

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



Annual Report (Secondary School)

2023-2024

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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 was 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 Hoo Kin, BBS, MH, JP
Chief Principal :	Dr. Benjamin Chan Wai Kai, MH
School Type :	Direct-subsidy School, Co-educational
Sponsoring Body :	Hong Kong Baptist University
Founded in :	2006
Homepage :	http://www.hkbuas.edu.hk/

2. School Mission and Vision

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

School Motto

Passionate to Learn, with Confidence

Determined to Succeed, with Vision

Mission Declaration

Caters to the whole person

Puts students' needs first at all times

Empowering students to be spiritually mature, wise and informed, artistic, physically strong, creative and build good ties with the community

Students will become global citizens with national pride at heart

3. School Management

A. The School Management Committee



Supervisor

Professor Fu Hoo Kin, Frank, BBS, MH, JP

Emeritus Professor, HKBU

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

School Managers

Prof. Wong Wai Kwok, Rick

Interim Provost, HKBU

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

Executive Chairman, WKF Foundation

Chairman, Kum Shing Group

Ms. Tam Wan Chi, Winnie, SBS, SC, JP

Head of Chambers, Des Voeux Chambers

Ms. Choi Yi Tak, Rosanna

Founding Partner, CW CPA

Treasurer, Council and Court, HKBU

Treasurer, HKBU Foundation

Dr. Lee Nam Yuk, Amelia, MH

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

Prof. Li Siu Cheung, Sandy

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

Ms. Lee Sau Wai, Cecilia, JP

Partner & Dean of Leadership Development, Deloitte China

Member, Hong Kong metropolitan University Council

Mr. So Ming Yeung, Louie

Parent Representative

Ms. Wong Yan Yan, Jannie

Parent Representative

Dr. Chan Wai Kai, Benjamin, MH

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

Ms. Claudia Liu Wing Ki

Teacher Representative

Ms. Kelvin Lee Ka Wing

Teacher Representative

Mr. Nichol Wong Long Hin

Alumni Representative

C. The Nurturing Strategies in Secondary 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 their school lives.

A student's life in the 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, career guidance, as well as scholarships. We recognize 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 cooperation. We provide platforms for parents to voice out their suggestions and opinions.

4. Our Team

A. General Data

No. of teachers: 92

Teachers' Highest Qualification:

Bachelor's degree – 100%, Master's degree and Doctoral Degree – 66.3%

Native speakers of English or Putonghua: 9

Language Proficiency Requirement attained – 92.8%

B. Professional Development

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

CPD Hour 2023-2024

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

CPD Mode	CPD Domain	Sub Total	Total
Structured Learning	I. Teaching and Learning	946.84	1250.90
	II. Student Development	281.58	
	III. School Development	1.15	
	IV. Professional Relationships & Services	5.75	
	V. Personal Growth & Development	15.58	
	VI. Others	0.00	
Others	I. Teaching and Learning	2125.75	2470.20
	II. Student Development	104.50	
	III. School Development	157.12	
	IV. Professional Relationships & Services	70.00	

CPD Mode	CPD Domain	Sub Total	Total
	V. Personal Growth & Development	12.83	
	VI. Others	0.00	
Total CPD Hours			3721.10
Average CPD Hours per teacher			39.59

5. Our students

A. Class Structure and No. of Students

We have 6 levels i.e. G7, G8, G9, G10, G11 and G12. There are 5 classes at each level. Each level consists of 175 capacities on average.

B. No. of School Days: 190

C. Students Statistics & Attendance Rate

No. of Students as of 1 st Sept 2023	937
No. of Students as of 12 th July 2024 (End of school year)	909

Grade	Attendance rate
G7	95.1%
G8	96.6%
G9	93.7%
G10	93.9%
G11	93.6%
G12	91.7%

D. Students' Participation in OLE

Percentage of students participating in at least one school-based OLE (except G12)

Grade	Number of Participants	Percentage
Junior (G7-G9)	531/535	99.2%
Senior	223/277	80.5%
Total	754/812	92.9%

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

Grade	Number of Participants	Percentage
Junior (G7-G9)	236/535	44.1%
Senior	134/374	35.8%
Total	370/909	40.7%

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

	Number of Awards
Individual	668
Team	217

6. Academic Development

A. Changes in Organization

- Mr. Spencer Tai was appointed as the Coordinator of Third Languages.
- Mr. Stephen Leung, an experienced Chinese History Panel Head, joined A-School in September 2024 and was appointed to take up the same role.
- Ms. Kaur Kameldeep joined A-School in September 2024 and took up the role as the BAFS Panel Head and Co-Head of Global Citizenship.
- For further development of the two core subjects, Ms. Ashlee Yeung and Mr. Darren Lee was appointed to be the Assistant Panel Heads of LA/CSD and English Language respectively.

B. Teaching and Learning

- To ensure the quality of teaching and learning, lesson observation and assignment inspection were conducted as usual. The record of lesson observation and assignment inspection were used for appraisal and professional development. Extra support in teaching has been given to new teachers through class visits by SSP, SVP (AA), POS, Panel Heads and teacher mentors. Our Senior Consultant, Prof Alex Fung has also started his lesson observation in January 2024.
- QCMs were held at least bi-weekly for each subject to share teaching progress, teaching pedagogies, teaching and learning materials, latest e-learning trends, etc.
- Academic Weeks were held as scheduled:
 - **Humanities Week**
The theme for this year was “A Green Planet”, which centered around promoting environmental sustainability and fostering awareness about the significance of preserving our planet. Through various activities, such as, Inter-chamber Knowledge Quiz Contest, Interactive Drama Show, Green Café and interactive game booths, students were encouraged to engage in discussions with the students on a range of topics, including climate change, renewable energy, global green businesses, the consequences of pollution, and more. Students were inspired to take action for a greener future, recognizing the potential impact of their choices.
 - **Language Week**
The theme was “Traditions and Cultures of Different Languages”. Interactive game booths were set up by the Third Language Department and Chinese as well as English Departments. This year, greater autonomy was given to the third-language classes to decide what they would like to showcase during the week. Each booth they set up, whether showcasing drawings of the Mona Lisa or famous tourist spots in Japan, reflected their collective effort in the past few months and passion for languages. Besides, we collaborated with some external institutions, namely the Goethe-Institut Hong Kong, the British Council, and the Hong Kong Society for the Deaf. Through our partnership with the Goethe-Institut Hong Kong, our students had the opportunity to immerse themselves in German culture, gaining firsthand knowledge and indulging in authentic German snacks, such as pretzels. Similarly, our students in the GCE stream benefited greatly from the expertise of the British Council, where they acquired valuable insights into the international benchmark examination, IELTS, which they will be enrolling

in this summer. Equally significant was our collaboration with the Hong Kong Society for the Deaf, which enabled all G7 to G9 students to understand the needs of hearing-impaired individuals in Hong Kong and acquire basic sign language skills. These experiences not only expanded their horizons but also enriched their language-learning journey. Through booths, game stalls, students' presentation and seminar, students fostered a deeper appreciation for diverse cultures and traditions.

- **LA/CSD Week**

The theme of our LA/CSD week is "BIG BIG world - A-Future." This year's theme focused on exploring the vast possibilities and challenges that lie ahead in an ever-expanding world. Through a series of engaging events, such as, movie appreciation, game booths, Inter-chamber Knowledge Quiz, students' horizons were broadened and they were given a chance to reflect on their use of technology. With gaming experiences and interaction with A.I., we empowered students with the knowledge and awareness necessary to navigate the complexities of the ever-changing world.

- **Chinese Cultural Day**

The theme of Chinese Cultural Day is “Chinese Food Culture”. The activities aimed at celebrating our traditional Chinese Festival and introducing different Chinese regional culinary traditions to our students. There were booths introducing the different cooking styles of Chinese and western cuisines, and various types of Chinese cuisines, such as Cantonese and Sichuan. Other Chinese cultures, for instance, tea and calligraphy, were introduced to the students. Chamber Captains, Chinese and Chinese History Club members and NCS students, etc, all worked together to prepare an educational and exciting Chinese Cultural Day for our students.

We also had an honour to have students from the French International School to join us that day. They were assigned with buddies from our School and could have cultural exchange among the students on this traditional day filled with Chinese culture and fun.

- **Arts Festival**

The Theme of the Arts Festival - Over the Rainbow was held in May 2024. Apart from our signature Musical Performance (“The Wizard of Oz”), a wide variety of aesthetic activities were held, for instance, lunchtime concerts, orchestra performances, Pop Band performances, jazz dance, and Showcase of Artists-in-Residence Programme. The annual Art Exhibition APEX was held in early June.

- **STEAM Week**

It was held from April 22-26. A wide range of activities were held, such as, Math Challenge, Science booths, animal shows, robotic competitions and other activities to ignite a passion for sustainability in our students.

- To provide diverse, stimulating and highly challenging out-of-school learning experiences for gifted or more abled students, we have continued liaising with different universities and institutions to provide gifted programmes for our students. These gifted programmes aim at helping students to explore and develop their talents and potential in an enriched learning environment, including but not limited to HKUST Dual Programme, Odyssey of the Mind (HK), UNESCO Hong Kong Association Member School Network, HKISMUN VI, World Scholar Cups, Outward Bound Camp, etc. To fully facilitate the academic, social, and emotional needs of the grade skippers, a monthly "Education Performance Report" scheme has been implemented since last academic year. Starting in September, mentors from the Gifted Education Team, Class Teachers, Subject Teachers, teacher-in-charge of clubs/ school teams and Education psychologists/ SD Team would contribute to this comprehensive monthly report. Based on the comments given, mentors would regularly review the performance with the grade skippers to improve their weaknesses and strengthen their talents/interests. Goal setting has been done with the students, and parents would also be invited in the review.
- To ensure a seamless transition for our Grade 6 students into the new learning environment of the secondary division, we have implemented special arrangements for their promotion. This year, we have extended the mock school day to weeks, providing our Grade 6 students with an opportunity to familiarize themselves with the learning culture and style of secondary division. Starting from week 28 (March 4, 2024) until week 37 (May 10, 2024), Classroom S314 has been exclusively reserved for our Grade 6 students for the purpose of mock school. During this period, each of the five Grade 6 classes took turns visiting the secondary division on a weekly basis for lessons and activities. This includes participating in recess, lunch, and lunchtime activities throughout the entire week. Each class had two separate weeks in the secondary division, allowing them to fully experience the secondary school environment. These arrangements aimed to provide our Grade 6 students with a smooth and gradual transition, enabling them to become acquainted with the routines, facilities, and expectations of the secondary division. By immersing themselves in this mock school experience, our students further gained valuable insights and confidence as they prepare for their upcoming transition to the next phase of their school life. Students enjoyed and appreciated the new arrangement.
- In order to provide our senior school students with workplace experiences to help them make informed career choices and develop crucial skills in workplace, job placement or shadowing opportunities were given to students, such as, DHL Aviation and ACER Computer Ltd. to gain knowledge in real-world settings, stay motivated, grow personally, and improve their future prospects in higher education and the job market. To engage our resourceful parents, a new initiative called POP (Placement Opportunities from Parents) was launched. The goal of POP is to seek placement opportunities from parents to benefit our students. Other life-planning events such as workshops, aptitude tests and company visits were held as well.
- The Elite Athletes Support Scheme was launched to provide more comprehensive support to our elite athletes. In the second year of the scheme, around 25 elite athletes were selected to join this scheme. They are athletes with top ranking locally and/or internationally, Hong Kong Team Members and/or HKSI Athletes in the areas of softball, soccer, tennis, table tennis, badminton, swimming, volleyball, fencing, etc. Extra

academic support was provided to these students to help them revise and prepare for assessments in Term 1. Flexibility has been given to these elite athletes when they have to take long leave for intensive training and international matches, or if they have to attend compulsory training sessions during school hours. As of November 2023, we have four full-time athletes, two for table tennis, one for tennis and one for fencing. Special arrangements have been made for them in timetabling, daily learning and assessments. For senior grade students, we provide additional support in their applications to both local and overseas universities. Whenever possible, athletes will be nominated by the school for university admissions through various principal nomination schemes. Other specific training support to these athletes, such as, physiotherapy, strength and conditioning was provided. Each elite athlete was assigned to a teacher mentor (PE teachers or sports coach) to provide better support to them.

- To provide support, guidance, and resources to new A-School teachers as they transit into a new working environment and/or their teaching careers, the Teacher Mentorship Programme was implemented. The program aims to help new teachers acclimate to their new school environment, develop necessary skills and knowledge, and establish a strong foundation for their teaching practice. Two meetings were held with all mentors and mentees in Term 1 for better understanding of our school, for instance, important persons, school culture, campus facilities, vision and mission. Each new teacher, regardless of their teaching experience, arranged a class visit in October. SSP/SVP (AA), respective Panel Heads and mentors were invited to visit the class. Debriefing sessions were held accordingly. This could ensure better alignment of teaching expectations. Additional workshops were provided by SD Team to share experiences in student management to our new teachers. Positive responses were received from both mentors and mentees.
- Our teachers continued to work hard to prepare students to participate in different academic-related events or competitions. Here are some of the highlights:
 - Our school hosted the Hong Kong Debate Open (HKDO) 2023 on 25th and 26th November, which brought together debaters from around the world for two days of exhilarating intellectual exchange and spirited competition. The HKDO is an internationally renowned debate tournament that showcases the exceptional talent and dedication of debaters from various countries. With participants representing over 40 teams from all corners of the globe, including Shanghai, Macau, and many more, the event fosters a global debate culture within our school. This event not only developed our students' abilities within local debates but also equipped them to excel in the British Parliamentary (BP) format.
 - The Create Your District Competition 2023, organized by the Hong Kong Institute of Surveyors, serves as a platform to inspire and motivate students to delve into the captivating tapestry of the Northern Metropolis. The competition encourages participants to immerse themselves in its vibrant history, cultural traditions, and urban development, and showcases their boundless creativity by envisioning an ideal community for the district. Two of our students won the Merit Award in the 3D Model category. They actively participated in a workshop, then collaborated as a team to create a visual representation of a designated area within Northern Metropolis, envisioning an

ideal state from the perspective of surveyors. Through this experience, they sought to deepen their understanding of the connection and interplay between geoscience and urban development in Hong Kong.

