



**Bishop Hall Jubilee School
School Report
(2017/2018)**

School Vision & Mission

Our Vision

Running in the tradition of Christian education, our school aims at the holistic development of a whole person, who is caring, self-confident, loving, embracing all that is good, true and beautiful. All students will graduate as healthy individuals, both in mind and body. As our school motto goes “I was not born to myself alone”, all Jubileans will be nurtured to love and serve the community.

Our Mission

Bishop Hall Jubilee School was built to commemorate the Silver Jubilee of the consecration of the Rt. Rev. Ronald Owen Hall as the (Anglican) Bishop of the Diocese of Hong Kong, Macao and South China.

The mission of the school is to make available to boys and girls a sound secondary education conducted on Christian principles as professed by Sheng Kung Hui.

We strive to exhort our students to emulate Bishop Hall, a great and godly man who dedicated his whole life to serving the people of Hong Kong and China, in the spirit of his family motto – Non nascor mihi solum (I was not born to myself alone), which is adopted as the school motto.

School Goals

Our school values each student as a unique creation of God and is endowed with God’s gift. We aim at creating a caring and positive learning environment so as to achieve the following school goals:

1. Incorporate Christian values and cultivate student’s moral and ethical consciousness to foster students’ positive personal development.
2. Promote a culture of active service for others as a reflection of learning about the Christian faith and school motto.
3. Nurture students in the spirit of the school’s core values of trustworthiness, perseverance, love, self-motivation and self-discipline so as to help them become servant leaders.
4. Help students develop a global vision, appreciate the diversity of societies and cultures, and have a better understanding of our community and the world.
5. Create a language rich environment to help students communicate effectively in both Chinese and English.

6. Equip students with the nine generic skills (collaborative, communicative, creative, and critical thinking skills, information technology skills, numeracy, problem solving skills, self-management skills, study skills) to help them learn to become proactive and independent learners who are able to work effectively in an increasingly interdependent and fast changing world.
7. Encourage students to learn outside the classroom to broaden their horizons.
8. Provide opportunities for students to explore and stretch their potentials in both academic and non-academic developments.
9. Appreciate the beauty and qualities of aesthetic expressions of different forms.
10. Understand the need for good physical and mental health in order to lead a healthy and balanced life.

Our School

The school was founded in 1961. It is an EMI school with 30 classes. There are 30 classrooms, 4 laboratories, 2 computer rooms, a language room, a library, 4 other special rooms, a chapel, a roof garden, an indoor activity hall, a playground and a school hall for students.

1. School Management

Composition of the Incorporated Management Committee (IMC):

Members	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
Number	8	1	2	2	1	1

2. Number of Days in a School Year with Regular Classes: 148

3. Number of Days with Learning Activities: 42

Lesson Time for the 8 Key Learning Areas

4.1 Percentage of Lesson Time for each KLA (F.1-F.3)

Key Learning Areas	15/16	16/17	17/18
Chinese Language Education	20.7	20.7	20.7
English Language Education	20.1	20.1	20.1
Mathematics Education	14.9	14.9	14.9
Personal, Social & Humanities Education	18.7	18.7	18.7
Science Education	12.9	12.9	12.9
Technology Education	2.3	2.3	2.3
Arts Education	6.3	6.3	6.3
Physical Education	4.0	4.0	4.0

4.2 Curriculum (2017 – 18)

KLA	Subjects	Subjects Offered in Different Forms					
		F.1	F.2	F.3	F.4	F.5	F.6
Chinese Lang. Education	Chinese Language	✓	✓	✓	✓	✓	✓
	Putonghua	✓	✓	/	/	/	/
English Lang. Education	English Language	✓	✓	✓	✓	✓	✓
	English Literature	✓	✓	✓	/	/	/
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Mathematics Extended Modules	/	/	/	✓	✓	✓
Personal, Social & Humanities Education	Chinese History	✓	✓	✓	✓	✓	✓
	Economics				✓	✓	✓
	Geography	✓	✓	✓	✓	✓	✓
	History	✓	✓	✓	✓	✓	✓
	Liberal Studies	✓	✓	✓	✓	✓	✓
	Religious Studies	✓	✓	✓	/	/	/
	Ethics	/	/	/	✓	✓	✓
Tourism & Hospitality Studies	/	/	/	✓	✓	✓	
Science Education	Integrated Science	✓	✓	/	/	/	/
	Biology	/	/	✓	✓	✓	✓
	Chemistry	/	/	✓	✓	✓	✓
	Physics	/	/	✓	✓	✓	✓

KLA	Subjects	Subjects Offered in Different Forms					
		F.1	F.2	F.3	F.4	F.5	F.6
Technology Education	Business, Accounting & Financial Studies	/	/	/	✓	✓	✓
	Computer Literacy	✓	✓	✓	/	/	/
	Information & Communication Technology	/	/	/	✓	✓	✓
Arts Education	Visual Art	✓	✓	✓	✓	✓	✓
	Music	✓	✓	✓	/	/	/
Physical Education	Physical Education	✓	✓	✓	✓	✓	✓

5. Class Organization

Level	F.1	F.2	F.3	F.4	F.5	F.6	Total
No. of Classes	5	5	5	5	5	5	30
Boy	78	72	87	73	65	60	435
Girl	75	75	56	64	59	73	402
Total Enrolment	153	147	143	137	124	133	837

Percentage of S4 places filled by own F.3 students: 100%

6. Our Teachers

6.1 Staff Establishment: 60.5 (including the Principal)

6.2 Teachers' Professional Development

The average number of training hours undertaken by teacher: 47.4 hours

6.3 Principal's Continuing Professional Development (CPD): 211.5 hours

6.4 Teachers' Qualification

Education Level	Percentage
PhD degree	5%
Master's degree	57%
Bachelor's degree	38%

6.5 Teachers' Experiences

Years	Percentage
0-4 years	15%
5-9 years	13%
10-14 years	18%
15 years or above	54%

7. Review of Major Concerns (Achievements and Reflection)

Major Concern I: To strengthen a caring and thankful school culture

7.1 Foster a culture of appreciation, respect and support

7.1.1 This year, three form-based activities were implemented to promote a caring culture and strengthen the bond between students and the school. In F.1, a year-long brand-new class ethos building initiative was piloted which allowed F.1 students to further engage themselves in the Jubilean culture, while strengthening their class ethos. The focus of the class ethos building of F.1 then evolved into the academic side in the second term, which emphasized the establishment of a learning atmosphere inside the class. The initiative was well-received, sharing sessions were conducted, and after evaluations, the initiative will be modified and extended to F.1 and F.2 next year. In addition, the school is working with QSHK to see if this good practice can be shared with other schools during joint-school staff development activities.

