



# 2018/19 ANNUAL REPORT

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# THE HONG KONG ACADEMY FOR GIFTED EDUCATION 關於香港資優教育學苑

The Hong Kong Academy for Gifted Education (HKAGE), a subvented non-government organisation, was established in 2008. Our Board of Directors is drawn from representative sections of our stakeholders.

The HKAGE aims at serving the education sector in Hong Kong, offering high quality information, support and appropriate learning opportunities to gifted students, their parents, teachers and other stakeholders engaged in gifted education. Most of its programmes are provided free-of-charge.

港資優教育學苑 (學苑)於 2008年成立,為獲資助的非政府機構,董事局由持分者民人表組成。

學苑旨在為香港學界服務,積極向學生、教師、家長及其他資優教育持分者,提供高水平的資訊和合適的學習機會,其大部分課程及活動均為免費。

# MAJOR EVENTS 重要紀事

2007 Life

Legislative Council (LegCo) agreed on partial funding for the Education Bureau (EDB) to set up the HKAGE

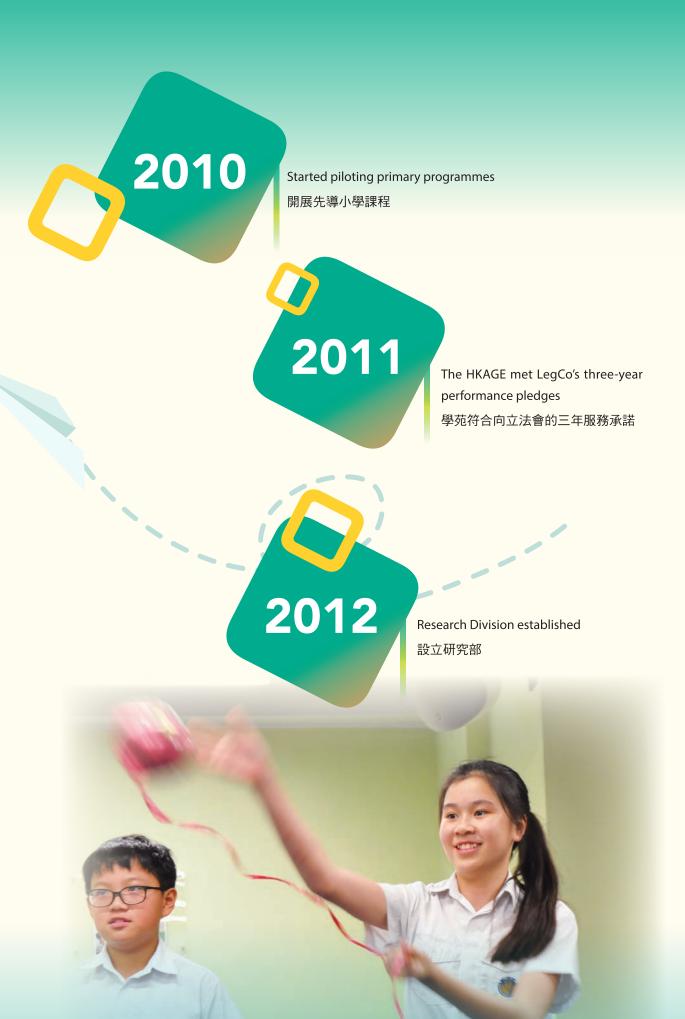
立法會同意撥款資助教育局成立香港資優教育 學苑(學苑)的部分開支

2008

HKAGE preparatory work completed and service began 學苑前期工作完成,開始投入服務



Tiered face-to-face and online secondary student programmes in place 安排分級的面授及網上中學課程



MAJOR EVENTS | 重要紀事

### **MAJOR EVENTS**

# 重要紀事



Affective Education Division established 設立情意教育部



Advanced Learning Experiences Division established

成立進階學習體驗部



The HKAGE became a subvented organisation of the EDB

學苑成為教育局轄下的受資助機構

Received HK\$21 million funding from the Hong Kong Jockey Club Charities Trust on Affective Education under the 'Gifted in Bloom – Harmony in Heart & Mind' Programme

獲香港賽馬會慈善信託基金捐助二千一百萬港元推 行「知情達意育優才」計劃,發展情意教育

Collaboration with local and overseas universities and organisations started. A range of programmes has been offered at the North-West New Territories 開始跟本地及海外大學及機構進行協作,並在新界西北提供資優課程



Commencement of the Talent Development Pilot Scheme in September 2018 (The Interim Report (Extract) is in **Appendix I**)

2018年9月開展「人才培養先導計劃」(中期報告(摘要)見**附錄一**)

2019

The HKAGE started supporting the HKAGE staff to present academic papers at international gifted education conferences

開始支持學苑同工於國際資優教育會議上發表學術文章



### VISION AND MISSION

# 願景與使命

### **VISION**

The HKAGE aims to become a regional hub of its kind with an effective framework for strategic planning and delivery of appropriate programmes to encourage and nurture gifted students, and to provide support to their teachers and parents as well as other researchers and related organisations within the Hong Kong SAR.



### 願景

香港資優教育學苑的宗旨是成為具備有效策略規劃的 資優教育地區樞紐,致力提供合適課程,以鼓勵並培 育資優學生,並向香港特別行政區的教師、家長、其 他研究人員和資優教育機構提供支援。

### **MISSION**

Specifically, our mission is to secure appropriate learning and development opportunities for gifted students, aged 10 to 18 years, to enable them to realise their potential in a wide range of learning domains including academic and other areas covering leadership, creativity and interpersonal skills, and to address their social and emotional needs as well as their sense of commitment to the local community.

#### In addition, we also have to

- mobilise and steer the interest and effort of parents, teachers, academics as well as business and community leaders with a view to creating a conducive and enriching learning environment for all gifted students;
- facilitate the professional development of teachers in the identification and support of gifted students within the school context;
- develop, through partnership with like-minded organisations, both locally and in other countries, a knowledge hub for furthering research on gifted education and the exchange of ideas and best practice.

### 使命

我們致力確保 10 至 18 歲的資優學生獲得合適的學習和發展機會,讓他們在學術及 其他學習範疇中發揮潛能,包括領導才能、創造力及人際交往能力,並且照顧他們 的社交情緒需要,培養他們對本地社會的承擔感。

#### 此外,我們亦會:

- 推動並引導家長、教師、學者、商界及社會領袖的關心和努力,期望為所有資優學生創造充實及有利學習的環境;
- 促進教師在識別及支援校內資優學生方面的專業發展;
- 透過與本地及海外教育理念相近的機構之間的夥伴關係,發展成為資優教育地區
   樞紐,推動資優教育研究,交流資優教育構想與優良措施。

# CHAIRMAN'S FOREWORD



This is my 6th year serving the Hong Kong Academy for Gifted Education (HKAGE) as the Chairman of the Board of Directors and it will also mark the end of my term. I am delighted to have witnessed the tremendous growth and positive development of the HKAGE. The HKAGE is just like a tree constantly thriving, the seed of Gifted Education was sown since 2006, when the Policy Address delivered in October 2006, the Chief Executive announced the establishment of an academy for gifted education to provide more structured, articulated and challenging off-site programmes for students with exceptional talents, and to promote the concepts and practices of gifted education to support teachers and parents.

Established in 2008, the HKAGE kick-started with funding from the Government of Hong Kong and a donation from Sir Joseph Hotung. Time flies, the HKAGE has entered its 11th year and we are looking forward to a new chapter, to serve the gifted education landscape to face the challenge in the coming decade. We will continue our role as a nongovernment organisation (NGO) that to become a regional leader through the delivery of appropriate programmes to encourage and nurture gifted students, aged 10-18, and to provide support to teachers and parents as well as other stakeholders within the Hong Kong SAR.

The Academy's mission is to ensure appropriate learning and development opportunities for the holistic development of gifted students, to enable them to foster their multiple potentials in various learning domains, including academic and non-academic areas, and to cater for their affective needs. Starting from September 2017, the HKAGE has become a subvented organisation to the Education Bureau. The repositioning of the HKAGE means that we must shoulder a higher responsibility in nurturing

talents in Hong Kong. Last year, the Hong Kong Jockey Club Charities Trust also funded a three-year programme, and thus inputting more resources on our affective education programmes.

I am grateful for the dedication and commitment of all members of the Board. We have conducted many strategic discussions to identify what roles the HKAGE can best play to support gifted education in this rapidly changing world. We have seen the HKAGE successfully launching various kinds of academic and affective programmes for students, and parents support our gifted students to unleash their potential for the best interest of themselves and the Hong Kong community. We also equip teachers with the knowledge and skills to meet the learning needs of gifted students. What is more, cross-institutional and international collaboration opportunities have been explored for the benefits of exceptionally gifted students.

Once again, I would like to take this opportunity to express my deepest gratitude to the board of directors, to the senior management team, and the professional team for their unreserved support. My heartfelt thanks also go to our gifted education service providers, gifted education partners, tertiary institutions' joining effort to create a unique gifted education blueprint in Hong Kong. With your support, we will continue our quest for excellence in gifted education through development of timely programmes to the needs of gifted students in a fast and ever-changing world.

Frederick Lam

Chairman of the Board of Directors of the HKAGE

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# 主席

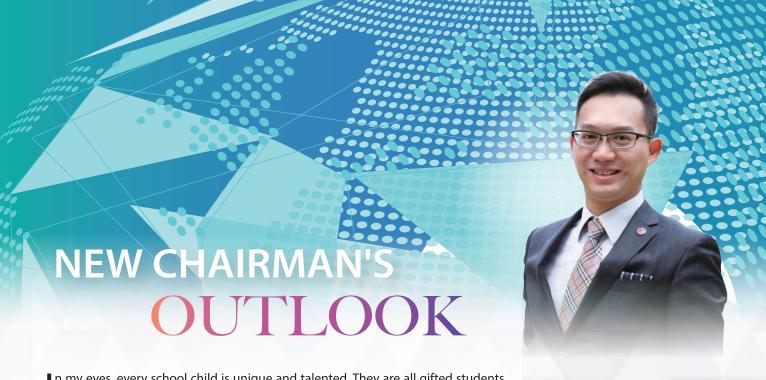
是我第六年擔任香港資優教育學苑董事局主席,同時亦標誌著我的任期屆滿。我很高興能見證香港資優教育學苑(學苑)朝積極的方向發展,精益求精。學苑儼如一棵樹苗茁壯地成長,事實上,自2006年資優教育的種子開始播種萌芽。2006年10月施政報告發表時,行政長官宣布成立資優教育學苑,提供更具系統、富連貫性及具挑戰性的校外培訓課程,為資優學生提供課堂以外的課程,實踐資優教育和推廣有關理念,支援教師和家長。

學苑於 2008 年成立,由香港政府資助,並得到何東爵士的捐助。時光飛逝,學苑進入第十一個年頭,我們期待為資優教育譜寫新篇章,應對未來十年的挑戰。我們將繼續透過作為非政府組織的角色,提供適當的課程來鼓勵和培養 10 至 18 歲的資優學生,並為香港特別行政區的教師和家長以及其他持分者提供支援,成為資優教育的地區樞紐。

學苑的使命是致力確保 10 至 18 歲的資優學生獲得合適的 學習和發展機會,使他們在學術和非學術領域的寬廣學習 範疇中發揮潛能,以照顧他們的社交和情緒需要。自 2017 年 9 月起,學苑成為教育局資助的非政府組織。學苑重新 定位,意味著我們在培養香港人才方面必須承擔更重的責 任。去年,香港賽馬會慈善基金也資助了一項為期三年的 計劃,為我們的情意教育課程注入更多資源。 我感謝董事局全體成員的貢獻和承擔。我們已進行多項策略性討論,以確定學苑在這瞬息萬變的世代中,如何充分發揮其角色以支援資優教育。我們看到學苑成功為學生和家長推出各類學術及情意課程,讓我們的資優學生可以發揮潛能,對個人和香港社會的福祉作出貢獻。我們還為教師提供知識和技能,以滿足資優學生的學習需要。此外,我們探索跨機構和國際協作機會,以期培育具備特殊天賦的資優學生,讓他們得到更佳的造就。

我想再次藉此機會對董事局、高級管理團隊和專業團隊的無私支持表示由衷的感謝。我還要衷心感謝我們的資優教育服務供應商、資優教育合作夥伴及專上院校共同努力,在香港創建獨特的資優教育藍圖。在您的支持下,我們承諾繼續追求卓越,在快速變化的世界中開發切合時宜的課程來滿足資優學生的需要。

香港資優教育學苑董事局主席 林潤富



n my eyes, every school child is unique and talented. They are all gifted students. The key to unlock their giftedness is to nurture them according to their strengths and interests, and to deliver learning support in the areas they need to improve. These are in line with the noble goals of the HKAGE.

After my two years' service with the Committee on Gifted Education under the Curriculum Development Council, I am honoured and privileged to be appointed this year as successor to Mr Frederick Lam to serve the HKAGE as Chairman of the Board of Directors. I sincerely thank the Education Bureau for giving me this invaluable opportunity, so that I can learn more about gifted education and, at the same time, be able to contribute in this regard.

Gifted education is a challenging profession. Not only should we teach students according to their aptitudes, but we should also offer enhancement and remedial support to cope with student diversity so that students' giftedness can be fully unleashed. In the HKAGE, diversified learning opportunities are provided for student members through assessment & analysis, professional research, individualised programmes and personalised training. As an engineer with a technology research & development background, I hope I can make use of innovative technology and my personal network to contribute advice and resources to the Academy, with a view to enhancing the overall performance of gifted students in Hong Kong and to promoting science & technology-based gifted education.

