



Clearwater Bay School

Annual Report

2010-2011





A learning community working together to develop internationally minded students who act to make a better world

Annual Report

Clearwater Bay School

Our School

Clearwater Bay School provides an educational experience that focuses directly on the needs of children. Development of confidence, self-esteem and the belief in one's ability to make decisions and achieve at a high level are very important aims of Clearwater Bay School's teaching programme. Continuing success in life begins with the experience of success in these vital school years. Clearwater Bay School provides children with a positive experience, leading to continuing individual achievement after their primary schooling is completed

Our school is a caring community in which each child feels valued. We believe it is vital to create an environment in which individual self-esteem flourishes.

Clearwater Bay School is a vibrant, welcoming and secure environment where each child is encouraged to explore his/her individual capabilities and interests.

Complementing personal growth, is the collective pride which develops from class and group activities, and the participation in such activities as the class assembly, or school productions.

The achievement of high self-esteem, confidence and a sense of belonging are strongly supported by our pastoral care of pupils.

Our curriculum stimulates creativity and curiosity and ensures the building of a sound foundation in literacy, numeracy and inquiry skills. Further, all subjects are enhanced by the use of innovative technology. All our pupils, from Year 1 to Year 6 have the opportunity to use technology as effective learning tools.

Beyond the core curriculum, the exciting realm of the imagination is explored through the creative possibilities of Fine Arts, Drama and Music. Individual tuition is available in a wide range of instruments. There is also the opportunity to sing in the school choir or play in one or more of a range of ensembles and orchestras.



A healthy lifestyle is promoted through physical education and a variety of school sports, which include football, netball, rugby, cricket and aquathon.

A range of extension and support programmes meet individual talents and needs. Most importantly, Clearwater Bay School is a happy place that encourages play, laughter and learning in a secure environment.



Hong Kong schools,
a world of opportunity.
植根香江 機遇無限

Guiding Statements

2010 saw our school community review our Guiding Statements i.e. Our vision and mission for the school. This review included all members of the school community and was led by a committee which included students, parents, teachers, support staff and Council members. We are very proud of the Statements we agreed upon and are now using these statements to guide our decision making and way forward.

A learning community working together to develop internationally minded students who act to make a better world

We will achieve this through the following **Pillars of Purpose**

- 1. Promoting high expectations and supporting all learners to achieve their full potential.**
 - 2. Respecting the individuality of all people.**
- Using our learning to make a difference in our lives and the lives of others.**

In doing all this, we aim to be learners who are:

Knowledgeable – we seek and share ideas, information and experiences to understand the changing world

Caring – we are friendly, kind and thoughtful towards everyone and everything

Principled – we are responsible, respectful, honest and fair

Balanced – we understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others

Open-Minded – we listen very carefully to other peoples' ideas and try hard to understand them

Risk-Takers – we believe in ourselves and have the courage and confidence to try new things and face new challenges

Inquirers – we are enthusiastic explorers who find things out, ask questions and make connections

Thinkers – we think in lots of different ways to ask questions, solve problems and make decisions

Communicators – we listen and talk to others, sharing clearly our ideas and feelings

Reflective – we think, do and review.



School Development Priorities

The CWBS School Development Plan for 2009-2012 is based around the following priorities -

Priority Area	2010-11 Development
Written Curriculum	<p>The development of shared beliefs and understanding of a concept driven curriculum. This was achieved through a series of professional learning activities and conversations including a 2 day In school workshop hosted by accredited IB trainers.</p> <p>Developed increased understanding of new IBO scope and sequence documents and curriculum outcomes. This was achieved through an ongoing professional learning program designed around the new planning documents along with moderation across phases.</p> <p>Reviewed the quality of the PSPE curriculum and established a school-wide PSPE program for 2011-12 which includes SEALS, FRIENDS, Counselling and a school-wide framework for sex and relationship education.</p>
Taught Curriculum	<p>Embed inquiry as the main form of pedagogy in all classrooms. This was an ongoing goal with our PYPC focusing on this throughout the year with all teachers. We also received support from ESFC Education team members as well as modeling and sharing by CWBS teachers.</p> <p>Revised expectations for the teaching of mathematics across the school. A school Maths policy was developed after a rigorous approach to align our teaching, learning and assessment with the PYP scope and sequence documents. Again professional learning featured prominently in this area and we were ably supported by the ESF Primary Maths advisor.</p>
Assessed Curriculum	<p>Embed the use of data as a tool to inform planning and to subsequently raise student attainment in English, Maths and Chinese. Data was used to plan, track and report on progress across the school. A new electronic reporting format using the Gateway was introduced for all students.</p>

School Self-evaluation

During 2010—2011 Clearwater Bay School embarked on an ambitious 18-month process of school self-evaluation. This process is widely recognised as a highly effective means of initiating and maintaining school improvement by evaluating against and demonstrating alignment with publicly stated standards from the Council of International Schools (CIS) and International Baccalaureate (IB) .

The self-evaluation is very comprehensive and covers all aspects of our educational provision and operations including philosophy and objectives, curriculum, governance and management, staffing, student support, resources and community relations. The process culminates in a week long visit to school by a group of peers from other international schools in the Asia-Pacific region. This group will use the results of our self-study to verify the progress we have made and to make recommendations for future development. The visit is due to take place between the 20th and 25th May 2012.