- For the Harvard GlobalWE Essay Contest, two of our Grade 12 students were awarded the Certificate of Excellence. Three other students received Honourable Mentions in this Contest. These essays not only highlighted the exceptional abilities of our students but also served as a source of inspiration for others to join the movement in promoting gender equality and raising awareness of the challenges faced by women and girls worldwide.
- One of our Grade 12 student attained the Outstanding Summer Research Intern Award of the CityU Summer Research Internship 2023. The Summer Research Internship was organised by the Bright Future Engineering Talent Hub where future engineers are nurtured and their dreams are fulfilled. The Hub was established by CityU, with the support of the Bright Future Charitable Foundation, having an aim to promote STEAM education among young people in Hong Kong.
- A team of Grade 11 students were crowned champion at the Public Health Pitchathon 2024 recently, which was organized by The Asklepian Society. This competition challenged students to propose solutions to pressing public health problems in different regions. Their research of the team focused on Improving Healthcare Affordability in the United States, a critical issue impacting millions.
- A Grade 12 student completed the “Quantum Computing for Gifted Students” programme between July 2023 and January 2024, which is an off-school advanced learning programme funded by the Gifted Education Fund and organized by the Department of Physics, the Hong Kong University of Science and Technology (HKUST). The students’ project showcase presentation was held at HKUST on Feb 3, 2024. Our student carried out research on the topic of “Quantum Facial Recognition / Edge Detection” with four other gifted students from various secondary schools. In the project, they used a hybrid quantum-classical convolutional neural network to perform facial recognition. Students generated their own dataset and tested the model. The audience found the research impressive and innovative.
- A Grade 9 student has emerged victorious as the winner of the Grantham Visual Arts Awards in the junior grade category. His artworks were proudly showcased at the Hong Kong City Hall, drawing in crowds of art enthusiasts who were left absolutely mesmerized by his incredible creations. In recognition of his outstanding achievement, Jay has also been awarded a \$8000 scholarship to support his ongoing art development.
- Three of our talented G10 and G11 students participated in the prestigious RCSU Science Challenge at Imperial College London this year. The RCSU Science Challenge is an annual science communication competition organized by Imperial College London's Royal College of Science Union. It aims to inspire young scientists to develop their skills in explaining complex scientific concepts in engaging and accessible ways. The competition is open to school students in their last four years of secondary education and Imperial College undergraduates.
- One of our students’ submissions of article was shortlisted for the final round and another student was awarded the Runner-up position for the question: "Resolve the challenge of the lethal virus by accelerating the launch of a safe and effective vaccine". Our students showcased their passion for science and their ability to tackle real-world problems in a creative way.
- The 17th Hong Kong Budding Scientists Award Competition, co-organized by the EDB and the Hong Kong Association for Science and Mathematics Education, aims to foster the development of scientifically gifted secondary students and provide them with training in problem-solving, collaboration, creativity, communication and critical thinking skills. Five of our Grades 7 and 8 students achieved the

3rd runner-up position in the competition. Additionally, they have been awarded the Fung Hon Chu Education Trust Fund Scholarship for their outstanding proposal on Hong Kong's marine pollution. The students had the opportunity to visit Dr. Martin Tsui's laboratory and interviewed Dr. Tsui, where they gained insights into his research on mercury analysis in the environment. They were able to observe state-of-the-art instrumentation and familiarize themselves with laboratory procedures. Under the guidance of Dr. Tsui's team and our Science teachers, the students designed and conducted their own experiment, investigating mercury absorption using various materials and dilution techniques. This hands-on experience allowed our students to engage in scientific inquiry and develop problem-solving skills.

- Excel33 members took part in the Australian International School Hong Kong Model United Nations 2024 (AISMUN 2024). One of our Grade 9 students emerged as the recipient of the Best Speaker Award, representing China in the Historical Security Council. Model United Nations (MUN) has gained significant popularity in high schools worldwide as an educational simulation that mirrors the functioning of the United Nations. While many local schools have yet to explore this dynamic learning model, our Gifted Education Team has taken the initiative to encourage students to actively engage in it. MUN offers a multitude of benefits, fostering vital skills such as critical thinking, public speaking, research, diplomacy, teamwork and negotiation. It also deepens students' understanding of global issues, international cooperation, and the intricacies of decision-making in a multilateral setting.
- The Hong Kong Science Fair 2023-2024 was successfully held at the Hong Kong Convention and Exhibition Centre on 8-9 June 2024. Over the past two years, this prestigious event has attracted more than 36,000 visitors, showcasing the creative talents of young innovators. Our student research team consisted of six students from Grade 10 to Grade 12, worked on a project titled "Terahertz Spectroscopy for Pharmaceutical Analysis", and received the Merit Award in the Senior Secondary Division.
- One of our exceptional G11 student has been crowned the Champion of the esteemed "RE-FORM Cattle Depot Artist Village" Architecture, Interior and Landscape Design Competition 2024, organized by the VTC Building, Civil Engineering and Built Environment Training Board. His design proposal unveiled a bold vision for revitalizing the Cattle Depot Artist Village, seamlessly merging innovative architecture with thoughtful elements to breathe new life into this vital cultural hub. Throughout the competition, the student impressed the esteemed panel of judges with his meticulous attention to detail, profound conceptual thinking, and ability to harmoniously balance functional requirements with artistic expression in his design.
- After an incredible 3-year journey filled with countless hours of intense training and nerve-wracking pressure, our school's English Debating Team has clinched the first runner-up title at the 39th Sing Tao Interschool Debating Competition. The team defeated many renowned schools in the heats. Two golds and one silver in three consecutive years - this achievement remains a testament to the exceptional talent and unwavering dedication of our students.
- Three of our Grade 11 students won the Award of Experiment Idea of the Astron: Space Lab – Rise to the Challenge of International Competition. The Competition comprises hands-on workshops for students to enhance their knowledge of Python programming and requires students to design and program an experiment to be run on computers aboard the International Space Station (ISS). Students could learn how to design experiments that can be conducted in the unique microgravity environment, understand the challenges and constraints of conducting experiments in space, and develop innovative solutions throughout the Competition. The award was presented at the Hong Kong Polytechnic University on April 20, 2024.

- Three of our G11 students have been chosen to receive the 2024 Harvard Prize Book Award. The Harvard Prize Book is awarded by the Harvard Club of Hong Kong to outstanding students in the next-to-graduating class who possess exceptional personal qualities, have achieved academic excellence and made a significant contribution to school or community.
- In mid-July 2024, four of our Grade 11 students showcased their engineering prowess at the "Structural Engineering Competition for the Youth: Paper Tower Crane Challenge". This event, co-organized by the Structural Division of The Hong Kong Institution of Engineers, HKU's Department of Civil Engineering, and THEi's Department of Construction, Environment and Engineering, was a true test of skill and creativity. Our students worked independently, demonstrating remarkable self-reliance and ingenuity. Their hard work paid off spectacularly, earning them the award of the First Runner-up, Commendation on Lightest and Commendation on Aesthetic and Innovative.
- Excel 33 is a school-based gifted education and talent development program in A-school. The group participated in the "World Scholar's Cup" attained outstanding results. Medals were won across Debating, Collaborative Writing, Scholar's Challenge, and Scholar's Bowl events across 6 subjects (Science, Literature, Arts and Music, Humanities, History, and Social Studies). Our young scholars are qualified and preparing for the upcoming Tournament of Champions at Yale University in November.

C. Curriculum

a. Junior Grades

- The school curriculum in junior grades aims at preparing students for the High School with a broad foundation of subject knowledge and effective learning skills. It is not only in line with the EDB's curriculum guidelines, but also characterized by school-based elements in various subjects, bridging with our primary upper curriculum of the Middle School as well as project-based learning in Term P.
- To strengthen students with problem-solving and high-order thinking skills, a series of design thinking and high-order thinking workshops were conducted during the OLE periods. Related teachers' training workshops were conducted as well and positive feedback was received.
- Digital Citizenship contents have been taught in different grades, e.g. social media and digital footprint, data privacy and data security. Computation thinking, coding and AI-related activities are embedded in other subjects, e.g. in G7, students were asked to make a sustainable living box where students had to prepare a well-designed, automated box with detection and feedback system for an aquatic living organism. Besides, in G8, students had to work on a 3D-model after conducting LA field research and survey on school environment and facilities
- Each subject was required to collaborate with at least one other subject. Their projects were shared in the last Panel Heads' Meeting. For instance, PE and EL collaborated to work on the magazine introducing the Olympic Games 2024; Music collaborated with Literature in English and Chinese History to work on the poem-music composition and Cantonese opera introduction respectively.

b. Senior Grades

- Two curriculum streams are available at senior grades: the local curriculum, HKDSE, and the non-local curriculum, IGCSE and GCEAL. Students can apply to switch to the GCEAL stream after completing Grade 10. To facilitate their transition, a top-up programme covering different subjects of the IGCSE curriculum was provided in the post-assessment period and summer holiday.
- The curriculum of Citizenship and Social Development in lieu of Liberal Studies has been implemented in our G10 and G11. Both CMI and EMI classes are offered to students. To further enhance the curriculum and better prepare students for the public examination, the CSD Department has applied for the EDB School-based Support Service in which related EDB officials and secondment teachers will have meetings and lesson observation regularly to provide support to the team and the learning of our students.

D. Learning Support

- In junior grades, students were allocated to different classes and subject groups (for Chinese and English) according to their academic abilities. For Grade 7, considering the total number of students in each class, students were further split into six GA (General Academic) groups in most subjects. The number of students in each GA Group is approximately 33-35 students.
- The NCS students were grouped separately for a tailor-made Chinese Language curriculum and the EMI stream of Liberal Arts.
- Each class was split into two smaller groups for ICL in order to strengthen learning support to students during hands-on tasks.
- In junior grades, mentoring classes were arranged for core subjects and different third languages after school to provide extra guidance for the students in need.
- In senior grades, supplementary lessons were arranged for various subjects after school to provide extra training on past papers for the whole class or extra guidance for the lower-achievers.
- Alumni were recruited to conduct tutorials for the weaker Grade 12 students and SEN students.
- Special assessment arrangements and individual educational plans were provided for SEN students.
- Grade-skipping arrangement, pulled-out classes and challenging activities were offered to the academically gifted students.
- A scheme named as “Elite Athletes Support Scheme” was launched to provide more comprehensive support to our elite athletes.

E. Assessment

a. Internal Assessment

- All internal assessments were held smoothly as scheduled.

b. External Assessment

- Results of the HKDSE exams were released on 19 July.
 - This year, 52 Grade 12 students are participating in the HKDSE (Hong Kong Diploma of Secondary Education) examination. A new subject titled Citizenship and Social Development (CSD) was included this year, and grades for this subject are categorized as either "attained (A)" or "unattained". To meet the minimum university admission requirement of 332A+2, students need to attain Level 3 or higher in Chinese Language, English Language and Level 2 in Mathematics and extended module in Mathematics / one elective subject and an "attained" in CSD.
 - On the whole, the exam result is satisfying with the overall results remaining significantly higher than the HK averages. The proportion of candidates attaining all levels and the general admission requirement for JUPAS programs (332A+2) remains far higher than the HK average.
 - Among the 4 core subjects, our students demonstrate strong foundation in English Languages and Mathematics, with 70% attaining Level 4 or above. In Chinese Language, an impressive 74% attain Level 3 or above, significantly surpassing the Hong Kong average.
 - Across the 13 elective subjects, 12 show a level 4 percentage that significantly exceeds the Hong Kong average. Our students excel particularly in Chemistry, Geography, Economics, Accounting, and Physical Education.
 - A remarkable accomplishment was made by our Grade 4 grade skipper, the youngest HKDSE participant in Hong Kong at the age of 9, who scored 5** in Mathematics Extended module (M2) and 5* in Mathematics Compulsory part.
- The JUPAS main round offer results were released on 7 August. About 74% of our HKDSE candidates received offers in this main round, with an increase of 10% compared with last year. About 46% of our JUPAS offers are from CUHK, HKU and HKUST, which is encouraging and remarkable. The high proportion of offers from these top local universities suggests that our HKDSE students are performing very well and securing places at the most prestigious institutions.
- 127 Grades 7 to 9 students participated in the TOEFL Junior in June 2024. In total, nearly 97% of candidates attained Score Level 4 or above. 16 students attained full score in the TOEFL Junior, and about 64% of the candidates attained 865 out of 900 (which is equivalent to Level 5 of TOEFL Junior).
- GAPSK was held in June 2024. The results will be released in September 2024.

- c. Results of the GCE AL examination were released on 15 August.
- The GCE AL upper students have also completed their GCE AL examinations in May 2024 and once again demonstrated outstanding performance in the recent examinations. Over 23% of them achieved exclusively A* grades in their subjects, while 16% got 4A*, 32% garnered 3A* or higher, and 45% received at least 2A*. Remarkably, nearly three-quarters of all grades awarded were either A* or A, with an impressive 90% falling within the range of A* to B.
 - These extraordinary results, coupled with their exceptional IELTS scores (with an overall average of 7.8, and over half the class achieving 8 or above, with 9 being the highest), have positioned them for admission to renowned universities worldwide. These include prestigious institutions such as Imperial College London (QS rank: 2nd), UCL (QS rank: 9th), The University of Hong Kong (QS rank: 17th), The University of Edinburgh (QS rank: 27th), University of Manchester (QS rank: 34th), The Chinese University of Hong Kong (QS rank: 35th), and Hong Kong University of Science and Technology (QS rank: 47th), among others.
 - Taking the UK boarding school and UK State School league tables to make reference for the performances of our GCE Upper class, A-school ranks 7th among the boarding schools and the state schools in UK based on the percentage of top grades (A* - A) awarded to students.

F. Admission

- Around 1,400 applicants applied for our Grade 7 places for the academic year 2024-2025, apart from our own Grade 6 students.
- In total, 53 G.6 students from other schools were admitted for the new academic year. Furthermore, more than 90% of our new students are categorized as Band 1 according to the EDB's Territory banding summary.
- Around 400 applicants applied for our Grade 8 – 11 places for the academic year 2024-2025, marking a significant 230% increase compared to the 120 applications received the previous year. In total, 49 students from other schools, spanning various grade levels, were admitted for the new academic year.

G. Further Studies & Life Planning

- Various talks and workshops were organized by the team to help students, especially those in senior grades, plan their study paths early, and get ready for JUPAS or non-JUPAS application and interviews.
- A number of College Link seminars were held throughout the year to introduce study programs and admission requirements of various local and overseas universities.
- Aptitude tests were administered to Grade 8 in order to help them understand their career aspirations.
- Talks and university visits were planned for Grade 9 students to prepare them for making subject choices in senior grades.
- Seminars on our local or non-local curriculum were held for parents and students in Grade 9 and 11.

- The annual Career Expo scheduled for Term 2 resumed to be held onsite. Speakers from 13 career fields, including but not limited to marketing, engineering, interior design and occupational therapy, were invited to share with our Grade 9 and G11 students. Participants found the sharing from the speakers inspiring and useful for their subject selection and/or university admission.
- On top of that, senior grade students were given opportunities to participate in the Work Experience Programme so that they could have first-hand experience working in the industry. A new initiative called POP (Placement Opportunities from Parents) was launched. The goal of POP is to seek placement opportunities from parents to benefit our students. Participants found the experience challenging yet meaningful, and could help them set a clearer goal in further studies.
- Our Senior Consultant, Dr. Robert Lam, provided onsite individual consultations for parents and students of Grades 9 to 11 on their further study plans.

H. Project-based Learning

- The PBL Showcase Day was held on 6 July 2024. The students' projects showcased their ability to think critically, identify problems, and propose creative solutions for the theme “A-Generation with Compassion”. Their innovative designs demonstrated a deep understanding of the needs and challenges faced by women and the elderly, focusing on improving their well-being and promoting inclusivity. Additionally, the projects emphasized sustainable practices, aiming to raise awareness of environmental issues and encourage responsible consumption. During the PBL Showcase Day, students delivered impressive presentations that effectively communicated their ideas, methodologies, and the impact of their projects. They showcased their prototypes, explained the underlying concepts, and shared the potential benefits of their designs. The audience, comprising guests and parents, provided positive feedback and appreciation for the students' efforts, recognizing their ingenuity, compassion, and dedication.
- Following the PBL Showcase, the Convocation Day was held to mark the ending of the 2023-2024 academic year. Students received their report cards and outstanding students in different areas were awarded prizes that day.