Ir Dr LAM Hiu Fung

Marlow

Chairman of the Board of Directors of the HKAGE (from 28 November 2019)

Awardee of Ten Outstanding Young Persons 2015

# 新主席 新展望

我眼中,每一位學童都是獨特而有潛能的,都是資優生,關鍵在 於如何掌握他們的強項及興趣,加以培訓,並了解他們需要改善 的地方,然後加強輔助學習,這便是香港資優教育學苑的崇高目標。

經過兩年服務課程發展議會轄下的資優教育委員會後,能夠在今年接替 林潤富主席服務學苑,是我的榮幸。衷心感謝教育局給予我這個難能可 貴的機會,既可讓我加深了解資優教育,同時亦可發揮我的服務精神。

資優教育是一項專業而具挑戰的任務,不單要因材施教,更要取長補短,才不致埋沒資優學生的龐大潛質。學苑透過評審分析、專業研究、個別化課程及針對性培訓,為每位資優學員提供多元化的學習機會。作為一位科技研發背景的工程師,我希望能運用創新科技及個人網絡,為學苑提供建議及資源,全面提升香港資優學生的水平,為打造科技化資優教育作出努力。

科般學

香港資優教育學苑董事局主席 (自 2019 年 11 月 28 日) 林曉鋒博士·工程師 2015 香港十大傑出青年

# **EXECUTIVE DIRECTOR'S** REVIEW

ver the years, the HKAGE was gradually being recognised as one of the major players in gifted education worldwide. We started to support our staff to make presentations on HKAGE research and education achievements at international conferences starting December 2018, and we have made 9 presentations at the UK, Ireland, the USA, Mainland China, Hong Kong and Taiwan since then. Our energetic young staff are eager to present their hard works and discuss with peers worldwide. We are now collaborating with educators from Denmark, Germany and Israel on several different projects.

With the commencement of the Talent Development Pilot Scheme in 2018, the HKAGE has also begun to re-structure its student programmes to build up systematic pathways for student advancements, starting with the area of Robotics and Artificial Intelligence (AI). To cater for the 21st Century competencies, we also start to build programmes that infuse humanities/arts with science/technology, e.g. the Big History and Collective Learning Programme and the 'Social and Cultural Studies: Re-constructing Values – World History, Major Thinkers, Artificial Intelligence and Machine Learning' programme.

The HKAGE is also a strong promoter of STEM education. In collaboration with the Hong Kong Young Academy of Sciences, we started the 'Talk Series on Emerging Technologies — Science, Opportunities and Challenges', aiming at introducing to both Hong Kong teachers and students how the future STEM advancement is going to bring changes to mankind.

With the end of 2019 approaching, it's probably most fitting to say that the HKAGE is going to work with everyone to make our education in Hong Kong future better.

Professor Ng Tai Kai

Executive Director, the HKAGE



**人** 過多年的努力耕耘,學苑逐漸被公認為全球資優教育的重要參與者之一。自 2018年12月起,我們開始支持同工參加國際會議,分享學苑的研究和教育成就, 我們已於英國、愛爾蘭、美國、中國內地、香港和台灣進行了9次演說。活力沛然的 年輕同工渴望展示他們為資優教育付出的努力,並與來世界各地的同業研磨砥礪。我 們現正與丹麥、德國和以色列的教育工作者進行協作,開展數個不同的項目。

隨著 2018 年「人才培養先導計劃」的啟動,學苑亦開始重組我們的學生項目,從機械人和人工智能領域開始,為學生的發展建立系統化的進階學習途徑。為了配合 21 世紀技能發展的需要,我們開始建立人文學科/藝術與科學/技術相融合的項目,例如「大歷史和集體學習計劃」以及「社會及文化研究:重構價值 – 世界歷史、主要思想家、人工智能和機器學習計劃」。

學苑還是 STEM 教育的積極推動者。我們與香港青年科學院進行協作,開展了「新興科技講座系列 — 科學、機遇及挑戰」項目,旨在向香港教師和學生介紹 STEM 未來的躍進,將為人類帶來怎樣的改變。

2019 年行將結束,或許是合適的時機去分享,我們堅信學苑將與各界人士共同努力,為香港未來的教育,為資優學生謀福祉。

香港資優教育學苑院長

吳大琪教授

# FINALE FOR THE HKAGE'S 10th ANNIVERSARY

## 香港資優教育學苑十周年壓軸活動

The Science Education Talk themed 'Nature's Red Pencil: Writing and Rewriting Genomes' was successfully held on 12 July 2019, which comprised twofold of meanings.

On the one hand, it marked the grand finale of the HKAGE's 10th Anniversary event series. On the other hand, it kick-started a collaboration of Emerging Technologies of talks and workshop series between The Hong Kong Academy for Gifted Education (HKAGE) and The Hong Kong Young Academy of Sciences (YASHK). As we know that STEM Education will have a revolutionary impact on the future society, the Academy would like to make use of this opportunity to plant the seed of science education in the hearts of our gifted students and teachers.

大 「大自然的紅鉛筆:重塑生命密碼」為主題的科學教育講座已於 2019 年 7 月 12 日圓 滿舉行,對我們來說,此項活動具雙重意義。

一方面,科學教育講座為學苑十周年慶祝系列的「壓軸戲」。另一方面,此講座系列啟動了香港資優教育學苑(學苑)和香港青年科學院(青科院)的新興科技講座和研討會的協作。 要知道 STEM 教育將對未來的社會帶來革命性的影響,故我們希望藉此機會,把科學教育的種子植入資優學生和教師的心內。











#### Dr Angela Wu

Assistant Professor of Division of Life Science and the Department of Chemical and Biological Engineering, HKUST

#### 吳若昊博士

香港科技大學生命科學部暨化學及生物工程系助理教授

# FRONTLINE DIVISIONS AND TEAM 前線部門及組別

Frontline services of the HKAGE are provided by the Affective Education Division, the Academic Programme Development Division, the Advanced Learning Experiences Division, the Research Division and the Student Services Team.

香港資優教育學苑的前線服務由情意教育部、學術課程發展 部、進階學習體驗部、研究部和學生服務組提供。

# Affective Education Division (AED) 情意教育部

AED has been providing affective education programmes to HKAGE student members to address their affective needs and support their social and emotional development. In addition, the AED also provides parent education programmes such as the parent support groups, parent-child groups, biennial parent peer tutoring programme, parent seminars and workshops. In order to strengthen the concept of affective education in the regular classroom, the AED offers outreach teacher seminars on affective development for gifted learners which were very popular amongst both primary and secondary schools. Cross-divisional collaborations within the Academy have also been initiated to enhance the affective support in all kinds of student programmes. Personalised support has been provided through freeof-charge hotline services which offers support to students and parents on the special developmental and affective needs related to giftedness. For in-depth counselling services, our Clinical Psychologist provides professional advices to students, and their parents who are facing challenges in nurturing their gifted children.



# Academic Programme Development Division (APDD) 學術課程發展部

APDD designs and develops diverse types of academic programmes in the forms of workshops, courses, talks, study projects and overseas learning programmes in collaboration with both local and overseas universities, NGOs and professional individuals. The programmes are specifically designed to cater for the learning needs of gifted students across different levels from upper primary to senior secondary with a view to cultivating their spirit of intellectual exploration and developing their full potential. Besides, online learning programmes were offered for enhancing students' exploration of new knowledge as well as to nurture their self-directed learning habit. The APDD also organised territory-wide competitions and related training programmes to prepare students to participate in international academic competitions. The APDD keeps exploring new areas of programme development in order to enrich the current provision. Programmes in arts (both visual arts and performing arts), as well as in design, are being planned with relevant external institutions.

(新課程發展部透過與本地和海外大學、 非政府組織及專業人士協作,設計並發展不同種類的學術課程,形式包括工作坊、 課堂、講座、研習項目及海外學習活動。這些課程因應從高小至高中不同級別資優學生的學習需要而設計,以培養其探索精神,讓他們的潛能得以展現。此外,學苑還提供網上學習課程,讓學員勇於探索更多新知識,並養成自主學習的習慣。學術課程發展部又舉辦了多項全港性比賽及相關訓練課程,裝備學員參加國際學術賽事。學術課程發展部不斷探索課程發展方面的新領域,務求令課程更趨豐富。目前正與其他相關院校籌劃藝術(包括視覺藝術及表演藝術)及設計方面的課程項目。

# Advanced Learning Experiences Division (ALED) 進階學習體驗部

ALED devises and facilitates individualised, personalised and challenging learning opportunities for gifted students to advance their competence, pursue goals and aspirations and create positive impacts for our society and world. These opportunities require a rigorous selection of students who demonstrate immense interest, self-initiation and commitment, outstanding readiness and competence. In collaboration with a wide range of experts, leaders, scholars, alumni and volunteers of diverse fields and industries as professional individuals or from local and overseas institutions, non-government organisations and companies, the ALED facilitates students to access and be benefited from diverse learning activities, programmes, resources and networks.

進階學習體驗部為資優學生設計和提供個別以及個人化並具挑戰性的學習機會,旨在提升他們的能力,推動他們追求目標和抱負,為社區及世界創造積極正面的影響。這些學習機會須透過嚴格的甄選,以發掘及給予在學習方面具濃厚興趣、自發主動、充滿熱誠、準備妥當及具備卓越能力的學生參加。進階學習體驗部與來自不同領域的專家、領袖、學者、校友和志願人士,以及本地和海外的院校、非政府組織和機構協作,令學生受惠於各樣學習活動、課程、資源和人際關係網絡。

## Research Division (RD) 研究部

RD is committed to providing high quality gifted education information and research findings by carrying out regular surveys and course evaluation exercises, publishing regular statistical reports, studying various issues related to gifted education in a clear and meticulous manner, and exploring collaboration opportunities of conducting researches on gifted education with local and overseas institutions. Information and research results are shared via different media and channels so as to increase public awareness and understanding of gifted education in Hong Kong and to provide important reference for future development of gifted education.



## Student Services Team (SST) 學生服務組

**SST** admits gifted students aged 10 to 18 in Hong Kong as HKAGE student members via the following nomination channels annually:

- School Nomination
- Self Nomination
- Nurturing the Gifted Scheme
- Web-based Learning Courses for Gifted/More Able Students (jointly administered by the EDB and the HKAGE)

生服務組每年透過以下提名渠道取錄年齡介乎 10 至 18 歲的本港資優學生成為學苑學員:

- 學校提名
- 自身提名
- 尖子培育計劃
- 網上資優課程(由教育局及香港資優教育學苑共同管理)

### PERFORMANCE HIGHLIGHTS

# 主要績效



To admit students nominated from various schools, a number of briefing sessions and admissions exercises have been undertaken. Totally, around 11,800 nominees were recorded, who were from 641 primary and secondary schools. The corresponding school distribution by region was: 20% from Hong Kong; 38% from Kowloon and the rest from New Territories. Finally, 1,977 were admitted. The current cohort of student (as at 31 August 2019) amounted to some 6,700<sup>NB1</sup>. Its distribution by grade level was: 32% from primary level, 37% junior secondary level and the remaining 31% senior secondary level.

To provide enrichment and acceleration programmes for student members, over 150 face-to-face plus 22 (self developed) and 5 (EDB developed) web-based learning programmes have been provided. 4 tests/competitions for the selection of students for various international competitions have been organised, with nearly 30 related training programmes offered, facilitating students to excel in their talented areas and obtain a total of 4 gold medals, 20 silver medals and 7 bronze medals in 6 different international competitions. Besides, 5 overseas learning programmes have been offered for 29 student members.

To facilitate the affective development of the gifted through student programmes, 32 affective education programmes have been developed and delivered to around 2,600 participants to facilitate their affective development.

在取錄來自不同學校提名的學生方面,我們舉辦了多場簡介會和取錄活動,獲提名的學生共有約 11,800 名,他們分別來自641 所小學和中學。按分布區域,提名學校 20%來自港島,38%來自九龍,其餘來自新界。最終共有 1,977 人獲取錄成為學員,學員總人數(截至 2019 年 8 月 31 日)約 6,700 <sup>註1</sup> 人,當中 32%就讀小學,37%就讀初中,其餘 31% 就讀高中。

在增潤和加速課程方面,我們向學員提供 逾 150 個面授課程,加上 22 個(自行開 發)及 5 個(教育局開發)的網上課程。透 過 4 次測試 / 比賽選拔學員參加各種國際 比賽,同時又提供近 30 個相關訓練課程, 讓學員在 6 個不同的國際比賽中共取得 4 面金牌、20 面銀牌和 7 面銅牌的佳績。此 外,我們還為 29 名學員提供 5 個海外學 習活動,拓寬他們的視野。

在透過學生課程促進資優學生情意發展方面,我們建構了32個情意教育課程,為約2,600名學員提供訓練,促進他們的情意發展。

<sup>1</sup> The scope of the figure covers both preliminary and full members admitted. 此數字包括所取錄的初步學員及正式學員。

To refine the offering of academic programmes, all professional staff underwent two rounds of training conducted by trainers from the Centre for Talented Youth of Johns Hopkins University. They were further empowered to plan, design, deliver and evaluate gifted programmes for student members. Besides, suggestions provided by the STEM Advisory Group helped enhance the varieties of STEM-related programmes. Around 85 STEM-related programmes have been offered. Besides, 2 integrated packages in humanities have been developed with 7 programmes and 3 talks provided.

在優化學術課程方面,學苑所有專業員工 均接受了由約翰霍普金斯大學資優教育中 心導師提供的兩輪培訓,進一步提升他們 策劃、設計、教授及評估資優課程的能力。 此外,STEM 諮詢小組所提建議亦有助豐 富 STEM 領域的課程,年內共提供約 85 個 此類課程,並製作了 2 個人文學科方面的 綜合項目,涵蓋 7 個課程和 3 個講座。

To offer advanced individualised learning opportunities to student members, 6 special programmes have been further developed to advance students' learning through self-initiated activities, interdisciplinary learning and one-on-one mastery apprenticeship experiences.

Through collaborative efforts with scholars from The Chinese University of Hong Kong and The Hong Kong University of Science and Technology, students attending the course 'Big History and Sustainability' worked with students with Artificial Intelligence training on an interdisciplinary project at a 6-day intensive Summer Day Camp of Big History and Collective Learning (BHCL). Students presented and shared their findings in the camp.

25 professionals who are well-established leaders in business, academic, political and many other professional fields volunteered to join the Hong Kong Gifted Apprentice Programme (HKGAP) to share their expertise and experience with our gifted youngsters through a one-on-one two-year long mentorship programme and advised them with their individual projects.

在提供進階的個別化學習機會方面,進一步發展6項特別課程,透過自發性活動、跨學科學習及一對一的師徒計劃體驗,提升學生的學習質素。

在香港資優教育學苑與香港中文大學及香港科技大學共同協作及相關學者指導下,「大歷史與可持續性」課程的學生與曾接受「人工智能」相關培訓的學生,於為期6天的「大歷史與集體學習夏令營」中進行跨學科研習,並作匯報及分享研究結果。

25 位商業、學術、政治及其他領域的專業 人士義務協助推動「香港資優師徒計劃」, 通過為期兩年的一對一師徒計劃,與我們 的資優學生分享其專業知識和經驗,並為 學員的個人專題研習提供寶貴意見。



Students were also facilitated to outreach participating in JA Company Programme, a challenging business simulation competition and attending Assembly @ MaD Festival 2019, a conference on sustainability and social innovation, both organised by external organisations. These advanced learning experiences diversified students' perspectives and enabled them to realise the importance of collaboration and innovation in tackling authentic demand and challenge.