The self-evaluation is lead by a Steering Committee representative of the whole school community. This group was established in August 2010 and has been instrumental in ensuring the process runs effectively and smoothly. During 2010—2011, self-evaluations covering the following areas were completed and endorsed by the Steering Committee.

- Written Curriculum (IB)
- Taught Curriculum (IB)
- School Culture and Partnerships for Learning (CIS)
- SEN Provision (CIS)
- Governance and Leadership (CIS)
- Health and Safety (CIS)
- Faculty and Support Staff (CIS)
- Finance (CIS)



Curriculum Updates

TEACHING AND LEARNING AT CWBS SCHOOL

The Primary Years Programme

Clearwater Bay School was awarded full authorization as an IBO World School in May 2009, accrediting the school in following the International Baccalaureate Primary Years Programme (PYP). This programme offers our school a philosophy and curriculum framework, which aims to combine the best research and practice from a range of national systems, with the wealth of knowledge and experience evident in international schools.

The Primary Years Programme is designed for students between the ages of 3 and 12 years. It is an international, transdisciplinary programme designed to foster the development of the whole child, not just in the classroom but also through other means of learning. Including the learner profile and attitudes which encompass the ethos of an internationally minded, life-long learner.



The PYP focuses on the total growth of the developing child encompassing social, physical, emotional and cultural needs in addition to academic welfare.

The staff at the school continually receive further professional development opportunities, which enables them to develop their practice as well as the implementation of this concept driven curriculum, allowing individual skills and understandings to be extended on and applied within the classrooms.

We submitted our current PYP Action Plan to the IBO in January 2010 and have already begun to action the recommendations which inform our focus for the teaching and learning within classes over the next two years. This Action Plan has been shared with staff, parents (PTA) ESF and the School Council, and is available for reference on the school website.

Our Programme of Inquiry has also been revised over the year, allowing us to address the growth and depth of coverage happening across the school, with the support of our various curriculum leaders.

We have begun to develop greater internationally minded links within all our units, as well as within activities happening across the school.

We hope this core element of the PYP will continue to be extended further throughout 2010.



CWBS 2011 EXHIBITION

Sharing the Planet

Collaborative and purposeful interactions enable people to improve communities

June 2011 saw CWBS host its second Y6 Exhibition, which was once again based on the theme of "Sharing the Planet." An Exhibition is a learning experience that all authorized PYP schools prepare, participate in and present. It must allow children the opportunity to inquire into and explore community issues they choose and identify as an area of interest. The hope is that from their inquiry, they will be motivated to take action and make a difference to the community in some small way.

This year we decided to move the focus beyond the Sai Kung area and look at what was happening across Hong Kong itself.

The concepts of connection (how are these issues connected to what the community needs, how can groups make a difference), causation (why is this issue, an issue, how can we effect change), perspective (whose point of view should we be considering) and responsibility (what is it that we can do to make a difference) were the driving big ideas for the students to start thinking of their main focus.

The unit prior to the Exhibition unit was based on looking at Non Government Organizations (NGO's), and how they make decisions in their field, as well as the ripple effect and result of these decisions. The children were able to explore community issues and needs through this—and ultimately choose which area of need they wanted to find out more about, leading into the Exhibition.

The big idea of working together as a collaborative group throughout the Exhibition was a challenge for the children, followed by taking action together to make a difference. For most of them these cooperative skills proved to be a learning curve as well as a group celebration, when they finally presented their findings on the night of the Exhibition.

We are extremely proud of all that this group of Y6's accomplished this year. The issues they identified and actioned, raised awareness and new knowledge across the CWBS community, resulting in many parents and other community members coming on board to help make a difference in a variety of ways.

We look forward to the 2012 Exhibition to see how they students at CWBS build on the foundations laid this year.



English Language

At Clearwater Bay we provide purposeful, challenging and real English Language experiences, as we believe language is fundamental to learning, thinking and communicating, and permeates the whole curriculum. Every member of the school community is a teacher of language and is therefore responsible for language development and learning.

Our students learn about English language through explicit teaching and within our Units of Inquiry which allow them to learn through English language as they read, write, view and speak purposefully. Last year, we purchased core texts to support students understandings of key concepts, being Internationally minded and mathematical concepts and understandings. These texts were primarily picture books and have been a successful way to support students to develop connections with their learning. As a staff we unpacked the writing continuum to support our teaching and assessment of student learning. Our Library/ Learning Centre continues to be the 'heart' of our school; with students using a range of texts for both enjoyment and learning. The use of iPads to support these experiences has been a highlight for many students. We have also purchased a significant number of non-fiction books for the library this year to support both units of inquiry and student interest. Mother tongue books in 20 languages are actively borrowed by our users. We celebrate



cultural fes-

tivals, involve the community in cultural events and have over 3500 number of books borrowed every week. Our library is open at 8:00am every day for student use.