I. Reading

- A number of reading activities were held throughout the school year, e.g. Blind Date with a Book, Visit to Eslite Bookstore, Audio Book Competition, Cross-media Post-reading Activity. To further enhance the reading atmosphere, reading periods were arranged during the Mentor Time weekly.
- Subject-based reading schemes were launched by the Chinese Language and English Language Departments. Besides, theme-based book display was held in our library and emails were sent to students regularly to promote the theme-based reading.
- Students shared their reading experiences or recommended books to schoolmates through morning assemblies or Campus TV episodes.
- The online reading platforms Hyread (mainly for Chinese books) and Gale English Reading were promoted to teachers and students to encourage e-reading.
- The online reading platform LightSail (for English e-reading) was extended to all junior grade students. Students could get access to thousands of fiction and nonfiction texts. These texts are embedded with assessments and cover a variety of subject matter. Students, especially the weaker ones, showed improvement in vocabulary as shown from the analysis of this platform.

J. Language Environment

- Our school has been a part of the PASCH program, PASCH - "Schools: Partners for the Future" for a few years now. Being a PASCH school offers incredible opportunities for our students to experience immersive learning with authentic use of language and appreciation of culture. The Goethe-Institut and the German Consulate in HK visited our school on 22nd January 2024. The representatives visited our vibrant campus and one of the German classes. The guests appreciated the incredible learning environment we have created for our students. The representatives held another meeting with our Third Language Team to discuss further collaboration, such as, seminars for parents and students who would like to pursue tertiary education in Germany, internship scheme for potential German teachers, PD programmes and other cultural-related activities.
- Language weeks themed as "Traditions and Cultures of Different Languages" was arranged. Interactive game booths were set up by the Third Language Department and Chinese as well as English Departments. This year, greater autonomy was given to the third-language classes to decide what they would like to showcase during the week. Each booth they set up, whether showcasing drawings of the Mona Lisa or famous tourist spots in Japan, reflected their collective effort in the past few months and passion for languages. Besides, we collaborated with some external institutions, namely the Goethe-Institut Hong Kong, the British Council, and the Hong Kong Society for the Deaf. Through our partnership with the Goethe-Institut Hong Kong, our students had the opportunity to immerse themselves in German culture, gaining firsthand knowledge and indulging in authentic German snacks, such as pretzels.
- A Bridging Programme will be held in late August to help new G7 students adapt to the learning of third languages. It will be a 15-hour intensive course, followed by supplementary classes after school in September and other online learning support such as Duolingo.

K. E-learning/STEAM

- The BYOD policy was fully implemented in Grade 7 and Grade 8. Students were allowed to bring their own mobile computing devices (mainly Chromebooks) for learning purpose. Students of other grades could also bring their own devices if needed.
- Digital Citizenship contents have been taught in different grades, e.g. social media and digital footprint, data privacy and data security. As shown from the school-based survey, about 63% of students agree or strongly agree they understand the importance of digital citizenship.
- Computation thinking, coding and AI-related activities are embedded in other subjects, e.g. in G7, students were asked to make a sustainable living box where students had to prepare a well-designed, automated box with detection and feedback system for an aquatic living organism. Besides, in G8, students had to work on a 3D-model after conducting LA field research and survey on school environment and facilities.

L. Support to New Teachers

- New teachers were required to complete at least one module in The Centre for Research and Professional Development (CRPD) website operated by Prof. Alex Fung. Teachers were required to write a reflection to share their insights.
- The New Teacher Induction Programme has completed successfully. The feedback was positive in general. Teacher mentors were arranged to support the new teachers. Two meetings were held and one casual lesson observation was conducted. Guidelines were provided to both mentors and mentees for better understanding of the Mentorship Programme. A follow-up meeting was held by the Senior Management and each pair of the mentors/mentees to have a better understanding of the needs as well as adaptation of the new teachers. Advice was given to the mentors on how further support could be given to the new teachers.

7. Student Development

A. Yearly Theme for Student Development

- To promote value education across curriculum and to promote positivity among our students and teachers, the SD Division continued to adopt “Flourish with a Growth Mindset” as the yearly theme. In addition, the two PERCCI values of “Empathy” and “Respect” were further strengthened. The SD curriculum and programs were designed and implemented in alignment with the yearly theme and the core values this year.

B. School Achievements and Awards

樂繫校園榮譽大獎 (中學組)

- Our school adopted a whole-school approach to promote and enhance the sense of belonging and emotional well-being of the student throughout the whole year. The SD programs and curriculum were highly commended by the judging panel of the external competitions. This year, the school received the **Honorary Award (樂繫校園榮譽大獎) in the Hi-Five Student Engagement Award Scheme (樂繫校園獎勵計劃)** jointly organized by the Baptist Oi Kwan Social Service, the Education Bureau, and the Education University of Hong Kong. This award was a recognition of the schools’ outstanding achievements in the five domains of action connection, intellectual connection, affective connection, family and community connection, as well as social relationship connection in the year 2022-2023.

開心校園獎優異獎及多元活力校園大獎

- In addition, our school received two awards (**開心校園獎優異獎及多元活力校園大獎**) in the Chief Happiness Officer Association--**Happy School Campaign 2023-2024 (開心校園獎勵計劃)**. The awards were an appreciation of the school’s excellent performance and contributions in creating a happy, sustainable and positive learning environment to enhance the psychological and emotional well-being and sense of belonging and the sense of achievements among our students.

C. Staff Professional Development

PD Program “Embracing Teacher Empowerment” (29 August 2023) (For ALL Teachers)

- To enhance teachers’ understanding of and competency in student support and management, the program was held for all the Grade Coordinators, Class Teachers, and New Teachers. The program was well received with encouraging and positive feedback from the participants. A great majority of the teachers (over 90%) found that the workshop effective in enhancing their understanding of the school culture, expectations of different grades, roles and responsibilities of Class Teachers, strengthening their confidence in handling guidance cases, and enhancing their classroom management skills.

PD Workshop “Embracing Students’ Emotional Wellness Teacher Empowerment” (10 Oct 2023) (For Newly Joined Teachers)

- To enhance teachers’ understanding of the SENs students and their competence in student support, the workshop was held by the SD Teams for the newly joined teachers. All the participants found the program effective in enhancing their understanding of the SD theme and curriculum as well as the roles and responsibilities of Class and Subject Teachers. Most importantly, the workshop enhanced their understanding of the specific needs of the SENs students and strengthened the confidence in handling emotional and behavioral problems of the students.

PD Program “Enhancing Support to Student Development (17 Oct 2023) (For Grade Coordinators)

- To empower the Grade Coordinators and to enhance the competence in teacher and student support, the program was arranged. The program gained positive support and responses from the participants. It helped to enhance their understanding of the focus and direction of Student Development Division as well as the expected roles and responsibilities of Grade Coordinators. In addition, they enhanced their leadership and commitment in student support.

Professional Development Day (27 November 2023) (For ALL teachers)

- To enhance teachers’ awareness of students’ mental health and their understanding and skills of crisis management, the SD Division arranged the workshop “Students’ Mental Health & Crisis Management” with the Yang Memorial Methodist Social Service, Shatin Integrated Center for Youth Development. In general, positive feedback was received from the teachers. A great majority of the participants reported the usefulness of the program. Over 90% of them showed enhanced awareness of the recent trend of students’ mental health and increased understanding of the procedures of handling emergency cases. Most of them agreed that the program strengthened their confidence in handling emergency cases.

Professional Exchange Program on Value Education

- The school-based support scheme on Life Education by the Education University of Hong Kong was effective in enhancing teachers’ professional development and interflow. Through the meetings with the School Mentor, the core team strengthened their understanding of the value of education at team and school levels.
- The exchange program with the Methodist Church Hong Kong Wesley College and other schools was arranged on 19 April 2024. Dr. Ruby Cheung (Dean of Students) delivered a sharing session on the implementation of value education at A-school. Following this, a professional interflow was conducted among the school representatives. In general, the teacher participants from the Guidance Unit, the Moral and Civic Education Team and the Life Education Team found the exchange effective in promoting professional exchange on value education and enhancing their competency in student development and support.

National Education Seminar

- The National Education Seminar (如何透過正規課程和非正規課程推動國民教育?) was arranged for the Chinese Language, Chinese History, History, Liberal Arts, Citizenship and Social Development teachers, the MCE and the NE & NSE Teams on 28 May 2024. Most teachers found the usefulness of the seminar. From the evaluation survey, many teachers (74.9%) showed enhanced understanding of national education. They found the seminar effective in enhancing their professional development and their skill of national education implementation through regular and non-regular curriculum.

D. Moral & Civic Education

Respect Our Teacher Campaign & Teacher Appreciation Day

- The program was jointly launched by the MCE Team, Guidance Unit and Chinese Language Department. Outstanding entries for the WhatsApp Stickers Design Competition, the Book Mark Design Competition, as well as the Chinese Essay Competition were submitted to the Committee on Respect Our Teachers Campaign.
- The Teacher Appreciation Day was held on 24 November 2022. Students were encouraged to present Thanksgiving gifts and cards to show gratefulness, love and care to teachers and principals. A caring and inclusive school environment was promoted. Students learnt to show gratefulness to and respect for teachers. On the other hand, teachers from the MCE Team and the Life Education Team wrote their blessings and words of encouragement to cheer up the students.

“Empathy and Respect” Poster Design Competition

- To cultivate students' positive life attitudes and values, the Student Development Division and the Moral and Civic Education Team organized the "Empathy and Respect" Poster Design Competition this year. The competition showcased students' rich imagination and creativity. Students demonstrated an attitude of empathy, respect, positivity, and optimism through their artistic creations. The outstanding works were exhibited on school campus and outside the Student Affairs Office to promote positive interpersonal relationships and moral/value education among the students.

Life Education Lessons (OLE Time)

- A series of Life Education Lessons was arranged to nurture the values of “growth mindset”, “respect” and “empathy” throughout the whole year. In general, students participated actively in class and showed positive feedback in the evaluation surveys after class.
- First, the Life Education Lesson “*Healthy Boundaries in Peer Relationship*” was arranged by the MCE Team (27 Oct 2023). Feedback from the teachers and students was positive and encouraging. A great majority (over 80%) of the students showed enhanced knowledge of healthy boundaries in peer relationships. After the lessons, students were encouraged to prepare their self-reflection in the A-Diary. They realized the importance of “respect” and “empathy” in building positive relationships.

- Second, the Life Education Lesson “*Peer Relationship: Empathy and Respect*” was arranged (5 Jan 2024). The lesson was well received with positive feedback from the students. In sum, a great majority (96.4%) of the students showed enhanced understanding of respect for others after the lesson. In addition, most of them (96.1%) understood how to show empathy in peer relationships. Most importantly, in their reflection, many students showed greater confidence to build up positive peer relationships with others.
- The Life Education lesson on “Cyberbullying” was arranged for G8 in March 2024. Students generally showed and enhanced awareness and understanding of cyberbullying. They learnt the preventive measures. Most importantly, the positive values of “Respect”, “Empathy” and “Digital Citizenship” were launched. In general, positive feedback was received.

Alumni Sharing

- Three alumni (Chan Sum Nga Summer, Tang Hiu Ki Kate, Lam Ka No) were invited to deliver a sharing on life and work experiences for G10-11 students (29 Sept 2023). The sharing session was in alignment with the yearly theme of SD as well as My Pledge to Act (MPA) theme.
- In sum, students’ responses in the survey were positive and many of them were inspired to pursue their dreams with goal and risk setting. In the evaluation survey, all the students found the sharing helpful to personal development. Over 90% of the students reported that they learnt positive values and character strengths (courage, perseverance, commitment, and integrity) from the speakers. Moreover, many of them learnt the values of My Pledge to Act (Be grateful, treasure what we have, stay positive, and stay optimistic). Most importantly, from the life and learning experiences of the alumni, students learnt to explore their aspirations and set life goals and pursue dreams with a growth mindset. Teachers from the MCE and Alumni Affairs Teams also found the effectiveness of the program. It is expected the alumni sharing session will be continued next year.

Sex Education Seminars

- Two sessions of Sex Education Seminars were held for G10 and G11 on 27 October 2023 and 12 Jan 2024 respectively. Most of the students participated actively in the programs. In general, students and teachers found the usefulness of the programs. It helped to foster their reflection about life and positive human relationships. In addition, students’ awareness of sexual harassment and self-protection was greatly enhanced.

Film Appreciation

- The program was arranged for G7-8 on Dec 15, 2023. It was well received. In particular, the reflection part helped to promote self-reflection and nurture the values of “Respect” and “Empathy” among the students.

Archery Tag

- The program was jointly arranged by the GU and the MCE Team for G8 (10 May 2024). The students followed the games rules and instructions of the coaches strictly. They were very engaged and showed active participation and good collaboration. Through the program, students were nurtured the social, communication and collaboration skills. Most importantly, students demonstrated good team spirit, commitment, as well as respect and empathy. The program was well received by the teachers and students. It is expected that similar program will be launched next year.

Promotional Video on Value Education

- A video show program was jointly produced by the MCD Leaders and Campus TV. It was shown in a school assembly. The program was well received by the students and teachers. Most of them enjoyed the video. The video production was effective in promoting and nurturing the moral values of “respect”, empathy”, “responsibility”, “diligence”, “respect”, “Perseverance”, as well as “care and concern for others”.

Interclass TV Advertisement Competition

- The program was jointly organized by the MCE Team and the GU on 1 March for G9. Students were asked to design and perform a drama to show a TV advertisement on “*Say No to Bullying*”. In sum, the program was interactive and well received. Most of the teachers and students enjoyed the program. Most importantly, students were fostered to develop the virtues of law abidingness, empathy, respect, and concern for others in social relationships.

The Year-end Clean-up Campaign 新春大掃除

- It was held successfully on the Chinese Culture Day (7 Feb 2024) to promote the tradition of Chinese culture as well as the values of responsibility and diligence.

E. National Education & National Security Education Flag Raising Ceremony and Teacher/Student Sharing

- In addition to the flag raising ceremonies on Wednesdays, ceremonies and student / teacher sharing were made on the following important days.

Special Events/Days:

- Victory Day of People’s War of Resistance against Japanese Aggression (5 Sept 2023)
- National Day (29 Sept 2023)
- Nanjing Massacre Commemorative Activity (13 Dec 2023)
- National Security Day (15 April 2024) ceremonies/and on special school occasions.

Special School Events:

- School Opening Ceremony (4 Sept 2023)
- New Year Day (2 Jan 2024)
- Athletic Meet (15 May 2024)
- Aquatic Meet (10 Jan 2024)
- Graduation Ceremony (16 June 2024)
- Convocation Ceremony (11 July 2024)
- HKSAR Establishment Day (28 June 2024)

“Remember History, Cherish Peace”: The 86th Anniversary of Nanjing Massacre Commemorative Activity”

- To foster teachers and students to understand and inherit the spirits of solidarity, perseverance and commitment manifested by the Chinese soldiers and citizens during the War of Resistance against Japanese Aggression, the 86th Anniversary of Nanjing Massacre Commemorative Activity was held on 13 Dec 2023. In the morning, after the Flag Raising Ceremony, Dr. Ruby Cheung (Dean of Students) led the PS and SS teachers and students to observe a moment of silence to commemorate the victims. Following this, the MCE leaders gave sharing. Students were encouraged to discuss and reflect on the event in History and Chinese History classes.

