



**Bishop Hall Jubilee School
School Report
(2016/2017)**

School Vision & Mission

Our Vision

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

Our Mission

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

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

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

School Goals

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

1. Incorporate Christian values and cultivate student’s moral and ethical consciousness to foster students’ positive personal development.
2. Promote a culture of active service for others as a reflection of learning about the Christian faith and school motto.
3. Nurture students in the spirit of the school’s core values of trustworthiness, perseverance, love, self-motivation and self-discipline so as to help them become servant leaders.
4. Help students develop a global vision, appreciate the diversity of societies and cultures, and have a better understanding of our community and the world.
5. Create a language rich environment to help students communicate effectively in both Chinese and English.
6. Equip students with the nine generic skills (collaborative, communicative, creative, and critical thinking skills, information technology skills, numeracy, problem solving skills, self-management skills, study skills) to help them learn to become proactive and independent learners who are able to work effectively in an increasingly interdependent and fast changing world.

7. Encourage students to learn outside the classroom to broaden their horizons.
8. Provide opportunities for students to explore and stretch their potentials in both academic and non-academic developments.
9. Appreciate the beauty and qualities of aesthetic expressions of different forms.
10. Understand the need for good physical and mental health in order to lead a healthy and balanced life.

Our School

The school was founded in 1961. It is an EMI school with 30 classes. There are 30 classrooms, 5 laboratories, 2 computer rooms, a language room, a library, 4 other special rooms, a chapel, a roof garden, an indoor activity hall, a playground and a school hall for students.

1. School Management

Composition of the Incorporated Management Committee (IMC):

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

2. Number of Days in a School Year with Regular Classes: 146

3. Number of Days with Learning Activities: 51

4. Lesson Time for the 8 Key Learning Areas

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

Key Learning Areas	14/15	15/16	16/17
Chinese Language Education	20.7	20.7	20.7
English Language Education	20.1	20.1	20.1
Mathematics Education	14.9	14.9	14.9
Personal, Social & Humanities Education	18.7	18.7	18.7
Science Education	12.9	12.9	12.9
Technology Education	2.3	2.3	2.3
Arts Education	6.3	6.3	6.3
Physical Education	4.0	4.0	4.0

4.2 Curriculum (2017 – 18)

KLAs	Subjects	Subjects Offered in Different Forms					
		F.1	F.2	F.3	F.4	F.5	F.6
Chinese Language Education	Chinese Language	✓	✓	✓	✓	✓	✓
	Putonghua	✓	✓	×	×	×	×
	Chinese Literature	×	×	×	×	×	✓
English Language Education	English Language	✓	✓	✓	✓	✓	✓
	English Literature	✓	✓	✓	×	×	×
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Mathematics Extended Modules	×	×	×	✓	✓	✓
Personal, Social & Humanities Education	Business, Accounting & Financial Studies (BAFS)	×	×	×	✓	✓	✓
	Chinese History	✓	✓	✓	✓	✓	✓
	Economics	×	×	×	✓	✓	✓
	Geography	✓	✓	✓	✓	✓	✓
	History	✓	✓	✓	✓	✓	✓
	Liberal Studies	✓	✓	✓	✓	✓	✓
	Religious Studies	✓	✓	✓	×	×	×
	Ethics	×	×	×	✓	✓	✓
Science Education	Integrated Science (I.S.)	✓	✓	×	×	×	×
	Biology	×	×	✓	✓	✓	✓
	Chemistry	×	×	✓	✓	✓	✓
	Physics	×	×	✓	✓	✓	✓
Technology Education	Computer Literacy	✓	✓	✓	×	×	×
	Information & Communication Technology (ICT)	×	×	×	✓	✓	✓
Arts Education	Visual Arts (V.A.)	✓	✓	✓	✓	✓	✓
	Music	✓	✓	✓	×	×	×
Physical Education	Physical Education (P.E.)	✓	✓	✓	✓	✓	✓

5. Class Organization

Level	F1	F2	F3	F4	F5	F6	Total
No. of Classes	5	5	5	5	5	5	30
Boy	76	86	74	71	61	70	438
Girl	78	61	67	61	75	66	408
Total Enrolment	154	147	141	132	136	136	846

Percentage of S4 places filled by own S3 students: 100%

6. Our Teachers

6.1 Staff Establishment: 57.5 (including the Principal)

6.2 Teachers' Professional Development

The average number of training hours undertaken by teacher: 49.8 hours

6.3 Principal's Continuing Professional Development (CPD): 209.5 hours

6.4 Teachers' Qualification

	Percentage
PhD degree	3
Master's degree	57
Bachelor's degree	40

6.5 Teachers' Experiences

	Percentage
0-4 years	16
5-9 years	10
10-14 years	18
15 years or above	56

7. Review of Major Concerns (Achievements and Reflection)

Major Concern 1: To strengthen a caring and thankful school culture

7.1 To foster a culture of appreciation, respect and support

7.1.1 The curriculum for the moral, civic and religious education of SKH has been implemented in RS lessons and assembly periods. Before implementing the SKH curriculum, an analysis was performed to find out the correlation between the current school based RE curriculum and the SKH curriculum. The analysis has shown that more than half of the elements stated in the SKH curriculum has already been integrated and covered by the RS curriculum. Besides the formal curriculum, an assembly was conducted using SHK online resources, and two F1 classes have visited the St. John Cathedral in March 2017. Based on the feedback from teachers, more activities will be launched next year to allow students to understand more about SKH, the sponsoring body of BHJS.

