



**Bishop Hall Jubilee School
School Report
(2018/2019)**

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 am not born for 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 am not born for 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	Parents	Teachers	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	16/17	17/18	18/19
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 (2018 – 19)

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 (M1)	/	/	/	✓	✓	✓
	Mathematics (M2)	/	/	/	✓	✓	✓
Personal, Social & Humanities Education	Chinese History	✓	✓	✓	✓	✓	✓
	Economics	/	/	/	✓	✓	✓
	Geography	✓	✓	✓	✓	✓	✓
	History	✓	✓	✓	✓	✓	✓
	Liberal Studies	✓	✓	✓	✓	✓	✓
	Religious Studies	✓	✓	✓	/	/	/
	Ethics & Religious Education	/	/	/	✓	✓	✓
	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
Boys	87	73	71	85	65	62	443
Girls	69	73	69	52	39	57	379
Total Enrolment	156	146	140	137	124	119	822

Percentage of S4 places filled by our 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 teachers: 46 hours

6.3 Principal's Continuing Professional Development (CPD): 253 hours

6.4 Teachers' Qualifications

Education Level	Percentage
PhD degree	5%
Master's degree	53%
Bachelor's degree	42%

6.5 Teachers' Work Experience

Years	Percentage
0-4 years	16%
5-9 years	16%
10-14 years	18%
15 years or above	50%

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 After the successful pilot of the F.1 class ethos initiative last year, the school continues to collaborate with QSHK and provide sound support for F.1 students so as to allow them to fit into the Jubilean culture. Teachers used good practices last year to refine the class ethos building activities, and the F.1 learning celebration ceremony was embedded into one of the C-Day activities, integrating it with the C-Day curriculum. Positive feedback was received, and the school will continue this measure next year.

A newly designed Summer Day Camp for newcomers was also piloted this year, replacing the former Summer Bridging Program. Instead of simply being positioned as a program for knowledge bridging between primary and secondary schools, the new Summer Day Camp aimed at offering F.1 newcomers a holistic tasting of secondary school life. Through the summer camp, new subjects like LS were introduced, supported by a mock class teacher period, alongside opening and closing ceremonies inviting parents to celebrate the learning outcomes of their children. The events were very successful, and it will be further fine-tuned next school year, by adding new elements like ICT and computer ethics.

7.1.2 This year, the "New Teacher Support" team was integrated back into the Teacher Development Committee. Similar to what had been done last year, activities were organized like the New Teacher Induction Program, Welcome Luncheon, IT workshop for new teachers, assembly Introducing New Teachers etc., with aims to allow students to learn more about new teachers, at the same time to allow new teachers to quickly fit into the Jubilean culture. New teachers, in general, found the support useful, although some of them required more tailor-made support.

7.1.3 With the help of external change agent QSHK, the school had revamped the F.3 Mary Rose Service-Learning Initiative. The "Pre-During-Post" learning model was adopted, and the learning experience was structurally designed in a way to elicit students' affective responses (e.g. empathy and compassion), and later simulated a cognitive process that led to a planned action for common good. The reflective process led students to step away from a self-centered orientation to a selfless-oriented perspective. Positive feedback was received

from both teachers of BHJS, Mary Rose School principal and BHJS students.

After receiving positive feedback this year, the school will include Service Learning as one of the major concerns in the next School Development Plan.

- 7.1.4 There were 20 students from Form 2 who participated in the Joyful Buddy Program, with the aims at enhancing resilience and strengthening their social support network through a series of activities, including volunteer service and adventure-based camping. Positive feedback was collected from participants. As it is part of the QEF project, this involves a lot of administration work. After having joined the program for two years, the school will adapt the questionnaires used in the program to do screening for our own students for follow up work. Besides this, with the enhancement of two school social workers, the support for students with emotional needs can be better catered for.

7.2 To strengthen the service learning and servant leader culture

- 7.2.1 The ECA framework was reviewed and refined this year. New coding conventions, new naming conventions and new grouping methodology were adopted to facilitate ECA society management. Positive feedback was received from teachers.

After the pilot last year, the leadership training program for ECA leaders was fully implemented this year. Instead of offering training by ECA teachers only, BAFS and English teachers were invited to host the Financial Statement Preparation Workshop and Minutes Writing Workshop respectively, with more in-depth knowledge being transferred to student leaders. Next year, more effort will be put into training student leaders organizing activities of high quality so that more in-depth learning can be achieved.

- 7.2.2 The visiting homeless initiative in F.4 had been integrated in the LS curriculum. The teaching topic of disparity between the rich and the poor would be done first before visiting the homeless. Teachers responded that such an activity can help students experience the concepts learnt in lessons. A similar arrangement will be continued next year.

7.3 To strengthen class ethos

- 7.3.1 The good practice done in class ethos building in F.1 last year had been extended to F.2. The result was promising. F.1 and F.2 class teachers had been invited to share their experience in a territory-wide teacher development session organized by QSHK, allowing the good practice done by BHJS being shared with teachers in other schools. The class ethos building will be extended to F.3 in the coming academic year.

- 7.3.2 Comparable to last year, a number of assembly periods had been reserved for teachers to have casual gatherings with students. This created time for class teachers to understand students better and allow class ethos building to be extended to more forms.

- 7.3.3 A revised guideline on the roles of class monitors as role models of the schoolmates was done by the Discipline Committee. The aims were to foster the communication skills of class

monitors when helping the teachers maintain discipline of the class. Under the revised system, the head prefect team was to hold regular meetings with class monitors to teach them skills in handling cases and relationships. In senior forms, discipline teachers hold two meetings with class monitors a year to assist them in fulfilling their duties and do sharing with them.

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 To align student learning with teaching, assignment design and assessment

In order for the school to make cohesive plans in terms of teaching, learning, and assessment, the school made adjustments to the strategies of two exams and two tests in the 2017-18 academic year. For example, the reason for having tests was reiterated – to allow students to scaffold their studies, to have a chance to resolve and revise what they have learnt every time they have an assessment so as to prepare for the next stage. The hope is to relieve students' pressure of studying right before exams. Therefore, in theory, tests are different from exams. Also, adjustments were made to the arrangements in 2018-2019 - the test period was shortened from seven days to four days, and the school leave was earlier, allowing more time for students to have the afternoon to revise. In addition, senior forms will also have tests right before or after the main test periods in order for all elective subjects to have their tests. The four-day test period, however, need not be extended since most teachers and students agree that the arrangement is good.

The school encourages all subject departments to pay closer attention to the coordination of teaching, learning, and assessment, from data submitted by the subject departments. Thirteen subject departments are pushing this strategy forward on different levels. For example, the ICT department made use of the flipped classroom method to let students' learning be extended to outside classrooms; the Chinese department has invited alumni to share some examination skills with the students; the exam scripts of different levels from alumni are also used as teaching materials, which allows students to grasp the criteria for different levels; the Geography department made use of the TWIG platform and YouTube videos to increase the fun element of learning.