External Competitions

- The whole school (G7-12) took part in the “Territory-wide Inter-School National Security Knowledge Challenge” 全港學界國家安全常識挑戰賽 (11 October 2023), the Basic Law Quiz Competition 有問有答 <<基本法>>問答比賽 in Nov 2023, the National Constitution Day Online Quiz Competition (國家憲法日網上問答比賽) (Dec 2023), the 2024 Territory-wide Inter-school constitution and Basic Law Competition (2024 憲法和基本法全港校際問答比賽) (Feb 23, 2024), as well as the Chinese Culture Online Competition (中華文化問答比賽) (Feb 2, 2024). In general, through participation in the competitions, students were enabled to enhance their knowledge of the national constitution and its relationship to the Basic Law. In addition, the programs helped to enhance their sense of national identity. In general, through participation in the competitions, students were enabled to enhance their knowledge of the national constitution and its relationship to the Basic Law. In addition, the programs helped to enhance their sense of national identity.

Inter-Chamber Basic Law Competition

- The program was held for G7-9 (6 Oct 2023) by the National Education and National Security Education Committee. The event was very fruitful and successful. Students were fully engaged and showed keen participation in the event. In general, they showed enhanced understanding of the Basic Law and the National Constitution.

National Security Education Seminar

- The Celebrity Talk 港區全國政協委員講座 was arranged for G11-12 (19 January 2024). Our honourable guest, Ms Tam Wan Chi was invited to deliver the topic 香港的憲制制度與國家安全. The program was well received, and students showed keen participation and positive responses. In general, the talk enhanced students' and teachers' understanding of the importance of national security and the role of Hong Kong in national security.
- In the evaluation survey, over 90% of the students found the talk effective in enhancing their knowledge of Hong Kong's constitutional system and the importance of national security. In addition, most of them (86.6%) agreed that they had enhanced understanding of Hong Kong's role in national security after the talk.

Constitution and Basic Law Student Ambassadors Training Scheme

- The MCD Leaders joined the Constitution and Basic Law Student Ambassadors Training Scheme 《憲法》和基本法》學生校國大使培訓計劃. They helped to promote national education and national security education at school throughout the whole year.
- Three MCD Leaders (Cheng Tsz Yin 鄭梓妍, So Hoi Ting 蘇鎧廷, Cheung Yuen Ka 張苑芹) received prizes in recognition of their outstanding performance in the Constitution and Basic Law Student Ambassadors Training Scheme 《憲法》和基本法》學生校國大使培訓計劃.
- The MCE Leaders participated in different competitions related to the Basic Law and the National Security Law. For instance, the MCD Leaders joined the competition (全港學界公民教育專員選拔賽) and 7D Tsoi Tsz Hei Jade won the Second Prize in the competition (一國兩制教育計劃認識憲法, 基本法與法治同行--二等獎).

May Fourth Youth Day 五四青年節

- To enrich students' knowledge of the May Fourth Youth Day and to enhance students' sense of national identity, in addition to the Thematic Exhibition on National Security Education was prepared in April, the May Fourth Youth Day Inter-class Competition 五四青年節班際問答比賽 was arranged by the MCE Team and the Chinese History Department on 19 June 2024 for G7. Students showed positive response and made good preparation for the competition.

National Security Education Day

- To promote national security education, apart from the flag raising ceremony and student sharing by the MCE Leaders, the Inter-class competition 全民國家安全教育日班際問答比賽 was jointly arranged by the MCE and the Chinese History Department on 28 June 2024 for G10-11.
- Students enjoyed the competition and were fully engaged in the event. Their understanding of the Basic Law and the National Security Law in Hong Kong was generally enhanced and strengthened.

HKSAR Establishment Day

- To celebrate the HKSAR Establishment Day and to promote national security education, in addition to the flag raising ceremony and student sharing by the MCE Leaders, the Inter-class competition 慶回歸班際問答比賽 was arranged for G10-11 (28 June 2024).

Thematic Book Exhibitions

To enrich students' knowledge about the history and the recent development of Hong Kong and China, several thematic book exhibitions were arranged in the School Library on the following days.

- Victory Day of People's War of Resistance against Japanese Aggression (5 Sept 2023)
- National Day (29 Sept 2023)
- HKSAR Establishment Day (28 June 2024)

School-based Support Program on Value/Life Education (非遺進校園)

- The Lantern Making program was arranged by the Education University of Hong Kong on 18 June 2024. About 50 students (G7-9) and Integrated Humanities and Chinese History teachers participated. All the students enjoyed the learning experiences, and they showed a deeper understanding of intangible heritage. Most importantly, in the reflection session, the students expressed the importance of preserving the traditional Chinese culture and heritage. They showed eagerness to join similar programs in the future.

Visit and Exchanges with Mainland Sister Schools

- A trip to Xiamen-Fuzhou was arranged in October 2023. Dr. Benjamin Chan, Ms Jacqui Koo, Ms Cho Siu Yee, Mr. Hans Wang and Ms Josephine Huang joined the trip. They visited local school (廈門海滄延奎實驗小學, 廈門國貿集團, 福州實驗小學, 福州一中).
- Dr. Ruby Cheung and Ms Chan Pui Yau visited 成都立格實驗學校 in early November. They visited the secondary, primary and kindergarten divisions and participated in the school's 10th anniversary.

Exchange Programs & Excursions

- The exchange program with Tianjin Yaohua School was arranged for G7-11 students during the post-assessment period (25-28 June 2024). Altogether 16 students and 3 teachers participated in the exchange. The program was well received with positive feedback from the students, teachers and parents. In sum, through experiential learning, site visits and lessons, the students were fostered to learn more about the recent curriculum, student programs and school development of our sister school. Most importantly, all the students enjoyed the Chinese arts classes, like Chinese calligraph, mask making and printing, and traditional book making. After the lessons, students showed enhanced knowledge of the Chinese culture and art. They also learnt to appreciate the importance of Chinese tradition and culture.
- In addition, a parallel session of online exchange with Tianjin Yaohua School was arranged on 26 June 2024 for G7-9 students. Altogether 180 students and 4 teachers participated in the Chinese Calligraph and Mask Making class online. Students showed active participation and keen responses especially in the hands-on experience session.
- Ms Li Li Mercedes and Ms Lam Yuk Tsun led the excursion trip to Beijing (3-7 November 2023). A total of 30 students (28 secondary and 2 primary) joined this programme. Before the tip, the teachers and students joined a national security talk. Through the study trip, the students were fostered to learn about the Chinese culture and history.

6. Life Education

Life Education Lessons

- First, the Life Education Lesson “Love Your Imperfect Self” was arranged by the Life Education Team (17 Nov 2023). In general, the student responses were positive. Many students learnt to accept (74%) and appreciate their imperfections (76.6%). Many of them found the lesson effective in enhancing positive thinking and growth mindset (74.3%) and understanding the importance of accepting their imperfections (78.8%).
- Second, the Life Education Lesson “Purposeful Living” was delivered (23 March 2024). Many students reported that the lesson helped them to reflect the meaning of life (74.7%) and their most important thing in life (77.4%). In addition, the lesson motivated them to find the balance between work and life (67.6%) and understand the importance of time and pursuit their goal in the future (67.6%).

Life Education Competitions

- Two Life education competitions ("Life and Growth in Nature" Photography Competition 生生不息攝影文學創作比賽 and “Light me up” Slogan Writing Competition 點亮人生標語創作比賽) were held in February 2024 to develop students' positive life values and attitude. Students, teachers and parents participated. The awardees' achievements were displayed on the school campus.

Life Education Thematic Game Booths & Board Exhibition

- To cultivate positive life values among our students. Two game booths 『耳機聆聽及錄音』攤位 『身體殘障體驗』攤位 and board exhibition on "A Blessed Life" were held in March 2024. In sum, the programs helped to promote and spread love, care, support, and appreciation on the school campus.

Film Appreciation & Life Education Sharing

- On January 26, 2024, the Film Appreciation was arranged for G8-9 in the OLE Time. Through the inspiring sharing of the Film Director, our students were nurtured the values of care, respect, empathy, perseverance, and diligence. Moreover, they learnt to treasure life and their family members. The program was completed effectively with encouraging and positive responses from students and teachers.

Mock School Weeks (For G6)

- Three sessions of Life Education Lessons were prepared for G6 during the Mock School Weeks (24 April, 30 April & 8 May 2024). The topic was "Peer Relationship: Respect & Empathy". Positive feedback was received from the students. A great majority of the students showed enhanced understanding of respect (96.7%) and empathy (96.7%). In sum, both primary and secondary school teachers observed the active participation in class and showed appreciation for classmates' work.

7. Student Management and Support

Project Slash 2.0 – Visiting Police Tactical Unit (PTU) Passing Out Parade

- To enhance the leadership skills and understanding of the Hong Kong Disciplined Services, the SMAS Team organized a visit to the Police Tactical Unit (PTU) passing out parade. 54 prefects were invited to join the visit (24th October 2023). During the visit, our students witnessed the PTU passing out parade and visited PTU's latest equipment. All participants showed positive feedback to the program.

E-Generation: Healthy Use of the Internet

- To promote cyber safety, the SMAS Team partnered with the Hong Kong Playground Association to offer our students the "E-Generation Healthy Use of the Internet" program. This comprehensive initiative aimed to address various Internet-related issues, including Internet addiction, cyberbullying, and Internet traps, by providing accessible and professional support and counselling services. The program was held successfully from 7 to 10 November 2023, providing students ample opportunities to access the necessary resources and support. During the program, students explored informative exhibition boards on topics such as the atrium, allowing them to gain valuable insights and knowledge about safe Internet usage. Furthermore, a campus information desk service was provided during lunchtime on 7 November to ensure immediate assistance and

guidance. Students could approach the desk and directly consult the association's registered social worker with any questions or concerns regarding Internet safety.

Police Talk on Cyber Safety and National Security Education

- The SMAS Team proactively promoted cyber safety and national security education by inviting a police School Liaison Officer to deliver an informative talk. The objective was to enlighten students about the prevailing cybercrime trends in Hong Kong and equip them with practical strategies to mitigate potential threats. The interview, which took place on 10 November 2023, was a resounding success, with students from G7 and 9 in attendance. The students showed keen interest in the topic and actively engaged with the officer, posing various questions about their concerns. The police officer responded comprehensively, providing detailed and informative answers, thereby fostering a better understanding of cyber safety and national security among the students.
- The team organized the cybercrime and cyberbullying talk with the police on 12 April for G8 students to enhance their awareness. Students were highly involved in the talk. More than 10 follow-up questions were asked in the Q & A session. Most of the students thought that the talk was informative and fruitful.

Graduation with Honour

- The Graduation with Honour Meeting was held on May 26, 2024. Seven students got the honour in total. The awards were presented in the High Table Dinner.

Term 2 SD Data Collection

- The Term 2 conduct meeting was held on June 6, 2024. All SD data was collected and confirmed in early July 2024 for the Term 2 Report Card.

Term 2 Awards Meeting

- The Term 2 Awards Meeting was held on July 2, 2024. The results of OLE Awards, Service and Leadership Awards, Athlete of the Year, Leader of the Year, Artist of the Year, Principal's List and Student of the Year were confirmed. The awards were presented in the Convocation Ceremony held on July 11, 2024.

Eco tour

- Eco tour was organized in the term 2 to promote the healthy life to student. The Prefect Team organized the shadowing for the G6 students during the Mock School experience. All G6 Prefects showed appreciated and enjoyed the experience.

8. Guidance Unit and SENs Task Force Support for Newcomers and Repeaters

- Newcomers' Orientation was held (4 September 2023). Around 90 newcomers joined the event. The school tour was led by the Peer Mentors and the Christian Disciples.
- Lunch gathering was held for the G7 newcomers in late September 2023. Small group informal chatting was done by the guidance teachers and social workers to know how they adapted to the new environment and the secondary school life.
- G7 Class visit and individual sessions with repeaters and newcomers were arranged by the guidance teachers and the social workers.

Life Education Lesson and A-Diary Scheme

- A Life Education Lesson focused on Goal Setting was organised for G7-9 students (29 September 2023). Another lesson on goal planning with growth mindset was organised for G7-9 students (13 October 2023).
- A seminar about addictive behaviour was conducted by the Counselling Centre for Psychotropic Substance Abusers for G11 students (6 October 2023). They introduced how addictive behaviour was formed and shared the experience of some drug abusers.

Student Surveys

- The Adaptation Survey was conducted in G7 in October 2023. Through the survey, students who had difficulties in learning and adapting to new environment were spotted out for the Guidance Unit to follow up.
- The Stress Surveys were conducted in G10 and G12 in October and November 2023 respectively. In the survey, students were asked to rate their stress level and find out their main stressors in different aspects. Follow-up actions were taken by the Guidance Team.

G12 Support Scheme

- The Stress Management Workshop for G12 was held by the social workers on 15 September 2023. Some methods to cope with stress and learning pressure were introduced and experienced during the workshops. These activities provided an opportunity for the students to take a break.

Positive Education

- The Cheerful Station was held on 3, 11 and 12 October 2023. Bean bag tossing, dice rolling and goldfish catching were prepared by the Peer Mentors. It helped foster a culture of joy, love and care in school.
- The Teacher Appreciation Day x Spread the Love, care and shine Campaign 2023 was held on 24 November 2023. Students presented Thanksgiving gifts and cards to show gratefulness, love and care to teachers and principals. Apart from that, students also dedicated songs to teachers to show their gratitude and appreciation. A caring and inclusive school environment was promoted. Students learnt to show gratefulness to and respect for teachers
- The Theatresports was held for G10 students on 22 September 2023 to promote positive thinking. Students were invited to act a drama to experience some conflicts and challenges. We received positive feedback from the students and they agreed that the activity gave them a chance to reflect themselves.

- A drama and workshop was organized by the disabilities for G7 students to understand more about their difficulties in daily life. It aimed to promote empathy.
- Some class activity was organized in the Mentor Time for G7–9 during the post assessment period to show appreciation and gratefulness to their teachers and classmates.
- The Inter Class Stop Bullying TV Advertisement Competition was organized on 1 March 2024 for G9 students to promote the awareness of cyberbullying prevention in our school.
- The social workers organized some cell groups for students with special issues to broaden their social circles and enhance their sense of satisfaction. Participants were able to find their values through these activities.
- Team Building and Abseiling activities were held for G10 - 11 students on 2 - 5 July 2024 to enhance the class cohesion and teamwork, as well as to strengthen students' self-belief and confidence. The activities included low event activities and abseiling activities which give students an opportunity to challenge themselves.

Thanksgiving Week

- The Inter class Photo-Taking Competition and the Inter-Chamber Video Competition were held to promote positive thinking and spread joy during The Thanksgiving Week.
- “Positive Thinking & Pursue their Dreams” was organized for G7 – 9 students in the Thanksgiving Week. Some experience sharing was made by the guest speakers and students were encouraged.
- Film appreciation “Luca” was displayed during lunchtime in the Thanksgiving Week. Positive thinking and peer relationship were promoted.
- Different handcrafting and food booths were set up by the Peer mentors during lunchtime in the Thanksgiving Week. Teachers and students sent the gifts to the others to promote gratefulness.

Study Lounge

- Study Lounge was held in late November 2023, to create the learning atmosphere. Students were invited to form study groups with their teachers and friends. Students reported that this gave them motivation to study for the exam.

