and BYOD scheme to hone their self-directed learning and 21st Century learning skills throughout the Middle School. Through the flexible learning environment, students learned in a collaborative and engaging environment that motivated them to share ideas, develop I.T. literacy and co-construct knowledge.

Students and parents greatly supported the school and the BYOD scheme. More than 93% of the students (based on feedback from 270 G5-6 students) supported the BYOD scheme. 83% G5 parents and 69% G6 students have purchased the school device (Chromebook Edxis X11).

The participation rate of BYOD for 2019-20 G5 students hit a new high of 93%. This showed that the parents and students were putting their confidence and trust towards the scheme and the school in planning and deploying the device effectively and positively into daily learning and teaching. The parent session arranged before the roll-out of the BYOD scheme contributed to the high participation rate into as well as easing parents' concerns and potential worries.

While BYOD scheme aimed at developing student’s sense of responsibility, Responsible Use Guidelines should be upheld consistently by all teachers and fair consequences should be given accordingly. Students were reminded about the signed guidelines and consequences in grade discipline meetings. Consequences were also given to various students for misuse of device.

To facilitate the use of Chromebooks in Middle School in 2019-20, hands-on workshops were arranged for G5-6 parents during Curriculum Evening in September 2018. Taking the experience from the first batch of BYOD, G4 students have already purchased and collected the Chromebook in July 2019. G4 parents and students also visited the 21st century classrooms to learn about the rationale and learning and teaching approaches. In addition, PD sessions were arranged for teachers to share common good practices and e-platforms. Google Classroom was widely used by teachers as a tool to collect assignments and disseminate learning materials and feedback.

All teachers completed Google Certified Educator Level 1 Exam in this school year. More PD for teachers would be needed in order to fully utilize 21st century classroom equipment (Chromebook and ultra-wide interactive whiteboard) and to encourage professional dialogue on pedagogy sharing and lesson observation. Common practices including use of common online platforms (Nearpod, Peardeck, Edpuzzle), use of ultra-wide board software (Snowflake, Whiteboard) and subject-based tools (eBook) would be highly encouraged. Regular hands-on workshops should be conducted for subject teachers and class teachers. All new teachers would be supported to take the Google Certified Educator Level 1 Exam and subject panel heads would be encouraged to complete the Google Certified Educator Level 2 Exam.

8 Student Development

8.1 Support for Student Development and School Ethos

A. Student Management

Proactive activities were included in school assemblies, grade sharing, Star Class program and morning homeroom time to develop the school ethos; other uniform teams and leadership teams to promote discipline; staff briefing to update teacher's professionalism for handling students' misbehaviour.

Most teachers agreed (96.1%) that they have consistently upheld rules, maintained sufficient expectations towards students in terms of their behaviour and discipline.

According to Table 8, the attendance in 2018-19 improved in Grades 1, 4 and 6 when compared with 2017-18

Table 8: Student attendance rate of each grade

	2016-17	2017-18	2018-19
G1	96.4%	96.5%	97.1%
G2	97.4%	97.5%	97.2%
G3	96.7%	97.5%	97.0%
G4	97.3%	97.1%	97.3%
G5	97.2%	97.6%	97.6%
G6	97.4%	97.0%	97.4%

Student Behaviours

Under the Student Management and Support Committee, the committee gives support to the students and teachers in adopting the Whole School Approach to launch proactive measures. The number of misbehaviour and late homework records have decreased when compared to the previous year. Teachers and students have shown more emphasis on the number of late homework. The number of late homework is recorded monthly and closely monitored by the Grade Heads.

In designing and implementing the school policy, 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 27th of September. It was completed successfully. Due to the widespread situation of chicken pox, the second fire drill practice was cancelled.

Periodic patrolling was carried out at the traffic light interchange outside school to observe dismissal situation and students' behaviour. Owing to a short green light signal duration, chances for accidents increase and students were found crossing the street when the red-light signal was on.

Teachers on school bus duty consistently gave out reminders to students taking school bus to adhere to safety precautions such as fastening the seat belts. Students were also reminded to maintain good behaviour during the bus ride. Consistent communication was maintained with the bus nannies to better understand school bus situations or difficulties.