This year was the last year the school would be collaborating with the QSHK scheme of CUHK; the QSHK team has provided support to different subject departments to foster the combination of teaching, learning, and assessment. Two subject departments participated in the scheme, with the Mathematics department being one of them. Under the support of the QSHK team, investigations were done in Forms 1 and 3 on collaborative lessons. There were fifteen collaborative lessons in Form 1, thirteen in Form 2, and two workshops and one open

classroom were also done in Form 3. Colleagues who participated in the activities acquired skills to deal with certain topics. The LS department mainly worked on modifying the curriculum, teaching material and assessments with QSHK, and teachers who participated in the scheme reflected that the experience had been beneficial.

7.4.2 To provide opportunities for students to showcase their learning outcomes

From reports collected from subject departments, different subject departments are intentionally providing opportunities for students to showcase their learning outcome in order to increase students' activeness in learning. Last year, the Chinese department recommended that students participate in different competitions and activities according to their different abilities, resulting in more awards and the students' performances were recognised in competitions. Also, according to the annual activity data, more students had the chance to show off their language abilities. In English, for example, 5 issues of the Student Essay Anthology were published. Students took pride in being published in the SEA Anthology. Students felt a sense of achievement. In ICT, students learning outcome of the 3D Printing of a Chinese classic story (Classic of Mountains and Seas) was showcased on Information Day, in an external competition (Fun with Learning Competition), and media. Students with higher abilities were selected to join different external competitions (e.g. Girlspeak, Fun with Learning etc.). Students gained confidence when their work is displayed in front of their school mates. They also felt proud of their contribution in joining competitions on behalf of our school. Some Form 2 and 3 students had their interests in studying Chinese History increased by participating in the Hong Kong Secondary School "Chinese History Decoding" Short Film Creation Competition held by IFEA, and the Form 3 students received the Most Active Participation Awards and Second Place in Junior Forms. In the STEM Project, student groups prepared a model to solve a designated problem and used a poster to present their ideas. Guests from other schools joined the showcase. Both students and guests enjoyed the whole project and presentation.

From the data submitted, except for carrying on what had already been done in the 2017-18 academic year, some subject departments that were not included last year have also started the scheme. ICT, for instance, has done a lot this year and made a lot of progress.

7.4.3 To provide opportunities for teachers to share their ideas on how to design assignments with colleagues.

Some subject departments also did some sharing among the panel members, for example, the English department designed co-writing teaching materials and assignment packages. Teachers have learnt from each other and adopted some good practices after the sharing sessions. In the ICT department, Panel Assignment Sharing was done this year so that

teachers from different forms can learn from each other. Teaching notes were shared on the subject server to foster curriculum development laterally and vertically. Teachers learnt from each other about good practices and difficulties, so that more concrete suggestions to improve our work may be further developed.

In order to do well in the focus inspection, ICT and BAFS completed a cross-panel sharing in order to show a good demonstration for other departments in terms of the collaborations of different panels under the same KLA.

Also, the school has encouraged the activity for different panels to share assignments, therefore in May 2019 there was an arrangement held for cross-panel assignment inspections:

- Core subjects conducted cross-panel assignment inspections;
- Other subjects conducted exchanges as follows:
 - Humanities (History, Geography, Chinese History, Religious Studies)
 - Senior Form Electives (THS, Economics, BAFS, VA)
 - Science and Technology (Physics, Chemistry, Biology, I.S., ICT)

From surveys received, all colleagues expressed that it facilitates better assignment designs to have this cross-panel assignment sharing.

7.5 To foster a positive learning attitude among low achievers

7.5.1 To continue to implement Saturday classes & after-school classes for low-achievers

There were Saturday classes organized this year. Altogether, 30 pupils from Forms 1-3 participated (12 from Form 1, 10 from Form 2, 8 from Form 3). After a simple selection process by interview, 10 alumni were selected to be tutors. The first lesson started on 16/3, and the whole programme ran for 12 lessons. After talking to the tutors, the principal remarked that the tutors observed that most students were obedient, but the main problem was English. Therefore, helping them with their English is a very important focus. Most students had an attendance rate of more than 90%. In general, the programme was smoothly run and beneficial to the students.

There were 10 subject departments providing after-school remedial lessons for students who were less academically able, in order to be better cared for. For the Chinese department, remedial classes were provided for mediocre or weaker students from Forms 1 and 2; the attendance was ideal. Extra materials were prepared for and distributed to Junior students who failed the Chinese exam. Extra help will be given in the future according to the different classes, and reports should be made in the future level meetings. Students who failed the required passage part in the first exam of Form 5 had their retests. Class-based remedial classes were also set up to follow up with students who did not perform well. There were 80%

of students who believed that after school remedials could enhance their language ability and they felt cared for. In English, after school classes had been provided for F.1 – F.3 low achieving students, and more than 70% of these students agreed that the after-school classes were helpful in enhancing their English ability. In Maths, F.1 – F.3 enhancement courses (one course per level, 13 sessions per term) were conducted. Participation in F.3 was not very satisfactory, but F.1 and F.2 classes were more effective as >60% of students in Term 1 did not have to continue into Term 2 as they had made tremendous progress. F.4 – F.5 enhancement courses (one course per level, 5 sessions in Term 2) were conducted by teachers. All participants agreed that the courses were helpful, and the course aims were met, showing that after-school remedials have positive effects on student support.

7.6 To implement self-directed learning via reading

7.6.1 To restructure & strengthen the current reading scheme

There were 7 subject departments that tried to modify the reading strategies in the 2018-19 academic year in hopes of making students learn better through reading. In Chinese, there were book clubs for Form 1 high achievers and Form 3 lower achievers during lunchtime on Thursdays. Chinese and English teachers had also taken turns to share books on the Read Chat platform. Teachers agreed that related policies allowed students strong self-awareness, and it also helped with the development of a successful learning experience. This should be extended to other subjects as well. In ICT, F.4 and F.5 ICT students were required to submit a book review after reading a subject-related book. In teaching the 3D Printing of F.1 CL, the figures to be printed in the Chinese Classic Story -- Classic of Mountains and Seas -- was collaborated with the Reading Scheme conducted by the library. Students find it useful reading books when learning technologies. Students showed interest in transforming the 2D figure from a Chinese Classic Story -- Classic of Mountains and Seas -- to a 3D vivid figure. More efforts should continue to promote cross-subject reading.