7.1.2 To foster a caring and thankful school culture, several pilot theme-based initiatives were introduced by the Student Support Coordination Committee (SSCC) with collaboration between different teams and subject departments. "Festival@BHJS" was newly introduced this year, with the aim of offering school-based functions during festivals/important events so that students could feel more at home at BHJS. Activities like the Mid-Autumn English Lantern Riddle Game, Xmas Busking and Chinese New Year Charades were launched during festival periods, creating a festive atmosphere for students. The events were well received, and some BHJS students even acted as journalists and reported the events to the media. "Cheer! F6! (頑張中六)" was also introduced this year, offering extra support to F6 students before the commencement of their DSE journey. The

Bubble Soccer Tournament, and special surprises during the Farewell assembly etc., were introduced under this category.

In regards to whether the school managed to deliver a caring and thankful culture, the score in the school survey for teachers was 3.3 out of 4, while the score for students was 2.8 out of 4. The results are encouraging. The school will continue launching various measures to promote our “We are all Jubileans” culture.

7.1.3 In order to continue to provide more opportunities for students to serve each other and the community, the BHJS service learning framework was further elaborated and consolidated this year. The details are as follows:

Theme for F1 – To serve the class

Theme for F2 – To serve the school

Theme for F3 – To serve the community

Theme for Senior Forms – Service Learning x KLA initiative

While the themes for junior forms were established last year, a new initiative known as “Service Learning x KLA” was introduced this year, placing emphasis on allowing students to apply what they have learnt in their academic subjects and apply their subject specific knowledge to serve others, while fostering the establishment of positive values and attitudes related to that subject. With input from the “Quality Schools in Hong Kong Programme (QSHK)” that the school joined this year, and which was organized by CUHK, students from senior forms ICT, THS, Science (Phy /Chem/ Bio), Geography and LS have joined various service activities, allowing students to apply their subject-based knowledge to serve the community. The reflection after the service provided students with the opportunity to map their service experience with their subject knowledge. Students expressed positive comments about these events. The 4-point scale school-based survey regarding whether service learning participants agreed that service learning helped them learn and grow revealed a mean score of 3.2. The figure is promising, and shows that students can learn and grow via service learning. The “Service Learning x KLA” initiative will be continued next year.

Another strategic move introduced this year was to strengthen the service and leadership skills of student leaders/servant leaders, especially prefects and Student Union committee members, via various joint-school functions. An exchange program was conducted which allowed SU committee members to experience how a big event was organized and run in another secondary school. A joint-school leadership training camp was also launched for the first time this school year, allowing BHJS student leaders to organize functions for students from 4 different band 1 secondary schools. A team of 8 students also participated in a service pilot project organized by QSHK, which required students to serve the elderly by organizing various tailor-made events designed by students. Regarding whether students would like to participate in joint-school functions, the school-based

survey showed that the mean score was 3.3 out of 4; this was one of the highest figures in the whole student survey.

7.1.4 In order to disseminate positive and thankful messages around the school campus, a 55th Anniversary greeting ceremony was held in late 2016. Students decorated the school campus with their greeting messages written on plastic plates, and the whole school was filled with thankful messages and a caring atmosphere. Mr. Mak YS conducted a talk for F6 students, encouraging them to think positively during their DSE journey. The Inter-House Micro Film Competition also provided an opportunity for students to deliver thankful messages using sound and vision.

7.2 To build up a very harmonious school atmosphere

7.2.1 To encourage active participation among students and teachers in inter-class competitions and school functions, a Dress Different Day was held which involved teachers wearing school uniforms and students wearing casual attire during the event. More than 40 staff members joined the activity and wore school uniforms. Some inter-class tournaments were also revised, allowing more active class teacher participation. A new event, the BHJS 100m Race, was introduced during the Athletics Meets, inviting different school stakeholders (teachers, parents, clerical staff, janitors and students) to sweat and have fun with the BHJS family. A special assembly was also conducted by the Guidance Team which allowed students to learn more about the personal life of their teachers. Among the featured activities, together with other events, the Class Teacher participation was more than 80%. All these activities helped build up a harmonious school atmosphere.

7.3 To strengthen class ethos

7.3.1 A number of activities, which included but were not limited to Inter-class Icon Design competition, Inter-Class Banner Competition, F4 Leadership Training Camp, were conducted this year to strengthen class ethos. Regarding whether school events this year has increased students' sense of ownership to the school, the mean score in the school survey for teachers was 3.4 out of 4, while those for students was 3.1 out of 4. Concerning the improvement of teacher-student relationships this year, the score for teachers was 3.0 out of 4, while the score for students was 2.9 out of 4. The survey results showed that school ethos is strengthening and the atmosphere is improving, probably due to the 55th Anniversary which allowed all Jubileans to work together and celebrate this landmark event.

7.3.2 In conjunction, time was created for class teachers to have casual gatherings and task-based gatherings with students during the class teacher period so that more intimate relationships could be established between teachers and students.

Major Concern 2: To guide students to become proactive and successful learners

7.4 To allow more students to experience a feeling of success in learning

7.4.1 To make effective learning take place in the classroom, it is very important to make teaching, learning and assessment practices aligned and scaffold learning in teaching, assignment design and assessment. The school joined “Quality Schools in Hong Kong Programme” (QSHK) organized by CUHK this academic year with the aim of enlisting professional support from the tertiary institution to help our teaching team. In 2016-17, the QSHK team focused on curriculum evaluation and support for our junior curricula in the core subjects. There were also two quality workshops conducted for the teaching team and our middle managers on self-directed learning and strategies on educational change. All the academic help offered by QSHK received very positive feedback from teachers.

Though the scale of curriculum change and classroom learning in the core subjects in the first year was not big, our core subject teachers appreciated the help very much as the professional advice from CUHK has broadened their professional horizons and they agreed to continue to project and work more in the coming academic year.

Apart from core subjects, teachers in other subjects also learned from the workshops conducted by QSHK and have started to align teaching, learning and assessment. For example, in the Biology department, teachers tried to identify the difficult learning parts for students and then modified their teaching to the intended learning outcomes. Corresponding consolidation / moderation was tried out at classroom teaching, assignment and assessment levels.