There were 679 participants served by the programmes in total, including 582 students and 97 parents and teachers. In addition, 22 students were benefited by the other activities, i.e. JA Company Programme and Assembly @ MaD Festival 2019.

**To promote holistic development of student members,** a variety of programmes have been provided. The total number of enrolments amounted to 18,077<sup>NB2</sup> with total duration of hours being equal to 3,323<sup>NB3</sup>. The average rating of overall satisfaction for various programmes by student members was 3.3 (out of 4); while the average rating of overall satisfaction for HKAGE services by teachers was 2.8 (out of 4).

在鼓勵學生主導舉辦更多活動,以發展人才方面,一共舉辦了12項學生活動和項目。為提升學生學習,透過設計及籌辦主導各種社交和同儕交流的活動,學生參與集體討論、團隊合作和反思,從構思項目、推行以至回顧檢討之中得到學習經驗。學生主導活動形式多樣,包括社交和學術講座如:閒談會、學生論壇;演說和座談如:「資優生的心聲」;以及創意比賽如:「資優種子萌芽時」。

此外,學生亦參與由外間機構籌辦的其他活動,包括營商模擬競賽「JA 學生營商體驗計劃」和有關可持續性及社會創新的會議「Assembly @ MaD Festival 2019」。這些進階學習體驗拓闊學生的觀點和視野,並使他們明白到協作和創新在應對現實需要和挑戰的重要性。

以上項目共服務超過 679 名參加者,包括 582 名學生及 97 名家長及教師。另共 22 名學生受惠於其他活動,即「JA 學生營商 體驗計劃」及「Assembly @ MaD Festival 2019」。

在促進學員全人發展方面,我們提供了相關的課程。報讀總人次達 18,077 <sup>註 2</sup>,上課總時數相等於 3,323 <sup>註 3</sup> 小時。學員對各種課程的整體滿意度平均評分為 3.3 分(滿分為 4 分);而教師對學苑服務的整體滿意度平均評分為 2.8(滿分 4 分)。

<sup>2</sup> The scope of the figure covers all types of deliverables, including online learning programmes for non-screening purpose and web-based learning courses for gifted/more able students (jointly administered by the EDB and the HKAGE).

此數字包括所有類型的可交付成果,包括非作甄別用途的網上學習課程及網上資優課程(由教育局及香港資優教育學苑共同管理)。

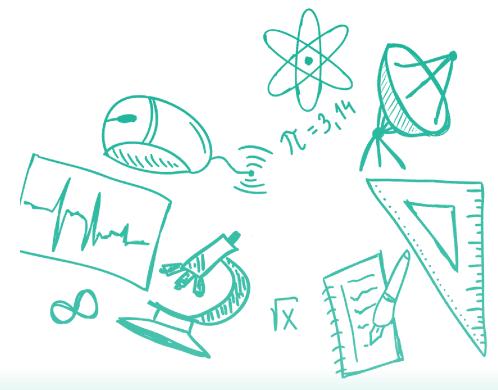
<sup>3</sup> The scope of the figure covers all types of deliverables; but excludes integrative learning opportunities, special programmes (with extended period of enrolment), student initiated events, subsidised programmes, collaborations with universities, study project, mentoring scheme and online learning programmes.

此數字包括所有類型的可交付成果,但不包括綜合學習機會、特別課程(沒有報讀期限)、學員主導的活動、各項資助課程、與大學協作的項目、 研習計劃、師徒計劃以及網上學習課程。

# To engage and mobilise various stakeholders in nurturing the gifted through a broad-based gifted education support network,

parent education programmes have been developed and delivered to parents of both members and non-members through a broadbased gifted education (GE) support network. 33 parent education programmes have been offered to around 1,151 parents of both members and non-members. 11 sessions of outreach seminars have been offered to schools, business and community. From the affective development perspective, we believe that teachers play a crucial role in nurturing gifted students during the learning process. The HKAGE has always attached great importance to the particiaption of teachers and educational practitioners as partners, and has been providing sharing with pre-service teachers of The University of Hong Kong and The Hong Kong Education University (EdUHK) on affective education. Learning Profiles of our student members were available online for students', parents' and teachers' information as we saw the parents and teachers as partners in nurturing the gifted children.

在通過廣泛的資優教育支援網絡,募集和 動員不同持分者培育資優學生方面,我們 建構了多項家長教育課程,並透過廣泛的 資優教育支援網絡,向約1,151名學員和 非學員的家長提供33個家長教育課程。 我們又為學校、企業和社區舉辦11次外 展講座。從情意發展的角度而言,學苑相 信在學習過程中,教師在培育資優學生方 面擔當至關重要的角色,學苑向來重視讓 教師和教育工作者參與成為夥伴,亦一直 有為就讀於香港大學及香港教育大學的 教師舉辦情意教育分享會。由於學苑視家 長及教師為培育資優兒童的夥伴,故安排 學員、家長和教師可以在網上查閱學員的 學習概覽,以作參考。



To assess the impact of various programmes, services, events, etc., regular summary statistics reports related to student programmes and their feedback have been produced, and evaluation and monitoring activities have been conducted.

To enhance the understanding of the genuine needs of gifted students, a number of researches have been initiated, including the completion of a study with EdUHK on 'Challenges and Opportunities with Hong Kong Students' STEM Aspirations: A Preliminary Analysis with Gifted Student Members'. Various research results have been disseminated via various means.

To promote the HKAGE to the general public and raise their awareness on the importance of Gifted Education, it is the goal of the HKAGE to advocate the merit of competency-based gifted education to the society. To achieve this, the HKAGE has been striving to broaden its promotional channels and enrich the presentation of the messages for easy understanding. Over the year, further to the current social media platform on Facebook and YouTube, the HKAGE has opened up its own Instagram page to reach out to different interest of recipients. Below the line, stakeholder engagement with student groups, parent groups, GE providers and like-minded organisations has been strengthened by organising meetings, talks, and public events. Dialogues with overseas organisations of gifted education have been enhanced through meetings and conferences. To cater to the needs of all walks of life, the HKAGE also enhanced the combination of promotional approaches by producing more videos and graphical works in addition to the text messages. We hope that the vision and mission of the HKAGE as well as the rationale of gifted education will be conveyed to the public in a more effective and efficient way.

#### 在評估各項課程、服務、活動等影響方面,

我們定期就學生課程及他們的回應,編製統計報告摘要,並對相關課程進行評估和 監察。

在深入了解資優學生的真正需要方面,我們啟動了多項研究,其中包括與香港教育大學完成一項名為「香港學生的 STEM 抱負所面臨的挑戰和機遇:對資優學員的初步分析」的研究。各項研究成果已透過多種渠道發布。

在向公眾推廣學苑,並提高公眾對資優教 育重要性的認識方面,學苑的目標是向社 會倡議「因材施教」資優教育的好處。為 此,學苑一直致力於擴濶宣傳渠道及豐富 資訊呈現的方法,使訊息更顯淺易明,更 能達意。除了沿用的 Facebook 及 YouTube 等社交平台外,年內又增設 Instagram 專 頁,接觸不同興趣的受眾。線下宣傳推廣 方面,學苑透過舉辦聚會、講座及公開活 動,強化學員群組、家長群組、資優教育 提供者和志同道合的機構等持分者之間的 連繫。另外又透過出席相關會議,促進與 海外資優教育機構的對話機會。為配合不 同人士的需要,學苑除使用文字作為媒 介,亦製作更多影片和圖像,務求結合不 同推廣形式,更快捷有效地向公眾傳遞學 苑的願景、使命,以及資優教育理念。

# Statistics Summary 統計摘要

## Knowledge Hub on Gifted Education 資優教育知識的樞紐

Activities <b>活動</b>	Number <b>數目</b>
Publications 刊物	
Issue of the HKAGE Printed Publication 'Gifted Gateway'* 發布學苑印刷刊物《資優薈萃》*	1
Articles Contributed to External Parties on GE-related Topics 向外界提供有關資優教育主題的文章	14
Issue of the HKAGE e-Newsletter 發布學苑電子通訊	4
Issue of GE-related Articles on the HKAGE Website and Social Media 在學苑網站和社交媒體發布有關資優教育的文章	62
Presentations 演講	
Outreach Talks for Parents, Teachers and Like-minded Organisations 為家長、教師和資優教育機構舉辦的外展講座	17
GE-related Presentations at Local Conferences, Seminars, etc 參與本地會議、研討會等,並發表與資優教育相關的演講	18
GE-related Presentations at Overseas Conferences, Seminars, etc 參與海外會議、研討會等,並發表與資優教育相關的演講	7
Events 活動	COLUMN CONTRACTOR CONTRACTOR CONTRACTOR CONTRACTOR CONTRACTOR CONTRACTOR CONTRACTOR CONTRACTOR CONTRACTOR CONT
HKAGE-Organised / Participated Events for Promotion of GE or Dissemination of GE-related Information (including promotional events, signature events, informational events, etc.) 由學苑舉辦 / 參與,以推廣資優教育或發放資優教育相關信息的活動(包括推廣活動、學苑旗艦活動、資訊	18 訊活動等)
Collaborative Activities 協作活動	
Collaboration with Local Primary / Secondary Schools for the Provision of GE Programmes 與本地中小學協作,提供資優教育課程	14
Collaboration with Local / Overseas Institutes for the Provision of GE Programmes and GE Enhancement in H 與本地 / 海外院校協作,為香港提供資優教育課程及優化香港的資優教育	Hong Kong 32

\* Learn more: https://www.hkage.org.hk/en/publications/magazine 更多內容: https://www.hkage.org.hk/b5/publications/magazine





The HKAGE has always taken the lead in providing innovative learning experiences for our student members. Besides our unique affective education programmes of which the importance is now recognised widely by the education community, we have developed and further refined many interdisciplinary and advance level programmes in 2018/19, and is working towards a systematic model of talent development for our students. Some of these new developments are summarised in the paragraphs below.

**作**為資優教育的先鋒,學苑率先為學員提供創新的學習體驗。我們獨有的情意教育課程,其重要性已受到教育界廣泛的肯定,在 2018/19 年度我們進一步開發及優化更多跨學科和進階課程,並建立系統化的「人才培養」楷模,培育學生。 以下段落概述了其中一些新發展。





### Programmes Infused with Affective Education (AE) Elements 渗透情意教育元素的課程

#### Objective 目標

- AE elements were infused in academic programmes with a view to facilitating the healthy development of students in social and emotional aspects.
- 在學術課程中滲入情意教育元素,以促進學員在社交及情緒方面的健康發展。

#### Highlights 重點

- The following academic programmes were involved:
  - Governing Matters From Ancient China to Modern Western Countries
     (AE elements infused: self-understanding)
    - Students compared and contrasted the different governing models of China and the West.
  - Shifting Worlds, Shifting Selves: Reading & Writing in Different Fiction Genres (AE elements infused: self-understanding)
    - Students developed sentimental needs for self-recognition and self-revelation by exploring different genres.
  - Stories of Our Life: Hong Kong History Series (AE elements infused: self-identity, sense of belonging to the society)
    - Students developed a perspective of self-identify through field trips and mini research. They also learnt to record historical information with technologies.
  - Be All Ears and Beyond Listening (AE elements infused: sense of belonging to the society)
    - Students learnt to appreciate and understand the environment by listening and learnt to 'listen' to their own emotions.
  - Cancer From Beginning to End (AE elements infused: empathy)
    - students learnt about the psychological and emotional needs of cancer patients.
- Over 200 students were engaged in these programmes.

- 包括下列學術課程:
  - → 治國之道:從古代中國到現代西方社 會(滲透的情意教育元素:自我認識)
    - 學員把中國和西方不同管治模式 互相對比。
  - ◆ 激盪自己、撼動世界:小說分類選讀 及創作(滲透的情意教育元素:自我 認識)
    - 學員透過探討不同文體,發展自 我認知及自我展現的情感需要。
  - ◆ 我們的故事:香港歷史系列(滲透的 情意教育元素:自我認同、社會歸屬 感)
    - 學員透過實地考察 和小型研究, 發展自我認同的觀點,並學習運 用不同科技記錄歷史資料。
  - ◆ 洗耳恭聽(渗透的情意教育元素:社 會歸屬感)
    - 學員學習透過聆聽來欣賞及理解 環境,並「聆聽」自己的情緒。
  - ◆ 全面認識癌症(滲透的情意教育元素:同理心)
    - 學員認識到癌症患者的心理和情 緒需要。
  - 參加課程的學員超過 200 人。

### Get-set-goal Workshop Series 始動工作坊系列

#### **Objective**

 'Get-set-goal: Blueprint of Our Life' Series was a series of workshops which aimed to introduce the career trends of various fields in the next 10 years. Students learnt from professionals about how to prepare for imminent new challenges. It was to inspire students to think about their future and set realistic goals to be achieved.

#### 目標

「始動:我們的未來藍圖」是一系列工作坊,目的是介紹未來十年不同行業的發展趨勢。學員從各行各業的專業人士學習如何面對迫在眉睫的新挑戰,啟發他們思考自己的未來,訂立目標。

#### **Highlights**

- These workshops were delivered by professionals in various fields, including educators, engineers, museum staff, a clinical psychologist, humanitarian NGO staff and a registered nurse.
- Participating students learnt about the development of those fields of work, the development of the society under the impact of technology advancement and the future challenges of different occupations.
- A total of 6 Get-set-goal workshops were conducted. Over 400 students attended.

- 工作坊由不同行業的專業人士主持,包括教育工作者、工程師、博物館職員、臨床心理學家、人道組織職員及註冊護士。
- 参加的學員認識到上述行業的發展、科技進步對社會發展的影響,以及不同行業未來面對的挑戰。
- 年內共舉行了6次「始動:我們的未來藍圖」 工作坊,出席學員超過400人。





Collaboration with Department of Electronic Engineering, The Chinese University of Hong Kong (CUHK) - Artificial Intelligence (AI) Programmes 與香港中文大學(中大)電子工程學系合辦人工智能課程

#### **Objective**

 This collaborative programme series aimed to equip students with the essential knowledge in coding and machine learning via a series of talks and courses so that students would understand more of the applications and the impact of this emerging technology which would foreseeably play a crucial role in the near future.