7.6.2 To implement one subject/KLA based reading scheme

This is successful, although only one subject department was successful, therefore, more promotions should be done. In LS, Forms 1 and 2 had a whole form grouped news sharing, where students had to research through different media for information, such as newspapers, recordings, official websites etc. Students were required to complete an oral presentation and a written commentary. Forms 4 and 5 students had regular newspaper cutting exercises, and they had to read specific articles from the LS magazine 《通 SIX》 and look up related examples and ideas to explain when they are completing the Newspaper Cutting Record Book. Most students can complete in-depth news sharing after guidance from teachers; students also responded positively in lessons. Students finished around 10 exercises throughout the year, developed a habit to read the news, and had

exercises on the different question types that would appear in the HKDSEs. Next year, a regular reading presentation will be introduced to promote reading as a habit for all.

7.6.3 To renovate the school library so as to provide a better reading /self-directed learning environment

The library has been renovated. The environment and facilities have been upgraded with self-study corner, language corner, Hong Kong Collection and many new titles added. A discussion room has been fully utilized to do reading circles with students regularly.

7.7 To promote STEM education & pilot STEM activities

7.7.1 To introduce STEM elements in formal lessons in at least two KLAs (Among Sci, TE, and Maths)

There were 3 subject departments that attempted to meet the requirements of this part, for example, the Chemistry department used a data logger and computer to perform experiments. (studying the kinetics of the reaction of sodium thiosulphate and dilute hydrochloric acid). Students learnt cross curriculum skills (such as computer software, graph plotting, and mathematical concepts). Students understood the relationship between chemistry and other subjects. STEM activities related to Maths were also held. Each colleague had to take part in at least one teacher-organized student activity. However, the idea of solving daily life problems was not emphasized in the STEM activity and this should be improved next year.

ICT / CL, and the CL curriculum have been revamped to highlight theme-based STEM elements. Topic of Micro:bit has been introduced in F.1 CL. Blockly codes were used in teaching programming. Programs were then downloaded to Micro:bit for physical computing. 3D Printing and modelling were successfully introduced in F.1 CL this year, which included creating simple models and touch up. A number of talks, visits and competitions were arranged this year to widen the horizons of students. Students showed interest in learning hands-on experience in problem solving by 3D Printing and physical computing. Students' exposure to technology and STEM Education has been much widened by joining talks, seminars, visits and competitions.

7.7.2 To modify the current F.2 C-Day and introduce STEM elements

STEM C-Day activities related to Mathematics – Four mathematics colleagues oversaw the project “Making of a finger spinner”. Even though students were only able to 3D-print minimalistic designs of the finger spinner, their initial models (using coins, cardboards, and bearings) were successful. More mathematics favours could be added to the 3D-printing part.

ICT / CL continued to implement the F.2 C-Day with STEM elements by introducing Smart Garden as the theme set by Technology KLA. They were proud of building a smart garden which aimed at improving the environment by reducing repetition work.

7.7.3 To develop a brief STEM curriculum framework for 18-19 school year after implementing the above-mentioned activities

ICT / CL working with other KLA (other than TE/Sci/Maths), launched Brother ScanNCut Workshop with Art Department to teach students and teachers how to use the machine. Students showed interest in learning hands-on experience in problem solving by 3D Printing and physical computing. The ScanNCut workshop allowed students and teachers to showcase their creativity.

7.7.4 To introduce STEM on a bi-weekly basis by consolidating the current activities offered by the Maths/TE/Sci departments

The STEM Committee coordinated with Science KLA, MeKLA and TeKLA to organize a STEM Festival over 2 weeks. A stickers reward system was introduced to promote the event. The students showed keen interest in different events. However, as there were time clashes with other activities (F.1 Class Ethos Basketball competition; Joint-school Talent Quest by Student Union), students were very busy in these 2 weeks. Students are overwhelmed when they saw there were teachers' faces in the stickers. They liked the sticker system very much.

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

7.8 The potential of high achievers can be stretched

7.8.1 In F.4-F.6, there was one elite group (20 students) taken from B – E classes. Students were exposed to more challenging texts and exercises. They were also required to work on more past papers and write more in their compositions. The streaming strategy is effective to enhance the learning of high achievers. Teachers of these elite classes were able to devise more suitable teaching and learning materials specific to the needs of the high achievers. Students could also make the most of the lesson time as they were more or less on the same page in terms of English ability. Feedback from teachers and English department was discussed in department meetings and justifications were made for their conclusions and concerns. The streaming strategy will be refined next year. In F.4, the new NSS structure allows the English department to have one English elite class with around 30 students and four more average English classes. This arrangement will help solve the lengthy classroom transition problem. In F.5, more students will be taken into the elite group according to their overall English scores in 18-19. In total, 28 students will be selected for the F.5 elite group next year. 5B – 5D students will stay in their own classrooms for English lessons. The school will assign 5E students to join the other groups due to manpower constraints. In F.6, the

strategy will continue next year since it may not be beneficial to make drastic changes to the groupings in F6. On the whole, the strategy was effective in enhancing the English academic results as evident in the 2019 DSE; a positive value-added score was attained in the subject.

7.8.2 The Gifted Education Committee, together with different subject departments, made strenuous efforts to offer opportunities for high achievers to excel in different domains. In total, 14 students enrolled as members of the Hong Kong Academy for Gifted Education, and a total of 12 courses / competitions in the areas of mathematics, science, personal growth and social development, humanities and leadership were attended. In addition, pull-out programs and competition training were provided by different departments, including the Chinese Language, English Language, Mathematics, Liberal Studies, Physics, Chemistry, Biology, ICT and Geography departments. There were 55 courses / competitions offered to students by these departments, with the aim of stretching students' potential in different domains and boost their confidence in challenging themselves in areas they excel in. A lot of awards were attained, which can be found in the external award list in this report. Three awarding teams, namely, the Odyssey of the Mind, the World Scholar's Cup and the STEM Committee were awarded outstanding awards in Hong Kong and represented Hong Kong to join overseas competitions / trips.

7.9 Average and weak learners feel cared for and valued

7.9.1 It has been the school's objective to allow more average students to have opportunities to serve the school and enhance their confidence of public speaking, as the more opportunities they have, the more their potential can be unleashed. The school, indeed, is a fertile ground where we can create many platforms for students to try new things and shine. This year, a total of 60 students took part in serving the school's morning and hall assemblies as prayer leaders and MCs. To nurture our students' gratitude and to have the practice of thanking God before a meal, the school asked all students to 'say grace' to God. In each class, students take turns to say grace in front of his / her classmates every day before lunchtime. It is hoped that students will have a stronger sense of caring towards others, and at the same time, average and weak learners can have the opportunity to lead the whole class so that they could also feel valued in school. Feedback from both teachers and students on this direction was very positive.

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

7.10.1 Different form-based other learning experiences for different forms have been developed to enrich students' school life and allow them to have collective memories after graduation. The good experience of the F.1 Class Ethos Building Incentive last year was extended to F.2 this year, with similar emphasis on providing a caring, stimulating and academically rich learning environment in which students feel happy, supported and confident. Similar approaches were

adopted in both forms and the feedback was very positive. CUHK invited us to share our successful initiatives with teachers of other schools in a joint-school staff development day. The initiative will be extended to F.3 in the coming academic year.