7.4.2 Collaboration periods were provided for Chinese Language, English Language and Liberal Studies in order to allow teachers to examine difficult topics together so as to enhance teaching effectiveness. The collaboration periods were not used for handling administrative arrangements, but to plan for genuine collaboration teaching in a Planning-Implementation-Evaluating (PIE) cycle. The English Department has even tried to design teaching materials to cater for individual levels of difficulty in some topics.

Apart from that, the Mathematics Department has started to analyze students’ performances in examinations by questions so that teachers can better understand the strengths and weaknesses of students. By doing this, early intervention and modification of teaching schedules and methods could be arranged to make students learn better in challenging topics. The History Department has begun phasing-out the training of junior form students in basic historical skills and concepts in order to boost students’ skills in history assessment modules that are in line with the NSS curriculum. Teachers agreed that early identification of the difficult parts of students’ learning is very important and the school will continue this attempt in the next academic year. In addition to teaching the problematic parts in teaching content, it is also equally important to review the skills that students

find difficult to master throughout the learning process. As a result, the review on identifying both the difficult parts in both the contents and skills will be done together in order to help our students learn better.

7.4.3 In view of the opinion of society that too much emphasis has been put on the results, rather than the process to assess one's success, the school would like to encourage students to appreciate the efforts and process more, and not focus solely on the results in the learning process so as to understand the real meaning of successful learning. This is also a way to help students appreciate themselves and enhance their confidence. The Principal, at the term opening assembly, explained the meaning of success to the whole school. However, it is very difficult to implement any program in academic subjects. Teachers suggest fine-tuning the wordings to make it more explicit for different departments to follow. It has been suggested to change it to provide opportunities for students to showcase their learning outcomes.

7.5 To foster a positive learning attitude among low-achievers

7.5.1 The Academic Committee is responsible for coordinating the Saturday classes and after-school classes for low-achievers in order to help them catch up with their learning at an earlier stage. In junior forms, the after-school classes for low-achievers were organized by the core subjects so as to help students develop consolidated subject knowledge in respective subjects so that they could learn better in senior forms. Positive feedback was collected from participants, and the average score of the school-based survey related to this issue was 2.4 out of a 4-point scale questionnaire. The school will continue this strategy in the next academic year.

The Saturday classes were run for the whole academic year for junior form students, with the first stage targeted at F.1 students and the second stage at F.1-F.3 students. The objectives are to help lower-achievers to have weekly review to track the learning progress and offer help to them so that they will better understand the teaching contents in the following week. The program has been well-received, with 3.35 out of 4 in the school-based survey from students.

Enhancement classes were conducted by different elective subjects like History, BAFS, Physics, etc. in senior forms. All classes were well-received by students.

A majority of the teachers showed positive feedback to the strategy of implementing remedial and enhancement classes to students outside normal school hours in order to provide intervention of students' learning at an earlier stage. In the coming academic year, better coordination will be done with the Student Support Coordination Committee so that any referral of student cases can be done in order to help students develop not only academically, but also holistically.

7.5.2 The school understands that students, given more encouragement and chances, can do better in

different domains. The Academic Committee has given support to repeaters and students who have failed to submit assignments by meeting them regularly to offer them help. Coordination work has been implemented with related Class Teachers and Guidance Committee so that early intervention can be done. According to the school-based survey, it was indicated that students felt that they were given sufficient support academically from the school, with a score of 2.9 on a 4-point scale. In the coming academic year, the school will further continue different modes of support for students so that they can learn better and more effectively.

7.5.3 In response to building confidence in learning amongst academically less able students in different subjects, students' learning needs can be addressed by incorporating self-directed learning and various pedagogies. For example, the Chinese and English departments incorporated drama into their formal curriculum so that all students could have the chance to demonstrate their learning outcomes. The PTH Department has adopted the co-operative learning strategies so that more able students can help less able ones in order to facilitate effective learning for both groups of students.

Teachers will continue their attempts in this domain and the Student Support Coordination Committee will continue to offer more service learning opportunities so that students who can hardly shine in band 1 classroom can experience the sense of satisfaction outside classroom learning.

7.6 To implement self-directed learning in junior forms

7.6.1 The school joined the QSHK Programmed and has invited a professional team from tertiary institutions to share their teaching and learning strategies of Self-directed Learning to all staff members during the staff meetings in order to enhance the professional knowledge and skills of teachers in implementing the pedagogical change at the classroom level. Lesson observations by CUHK have been conducted in English Language, Liberal Studies and Mathematics. The Mathematics Department also invited CUHK to review their curriculum and assessment and attended their panel meetings in order to further enlist help in different areas. Since the implementation of self-directed learning in the last academic year, apart from the 4 core subjects, there are 7 more subjects which have tried out self-directed learning in some of their subjects. The progress revealed that self-directed learning has been implemented with positive effects in the school.

The school-based survey showed that the mean score was 3 out of 4 in respects to the teaching effectiveness by including the strategies of self-directed learning in classroom teaching. This indicates that students welcome this initiative. The school has been encouraging teachers to open their classrooms for more professional development and exchange; this has also helped teachers to learn how to implement the self-directed learning within the school community. There are 4 academic departments which have tried to open their classrooms to their department's professional sharing. On the whole, the progress of implementing self-directed learning is satisfactory, and yet,

some teachers suggested cross-subject professional lesson observations can be done so that more departments can learn from others how to implement self-directed learning more effectively.