In F.5, class ethos building activities were done as well, in the form of extra class teacher periods, and giving individual counseling support to students. Again, the focal points of these activities were both on strengthening bonds and building learning atmospheres so that F.5 students could prepare themselves for the DSE challenges in the future. Camping facilities were offered to F.5 classes as well to carry out their class-based campus camping. For F.6, measures piloted last year were continued this year, offering support to our future DSE candidates.

7.1.2 Besides form-based activities, several discrete activities were kicked off to help promote the caring culture. For example, the Peer Mediation Scheme (和諧大使朋輩調解計劃) organized by the Guidance Team was carried out, while the MCE team added more caring ingredients into their routine activities.

7.1.2 The promotion of a Jubilean culture was emphasized for newcomers, namely F.1 students and new teachers. Support for F.1 was mentioned above. The New Teacher Support Team had activities such as the New Teacher Induction Program, Welcome Luncheon, IT workshop for new teachers, informal lesson observations, and new teachers' introduction during morning assembly, etc. These events allowed students to learn more about new teachers, and at the same time, they enabled new teachers to easily fit into the Jubilean culture. The feedback

from new teachers about the support they received was very positive, and the above measures will be carried out next year, with some fine-tuning.

- 7.1.3 To further promote the well-being of students in need, the school joined the Joyful@HK program. A number of activities were conducted, such as teacher training, student workshops and camping. The program will be continued next year.

7.2 To promote service learning & the servant leader culture

- 7.2.1 In BHJS, starting from this year, the school motto, “I was not born to myself alone (非以役人乃役於人),” was strategically elaborated as “nurturing servant leaders”. More training and serving opportunities for student leaders/servant leaders were provided by the school, which involved students taking leadership roles. These included the Joint School Ball (SU), Joint School Leadership Training (Student Leaders) and Joint School Talent Show (SU). A new student leader training program was launched for key committee members in ECA clubs which taught student leaders how to run programs, how to conduct meetings etc. As it was the first year for this new initiative, a few measures will be strengthened next year, to make the student leader support program more comprehensive.
- 7.2.2 The Service Learning x KLA initiative, which emphasizes integrating service learning elements into the formal curriculum, was further bolstered this year. With the support of the QSHK, the homeless visits activity was integrated into the LS curriculum as a pilot program, and the department is considering making the initiative a routine measure for all F.4s next year. The ICT department debuted a computer room network testing service activity after teaching the topic about network testing in the Networking module.

7.3 To strengthen class ethos

- 7.3.1 Various opportunities were designed for teachers and students to take part in the same activities. Examples include Reading Week, Splash! the F.4 Banner Design Activity and the abovementioned F.1 Class Ethos Building initiative.
- 7.3.2 After the implementation of uniform quizzes this year, many Monday morning time slots were free for class teachers to have casual gatherings with students. The feedback was positive in general.

Major Concern II: To guide students to become proactive and successful learners

7.4 To allow more students to experience the sense of success in learning

7.4.1 In order for effective learning to take place in the classroom, it is very important to make teaching, learning and assessment practices aligned and scaffold learning in teaching, assignment design and assessment. The school joined the CUHK's "Quality Schools in Hong Kong Programme" (QSHK) since the academic year 2016-17 with the aim of enlisting professional support from a tertiary institution to help our teaching team. In the Mathematics Department, focus was put on quality correction methods, note-taking strategies and effective peer lesson observation sharing in junior forms. The support was well received by the panel as teachers found the strategies could help align student learning with teaching, assignment design and assessment. The English Department worked with the CUHK to fine-tune the strategies of F.4 reading and writing skills. Peer lesson observations were conducted to understand how students could learn better. In the LS Department, the panel worked with the QSHK team to review the whole curriculum, teaching and learning materials and assessment methods. Teachers found the professional advice from QSHK team useful; we are still awaiting the implementation's effectiveness.

Apart from core subjects, the other subjects also emphasized aligning student learning with teaching, assignment design and assessment in their program plans and evaluation reports. In total, 14 subject departments implemented this major concern with their best efforts, and it was a very good start to helping students learn in a more effective way.

7.4.2 Success breeds success. The more students experience the sense of achievement and appreciation, the more willingness they will have to learn. The school deliberately created a lot of platforms to showcase students' learning outcomes to help students appreciate themselves and each other, and to understand the real meaning of learning. In this academic year, 10 academic subjects created opportunities for students to showcase their learning outcomes to enhance students' confidence, for example, the speech and drama showcase time at the assembly and the C-day time for the language subjects. Students' artwork was displayed at different corners of the campus. STEM projects by F.2 students were exhibited in the hall at lunchtime so that students could share their learning process with schoolmates. The Chinese History Department also worked with the school library during the Reading Festival to exhibit and present their products. Promising feedback was collected from both students and teachers from different departments. For departments which have not yet started this approach, they are highly encouraged to find a way to recognize students' learning and achievements.

7.5 To foster a positive learning attitude among low-achievers

7.5.1 The Academic Committee is responsible for coordinating the Saturday classes and after-school classes for low-achievers to help them catch up with their learning at an earlier stage. In junior forms, the after-school classes for low-achievers continued to be organized in the core subjects so as to help students develop consolidated subject knowledge in respective subjects so that they could learn better in senior forms. Very positive feedback was collected from participants. The school will continue this strategy in the next academic year. The Saturday classes were run for the whole academic year for junior form students, with the first stage targeted at 30 F.1 students and the second stage at 32 F.1-F.3 students. The objectives are to provide low-achievers with weekly revision to track the learning progress and offer help to them so that they will better understand the teaching contents for the upcoming week. The program has been well-received and will continue to be implemented in the coming academic year. Enhancement classes were conducted by different elective subjects like English, Physics, Biology and Chemistry in senior forms. All classes were well-received by students. Most of the teachers showed positive feedback for the strategy of implementing remedial and enhancement classes for students outside normal school hours to provide an intervention of students' learning at an earlier stage.