As for F.2, an inter-disciplinary approach to the STEM Program, with the goal of nurturing students' learning interests, enhancing their creativity, collaboration and problem-solving skills and developing their innovativeness, was successfully introduced for all our F.2 students. 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 all students were to present their products to schoolmates and teachers during lunchtime. This year, the school invited teachers from other schools to come so that we could do professional sharing with each other on the learning exhibition day. The school will continue the initiative of the STEM Program and join the STEM support program by HKU in the coming academic year with the aim of further fine-tuning the implementation details and doing staff development in this area.

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. The successful learning experience will be the form-based learning activity for all our F.3 students in the coming year by replacing the F.3 English Drama due to timetabling and human resources constraints on C days. The school aims for Jubileans to better understand the true meaning of service learning and live out the spirit of the school motto.

In F.4 and F.5, more emphasis was put on English public speaking skills. The programs included public speaking and debate training. Students' fluency and confidence in using English, organization of ideas, use of gestures, brainstorming and evaluating arguments, motion analysis, supporting ideas with reasons, explaining reasons, debate and language features were the focuses of the programs. However, the class size was too big for implementing effective speaking activities. It is suggested that each teacher will handle half a class instead to maximize students' opportunities to participate in the activities. Moreover, the teaching focus of the F.4 and F.5 C-Day programs should shift from teaching specific debating/public speaking skills to boosting students' ability to speak and think in English. It was very challenging to secure enough coaches to teach the F.4 and F.5 C-Day program as all English teachers were already involved in teaching the F.3 Drama Program. The English Department does not have enough manpower to handle C-Day programs for F3, F4 and F5. In the coming academic year, the school will change the F.3 C-Day program to a Service-Learning Program and thus English teachers can be released to teach students in F.4 and F.5 debate and public speaking training.

7.10.2 The ECA Committee made further coordination of various inter-class and inter-house competitions in different forms so that students could experience unique experiences in different forms and help enhance class ethos. The ECA Committee had an overall review of the activities held across levels and made adjustments in quality and number of activities organized so that a balance could be made. In order to align with the school development in class ethos building and the reading promotion, the ECA Committee coordinated with different subject departments so that clear subject-related activities could be part of the inter-class and inter-house activities for students. For example, the English class choral speaking competitions, quiz competitions and Book Battles were good efforts made by the ECA Committee in the coordination work. Feedback from both teachers and students were positive and teachers reflected that these activities could help class ethos building a lot.

8. Performance of Students

8.1 HKDSE 2018-19

There were 119 students who took part in the HKDSE 2019, with 85% of students attaining the minimum university requirements for degree programmes at 33222 or better. The best three subjects, achieving a high percentage of level 5 or above and ranging from 40% to 55% were Biology, Mathematics Extended Module 2 and Tourism and Hospitality Studies. The best result attained was 35 points in the best 5 subjects..

8.2 JUPAS Offers of F.6 Graduates

JUPAS Offers	Percentage
Students with JUPAS offers (2019)	84.9%
Students with JUPAS offers (2018)	93.2%

Breakdown of JUPAS Offers	Percentage
Students with JUPAS degree offers (2019)	76.5%
Students with JUPAS degree offers (2018)	83.5%

9. Academic Development

9.1 Reading in the School Library

9.1.1 Average No. of Books Read per Student in 2018-19:

Forms	F.1	F.2	F.3	F.4	F.5	F.6
Chinese Books	12.9	11.4	11.5	9.5	8.6	9.2
English Books	7.6	8.1	7.9	5.2	3.8	6.8

9.1.2 Reading Activities organized by SDRS and Student Participation: (CLS)

Reading Activities	Student Participation
1. Author Talk: 范建梅老師 李衍禧(骨頭遊記：從死看生)	All F.1-3 All F.4-5
2. Book Fairs (Nov. & May)	Whole school
3. Book Exhibitions (Sept. – May)	Whole school
4. Thematic Book Exhibitions (7 times)	
4. New Book Exhibition (7 times)	
5. Library Orientation (Sept.) New book introduction & Book Sharing (Dec.-May)	F.1 All F.1-2
6. Reading Club: Extensive reading (Chinese) English reading circles (English)	Senior form elites Junior forms
7. Reading Week (March) Theme: See the world from... Game booths Workshops (E-book trail & Bookmark DIY) Battle of the Books Interpretative Reading Competition Bookshop Tour	Whole school
8. Movie Appreciation (May)	Junior forms
9. 5-minute Book Sharing in Assembly (Oct.-May)	Whole school

9.1.1 Reading Competitions and Student Participation/ Performance: (CLS)

External Competitions	Student Participation/ Performance
1. Harvard Book Prize	Winner: Ho Chung Wa 1 st Runner-up: Lee Oi Ling 2 nd Runner-up: Wong Siu Hin
2. Book Review Competition from PTU	11 students from F.1-5 Commendation prize: 3E Keung Ching Hei Chloe
3. Kowloon City District Youth Program 2018 Reading Award	Merit: 2E Chan Yee Man, 3C Lee Tsz Ching,

Scheme	3D Kwan Lok Ying, 2B So Ka Lam, 2E Wong Hei Yau, 2E Ma Ka Ching Charmaine, 3C Yeong Oi Yin, 3E Yeung Pui Nga
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Internal Competition	Student Participation/ Performance
4. Book Report Competition	5C Chan Shuk Ling 5B Kong Yan Hei 2E Lai Chi Ching 2E Ma Chung Ki
5. F.3 Interpretive Reading Competition	1st - 3C Zoe Hai Hang In 2nd - 3C Ivan Tam Hoi Leuk 3rd - 3B Marcus Yeung Ho Tin

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	16/17	17/18	18/19
Academic	10	11	10
Sports	13	13	13
Art	9	9	9
Interest	5	6	6
Social services	10	10	13

10.2.2 Total number of learning activities* organized by KLA subjects

	16/17	17/18	18/19
Key Stage (F.1 - 3)	122	121	131
Key Stage (F.4 - 7)	126	123	136

*Learning activities included:

Assembly & Morning Assembly, C-Day 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 sports events organized by the Hong Kong Schools Sports Federation:

No. of Students	16/17	17/18	18/19
Key Stage (F.1-3)	62.7% (288 students)	60.8% (278 students)	72.1% (331 students)

Key Stage (F.4-7)	40.2% (168 students)	32% (128 students)	37.6% (149 students)
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10.3 Student participation in Uniform / Social and Voluntary Services Groups

No. of Students	16/17	17/18	18/19
Key Stage (F.1-3)	11.8% (54 students)	7.7% (35 students)	5.9% (27 students)
Key Stage (F.4-7)	5.7% (24 students)	4.5% (18 students)	3.8% (15 students)