Major Concern 3: To further cater for students' diverse learning needs

7.7 The potential of high achievers can be stretched

7.7.1 The school has adopted two split class models in senior form English Language with the aim of enhancing the learning of the elite students. The first model has been adopted in F.4, and the second model in F.5 and F.6. The F.4 top 25 students of the form were assigned to the elite class in all English lessons. The F.5 and F.6 top 15 students of the forms, from different classes, attended 3 enrichment lessons each cycle while their classmates were having regular lessons. More hours of enhancement work could be done for F.4 students, but there were some misfits because the knowledge and skills tested in F.3 differ from those assessed in F.4. In the F.5 and F.6 model, the elite students could learn from two different teachers and received more materials from them. However, the contact hours in each cycle were not enough for the elite class teacher to get to know students well. The English Department preferred to adopt the F.4 model as opposed to the F.5 and F.6 model as students can have ten lessons a cycle for a more advanced course. As for the results and performance of students, most of the F.4 elites managed to stay in the 80 to 100 percentile. However, we still have to await the results of the DSE to see whether this way of streaming works the best and then refine our strategies.

7.7.2 The talent pool has been established for a few years, yet it is not commonly used by teachers for selecting students for external competitions. This year, the school has highlighted the achievements of F.1 students as collected in the Student Information Sheet and sent out to teachers so that respective teachers could make the best use of the information for recruiting potential students for their teams. This measure received good responses from teachers. There was more variety of inter-class competitions organized in this year so that students of different talents could showcase their potential.

7.8 Average and weak learners feel cared for and valued

7.8.1 More varieties of inter-class competitions were organized so that students who are not academically good could contribute to their class and the school. More inter-class sports and cultural competitions were organized by the Competition Committee and Class Teachers were encouraged to take part in some activities with students. The arrangements not only helped build a harmonious school environment, but the student participants also felt supported by teachers and cared for. The school also allowed average ability students to become assembly helpers so that they could have the opportunity to serve the school and enhance their confidence of public speaking. Some departments like the English Department deliberately joined some inter-school activities and encouraged average students to join, like The Oxford Writing Competition for F.3 students and yearly Hong Kong Speech

Festival for all forms. The inter-class F.1 Drama competition and F.2 English Musical competition were other efforts the school made to enable the average and less able students to feel cared for and valued as they were also given various opportunities to shine at school.

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

7.9.1 The school has been developing form-based other learning experiences for different forms so as to enrich students' school life and which allows them to have collected memories after graduation. The F.1 Activities Link aims at helping students adapt to school life and build stronger bonds among themselves in the first few months of secondary school life. The F.3 Community Service allows our F.3 students to serve beyond the school campus. They are all required to be more involved in their community by taking part in community services. All students have to do flag selling and service for students at Mary Rose School, a school for mentally challenged students. The experience of serving others helped students embrace love, caring and respect for others. A Work Placement Mentorship Program has been introduced to F.4 and F.5 students to help our students work in alumni's workplaces for 3-5 days with the aim of helping our students understand their life planning and career paths. These form-based other learning experiences programs were well received by students. Senior form students were also encouraged to take part in the in-depth subject-based service learning experiences. For example, activities like visiting the homeless to understand the poverty issue in Hong Kong were organized for our students. Science students were required to serve in the Bishop Hall Junior Scientist program. They had to apply what they have learnt in their science lessons and offered three science lessons for Primary 5 & 6 students. The ICT students had to serve our parents in a Parent App Roll-out session.

7.9.2 The school also tried to pilot other F.1 & F.2 form-based other learning experiences on a small scale with the aim of further enriching their school life, but the attempts were not successfully implemented due to a low response rate. At first, the school planned to take all F.2 students to a rural place in China to do service learning and let students experience rural life so that they could reflect more deeply on their own lives. After understanding the concerns of F.2 parents and students, the school will try to change the service learning trip for F.2 to a STEM trip for the same form in order to integrate what they have learnt from their F.2 STEM project to the real life context.

8. Performance of Students

8.1 HKDSE 2016-17

One hundred and thirty-six students took part in the HKDSE 2017. The best three subjects achieving a high percentage of level 4 or above ranging from 90.5% to 73.5% are Tourism & Hospitality Studies, Mathematics Extended Part Module 2 and Mathematics (Compulsory Part) respectively. The best result attained was 35 points in the best 5 subjects. Students attaining JUPAS offers are on the rise since the first HKDSE in 2012. This year, 80.9% of students were awarded JUPAS offers, 14% of students further their studies overseas and 97.1% of our students further their studies in tertiary institutions.

8.2 JUPAS Offers of F.6 Graduates

JUPAS Offers	Percentage
Students with JUPAS offers (2017)	80.9%
Students with JUPAS offers in 2015-17	75.1%

8.3 Destination of ALL F.6 Graduates in 2015-17

Study Level	Percentage
Bachelor Degree	70.8%
Associate Degree	24.3%

9. Academic Development

9.1 Reading in the School Library

9.1.1 Average No. of Books Read per Student 2016-17:

Form	F1	F2	F3	F4	F5	F6
Chinese Books	11.1	10.3	9.4	7.8	6.3	8.8
English Books	23.9	16.3	13.2	13.7	12.1	

9.1.2 Reading Activities organized by SDRS and Student Participation:

Reading Activities	Student Participation
1. Author Talks: Learning Writing Techniques through Watching TV Working Holiday Detective fiction	All F1-6 All F4-5 All F1-5
2. Book Fairs	Whole school
3. Thematic Book Exhibitions (10 times) Qin Book Exhibition and games	Whole school F1-3
4. Reading period activities: Trivia E-books	All F1-2 F3
5. Reading Club: E-books 天航 D 系列	15 students from F2-4 20 students from F2-5
6. Reading Week	Whole school
7. 5-minute Book Sharing in Assembly	All F1-5