7.6 To implement self-directed learning in both junior & senior forms

7.6.1 To join the Quality Schools in Hong Kong Project of CUHK so that external help can be gained to successfully implement self-directed learning in junior forms. The core subjects are required to incorporate self-directed learning in their schemes of work in junior forms, and the evaluation can be found in 7.4.1.

7.6.2 In the 2016-17's major concern evaluation meeting, two departments, Chinese History and Tourism and Hospitality Studies, mentioned that they would like to incorporate the self-directed learning strategy into senior form teaching. The two departments made very valiant efforts this year. The Academic Committee encourages other subject departments to try this plan out as well in the coming year.

7.6.3 Sharing sessions were successfully conducted with external parties. We had several sharing sessions conducted with other schools. See the table below for the summary.

Departments	Outside schools / Institutions	Dates	Details
Mathematics	King Ling College	Nov 2017	Nine colleagues teaching Mathematics from King Ling College, including Vice-Principal and Panel Head/ Assistant Panel Head, visited BHJS and observed an open-lesson (F.1D) of EMI teaching. A sharing session was held after the open-lesson with discussions about

			department policies and handbook, DSE revision strategies, and IT teaching strategies.
Mathematics	EDB Seed Project on STEM	June 2018	Two tryout lessons on two different topics were organized. A sharing session was conducted by a Panel Head at an EDB seminar together with teachers from other Seed Project schools.
History	Joint-school sharing and Macau sharing	Dec 2017 & Apr 2018 : HK Feb & May 2018 : Macau	Teaching history by giving the lesson a museum-like environment and incorporating IT in education.

7.7 To promote STEM education & pilot STEM activities

7.7.1 As stated in the annual year plan, at least two KLAs should have STEM elements introduced.

Details as follows: In Mathematics KLA, a seed project was undertaken with the EDB on adding STEM elements into the F.2 Mathematics curriculum, while in TEKLA, two STEM topics involving cross-overs with Mathematics KLA, were launched. After the tryout this year, the school will further expand the coverage of STEM education from discrete topics to a 3-month curriculum, and the whole F.1 CL curriculum will be re-written to cater to the change.

7.7.2 After the SWOT analysis, it was found that the strength of BHJS to promote STEM was strong because the school already had a form-based project-learning initiative in science investigation being implemented in the F.2 C-Days. Such an initiative is modified and expanded to become a STEM initiative: Instead of performing science investigations, students were asked to create something based on their own investigative results.

To modify the current F.2 C-Day plan and introduce STEM elements, the teaching packages were reviewed and modified, and a STEM showcase day was arranged for F.2 students to showcase their products and ideas at their own booths. The event was well received and will continue next year.

7.7.3 After numerous individual pilot programs this year, a holistic STEM framework was drafted, which will be implemented in the 2018-19 school year, with an aim to “connect the dots”. Such a framework will further be modified if necessary.

7.7.4 To further enrich the STEM learning atmosphere in the school, it is necessary to promote STEM in the form of ECA/Co-curricular activities. This year, the STEM program was debuted, with more than 10 activities launched from different KLAs and departments such as the STEM showcase day mentioned in 2.4.2, “Splash!” (the water cannon building activity co-organized

by the STEM committee and the student union), 3D printing workshops, Bishop Hall Junior Scientists, STEM careers talk organized by the Careers Committee, STEM book exhibition, and the traditional Maths booth, to name a few. The events were well received, and the STEM program will continue next year.

Major Concern III: To further cater to students' diverse learning needs

7.8 The potential of high achievers can be stretched

7.8.1 As evaluated by the English Department last year, the department will continue to adopt the split class model in senior forms F.4 and F.5 English Language with the aim of enhancing the learning of the elite students. The learning attitude in the elite classes was very good. Students completed their work seriously and with good quality. In both levels, the top 20 students of the forms, from different classes, were assigned to the elite classes in all English lessons. Differential curricula and assignments were adopted with more self-directed learning materials in grammar and newspaper cutting exercises. As for the results of students, most of the elites managed marks in the 80 to 100 percentiles. However, we still must await the results of the DSE to see whether this way of streaming works the best and then refine our strategies.

7.8.2 In order to cultivate and promote students' positive attitude and behaviour, the Discipline Committee introduced a conduct merit system to recognize students' consistent good behaviour to reinforce students' good attitude. In each term, students who have no record of black marks or demerits can gain one merit if they can meet any two of the following criteria, or two merits for meeting all the following criteria:

- Not marked for violations in school uniform and offences
- No record of tardiness
- No record of no homework submission

The Conduct Merit System was well received by all teachers and it will be fully implemented in all forms in the coming academic year.

7.9 Average and weak learners feel cared for and valued

7.9.1 Different committees continued to offer more opportunities for average and weak learners to take part in various inter-school competitions and school functions so that they would feel supported by teachers and cared for. To name a few of these examples: more average students were invited to become assembly helpers so that they could have the opportunity to serve the school and enhance their confidence of public speaking. These students also contributed to the school's annual Music and Dance Night as the Master of Ceremonies. Their participation in the school's big function is surely recognition of their good efforts. In inter-class competitions, the English Department also deliberately involved average students in the F.2 Poetry Recital Competition so that more students could have the opportunity to shine at school. As for the

inter-school competitions, it is also a platform for our students to broaden their horizons and challenge themselves. The platform should not be limited to high achievers as most of our students are talented in one area or another, thus more students should be given the opportunities. In the Hong Kong Schools Speech Festival, students who were more capable were not the only ones nominated and trained, but all students were welcome and they also came back with satisfactory results. The Mathematics Department also nominated some average students for some inter-school Mathematics competitions so that these students would feel valued by the school.

7.9.2 This year, the Mathematics Department piloted an after-school counseling program for average and weak learners in junior forms to enhance their confidence in learning. The program was more effective in F.1 than in F.3. Teachers gave small group tutoring and counseling to less able students on a regular basis to understand their learning problems and help them, which ultimately enhanced their confidence in learning Mathematics. After the efforts by the department, all F.1 students passed or nearly passed the First Exam, while the pass percentage in F.2 was 67% and in F.3 40%. The pilot scheme will not continue in the coming academic year as the number of students who benefited was below our expectations.