Support for Parents

- A G7 Parent Seminar was held on 26 August 2023 to let parents know more about the developmental needs of teenagers and thus give better support to their children during the transition from primary school to secondary school.
- A parenting workshop will be held for upcoming G7 parents on 24 August 2024 to let them know more about the developmental needs of teenagers and this give better support to their parents during the transition from primary to secondary division.

Archery Tag

- The Archery Tag was held for G8 students on 10 May 2024 to enhance their communication skills and resilience competency. Students are asked to play as a team and collaborate with others. Students agreed that the activity could enhance their relationship with others and promote teamwork.

Stress Management Workshop

- A stress management workshop was held for G12 students. This program provided an opportunity for the students to take a break and have a good beginning for their G12 Journey.
- A stress management workshop was held for G10 - 11 students. This program provided an opportunity for the students to take a break after the assessment. Students enjoyed the game and were able to release their stress through the activity.

Support for SEN Students

- The Board Game Cell Group was organised for G7 SEN students in October and November 2023 to improve their communication skills and attention span. More importantly, students learnt the value of teamwork and soothe anxiety through the game.
- The Social and Communication Training Programme was organised for the students with speech problems. It helped students develop their social skills and widen their content of the speech.
- The Fun Game Workshop was held in October and November 2023 for the SEN students who were weak in self-management and soft skills. Some life-skills techniques and problem solving skills were included in the game.
- Math and English LSET programmes were conducted to help the SEN students and some low achievers. Alumni were invited to help equip them with their examination skills and consolidate their concepts.
- The first phase of Family Therapy Service was provided for families to improve communication among family members, reduce family stress and deal with family issues. It provided an opportunity to strengthen family bonding and mental capacity of the family members.
- The Welcoming Briefing was organised for SEN parents on 6 October 2023.
- The OH Card Workshop was organised for SEN parents on 17 November 2023 to enhance the communication between family members.
- Adventure Ship Training Program was held for the SEN students and Prefects on 1 May 2024 to enhance their communication skills and resilience competency. Students were asked to form groups to play some team building games. Participants agreed that it was a challenging but wonderful journey. It was effective in promoting positive thinking and empathy.
- The third phase of family therapy service was provided for the concerned families in April – July 2024 to improve communication among family members, reduce family stress and deal with some family issues. It provided an opportunity to strengthen family bonding and the mental capacity of family members.

9. **Student Advancement Support**

- Around 32.3% of students joined the Service and Leadership programs, SU and Chambers committee. Students are actively involved in leading different teams and organized activities who always showed character strength with growth mindset in demonstrating different leadership roles in school ceremonies, team, chambers competitions, and school signature events e.g. Christmas ball, Chinese cultural day, AGT talent show, various inter-chamber competitions and being helpers in school ceremonies.
- Chambers played an important role to align all members to complete for the chamber shield throughout the whole year, with the active participation in different areas, such as academic, conduct, sports, and subject week activities.
- S & L programs annual debriefing provided the students to self-evaluate the yearly program and set goals for the next academic year. Outstanding certificates were presented to leaders and members to show their dedicated performance and contribution in the teams. The program empowered teachers and students to strive for excellence in this annual review gathering.
- Through organizing activities and encouraging members to join various competitions, the student leaders experienced different ways to practice the skills of growth mindset. They overcome difficulties and strengthen their ability to face unfavorable outcomes and collaboration problems through competitions and school events.
- Students demonstrated positive awareness of digital citizenship without intentionally deceptive propaganda, misuse of digital information. Students show the ability to use content responsibly and legally in respectful manner in school activities such as guidance team video-making competition, promotion election, making posters and information launched in Instagram.
- Through TICs, the student leaders were dedicated to their roles and performed well in general. Students served the school according to their strengths and character. Some leaders showed excellent performance when doing volunteer services such as storytelling activity of Library Prefects in NGOs, beaching cleaning services of Eco Pioneers and photo-taking by Campus Photographers in all school events.
- Whole school signature events were held according to the scheduled plan. SU Advisor, Chamber Captains, S & L TICs and head of SAS gave support and guidance to the leaders in all circumstances in which leaders and teachers formed a close relationship and bonding.
- Two etiquette workshops for G10 and G11 were implemented respectively to enhance effectively peer communication, and foster students to express their own feelings verbally.
- 1 training camp and 1 workshop were held in each S & L team.
- G11 leaders not only showed great commitment in organizing G10 SA camp, but they also gave innovative and constructive ideas to uphold the positive life values in the camp.
- The SU and chamber committees supported the G7 orientation camp in summer through serving others with positive values, great commitment was observed.
- The Campus photographers visited mainland and joined “我的民俗相册”. They won several prizes in the competition and also met new friends from different regions.
- Participants of all S & L Teams actively participated in different types of voluntary service, such as beach cleaning, storytelling, organizing game booths for NGOs etc. It aroused their sense of empathy and social responsibility.
- The Eco Pioneer led eco-tours for PS students to understand the importance of biodiversity in butterfly & herbal garden, the skyline garden and the hydroponic mobile farm. They organized the ‘Red pocket recycling’ and ‘Batteries recycling’ program.

- Eco-pioneers and environmental ambassadors took lead in the school energy saving competition, and also visited ‘Sewage treatment plant’ with senior biology students to enrich the knowledge on environmental education through sewage treatment in HK.
- Eco-pioneers helped to monitor the food wastes recycling at canteen and youth café.
- The objectives of Green concept were implemented in natural bath salts and soup making workshops as to promote the sustainable practices among students.
- Several scholarships and sponsorships were applied successfully to care for the students who needed financial support, and those who excelled in leadership, e.g. Shatin Outstanding Student Award, Youth Arch Student Improvement Awards, 廣東省社團獎助學金, Link Scholarship, Sir Edward Youde Memorial Fund, Grantham Maintenance Grants, and 兒科醫學會鵬程奮進堅毅獎學金 etc.

10. Home School Liaison

- More than 60 parent volunteers served the school continuously and the Christian Disciples learnt some innovative design of campus decoration when working with parent volunteers. G9 and G11 students also learnt to plan for their future or studies when attending the career sharing in variety aspects by parents. The feedback was positive that career booths were welcomed and appreciated by parents and students. The School Carnival and Bazaar co-organized with the PTA was a good chance to gather parents and students together as the theme was Love and Family. Students worked closely with parents to design games and workshops with the cooperation with the PTA. The feedback was very positive and parents contributed to the school by holding parent-child event to public and donation.
- All colleagues were invited to attend the workplace parent education seminars through School Carnival, Sunflower Parent Workshops and Parent Education Conference. The feedback was generally positive. Some colleagues were invited to give personal parenting sharing with the parents. Teacher shared about how to nurture the children. In the coming year, senior colleagues from different departments will take lead in parent education to increase the professionalism of the PEA programs.
- School principals reported school development and achievement in regular PTA meetings and social media groups. Prompt updates of students’ achievements and school development in social media also helped to promote the school.
- Workshops for deep communication among parents and senior grade students were held and the feedback was positive. This year, more programs were held in different aspects such as music, life education. More than 90 % of participants show positive feedback to the Parent Education Seminars. To align with the newly-developed Curriculum Framework on Parent Education (Secondary School) commissioned by EDB, A-School PEA curriculum will strengthen the education on “Fostering Home-school Co-operation and Communication” in coming academic year.
- The “My Family Footprint” booklet will be issued to all parents in the coming PTA AGM under the cooperation with “Dusty Kids”. Exhibition and conference will also be held. The Badminton Club continuously provided chance for families to encourage healthy and leisure lifestyle. This year, Parent-teacher choir “A-Parent Singers” was launched and we took part in two school performances. It was a direct way to enhance communication and cooperation between parents and teachers. The HSL Team is exploring the Parent Reading Club in the coming academic year to promote reading and literature. The general participation rate in the PEA programs has increased by 2 % and around 50% of G7 parents got bronze certificates or above.
- The PEC was the most important parent conference of the year. Parents’ feedback was positive. It helped to promote the importance of love and positive family relationship. This year, Mindfulness workshop and music workshop were also a very good try. In addition, more parent seminars on gifted education broadened the knowledge of parents.

- The PEC provided a good chance to build a healthy school environment under the theme of “幸福家庭的恩典”. Approximately 350 A-families and Shatin families joined the conference and very positive feedback was collected. 90 % above participating parents showed positive feedback in different kinds of parent seminars or activities.
- One mindfulness workshop was held this year. The team will explore more opportunities to equip parents for responding students’ pressure.

11. Alumni Affairs

- The alumni map was updated including the destinations of the 2023 graduates.
- Two alumni sharing were held in September 2023 and June 2024.
- Over 60% of the teachers and students showed a positive response and feedback to the above activities.

8. Other Learning Experiences

- To scaffold learning and personal growth on a through train scale, most of the G6 school team members stayed in the team in G7. Adequate communication between PS & SS facilitated the preparation work of whole school activities. In addition, regular team training and club meeting were resumed throughout the year of 2023-2024.
- The Arts Festival this year took place smoothly from late April to early May. Exhibition was held mainly at SS Dance room as the Joshua Hall was under construction. The exhibition showcased our Artist-in-Residence Projects of G7-11 and AD Courses 2024 (Paper Upcycling, Leather Making, Jewelry Design, Creative Painting, Cardboard Sculpture, Pop Band, A Capella, Guitar).
- The Variety Show “Over the Rainbow” was held successfully in the Heung Yee Kuk Building on 3 May 2024 as a grand finale to the Arts Festival 2023-2024. With the talented performances of choral teams, instrumental ensemble, Jazz dance, Chinese dance as well as the Musical Theatre Programme – The Wizard of Oz, the night was filled with joy and talents.
- High-table Dinner and G12 Graduation Ceremony were held successfully on 14 and 15 June to commemorate the accomplishments and journey of the Class of 2024. Our students excelled in their own areas with continued hard work, demonstrating an admirable dedication to their studies. Seven students with remarkable academic and personal excellence were awarded the Graduation with Honours.
- The annual VA graduation show “APEX” was held at the HK Arts Centre from 4 – 11 June. This year, apart from showcasing the remarkable works of our talented Visual Arts students, the primary division was also involved in the show as a whole school exhibition.
- The annual celebration – Hero Feast cum Lee Yui Kwan Sports and Arts Scholarship Presentation Ceremony 2024 was held on 8th Jul present the scholarships to outstanding awardees in Sports, Visual Arts and Performing Arts who got awards in inter-school, district, regional or international competitions. A decent buffet luncheon was held after the prize presentation to share the joy with all the student awardees, teacher-in-charge, Principals and guests.
- A-School Excursion Week together with other overseas excursions were held from late-June to mid-August. Summary of the excursions with the evaluation of the A-School Excursion Week can be referred to the OLE Data Summary.

Destination of the excursion	Period of the trip	Number of Target grade(s) / group(s) of students
Guangzhou, Foshan - 「漫遊大地看神州之大開眼界大灣區」活力課堂 - 大灣區考察	31/10-2/11/2023	4
北京 - 北京學習體驗之旅	3-7/11/2023	28 SS 2 PS
珠海 - 香港中學生珠海航空航天國防教育學習團	23-24/11/2023	23
雲南 - 哈尼族文化研習交流團	15-20/1/2024	10 SS 4 PS
London - BETT Show	20-27/1/2024	3 SS 5 PS
江蘇、南京、無錫 - 江蘇省姊妹學校交流團	25-28/1/2024	15
2024 年粵港澳大灣區青少年公益年會啟動儀式	22-24/3/2024	20 (CS Team, Softball Team)
香港中學生四川體育、生態學習團	27-31/3/2024	10
浙江籃球交流團	5-9/4/2024	20 (Basketball Team)
Guangzhou, Shenzhen - Ghost Pod Design Collaboration Study Program	13/04/2024	47

大灣區中學校際羽毛球邀請賽	10-11/5/2024	10
[Singapore (G8)]	17-21/6/2024	48
[Xian, China (G7)]	18-21/6/2024	58
[United Kingdom (Uni Tour) (G10-11)]	19-29/6/2024	11
[Germany (G5-8 German group)]	22-30/6/2024	16
[Kansas, USA (UMKC Tour) (G9-11)]	22/6-1/7/2024	12
[The World Scholar's Cup 2024 (Global Round - Kuala Lumpur) (G7-11)]	23/6-1/7/2024	12
[USA (SCAD Tour) (G10-11)]	23/6-3/7/2024	11
[Tianjin Exchange, China (G7-11)]	25-28/6/2024	16
[Osaka, Japan (G9)]	25-29/6/2024	54
[Okinawa, Japan (Cycling Tour) (G7-10)]	25/6-1/7/2024	12

[Czech Republic (Dance World Cup) (Jazz Dance Team)]	29/6-8/7/2024	17
貴州侗族文化研習交流團	1-6/7/2024	7
[Auckland, New Zealand (World Choir Games), (G7-11 Choir)]	10-21/7/2024	40
[Beijing (Beijing Sport University Training Camp) (G7-11 Specific Sports Teams)]	15-19/7/2024	59
公民與社會發展科內地考察活動 - 珠海兩日一夜考察團	16-17/7/2024	All G11A-C
BBSG 2024 Master Series Summer Camp	22-26/7/2024	17
2024 年「我的民俗相冊」內地與港澳青少年主題交流系列活動	23-30/7/2024	7
沙田區青少年四川體育、生態學習團	13-17/8/2024	10

- Inter-school competitions were resumed. A-school students continuously demonstrated extraordinary performances in different inter-school competitions, including but not limited to the championship of Girls Grade A, C Table Tennis, Girls Grade A, B, C Badminton, Girls Grade B Volleyball, ,Girls Soccer, Girls Fencing (Sabre), Girls Tennis and Overall Championship for Girls Table Tennis, Badminton and Fencing, Boys Softball, Boys Tennis, Boys Grade A Badminton, Boys Grade A Basketball, Boys Grade A Volleyball, Boys Fencing (Foil) and Overall Championship for Boys Volleyball, Fencing, etc.