9.1.3 Reading Competitions and Student Participation/ Performance:

Internal Competitions	Student Participation/ Performance
1. Pokemon Go to Library	Whole School
2. Bookplate Competition	All F2
3. Reading Report Competition	F4 Chinese History Class
External Competitions	Student Participation/ Performance
4. Harvard Book prize	Winner: Tsang Yin Tat 1 st runner-up: Xiao Jiaqi 2 nd runner-up: Li Yu Kwan
5. Popular Reading Scheme from HKPTU	All F1-3, 251 out of 450 students got the cyan prize

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	14/15	15/16	16/17
Academic	9	9	10
Sports	13	13	13
Art	8	7	9
Interest	13	4	5

Social services	11	11	10
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10.1.2 Total number of learning activities* organized by KLA subjects

	14/15	15/16	16/17
Key Stage (F.1 - 3)	124	124	122
Key Stage (F.4 - 7)	126	129	126

*Learning activities including:

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

10.2 Student Participation in Inter-school Events

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

No. of Students	14/15	15/16	16/17
Key Stage (F.1-3)	63.3% (299 students)	67.2% (310 students)	62.7% (288 students)
Key Stage (f.4-7)	40% (185 students)	39.1% (173 students)	40.2% (168 students)

10.3 Student participation in Uniform / Social and Voluntary Services Groups

HK Girl Guides Association, the girl's Brigade HK, HK Red Cross, Scout Association of HK, HK Air Cadet Corps, Civil Aid Service Cadet Corps, HK Adventure Brigade, HK Sea Cadet Corp[s], St. John Ambulance Brigade, the Boy's Brigade HK, HK Road Safety Association, the Community Youth Club, Junior Police Call

No. of Students	14/15	15/16	16/17
Key Stage (F.1-3)	20.3% (96 students)	6.7% (31 students)	11.8% (54 students)
Key Stage (F.4-7)	32% (148 students)	6.6% (29 students)	5.7% (24students)

10.4 Participation in External Events

External Awards 2016 - 2017	
<i>Academic</i>	
Events	Awards (No. of awards)
Hong Kong Secondary Schools Debating Competition – Term 2 (Division 1): Kowloon (Senior Forms)	Champion (1)
Hong Kong Secondary Schools Debating Competition (Division 1)	1 st Runner Up (1)
Hong Kong Secondary Schools Debating Competition – Term 2 (Division 1): Hong Kong Island & Kowloon(Junior Forms)	1 st Runner Up (1)
Hong Kong Secondary Schools Debating Competition (Kowloon and New Territories (Division 1)	1 st Runner Up (1)
The 32 nd Sing Tao Inter-School Debating Competition (English Division) Overall Award	2 nd Runner-Up (1)
The 32 nd Sing Tao Inter-School Debating Competition (English Division) Individual Awards	Best Debater Award (5) Best Interrogative (3)
Hong Kong Schools Mooting and Mock Trial Competition (English Division)	Second Runner Up (1)
Hong Kong Schools Mooting and Mock Trial Competition (English Division)	Honorary Mention for Outstanding Advocacy (3)
Hong Kong Budding Poets (English) Award	Finalist-Commendation Award (1) Finalist-Poet of the School Award (1)
香港學界模擬辯護及模擬法庭比賽 (中文組)	傑出訟辯榮譽 (1)
第十六屆基本法多面體—全港中學生辯論賽(基本法盃)	最佳辯論員 (2)
星島第三十二屆全港校際辯論比賽	最佳辯論員 (1)
HKICPA Accounting and Business Management Case Competition 2016-2017: Secondary School	1 st Runner-up (1) Certificate of Merit (Level 2) (1)
Video History of Hong Kong Historical Tour Route Competition	1 st Runner-up (1)

Harvard Book Prize	1 st Runner-up (1)
2017 香港初中數學奧林匹克全國青少年數學論壇選拔賽(數學建模小論文評選)	優異獎 (1) 優秀獎 (1)
2017 香港初中數學奧林匹克全國青少年數學論壇選拔賽(數學解題技能展示比賽)	一等獎 (銀獎) (1) 三等獎 (1)
ICAS 2017 (Mathematics)	Credit 優異證書 (30) Merit 優良證書 (10)
ICAS 2017 (Mathematics)	High Distinction (1) Distinction (7)
Mathematics Book Report Competition for Secondary School 2016-17	二等獎 (3)
The 19 th The Hong Kong Youth Mathematical High Achievers Selection Contest 2016-2017	二等榮譽獎 (1) 三等榮譽獎 (1)
The Eighth Hong Kong Mathematics Creative Problem Solving Competition for Secondary School: (the Heat)	Silver Award (1)
The Hong Kong University of Science and Technology – Dual Program 2016	Certificate of Merit (2) Certificate of Excellent Performance (1) Certificate of Completion (1)
第十六屆培正數學邀請賽	銀獎 (1)
2017 港澳數學奧林匹克公開賽《港澳盃》暨 2017 亞洲國際數學奧林匹克公開賽	銀獎 (3) 銅獎 (3)
「華夏盃」全國數學奧林匹克邀請賽 2017 (香港賽區)	狀元獎 (1) 一等獎 (3) 二等獎 (4) 三等獎 (7)
世界數學測試 春季 2017	優 (1) 良 (3)

Performing Arts: Speech

Events	Awards (No. of awards)
68th Hong Kong Schools Speech Festival	Honors (1) Champion (3) 1 st Runner Up (7) 2 nd Runner Up (3) Merit (46)
第六十八屆香港學校朗誦節(中文粵語組): 個人項目 / 二人項目	冠軍 (1) 亞軍 (4) 季軍 (7)

	優良 (16)
第六十八屆香港學校朗誦節(普通話組): 個人項目	亞軍 (4) 季軍 (8) 優良 (22)