7.10 A form-based other learning experiences program can be developed

7.10.1 The school has been developing form-based other learning experiences for different forms to enrich students' school life and allow them to have collective memories after graduation. This year, more comprehensive learning experiences have been organized for students in different forms. In addition to the F.1 Activities Link which aims at helping students adapt to school life and build up stronger bonds among themselves in secondary school life, the F.1 Class Ethos Building Incentive was successfully implemented this year. The objectives of the F.1 Class Ethos Building are to provide a caring, stimulating and academically-rich learning environment in which students feel happy, supported and confident. F.1 Class Teachers and Assistant Class Teachers designed their own social bonding activities for their classes. A learning celebration session was arranged to provide a platform for students who did well in different subjects to share with their schoolmates their learning and studying strategies. A deliberate attempt was made to select all students from all F.1 classes to do the presentation and sharing. Various study groups with common goals were formed in all F.1 classes to motivate an academic learning atmosphere. Positive feedback was received from both teachers and students and the attempt at class ethos building will be extended to F.2 in the coming academic year.

As for F.2, the Science Investigation C-Day Program was changed to the STEM Program with a goal of nurturing students' learning interests, enhancing their creativity, collaboration and problem-solving skills and developing their innovativeness. The school built on the existing strength of the experience in the C-Day Science Investigation Program and incorporated the

STEM elements. All F.2 students had to form small groups to try to use science or IT-related knowledge to solve real-life problems. A learning exhibition was arranged in which students presented their products to schoolmates and teachers during lunchtime. This was a very good way to promote STEM education in school, and a good experience to allow all students to present their products in front of different visitors. A whole-form STEM trip to Dongguan was successfully organized to broaden our students' horizons on the technological development in China.

The enhanced F.3 Community Service program allows all our F.3 students to serve the community with their involvement in the Mary Rose School services and flag selling, which helps our students embrace love, caring and respect for others. Apart from this form-based other learning experience, our F.3 students also participated in F.3 English Drama. A school-based Drama-in-Education curriculum was prepared by our NET teacher and taught by our English teachers in our F.3 Co-curricular Learning Days to develop students' presentation and communication competence studying English as a second language. The use and application of role-play, frozen images, etc. were taught to integrate the literature curriculum with drama techniques. All students had to perform a short drama presentation in groups and the quality of students' performances was exceptional.

In F.4 and F.5, a Work Placement Mentorship Program continued to be offered to help our students understand their life planning and career paths. The school introduced two NSS talks for students of these two forms to help them plan for their NSS life. A F.4 Parents' Gathering was organized to share with students and parents the importance of planning other learning experiences (OLE) strategically in NSS life. The importance of core subjects and how to study core subjects were also shared in the talk. Another NSS talk was structured for F.5 students by emphasizing the importance of time management in F.5 and F.6. Positive feedback was received and the school will continue to offer structured talks to senior forms students to help adjust their attitude and strategies for the NSS life.

8. Performance of Students

8.1 HKDSE 2017-18

There were 133 students who took part in the HKDSE 2018, with 88% of students attaining the minimum university requirements for degree programmes at 33222 or better. The best three subjects, achieving a high percentage of level 4 or above and ranging from 82.1 to 71.4, were Geography, Chinese History and History respectively. The best result attained was 35 points in the best 5 subjects. Students attaining JUPAS offers is on the rise since the first HKDSE in 2012. This year, 93.2 % of students were awarded JUPAS offers.

8.2 JUPAS Offers of F.6 Graduates

JUPAS Offers	Percentage
Students with JUPAS offers (2018)	93.2%
Students with JUPAS offers (2017)	80.9%

Breakdown of JUPAS Offers	Percentage
Students with JUPAS degree offers (2018)	83.5%
Students with JUPAS degree offers (2017)	66.9%

9. Academic Development

9.1 Reading in the School Library

9.1.1 Average No. of Books Read per Student 2017-18:

Forms	F.1	F.2	F.3	F.4	F.5	F.6
Chinese Books	24.5	21.9	17.3	13.9	11.5	7
English Books	19.2	16.5	10.3	7.3	8.2	3.2

9.1.2 Reading Activities organized by SDRS and Student Participation:

Reading Activities	Student Participation
1. Author Talk: 古永信	F.1-F.3
2. Book Fairs (Nov. & May)	Whole school
3. Thematic Book Exhibitions (10 times)	Whole school
4. New Book Exhibition (10 times)	
5. Reading Period Activities: Library Orientation (Sept.) New book introduction & Book Sharing (Dec.-May)	F.1 F.1-F.2
6. Reading Club: (May) BFG (2 times)	F.1
7. Reading Week (March) Theme: Heroes Game Booths Book Floating Film Watching	Whole school
8. 5-minute Book Sharing during Assembly (Feb.-May)	Whole school

9.1.3 Reading Competitions and Student Participation/ Performance:

External Competitions	Student Participation/ Performance
1. Harvard Bookprize	Winner: Hui Yi Nok 1 st Runner-up: Li Hin Yiu 2 nd Runner-up: Chan Cheuk Wai
2. Book Review Competition from PTU	20 students from F1-5 5B Wong Muk Man: Book Comment Competition (Senior) Merit 2B Kwan Lok Ying: Book Report Competition (Junior) Recommended Prize
3. Popular Reading Scheme from HKPTU	All F1-3, 202 out of 440 students got the Green Metal, 15 Blue Metal

10. Student Participation in Co-curricular Activities

10.1 Provision of Co-curricular Activities

10.1.1 No. of ECA clubs / interest groups in the following 5 categories

Categories	15/16	16/17	17/18
Academic	9	10	11
Sports	13	13	13
Art	7	9	9
Interest	4	5	6
Social services	11	10	10

10.2.2 Total number of learning activities* organized by KLA subjects

	15/16	16/17	17/18
Key Stage (F.1 - 3)	124	122	121
Key Stage (F.4 - 7)	129	126	123

*Learning activities including:

Assembly & Morning Assembly, C-Day's Activities, School Team Training, Lunch Time Concert and Others (such as Sports Day, Swimming Gala, Chinese Week, English Week, Drama, etc.)