10.4 Participation in External Events

External Awards 2018-2019	
<i>Academic Awards</i>	
Events	Awards (No. of awards)
2019 互聯互通大中華青少年中文寫作比賽	初中組決賽 - 優異獎 (1) 初中組決賽 - 三等獎 (1) 初中組決賽 - 入圍證書 (1) 初中組決賽 - 二等獎 (1) 初中組決賽 - 入圍證書 (1) 指導老師卓越獎 (1)
「恒源祥文學之星」中國中學生作文大賽	全國總決賽 - 恒源祥文學之星 (1) 最具表現力獎 (1) 香港賽區 - 旭日文學之星 (1) 香港賽區優異獎 (5)
心愛母親節—傳愛傳情寫作大賽	優異獎 (1) 全港首 3 名 (1)
中國語文菁英計劃(2018/19)	菁英 - 菁英金獎 (1) 菁英 - 菁英銅獎 (1) 菁英之星 - 狀元 (1) 即席辯論比賽 - 冠軍 (1) 中華文化問答比賽 - 亞軍 (1) 才藝表演比賽 - 冠軍 (1) 團體寫作比賽 - 冠軍 (1)
《創意展現紫禁城》比賽 (中學組)	銀獎 (1)
全港中學「中史解碼」短片創作比賽	亞軍 (4) 最積極參與大獎 (1)
Secondary School Mathematics & Science Competition	High Distinction -Math (1) High Distinction – Bio (3) High Distinction – Chem (2) Distinction – Math (2) Distinction – Bio (2) Distinction – Chem (2) Credit – Math (3) Credit – Chem (1)
Hong Kong Mathematics Creative Problem-Solving Competition for Secondary School	Silver Award (1)
International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2019	Bronze Award (1)
ICAS 2019 (Mathematics Assessment)	High Distinction (1) Distinction (2) Credit (13) Merit (2)
Mathematics Book Report Competition for Secondary Schools (2018-19) Junior Secondary Category	Second Class Award (1)
Mathematics Book Report Competition for Secondary Schools (2018-19) Senior Secondary Category	Second Class Award (1)

Hong Kong Youth Mathematical High Achievers Selection Contest	First Class Prize (1) Second Class Prize (1) Third Class Prize (1)
The 36th Hong Kong Mathematics Olympiad	Heat - Second Class Honour (1) Heat - Third Class Honour (1) Certificate of Merit in Geometric Construction Event (1) Kowloon Region 1 – Regional Winners (1)
The 18th Pui Ching Invitational Mathematics Competition 2019 Final	Silver Award (1)
The 18th Pui Ching Invitational Mathematics Competition 2019 Heat	Merit (3)
Hong Kong Mathematical Games Open	Gold Award (1) Silver Award (1) Bronze Award (1)
Hong Kong Mathematical Games Open Sentinels	Gold Award (1) Full marks award (1)
Hong Kong Mathematical Games Open Numberlink	Gold Award (1) Full marks award (1)
Bebras International Challenge on Computational Thinking Grades 7 – 8	Gold Award (1) Silver Award (1) Bronze Award (1)
Bebras International Challenge on Computational Thinking Grades 9 - 10	Gold Award (1) Silver Award (1) Bronze Award (1)
Bebras International Challenge on Computational Thinking Grades 11 - 12	Gold Award (1) Silver Award (1) Bronze Award (1)
Microsoft GirlsPark Infinite Stage 1: Online Learning	Certificate of completion (1)
Microsoft GirlsPark Infinite Stage 2: Smart School Building	Innovation Technology Achiever's Award (1)
世界中學生辯論賽(馬來西亞)	最佳辯論員 (2)
文化盃	最佳辯論員 (2) 最佳交互問答辯員 (2)
<i>Performing Arts: Speech</i>	
Events	Awards (No. of awards)
70 th Hong Kong Schools English Speech Festival	Champion (3) 1 st Runner Up (3) 2 nd Runner Up (9) Merit (47)
香港學校朗誦節 (粵語朗誦組)	亞軍 (1) 優良 (19)
香港學校朗誦節(普通話組)	亞軍 (2) 季軍 (2) 優異 (42)
第二十一屆全港中小學普通話演講比賽	優異星獎 (1)
中華文化精粹演講盃	優異獎 (1)

全港中學「兩文三語」菁英大比拼(第十五屆)	複賽入圍獎狀 (2)
第十三屆「善言巧論：全港學生口語溝通大賽」	即席演講(粵語) - 小組優異獎 (1)
全港青年學藝演講比賽 - 粵語高中組	優異獎 (1)
<i>Performing Arts: Music, Dance & Drama</i>	
Events	Awards (No. of awards)
Hong Kong School Music Festival D2 – Junior Mixed Choir – Foreign Language	2nd Runner Up (1)
Hong Kong School Music Festival D2 – Senior Mixed Choir – Chinese Language	1st Runner Up (1)
Hong Kong School Music Festival D2 – Intermediate Boys’ Choir	1st Runner Up (1)
Hong Kong School Music Festival Piano Duet (Senior)	1 st Runner Up (1)
Hong Kong School Music Festival Violin Duet (Intermediate)	1 st Runner Up (1)
Hong Kong School Music Festival Female Voice Solo – Chinese – Age 16 or Under	1 st Runner Up (1)
Hong Kong School Music Festival Tenor Solo – Foreign Language – Age 19 or Under	2 nd Runner Up (1)
Joint-School Music Competition (Orchestra Final) Orchestra (Final)	2 nd -Runner Up (1)
Joint-School Music Competition (Orchestra Final) Orchestra	Gold Award (1)
Joint-School Music Competition (Orchestra Final) Wind Band	Gold Award (1)
Joint-School Music Competition (Orchestra Final) Brass Ensemble	Gold Award (1)
Joint-School Music Competition (Orchestra Final) Flute Quartet	Gold Award (1)
Joint-School Music Competition (Orchestra Final) Violin Duet	Gold Award (1)
Joint-School Music Competition (Orchestra Final) Junior Choir	Silver Award (1)
Hong Kong Youth Music Interflow Symphonic Band (Junior)	Silver Award (1)
Hong Kong Youth Music Interflow Symphony Orchestra	Silver Award (1)
Winter Choral Festival Mixed Voice - Senior Mixed Choir	Gold Award (1)
Winter Choral Festival Equal Voice - Senior Girls’ Choir	Gold Award (1)
Hong Kong Inter-School Choral Festival Secondary Choir - Senior Boys’ Choir	Silver Award (1)
Hong Kong Inter-School Choral Festival Secondary Choir -Senior Girls’ Choir	Silver Award (1)
香港學校戲劇節 (中學廣東話組)	傑出劇本獎 (1) 傑出演員獎 (3) 傑出舞台效果獎 (1) 傑出合作獎 (1) 傑出整體演出獎 (1)