Performing Arts: Music, Dance & Drama

Events	Awards (No. of awards)
2016 Music Office Interflow 2016: Wind Band	Silver Award (1)
2016 Music Office Interflow 2016: String Orchestra	Silver Award (1)
2016 Winter Choral Festival: Senior Mixed Voice Choir	Gold Award (1)
2016 Winter Choral Festival: Senior Girls' Choir	Silver Award (1)
第 53 屆學校舞蹈節 中學組中國舞	總季軍 (1)
第 53 屆學校舞蹈節 團體獎項 中國舞 (群舞)	優等獎 (2)
第 53 屆學校舞蹈節 中國舞 (三人舞)	優等獎 (1) 甲級獎 (1)
第 45 屆全港公開舞蹈比賽：公開組中國舞 (群舞)	金獎 (1)
第 45 屆全港公開舞蹈比賽：中學組中國舞 (三人舞)	銀獎 (2)
Music Festival D2 Senior Mixed Choir (Foreign Language)	1st Runner Up (1)
Music Festival D2 Senior Mixed Choir (Chinese)	Championship (1)
Music Festival D2 Senior Girls' Choir (Chinese)	Championship (1)
Music Festival D2 intermediate Boys' Choir (Chinese)	Championship (1)
Music Festival Solo items	1 st Runner Up (1) 2nd Runner Up (4)
EMI Drama Fest 2017	Outstanding Performer (2) Outstanding Creativity in the Use of Props and Costumes (1)
EDB's Speak Out, Act up Improvised Drama Competition	Best Use of Language (1)
Hong Kong School Drama Festival 2016/17: Secondary School (Cantonese)	Award for Outstanding Stage Effect (1) Award for Outstanding Cooperation (1) Award for Outstanding Performer (1)

Sports

Events	Awards (No. of awards)
Japan Junior Open Squash Championship 2017 (GU13)	Champion (1)
Hong Kong Squash Championship 2017 (U13)	1 st Runner-up (1)
港島四區壁球比賽 2016 (11-14 歲)女子青少年單打 E 組	冠軍 (1)

九龍地域分齡壁球比賽 2016 (FE 組)	冠軍 (1)
HKSSF Inter-School Athletics Championships -- Division Three (Area Two)	1 st Runner-up (1) 2 nd Runner-up (1) 4 th Position (3)
HKSSF Inter-school Swimming Championships Division Three	Champion (1) 1 st Runner-up (2) 2 nd Runner-up (2) 4 th Position (2)
HKSSF Inter-school Cross Country Championships Div. Two	6 th Position (1)
HKFYG Run For Wellness /School Team/3KM	Top Fundraising Award (1)
HKSSF Inter-school Basketball Competition 2016/2017 Division Three (Kowloon): Boys B Grade	2 nd Runner-up (1)
HKSSF Inter-school Basketball Competition 2016/2017 Division Two (Kowloon): Girls B Grade	1 st Runner-up (1)
HKSSF Inter-school Handball Competition 2016/2017 Division Two (Kowloon): Boys C Grade	2 nd Runner-up (1)
HK Island & Kln Secondary Schools Competition - BOCHK Indoor Rowing Cup 2016 - 2017	1 st Runner-up (1) 9 th Position (1) 10 th Position (1)
HKSSF Inter-school Football Competition - Division Two	Sportsmanship Award
HK Island & Kln Secondary Schools Competition - BOCHK Indoor Rowing Cup 2016 - 2017	1 st Runner-up (1) 9 th Position (1) 10 th Position (1)

<i>Others</i>	
Events	Awards (No. of awards)
Youth Arch Student Improvement Award 2015-16	Youth Arch Student Improvement Award (11)
第三屆九龍城區 卓越學生領袖獎勵計劃	最佳社會服務獎 (1)
Elsie Tu Education Most Improved Award	Merit Award (3)

11. Capacity Enhancement Grant (2016-17)

Capacity Enhancement Grant received: \$588,202.00

Expenditure: \$395,274.53

Balance being Surplus C/F: \$192,927.47

1. School Dance Team instructor	\$61,000.00
2. Cantonese Speech training coach fees	\$10,800.00
3. Putonghua Speech training coach fees	\$14,850.00
4. English Speech Festival training coach fees	\$24,112.50
5. Squash training coach fees	\$7,464.00

6. Table-tennis training coach fees	\$8,080.00
7. Basketball training coach fees	\$20,000.00
8. Chinese DSE Exam Preparation classes instructor fees	\$40,950.00
9. Chinese Drama instructor fees	\$47,000.00
10. Senior Mixed Choir instructor fees	\$32,250.00
11. Junior Choir instructor fees	\$20,000.00
12. Wind Band instructor fees	\$11,000.00
13. Orchestra instructor fees	\$13,640.00
14. F.2 Math Competition training course instructor fees	\$7,700.00
15. Math Competition training course (basic) instructor fees	\$6,000.00
16. English Debate Course instructor fees	\$68,000.00
17. Odyssey of the Mind Competition	\$2,289.50
18. Project ALPHA	\$138.53

1. School Dance Team

The Dance Team hired a dance tutor with the CEG. There are more than 20 students performing in the Dance Team. They have performed at Speech Day, the 55th School Anniversary Dinner, and a Variety Show in Celebration of the 20th Anniversary of the HKSAR Reunification by Guangdong and Hong Kong Schools. Our Dance Team attained excellent results in inter-school competitions. They were awarded the 2nd Runner-up in the Chinese Dance in the 53rd Schools Dance Festival. They have also won 3 Honor Awards, and 1 Highly Commended Award, which is the 2nd Runner-up in the same festival. In the 45th Open Dance Contest, they were awarded 1 Gold Award and 2 Silver Awards. The dancers enjoyed their experiences and gave high quality performances in different competitions.