10.2 Student Participation in Inter-school Events

Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival, Hong Kong Schools Drama Festival, School Dance Festival, Inter-school / inter-port sports events organized by the Hong Kong Schools Sports Federation / Hong Kong Sports Association for the Mentally Handicapped

No. of Students	15/16	16/17	17/18
Key Stage (F.1-3)	67.2% (310 students)	62.7% (288 students)	60.8% (278 students)
Key Stage (F.4-7)	39.1% (173 students)	40.2% (168 students)	32% (128 students)

10.3 Student participation in Uniform / Social and Voluntary Services Groups

No. of Students	15/16	16/17	17/18
Key Stage (F.1-3)	6.7% (31 students)	11.8% (54 students)	7.7% (35 students)
Key Stage (F.4-7)	6.6% (29 students)	5.7% (24students)	4.5% (18 tudents)

10.4 Participation in External Events

External Awards 2017 - 2018	
<i>Academic</i>	
Events	Awards (No. of awards)
Hong Kong Youth Mathematical High Achievers Selection Contest	First-class Honour (1) Third-class Honour (2)
Hong Kong Junior Mathematics Olympiad – National Mathematical Forum for Youths (2017 - 2018) Demonstration of Math problem-solving skills	Second-class Honour (4)
ICAS 2018 (Mathematics Assessment)	Distinction (6)
The 17th Pui Ching Invitational Mathematics Competition (Final Event)	Silver Award (1) Merit (2)
The 35th Hong Kong Mathematics Olympiad - Heat Event	First-class Honour (1)
Hong Kong Mathematics Creative Problem Solving Competition for Secondary School – Heat Event	Gold Award (1)
Hong Kong Mathematics Creative Problem Solving Competition for Secondary School – Final	Third runner-up (1)
Huaxiabei National Mathematics Olympic Invitation Competition 2018 (Preliminary Contest)	First-class Honour (1) Second-class Honour (2)
Asia International Mathematical Olympiad Open Contest (Trial Contest)	Gold Honor (1) Silver Honor (4) Bronze Honor (5)
Asia International Mathematical Olympiad Open Contest (Semi-Final)	Silver Honor (2) Bronze Honor (2)
World Class Tests – Mathematics (Secondary)	Distinction (1) Merit (2)
World Class Tests – Problem Solving (Secondary)	Merit (2)
Secondary School Mathematics & Science Competition 2018 - Physics	High Distinction (2) Distinction (1)
Secondary School Mathematics & Science Competition 2018 - Chemistry	Distinction (1) Credit (2)

Events	Awards (No. of awards)
Secondary School Mathematics & Science Competition 2018 - Biology	High Distinction (1) Distinction (1)
Secondary School Mathematics & Science Competition 2018 - Mathematics	High Distinction (1) Distinction (1) Credit (3) Medal (1)
The Hong Kong Youth Mathematical Challenge 2018	Gold Award (2) Erdos Prize (1) Gauss Prize (1) Silver Award (2) Bronze Award (3) 2 nd Runner Up (1)
中國中學生作文大賽香港賽區 - 高中組	銀獎 (1) 銅獎 (1)
中國中學生作文大賽香港賽區 - 恒源祥文學之星	三等獎 (1) 二等獎 (1)
Harvard Book Prize 2017-2018	Winner (1) Runner-up (1)
HKICPA Accounting and Business Management Case competition	Certificate of Merit (1)
Weather Observation Competition 2018 Weather and Climate Quiz – Final Round	Champion (1)
Weather Observation Competition 2018 Weather and Climate Quiz – Preliminary Round	Champion (1)
Weather Observation Competition 2018 Project Report	Merit (1)
Weather Observation Competition 2018 Weather Photo	Merit (1)
Moot Court Competition 2017 (「青 Teen 講場 2017」 法、理、情 - 模擬法庭比賽) Moot Court Competition	Best Counsel(s) (1) Best Witness(es) (1)
Moot Court Competition 2017 (「青 Teen 講場 2017」 法、理、情 - 模擬法庭比賽) Basic Law Quiz	Basic Law Quiz Award (1)
Hong Kong Inter-school Mock Trial Championship 2018 - English Division	Outstanding Witness (1)

Events	Awards (No. of awards)
2017-2018 Hong Kong Schools Mooting and Mock Trial Competition (English Division)	Overall - 1st Runner-up (1) Honorary Mention for Outstanding Advocacy – Preliminary 1 (3) Honorary Mention for Outstanding Advocacy – Preliminary 2 (2) Honorary Mention for Outstanding Advocacy – Quarter-Finals (2)
The Law Games of the Prosecution Week 2018 - Junior Section (Chinese)	1 st Runner Up (1)
The Law Games of the Prosecution Week 2018 - Junior Section (English)	Merit (1)
《基本法》多面體— 全港中學生辯論賽(基本法盃) (粵語組) 外圍賽	最佳辯論員 (2)
星島第三十三屆全港校際辯論比賽 第一回合初賽	最佳交互問答辯員 (1) 最佳辯論員 (1)
華辯盃 辯論比賽 第一回合初賽	最佳辯論員 (1)
文化盃 辯論比賽 第一回合初賽	最佳辯論員 (2) 最佳交互問答辯員 (1)
扶輪校際辯論比賽 第一二回合初賽	最佳辯論員 (1) 最佳交互問答辯員 (2)
《一帶一路·與我何干》綜合能力比賽 (校際高中組)	最佳參與獎 (3)

Performing Arts: Speech

Events	Awards (No. of awards)
Hong Kong Music Association English Speech Festival	Champion (1) 1 st Runner Up (6) 2 nd Runner Up (5) 4 th Place (4) Merit (28)
香港學校朗誦節 (粵語朗誦組)	亞軍 (2) 季軍 (10) 優良 (10)
香港學校朗誦節(普通話組)	冠軍 (1) 亞軍 (2) 季軍 (3) 優良 (37)
2017年「中華雅韻盃」 全港普通話大賽暨校際熱身賽	冠軍 (1) 亞軍 (2)

	季軍 (1)
Events	Awards (No. of awards)
第二十屆全港中小學普通話演講比賽	優異星獎 (1) 優異 (1)