2018 EMI Drama Fest (Modern Drama)	Outstanding Performer Award (1) Drama Team - Outstanding Teamwork (1)
2019 Stories on Stage (Modern Drama)	Outstanding Performer (1) Overall 3rd Place (1) Drama Team: 2nd Place--- Audience Favorite (1)
The 55 th School Dance Festival - Group Performance	Honored Award (1)
The 55 th School Dance Festival - Trio Performance	Highly Recommended Award (1)
The 55 th School Dance Festival - Duet Performance	Highly Recommended Award (1)
The 47th Hong Kong Open Dance Competition – Group Performance	Gold Award (1)
The 47th Hong Kong Open Dance Competition – Trio Performance	Sliver Award (1)
The 47th Hong Kong Open Dance Competition – Duet Performance	Sliver Award (1)
2018 Contemporary Youth and Children’s Art Festival – organized by the Hong Kong Academy of contemporary Art (Drawing Section)	1 st Runner-up (1)
<i>Sports Awards</i>	
Events	Awards (No. of awards)
HKSSF Inter-school Basketball Competition 2018-2019 Division 2 (Kowloon) - Girls A Grade	Champion (1)
HKSSF Inter-school Basketball Competition 2018-2019 Division 2 (Kowloon) - Girls C Grade	2 nd runner-up (1)
HKSSF Inter-school Basketball Competition 2018-2019 Division 2 (Kowloon) - Girls Overall	2 nd runner-up (1)
HK Island & Kln Secondary Schools Competition - BOCHK Indoor Rowing Cup 2018 – 2019 - Boys A Grade 2000M	1 st Runner-up (1)
HK Island & Kln Secondary Schools Competition - BOCHK Indoor Rowing Cup 2018 – 2019 - Boys C Grade 1000M	1 st Runner-up (1)
HKSSF Inter-school Table-Tennis Competition 2018/2019 Division Three (Kowloon 2) - Boys B Grade	1 st Runner-up (1)
Dubai Asian Classic and Equipped Bench Press Championships Sub-junior (under 18) Weight Class 83 kg - Raw	Champion (1)
Dubai Asian Classic and Equipped Bench Press Championships Sub-junior (under 18) Weight Class 83 kg - Equipped	1 st runner up (1)
IPF Hong Kong International Classic Powerlifting Championships Sub-junior (under 18) Weight Class 83 kg - Squat	Champion (1)
IPF Hong Kong International Classic Powerlifting Championships Sub-junior (under 18) Weight Class 83 kg - Bench Press	Champion (1)

IPF Hong Kong International Classic Powerlifting Championships Sub-junior (under 18) Weight Class 83 kg - Deadlift	Champion (1)
IPF Hong Kong International Classic Powerlifting Championships Sub-junior (under 18) Weight Class 83 kg - Overall	Champion (1)
Hong Kong Classic and Equipped Bench Press Championships 2018 Sub-junior (under 18) Weight Class 83 kg - Raw	Champion (1)
Hong Kong Classic and Equipped Bench Press Championships 2018 Sub-junior (under 18) Weight Class 83 kg - Equipped	Champion (1)
HKSSF Inter-school Cross Country Championships Div. Three Area 1 - Boys B Grade Individual	4 th Position (1) 8 th Position (1)
HKSSF Inter-school Cross Country Championships Div. Three Area 1 - Boys C Grade Overall	4 th Position (1)
HKSSF Inter-school Cross Country Championships Div. Three Area 1 - Boys Overall	4 th Position (1)
HKSSF Inter-school Swimming Competition 2018-2019 Division 3. Three (Kowloon Area 1) Boys B 200m Individual Medley	Champion (1)
HKSSF Inter-school Swimming Competition 2018-2019 Division 3. Three (Kowloon Area 1) Boys B 100m Breaststroke	1 st Runner-up (1)
HKSSF Inter-school Swimming Competition 2018-2019 Division 3. Three (Kowloon Area 1) Girls C 4x50m Medley Relay	2 nd Runner-up (1)
International TKD HK Association 2018 Yan Oi Tong Taekwondo Competition -	2 nd Runner-up (1)
Hong Kong Rowing Indoor Championships Junior Aged 16 Under Boy's Individual 2000M	1 st Runner-up (1)
HKSSF HK Island and Kowloon Division 2 Handball BOYS A Grade	Fourth position (1)
HKSSF HK Island and Kowloon Division 2 Handball BOYS B Grade	Fourth position (1)
Hong Kong Squash Association School Sports Programme Outreach Coaching Squash Team Competition 2018/2019 Secondary school (Boys Junior)	1 st Runner-up (1)
<i>Other Awards</i>	
Events	Awards (No. of awards)
1st Innovative Technology Design Competition	Champion (1) Most Creative Award (1)
Jockey Club Community Buildings Project Film Production Activity	2 nd Runner up (1)
HKBU Academy of Film Seeds Project	Best Actress (1) Special Mention – Best of Youth (1)
“My interfaces with the Belt and Road Initiative” Integrated Abilities Competition 2019	All Round prize (1) The Bay prize (1)
Odyssey of the Mind Hong Kong Regional Tournament - Division III	1st Runner up (1)

Teen Talk 2018 Children's Rights Mock Council Debate - Team 1	Outstanding Performance – Section (1)
Teen Talk 2018 Children's Rights Mock Council Debate - Team 2	Outstanding Performance – Section (1)
Teen Talk 2018 Basic Law Quiz Competition	Winner (1)
Symposium on Service-Learning 2019 “Service-Learning Expo” Booth Exhibition - Secondary School Group	Gold Award (1)
Elsie Tu Education Fund – Most Improved Student Scholarship 2018	Excellent (1)
Weather Observation Competition 201 Weather and Climate Quiz – Preliminary Round	Champion (1)
Weather Observation Competition 201 Weather and Climate Quiz – Final Round	Merit (1)
第七屆「法制先鋒」問答比賽	準決賽入圍獎 (1)
AI Challenge – Weather Forecasting Competition	Merit Award (1)
CLP Engineers in School Online Quiz	Solar Watch (1)
Fun With Learning - iCode (Junior Forms) Category	Creativity Award (1)
Fun With Learning - iMake (Junior Forms) Category	Creativity Award (1)
Hong Kong Secondary Schools Debating Competition 2018-2019 Kowloon & New Territories East Division 1 Junior	Champion (1)
World Scholar's Cup (Hong Kong Round)	Top Debaters Silver Award (1) Top Debaters Gold Award (1) Scholars Bowl Silver Award (1) Writing Silver Award (1) Art Challenge Gold Award (1) Special Area Silver Award (1) Social Science Silver Award (1) Top Debate Team (1) Top Team Writing (1) DaVinci Award (2)
Law's Charitable Foundation & Education Bureau Applied Learning Scholarship 2017-18 - Applied Learning Scholarship	Scholarship (1)
21st Mingpao Student Reporter Scheme	Best Writing of the Year Award – Merit (1) Best Performance (1)
Kowloon Region Outstanding Student Selection 2018	Merit (1)
Kowloon City District Outstanding Student Award	Outstanding Student Award (Secondary School Junior Section) (1) Merit Award in Secondary School Senior Section (1)
全港初中學生獎勵計劃行樂優異獎學金	獎學金 (1)
The Kowloon City Outstanding Student Leader Award Scheme	Merit (1)
Ng Teng Fong Scholarship	Scholarship (1)
廈門科普文化交流之旅遙控模型車遴選賽 學生隊際賽	殿軍 (1)