2. 粵語朗誦

為了減輕老師訓練粵語朗誦的工作，及希望透過訓練和參加比賽，讓參賽學生掌握朗誦技巧，感受語言之美及提高粵語朗誦的成績，本校誠聘「香港普通話朗誦藝術中心」的專業導師在下午四時到校進行朗誦訓練。專業導師在 2016 年 10 月至 12 月，工作時數 18 小時，訓練學生 39 人。透過這次「創造空間撥款計劃」取得以下效果：

1. 能減輕中文科老師的工作負擔 (平均每人教導約 1 位學生)。
2. 參賽學生表現：參賽學生取得 1 冠、4 亞、7 季、16 優良的成績。

學生及老師的意見：導師做事負責，會根據學生表現，額外加時練習，幫助學生提高朗誦水平，爭取佳績。

3. 普通話朗誦

為了減輕普通話老師訓練朗誦的工作，及希望透過訓練和參加比賽，讓參賽學生掌握朗誦技巧，培養學生對普通話朗誦的興趣，提高普通話朗誦的水平，本校誠聘專業導師到校進行朗誦訓練。專業導師在 2016 年 10 月至 12 月，工作時數 35.5 小時，訓練學生 41 人。透過這次「創造空間撥款計劃」取得以下效果：

1. 因本校只有一位老師主力任教普通話科，所以外聘導師能大大減輕老師的工作負擔。

2. 參賽學生取得 4 亞 8 季 25 優良 2 良好的成績。

學生及老師的意見：導師是以普通話為母語的導師，教學認真負責。導師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。學生喜歡導師，也得益不少。

4. **English Speech Festival**

The Capacity Enhancement Grant this year has once again been spent on the training of Speech Festival participants. The main reason we need to apply for this grant is that the teaching load of English teachers is really heavy, leaving them almost no space to coach many contestants. The tutor we have hired is a retired teacher well-known for her dedication, patience and capability. Altogether 49 students, from F.1 to F.5, benefitted from this highly professional coach. They acquired confidence and English speaking skills from the experience.

The results of the contest are very encouraging. 13 students got excellent results. Three of them clinched a championship, seven of them came second and the rest were second runners-up.

5. **Basketball Team, Table-tennis, Squash Team**

Capacity Enhancement Grant has been used to subsidize instructor fees for basketball team, table-tennis, 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. Basketball team	27
2. Table-tennis	24
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 performance in the competitions.

Their achievements are given below:

Teams	Events	Awards
Basketball	HKSSF Inter-school Basketball Competition 2016/2017 Division Two (Kowloon)	Girls Overall ranked 5 th Position out of 12 Girls A Grade 7 th Position, Girls B Grade 1 st Runner-up, Girls C Grade 6 th Position

Table-tennis	HKSSF Inter-school Table-tennis Competition 2016/2017 Division Three (Kowloon)	Girls Overall ranked 34 th Position out of 48, Girls B Grade 6 th Position
Squash	Japan Junior Open Squash Championship 2017 (GU13)	Champion
	Hong Kong Squash Championship 2017 (U13)	1 st Runner-up
	港島四區壁球比賽 2016 (11-14 歲) 女子青少年單打 E 組	冠軍
	九龍地域分齡壁球比賽 2016 (FE 組)	冠軍

6. 中六中文備試課程

為了加強訓練學生口語溝通，提昇公開試表現，本校善用「創造空間撥款計劃」，聘請導師，為全級中六學生額外教導應試技巧之餘，亦協助培訓舊生導師為中六學生進行密集試前操練。導師認真盡責，於 2 至 3 月期間積極與中六學生練習，並培訓了舊生導師，在日後繼續支援學弟學妹，提升整體卷四成績。

7. Chinese Drama

Capacity Enhancement Grant has been used to subsidize Chinese Drama Club fees for our students who join the Hong Kong School Drama Festival 2017. 43 F1 to F5 students took part in the HKSDFF and benefited from the grant. This CEG Grant was used to hire a professional drama instructor to teach and train the students to perform in HKSDFF.

Feedback from students and results attained by them were positive. They won Award for Outstanding Cooperation and Award for Outstanding Stage Effect and F4 Yip Kan Shing 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 drama appreciation, which help students to know more about stage management, will be arranged next year.

8. Senior Mixed Choir and Junior Choir

The CEG was used to hire professional vocal coaches to give small group vocal classes to choir members, mending each student's own vocal technique problem. This benefitted around 140 choir members.

The Choir achieved a Gold Award and a Silver Award in the Winter Choral Festival 2016, three Champion awards and one 1st-Runner up in the Hong Kong Schools Music Festival. In April, a choral concert was held and conducted by British conductor, Suzi Digby. Our Senior Choir performed 16 choral pieces and a very positive response was received.

9. Wind Band and Orchestra

The CEG was used to hire conductors to conduct the Orchestra for students playing wind and string instruments. We have more than 60 students taking part in the Wind Band and Orchestra this year. The string students participated in the Music Office Interflow 2016 and won the highest number of points in the Silver Award category for String Orchestra. The Wind Band participated in the same Interflow and also won a Silver Award. The Orchestra performed in the 55th Anniversary Musical and received a very positive response.

10. F.2 Math Competition Training Course

External Instructors were employed to train students to participate in recognized mathematics contests, and to reduce teachers' workload so that they can concentrate their efforts on teaching and learning. Twenty junior form students were trained. Students' feedback was positive. Evaluations averaged 3.7 on a 4-point scale. A total of 34 prizes in external mathematics contests (Hua Xia Bei, HK Mathematics Creative Problem Solving Competition, World Class Test, Pui Ching Mathematics Invitational, Hong Kong Junior Mathematics Olympiad – National Mathematical Forum for Youths, International Competitions and Assessments for Schools, etc.) were netted by participants.

11. English Debate

Capacity Enhancement Grant has been used to subsidize the weekly course of the English Debating Team. Between September 2016 and May 2017, 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.