#### 目標

 此項合辦的課程系列旨在透過一連串講座和 課堂,裝備學員在編程及機器學習方面的必 備知識,讓他們更了解這項在不久將來舉足 輕重的新興科技之應用和影響。

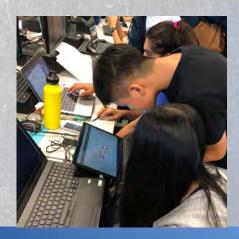
#### Highlight

DYNA

• Two talks ('Computer Vision AI - Face Recognition, Self-driving Car Perception and Beyond' and 'Machines Are Listening - Technologies Inside and Beyond Siri') and two courses ('Introduction to Computer Programming Using C++' and 'Machine Intelligence – Principles and Applications') were offered to secondary school student members. In these programmes, students learnt about the importance of AI and machine learning. They applied software tools to design applications about machine intelligence. Over 100 students were engaged in the series and students with high potential were spotted and selected to join a summer research project in artificial intelligence under the supervision of CUHK experts.

#### 重點

● 為中學學員舉辦了兩次講座(「電腦視覺人工智能 - 人臉識別、自動駕駛汽車感知及其他領域」、「能說會道的電腦 - 智能語音技術初探」)及兩項課程(「C++程式編寫入門」、「機器智能 - 原理與應用」)。學員學習到人工智能及機器學習的重要性,並運用軟件工具設計有關機器智能的應用程式。參加此課程系列的學員共有百多名,當中甄選了特別具備潛質的學員參加一項由中大專家指導的暑期研究計劃。





# International Physics Tournament 2019 2019 國際物理學錦標賽

#### **Objective**

 The HKAGE provided training to prepare students to participate for the first time in the International Physics Tournament 2019 held in Israel. The Tournament provided a platform for the students to demonstrate their giftedness in the area of their expertise.

#### 目標

學苑培訓學員首次參加在以色列舉行的 2019 國際物理學錦標賽。該項比賽提供一 個平台,讓具天賦的學員盡展所長。

#### **Highlights**

- The International Physics Tournament 2019 was held by Weizmann Institute of Science in Israel.
- 5 students were selected to join this tournament. Two phases of training, last for 6 months, were provided for them who would apply physics principles to design a safe that could not be easily unlocked by others for the tournament.
- Throughout the training process, the students kept modifying their design taking into consideration comments from the Hong Kong Baptist University trainer and Weizmann Institute mentors.
- Finally, the students went to Israel in April 2019 to showcase their work to other participants from different countries.

- 2019 國際物理學錦標賽由以色列魏茨曼科 學研究所舉辦。
- 學苑為5名獲選參賽的學員提供兩階段為期 6個月的培訓,讓他們活用物理學原理,製 作不易被打開的保險箱。
- 培訓過程中,學員參考香港浸會大學及魏茨 曼科學研究所導師提供的寶貴意見,不斷改 良及優化保險箱的設計。
- 其後學員於2019年4月赴以色列,向來自 其他國家的參賽者展示其作品。





### International Biology Olympiad 國際生物奧林匹克

#### **Objectives**

- The HKAGE provided training for the Hong Kong team to participate for the first time in the International Biology Olympiad held in Hungary.
- To nurture students who are talented in biological science to reach the level of international excellence.
- To broaden students' horizon and raise their aspirations and confidence in competing with contestants from different countries.

#### 目標

- 學苑培訓香港代表隊成員首次參加於匈牙利 舉行的國際生物奧林匹克。
- 培育在生物科學範疇具備才能的學生,使之 達到國際水平。
- 擴闊學生視野,提高他們與不同國家對手競 賽的信心。

#### Highlights

DYNA

- Over 550 students participated in the territory-wide screening contest commissioned to The Hong Kong University of Science and Technology.
- Outstanding students were selected from the screening contest and provided with 3 phases of training programme. The Hong Kong Team members were selected from the outstanding students in the final phase of training.
- Although it was the first time the Hong Kong team participated, brilliant results were obtained. Altogether, the team was awarded 1 gold, 2 silver and 1 bronze medals.

- 超過550名學生參加了學苑委託香港科技大學承辦的全港選拔賽。
- 在選拔賽中表現優異的學生獲安排參加3個 階段培訓課程,從中挑選表現優異的學員成 為香港代表隊成員。
- 雖然這是香港代表隊首次參加這項比賽,但 成員表現出色,共取得1面金牌、2面銀牌 和1面銅牌的佳績。







Coping with Authentic Global Challenges through Interdisciplinary Study and Collaboration 透過跨學科學習和協作以應付現實全球共同面對的挑戰

#### **Objectives**

- The Big History and Collective Learning (BHCL) Project aims to further promote and create a Big History learning community in Hong Kong.
- The programme this year aimed to engage students to evaluate the role of 'data' in the progression of humankind and explore how humanity should cope with arising challenges of sustainability and artificial intelligence in the 21st century.

#### 目標

- 大歷史與集體學習計劃旨在進一步在香港推 廣及創建一個「大歷史」學習社群。
- 今年的課程旨在吸引學員評估「數據」在人類發展中的作用,並探索在21世紀人類應如何應對可持續性及人工智能的挑戰。



#### **Highlights**

- The BHCL project pioneered a unique learning experience for students by engaging secondary students from two distinctive interests and training, i.e. sustainability and artificial intelligence, to collaborate on an interdisciplinary research project at a 6-day intensive BHCL Summer Day Camp.
- Instructional design was transformed from a didactic to an active and interdisciplinary project learning approach by shrinking the class size from 70 to 21 students this year. Students benefited from a more in-depth study, closer interaction and personalised feedback from professors for research project development.
- The BHCL project is a joint effort of The Hong Kong University of Science and Technology, The Chinese University of Hong Kong and the HKAGE.

- 「大歷史與集體學習計劃」為學員開創了獨特的學習體驗,讓不同興趣並分別學習了「大歷史與可持續性」和「人工智能」的中學生,在為期6天的密集式「大歷史和集體學習夏令營」中合作進行跨學科專題研習。
- 今年的教學設計亦由較單向授課改為學生主動及跨學科專題研習,課程人數從往年70名縮減至21名,學員得以更深入研習,課堂上的互動更緊密,導師予以的回應指導亦更個人化,有助於相關的專題研習。
- 是次「大歷史與集體學習計劃」由香港科技 大學、香港中文大學及香港資優教育學苑全 力合辦。



### Enabling Students' Pursuit of Personal Growth and Specialty 促進學生個人成長及發展專長

#### **Objectives**

- Hong Kong Gifted Apprentice Programme (HKGAP) is a unique and prestige programme offering our highly gifted and ready students with precious opportunities to interact with and model on renowned professionals from diverse disciplines and fields.
- Students should maximise the opportunities to achieve wholeperson development and pursue excellence in their areas of interests through our elite masters' inspiration and guidance.

#### 目標

- 香港資優師徒計劃是一項獨特而又極受重視的計劃,旨在為我們合適的資優生提供寶貴機會,接觸及師承來自不同學科和領域的知名專業人士。
- 學生應充分利用這些機會,在精英良師的啟 導下,實現出全人發展,並在自己感興趣的 領域中追求卓越。

#### **Highlights**

DYNA

- HKGAP was officially launched in 2018 as a 2-year programme with generous supports from renowned masters from diverse fields.
- 9 new masters from educational, political, medical and business sectors have offered to join HKGAP and nurture our gifted students.
- 12 students were selected to become apprentices in HKGAP (2018-2020) through the rigorous screening and matching process.
- To ignite students' passion and potential in specialty development, student project was made a required component of the programme.
- Valuing mentorship as a crucial drive for enabling students' advanced learning, further measures as building blocks in equipping students to be more ready and committed for HKGAP and other advanced learning opportunities are being devised.

- 受惠於各界名師的慷慨支持,「香港資優師 徒計劃」在 2018 年正式啟動成為為期兩年 的項目。
- 是年新增了9位來自教育、政治、醫學和商業領域的專業人士參與及推動此項計劃。
- 透過嚴格的甄選及配對,一共 12 位學生獲 選為 2018-2020 香港資優師徒計劃的學徒。
- 為激發學員對發展專長的熱情和潛力,學員專題研究亦成為此計劃的必修項目。
- 鑑於良師的啟導乃學員進階學習的關鍵動力,學苑正不斷開發更多銜接項目,以裝備學員並讓他們更投入參與「香港資優師徒計劃」以及其他進階學習機會。





#### Developing Talents through Encouraging Student Self-initiated Activities 讓學生主導策劃活動以發展才能

#### **Objectives**

- Enhance students' self-initiation, creativity and capabilities through hands-on designing and implementing a variety of social and peer exchange activities and conducting on-going and post event evaluation.
- Facilitate students to develop effective interpersonal and collaboration skills and attitude by working with their peers as a team.
- Provide opportunities for students to develop communication skills as an emcee and an event facilitator.
- Develop some friendships with other gifted students and cultivate a sense of belonging at the HKAGE.

#### 目標

- 通過親身設計及參與各項社交與同儕交流活動,持續進行活動後評估,提升學生的自發性、創意及能力。
- 通過與同儕的團隊合作,促進學生高效的人際交往、協作能力和態度的發展。
- 讓學生擔任司儀和活動主持,以提供發展溝 通交流技巧的機會。
- 與其他資優生建立友誼,並培養對學苑的歸屬感。

#### **Highlights**

- Chat Club was one of the examples of students' self-initiated events. Proposed by a small group of senior secondary student members, 4 sessions of social and intellectual gathering were organised.
- 4 different topics ranging from personal interests to social affairs were devised to engage student participants to express and exchange their views.
- The ALED provided formative advice and administrative supports to student organisers.
- Student organisers hosted and facilitated session activities.
- Their mindset was changed from being passive participants to valuing the importance of active participation and respectful interpersonal communication.
- Student organisers became reflective in analysing the response and effectiveness of the event and facilitation and embraced the ideas of continuous enhancement.

#### 重點

- 閒談會是其中一個學生主導的活動,由一群 高中學員發起,共舉辦了4次社交及知識交 流聚會。
- 4次聚會的議題由個人興趣分享以至社會時事均有涉獵,旨在吸引學生參與表達和交流觀點及想法。
- 進階學習體驗部就以上活動提供行政支援及 建議予學生委員。
- 由學生委員主持和促進以上活動。
- 他們的思維方式從被動參與轉變為重視主動 參與及以彼此尊重的態度與別人交流。
- 學生委員在分析活動引起的反應和效度時學 懂更內省,並擁抱需持續優化的想法。



#### Others 其他

New Nomination Scheme 2018/19 2018/19 全新提名計劃

#### **Objective**

To identify the appropriate gifted students.

#### 目標

• 識別合適的資優學生。

#### Highlights

DYNA

- The HKAGE has developed a new nomination scheme which is applicable to 'School Nomination' and 'Self Nomination' for secondary and primary school students and has been implemented since school year 2018/19.
- Gifted students interested in becoming members of the HKAGE were required to pass 'Stage 1: HKAGE Online Learning Programmes for Screening' before they could submit their nomination profiles in 'Stage 2: Submit Nomination Profiles' for further screening.
- In 2018/19 school year, the HKAGE received over 11,500 nominations and around 1,800 students registered as members.

#### 重點

- 學苑制定出全新提名計劃,適用於中小學 生的「學校提名」及「自身提名」,並由 2018/19 學年起實施。
- 有意成為學苑學員的資優學生必須先以合格 成績完成「第一階段:香港資優教育學苑網 上甄選學習課程」,方可於「第二階段:遞 交提名資料」接受進一步甄選。
- 學苑於 2018/19 學年接到超過 11,500 個提名,約有 1,800 名學生註冊成為學員。



Experience Sharing Day 學習經驗分享日

#### Objective

 To give an overview of the HKAGE programme provision with current members' outstanding project/course works showcase and experience sharing so as to facilitate new members to plan for their study journeys at the HKAGE.

#### 目標

為新學員提供學苑課程概覽,並由現有學員 現身說法,以及透過展出佳作及經驗分享, 幫助新學員計劃個人在學苑的學習之旅。

#### Highlight

• Over 100 new student members joined the event held on 22 August 2019 at the HKAGE.

#### 重點

超過 100 名新學員參加了 2019 年 8 月 22 日 於學苑舉行的學習經驗分享日。

#### Research 研究

Preliminary Analysis on the Influence of Parental Expectation on Adjustment Problems of Gifted Student Members

家長期望對資優學員適應問題所構成影響的初步分析

#### **Objectives**

- The 24-item Student Adjustment Problems Inventory (SAPI-24;
   Chan, 2003\*) has been adopted for measuring adjustment issues of giftedness, including:
  - poor interpersonal relationships
  - intense involvement
  - unchallenging schoolwork
  - parental expectations
  - perfectionism
  - multi-potentiality
- In this exercise, we explored any influence/ impact of parental expectation on other adjustment issues based on survey data by deploying several psychological measures that are commonly used in studying human causal judgement.

#### 目標

- 採用「學生適應問題量表 (SAPI-24; Chan, 2003\*)」,共有 24 道題目,用以量度資優 學生的適應問題,包括:
  - ◆ 人際關係欠佳
  - ◆ 過度激烈投入
  - ◆ 學校課業欠挑戰性
  - ◆ 家長期望
  - ◆ 完美主義
  - ◆ 多元潛能
- 此項研究採用了幾項普遍用於研究人類因果 判斷的心理學量度方法,根據調查數據探討 家長期望對其他適應問題構成的影響。

#### **Highlights**

- 800 student members completed the questionnaire on the adjustment issues of giftedness in early 2017.
- From the psychological measures, it was suspected that high parental expectation might increase the chance of occurrence of other adjustment issues faced by gifted primary student members.
- Many parents seemed to expect their children to be perfect, but this could cause a lot of anxiety and very little satisfaction. On the other hand, setting the sights too low might not be helpful for children's self-esteem.
- The trick may be finding a healthy balance in the middle and talking with children about their goals for themselves, as learning to set realistic, achievable goals is essential for having a happy, successful life.
- Reference 參考書目

Chan, D. W. (2003). Adjustment problems and multiple intelligences among gifted students in Hong Kong: The development of the revised Student Adjustment Problems Inventory. High Ability Studies, 14, 41-54.