“Guangdong-Hong Kong-Macao Bay Area” Cultural Snapshot Competition	Top 10 Merit (1)
2018 年度九龍城區青年活動—閱讀獎勵計劃	優秀表現獎 (3) 嘉許狀 (5)
第三屆 港象杯 全港中國象棋大賽 初中組 個人	冠軍 (1)
棋道盃 第九屆 全港中國象棋比賽 初中組個人	殿軍 (1)
棋道盃 第九屆 全港中國象棋比賽 初中組個人	優異獎 (1)
棋道盃 第九屆 全港中國象棋比賽 初中組團體	冠軍 (1)
慶祝中華人民共和國成立七十周年 「認識憲法、《基本法》— 與法治同行」 善德基金會全港中學校際問答論證賽 2019	優秀表現獎 (1)
Hong Kong Young Ambassador Scheme – Service Award	Silver Medal (1) Bronze Medal (1)

11 Capacity Enhancement Grant (2018-19)

Capacity Enhancement Grant received: \$613,766.00

Expenditure: \$589,192.50

Balance being Surplus C/F: \$24,573.50

1. School Dance Team instructor	\$106,400.00
2. English Speech Festival training coach fees	\$29,000.00
3. PTH Speech Festival training coach fees	\$15,925.00
4. Basketball training coach fees	\$46,300.00
5. Badminton training coach fees	\$5,940.00
6. Squash training coach fees	\$4,392.00
7. Chinese Drama instructor fees	\$129,600.00
8. Chinese Debate instructor fees	\$33,150.00
9. Choir instructor fees	\$40,200.00
10. Wind Band instructor fees	\$13,090.00
11. Orchestra instructor fees	\$36,190.00
12. Math Competition intermediate course instructor fees	\$11,900.00
13. Math Competition basic course instructor fees	\$7,242.50
14. English Debate Course instructor fees	\$86,800.00
15. English F.4-F.5 C-Days instructor fees	\$17,833.00
16. 60 th publication writer fees	\$5,230.00

1. **Dance Team**

The Capacity Enhancement Grant has been used to subsidize the Dance Team to hire two professional dance tutors. There are more than 20 students from F.1-F.5 in the Dance Team, who benefitted from the grant. Furthermore, they joined different dance competitions and got great results. They won 1 Honored Award, 2 Highly Recommended Awards in the 55th School Dance Festival, 1 Gold Award, and 2 Silver Awards in the 47th Open Dance Contest. Also, students in the dance team performed on Speech Day, as well as the Music and Dance Night, where they all enjoyed the rehearsals and gave magnificent performances.

2. **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 some participants for the Hong Kong Speech Festival in previous years since a lot of our students participated in the competition. 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 80 students took part in various events of the Speech Festival. Most joined solo-verse speaking, and others participated in events such as dramatic duologue, choral speaking, 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, dramatic duologue, and some runners-up in other events.

With 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.

3. **Putonghua Speech Festival Training**

本年運用撥款聘任校外教練，為 43 名學生參加中一至中五普通話語朗誦比賽的學生隊員提供培訓及出賽指導，讓同學透過訓練，培養他們對普通話朗誦的興趣，提高普通話朗誦的水平，也讓同學認識更多辯論比賽形式及技巧，提升解讀辯題、分析議題的能力，從而培養獨立批判性思維。兩位老師均會為每份參賽誦材錄音，讓學生可以在家隨時聆聽，培養語感，掌握朗誦的技巧。學生也得益不少。參賽學生取得 2 亞 2 季 41 優良的成績。

4. **Badminton team, Basketball team, Squash team**

Capacity Enhancement Grant has been used to subsidize instructor fees for badminton team, basketball team, and squash team to provide regular training for those team members who all have participated in competitions.

A summary of number of students is given below:

Courses	Number of Students
1. Badminton team	26
2. Basketball team (Girls)	25

3. Squash team	8
Total	59

Feedback from students and results attained by them were positive. All of the 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 2018/2019 Division Three (Kowloon One, Kowloon Girls)	Boys Overall ranked 29 th Position out of 32, Boys B Grade 9 th Position, Boys C Grade 9 th Position, Girls Overall ranked 34 th Position out of 54, Girls B Grade 6 th Position
Basketball	HKSSF Inter-school Basketball Competition 2018/2019 Division Two (Kowloon)	Girls Overall 2 nd Runner-up Girls A Grade Champion Girls B Grade 7 th Position Girls C Grade 2 nd Runner-up
Squash	Hong Kong Squash Association School Sports Program Outreach Coaching Squash Team Competition 2018/2019	Secondary school (Boys Junior) -1st Runner-up

5. Chinese Drama Club

The Capacity Enhancement Grant has been used to subsidize Chinese Drama Club fees for our students who join the Hong Kong School Drama Festival 2019. Forty F.1 to F.5 students took part in the HKSDF and benefitted from the grant. This CEG Grant was used to hire a professional drama instructor to teach and train the students to perform in HKSDF.

Feedback from students and results attained by them were very positive. They won Awards for Outstanding Cooperation, Outstanding Stage Effect, Commendable Overall Performance, Outstanding Director and 3 actors won the Outstanding Performer. The relationship between the instructor and students was very good. Students learnt a lot of skills in related professions from the instructor. More workshops of team building and drama appreciation, which help students work more cooperatively and know more about stage management, will be arranged next year.