In order to maintain safety during recess time and control overcrowded situation at the playground, different game stations were set up in the PS atrium to serve as an alternative to running in the playground. Some new measures were adopted to discourage inappropriate running to minimise accidents and injuries. First, students were being notified about follow-up measures and consequences for inappropriate running through a morning assembly sharing. Teachers were also reminded to stop students from running inappropriately. Different game stations were set up in the PS atrium to serve as an alternative to running in the playground. Under the new recess arrangement, all students have a choice to visit the library. Grade 4 to Grade 6 students can choose to go up to roof top garden to enjoy a slice of quiet area or stay in their classrooms where various board games were provided for them to pass the time.

Grade Head System

The Grade Head system was set in place in order to build a stronger sense of teamwork among each grade and to provide necessary support in any matters regarding student management.

Over 90% of teachers strongly agree and agree that the Grade sharings conducted by the Grade Heads throughout the year have promoted positive values and discipline to the students.

To foster a culture of appreciation, improvement certificates were distributed to 5 students of each grade during Grade sharings as encouragement and appreciation of their improvement in behaviour. The students were nominated by class teachers.

Self-Improvement Scheme

To align with the Secondary School, the Self-improvement Scheme was introduced, which is similar in concept to The Dragonfly Program in SS.

Under the Self-Improvement Scheme, most students were able to display improvement in their behaviour under the support from the Student Management Team, class teachers and parents.

B. Student Guidance

A-School offers Social Worker, Nurse and Educational Psychologist for emotional and psychological support to students through preventive and developmental programmes, as well as individual counselling or consultation. After the consultation, most students with emotional and psychological needs are being addressed and their situation improved, while some of the students need further support through different programmes and counselling.

Guidance Cases

There were 29 cases taken up by the school guidance team. The number of cases were similar to last year.

Among the cases, students usually got emotional and peer problems. In order to help students handle their emotional problems and friendship issues, several programmes like social skills and emotional support workshops were arranged. Class teachers 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 were catered for different developmental needs of students from childhood to adolescence through a wide range of guidance activities. These activities were addressed students' psychological and developmental needs in various age groups, including personal and social development. Such as A+Passport, A Dairy, Love Week, Seeing with our Hearts, Movie Appreciation, Big Brother and Big Sister Programme, Social Services, Letter to Parents, etc.

Various elements of positive education were immersed in the life education program and activities. A new edition of A-Diary Scheme was implemented with elements from the PERMA model such as Character Strengths, which were also taught in the Life Education lessons.

According to School-based teacher evaluation shows that over 95% of teachers agreed or strongly agreed that the guidance programmes have helped to develop a positive school culture and foster students' personal growth.

Life Education Programmes

Life Education Lessons were conducted by the Guidance Team and Class Teachers throughout the whole school year which included the sharing stories of people with passion and compassion like the famous Hong Kong film director, Jevons Au, the famous professor, Yuen Kwok Yung, the drama about Ming Gor and the visits of these three to our school, all were in support of the school theme 'Flourish with Passion and Compassion'.

Authentic events were provided to the students to deepen their learning such as Book Character Day to promote the understanding of Character Strength, Elderly Visit for Middle School students, My Love passbook etc.

In order to encourage self-directed learning of students, they learnt how to evaluate their learning progress through Life Education lesson and verbalized their achievement through Student Led Conference (SLC).

Relationships among students, teachers and parents were promoted through different means, for example the mutual appreciation in their A+Passport, Love Week, parent's night, student planners, etc.

Christian topics were introduced during the period of Easter and Christmas time to promote Christian values.

Support with Students with Special Needs (SEN)

The major proportion of SEN cases is Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder (ADHD/ADD) and Specific Learning Difficulty (SpLD).

Supplementary teaching strategies for SEN students were provided to the teachers in order to remove barriers of learning.

Lunch gatherings and meetings were arranged with new students and repeaters to facilitate adaptation and a sense of belonging towards the school

Small group activities and individual interviews were arranged by our social workers, educational psychologist and guidance teachers

Different interpersonal skills programs were implemented in different grades to develop their social skills such as Social Service group, SENSOR Training, Caritas Programme and speech therapy.