Press meeting held at the end of 2018 to share the research findings, experiences of students and parents

於 2018 年底會見傳媒,分享研究結果及學員和家長的經驗

#### 重點

- 800 名學員於 2017 年初填妥有關資優學生 適應問題的問卷。
- 從心理學量度數據所見,家長期望過高似乎 會增加小學資優學員出現其他適應問題的機 會。
- 很多家長似乎期望自己的孩子達致完美,但 這樣可能導致孩子非常焦慮並欠缺滿足感。 另一方面,把目光定得過低對孩子的自尊亦 未必有幫助。
- 當中的竅訣也許在於取得兩者之間健康的平衡,跟孩子談談他們自己的目標,因為學習訂定實際可行的目標是活得快樂和成功所必須的。



## Review of the Impact of International Physics Olympiads (IPhO) Training on Gifted Alumni

目標

重點

檢討國際物理奧林匹克訓練對資優校友的影響

#### Objectives

- Hong Kong students have performed consistently well in a number of world-renowned international competitions in STEM.
- This study aimed to examine the impacts of competition-related training programmes for IPhO on the gifted students. The study confined the impacts of the training programmes to the following aspects:
  - Science-related outcomes (e.g., Interests in science, Science selfefficacy, and Study and career aspirations)
  - Life-relevant and socio-emotional skills (e.g., Affective & noncognitive skills, and Social & leadership skills)
  - Engagement in STEM learning and related activities after the training.

- 香港學生在多項有關 STEM 的國際競賽中一直表現出色。
- 此項研究旨在檢視國際物理奧林匹克競 賽訓練課程對資優學生的影響,所探討 的影響集中於以下幾方面:
  - 與科學有關的果效(例如對科學的興趣、科學自我效能、進修及就業抱負)
  - ◆ 生活及社交情緒技能(例如情意及非 智能技巧、社交和領導技巧)
  - ◆ 訓練後在 STEM 學習及相關活動方面 的投入程度

#### **Highlights**

DYNA

- A retrospective survey was conducted with those alumni who had participated in the competition-related training programmes. A total of 34 alumni completed the survey.
- After the survey, follow-up interviews were conducted with those respondents who agreed to join the individual interviews. 5 participants were willing to join the interviews and they were asked to share more about their experiences in the training programmes (and international competitions).
- The findings reflected that the former participants were more likely to pursue education and career in STEM-related fields in comparison to the alumni from sciences and/or mathematics domain in general. Also, the positive impacts to strengthen their interests and knowledge in science were also revealed from the participants' own retrospective responses. However, the lack of social interaction and affective supports were revealed.
- It is well accepted that a successful training programme should provide opportunities for interaction with equally able and motivated peers. In this regard, this aspect should be strengthened in the future.

- 學苑向曾經參加上述競賽訓練課程的校 友進行了一項追溯式調查,共有34名 校友完成調查。
- 調查後與5名同意個別面談的調查對象 進行跟進面談。他們應邀詳細地分享有 關參加訓練課程(及國際競賽)的經歷。
- 調查結果顯示,與科學及/或數學範疇的一般學員比較,曾參加競賽訓練的學員有更大可能會在 STEM 相關的界別進修或就業。受訪對象本身的回應亦顯示,訓練有助他們提高在科學方面的與趣和強化知識。然而,回應亦顯示該些訓練缺乏社交互動及情意支援。
- 成功的訓練課程應讓參加者有機會跟能力和動機相若的同儕交流。故此,我們 建議日後應加強這方面的元素。



## SUSTAINABLE DEVELOPMENT

## 可持續發展

Operated largely with the support of government funds, the HKAGE upholds a high standard of corporate governance and maintains reliable and accurate financial reporting, in order to ensure sustainable development of the HKAGE.

香港資優教育學苑的營運資金主要來自政府,故奉行高水平的機構管治並確保 財務報告準確可靠,讓學苑達至可持續發展。

#### Corporate Governance 機構管治



In 2018/19, the Board of Directors consisted of 12 members, who were nominated by the Permanent Secretary for Education for appointment at the general meeting. The Board is the highest governing body, overseeing the HKAGE's strategic development and ensuring it operates in compliance with statutory requirements. The HKAGE turned into a subvented organisation of the Education Bureau on 1 September 2017 and was registered as a school with effect from 23 October 2017.

Under the Board, there are 4 functional Committees, namely the Finance and General Affairs Committee, the Academic Programme Development Committee, the Affective Education Committee and the Research Committee. Each Committee is typically chaired by a functional Director to monitor and give advice on the HKAGE's operational matters.

During 2018/19, 3 cycles of meetings of the Board and all Committees were held. The attendance rates for the 3 Board Meetings were 83%, 58% and 83% respectively. No Director received any remuneration.

As of 31 August 2019, the HKAGE maintained a total headcount of 53 established posts, with 5 major divisions: The Academic Programme Development Division, the Advanced Learning Experiences Division, the Affective Education Division, the Research Division, and the Corporate Services Division. The governance structure during the reporting period is in Appendix 2.



於 2018/19 年度,董事局有 12 名成員,由教育局常任秘書長提名,成員大會任命。董事局是最高管理機構,負責監督學苑的策略發展,並確保其運作符合法定要求。自2017 年 9 月 1 日起學苑成為教育局的受資助機構,並於 2017 年 10 月 23 日起註冊為學校。

董事局之下設有 4 個職能委員會,分別為財務及常務委員會、學術課程發展委員會,情意教育委員會及研究委員會。每個委員會通常由一名職能董事擔任主席,負責監督學苑的營運事宜並提出建議。

2018/19 年間,董事局及各委員會舉行了 3 輪會議。3 次董事局會議的出席率分別為 83%,58%和 83%。各董事概無收取任何 酬金。

截至 2019 年 8 月 31 日,學苑常額編制員工總數為 53 人,分屬 5 個主要部門:學術課程發展部、進階學習體驗部、情意教育部、研究部和機構事務部。學苑於報告期間的管治架構見附錄二。

<sup>\*</sup>Refer to Appendix 2

<sup>\*</sup> 見附錄二

#### **Risk Management**

The Paper on Agreed Risk Exposure Profile and Controls (The Paper) and the Business Continuity Plan (BCP) are the documents to govern risk management of the HKAGE. During the year, the Paper was reviewed for a better control of risks governance and management. The BCP Annual Testing was also completed to ensure it is fit for purpose.

The HKAGE also regularly reviews and updates its governance documents such as policies and procedures. In 2018/19, the Corporate Governance Manual and governance documents concerning information security and compliance, such as the Guidelines on Inclement Weather Arrangement (for student programmes and activities), were revised; and the Non-subvented Services Policy and Guidelines on Occupational Safety and Health in Office were established for better governance.

#### 風險管理

學苑制定了《協議風險概況及控制》(下稱文件)和《業務持續計劃文件》,監管學苑的風險管理。年內,學苑檢視了有關文件,以便更有效的控制風險的管治和管理。學苑又完成業務連續計劃的年度測試,確保計劃適切合用。

學苑亦定期審查和更新各項政策和程序等管治文件。在 2018/19 年度,學苑修訂了《機構管治手冊》和有關資訊保安及法定要求的管治文件,例如《惡劣天氣下的安排指引》(學生課程/活動),並制定了《非資助服務政策》及《辦公室職業安全健康指引》,以提高管治效能。

#### **External Collaborations**

A major strategic focus of the HKAGE in 2018/19 was to build up extensive collaboration relationships with universities and other academic institutions for effective use of combined resources to develop new or enhanced domains/courses/activities for gifted students. In order to guide the proper formation of a mutually beneficial relationship with the collaborators, a new instrument, namely 'Collaboration Framework Agreement', was developed to capture the features of collaboration. The common features of these external collaborations include an agreement of a central theme to link all courses/activities over the period of collaboration and the commitment of the collaboration party to pour in expertise and resources to new frontier of learning experience for the gifted students. The HKAGE signed a total number of 6 major Collaboration Framework Agreements in 2018/19.

#### 對外協作

學苑 2018/19 年度其中一項主要策略重點,在於與大學及其他學術機構建立廣泛的協作關係,以期有效地運用合併資源,開發或優化為資優學生提供的領域/課程/活動。為了按合宜方式與協作單位建立互惠互利的關係,學苑訂立了名為「合作框架協議」的新規程,體現協作的神髓。此等對外協作的共同特徵,是以某個中心主題的協議貫串所有在協作期內的課程/活動,並由協作單位投入專業知識及資源,致力為資優學生提供前沿的學習經驗。學苑於 2018/19 年度共簽署了6份主要的合作框架協議。





#### **Staff Development**

As a key player in gifted education, we strive to attract and retain talents for the continuous growth of the HKAGE. Talents with training in gifted education being rare in the job market, we place heavy emphasis on training and development to our staff in this respect to ensure sustainability of the Academy.

This year, a series of in-house training sessions were conducted to give staff members insight in the 21st century education and a review of basic gifted education. Besides, compliance training in Intellectual Property and Personal Data Protection were organised to equip our staff with the necessary skills and knowledge to handle their daily tasks properly. Professional staff were given the opportunities to actively participate in overseas conferences so as to get international exposure in gifted education.

Year 2018/19 marked the launch of the pilot scheme for talent development plan. To equip professional and frontline staff with necessary skills to meet the future development of the Academy, a strategic staff development plan was implemented to fill the gaps between the strengths and the required competence in the Talent Development Plan of our staff. A 6-month talent development training project commenced in March 2019 and was completed in September 2019. A new approach in talent development teaching is anticipated.

#### 員工發展

作為資優教育的重要參與者,學苑致力吸納 和留住人才,以確保學苑的業務能持續拓 展。鑑於職場上受過資優教育培訓的人才較 為稀有,學苑非常強調員工在這方面的培訓 和發展,確保學苑業務的可持續性。

是年學苑舉辦了一連串內部培訓課程,讓員 工在 21 世紀教育方面獲得啟發,並重溫資 優教育的基礎概念。學苑又安排了有關知識 產權和保護個人資料的培訓,讓員工具備所 需技巧及知識,妥善執行日常職務。為了拓 寬員工在資優教育方面的國際視野,學苑為 專業同工提供機會,鼓勵他們積極參與海外 會議。

學苑於 2018/19 年啟動「人才培養先導計 劃」。為專業及前線員工裝備所需之技巧, 以配合學苑日後發展,學苑推行策略性的員 工發展計劃,務求令員工在既有的專長之 外,兼具「人才培養」計劃所需才能。其中 一項為期6個月的「人才培養」訓練課程於 2019年3月展開,並已於2019年9月完成。 預計「人才培養」教學將展現嶄新的形式。

#### Pay Structure and Benefits Review

To maintain market competitiveness in retaining talents, the HKAGE conducted an annual salary review of its staff, with reference to the market pay trend reports, the HKAGE's financial status and internal factors. The Board approved the budget for salary increment and performance incentives for 2018/19. The total remuneration of the top 3 tiers of management amounted to HK\$7.54 million.

#### 薪酬結構和福利檢討

為了保持人力市場上的競爭力,學苑參考市 場薪酬趨勢報告、機構的財務狀況及內部因 素,進行了2018/19年度薪酬調整和檢討, 並獲董事局批准薪酬調整和年度表現獎金的 發放。此外,最高3層管理人員薪酬合共 七百五十四萬港元。



#### Financial Highlights 財務摘要

In 2018/19, subventions from the Government of the Hong Kong Special Administrative Region's ('HKSAR'), donations from Sir Joseph Hotung and the Hong Kong Jockey Club ('HKJC') Charities Trust, and operating income are the major sources of income of the HKAGE to support its operations for carrying out its principal activities, as well as the further development of the HKAGE.

The total revenue for the year ended 31 August 2019 is at HK\$42,227,949 (for the year ended 31 August 2018: HK\$35,274,544), in which HK\$36,368,891 and HK\$4,873,764 represent annual subventions from the Government of the HKSAR and donations from the HKJC Charities Trust respectively.

The employee benefit expense totalled HK\$30,251,408 (for the year ended 31 August 2018: HK\$24,456,806), accounting for 66 % (for the year ended 31 August 2018: 68%) of the HKAGE's total expenditure for the year ended 31 August 2019.

Reserve

According to the Service Agreement dated 14 July 2017, the HKAGE is allowed to keep a reserve at a level capped at 25% of the actual spending by the HKAGE from subventions from the Government of the HKSAR. As at 31 August 2019, the accumulated unused reserve is HK\$5,524,786 (as at 31 August 2018: HK\$4,054,347).

在 2018/19 年度,香港資優教育學苑的收入 主要來自香港特別行政區政府資助、何東爵 士及香港賽馬會慈善信託基金的捐款及營運 收入,以支持學苑的主要業務運作及持續發 展。

截至2019年8月31日止年度的總收入為 42,227,949 港元(截至 2018年8月31日止 為 35,274,544 港元),其中 36,368,891 港 元為香港特別行政區政府的年度資助款項及 4,873,764 港元為香港賽馬會慈善信託基金 的捐款。

截至 2019 年 8 月 31 日止年度的僱員福利 開支為 30,251,408 港元(截至 2018 年 8 月 31 日止為 24,456,806 港元), 佔學苑截至 2019 年 8 月 31 日止的總開支約 66% (截至 2018年8月31日止為68%)。

儲備

根據 2017 年 7 月 14 日簽訂的服務協議,香 港資優教育學苑獲准保留以本年度政府資助 金額的 25%為上限作為儲備。於 2019 年 8 月 31 日,累計未動用的儲備為 5,524,786 港 元(於2018年8月31日為4,054,347港元)。



## Appendix 1 附錄—

Interim Report on Talent Development Pilot Run (Extract) (1 September 2018 – 31 August 2019)

Professor Ng Tai Kai

「人才培養先導計劃」中期報告(摘要) (2018年9月1日至2019年8月31日)

吳大琪教授



#### Background

Since 2009, the main educational goal of the Hong Kong Academy for Gifted Education (HKAGE) is to provide enrichment programmes for gifted students in Hong Kong aged 10-18, as well as providing support to parents and teachers.

The situation changed in 2018, where after careful discussion with the Education Bureau (EDB), it was agreed that a new direction of talent development (TD) should be added for gifted education in Hong Kong. The goal of gifted education will move forward from offering enrichment programmes for gifted students to also provide more systematic programmes for gifted students that impact directly on their future path of study or career. A two-year pilot run in TD was thus launched covering the period 1 September 2018 to 31 August 2020. This report is an interim report on the pilot run and is divided into two parts: the first part covers the first-year activities of the TD Pilot run (1/9/2018 – 31/8/2019) and the second part outlines a long-term TD plan that may extend beyond 2020 for Board members' discussion.