CHINESE LANGUAGE

All of our students are engaged in daily Chinese lessons. For students in Years 1 and 2 these lessons go for 30 minutes and for students in years 3-6 these lessons go for 45 minutes. Students in Year 1 attend Chinese lessons in their home classes whilst students in Years 2-6 are placed in three pathways based on their Chinese language ability. These pathways are fluid and children can and do move between pathways.

Our Chinese curriculum is the ESF Chinese curriculum written in 2006. This curriculum is inspired by the aspirations of the ESF community. Our Chinese department consists of four Chinese teachers, of which one is the Head of Chinese and four full-time educational assistants.

Our classroom teachers also attempt to integrate Chinese into the curriculum as and where appropriate and our school celebrates all major Chinese festivals.

CHINESE INITIATIVES

These exciting developments should provide our students with extra opportunities to use their growing Chinese skills in authentic contexts.

Heifer Trip

During the summer holidays a group of students, teachers and parents from CWBS visited Guizhou Province on a Heifer Joint School Study Trip. Thorwen Utterwall, Katy White, Irene Wang, Ellen Xia and Emma So (all Year 6 pupils) were among a party of 28 visitors who were fortunate enough to participate on the visit.

The group visited a Baxian Village in Sansui County and Baishui Village of Kaili County. The purpose of the trip was to provide the group with the opportunity to visit families who have received support from Heifer International Hong Kong. It also allowed the chance to learn more about the work conducted by the charity.

The students from Clearwater Bay School also met children and their families from two villages and practise their spoken Mandarin. They also spent some time learning and sharing customs with the children they met. They learnt some traditional drumming, spent time playing some games and even helped to participate in constructing a cistern for one of the villages.

The students involved took great advantage of all the opportunities that this trip provided and a memorable experience was gained by all.

More information about the Schools Joint Exchange Trip to Guizhou can be found on the Heifer International web site www.heiferhk.org



Beijing trip

In May 12 CWBS students, teachers and parents participated in the ESF wide Y6 trip to Beijing. The trip was the highlight of the year for many students and a terrific way for them to use their growing Chinese skills in an authentic context. This annual trip to Beijing has now become part of ESF tradition and something all Y6 students look forward to.

Mathematics

At Clearwater Bay School we provide a rich and varied mathematics programme based on the IB Scope and Sequence document.

We believe that mathematics understanding is acquired through constructing meaning, transferring meaning and applying mathematical knowledge with understanding. We monitor progress in mathematics through INCAS (Interactive Computerised Assessment System). INCAS has been used with the Year 3 to Year 6 cohorts and the results have given us the tools to assess and improve our teaching and learning.

In 2010-2011 mathematics was a whole school focus where we revisited our teaching and learning, as well as our assessment policies, to continue to provide the best to our students in their mathematics development.

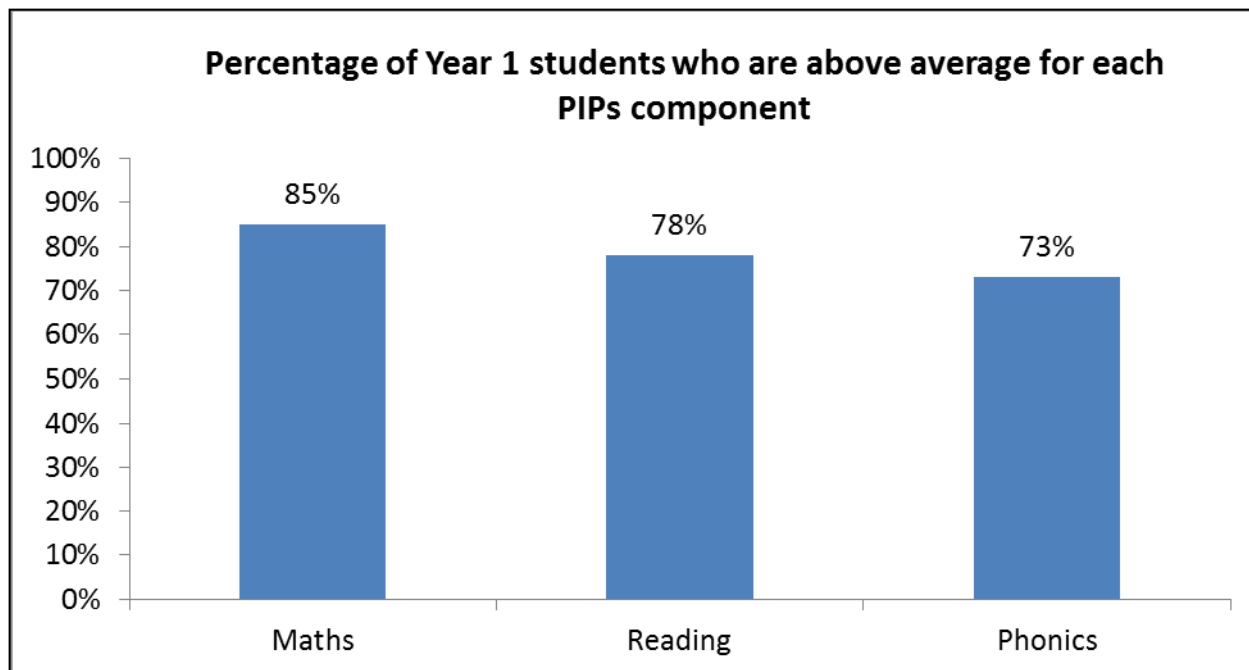
Resources have been purchased for the whole school, particularly manipulatives for the younger classes and story books with mathematical themes for the library. All classes participated in the World Maths Day held in March as part of our Maths Week. The majority of children used this opportunity to log on to the system over a 24 hour period to compete against students in the rest of the world.