Indeed, the establishment of SENCO (SEN coordinator) aims at supporting SEN students with more specific programmes and trainings. - A SENCO (SEN Coordinator) will be in place next year with EDB's funding support to coordinate all SEN programmes and offer the greatest support to SEN students.

Reading buddies programme was implemented this year. Upper grade students trained as peer

tutors were assigned to lower grade students in reading time. Through this ongoing programme, they were familiar with one another and nurture a mutual interest in reading.

Assessment accommodation was provided for students who were in need with professional recommendation. Accommodation measures such as extra time allowance, single-side printing, enlarged printing, screen reader, speech to text software, special seating arrangement and individual room arrangement.

C. Student Advancement

Our leadership teams include Prefect Team, Student Council, House, Reading Ambassador, PE Ambassador, IT Ambassador, Peer Mentors, Christian Disciples, Eco Pioneers and Campus TV. Systematic leadership trainings are provided for students to develop different leadership qualities. Over 80% of middle school students join the leadership programs.

The movie appreciation “Distinction” was arranged for Middle School students in order to promote compassion towards others.

When students choose their interested Service and Leadership Programmes, they must pay attention to the Principles for Service and Leadership Programmes. Details are as follows:

Leadership HEADS	Leadership TEAMS
Maximum 1* - Student Union (all G4-6 members) - House Captains (G6) - Prefect Team Leaders (Head Boy and Head Girl, all Prefect Team Leaders)	Maximum 2* - House Committee - Prefects - Reading Ambassadors - PE Ambassadors - IT Ambassadors - Eco Pioneers

The Head Boy and Head Girl Election was successfully held. A total of 6 candidates enrolled in the election. Candidates promoted themselves through campaigning videos, PA announcements, posters and leaflets. The candidates’ promotion videos were also broadcasted at the PS atrium during recess time. After a vigorous promotion for 3 weeks, the voting was conducted on June 11. All Grade 2 to Grade 6 students were invited to participate in the voting. All candidates agreed that the whole campaigning experience was precious and memorable for them.

Several inter-house or whole-school events were organised by the Student Union and/or House committees and teachers, such as Christmas Design competition, Dodgeball competition, Song Dedication, Chinese Cultural Day, Inter-House Dodgeball Competition, etc.

As indicated in the Stakeholder Survey, over 97% of teachers agreed that the school provided extra-curricular activities can help extend students' learning experiences. According to school based-survey, over 88% of teachers strongly agree or agree with the leadership program has improved the students’ leadership skills and attitudes.

D. School Climate

As indicated in the Stakeholder Survey, positive views on school climate were received from teachers (mean score at 4.1), parents (mean score 4.32) and students (mean score at 3.84).

On support for Student Development, perception from teachers (mean score at 4.3) was more positive than students (mean score at 3.79).

From the result of APASO this year showed the students “care attitudes towards other” have been improved and the data of “relationship among teachers and students” has significant improvement compared with the previous few years.

This year programmes have built up a relationship with teachers, students and parents as indicated in the SHS and APASO result.

As A-School has religious background with the support and supervision from HKBU, a Christianity development team was established to promote a Christianity atmosphere in school. Several evangelical activities such as Christmas Celebration, Bible stories sharing, Easter Services, Morning assembly sharings.

E. Home School Cooperation

Various Home-Liaison activities were organised this year such as parent forums on positive education, parent workshop, parent-child interest class and Home-School Sports Game Day to strengthen collaboration and communication between the school and parents.

About 400 parent volunteers were recruited this year to assist in the school’s decoration, library service and different school events. As indicated in the Stakeholder Survey, parents had a positive feedback on home-school cooperation and shared the view that the programme could foster parents’ sense of belonging towards school.

For “Appreciation to Teachers” activity, over 740 designed appreciation cards were received by parents to teachers this year.

At least 122 parents joined at least 2 parent forums this year this year, while more than 500 teachers, parents and students joined the Home-School Sports Games Day whose atmosphere was positive and cohesive.

Seven PTA meetings were held this year to launch different activities in cooperation with school and teachers, such as Picnic Day, AGM cum Staircase Running Competition and Millions Walk. PTA members actively participated in school events and expressed opinions towards school’s service providers such as uniform, textbooks, school bus and food caterer.