#### 背景

自 2009 年以來,香港資優教育學苑(學苑)的 主要教育目標是為本港 10 至 18 歲的資優學生 提供增潤課程,並為家長和教師提供支援。

上述情況於 2018 年有所改變。經過教育局與 學苑的審慎商議後,當局同意本港資優教育應 新增「人才培養」的方向。資優教育的目標亦 會由原來為資優學生提供增潤課程,轉為同時 為資優學生提供更系統化的課程,而該等課 程將為他們未來進修或就業路向帶來直接的影 響。為此,學苑推行了一項為期兩年的「人才 培養先導計劃」,由 2018 年 9 月 1 日試行至 2020 年 8 月 31 日。本報告是先導計劃的中期 報告,內容分為兩個部分:第一部分載述「人 才培養先導計劃」試行首年(2018 年 9 月 1 日 至 2019 年 8 月 31 日)的活動,第二部分概述 2020 年之後的長遠「人才培養」可行計劃,供 董事局成員審議。

#### Part 1: Report of TD Activities from 1 September 2018 to 31 August 2019

#### 第一部分: 2018 年 9 月 1 日至 2019 年 8 月 31 日「人才培養」活動報告

#### **Overall Summary**

The work proposed in the TD Pilot run can be divided into three parts: (a) student programmes; (b) staff preparation and administrative support; and (c) evaluation and promotion. We have concentrated at mainly (a) and (b) in the first year of the TD Pilot Scheme.

#### a) Student programmes

We have provided a range of different programmes under the TD Pilot Scheme which can be classified into the following categories:

- (i) Artificial intelligence (AI), robotics and computer science
- These include enrichment programmes for primary students to explore their interests, intermediate programmes in robotics and AI, and more systematic programmes in AI and computer (including linear algebra).
- (ii) New programmes that infuse STEM with other areas
- These include the Smart City programme, the Big History programmes and the Illness and Brain/Emotion programme
- (iii) Mentorship programme (the Hong Kong Gifted Apprentice Programme (HKGAP), etc)
- At present individualised student coaching by HKAGE staff or mentors are provided in the AI Project programme, mini-Robocon programme, Big History programme and HKGAP.

The list of programmes being developed is given in Annex 1.

#### 概要

「人才培養先導計劃」中建議的工作分為三部分:(a)學生課程;(b)員工裝備及行政支援;及(c)評估及推廣。「人才培養先導計劃」試行首年,學苑主要專注於(a)和(b)項工作。

#### a) 學生課程

學苑在「人才培養先導計劃」提供了以下類 別課程:

- (i) 人工智能、機械人技術及電腦科學
- 包括供小學生探索其興趣的增潤課程、機 械人技術及人工智能的中級課程,以及人 工智能和電腦(包括線性代數)的系統化 課程。
- (ii) 融滙 STEM 及其他領域的新課程
- 包括智慧城市課程、大歷史課程,以及大腦/情緒與疾病課程
- (iii)師友計劃(香港資優師徒計劃等)
- 現時學苑職員或導師會為人工智能專題項 目課程、全港初中生機械人大賽訓練課程、大歷史課程和香港資優師徒計劃的學 員提供個別化的指導。

附件 1 為學苑現正開發的課程清單。



#### b) Staff preparation and administrative support

In the transition from "enrichment" to "talent development", many of our professional staff have to re-train themselves to take up the duties of providing academic advice and affective support for students engaged in TD programmes. Along this direction, several staff development workshops have been provided to our professional staff since March 2019, including 4 internal workshops run by our own staff, and 5 workshops run by an external TD expert company. More workshops are planned in the year 1 September 2019 to 31 August 2020.

With several student programmes in place we shall pilot an (in-house) nomination / selection process for HKAGE student members to enter the TD programmes in Year 2019/20.

#### c) Evaluation and promotion

Evaluation of student programmes developed under the TD Pilot run has been carried out following standard HKAGE practices. It was found that the TD programmes were generally well received by students despite these programmes are more demanding than average HKAGE programmes (see Annex 2 for the evaluation summary). Moreover, two groups of students trained by HKAGE robotics programmes became the champion and 2nd runner-up in the SciTech Challenge 2019 organised by Robotics Garage under the Hong Kong Science and Technology Parks Corporation (HKSTP) (see Annex 3).

# Part 2: TD programme planning for 2019/20 and a draft framework for long-term TD programme development

This session is divided into two parts: the first part is a draft framework for long-term TD at the HKAGE. The second part concerns the TD programme planning in 2019/20, i.e. the second half of the TD Pilot-run. The two parts are closely related because some of the planned activities in 2019/20 reflects the vision in the draft long-term TD plan.

#### b) 員工裝備及行政支援

從「增潤」過渡到「人才培養」,學苑許多 專業員工均須與時並進,重新接受培訓,為 參加「人才培養」課程的學員提供學術意見 和情意支援。就此,從 2019 年 3 月起學苑 為專業員工舉辦了數個員工發展工作坊,包 括 4 個由學苑職員負責的內部工作坊,以及 5 個由外聘人才開發公司主持的工作坊。學 苑計劃於 2019 年 9 月 1 日至 2020 年 8 月 31 日舉辦更多工作坊。

現時學苑已開設若干學生課程,稍後會在 2019/20年內試行(內部)提名/甄選,取 錄學員參加「人才培養」課程。

#### c) 評估及推廣

學苑按既定標準評估在「人才培養先導計劃」下的學生課程。結果顯示,儘管「人才培養」課程較學苑提供的一般課程要求更嚴格,但總體來說受到學員普遍歡迎(評估摘要見附件2)。此外,兩組曾參加學苑機械人課程的學生在香港科技園公司屬下 Robotics Garage 主辦的「SciTech 挑戰賽 2019」中分別奪得冠軍和季軍獎項(見附件3)。

#### 第二部分:2019/20「人才培養」課程計劃 及長遠「人才培養」課程發展框架草案

本節分為兩個部分:第一部分是學苑長遠「人才培養」的框架草案,第二部分載述2019/20,即「人才培養先導計劃」下半部分的「人才培養」課程規劃。上述兩部分關係密切,因為2019/20規劃的活動中,有部分反映長遠「人才培養」計劃草案中的願景。

#### a) Framework for long-term TD at the HKAGE

Crudely speaking, talent development can be divided into 3-4 stages starting from childhood to young adults:

- (i) Initial exposure and development of interests in the given area
- (ii) Developing competency in the area
- (iii) Becoming an expert in the area
- (iv) Achieving eminence (not the immediate goal of the HKAGE)

Different kinds of experts are needed to coach student development in different stages of TD. For initial exposure (stage (i)), we need teachers who can provide accurate information on the area and inspire the imagination and interests of students. We also need the support of school teachers who can spot and nominate the right students into these enrichment programmes.

To develop students' competency in an area (stage (ii)), we need committed students and experts in the area who are willing to spend time to work with the students. The teaching duration may last a few years, covering different levels of materials or techniques. Students at the age of 17-18 (i.e. when graduated from secondary school) may acquire a rather high level of competence in the area if the student is committed to the study.

Good mentors who are established professionals achieving eminence in their area of expertise are often needed to lead students to go deep and become experts in an area (stage (iii)). The mentorship programme may start at the time when students show commitment in a field and have already acquired a good level of competency far beyond his/her peers. The HKGAP programme at the HKAGE is an initial trial of mentorship programme along this direction. The mentormentee relationship may continue after students enter university.

#### a) 學苑長遠「人才培養」框架

粗略來說,從童年到青年的「人才培養」可以分為3至4個階段:

- (i) 初步接觸並發展對特定領域的興趣
- (ii) 發展該領域的能力
- (iii) 成為該領域的專家
- (iv) 達至卓越(不屬於學苑即期目標範疇)

在「人才培養」的不同階段,需要不同種類的專才指導學員發展。在初步接觸階段(階段(i)),需要有能夠就特定領域提供準確資料並啟發學員想像力和興趣的教師。另外還需要學校教師支持,物色並提名合適學生參加增潤課程。

要發展學員在某個領域的能力(階段(ii)),需要有全情投入的學員,以及該領域中願意花時間與學員並肩合作的專才。教學時間可能持續數年,涵蓋不同程度的材料或技術。學員倘能潛心鑽研,及至17至18歲(即中學畢業)時可能已在該領域掌握高端的能力。

學員往往需要有在相關專業領域擁有卓越成就的專才作為良師,引領他們深入鑽研,成為該領域的專家(階段(iii))。當學員具備遠超同儕的能力並表現出對某個領域的熱忱時,便可參加師友計劃。學苑根據這個理念初步試行「香港資優師徒計劃」。學員與導師間的師徒關係可以持續到學員升讀大學。

Overall speaking, to build a successful TD programme in an area, we need the following supports:

才培養」課程,需要以下支援:

- (i) Support from schools in nominating the "right" students and in providing flexibility for the students to spend time on their area of interests. At present, these flexibilities are provided by most schools for students entering International Olympiad competition trainings.
- (i) 學校支援,提名「合適的」學生並容許他們 彈性地花時間在自己感興趣的領域付上時間 和心力。現時大部分學校都會為參加國際奧 林匹克競賽訓練的學生提供這類彈性的課業 安排。

總體而言,要在某個領域建構一項成功的「人

- (ii) Existence of a series of excellent enrichment programmes that can provide accurate information and inspire the imagination and interests of students in given areas.
- (ii) 一系列優秀的增潤課程,能提供準確資料, 並啟發學生對特定領域的想像力和興趣。
- (iii) Existence of a pool of experts that are ready to spend long time in teaching or coaching students. We need to provide adequate supports to these experts.
- (iii) 一群願意長時間教導或指導學生的專家。學 苑亦要為這些專家提供足夠支援。
- (iv) Existence of a pool of mentors who are established professionals achieving eminence in an area and are ready to coach secondary school mentees.
- (iv) 一群在某個領域成就卓越的公認專才,願意 成為導師,為中學生提供指導。
- (v) Continued support to all stakeholders involved since nurturing talents is usually a long journey involving teachers, students and their parents.
- (v)持續為所有持分者提供支援,因為作育英才 往往是漫長的旅程,需要教師、學生和家長共 同參與。

The HKAGE should do the following in the next few years to build a solid foundation for TD programmes:

未來幾年,學苑應著手進行下列工作,為「人 才培養」課程奠定堅實的基礎:

- (i) Identification of areas where we can locate appropriate experts to be teachers and mentors of students.
- (i) 識別哪些領域可以找到合適專才,擔任學生 的教師和導師。
- (ii) Set up a good communication network with schools on nomination and support of students joining TD programmes.
- (ii) 就提名和支援學生參加「人才培養」課程等 事宜,與學校建立良好的溝通網絡。
- (iii) Build up a system of identification and coaching students joining TD programmes.
- (iii) 建立識別學生參加「人才培養」課程及指導 該些學生的系統。

(iv) Build up a long-term collaboration relationship with the teachers and mentors in offering TD programmes.

(iv) 與教師和導師建立長期協作關係,提供「人才培養」課程。

(v) Establish a team of staff to support students and other stakeholders (including teachers, mentors, parents and schools).

(v) 建立員工團隊,支援學生及其他持分者(包括教師、導師、家長及學校)。

(vi) Identify and locate other needed resources for the programmes that are outside the present scope of the HKAGE.

(vi) 識別及尋求其他資源,建構在學苑現時職權 範圍以外的課程。

#### b) TD Plan 2019/20

#### b) 2019/20 人才培養計劃

The 2019/20 TD Plan consists of three parts: (i) continual development of student programmes in chosen STEM areas; (ii) launching of a systematic nomination and identification scheme for students entering TD programmes with corresponding coaching and affective support from HKAGE staff; and (iii) evaluation of programmes and research on the future direction of TD.

「2019/20 人才培養計劃」包括三個部分: (i) 在選定的 STEM 領域持續發展學生課程(ii) 推行系統化的方法,以提名及識別學生參加「人才培養」課程,並由學苑職員提供相應指導及情意支援;及(iii)評估課程,並研究「人才培養」的未來方向。

- (i) We shall continue to develop/refine our student programmes in the area of AI, robotics, physics, mathematics and biological sciences, aiming to build a systematic pathway of enrichment programmes and programmes that provide fundamental competency of students in these areas. We shall also continue to build programmes that infuse humanity and science/technology (21st Century skills).
- (i) 學苑會持續發展 / 優化人工智能、機械人技術、物理學、數學和生物科學領域的學生課程,以期打造包括增潤課程及在上述領域建立學生基本能力的系統化學習路徑。學苑又會持續建構融合人文學科和科學 / 技術(21世紀技能)的課程。
- (ii) We shall develop a nomination and identification scheme for students entering TD programmes, starting from the above chosen areas. We shall start to promote the idea of TD to HKAGE student members in the coming year.
- (ii) 學苑會由上述選定的領域開始,發展一套提 名及識別學生參加「人才培養」課程的方 法。來年學苑會開始向學員推廣這項理念。
- (iii) We shall continue to evaluate the outcomes of TD programmes and conduct researches / survey on the feasibility of different areas for TD; starting with finding out whether there are enough experts who are willing to contribute to TD of teenagers exist in these areas.
- (iii)學苑會持續評估「人才培養」課程的成效, 並就不同領域進行研究/調查;首先要確定 在該些領域中是否有足夠專才願意為青少年的「人才培養」作出貢獻。

## Appendix 1- Annex 1 附錄—— 附件 1

# Talent Development Programmes Offered by the HKAGE in 2018-2019

## 香港資優教育學苑 2018-2019 提供的「人才培養」課程



#### Primary Robotics Programme: Jumping Sumo Steeplechase

In these courses, students learned about coding and robotics using wireless communication. Jumping Sumo robots were used throughout the course. Students learned computer concepts such as robot motion control, computer vision and algorithms without having to master complicated theories.

## 2. Primary Computer Programming: Blockly & Digital Game Design

Digital gamers have high expectations for the quality of digital games. On top of a beautiful display and stunning effects, it is necessary to have an interesting theme and an innovative way to play. In this programme, students first used Blockly to learn about the characteristics of programming instructions. Later, students learned about writing codes and built their games.