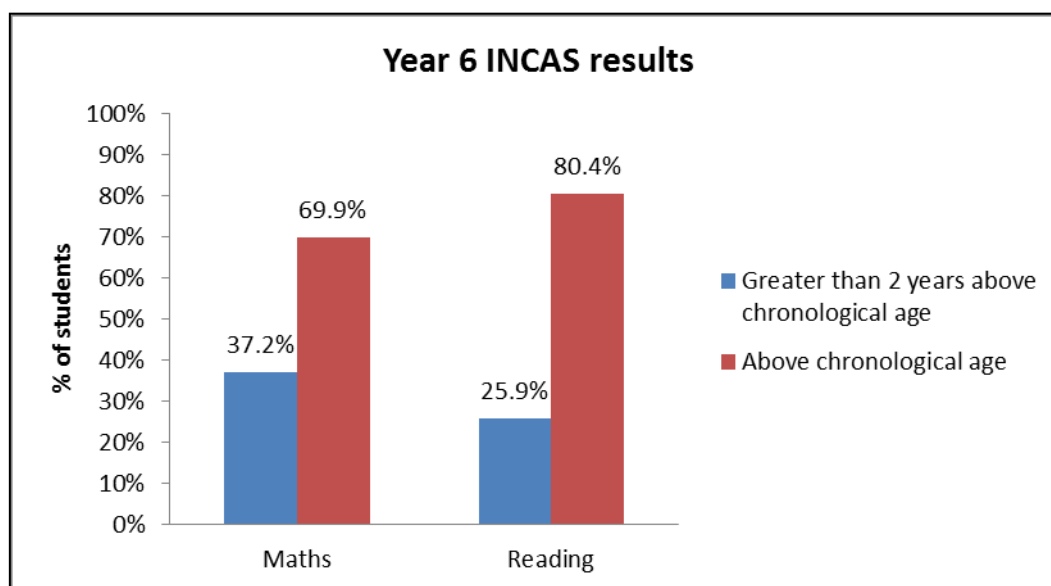
Academic Achievements for ESF Annual Report

Three major assessments are used to measure student achievement at primary level. These are the *Interactive Computerised Assessment System (InCAS)* tests, the *Performance Indicators in Primary Schools (PIPs)* tests and the *International Schools' Assessment (ISA)*.

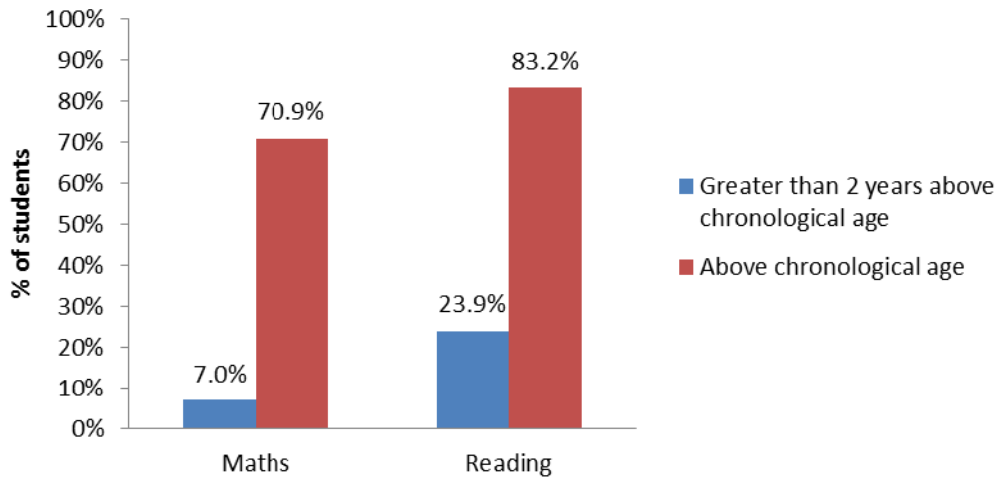
The PIPs assessment is administered by the Centre for Evaluation and Monitoring at Durham University and is taken by over 4,000 schools (most of who are in the U.K.).