- A-school's unwavering commitment to Whole Person Development, this year A-school harvests the hard work from many different aspects, including Academics, Athletics, Aesthetics, Leadership and Culture. The summary of the individual awards received in the academic year of 2023 - 2024

Individual	No. of Awards	Gold Medal / First Place / Champion / Distinction
Academic	309	82
Aesthetic	144	73
Sports	199	73
Others	16	--
Total	668	228 (34%)

- The summary of the team's awards received in the academic year of 2023 - 2024

Teams	No. of Awards	Gold Medal / First Place / Champion / Distinction
Academic	41	22
Aesthetic	59	16
Sports	115	58
Others	2	--
Total	217	96 (44%)

- Our students have collectively earned 668 individual awards and 217 team awards in the areas of academics, aesthetics, sports, and other domains. This is a remarkable achievement, demonstrating the well-rounded excellence of our student body.
- Among these accolades, 34% of the individual awards and 44% of the team awards represent the highest recognition, such as championships, gold medals, first place finishes, and/or distinctions. These top-tier honors highlight the exceptional caliber of our students and their ability to excel at the highest levels of competition and performance.
- All the awards obtained by our students in various areas in the academic year of 2023 - 2024 are as attached. (Appendix II)

9. Evaluation Report on Annual School Plan 2023-2024

Major Concern 1: Nurturing lifelong and innovative learners

Item	Targets	Strategies	Success criteria	Year-end Review
1.1	To cultivate a lifelong love for learning and develop students' determination to become lifelong learners	<ul style="list-style-type: none"> ● To promote the authentic and meaningful learning experiences that connect to their passion, interests, encourage curiosity, exploration, problem-solving and self-directed learning ● To provide opportunities for students to pursue personal interests and passions through extracurricular activities, life planning & life education programmes and projects 	<ul style="list-style-type: none"> ● Increased learning experiences that connect to students' interests and passion ● Increased learning experiences allow students to practice their curiosity, problem-solving and self-directed learning skills ● Increased extracurricular activities, life planning & life education programme and projects that connect to students' interests and passion ● Most of the participating students have aspirations for their academic studies and other domains, and understand the importance of life planning and goal setting 	<ul style="list-style-type: none"> ● Different subjects/ departments organized different activities, such as, Third Lang Cultural projects (and were showcased in the Language Week), Geography's field trip and mini projects of visiting local heritage. ● One Grade 7 student initiated the Ghost Pod Design Collaboration Project and the School showed full support to her as well as the programme. The programme was promoted to the whole school, and various activities were organized to students, including but not limited to one-day field trip to Shenzhen for visiting latest technology-related sites, webinar for introducing the latest development of Metaverse, and Ignite Talks by the end of school year as a round-up of the programme. ● For the PBL, design thinking elements were embedded. Different themes were set for different grades – women, elderly and sustainability were for G7, G8 and G9 respectively. Students had to first understand the needs of the audience, identify their pain points, and work out proposals. Their ideas were presented on the PBL Showcase Day and impressed our guests and parents. Their ideas presented were related to daily issues and students presented their creativity in their design. Various skills were adopted in their projects, such as, language skills, presentation skills, collaboration with peers, knowledge learnt in subjects, empathy, etc. ● About 5 job placement opportunities under Business-School Partnership Programme were given to students. Students could apply for the jobs that they were interested in and the participants shared positive feedback on their job placement experiences. This year, we also collaborated with the PTA and launched the POP Scheme. Various job opportunities were given to students through the places offered by parents, such as surveying, physiotherapy, property & facility management, accounting, jewellery design etc.

				<ul style="list-style-type: none"> • Around 10 life-planning activities/workshops were carried out to let students understand more about their strengths, aspirations, and set goals that fit their needs. For instance, “Career Interest Inventory, Future Career Trends”, “Team roles and collaboration” etc. • To promote value education across curriculum and to promote positivity among our students and teachers, the SD Division continued to adopt “Flourish with a Growth Mindset” as the yearly theme. In addition, the two PERCCI values of “Empathy” and “Respect” were further strengthened. The SD curriculum and programs were designed and implemented in alignment with the yearly theme and the core values this year. • Our school adopted a whole-school approach to promote and enhance the sense of belonging and emotional well-being of the student throughout the whole year. The SD programs and curriculum were highly commended by the judging panel of the external competitions. This year, the school received the Honorary Award (樂繫校園榮譽大獎) in the Hi-Five Student Engagement Award Scheme (樂繫校園獎勵計劃) jointly organized by the Baptist Oi Kwan Social Service, the Education Bureau, and the Education University of Hong Kong. This award was a recognition of the schools’ outstanding achievements in the five domains of action connection, intellectual connection, affective connection, family and community connection, as well as social relationship connection in the year 2022-2023. • In addition, our school received two awards (開心校園獎優異獎及多元活力校園大獎) in the Chief Happiness Officer Association--Happy School Campaign 2023-2024 (開心校園獎勵計劃). The awards were an appreciation of the school’s excellent performance and contributions in creating a happy, sustainable and positive learning environment to enhance the psychological and emotional well-being and sense of belonging and the sense of achievements among our students.
1.2	To empower students to become	<ul style="list-style-type: none"> • To integrate digital citizenship education into the curriculum, teaching students about 	<ul style="list-style-type: none"> • Increased elements found in curriculum documents and lesson visits 	<ul style="list-style-type: none"> • As seen from lesson observation and assignments, elements of digital citizenship education were embedded, e.g. the importance of avoiding plagiarism, appropriate attitude when

responsible digital citizens and taking ownership of their digital lives	online safety, responsible internet use, and ethical digital behavior	<ul style="list-style-type: none"> Increased awareness and understanding of online safety and digital citizenship 	<p>leaving comments on peers' work online. As shown from the school-based survey, nearly 85% of teachers agree or strongly agree they embed the concepts of digital citizenship in learning and teaching.</p> <ul style="list-style-type: none"> AI Education components are included in Grades 7-9 curriculum. Ethical issues related to AI are covered. Digital Citizenship contents have been taught in different grades, e.g. social media and digital footprint, data privacy and data security. As shown from the school-based survey, about 63% of students agree or strongly agree they understand the importance of digital citizenship. The Life Education lesson on "Cyberbullying" was arranged for G8 in March 2024. Students generally showed and enhanced awareness and understanding of cyberbullying. They learnt the preventive measures. Most importantly, the positive values of "Respect", "Empathy" and "Digital Citizenship" were launched. In general, positive feedback was received. To enhance the leadership skills and understanding of the Hong Kong Disciplined Services, the SMAS Team organized a visit to the Police Tactical Unit (PTU) passing out parade. 54 prefects were invited to join the visit (24th October 2023). During the visit, our students witnessed the PTU passing out parade and visited PTU's latest equipment. All participants showed positive feedback to the program. To promote cyber safety, the SMAS Team partnered with the Hong Kong Playground Association to offer our students the "E-Generation Healthy Use of the Internet" program. This comprehensive initiative aimed to address various Internet-related issues, including Internet addiction, cyberbullying, and Internet traps, by providing accessible and professional support and counselling services. The program was held successfully from 7 to 10 November 2023, providing students ample opportunities to access the necessary resources and support. During the program, students explored informative exhibition boards on topics such as the atrium, allowing them to gain valuable insights and knowledge about safe Internet usage. Furthermore, a campus information desk service was provided during lunchtime on 7 November to ensure immediate assistance and guidance. Students could approach the desk and
	<ul style="list-style-type: none"> To encourage students to reflect on their digital footprint and make informed decisions about their online presence 	<ul style="list-style-type: none"> Reflective exercises/ activities are provided to students to reflect on their ethical use of IT 	

				<p>directly consult the association's registered social worker with any questions or concerns regarding Internet safety.</p> <ul style="list-style-type: none"> Students demonstrated positive awareness of digital citizenship without intentionally deceptive propaganda, misuse of digital information. Students show the ability to use content responsibly and legally in respectful manner in school activities such as guidance team video-making competition, promotion election, making posters and information launched in Instagram.
1.3	To empower teachers and students to embrace a growth mindset and foster innovative thinking through dynamic learning environment	<ul style="list-style-type: none"> To provide professional development opportunities for teachers to practice the growth mindset and innovative teaching strategies in daily teaching 	<ul style="list-style-type: none"> PD session(s) is/are given to teachers to practice the growth mindset and innovative teaching strategies Positive feedback on the programs from majority of teachers Improvement in various indicators in the quality of teaching by strengthening reflective thinking and adopting innovative teaching strategies Increased learning experiences for practicing the use of growth mindset and habits 	<ul style="list-style-type: none"> Lotus Blossom Thinking Technique Workshop was conducted in late November 2023. The feedback was positive in general. Strategies of how this could be applied in different subjects/areas were shared in the PD as well. Teachers' self-evaluation was stressed in formal lesson observation. Teachers were asked to finish the self-evaluation form to reflect on one's teaching. As shown from the SHS, over 98% of teachers agree or strongly agree they take into account students' learning progress and re-adjust the teaching strategies accordingly. Besides, from the school-based survey, over 94% of teachers agree or strongly agree the lesson observation and the related debriefing sessions could enhance the understanding of their own strengths and weaknesses in teaching. Encouragement was given to students as shown in the assignment inspection. Teachers gave positive comments and/or stickers to encourage students to try harder even they did not perform well. Videotaping of lessons was done. Each subject panel shared the videos upon consent of the colleagues and shared good teaching practices in meetings. Peer lesson observation was done as usual. Teachers were required to complete the peer observation forms to share their observation and insights. In PBL, students were asked to provide solutions to different issues that they could identify. They had to work out their solutions and share with their peers and teachers before the Showcase Day. They were encouraged to receive comments or
		<ul style="list-style-type: none"> To create a supportive and flexible learning environment that encourages risk-taking, experimentation, and problem-solving 	<ul style="list-style-type: none"> Improvement in various indicators in students' confidence in taking risks, trying new approaches and embracing challenges Increased learning opportunities to practice 	

			<p>risk-taking and problem-solving</p> <ul style="list-style-type: none"> • Students demonstrated their achievement through their learning products in subject-based activities and PBL • Most of the students found teachers supportive and flexible throughout their learning process • Positive feedback on the programs from majority of teachers 	<p>even criticism, and further amend their design according to the comments given. Students were given flexibility in designing the projects, suggesting solutions and integrating different skills they learnt in their daily learning. Their problem-solving skills, confidence, determination of risk-taking and flexibility were seen in their projects.</p> <ul style="list-style-type: none"> • Academic Weeks were held regularly according to the schedule set in the school calendar. Students' works were showcased in the Academic Weeks, APEX, morning assemblies, PBL Showcase Day, etc. • Students' outstanding works and achievements were shown through various means, for instance, A-Journal and Fusion. • As shown from the school-based survey, over 94% of teachers agree or strongly agree that they promote the use of goal-setting, risk-taking and/or self-evaluation in students' learning. • Three alumni (Chan Sum Nga Summer, Tang Hiu Ki Kate, Lam Ka No) were invited to deliver a sharing on life and work experiences for G10-11 students (29 Sept 2023). The sharing session was in alignment with the yearly theme of SD as well as My Pledge to Act (MPA) theme. • In sum, students' responses in the survey were positive and many of them were inspired to pursue their dreams with goal and risk setting. In the evaluation survey, all the students found the sharing helpful to personal development. Over 90% of the students reported that they learnt positive values and character strengths (courage, perseverance, commitment, and integrity) from the speakers. Moreover, many of them learnt the values of My Pledge to Act (Be grateful, treasure what we have, stay positive, and stay optimistic). Most importantly, from the life and learning experiences of the alumni, students learnt to explore their aspirations and set life goals and pursue dreams with a growth mindset. Teachers from the MCE and Alumni Affairs Teams also found the effectiveness of the program. It is expected the alumni sharing session will be continued next year.
		<ul style="list-style-type: none"> • To incorporate opportunities for student-led inquiry, creativity, and innovation in the curriculum 	<ul style="list-style-type: none"> • Evidence of student-led inquiry, creativity and innovation in projects and assignments 	
1.4	To strengthen students' the 5C (critical	<ul style="list-style-type: none"> • To design interdisciplinary projects or assignments that require students to apply 	<ul style="list-style-type: none"> • Embedded the 5Cs in the curriculum and assignment of all KLAs 	<ul style="list-style-type: none"> • Each subject was required to collaborate with at least one other subject. Their projects were shared in the last Panel Heads' Meeting. For instance, PE and EL collaborated to work on the magazine introducing the Olympic Games 2024; Music

thinking, creativity, communication, collaboration, computational thinking) skills across different disciplines	and integrate the 5C skills	<ul style="list-style-type: none"> Improvement in various indicators of learning competences 	<p>collaborated with Literature in English and Chinese History to work on the poem-music composition and Cantonese opera introduction respectively.</p> <p>Details of all interdisciplinary projects could be found here: https://docs.google.com/spreadsheets/d/1YYGC6WPZLI8IbevPQiQaLpur9tf7QPJQTBiO0maZfVs/edit?usp=sharing</p> <ul style="list-style-type: none"> As shown from the school-based survey, over 85% of teachers agree or strongly agree that 5Cs are included in the curriculum. Computation thinking, coding and AI-related activities are embedded in other subjects, e.g. in G7, students were asked to make a sustainable living box where students had to prepare a well-designed, automated box with detection and feedback system for an aquatic living organism. Besides, in G8, students had to work on a 3D-model after conducting LA field research and survey on school environment and facilities. More activities were done during inside and outside classroom on top of the Academic Weeks. For instance, field trips organized by Geography Department, Hong Kong Tram Tour organized by the Chinese History Department, field trips to the Shatin Drainage Services Department Facilities organized by Science Department, Learn from History-Life Experience Sharing by Mr. Andrie Moiseenko organized by History and Third Lang Department. The Board Game Cell Group was organised for G7 SEN students in October and November 2023 to improve their communication skills and attention span. More importantly, students learnt the value of teamwork and soothe anxiety through the game. The Social and Communication Training Programme was organised for the students with speech problems. It helped students develop their social skills and widen their content of the speech. The Fun Game Workshop was held in October and November 2023 for the SEN students who were weak in self-management and soft skills. Some life-skills techniques and problem solving skills were included in the game. Math and English LSET programmes were conducted to help the SEN students and some low achievers. Alumni were invited to help equip them with their examination skills and consolidate their concepts.
	<ul style="list-style-type: none"> To integrate computational thinking, coding activities and/or latest AI development across the curriculum to strengthen problem-solving, creativity and logical reasoning skills. 	<ul style="list-style-type: none"> Embedded the computational thinking and/or coding activities in the formal and informal curriculum Related programs and/or activities held as scheduled Positive feedback on the programmed from majority of students/teachers 	
	<ul style="list-style-type: none"> To maximize the learning opportunities such as life-wide learning day, academic weeks, etc., to enrich students' 5Cs 	<ul style="list-style-type: none"> Learning experiences to enrich the 5Cs via life-wide learning day and academic weeks Positive feedback on related programs from majority of students/teachers 	