A-Parent Education Academy is established this year to consolidate and optimize the structure of home-school programmes and activities. 25 families received A-Star certificates, 44 families received the Silver certificates and 239 families received Bronze certificates.

8.3. Student Performance

As indicated in the APASO survey, students agreed that they have a good relationship with the teacher (average score at 3.10), which has improvement compared with the previous year.

As indicated in the APASO survey, students' achievement (3.05), experience (2.97), opportunity (3.23) are slightly higher than the HK average score.

As indicated in the Stakeholders Survey, most students (90.7%) agreed that they respected teachers in school.

However, as indicated in the APASO survey, students' cost for help seeking (2.35) in general was slightly lower than HK average score.

9. Other Learning Experiences (OLE)

9.1 Aims and Objectives

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

9.2 Structure and Framework

- (1) OLE lessons: courses during school hours which cover 5 domains where students are required to attend 4 lessons per week.
- (2) After School OLEs: school team training and paid courses during weekdays after school and Saturday mornings
- (3) School Events: organising and coordinating large-scale or whole-school events
- (4) Excursions: organising whole grade local camps and overseas excursions
- (5) Awards Records: recording students' achievements and coordinating award presentations

9.3 OLE Programmes

Table 9: Numbers of OLE lessons offered

Domains\Grade	G1	G2	G3	G4	G5	G6
<i>Linguistic Intelligence</i>	7	8	6	7	4	5
<i>Logical Intelligence</i>	9	9	3	4	5	6
<i>Kinesthetic Intelligence</i>	6	6	10	10	4	5
<i>Aesthetic Intelligence</i>	6	6	7	7	7	7
<i>Interpersonal Intelligence</i>	4	4	3	3	3	3
Total	32	33	29	31	23	26

Table 10: Number of school teams offered

Category	Uniform Groups	Service Group	Academic	Sports	Aesthetics
No. of school teams	3	8	15	14	16

Table 11: School team participation rate

G1	G2	G3	G4	G5	G6
18%	80%	88%	86%	90%	94%

9.4 Local Excursions and Overseas Excursions

Grade	Theme	Destination	Period	Number of Students
3	Two-day and One-night Local Camp	Pak Tam Chung Holiday Camp	21-22/6/2019 (2 days)	94
	Due to the health condition of 3D and 3E students, they could not attend the camp but joined in-school Mini Project-based Learning and Presentation on 21 June 2019.			
4-6	Three-day and Two-night Local Camp	Pak Tam Chung Holiday Camp	17-19/6/2019 (3 days)	63
4	Hydraulic Engineering and Water Resources Education	Heyuan, Guangdong Province, China	19-21/6/2019 (3 days)	77
4	Tulou architecture, Fujian tradition and culture in Xiamen	Xiamen	18-21/6/2019 (4 days)	40
4-6	Dance World Cup	Portugal	26/6-4/7 (9 days)	21
5	Multiculturalism, Natural Resources and Environmental Sustainability	Kuala Lumpur and Melaka, Malaysia	17-21/6/2019 (5 days)	50
6	Ancient History and Heritage at One Belt One Road	Xi'an, China	17-21/6/2019 (5 days)	58
5-6	Technology, Disaster Prevention and Environmental Protection	Osaka, Japan	18-22/6/2019 (5 days)	20
	Exchange	Nara, Japan		10
5-6	History, Culture and Ecology of Sichuan	Sichuan	16-19/6/2019 (4 days)	40
5-6	World Heritage and Service Learning	Siem Reap, Cambodia	16-20/6/2019 (5 days)	29
5-8	Nature and Wildlife Conservation (homestay)	Queensland, Australia	17-27/6/2019 (11 days)	PS:20, (SS:20)
5-8	Outdoor Pursuits (Excel 33/33P)	Queensland, Australia	19-28/6/2019 (10 days)	PS:16 (SS:12)