6. Chinese Debate

本年中文辯論隊運用撥款聘任校外教練，為約 20 名隊員提供培訓及出賽指導，讓同學認識更多辯論比賽形式及技巧，提升解讀辯題、分析議題的能力，從而培養獨立批判性思維。

教練全年為辯論隊提供超過 90 小時的訓練，並擔任中二班際辯論比賽評判，即場向

全體中二同學講評比賽表現，推廣中文辯論。中文辯論隊本年作出不少新嘗試，不單參加香港學界模擬辯護及模擬法庭比賽，更有幸成為世界中學生華語辯論公開賽香港三支參賽隊伍之一。教練積極帶領隊員備戰，引導隊員掌握華語辯論模式；隊員遠赴馬來西亞與來自內地、台灣、馬來西亞的地區冠軍隊伍交流切磋，擴闊視野，加深對華語辯論界的了解。中文辯論隊在三場比賽中共獲得十張評判票，在六十四隊參賽隊伍中排名第四十八，奪得其中兩場最佳辯論員。此外，中文辯論隊亦參加本地四項辯論比賽，其中文化盃連番晉級，奪得兩場最佳辯論員及最佳交互問答辯員。

教練盡心教導隊員，得到隊員一致好評。他與隊員建立緊密良好的關係，在賽前為隊員指導訓練及提供心理支援；賽後亦與隊員一起檢討，反思不足，力求進步。這對於隊員個人成長有莫大裨益。

7. Choir

The CEG was used to hire 3 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 two Gold Awards, three Silver Awards, two 1st Runner-ups and one 2nd Runner-up in different inter-school competitions.

8. Wind Band and Orchestra

The CEG was used to hire two 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 Wind Band and Orchestra obtained two Silver Awards, five Gold Awards and one 2nd Runner-up in the Orchestra Final in different inter-school competitions. The Orchestra and Wind Band also performed in the Music and Dance Night and received very positive response.

9. 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 could concentrate their efforts in teaching and learning. Fifteen sessions of each course were conducted, and a total of 33 students took part in the courses. Ratings of the evaluation questionnaires were positive. Students gained intellectual insights in solving competition problems. A total of 30 prizes from external mathematics competitions, including the 17th Pui Ching Invitational Mathematics Competition, HK Mathematics Creative Problem-Solving Competition for Secondary School, Po Leung Kuk Mathematical High Achievers Selection Contest, and the 36th Hong Kong Mathematics Olympiad (2018/2019), were netted by participants.

10. English Debate

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

- (i) A weekly course for members of the English Debating Team. Between September 2018 and May 2019, 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 6 selected students in F.4-5, who participated in the Sing Tao Debating Competition 2019. In November 2019, 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.

11. English F.4 – F.5 C-Days

The school hired 10 tutors to coach F.4 and F.5 students debating and public speaking skills during C-Days to enhance students' fluency and confidence in using English, organization of ideas, use of gestures, brainstorming and evaluating argument, etc. The activities benefited more than 200 students in the two forms. Altogether 8 sessions of C-Days were conducted. Students' performance in inter-class competitions was satisfactory and their engagement in C-Day lessons was generally active.

12. School Archive Committee

Capacity Enhancement Grant has been used to hire an editor for the 60th Anniversary publication. She is mainly responsible for polishing the articles written by students. More than 10 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. They enjoyed the interviews for data collection and writing. This could also ensure the high-quality work for the publication.

FINANCIAL SUMMARY 2018-19

	Income	Expenditure	Surplus/(Deficit)
	\$	\$	\$
I. Government Funds			
(a) EOEBG Baseline Reference	2,143,637.76	3,713,026.02	-1,569,388.26
School & Class Grant - Other Income	116,483.23		
(b) School Specific Grant			
Administration Grant	4,173,894.00	3,171,581.79	1,002,312.21
Noise Abatement Grant	502,938.00	502,938.00	0.00
Composite Information Technology Grant	448,459.00	236,497.42	211,961.58
Capacity Enhancement Grant	613,766.00	589,192.50	24,573.50
Sub-total:	<u>7,999,177.99</u>	<u>8,213,235.73</u>	<u>-214,057.74</u>
(c) Non-EOEBG Funds			
Sub-total:	<u>16,075,626.59</u>	<u>9,463,496.56</u>	<u>6,612,130.03</u>
Government Funds Total:	<u>24,074,804.58</u>	<u>17,676,732.29</u>	<u>6,398,072.29</u>
II. School Funds			
(a) Tong Fai	124,800.00	32,273.02	92,526.98
(b) Other Income	3,450,877.38	1,291,292.21	2,159,585.17
(c) Donation	322,477.92	327,298.22	-4,820.30
(d) Donation for Chapel Refurbishment/SIP	636,639.26	64,756.00	571,883.26
(e) Scholarship	1,192,252.06	102,300.00	1,089,952.06
School Funds Total:	<u>5,727,046.62</u>	<u>1,817,919.45</u>	<u>3,909,127.17</u>
Balance B/F (Government Funds)			4,961,722.55
Balance B/F (School Funds)			1,171,746.40
(1) Surplus of Government Funds			6,398,072.29
(2) Surplus of School Funds			3,909,127.17
Total surplus for 18/19 school year			<u><u>16,440,668.41</u></u>

School-based After-school Learning and Support Programmes 2018/19 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 96
 (including A. 17 CSSA recipients; B. 79 SFAS full-grant recipients and C. / 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						
Australia Study Tour	2			100%	14/8/2019 -20/8/2019	31650	Questionnaire		
Christian Union Gospel Camp	3			100%	13/12/2018 -15/12/2018	750	Questionnaire		
F4 Camp	14	2		100%	28/2/2019 - 2/3/2019	8800	Questionnaire		
Form 3 Camp	1			100%	25/4/2019 -26/4/2019	320	Questionnaire		
Geography Field Trip		2		100%	18/3/2019	110	Questionnaire		
Hong Kong Model United Nations 2019	1			100%	17/3/2019 -19/3/2019	650	Questionnaire		
Joint School Leadership Camp	1			100%	23/4/2019 -24/4/2019	280	Questionnaire		
Nanxiong Village Life Experience Programme	2	1		100%	17/4/2019 -20/4/2019	2400	Questionnaire		
Oboe Class		1		100%	1/9/2018 – 1/7/2019	3300	Questionnaire		
Ocean Park Course (Physics in Motion)	1			100%	4/3/2019	192	Questionnaire		
Saturday Remedial Class	1	2		100%	16/3/2019 -15/6/2019	5400	Questionnaire		

School Picnic	49	4		100%	3/12/2018	2663	Questionnaire		
Shenzhen Technological Development Study Tour	1			100%	18/4/2019	174	Questionnaire		
Speech - Chinese Duologue		1		100%	3/12/2018	120	Questionnaire		
Speech - Chinese Solo		1		100%	8/12/2018	120	Questionnaire		
Speech - English Duologue		1		100%	20/11/2018	120	Questionnaire		
Speech - English Solo		1		100%	14/12/2018	120	Questionnaire		
The International Competitions and Assessments for Schools (ICAS)- Maths	1			100%	16/3/2019	65	Questionnaire		
World Scholar's Cup	2			100%	9/3/2019 -10/3/2019	2500	Questionnaire		
世界中學生辯論公開賽		1		100%	13/12/2018 -19/12/2018	4093.2	Questionnaire		
Total no. of activities: <u>20</u>									
@No. of man-times	79	17	0						
**Total no. of man-times	96								
					Total Expenses:	\$63,827.2			

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 Change	Declining	Not Applicate
	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’ coopeativeness 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)**