				<ul style="list-style-type: none"> ● The first phase of Family Therapy Service was provided for families to improve communication among family members, reduce family stress and deal with family issues. It provided an opportunity to strengthen family bonding and mental capacity of the family members. ● The Welcoming Briefing was organised for SEN parents on 6 October 2023. ● The OH Card Workshop was organised for SEN parents on 17 November 2023 to enhance the communication between family members. ● Adventure Ship Training Program was held for the SEN students and Prefects on 1 May 2024 to enhance their communication skills and resilience competency. Students were asked to form groups to play some team building games. Participants agreed that it was a challenging but wonderful journey. It was effective in promoting positive thinking and empathy. ● The third phase of family therapy service was provided for the concerned families in April – July 2024 to improve communication among family members, reduce family stress and deal with some family issues. It provided an opportunity to strengthen family bonding and the mental capacity of family members. ● Around 32.3% of students joined the Service and Leadership programs, SU and Chambers committee. Students are actively involved in leading different teams and organized activities who always showed character strength with growth mindset in demonstrating different leadership roles in school ceremonies, team, chambers competitions, and school signature events e.g. Christmas ball, Chinese cultural day, AGT talent show, various inter-chamber competitions and being helpers in school ceremonies. ● Chambers played an important role to align all members to complete for the chamber shield throughout the whole year, with the active participation in different areas, such as academic, conduct, sports, and subject week activities. ● Through organizing activities and encouraging members to join various competitions, the student leaders experienced different ways to practice the skills of growth mindset. They overcome difficulties and strengthen their ability to face unfavorable
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				<p>outcomes and collaboration problems through competitions and school events.</p> <ul style="list-style-type: none"> • Several scholarships and sponsorships were applied successfully to care for the students who needed financial support, and those who excelled in leadership, e.g. Shatin Outstanding Student Award, Youth Arch Student Improvement Awards, 廣東省社團獎助學金, Link Scholarship, Sir Edward Youde Memorial Fund, Grantham Maintenance Grants, and 兒科醫學會鵬程奮進堅毅獎學金 etc.
1.5	To promote equitable access to learning opportunities and support the pursuit of excellence for students with diverse abilities and needs	<ul style="list-style-type: none"> • To implement teaching practices that accommodate different learning styles and provide appropriate support for students with diverse abilities 	<ul style="list-style-type: none"> • Evidence of increased options for students to demonstrate their learning progress, such as through written work, presentations, or multimedia projects • Evidence of increased teaching approaches to support students of diverse needs and abilities • Positive feedback on related measures from majority of students/teachers 	<ul style="list-style-type: none"> • Elite athletes were identified and alumni as well as teacher mentors were assigned to provide advice in different areas to the athletes. Flexibility was given to the elite athletes when considering their promotion and arrangements for assignment submission. • More careful planning was seen in activities held during lessons. For instance, stronger students were assigned leading roles in group discussions, while weaker students were assigned roles that fit their needs/abilities. Some subjects also provided materials with different learning difficulties to cater for learners' diversity. • As shown from the SHS, over 92% of teachers agree or strongly agree that the school strategically provides students with different learning experiences, taking into consideration their learner diversity. Besides, as shown from the school-based survey, nearly 93% of teachers agree or strongly agree that they provide flexibility in daily teaching and additional learning support for SEN students.
		<ul style="list-style-type: none"> • To deploy resources to maximize opportunities for gifted (including academic, athletic, aesthetic, leadership) students to enrich their learning exposures through pull-out programs, joint-school collaborations, special training and local, 	<ul style="list-style-type: none"> • Evidence of increased learning opportunities and supports for students of different needs and abilities • Positive feedback on related programs from majority of teachers/students 	<ul style="list-style-type: none"> • Small group teaching and more personalised lessons were arranged after school (LSET) to provide more specific support to students with diverse abilities. Acceleration Programme (AP) in Math was provided to students who were gifted in Mathematics. They could study more advanced Math knowledge and join competitions to challenge themselves. • Excel 33 was organised to cater for the needs of gifted students. They were arranged to join strands that fit their talents, such as humanities and STEAM. Regular meetings were arranged for the students, and they were given the opportunities to join some

		<p>regional, and international competitions</p>		<p>challenging and well-recognised competitions, such as, The World Scholars' Cup and Model UNESCO Conference on Climate Sustainability. A designated area in the library was available for the gathering and discussion among these talented students.</p> <ul style="list-style-type: none"> ● Feedback was collected regularly from the class teachers and subject teachers of the SEN students to have a more thorough understanding of the learning progress of the students concerned. The SEN task force provided timely support with reference to the comments and observation given by the teachers. ● Adjustments were provided to students with special learning needs in assessments. Extra tutorials were provided to them if needed. For instance, alumni were invited to provide support to SEN students in English, Math and Physics, and Chinese Creative Writing was arranged for the SEN students. ● Financial Education Seminars and investment workshops were arranged for Grade 8, Grade 10 and G11 students. Career Expo was held in April for Grade 9 and Grade 11 students to let them understand the latest career trends and university admission requirements. Work placement opportunities were provided to senior grade students. Placement opportunities were given by institutions and companies such as Cartier, Anfield International Kindergarten, Riverside Physiotherapy and Psychotherapy Centre Ltd, Times International Industrial Ltd and Tung Wah Group of Hospitals. ● Over 95% of teachers, as shown from the school-based survey, agree or strongly agree they increase opportunities for student-led initiatives.
<ul style="list-style-type: none"> ● To provide intervention and support to students with special learning needs , such as adjustment in assessments, extra tutorial classes, social skills workshops, parental supports 	<ul style="list-style-type: none"> ● Evidence of extra support/programme given to students with special needs ● Positive feedback on related programs from majority of the participants 			
<ul style="list-style-type: none"> ● To support student-led initiatives 	<ul style="list-style-type: none"> ● Evidence of increased learning opportunities for student-led initiatives ● Positive feedback on related programs from majority of teachers/students 			
<ul style="list-style-type: none"> ● To encourage student leaders to actively seek input and feedback from their peers 	<ul style="list-style-type: none"> ● Increased channel and opportunities to seek input and feedback from their peers ● Positive feedback on related programs from majority of teachers/students 			

		<ul style="list-style-type: none">• To provide more work placement programmes and career/life-planning/financial education programmes to allow students to have a better understanding of their strengths and needs	<ul style="list-style-type: none">• Increased related programmes are arranged• Positive feedback on related programs from majority of teachers/students	
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Major Concern 2: Strengthening students' resilience, positive relationships and social responsibility

Item	Targets	Strategies	Success criteria	Mid-year Review
2.1	To foster positive relationship, a sense of belonging and emotional well-being	<ul style="list-style-type: none"> ● To promote self-awareness, emotional regulation, and interpersonal skills through structural programme during CT periods and OLE lessons ● To strengthen the role of Grade Coordinators by providing advice and guidance for class teachers to support students' personal, moral and social development ● To enhance the role of class teachers under the leadership of Grade Coordinators in providing opportunities for them to share about good practices in pastoral support as well as specific themes such as building relationship and trust with students and parents 	<ul style="list-style-type: none"> ● Improvement in various indicators in students' self-awareness, emotional regulation, and interpersonal skills ● Structural programme found in CT periods and OLE lessons ● Increased opportunities for grade coordinator to share with class teachers ● Positive feedback is/are given by the grade coordinators and class teachers ● Increased opportunities for teachers to share about the good practices ● Positive feedback given by the grade coordinators and class teachers 	<ul style="list-style-type: none"> ● PD Team organized the first Game Day during the T1 Assessment. About 20 colleagues joined. Ball games and Switch TV games were organized. ● During the Term 2 assessment, Staff Welfare Team organised a coffee-making workshop and Japanese Tea Workshop to provide a relaxing time for colleagues to enjoy. Over 40 colleagues joined in these 2 workshops and the feedback was positive in general. ● Teacher mentors were arranged to support the new teachers. Two meetings were held and one casual lesson observation was conducted. Guidelines were provided to both mentors and mentees for better understanding of the Mentorship Programme. A follow-up meeting was held by the Senior Management and each pair of the mentors/mentees to have a better understanding of the needs as well as adaptation of the new teachers. Advice was given to the mentors on how further support could be given to the new teachers. ● Extra support was given to teachers who were new to the field and/or without PGDE by Prof Alex Fung through lesson observation, lesson debriefing and the PD online learning platform. ● The majority of applicable responses on the orientation programme for new teachers as shown from the school-based survey are positive. ● To empower the Grade Coordinators and to enhance the competence in teacher and student support, the program was arranged. The program gained positive support and responses from the participants. It helped to enhance their understanding of the focus and direction of Student Development Division as well as the expected roles and responsibilities of Grade

		<ul style="list-style-type: none"> To strengthen the role of teacher mentors to help new teachers understand expectations and build competence & confidence in their pastoral role 	<ul style="list-style-type: none"> Positive feedback on the role of teacher mentor is/are given by the new teachers 	<p>Coordinators. In addition, they enhanced their leadership and commitment in student support.</p> <ul style="list-style-type: none"> A G7 Parent Seminar was held on 26 August 2023 to let parents know more about the developmental needs of teenagers and thus give better support to their children during the transition from primary school to secondary school. A parenting workshop will be held for upcoming G7 parents on 24 August 2024 to let them know more about the developmental needs of teenagers and this give better support to their parents during the transition from primary to secondary division.
		<ul style="list-style-type: none"> To enhance the parent education on positive relations and emotional well-being 	<ul style="list-style-type: none"> Positive feedback on parent education about positive relations and emotional well-being by parents 	
		<ul style="list-style-type: none"> To establish effective communication channels among student leaders and school representatives 	<ul style="list-style-type: none"> Increased opportunities for students leaders to share with school representatives 	
2.2	To cultivate students' positive values (perseverance, empathy, respect, courage, commitment, integrity)	<ul style="list-style-type: none"> To embed value education into the formal and informal curriculum, providing opportunities for discussions, reflections, and ethical decision-making with a yearly focus 	<ul style="list-style-type: none"> Positive values embedded into curriculum of all KLAs Evidence of the yearly focus was implemented effectively Positive feedback on related programs from majority of teachers/students 	<ul style="list-style-type: none"> As shown from lesson observation and assignment inspection, value education was embedded into the curriculum. For instance, topics related to environmental protection, respecting others and caring for others. According to the school-based survey, over 92% of teachers agree or strongly agree that value education is incorporated into their teaching. The school-based support scheme on Life Education by the Education University of Hong Kong was effective in enhancing teachers' professional development and interflow. Through the meetings with the School Mentor, the core team strengthened their understanding of the value of education at team and school levels. The exchange program with the Methodist Church Hong Kong Wesley College and other schools was arranged on 19 April 2024. Dr. Ruby Cheung (Dean of Students) delivered a sharing
		<ul style="list-style-type: none"> To engage students in community service that promote social responsibility and cultivate positive values 	<ul style="list-style-type: none"> Participating students have a better understanding and appreciation of positive values through their 	

			<p>community service projects</p> <ul style="list-style-type: none"> • Positive feedback on related programs from majority of teachers/students 	<p>session on the implementation of value education at A-school. Following this, a professional interflow was conducted among the school representatives. In general, the teacher participants from the Guidance Unit, the Moral and Civic Education Team and the Life Education Team found the exchange effective in promoting professional exchange on value education and enhancing their competency in student development and support.</p> <ul style="list-style-type: none"> • To cultivate students' positive life attitudes and values, the Student Development Division and the Moral and Civic Education Team organized the "Empathy and Respect" Poster Design Competition this year. The competition showcased students' rich imagination and creativity. Students demonstrated an attitude of empathy, respect, positivity, and optimism through their artistic creations. The outstanding works were exhibited on school campus and outside the Student Affairs Office to promote positive interpersonal relationships and moral/value education among the students. • Film Appreciation was arranged for G7-8 on Dec 15, 2023. It was well received. In particular, the reflection part helped to promote self-reflection and nurture the values of "Respect" and "Empathy" among the students. • Archery Tag was jointly arranged by the GU and the MCE Team for G8 (10 May 2024). The students followed the games rules and instructions of the coaches strictly. They were very engaged and showed active participation and good collaboration. Through the program, students were nurtured the social, communication and collaboration skills. Most importantly, students demonstrated good team spirit, commitment, as well as respect and empathy. The program was well received by the teachers and students. It is expected that similar program will be launched next year. • A video show program about Value Education was jointly produced by the MCD Leaders and Campus TV. It was shown in a school assembly. The program was well received by the students and teachers. Most of them enjoyed the video. The video production was effective in promoting and nurturing the moral values of "respect", "empathy", "responsibility",
		<ul style="list-style-type: none"> • To ensure the core elements of value education are shared among the school community 	<ul style="list-style-type: none"> • Increased opportunities to share the core elements of value education • Positive feedback on related programs from majority of teachers/students/parents 	

				<p>“diligence”, “respect”, “Perseverance”, as well as “care and concern for others”.</p> <ul style="list-style-type: none"> • The Interclass TV Advertisement Competition was jointly organized by the MCE Team and the GU on 1 March for G9. Students were asked to design and perform a drama to show a TV advertisement on “Say No to Bullying”. In sum, the program was interactive and well received. Most of the teachers and students enjoyed the program. Most importantly, students were fostered to develop the virtues of law abidingness, empathy, respect, and concern for others in social relationships. • On January 26, 2024, the Film Appreciation was arranged for G8-9 in the OLE Time. Through the inspiring sharing of the Film Director, our students were nurtured the values of care, respect, empathy, perseverance, and diligence. Moreover, they learnt to treasure life and their family members. The program was completed effectively with encouraging and positive responses from students and teachers. • Three sessions of Life Education Lessons were prepared for G6 during the Mock School Weeks (24 April, 30 April & 8 May 2024). The topic was “Peer Relationship: Respect & Empathy”. Positive feedback was received from the students. A great majority of the students showed enhanced understanding of respect (96.7%) and empathy (96.7%). In sum, both primary and secondary school teachers observed the active participation in class and showed appreciation for classmates’ work. • The Inter class Photo-Taking Competition and the Inter-Chamber Video Competition were held to promote positive thinking and spread joy during The Thanksgiving Week. • “Positive Thinking & Pursue their Dreams” was organized for G7 – 9 students in the Thanksgiving Week. Some experience sharing was made by the guest speakers and students were encouraged. • Film appreciation “Luca” was displayed during lunchtime in the Thanksgiving Week. Positive thinking and peer relationship were promoted. • Different handcrafting and food booths were set up by the Peer mentors during lunchtime in Thanksgiving Week. Teachers and students sent the gifts to the others to promote gratefulness.
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2.3	To cultivate a sense of social responsibility and civic engagement	<ul style="list-style-type: none"> To develop students' sense of national identity through workshops, seminar and community services, and national education 	<ul style="list-style-type: none"> Related activities held as scheduled Positive feedback from majority of students 	<ul style="list-style-type: none"> Various subjects taught topics or organized activities related to national security, such as, Basic Law, HK and Chinese traditional culture. According to the school-based survey, over 78% of teachers agree or strongly agree elements of national and security education are incorporated into the teaching. Cultures of other countries were covered in formal and informal curriculum. For instance, introduction of Japanese/ German/ French culture in Language Week. Book exhibition was also arranged. Through PBL, students were given chances to explore local and global issues, such as, difficulties encountered by working mums, pregnant women, disabled elderlies and issues related to sustainability. The National Education Seminar (如何透過正規課程和非正規課程推動國民教育?) was arranged for the Chinese Language, Chinese History, History, Liberal Arts, Citizenship and Social Development teachers, the MCE and the NE & NSE Teams on 28 May 2024. Most teachers found the usefulness of the seminar. From the evaluation survey, many teachers (74.9%) showed enhanced understanding of national education. They found the seminar effective in enhancing their professional development and their skill of national education implementation through regular and non-regular curriculum. The Celebrity Talk 港區全國政協委員講座 was arranged for G11-12 (19 January 2024). Our honourable guest, Ms Tam Wan Chi was invited to deliver the topic 香港的憲制制度與國家安全. The program was well received, and students showed keen participation and positive responses. In general, the talk enhanced students' and teachers' understanding of the importance of national security and the role of Hong Kong in national security. In the evaluation survey, over 90% of the students found the talk effective in enhancing their knowledge of Hong Kong's constitutional system and the importance of national security. In addition, most of them (86.6%) agreed that they had enhanced understanding of Hong Kong's role in national security after the talk. The MCD Leaders joined the Constitution and Basic Law Student Ambassadors Training Scheme 《憲法》和《基本法》
		<ul style="list-style-type: none"> To strengthen the national security curriculum through different subjects and MCE and NSE programs 	<ul style="list-style-type: none"> Related activities held as scheduled Positive feedback from majority of teachers/students 	
		<ul style="list-style-type: none"> To provide students with exchange opportunities in Mainland to gain a better understanding and experience of development of the country 	<ul style="list-style-type: none"> Related activities held as scheduled Positive feedback from majority of students 	
		<ul style="list-style-type: none"> To strengthen the partnership with sister schools in Mainland and to accelerate the network to Mainland for cultural exchange 	<ul style="list-style-type: none"> Related activities held as scheduled Positive feedback from majority of students 	
		<ul style="list-style-type: none"> To promote teachers' awareness of national identity, constitution, basic law and Hong Kong 	<ul style="list-style-type: none"> Related PD programs held as scheduled Positive feedback from majority of teachers 	
		<ul style="list-style-type: none"> To offer opportunities for students to engage in community service 	<ul style="list-style-type: none"> Increased opportunities for students to engage in community service 	