9.5 Major Events and Working Schedule

Month	Event
September 2018	Enrolment and Assignment of Phase 1 OLEs
	Commencement of OLEs and AOLES
	Exchange Programme: Asuka Elementary School
November 2018	Play Day / Picnic Day
	Exchange Programme: Yunnan Tai Clan
	Exchange Programme: Beijing Yucai School
	Exchange Programme: Ahrensburg, German
	Winter Concert
	Guang Zhou Badminton and Table Tennis Training Trip
December 2018	Christmas Celebration
	Enrolment of Phase 2 OLEs
January 2019	Assignment of Phase 2 OLEs
	Chinese New Year Celebration
	Athletic Meet
	Vita Green Charity Cycling Marathon 2019
	Exchange Programme: Wuhan Changqing No.1 School
February 2019	Mid-year Prize Presentation Ceremony
	Class Photo, Graduation Photo and School Team Photo Taking
March 2019	Aquatic Meet
	G6 Outward Bound
	Assignment of Excursion
	Easter Celebration
April 2019	Arts Evening /Variety Show
	Wuhan Soccer and Badminton Trip
May 2019	Enrolment of 2019-20 School Teams
June 2019	Enrolment of 2018-19 Summer School and 2019-20 Paid Courses
	Excursion Week
	8th Graduation Ceremony cum 2018-19 Promotion Ceremony
July and August 2019	Hero Feast
	Year End Convocation Ceremony
	Summer School
	Group Scholarship Programmes: LEGO Robotics, Concert Choir and Chinese Drum Team Overseas Competition/Training

9.6 Students' Achievements

The school took part in many major inter-school competitions each year (Table 12). In 2018-2019 school year, our students had obtained a total of 266 awards including 119 champions this school year (Table 13). Students' awards were recorded and uploaded to school website monthly. Award presentations were held monthly during the morning assemblies.

Table 12: Participation in Major Inter-School Competitions

Strand	Name of Inter-School Competition
Chinese	<ol style="list-style-type: none"> 1. 第 71 屆香港學校朗誦節 2. 第三十一屆 GAPSK 全港普通話朗誦比賽 3. 第三屆全國青少年華語風采英才培養及選拔活動 4. GAPSK 第三十四屆全港普通話朗誦比賽 5. 第十屆普藝盃 2018 朗誦才藝大賽 6. 第十二屆全港學生公開朗誦比賽
English	<ol style="list-style-type: none"> 1. 71st Hong Kong Schools Speech Festival 2. EDB Reading KOL Short Video Competition 2018 3. 2018-19 Hong Kong Secondary Schools Debating Competition 4. Hong Kong Young Writers Awards 2019 5. 2018/19 Hong Kong Budding Poets (English) Award
Mathematics	<ol style="list-style-type: none"> 1. The Fifth Annual Hong Kong Primary Mathematics Challenge (Semi-Final) 2. 2018-19 The Fourteenth Hong Kong Primary Mathematics Competition (Shatin District) 3. The 5th Hong Kong Primary Mathematics Challenge (2018-2019) 4. Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2019 (Hong Kong Region) 5. Hong Kong and Macau Mathematical Olympiad Open (HKMO OPEN) 6. Hong Kong Mathematical Games Open (HKMGO) 2019 7. Hua Xia Cup Nationwide Mathematical Olympiad Invitation Tournament 2019 (Hong Kong Region)
STEAM	<ol style="list-style-type: none"> 1. Robot Soccer Challenge 2019 Season 1 2. Hong Kong ICT Awards 2019
Visual Arts	<ol style="list-style-type: none"> 1. The 7th International Open Visual Arts Competition 2. Junior Section "Drawing with No Bounds" International Drawing Competition 2018 3. 第五屆全港兒童繪畫分齡比賽 4. 香港演藝精英盃 2018 藝術創作大賽 5. 第 15 屆「德藝雙馨」香港區賽小學 1-2 年級水彩及粉彩畫 6. 華夏兒藝"全國少年兒童美術書法攝影大賽 7. 8TH WORLD CHILDREN ART AWARDS