Performing Arts: Music, Dance & Drama

Events	Awards (No. of awards)
Joint-School Music Competition – Choir	Silver Award (1)
Joint-School Music Competition – String Quartet	Silver Award (1)
Joint-School Music Competition – Wind Band	Silver Award (1)
Hong Kong Inter-School Choir Festival – Choir Team	Gold Award (1)
Hong Kong School Music Festival Division 2 – Senior Mixed Voice Choir (Chinese Language)	1st Runner Up (1)
Hong Kong School Music Festival Division 2 – Senior Mixed Voice Choir (Foreign Language)	2nd Runner Up (1)
Hong Kong School Music Festival Division 2 – Senior Girls’ Choir (Chinese Language)	1st Runner Up (1)
Hong Kong School Music Festival Division 2 – Senior Girls’ Choir (Foreign Language)	2nd Runner Up (1)
Hong Kong School Music Festival Division 2 – Senior Girls’ Choir (Foreign Language)	2nd Runner Up (1)
Winter Choral Festival – Choir Team	Silver Award (1)
Hong Kong Youth Music Interflows - String Orchestra	Bronze Award (1)
Hong Kong Youth Music Interflows - Wind Band	Bronze Award (1)
Hong Kong School Drama Festival (Cantonese)	Outstanding Script (1) Outstanding Performer (1) Outstanding Stage Effect (1) Commendable Overall Performance (1) Outstanding Cooperation (1)
Creative Drama Festival	Appreciation (1)
2018 EMI Drama Fest. - Modern Drama	Outstanding Performer Award (1) Outstanding Creativity (in the use of props and costumes) (1)
第 54 屆學校舞蹈節 中學組中國舞 (群舞)	優等獎 (1) 甲等獎 (1)
第 54 屆學校舞蹈節 中學組中國舞 (三人舞)	甲等獎 (1)

Events	Awards (No. of awards)
第 54 屆學校舞蹈節 中學組中國舞（雙人舞）	甲等獎 (1)
第 46 屆全港公開舞蹈比賽 公開組中國舞（群舞）	金獎 (1)
第 46 屆全港公開舞蹈比賽 公開組中國舞（三人舞）	銀獎 (1)

Sports

Events	Awards (No. of awards)
HKSSF Inter-School Athletics Championships – Division Three (Area Two)	1st Runner-up (1)
HKSSF Inter-school Swimming Championships Div. Three (K1)	1 st Runner Up (1) 2 nd Runner Up (1) 4 th Runner Up (3)
HKSSF INTER-SCHOOL FOOTBALL COMPETITION -- Division Three (K1)	Sportsmanship Award (1)
HKTS Hong Kong Inter-school Taekwondo Competition 2018 Secondary School Girls Color Belt	1 st Runner-up (1)
Hong Kong Squash Association School Sports Programme Outreach Coaching Squash Team Competition 2017/2018 Secondary school (Girls Junior)	1 st Runner-up (1)
Hong Kong Squash Association School Sports Programme Outreach Coaching Squash Team Competition 2017/2018 Secondary school (Boys Junior)	1 st Runner-up (1)
Hong Kong Squash Association School Sports Programme Outreach Coaching Squash Team Competition 2017/2018 Secondary School Junior	Champion (1)
HKSSF Inter-school Basketball Competition 2017/2018 Division Two (Kowloon) - Girls B Grade	1 st Runner-up (1)
HK Island & Kln Secondary Schools Competition – BOCHK Indoor Rowing Cup 2017 – 2018 Boys B Grade 2000M	2 nd Runner-up (1)
Hong Kong Indoor Rowing Championships Junior U16 Boys Individual 2000M	1 st Runner-up (1)
Run with Love 2018 - Junior Boys Individual 10KM	6 th Position (1)
HKSSF Inter-school Table-Tennis Competition 2017/2018 Division Three (Kowloon 2) - Boys B Grade	1 st Runner-up (1)

<i>Others</i>	
Events	Awards (No. of awards)
Elsie Tu Education Fund – Most Improved Student 2017	Scholarship - Excellent (3)
Sir Edward Youde Memorial Scholarship	Prizes (1) Scholarship (1)
2018 Eternity Love Foundation Scholarship	Award (1)
Youth Arch Student Improvement Award	Certificate (17)
Kowloon City Outstanding Student Award (九龍城區傑出學生)	Junior Form – Award (1) Senior Form – Award (1)
黃廷方獎學金	Scholarship (1)
China Taiping Cup – the Second Annual Hong Kong Inter-school Board Game Competition Secondary School (Pylos)	Champion (1)
「港.象棋」杯 全港中國象棋大賽	亞軍 (1)

11 **Capacity Enhancement Grant (2017-18)**

Capacity Enhancement Grant received: \$599,381.00

Expenditure: \$430,275.00

Balance being Surplus C/F: \$169,106.00

1. Badminton training coach fees	\$8,000.00
2. Squash training coach fees	\$7,080.00
3. Table-tennis training coach fees	\$5,760.00
4. Basketball training coach fees	\$18,000.00
5. Chinese Drama instructor fees	\$50,050.00
6. Dance Team instructor fees	\$110,580.00
7. English Debate Course and Mock Trial Class instructors fees	\$57,000.00
8. Math Competition Basic Training Course instructors fees	\$10,622.50
9. Math Competition Intermediate Training Course instructor fees	\$ 14,700.00
10. English Speech Festival training coach fees	\$17,062.50
11. Biology Enhancement Class instructor fees	\$11,250.00
12. Choir instructor fees	\$57,300.00
13. Wind Band instructor fees	\$12,870.00
14. Orchestra instructor fees	\$25,960.00
15. Chinese Debate instructor fees	\$24,000.00

1. **Badminton, Basketball, Table-tennis, and Squash teams**

The Capacity Enhancement Grant was used to subsidize instructor fees for the badminton, basketball, table-tennis, and squash teams to provide regular training for those team members who participated in competitions. A summary of the number of students is given below:

Courses	Number of Students
1. Badminton team	26
2. Basketball team	27
3. Table-tennis team	16
4. Squash team	10
Total	79

Feedback from students and results attained by them were positive. All students found the training useful and practical. Their knowledge and experience in those sports events were enhanced throughout training and participation in competitions. They had good performances in the competitions.