#### Intermediate Course in Artificial Intelligence and Machine Learning: Machine Learning and Its Application

Starting with mathematics fundamentals, hands-on experiments and coding with robots, students walked through the full path of machine learning by Al. They learned to programme a robot car (Jumping Sumo), from neural network buildup in C language to data collection, model training, testing and application, to perform auto-piloting using machine learning. The course was wrapped up by introducing Google TensorFlow on the same project, so that students could experience recent developments in Al.

#### 1. 初級機械人課程: Jumping Sumo 機械人障 礙賽

學員在課程中運用無線通訊學習編碼和機械 人技術。課程使用 Jumping Sumo 機械人, 讓學員毋須先行掌握複雜的理論,也能學習 到機械人運動控制、電腦視覺和運算法等複 雜概念。

#### 2. 初級電腦編程: Blockly 與遊戲開發

電子遊戲玩家對遊戲的要求越來越高,除了 畫面漂亮和特效精采外,還要求主題有趣和 玩法新穎。學員在本課程先運用 Blockly 設 計軟件學習編程指令的特色,繼而學習編碼 並製作自己的遊戲。

## 3. 人工智能與機器學習中級課程:機器學習及其應用

從基本數學原理到著手編程和進行機械車實驗,學員體驗到以人工智能進行機器學習的整個過程。由以 C 語言構築類神經網絡,到數據採集、模型訓練、測試和應用,學員學習如何「教導」機械車 Jumping Sumo 透過機器學習進行自動駕駛。課程結束時以Google TensorFlow 重塑整個專題項目,讓學員體驗到人工智能的最新發展。

#### 4. Mini-Robocon Training and Competition

Students had hands-on experience on designing and building robots through design iterations and programming the robots to communicate with a wireless controller. They attended three phases of training to prepare for the Mini-Robocon 2019 competition. 6 students were selected to form 2 teams in the competition this year.

#### 5. Al Series

#### (i) Introduction to Computer Programming Using C++

This course was offered through the collaboration with CUHK. It served as a foundation for other computing topics and introduced computer programming in C++.

#### (ii) Machine Intelligence – Principles and Applications

This course was offered under the collaboration with CUHK. It introduces the basics of AI and machine learning. It also provided basic training on Python programming and Python implementation of speech recognition and image recognition systems.

#### (iii) Al Investigation Project

This was a research project in which highly ready students were selected from the previous courses to work on authentic projects under the supervision of researchers from CUHK. Students acquired experience in designing an application system based on machine learning.

## Algebra Series Programme (basic mathematics for robotics)

#### (i) Matrices and Equations

#### (ii) Linear Algebra

This was a series of Algebra programmes offered by the Department of Mathematics, HKU. The theory of linear systems forms a fundamental part of the subject of linear algebra which is central to almost all areas of mathematics. The subject finds applications in physics, engineering, computer science, economics and finance.

#### 4. 全港初中生機械人大賽及相關訓練

學員親身體驗透過設計疊代來設計及組裝機械人,並編寫程式以無線遙控器控制機械人執行任務。學員參加了三個階段的訓練,以備參加全港初中生機械人大賽 2019。今年共有6位學員獲選組成兩隊參賽。

#### 5. 人工智能系列

#### (i) C++程式編寫入門

本課程由學苑與香港中文大學 (中大) 合辦, 為學習其他電腦課題打好基礎,並介紹 C++ 電腦程式編寫。

#### (ii)機器智能 - 原理和應用

本課程由學苑與中大合辦,介紹人工智能和機器學習的基礎知識,並提供 Python 編程和 Python 語音及圖像識別系統的基本培訓。

#### (iii)人工智能研究計劃

學苑從先前舉辦的課程中選拔合適學員,在 中大研究人員的督導下進行真實的研究項 目,從中獲得利用機器學習來設計應用系統 的經驗。

## 6. 代數系列課程(有關機械人技術的基礎數學)

#### (i) 矩陣和方程

#### (ii) 線性代數

此系列代數課程由香港大學數學系提供。 線性系統理論是線性代數的基礎部分,而 線性代數幾乎是所有數學領域的核心,並 在物理學、工程學、電腦科學、經濟學和 金融學中均有所應用。

#### 7. The "Co-creating Smart City - Research / Service Learning Project

This project aimed to encourage secondary school student members to make contributions to the society by applying their knowledge and skills in STEM education. Students were engaged in designing a project on solving real-life problems in a smart city. To enhance students' understanding about smart city applications, two talks were organised in May. After that, students were divided into two teams to work on a project of their choice.

## 8. Treatments on Illnesses Related to the Brain or Emotions

Many illnesses such as stroke, Alzheimer's disease and depression are caused by brain damages. Apart from conventional medical treatments, some unconventional recovery programmes like art therapy, mindfulness and music therapy are being adopted in recent years. This programme series guided students to study the principles of various therapies.

#### Course on Big History: Pre-Course of Big History and Collective Learning Summer Day Camp 2019

This 20-hour course provided some basic concepts in Big History and gave students an opportunity to explore and think critically about different questions with a Big History perspective.

## 10.Big History and Collective Learning Summer Day Camp 2019

As a follow-up to "Pre-Course of Big History and Collective Learning Summer Day Camp 2019" (BHCL/001/C) and "Intermediate Course in Artificial Intelligence: Machine Intelligence – Principles and Applications" (TECS2461), this Summer Day Camp merged the concepts of Big History and AI to explore how modern development in technology, especially AI, has impacts on humans.

#### 7. 「共建智慧城市 — 研究/服務學習計劃」

這項計劃旨在鼓勵中學學員應用自己的 STEM 知識和技能貢獻社會。學員需要設計 一個解決智慧城市中現實生活問題的工作項 目。為增進學員對智慧城市的認識,學苑在 5 月舉行了兩次講座,其後學員分成兩組進 行自選的工作項目。

## 8. 關心腦朋友 - 與大腦 / 情緒有關的疾病與其治療

中風、腦退化症和抑鬱症等許多疾病都是因 為腦部受損而引致。除了常規的醫學治療 外,近年亦有採用一些非主流康復計劃如: 藝術療法、靜觀和音樂療法來治療腦部疾 病。這系列課程引導學員研習不同療法的原 理。

## 9. 大歷史課程: 大歷史與集體學習夏令營 2019 預備課程

這項 20 小時的課程提供了「大歷史」的一些基本概念,並讓學員有機會從「大歷史」的角度探索和嚴謹地思考不同問題。

#### 10. 大歷史與集體學習夏令營 2019

這個夏令營是「大歷史與集體學習夏令營 2019 預備課程 (BHCL/001/C)」及「人工智 能與機器學習中級課程:機器學習及其應用 (TECS2461)」的延續課程,糅合大歷史和人 工智能的概念,探索現代的科技(尤其人工 智能)發展如何對人類構成影響。

## 11.Hong Kong Gifted Apprentice Programme (HKGAP) 2018-20

HKGAP was officially launched in 2018 and refined as a 2-year programme. In 2018/19, 25 professionals (Masters) have shown their interest to help nurture young gifted students and 9 professionals newly joined in the official run. 12 additional pairs of professionals (Masters) and apprentices were matched in the HKGAP 2018-20.

#### 11. 香港資優師徒計劃 2018-20

香港資優師徒計劃於 2018 年正式啟動,並優化成為一項為期兩年的項目。在 2018/19年度,共有 25 位專業人士(良師)表示有意幫助培育年輕的資優學生。計劃正式啟動時共新增 9 位專業人士參與其中,並增多配對 12 對師徒,參加香港資優師徒計劃 2018-20。

## Appendix 1- Annex 2 附錄—— 附件 2

### Evaluation Summary of TD Programmes 2018-2019 2018-2019「人才培養」課程評估摘要



A variety of programmes were provided in the first-year pilot scheme of TD, with the focus being on STEM-related areas. The total number of capacities offered amounted to 570. From the overall average of application rates (211.6%), it is learnt that the programmes were generally well received. As a number of TD programmes were at advanced level, only students who could demonstrate motivation and the basic knowledge about the programmes could be enrolled in the programmes. Thus, the overall average of enrolment rates was 88.2%, being slightly lower than that of all deliverables offered in 2017/18 (91.5%); while the overall average of completion rates was 88.2%, being close to that of all deliverables offered in 2017/18.

「人才培養先導計劃」推行首年,學苑提供了多項課程,主要與 STEM 相關,課程名額達 570個。整體平均申請率(211.6%)顯示該些課程總體上受到學員歡迎。由於若干「人才培養」課程內容達高級程度,只有能顯示具備學習動機並掌握相關基本知識的學生方可報讀,因此整體平均入讀率為 88.2%,略低於 2017/18 年度學苑所有可交付成果的相關數字(91.5%);而整體平均完成率是 88.2%,跟 2017/18 年度學苑所有可交付成果的相關數字相若。

The quantitative measures of student feedback on Intended Learning Outcomes and overall satisfaction were pretty high. The averages for these two aspects were both equal to 3.4 (with full mark = 4.0). It can be concluded that in general, the Intended Learning Outcomes could be achieved, and students were satisfied with the programmes offered. The qualitative feedback received from students also aligned with this conclusion, as their comments were mostly positive.

量化評估顯示,學員對預期學習成果和總體滿意度的評分相當高,兩者的平均得分均有 3.4 (滿分 = 4.0)。據此可以總結說,大致而言,課程能達到預期學習成果,而學員對所提供課程亦感到滿意。學員的質化反饋也與上述結論一致,因為其意見大多是正面的。

## Appendix 1- Annex 3 附錄—— 附件 3

# HKAGE Student Members' Attainments in Robotics and Al 香港資優教育學苑學員在機械人技術及人工智能等領域的成就



#### 1) SciTech Challenge

SciTech Challenge is an annual open pitching competition with a technology element, giving innovators an opportunity to pitch their products to potential users and industries. It is hosted by Robotics Garage under the Hong Kong Science and Technology Parks Corporation (HKSTP). The competition has two categories, open entries (age unrestricted) and student entries (secondary to university).

SciTech Challenge 2019 focused on the topic "Sports Tech". The projects could be based around an application, smart device / equipment, wearables, daily monitoring, or data platform, as long it is related to sports. Further details can be find on their website: https://robotics-garage.hkstp.org/contents/events-and-classes/scitech-challenge-2019/

#### **HKAGE Student Members' Attainments**

Champion: Jumpstart

2<sup>nd</sup> Runner up: Sportalyze

**Best Presentation Award: Jumpstart** 

#### Team "Jumpstart"

#### Gai Sze Lun (Issac), Chan Wai Kiu (Bridget), Choi Ching Lam

Jumpstart is an application which assists volleyball players with their training. It aims at providing self-improvement opportunities with the help of Al technology and posture correction. By making motion capture comparisons with professional database, it aims at accurately pinpointing errors together with gradual recording and tracking, suited to the needs of the user.

#### 1) SciTech 挑戰賽

SciTech 挑戰賽是一個讓創新者有機會向有潛力的用家和行業推銷其意念及產品的年度公開比賽,由香港科技園公司屬下的Robotics Garage 主辦。比賽分公開組(不限年齡)和學生組(中學至大學)兩個組別進行。

2019 年 SciTech 挑戰賽以「體育科技」為主題。參賽項目可以是任何與運動有關的應用程式、智能設備/器材、可穿戴設備、日常監控或數據平台。詳細資料可參看相關網站:

https://robotics-garage.hkstp.org/contents/events-and-classes/scitech-challenge-2019/

#### 香港資優教育學苑學員的成就

冠軍:Jumpstart

季軍:Sportalyze

最佳演繹獎: Jumpstart

#### 「Jumpstart」 團隊

#### 蓋思倫、陳慧橋、蔡青琳

Jumpstart 是一款幫助排球運動員進行訓練的應用程式,旨在借助人工智能技術和姿勢矯正,提供自我改進的機會。該應用程式捕捉相關動作,然後跟專業數據庫進行對比,務求準確地指出誤差,並進行漸進記錄和追踪,以配合用家需要。



#### Team "Sportalyze"

#### Mok Tin Yan (Yannis), Song Yiding (Vincent)

Sportalyze is a smart shoe insole which analyses pressure data from a runner, giving users instant feedbacks to help them run with attention to certain stressed areas of their legs and feet.

#### 1) Al in Education: Aspirations and Challenges

\* This is a conference organised by the Faculty of Education, The University of Hong Kong. The purpose of the conference is to inspire and discuss the emerging possibilities that AI can bring to enhancing education, as well as the challenges. The conference would also share some of the practices being tried out and pioneered in Hong Kong. The HKAGE has been invited to share its experience in a parallel session. Led by Prof TK Ng, Executive Director of the HKAGE, and Prof Tan Lee from CUHK, 7 HKAGE student members joining our AI programme or the SciTech Challenge have been invited to share their experiences in the session.