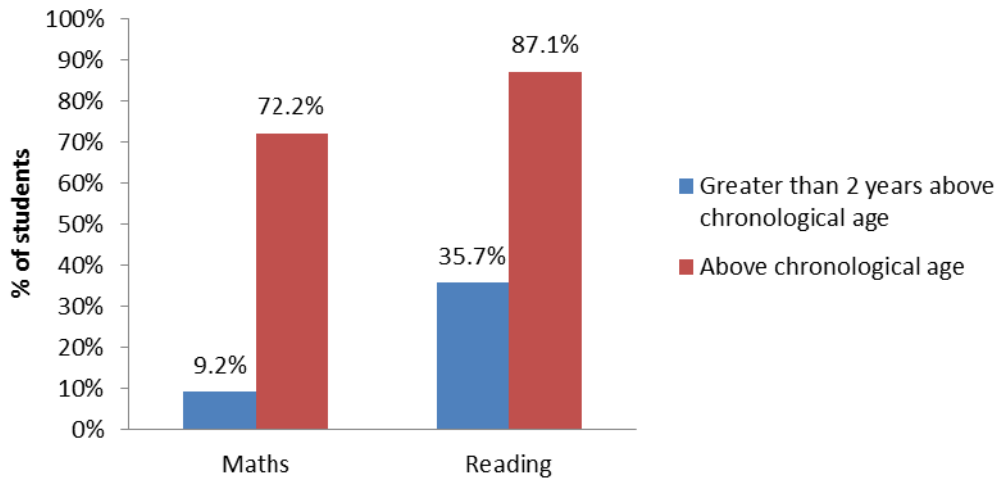
The InCAS assessment is also administered by the Centre for Evaluation and Monitoring at Durham University and is taken by all ESF students in Years 3, 4, 5 and 6. The assessment compares each student's performance in Mathematics and Reading with that of an average child of the same age. ESF schools have been using this test for five years and now have a bank of data to help them track student progress. High scores were achieved in the InCAS tests, as the following graphs show:



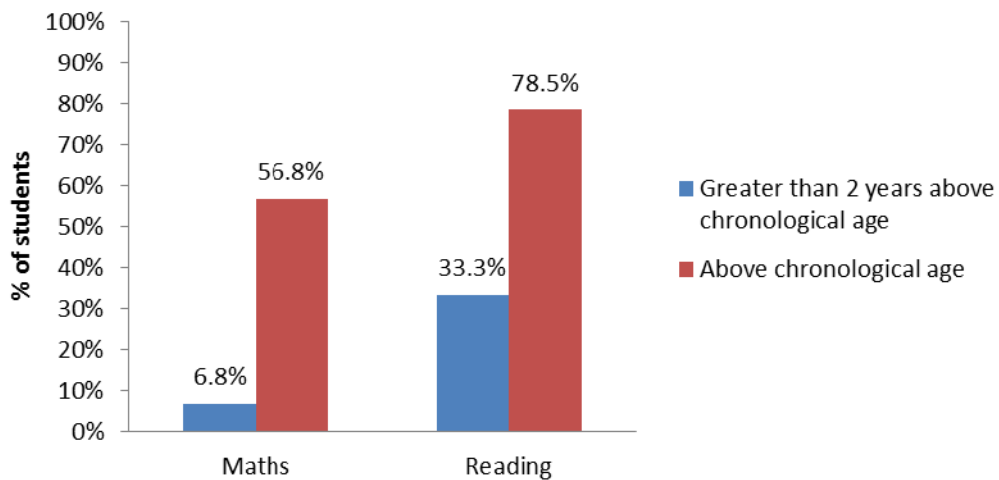
Year 5 INCAS results



Year 4 INCAS results

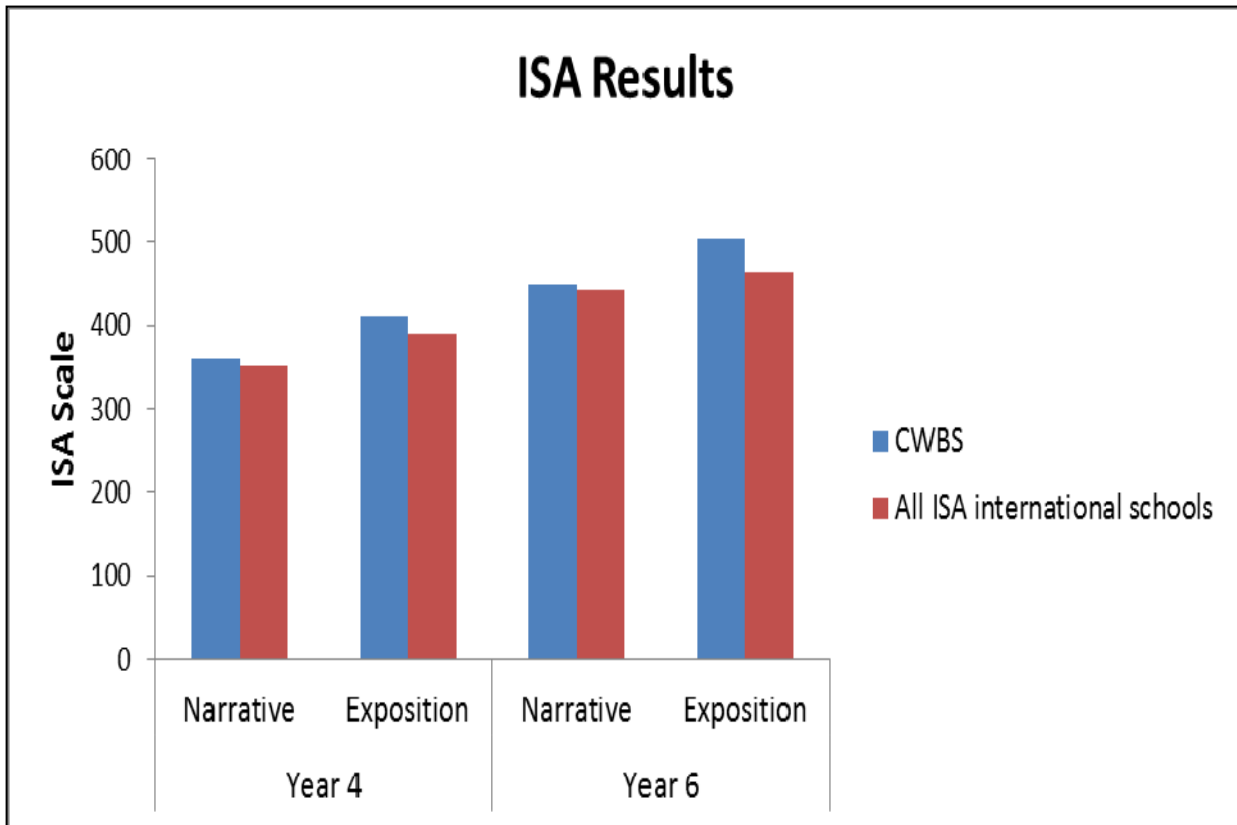


Year 3 INCAS results



ISA RESULTS

The International Schools' Assessment (ISA) is administered by the Australian Council for Educational Research (ACER) and is designed for students in international schools. ESF students in Year 4 and Year 6 take the Writing the ISA assessment which consists of narrative and exposition components. The assessment is criteria referenced with students moving up the ISA scale as they progress. On average, our Year 4 and Year 6 students achieved higher than students in *similar* schools (i.e. international schools with a similar number of English Second Language students) on both the narrative and exposition components.



Extra Curricular Activities

All students in Years 4, 5 and 6 had the opportunity to attend a free extra-curricular activity hosted by a staff member in term one and again in term two. The activities included a variety of sports (hockey, aquathlon, rugby, tag rugby, football, cricket, netball and athletics) as well as a range of drama, art, language and academic activities. The children thoroughly enjoyed the range and quality of the activities and all staff are to be commended on their efforts.



Curriculum Enrichment (i.e Fieldtrips)

Year 1



Year 1 visited the beach at the beginning of the year as part of their social education to learn how to be with each other and how to play with each other. Visiting the Garden Centre, year one bought plants to a specified criteria and brought them back to school to plant in the garden area outside their classrooms. As part of this visit the children were introduced to paying for goods, asking for discount, and budgeting for their needs. A visit to the Lion's Nature Park enabled the children to see plants growing in their natural environment.

Year 2

As part of their inquiry work, Year 2 experienced transport in Hong Kong utilising a private bus, the MTR, and the Star Ferry. During the day the children visited the Airport Express station as well.



A visit to the HKAPA to watch a performance of the Stick Man proved to be a great success and was an ideal lead into the unit of inquiry, 'How We Express Ourselves'.

Looking at different homes in Sai Kung was also a good introduction to 'Who We Are'.

Year 3

Year 3 involved our parent community in many of their Units of Inquiry and really valued the learning experiences and insights and understandings from these visits gained from these visits. They also took the opportunity to visit places in our local community to enrich children's connections with lines of inquiry and their lives.



Year 4

Year Four linked the 'Who We Are' Unit of Inquiry to their 3 day Camp to Cheung Chau. Students spent 3 days involved in activities and experiences to develop a wide range transdisciplinary skills including social skills and self-management skills; they had a lot of fun too!



Year 5

Our Year 5 students studied a unit of inquiry which explores the workplace and the interconnected roles workers perform.

As part of the unit, students visited a variety of workplaces which provided them with authentic examples of how people work together for a purpose. This was a great example of our learning community working together as many of our parents hosted these visits, while others came to school to deliver presentations and workshops to students.

At the end of the unit, students used their insights and understandings to set up their own companies and deliver presentations to their peer group.



Year 6

Year 6 students successfully completed their Unit of Inquiry 'How The World Works' in with help from students and teachers from KGV and Island School. The children had fun carrying out science investigations, to further their understanding of how energy can be converted from one form into another and stored in different ways.

KGV teachers shared their expertise and introduced the children to how electricity is made. This provoked a great deal of excitement and many student questions and indeed further inquiry.

Y10 students from Island School also came into Y6 to explain their school initiative of installing solar panels. Again the children found this a stimulating session which led to lots of discussion about renewable energy. Many children then took action to bring to school solar powered toys.