Their achievements are given below:

Teams	Events	Awards
Badminton	HKSSF Inter-school Badminton Competition 2017/2018 Division Three (Kowloon 1, Kowloon Girls)	Boys Overall ranked 20 th Position out of 52 Boys B Grade 7 th Position Boys C Grade 6 th Position Girls Overall ranked 28 th Position out of 52 Girls B Grade 7 th Position Girls C Grade 9 th Position
Basketball	HKSSF Inter-school Basketball Competition 2017/2018 Division Two (Kowloon)	Girls Overall ranked 5 th Position out of 12 Girls A Grade 7 th Position Girls B Grade 1 st Runner-up Girls C Grade 6 th Position
Table-tennis	HKSSF Inter-school Table-tennis Competition 2017/2018 Division Three (Kowloon 2 Boys, Kowloon Girls)	Boys Overall ranked 7 th Position out of 28 Boys B Grade 1 st Runner-up Boys C Grade 6 th Position Girls Overall ranked 38 th Position out of 52 Girls B Grade 6 th Position
Squash	Hong Kong Squash Association School Sports Programme Outreach Coaching Squash Team Competition 2017/2018	Secondary school (Girls Junior) -1st Runner-up Secondary school (Boys Junior) -1st Runner-up Secondary School Junior - Champion

2. **Chinese Drama**

The Capacity Enhancement Grant has been used to subsidize the Chinese Drama Club fees for our students who joined the Hong Kong School Drama Festival 2018. Forty-nine F.1 to F.5 students took part in the HKSDF and benefited from the grant. This CEG Grant was used to hire a professional drama instructor to teach and train the students to perform in the HKSDF.

Feedback from students and results attained by them were positive. They won: Award for Outstanding Cooperation, Award for Outstanding Stage Effect, Award for Outstanding Script, Award for Commendable Overall Performance and 9 actors won the Outstanding Performer Award. The relationship between the instructor and students was very good. Students learnt a lot of skills in related professions from the instructor. More workshops in team building and drama appreciation, which help students work more cooperatively and learn more about stage management, will be arranged next year.

3. **Dance Team**

The Dance Team hired two dance tutors with the CEG. There are more than 20 students performing in the Dance Team. They have performed at Speech Day, and Music and Dance Night. They have also won 1 Honour Award, 3 Highly Commended Awards in the 54th School Dance Festival, 1 Gold Award, 2 Silver Awards in the 46th Open Dance Contest. The dancers enjoyed the rehearsals and gave high quality performances. The dancers enjoyed their experiences and gave exceptional performances in different competitions.

4. **English Debate Team**

The Capacity Enhancement Grant has been used to subsidize two courses:

- (i) A weekly course for members of the English Debating Team. Between September 2017 and May 2018, a weekly debating course was offered to 15 students in F.1-5. Students were selected to join the team on grounds of their sense of responsibility and willingness to explore the use of the language beyond classroom learning.
- (ii) An intensive course was held for 12 selected students in F.3-4, who participated in the Hong Kong Inter-school Mock Trial Championship 2018. In March and April 2018, a course was arranged for the participants who were selected for their analytical skills and language competence.

Experience accumulation is the main purpose. Regular exposure to English debating and mock trials is deemed conducive to the development of students' public speaking skills, impromptu speaking skills, logical thinking skills, elaboration and exemplification skills, and a stronger awareness of controversial issues, current laws and previous legal cases.

Feedback from students was positive. They considered the coaches committed and inspirational, and the competitions gave precious chances to get to know students from other schools and realize the discrepancy between the English standards of those students

and their own. They also found it useful to dig into both sides of controversial issues and collaborate with fellow students while preparing for debate speeches, and diving into legal matters and cases normally beyond the scope of the school curricula.

Students enjoyed the learning experience. Yet, the school may consider hiring alumni who are experienced debaters to prepare student debaters at their initial stages of preparation, while keeping the experienced coach, who would be involved closer to the competitions, to fine-tune students' speeches.

5. **Mathematics Competition Basic Training Course and Mathematics Competition Intermediate Training Course**

External instructors were employed to train students to participate in recognized mathematics contests, and to reduce teachers' workload so that they can concentrate their efforts in teaching and learning. Students' feedback was positive. A total of 41 prizes in external mathematics contests were netted by participants.

Results of the program	Feedback of the program	Number of students who benefited	Achievements	Area for improvement
<ul style="list-style-type: none"> ● Phase 1: Five sessions conducted with a selection assessment for Phase 2. ● Phase 2: Fifteen regular sessions conducted. 	<ul style="list-style-type: none"> ● Evaluation of the course was positive, with an average 3.8 out of 4.0. ● Attendance was satisfactory, averaging 91%. 	<ul style="list-style-type: none"> ● Phase 1: 25 students ● Phase 2: 11 students 	A total of 20 prizes was reported by the enrolled students. The details are in the appendix.	Some parents/students confused this course with the remedial course. The date of the course often clashed with Choir Practice and should be coordinated.
Twenty sessions were conducted	<ul style="list-style-type: none"> ● Evaluation of the course was positive, with an average 3.8 out of 4.0. ● Attendance was satisfactory, averaging 94%. 	18 students	A total of 21 prizes were reported by students enrolled. The details are in the appendix.	A more cohesive approach was adopted this year and the number of prizes significantly increased. However, the instructor has retired, and different instructors had to be deployed by the service provider.

6. **English Speech Festival**

With the Capacity Enhancement Grant, the English Department was able to hire a very dedicated and professional retired English teacher who has helped with the coaching of participants for the Hong Kong Speech Festival in previous years. Our English teachers have therefore been released from the coaching duties and were able to focus on taking care of the academic progress of their English classes in the first term of the school year.

As for students' participation, over 60 students took part in various events of the Speech Festival. Most joined solo-verse speaking, and others participated in events such as dramatic duologue and public speaking. The hired coach was able to take up training of most of these participants and the results, as in previous years, were encouraging. There

were championships in solo-verse speaking and some runners-up in other events.

With the instructions from the coach, our students have improved their pronunciation, enunciation and delivery, which are essential qualities in developing good speaking habits. Overall, participating students gained not only valuable opportunities to take part in a speech contest but also useful skills to brush up on their speaking abilities.

7. **Biology Enhancement Class**

Three alumni, who are now university students, were appointed to teach the above classes after school. Classes were arranged for F.3, 4 and 5 (two classes) students to train students in basic exam skills.