Experience accumulation is the main purpose. Regular exposure to English debating 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 current and controversial issues. The coach also incorporated activities into the course to introduce elements of activity-based learning. Meanwhile, we also paid the coach for bringing students to various friendly debates and formal competitions as a form of experiential learning for students to acquire and reflect upon hands-on experience.

Feedback from students was positive. They consider the coach committed and inspirational, and the competitions precious chances to know students from other schools and realize the discrepancy between the English standard of those students and theirs. They also found it useful to dig into both sides of controversial issues and collaborate with fellow schoolmates while preparing for debate speeches. Most of them are eager to remain in the team next year.

The team won a total of three overall awards in the Hong Kong Schools Debating Competition. The coach is quite expensive as she is very experienced. The school may consider hiring more than one younger coach to give students better training with the same costs.

12. Odyssey of the Mind Competition

CEG has subsidized the consumables for this competition which involves 7 students from F.3. This competition requires students to make their own story, sets, props and costumes. Also these have to meet some specific requirements set by the Competition. Students have demonstrated excellent skills in artwork and drama performance. For example, they used masks, newspaper and plaster to replicate some masterpiece statues. Besides their creative abilities, they also learned the importance of time management and planning. They gained a lot of valuable experience which will enable them to get better results in upcoming competitions.

13. Project ALPHA

CEG has subsidized the consumable for two projects in the junior section. In brief, the project has successfully increased the initiatives of students in turning their scientific or technical ideas into reality. 'Project ALPHA' can also serve as a platform for students to develop their soft skills. For example, the presentation and communication skills of our junior students can be further polished. We are going to offer some workshops for students to enhance their skills in presenting their ideas. Also, their work will be showcased as an exhibition in the Library as recognition for the participants' hard work as well as arousing interest in STEM among other students.

FINANCIAL SUMMARY 2016-17

	Income	Expenditure	Surplus/(Deficit)
	\$	\$	\$
I. Government Funds			
(a) EOEBG Baseline Reference	2,054,363.35	2,857,998.26	(635,409.56)
School & Class Grant - Other Income	168,225.35		/
(b) School Specific Grant			
Administration Grant	4,000,080.00	3,143,227.65	856,852.35
Payment In Lieu of Notice for Resignation	8,064.52	8,064.52	
Noise Abatement Grant	529,693.00	463,919.09	65,773.91
Composite Information Technology Grant	429,782.00	274,208.10	155,573.90
Capacity Enhancement Grant	588,202.00	395,274.53	192,927.47
Sub-total:	<u>7,778,410.22</u>	<u>7,142,692.15</u>	<u>635,718.07</u>
(c) Non-EOEBG Funds			
Sub-total:	<u>10,755,127.87</u>	<u>6,342,323.41</u>	<u>4,412,804.46</u>
Government Funds Total:	<u>18,533,538.09</u>	<u>13,485,015.56</u>	<u>5,048,522.53</u>
II. School Funds			
(a) Tong Fai	132,480.00	/	132,480.00
(b) Other Income	2,645,995.19	1,802,517.94	843,477.25
(c) Donation	54,500.00	34,955.90	19,544.10
(d) Donation for Chapel Refurbishment/SIP	160,447.00	16,150.00	144,297.00
(e) Scholarship	102,500.00	58,000.00	44,500.00
School Funds Total:	<u>3,095,922.19</u>	<u>1,911,623.84</u>	<u>1,184,298.35</u>
Balance B/F (Government Funds)			4,560,703.34
Balance B/F (School Funds)			462,665.35
(1) Surplus of Government Funds			5,048,522.53
(2) Surplus of School Funds			<u>1,184,298.35</u>
Total surplus for 16/17 school year			<u>11,256,189.57</u>

School-based After-school Learning and Support Programmes 2016/17 s.y.

School-based Grant - Programme Report

Name of School: Bishop Hall Jubilee School

Staff-in-charge: Kwan CK

Contact Tel. No.: 2336 3034

- D) The number of students (count by heads) benefitted under the Grant is 46
 (including A. 10 CSSA recipients; B. 26 SFAS full-grant recipients and C. 10 under school's discretionary quota)

II) 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						
Saturday Remedial Class (tutorial service)	1	1	0	100%	10/9/2016-12/11/2016	\$3,735	Questionnaire		
Oboe Class (art /culture activities)	1	0	0	100%	1/1/2017-31/07/2017	\$3,500	Questionnaire		
Saturday Remedial Class (Sep-Nov) First Term (tutorial service)	1	3	4	100%	10/9/2016-12/11/2016	\$10,080	Questionnaire		
International Competition and Assessment for School (ICAS) - Maths Assessment (learning skill training)	0	4	2	100%	11/03/2017	\$300	Questionnaire & Certificate		
Basketball Team Training Course (sports)	1	1	0	100%	12/09/2016-26/05/2017	\$1,600	Questionnaire		
Leadership Training Camp (leadership training)	1	5	1	100%	18/04/2017-19/04/2017	\$420	Questionnaire		
F.1 Fitness Training (sports)	4	7	0	100%	01/09/2016-31/07/2017	\$770	Questionnaire		
Saturday Remedial Class II (tutorial service)	1	3	3	100%	11/02/2017-17/06/2017	\$17,325	Questionnaire		
School Team Party	0	2	0	100%	07/07/2017	\$40	Questionnaire		

Total no. of activities: <u>9</u>									
@No. of man-times	10	26	10						
**Total no. of man-times	46				Total Expenses:	\$37,770			

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 Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning	✓					
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem	✓					
g) Students’ self-management skills	✓					
h) Students’ social skills	✓					
i) Students’ interpersonal skills	✓					
j) Students’ cooperativeness with others	✓					
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
Community Involvement						
n) Students’ participation in extracurricular and voluntary		✓				
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;
- 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): _____