Building & Facilities

During the summer break, major improvements to the buildings and facilities at Clearwater Bay School were completed. The improvements included:

- Redesigned and enlarged classrooms and learning spaces for Year 1
- Redesigned and enlarged 'Access Centre' to facilitate integration of LSC and SEN provision.
- Installation of PA system to assist with communication and emergency situations in school
- Replacement of all internal and external steel framed windows
- Installation of new locks on all classroom doors
- Installation of new lighting and painting of the 1st and 2nd floor corridors
- Installation of soft-fall on the 3rd floor roof
- New benches and tables for students installed on the ground floor and roof areas
- Replacement of plants and shrubs in various locations around the campus including the school entrance

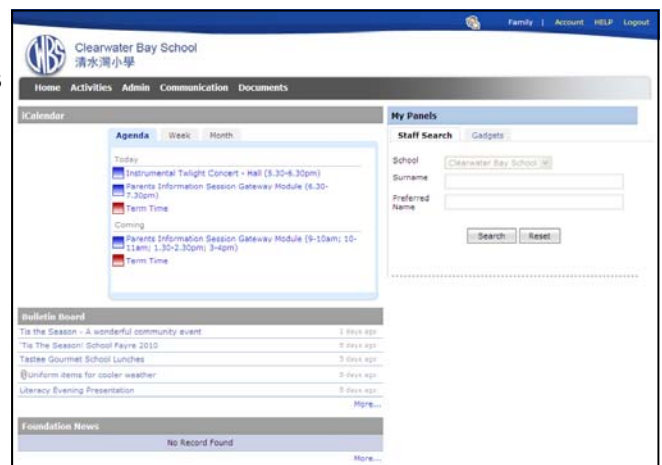


Communication

Parents' Gateway

We launched a new interactive website to the school community - the 'Parents Gateway'. This online system facilitates stronger communication between home and school and allows parents to access information about their child's education and progress more readily. The following features were introduced from January 2010

- Demographic details and medical information
- Assessment information and summative reports
- Student attendance information
- Enrolment in extra-curricular activities
- Student conference booking system
- CWBS bulletins
- ESF news
- Useful documents



Students Guidance & Support

Learning Support/ SENCo

We are always keen to find new ways to help us to identify and support children with additional needs. Last year we adapted the student support plan to a small booklet, with a yellow colour front cover, in order that it could be easily accessed each month by the various people who are involved in the support of the children's education. This included the parents, the class teacher, the school SENCo, the phase leader and Educational Assistants working with the child. The booklet form was a big success and we have again implemented it for students this year with a gorgeous green colour. It allows a record to be held of targets, examples of work and support interventions.



The intervention programs were also delivered in a slightly new way, with more of a focus on the class teacher and class EA delivering them. The SENCo was able to focus screening to help with identification and continual monitoring of the programs to ensure that the correct children were supported.

As we look to next year, our model of inclusion is enhanced with the combination of the LSC and the SEN children being supported through a newly renovated Access Centre.

Learning Development II

New Learning Technologies

This year we expanded student access to laptops across the school. Sixty new laptop computers were purchased and configured for use by Y3—Y4 students and complement the laptops currently available in Years 5 and 6. Custom made secure storage trolleys allow the laptops to be used in various locations across the school. This means that Years 3 to 6 now have access to a shared set of 30 laptops per year group.

We also renewed the technology in the ICT Lab. The introduction of integrated flat panel computers has reduced the amount of clutter from table tops and allows students to . New touch screen computers were also introduced in the Access centre, allowing more flexible use by students with additional needs.

iPads

A set of 10 iPads was purchased and configured with a range of engaging educational 'apps'. Students have been using the iPads to practice core language and maths skills and to explore new concepts. They have also used a variety of creating tools to make music and create digital art work. The iPads have been used extensively in the library to support reading and research, as well as a range of other topics.

Early Years

Our students in the early years of the school are benefitting from a range of new hardware and peripheral items. These included digital microphones and 'Story phones' to support language development, programmable toys to support mathematics and new multimedia equipment.

Learning Gateway

The 'Learning Gateway' learning platform has continued to grow, facilitating online communication and collaboration for students. All members of teaching staff received additional training during the year from colleagues at ESF Centre. As part of the suite of applications available to students through the Learning Gateway, students in Years 4—6 were given access to a selection of Google applications including school-based email accounts. These applications were most notably used during the Year 6 exhibition where students used them to communicate and collaborate with the wider school community.

Learning Technology Support Teacher

As part of our efforts to improve students learning experiences, a Learning Technologies Support Teacher was appointed in May. This teacher plays a key role in maximising students' learning and achievement through the use of Learning Technologies. This role includes working collaboratively with class teachers, colleagues and other members of the school community.



Student Council

At CWBS we value student's contributions to our daily school life. We engage and actively listen to students' views and ideas with the aim of developing students who believe and understand that they are able to make decisions and take action in their lives.

Our Student Council is a formal way to develop student voice and action across our whole school community. Each class from Year 3 to Year 6 has elections to elect a class representative to stand on the Student Council. The Student Council meets regularly to discuss issues important to them, to plan for school events, to be asked for their views on school initiatives and most importantly to take action!

Last year our Student Council was very actively involved in many aspects of our school.

Highlights/Actions

- An exciting and rewarding initiative led the Student Council was the development our relationship the Jockey Club Sarah Roe School. As a student council we visited the school to learn more about students and their learning needs. We visited their new library and then decided to help support the JCSR 'Adopt a Book Campaign'. We did this by raising funds through a second hand book sale at school. We raised enough funds to buy over 50 new books for the library. Following our visit and the making of new friends we then returned to JCSR to help students for an afternoon during their Health Week. Following this we hosted students at CWBS for a morning of art and movement and a shared lunch. We are looking forward to developing further integration opportunities this coming year.