For all classes, attendance and punctuality were good. Tutors reported that students paid attention in class and answered questions actively. They used notes and exercises to help revise topics they learnt in school. Students reported they could learn effectively in the remedial classes and it helped them consolidate the concepts they learnt. Only little improvement was observed in the exam performance for F.4 students, but not F.3 students.

8. **Choir**

The CEG was used to hire professional vocal coaches to give small group vocal classes to choir members, fixing each students' own vocal technique problem, and benefiting around 140 choir members. The Choir achieved a Silver Award in the Winter Choral Festival 2017, two 1st runners-up and three 2nd runners-up in the Hong Kong School Music Festival.

9. **Wind Band and Orchestra**

The CEG was used to hire conductors to conduct the Orchestra for students playing wind and string instruments. We had more than 55 students who took part in the Wind Band and Orchestra this year. The string students participated in the Music Office Interflow 2017 and won a Bronze Award. The Wind Band participated in the same Interflow and also won a Bronze Award. The String Quartet participated in the Music Festival – String Quartet competition as well as the Joint-School Music Competition – String Quartet and obtained a Silver Award. The String Quartet was also invited by the EDB and Le French May to participate in a masterclass. The Orchestra and Wind Band also performed in the Music and Dance Night and received very positive response.

10. **Chinese Debate**

為了更有效提升同學思辯能力與溝通技巧，特聘任了辯論教練帶領比賽及訓練。期望通過相關培訓，讓同學掌握辯論技巧之餘、增強自信、善於思辯，有助未來發展。我隊聘用的導師到校進行辯論訓練，在 2017-2018 年度共訓練 80 小時。曾參與訓練的學生 20 多名。導師亦曾主持中二全級班際辯論賽，向全級講解。通過撥款聘用導師取得了以下成果：

1. 辯員參與五個全港性盃賽均有晉級，並獲得近十個最佳辯員獎項。另有一相關比賽獲得全港亞軍。
2. 今年我隊舉辦了工作坊、中二班際辯論、友誼賽、參與五個全港性盃賽、相關思辯比賽及交流團。工作量繁重，教練有助減輕負責老師工作量。
學生及老師均對導師評價十分正面。導師善於教授辯論，同學多有進步。導師根據學生表現，額外加時練習。平日又多加鼓勵，與學生建立了良好關係。導師有助學生提高思辯水平，爭取佳績，亦有助辯論隊的長遠發展，很有貢獻。

FINANCIAL SUMMARY 2017-18

	Income	Expenditure	Surplus/(Deficit)
	\$	\$	\$
I. Government Funds			
(a) EOEBG Baseline Reference	2,093,396.25	3,827,329.93	(1,578,461.16)
School & Class Grant - Other Income	155,472.52		
(b) School Specific Grant			
Administration Grant	4,076,124.00	3,183,590.43	892,533.57
Noise Abatement Grant	539,757.00	454,982.74	84,774.26
Composite Information Technology Grant	437,948.00	506,211.90	(68,263.90)
Capacity Enhancement Grant	599,381.00	430,275.00	169,106.00
Sub-total:	7,902,078.77	8,402,390.00	(500,311.23)
(c) Non-EOEBG Funds			
Sub-total:	13,119,771.53	6,794,105.51	6,325,666.02
Government Funds Total:	21,021,850.30	15,196,495.51	5,825,354.79
II. School Funds			
(a) Tong Fai	127,360.00	18,210.00	109,150.00
(b) Other Income	2,653,117.04	690,685.00	1,962,432.04
(c) Donation	9,715.60	18,837.00	(9,121.40)
(d) Donation for Chapel Refurbishment/SIP	1,906,053.36	1,292,377.60	613,675.76
(e) Scholarship	1,166,152.06	91,500.00	1,074,652.06
School Funds Total:	5,862,398.06	2,111,609.60	3,750,788.46
Balance B/F (Government Funds)			5,467,223.91
Balance B/F (School Funds)			994,001.35
(1) Surplus of Government Funds			5,825,354.79
(2) Surplus of School Funds			3,750,788.46
Total surplus for 17/18 school year			16,037,368.51

School-based After-school Learning and Support Programmes 2017/18 s.y.

School-based Grant - Programme Report

Name of School: Bishop Hall Jubilee School

Staff-in-charge: Mr. Kwan Chi Kuen

Contact Tel. No.: 2336 3034

A. The number of students (count by heads) benefitted under the Grant is 24
 (including A. 5 CSSA recipients; B. 18 SFAS full-grant recipients and C. 1 under school's discretionary quota)

B. Information on Activities subsidised/complemented by the Grant:

* Name / Type of activity	# Actual no. of participating eligible students			Average attendance rate	Period /Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Basketball Training (Girl)	1	1		100%	15/9/2017 – 30/4/2018	1,200	Questionnaire		
Badminton Training (Girl)		1		100%	6/9/2017-30/5/2018	515.3	Questionnaire		
Badminton School Team Uniform		1		100%	6/9/2017-30/5/2018	60	Questionnaire		
Violin Class		1		100%	13/3/2017-24/7/2018	2,184	Questionnaire		
Saturday Tutorial Class		1		100%	23/9/2017-25/11/2018	5,020	Questionnaire		
English Petrol Station Class	2	1		100%	16/7/2018-27/7/2018	1,400	Questionnaire		
Taekwondo Class		1		100%	12/10/2017-26/4/2018	500	Questionnaire		
Dance Training + Costume (西關回聲)、(荷韻)、(畚家)、西關回聲潯光(連巾)和流螢		11	1	100%	9/9/2017-31/7/2018	12,410	Questionnaire		

Oboe Course	1			100%	3/3/2018-7/7/2018	1,750	Questionnaire		
Total no. of activities: 9									
@No. of man-times	5	18	1						
**Total no. of man-times	24				Total Expenses:	\$25,039.3			

Note:

- * Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.
- # Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).
- @ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.
- ** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students:

Please put a “✓” against the most appropriate box.	Improved			No	Declining	Not
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning	✓					
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Student’s learning experience outside classroom	✓					
e) Your overall view on student’s learning effectiveness	✓					
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
Community Involvement						
n) Students’ participation in extra-curricular and voluntary activities		✓				
o) Students’ sense of belonging	✓					
p) Students’ understanding on the community			✓			
q) Your overall view on students’ community involvement		✓				

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the 10% discretionary quota;
- eligible students unwilling to join the programmes (Please specify: _____)
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

Nil