		<p>projects and voluntary activities</p>	<p>project and volunteer activities</p> <ul style="list-style-type: none"> • Positive feedback from majority of students 	<p>學生校國大使培訓計劃. They helped to promote national education and national security education at school throughout the whole year.</p> <ul style="list-style-type: none"> • Three MCD Leaders (Cheng Tsz Yin 鄭梓妍, So Hoi Ting 蘇鎧廷, Cheung Yuen Ka 張苑芹) received prizes in recognition of their outstanding performance in the Constitution and Basic Law Student Ambassadors Training Scheme 《憲法》和基本法》學生校國大使培訓計劃. • The MCE Leaders participated in different competitions related to the Basic Law and the National Security Law. For instance, the MCD Leaders joined the competition (全港學界公民教育專員選拔賽) and 7D Tsoi Tsz Hei Jade won the Second Prize in the competition (一國兩制教育計劃認識憲法, 基本法與法治同行--二等獎). • To enrich students' knowledge of the May Fourth Youth Day and to enhance students' sense of national identity, in addition to the Thematic Exhibition on National Security Education was prepared in April, the May Fourth Youth Day Inter-class Competition 五四青年節班際問答比賽 was arranged by the MCE Team and the Chinese History Department on 19 June 2024 for G7. Students showed positive response and made good preparation for the competition. • To promote national security education, apart from the flag raising ceremony and student sharing by the MCE Leaders, the Inter-class competition 全民國家安全教育日班際問答比賽 was jointly arranged by the MCE and the Chinese History Department on 28 June 2024 for G10-11. • Students enjoyed the competition and were fully engaged in the event. Their understanding of the Basic Law and the National Security Law in Hong Kong was generally enhanced and strengthened. • To celebrate the HKSAR Establishment Day and to promote national security education, in addition to the flag raising ceremony and student sharing by the MCE Leaders, the Inter-class competition 慶回歸班際問答比賽 was arranged for G10-11 (28 June 2024).
		<ul style="list-style-type: none"> • To encourage students to explore local and global issues, fostering an understanding of their role as responsible citizens 	<ul style="list-style-type: none"> • Increased opportunities for students to explore local and global issues, such as sustainable development goals, the development of digital learning, etc. • Positive feedback from majority of students/teachers 	

				<ul style="list-style-type: none"> • To enrich students' knowledge about the history and the recent development of Hong Kong and China, several thematic book exhibitions were arranged in the School Library on the following days. <ul style="list-style-type: none"> ○ Victory Day of People's War of Resistance against Japanese Aggression (5 Sept 2023) ○ National Day (29 Sept 2023) ○ HKSAR Establishment Day (28 June 2024) • The Lantern Making program was arranged by the Education University of Hong Kong on 18 June 2024. About 50 students (G7-9) and Integrated Humanities and Chinese History teachers participated. All the students enjoyed the learning experiences, and they showed a deeper understanding of intangible heritage. Most importantly, in the reflection session, the students expressed the importance of preserving the traditional Chinese culture and heritage. They showed eagerness to join similar programs in the future. • A trip to Xiamen-Fuzhou was arranged in October 2023. Dr. Benjamin Chan, Ms Jacqui Koo, Ms Cho Siu Yee, Mr. Hans Wang and Ms Josephine Huang joined the trip. They visited local school (廈門海滄延奎實驗小學，廈門國貿集團，福州實驗小學，福州一中). • Dr. Ruby Cheung and Ms Chan Pui Yau visited 成都立格實驗學校 in early November. They visited the secondary, primary and kindergarten divisions and participated in the school's 10th anniversary. • The exchange program with Tianjin Yaohua School was arranged for G7-11 students during the post-assessment period (25-28 June 2024). Altogether 16 students and 3 teachers participated in the exchange. The program was well received with positive feedback from the students, teachers and parents. In sum, through experiential learning, site visits and lessons, the students were fostered to learn more about the recent curriculum, student programs and school development of our sister school. Most importantly, all the students enjoyed the Chinese arts classes, like Chinese calligraph, mask making and printing, and traditional book making. After the lessons, students showed enhanced knowledge of the Chinese culture
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				<p>and art. They also learnt to appreciate the importance of Chinese tradition and culture.</p> <ul style="list-style-type: none">• In addition, a parallel session of online exchange with Tianjin Yaohua School was arranged on 26 June 2024 for G7-9 students. Altogether 180 students and 4 teachers participated in the Chinese Calligraph and Mask Making class online. Students showed active participation and keen responses especially in the hands-on experience session.• Two teachers led the excursion trip to Beijing (3-7 November 2023). A total of 30 students (28 secondary and 2 primary) joined this programme. Before the tip, the teachers and students joined a national security talk. Through the study trip, the students were fostered to learn about the Chinese culture and history.
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Major Concern 3: Building a digital and healthy school environment

Item	Targets	Strategies	Success criteria	Mid-year Review
3.1	To foster a sustainable and technology-enhanced teaching and learning environment	<ul style="list-style-type: none"> ● To provide professional development for teachers on integrating technology tools and resources effectively in their teaching practice ● To promote the use of digital portfolio or online platforms to showcase student work and learning progress and promote collaboration and feedback ● To implement energy-efficient practices, such as using power-saving settings on devices and promoting responsible energy consumption 	<ul style="list-style-type: none"> ● Related PD held as scheduled ● Positive feedback from majority of teachers ● Evidence of the use of digital portfolio or online platforms to showcase student work and learning progress ● Positive feedback from majority of teachers/students ● Evidence of implementing energy-efficient practices ● Increased awareness and understanding of energy-efficient practices ● Related training and/or sharing held as scheduled ● Positive feedback from majority of teachers/students 	<ul style="list-style-type: none"> ● Apple Education Workshop was held in May 2024. Apart from the introduction of the application for the Apple Distinguished School, various apps and how they could be used in lesson planning were introduced in the workshop. Other workshops such as One Note, Google Certified Education, Goodnotes were held in the academic year to guide teachers to make better use of technology in teaching and learning. ● As shown from the school-based survey, 90% of teachers agree or strongly agree they share good practices and showcase success of the use of IT in teaching & learning in QCMs and/or department meetings. ● E-learning tools such as Google Classroom, Padlet, OneNote etc were used for students to work collaboratively. Students' good work and ideas could be shared effectively through these platforms too. ● Throughout the year, reminders were sent to students and teachers to raise their awareness of responsible energy consumption through emails, assembly etc. ● The Eco Pioneer led eco-tours for PS students to understand the importance of biodiversity in butterfly & herbal garden, the skyline garden and the hydroponic mobile farm. They organized the 'Red pocket recycling' and 'Batteries recycling' program. ● Eco-pioneers and environmental ambassadors took lead in the school energy saving competition, and also visited 'Sewage treatment plant' with senior biology students to enrich the knowledge on environmental education through sewage treatment in HK. ● Eco-pioneers helped to monitor the food wastes recycling at canteen and youth café. ● The objectives of Green concept were implemented in natural bath salts and soup making workshops as to promote the sustainable practices among students.

3.2	To advance environmental awareness and sustainable practices and responsible stewardship within school community.	<ul style="list-style-type: none"> To integrate environmental education across the curriculum, raising awareness about sustainability, climate change, and ecological systems 	<ul style="list-style-type: none"> Related school areas, such as Endangered species museum, Butterfly and herbal garden, are to be opened to public and our students Embed the concept of sustainability into formal and informal curriculum Increased awareness of protecting the environment 	<ul style="list-style-type: none"> Related seminars were held, such as, Hydroponics and Smart Mobile Farm in Dec, workshops for junior grade students during OLE were held in Term 1. Our Humanities Week, “A Green Planet” was held in Term 1 to cover topics about sustainability, pollution, etc. A PD introducing green infrastructure at School was conducted in late Aug 2023. The introduction of the implemented solar panel system was included. A stress management workshop was held for G12 students. This program provided an opportunity for the students to take a break and have a good beginning for their G12 Journey. A stress management workshop was held for G10 - 11 students. This program provided an opportunity for the students to take a break after the assessment. Students enjoyed the game and were able to release their stress through the activity. The PEC provided a good chance to build a healthy school environment under the theme of “幸福家庭的恩典”. Approximately 350 A-families and Shatin families joined the conference and very positive feedback was collected. 90 % above participating parents showed positive feedback in different kinds of parent seminars or activities. One mindfulness workshop was held this year. The team will explore more opportunities to equip parents for responding students’ pressure.
<ul style="list-style-type: none"> To promote energy saving and the use of sustainable energy by the use of newly implemented solar panel system 	<ul style="list-style-type: none"> Evidence of promoting energy saving and the use of sustainable energy into formal and informal curriculum Increased awareness of energy saving Increase alignment of the curriculum of STEM and energy saving 			
<ul style="list-style-type: none"> To foster students’ roles as good stewards of nature by engaging students in different environmental projects and initiatives, such as managing root-top garden, coordinating green week, science projects, campaigns etc. 	<ul style="list-style-type: none"> Related programs held as scheduled Positive feedback from majority of students/teachers 			

3.3	To foster a healthy, inclusive and caring school environment and atmosphere	<ul style="list-style-type: none"> To foster a culture of continuous learning by celebrating achievements and growth, and encouraging students to set goals for self-improvement 	<ul style="list-style-type: none"> Increased opportunities to recognize positive behavior and celebrate the students' achievements and growth Positive feedback from majority of students/teachers Teachers agree that students are more committed to their learning in general 	<ul style="list-style-type: none"> Some subjects include goal-setting in their assignments and/or lessons. Students were encouraged to strive for better performance through different channels, such as Deep Thought Time, mentor time, assessment evaluation sessions. Structured lessons on Christian Development are arranged as part of the Primary and Secondary school's Other Learning Experiences (OLE) time/lessons. This allows students to engage with and explore the principles of Christianity in a systematic manner. Beyond the classroom, the school's Christian Development (CD) team works closely with Shatin Baptist Church to promote the love of God during school-wide events. These include morning assemblies, Gospel Week, and various other activities organized throughout the academic year. The school also encourages teachers and students to share their personal experiences and journeys of faith with the school community. These provide powerful examples of how one can live and grow in their relationship with God. The school's Green School unit has designed a comprehensive learning path called the "Eco Walk" to showcase the institution's diverse environmental facilities and promote sustainability. The Eco Walk leads students and visitors through a guided tour of the school campus, featuring stops at the herbal garden, butterfly garden, Endangered Species Museum, Skyline Garden, and other green initiatives. It aims to provide the experiential learning opportunities that inspire students to adopt eco-friendly practices and mindsets. Several fitness and sport programmes have been arranged to teachers throughout the year. Positive feedback were received. The Campus Management team regularly reviews the school environment to ensure the campus remains clean, safe, and well-maintained. This includes overseeing routine carpet cleaning, water pile cleaning and pest control measures, etc.
		<ul style="list-style-type: none"> To provide opportunity for students to engage in conflict resolution and peer mediation training 	<ul style="list-style-type: none"> Related programs held as scheduled Most of the participating students found the skill useful in conflict resolution and peer mediation Positive feedback from majority of students/teachers 	
		<ul style="list-style-type: none"> To empower Christianity Development team to help students grow in their faith 	<ul style="list-style-type: none"> Related programs held as scheduled Increased understanding on the love of God 	
		<ul style="list-style-type: none"> To implement strategies to promote self-care, such as mindfulness activities, stress management workshop or religious sharing among students and teachers 	<ul style="list-style-type: none"> Related programs held as scheduled Positive feedback from majority of students/teachers 	

		<ul style="list-style-type: none">• To promote healthy diets and lifestyle and the importance of a clean and safe environment around the school campuses	<ul style="list-style-type: none">• Increased awareness of healthy eating and physical fitness• Positive feedback from majority of students/teachers• At least one Clean School Campaign and one event on healthy diets is arranged• Improvement in various indicators on the campus management	
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9. Others

A. The Enhancement of Scholarship and Financial Assistance Programmes

HKBUAS welcomes students with different talents or backgrounds to join us. Our goal is to build a diversified learning environment so as to enhance peer learning. Hence, comprehensive scholarship and financial assistance programmes are in place for students with outstanding achievements in different areas as well as those in need of financial support.

a. Scholarships

To recognise students' talents and noteworthy performance in sports, music, performing arts, visual arts, services, leadership or academic studies, we welcome talented students to apply for our scholarship. Each student can be entitled to an individual scholarship of not more than the annual tuition fee every year. Outstanding awardees would be granted up to 3-year full scholarship, which is equivalent to 3 years' tuition fees. Application for extension can be made before the end of their awarded scholarship period.

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

b. Financial Assistance Programmes

HKBUAS financial assistance aims to help financially disadvantaged students. The application period is open throughout the year.

i. Fee Remission

The amount of fee remission is based on the applicant's annual family income (benchmark as shown in table 1) and assets. The maximum approved amount is the full rate of school fee.

ii. Financial Assistance Subsidy – Activities

- Students under fee remission are also entitled to financial subsidies for excursions, overseas exchange programmes and Other Learning Experiences activities.
- The percentage of the assistance will be commensurate with the approved percentage of fee remission. The maximum granted amount is the annual tuition fee.

iii. Wong Kam Fai Financial Assistantship (WKFFA)

Students who have been granted fee remission may receive WKFFA of maximum HK\$4,000 as the subsidy for learning-related expenses.

Table 1 Benchmark Annual Family Income

Level of Assistance	Annual Family Income Levels (HK\$)					
	3-member family	4-member family	5-member family	6-member family	7-member family	8-member family
% of tuition fees						
100%	0 - 240,000	0 – 310,000	0 – 370,000	0 – 430,000	0 – 490,000	0 – 550,000
75%	240,001 – 330,000	310,001 – 410,000	370,001 – 490,000	430,001 – 570,000	490,001 – 650,000	550,001 – 740,000
50%	330,001 – 375,000	410,001 – 460,000	490,001 – 550,000	570,001 – 640,000	650,001 – 730,000	740,001 – 835,000
25%	375,001 – 420,000	460,001 – 510,000	550,001 – 610,000	640,001 – 710,000	730,001 – 810,000	835,001 – 930,000
None	> 420,000	> 510,000	> 610,000	> 710,000	> 810,000	> 930,000

APPENDIX I

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

	Government Funds	Non-Government Funds
INCOME <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)	61.99%	N.A.
School Fees	N.A.	31.49%
Donations, if any	N.A.	3.26%
Other income, if any	1.33%	1.93%
Total	63.32%	36.68%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	73.38%	
Operational Expenses (including those for Learning and Teaching)	14.98%	
Fee Remission / Scholarship ¹	3.42%	
Repairs and Maintenance	2.33%	
Depreciation	5.71%	
Miscellaneous	0.18%	
Total	100.00%	
Surplus/Deficit for the School Year[#]	0.84 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	6.99 months* of the annual expenditure	
[#] <i>in terms of equivalent months of annual overall expenditure</i>		

*Remark: It is 5.52 months of annual expenditure after deduction of Net Book Value of additional school building.