- We took immediate action as a result of the earthquake in Japan and the floods in Pakistan. Many of our community were affected by these disasters and felt that we could help by sending funds to help children and families in these areas. We held dress casual days to raise funds as well as holding bake sales.
- A team of students worked to develop a Student Council 'Moodle' Page on our Learning Gateway. We are hoping to develop this further this year as a way for students to communicate, share their views and collaborate on projects.

We feel a valuable part of the whole school community and have particular enjoyed the exchange of ideas with our PTA.



School Council/PTA

SCHOOL COUNCIL

The Clearwater Bay School Council acts as the governing body for our school. The Council must approve and ratify all school policies, budgets and appointments. According to the ESF ordinance, the Council must be composed of a mixture of parent, teacher, ESF and community representatives.

The School Council meets twice a term and we encourage parents and teachers to approach relevant members of the Council with suggestions, ideas and concerns.

PTA

The Parent Teacher Association exists to provide involvement of parents in the activities and general welfare of the school. Social activities enable you to meet other parents in a friendly and casual way. The PTA organise social functions for the children; and fund raising events to provide the school with equipment not supplied by ESF. The major fund raising event for the year was the CWBS Splash Fair. The fair was a resounding success thanks to the organizing committee led by Prema Norman. The community enjoyed a wonderful day of celebration at school with the PTA raising over \$200000 for the school.

School Council Members 2010-2011

Mr Mike Hudson	Chair
Mr David Fitzgerald	School Principal
Ms Vivian Cheung	ESF representative
Mr Christopher Coyle	Teacher elected representative
Mrs. Zena Deal	Teacher elected representative
Ms Traci Salter	Teacher elected representative
Mrs. Angela Barwell	Support staff elected representative
Mrs. Karin Castagnet-Broeksmit	Community elected representative
Mr Kenneth Lam	Parent elected representative
Mr Michael Fung	Parent elected representative
Mrs. Joan Luo	PTA elected representative
Mr John Bower	Community elected representative
Mr Paul Tse	Community elected representative

Student Destinations

Year 1:

2 to Australia
1 to Denmark
1 to India
3 to Overseas Unknown
1 to Singapore
1 to South Africa
1 to United Kingdom

Year 2:

1 to Australia
1 to Europe
1 to Overseas Unknown
1 to Singapore
1 to Stockholm
1 to Sweden
1 to United Kingdom
1 transferred to Quarry Bay School
1 to HK Academy

Year 3:

1 to Australia
1 to Europe
1 to Korea
1 to Pakistan
1 to Singapore
1 to Local Unknown
3 to Overseas Unknown
2 to United Kingdom
1 transferred to Bradbury School
1 transferred to Kowloon Junior School
1 to HK Academy

Year 4:

2 didn't start
1 to Denmark
1 to Overseas Unknown
1 to Local Unknown
2 to United Kingdom
1 transferred to Kowloon Junior School
1 to Kellett School

Year 5:

1 to Korea
1 to South Africa
3 to United Kingdom
1 to Stockholm
1 to Thailand
1 transferred to Kowloon Junior School
1 to Australian International School

Year 6:

1 didn't start
1 to New Zealand
1 to Overseas Unknown
1 to United Kingdom
1 to United States of America

Statistics: turnover, ethnicity, nationality, first language

(as at 27th April 2011)

Year 5

Statistics: turnover, ethnicity, nationality, first language

Turnover rate

	Total no. of students	Total no. of withdrawals
Year 1	119	7
Year 2	119	5
Year 3	120	7
Year 4	120	5
Year 5	119	7
Year 6	119	3

Ethnicity

Total no. of students	No. of Chinese	No. of Caucasian	No. of Eurasian	Other (Indian)	Other (Korean)	Other (Various / Unknown)
716	178	311	141	27	13	46

Nationality

Total no. of students	No. of British	No. of Chinese	No. of Canadian	Other (Australian)	Other (American)	Other (Various / Unknown)
716	280	84	50	70	61	171

First Language

Total no. of students	English	Cantonese	Other (Mandarin)	Other (German)	Other (European)	Other (Various / Unknown)
716	636	19	18	8	17	18



School Annual Report

	Actual 2010/11	Budget 2010/11
<u>Non-cash Funding</u>		
Staff funding	37,637,967	37,653,595
Others	417,301	-
Total non-cash funding	38,055,268	37,653,595
<u>Cash Funding</u>		
Capitation & ICT Funding	2,776,109	2,982,193
Grants	5,438	5,438
Rental and other income	643,532	450,000
School activities income	755,909	-
Donation	105,459	100,000
Total cash funding	4,286,447	3,537,631
Total Funding	42,341,715	41,191,226
<u>Expenditure</u>		
Staff expenses	37,738,903	37,653,595
Other expenses - Operational	4,442,730	3,634,420
Other expenses - Capital	1,123,299	889,000
Total Expenditure	43,304,932	42,177,015
Surplus / (Deficit)	(963,217)	(985,789)