Strands	Name of Inter-School Competition
Sports	<ol style="list-style-type: none"> 1. Hong Kong Indoor Cycling National Championships (ARTISTIC) 2. Shatin Area Inter-Primary School Athletics Competition 2018-19 3. 2018-2019 Shatin Inter-primary school table tennis competition 4. Shatin Area Inter-Primary School Soccer Competition 2018-19 5. Hong Kong Primary School Baseball Championship 2019 (Tong Wai Kee Cup) 6. 21st All Hong Kong Inter-Area Primary Schools Athletics Competition 2018-2019 7. Shatin Inter-Primary Schools Badminton Competition 2018-19 8. Inter-school Swimming Competition (Shatin District) 2018-2019 9. Hong Kong Districts Primary School Rope Skipping Championships 2019 10. 2019 全港公開青少年乒乓球錦標賽 11. RG Pro Hong Kong Rhythmic Gymnastics Championships and International Clubs Invitation Championships 2018 12. 2018 – 2019 年度全港藝術體操公開賽 13. Hong Kong Rhythmic Gymnastics Age Group Championship 2019 14. All Star Cup Fencing Team Competition 2nd Season 15. Hong Kong Inter-School Rhythmic Gymnastics Open Championship 16. Dance World Cup 2019 Hong Kong Qualifying Match 17. 20th Asia Pacific Dance Competition Victoria Theatre Singapore 2018 18. The 39th Shatin District Dance Competition 19. The 55th Hong Kong School Dance Festival 20. Dancer World Cup 2019 21. The 47th Open Dance Contest 22. 2019 World Grand Prix Open to The World
Music	<ol style="list-style-type: none"> 1. Hong Kong International Handbell Olympics 2019 2. 71st Hong Kong Schools Music Festival 3. Youth and Children Music Competition 2019 4. 13th Zhongsin International Music Competition (China Region) 5. 國際聯校音樂大賽 6. 11th HK Students Open Music Competition 2018 7. Inter-School International Performance Challenge 8. The 6th Hong Kong International Youth Performance Arts Festival 9. Asia Music Competition for Young Artist

Table 13: List of school team awards (inter-school/district competitions)

	Activities / Competitions	Results
SPO RTS	2018-2019 Shatin Inter-Primary School Table Tennis Competition	Boys Team: Champion
	Shatin Area Inter-Primary School Athletics Competition 2018-19	Boys A: Champion Girls B: Champion
	2018-2019 Shatin Inter-Primary School Table Tennis Competition	Boys: Champion
	Hong Kong Primary School Baseball Championship 2019 (Tong Wai Kee Cup)	Senior T Game: Champion
	Hong Kong Districts Primary School Rope Skipping Championships 2019	Girls: Overall Champion
	2019 ISI Glacier Open and Basic Challenge	Champion
	第四屆全港小學區際乒乓球比賽 2018-2019	冠軍
	2018 – 2019 年度全港藝術體操公開賽	冠軍
MU SIC	Hong Kong International Handbell Olympics 2019	Junior Handchimes: Silver
	71st Hong Kong Schools Music Festival	Senior Choir: Champion

Our students take part in different Hong Kong and district competitions consistently and enthusiastically. The award lists are uploaded to the school website monthly. For details, please refer to the “Students Award List”.

10. Others

10.1 Scholarship and Fee Remission Programme

In order to realise the whole-person development education philosophy about whole person development, A-School offers scholarships to students who excel in academics, sports, performing arts, music, visual arts, social services and leadership. Scholarship is used to cover for school fee or excursion fee (according to the nature of the scholarship).

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 programme designed to provide financial assistance to families in need.

Fee Remission (FR)

The amount of fee remission will be approved based on applicant's annual family income. The maximum approved amount will be the full rate of school fee. Calculation method is included in the school website.

Wong Kam Fai Financial Assistantship (WKFFA)

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

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 enrolment.

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

10.3 Financial Report

APPENDIX I

Reporting DSS Schools' Annual Financial Position Financial Summary for the 2017/2018 School Year (Per EDB Audit Report)

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	62.52%	N.A.
School Fees	N.A.	35.70%
Donations, if any	N.A.	0.03%
Other income, if any	1.00%	0.75%
Total	63.52%	36.48%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	74.60%	
Operational Expenses (including those for Learning and Teaching)	12.88%	
Fee Remission / Scholarship ¹	3.73%	
Repairs and Maintenance	4.05%	
Depreciation	4.63%	
Miscellaneous	0.11%	
Total	100.00%	
Surplus/Deficit for the School Year[#]	0.75 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	5.90 months of the annual expenditure	
[#] <i>in terms of equivalent months of annual overall expenditure</i>		

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

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

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