#### The 7 student members are:

- Gai Sze Lun, Isaac (S4); YUEN LONG MERCHANTS ASSOCIATION SECONDARY SCHOOL
- Mok Tin Yan (S3); PO LEUNG KUK TANG YUK TIEN COLLEGE
- Chan Wai Kiu, Bridget (S4); MARYMOUNT SECONDARY
   SCHOOL
- Choi Ching Lam (S5); DIOCESAN GIRLS' SCHOOL
- Wong Chun Lam (S2); G.T. (ELLEN YEUNG) COLLEGE
- Hui Sze Man (S2); LA SALLE COLLEGE
- Kwok Long Fung, Louis (S4); LA SALLE COLLEGE
- \* Conference cancelled due to recent social situation. 會議因近日社會事件取消。

#### 「Sportalyze」 團隊

#### 莫天恩、宋亦丁

Sportalyze 是一款可以分析跑步者壓力數據 的智能鞋墊,能為用家提供即時反饋,幫助 他們跑步時注意腿部和腳部的受壓位置。

#### 1) 教育中的人工智能: 抱負與挑戰

\* 這個會議由香港大學教育學院舉辦,旨在啟發並討論人工智能在優化教育工作方面有何新興可能性及挑戰,並分享一些在香港試行或初創的做法。學苑獲邀在專題分享中分享經驗。在學苑院長吳大琪教授和香港中文大學李丹教授的帶領下,7位曾參加學苑人工智能課程或 SciTech 挑戰賽的學員獲邀在會議上分享他們的學習經驗。

#### 該7位學員為:

- 蓋思倫(中四),就讀元朗商會中學
- 莫天恩(中三),就讀保良局董玉娣中學
- 陳慧橋(中四),就讀瑪利曼中學
- 蔡青琳(中五),就讀拔萃女書院
- 黃俊霖(中二),就讀優才(楊殷有娣)書院
- 許思問(中二),就讀喇沙書院
- 郭朗峯(中四),就讀喇沙書院

# Appendix 2: Governance Structure (1 September 2018 to the date of this report) 附錄二:管治架構 (2018年9月1日至本報告日期)

#### Board of Directors 董事局

Up to 27 November 2019 Mr LAM Yun Fu Frederick (Chairman) 林潤富先生(主席) 至 2019 年 11 月 27 日 Ms CHAU Suet Fung Dilys 周雪鳳女士 Ms CHI Man Wai Vivian Up to 27 November 2019 池文慧女士 至 2019 年 11 月 27 日 Prof FUNG Ka Yiu 馮嘉耀教授 Mr LAU Kwok Leung Gyver Up to 27 November 2019 劉國良先生 至 2019 年 11 月 27 日 Ms LAU Wai Hing Emily, JP Up to 27 November 2019 劉慧卿女士,JP 至 2019 年 11 月 27 日 Ms LAU Wai Yee Alice 劉偉誼女士 Mr LEUNG Shiu Keung 梁兆強先生 Ms LING Wai Shan Claudia Up to 27 November 2019 至 2019 年 11 月 27 日 Dr YEUNG Chung Him Jason 楊宗謙醫生 Ms HO Poi Yan Ingrid, JP 何蓓茵女士,JP Ms CHAN Tsui Wah 陳翠華女士 Ir Dr LAM Hiu Fung (Chairman) From 28 November 2019 林曉鋒博士 · 工程師(主席) 自 2019 年 11 月 28 日 Dr CHU Kai Wing From 28 November 2019 朱啟榮博士 自 2019 年 11 月 28 日 Mr YUEN Tat Man Sidney From 28 November 2019 袁達文先生 自 2019 年 11 月 28 日

Appendix 2: Governance Structure 附錄二: 管治架構

#### Finance and General Affairs Committee 財務及常務委員會

Ms CHAU Suet Fung Dilys (Chairman)

周雪鳳女士(主席)

Ms CHI Man Wai Vivian Up to 5 December 2019 池文慧女士 至 2019 年 12 月 5 日

Mr LAM Yun Fu Frederick Up to 5 December 2019 林潤富先生 至 2019 年 12 月 5 日

Ms LING Wai Shan Claudia Up to 5 December 2019 凌蕙珊女士 至 2019 年 12 月 5 日

Mr YUEN Tat Man Sidney

袁達文先生

Principal Education Officer (Curriculum Development) 2, Education Bureau

教育局首席教育主任(課程發展)2

Chief Treasury Accountant (Finance), Education Bureau

教育局總庫務會計師(財政)

 Ir Dr LAM Hiu Fung
 From 6 December 2019

 林曉鋒博士·工程師
 自 2019 年 12 月 6 日

 Mr WONG Hin Wing Simon
 From 6 December 2019

 黃顯榮先生
 自 2019 年 12 月 6 日

#### Academic Programme Development Committee 學術課程發展委員會

Mr LAU Kwok Leung Gyver (Chairman) Up to 5 December 2019

劉國良先生(主席) 至 2019 年 12 月 5 日

Ms CHEUNG Lai Chu Up to 5 December 2019 張麗珠女士 至 2019 年 12 月 5 日

Prof FUNG Ka Yiu

馮嘉耀教授

Mr LAM Yun Fu Frederick Up to 5 December 2019 林潤富先生 至 2019 年 12 月 5 日

Ms LOK Mei Kwan Tracy

駱美君女士

Dr YEUNG Chung Him Jason

楊宗謙醫生

Deputy Secretary (Education) 5

教育局副秘書長(五)

Dr CHU Kai Wing (Chairman)From 6 December 2019朱啟榮博士(主席)自 2019 年 12 月 6 日Ms LEUNG Yuk WahFrom 6 December 2019

MS LEUNG YUK WAN FROM 6 December 2019 梁玉華女士 自 2019 年 12 月 6 日

#### Affective Education Committee 情意教育委員會

Ms CHI Man Wai Vivian (Chairman) Up to 5 December 2019 至 2019 年 12 月 5 日 池文慧女士(主席) Ms LAM Kit Ying Juliana Up to 5 December 2019 至 2019 年 12 月 5 日 林潔榮女士 Mr LAM Yun Fu Frederick Up to 5 December 2019 林潤富先生 至 2019 年 12 月 5 日 Ms LAU Wai Yee Alice 劉偉誼女士 Dr TAM Woon Ling Cindy Up to 5 December 2019 譚煥玲博士 至 2019 年 12 月 5 日 Chief Curriculum Development Officer (Gifted Education), Education Bureau 教育局總課程發展主任(資優教育) Senior Specialist (Educational Psychology Service/Hong Kong), Education Bureau 教育局高級專責教育主任(教育心理服務/香港) Mr LEUNG Shiu Keung (Chairman) From 6 December 2019 自 2019 年 12 月 6 日 梁兆強先生(主席) Dr CHU Kai Wing From 6 December 2019 朱啟榮博士 自 2019 年 12 月 6 日

From 6 December 2019

自 2019 年 12 月 6 日

From 6 December 2019

自 2019 年 12 月 6 日

#### Research Committee 研究委員會

Prof FUNG Ka Yiu (Chairman)

Mr WONG Chi Wah Daniel

黃智華先生

Dr YIP Chi Sio

葉志兆博士

馮嘉耀教授(主席)

Dr HUI Na Na Anna

許娜娜博士

Mr LAM Yun Fu FrederickUp to 5 December 2019林潤富先生至 2019 年 12 月 5 日

Mr LEUNG Shiu Keung

梁兆強先生

Principal Assistant Secretary (Curriculum Development), Education Bureau

教育局首席助理秘書長(課程發展)

#### Auditors 核數師

#### Company Secretary 公司秘書

Patrick Wong C.P.A Limited 黃龍德會計師事務所有限公司 WLLK Secretaries Limited 誠信(香港)秘書有限公司

Appendix 2: Governance Structure 附錄二:管治架構

### Structure of Board / Executive / Committee

## 董事局 / 行政 / 委員會 架構

BOARD OF DIRECTORS 董事局

Finance and General Affairs Committee

財務及常務 委員會 Academic Programme Development Committee

學術課程發展 委員會 Affective Education Committee

情意教育 委員會 Research Committee

研究委員會

Senior Management Team 高級管理層



## 附錄三:財務業績摘要

# THE HONG KONG ACADEMY FOR GIFTED EDUCATION LIMITED

(A COMPANY LIMITED BY GUARANTEE AND NOT HAVING A SHARE CAPITAL)

# DIRECTORS' REPORT AND FINANCIAL STATEMENTS YEAR ENDED 31 AUGUST 2019

(All amounts in Hong Kong Dollars unless otherwise stated)

香港資優教育學苑有限公司\* (無股本的擔保有限公司)

董事局報告及財務報表

截至二零一九年八月三十一日止年度 (貨幣以港幣為單位,除非另作說明)

\*中文對照只作參考用途內容以英文版本為準

Appendix 3: Summary of Financial Results
附錄三:財務業績摘要

## DIRECTORS' REPORT

The directors have pleasure in submitting their annual report together with the audited financial statements of The Hong Kong Academy for Gifted Education Limited (the "Academy") for the year ended 31 August 2019.

#### PRINCIPAL ACTIVITIES

The principal activities of the Academy are to explore and develop the potential of students with exceptional talent and to promote the concepts and practices of gifted education within the broad framework of the Government of the Hong Kong Special Administrative Region's ("HKSAR") gifted education policy.

#### **RESULTS**

The financial performance of the Academy for the year ended 31 August 2019 and its financial position at that date are set out in the financial statements on pages 73 to 105.

#### 董事局報告

董事局欣然提呈香港資優教育學苑有限公司 (「本學苑」)截至二零一九年八月三十一日止 年度之年報及經審計財務報表。

#### 主要業務

本學苑的主要業務是探索及培育具備卓越才華 潛質的學生,並在香港特別行政區政府資優教 育政策之主要綱領下實踐資優教育和推廣有關 理念。

#### 業績

本學苑截至二零一九年八月三十一日止年度 之業績及本學苑於該日的財務狀況列載於第 七十三百至第一零五百之財務報表。

#### **DIRECTORS**

The directors of the Academy during the period beginning with the end of the financial year and ending on the date of this report are as follow:-

由本財政年度終結之時起至這份報告的日期止

的期間屬於本學苑之董事局成員如下:-

董事

Chan Tsui Wah		陳翠華	
Chau Suet Fung Dilys		周雪鳳	
Chi Man Wai Vivian	(Resigned on 27 November 2019)	池文慧	(於二零一九年十一月二十七日辭職)
Chu Kai Wing	(Appointed on 28 November 2019)	朱啟榮	(於二零一九年十一月二十八日獲聘任)
Fung Ka Yiu		馮嘉耀	
Ho Poi Yan Ingrid		何蓓茵	
Lam Hiu Fung	(Appointed on 28 November 2019)	林曉鋒	(於二零一九年十一月二十八日獲聘任)
Lam Yun Fu Frederick	(Resigned on 27 November 2019)	林潤富	(於二零一九年十一月二十七日辭職)
Lau Kwok Leung	(Resigned on 27 November 2019)	劉國良	(於二零一九年十一月二十七日辭職)
Lau Wai Hing Emily	(Resigned on 27 November 2019)	劉慧卿	(於二零一九年十一月二十七日辭職)
Lau Wai Yee Alice		劉偉誼	
Leung Shiu Keung		梁兆強	
Ling Wai Shan Claudia Christian	(Resigned on 27 November 2019)	凌蕙珊	(於二零一九年十一月二十七日辭職)
Yeung Chung Him		楊宗謙	
Yuen Tat Man Sidney	(Appointed on 28 November 2019)	袁達文	(於二零一九年十一月二十八日獲聘任)

All directors retire in accordance with Article 25 of the Academy's Articles of Association but, being eligible, offer themselves for reappointment as determined at the Annual General Meeting.

所有董事根據本學苑組織章程第二十五條規定 於週年大會引退,及惟有符合資格且願膺選連 任。

The Academy received no notice in writing from resigned directors specifying that their resignation was due to reason relating to the affairs of the Academy.

本學苑沒有收到上述董事的書面通知,指明其 辭職的理由是與本學苑事務有關。

#### PERMITTED INDEMNITY PROVISION

A permitted indemnity provision (as defined in section 469 of the Hong Kong Companies Ordinance) for the benefit of the directors of the Academy is currently in force and was in force throughout the year.

#### 獲准許的彌償條文

有關本學苑董事利益之獲准許的可彌償條文 (定義見香港公司條例第 469 條)現正並已於 年內生效。

#### DIRECTORS' INTERESTS IN TRANSACTIONS, ARRANGEMENT OR CONTRACTS OF SIGNIFICANCE

No transactions, arrangement and contracts of significance to which the Academy was a party and in which a director of the Academy had a material interest, whether directly or indirectly, subsisted at the end of the year or at any time during the year.

#### MANAGEMENT CONTRACTS

No contracts concerning the management and administration of the whole or any substantial part of the activities of the Academy were entered into or existed during the year.

#### **BUSINESS REVIEW**

The Hong Kong Academy for Gifted Education Limited is a company limited by guarantee without the establishment of a share capital on 27 March 2007, and it has been registered as a charitable institution within the meaning of section 88 of the Inland Revenue Ordinance in Hong Kong on 20 July 2007. Moreover, it is also a registered school under the Education Ordinances (Others) starting from 23 October 2017.

From September 2017 onwards, the Academy has become a subvented organisation of the Education Bureau. Apart from this, the Academy also received a funding of \$21 million from The Hong Kong Jockey Club ("HKJC") Charities Trust from December 2017 for running a three-year Affective Education programme (Jockey Club "Gifted in Bloom – Harmony in Heart & Mind" Programme) to cater for the affective needs of gifted students, and to develop a comprehensive framework of Affective Education training programmes for parents and educators.

The Academy offers unique enrichment programmes for the whole person development of gifted students. Its mission is to secure appropriate learning and development opportunities for gifted students, aged 10 to 18 years, to enable them to realise their potential in a wide range of learning domains, including academic and non-academic areas, and to cater for the social and emotional needs of gifted students as well as their sense of commitment to the local community. Most of its programmes are provided free-of-charge.

#### 董事之重大交易、安排及合約權益

本年度結束時或於年內任何時間,本學苑董事 並無直接或間接於本學苑為其中一方的重大交 易、安排或合約中擁有重大權益。

#### 管理合約

本年度內,本學苑並無就全部業務或其中重大 部分的管理及行政事宜簽訂或存有任何合約。

#### 業務審視

香港資優教育學苑有限公司是一間於二零零七年三月二十七日成立的無股本擔保有限公司,並於二零零七年七月二十日根據《稅務條例》第88條規定於香港註冊為慈善機構。另外,由二零一七年十月二十三日起,本學苑成為一所於《教育條例》(其他)下之註冊學校。

從二零一七年九月起,本學苑成為香港教育局轄下的受資助機構。除此之外,本學苑於二零一七年十二月接受了香港賽馬會慈善信託基金港幣二千一百萬之捐款,開展為期三年之情意教育課程(賽馬會「知情達意育優才」計劃),照顧資優生的情意發展需要,並為其家長及教育工作者建立全備的情意教育課程框架。

本學苑提供獨特的增潤課程以助資優學生展現獨特天賦,並致力確保年齡介乎 10 至 18 歲的資優學生獲得合適的學習和發展機會,讓他們在學術及非學術的寬廣學習範疇中發揮潛能, 及照顧他們的社交情緒需要,培養他們對社會的承擔感。本學苑大部分課程均為免費的。 Since its establishment, the Academy has been providing professional development programmes and outreach services for teachers and education professionals in schools and tertiary institutions. Over 20,000 teachers have benefited from the teacher professional training programmes since 2008. The Academy also provides cutting edge enrichment programmes for the development of its gifted student members. At present, the Academy is striving for cross-institutional collaboration in the gifted education landscape in both Hong Kong and overseas and to investigate the possibility of developing new programmes in STEM area to enable its gifted student members to cope with future challenges.

自成立至今,本學苑為不同學校及專上院校之 教師提供專業發展課程及到校服務。自二零零 八年起,超過 20,000 名教師從教師專業訓練 課程中受惠。本學苑亦提供先進之增潤課程以 幫助資優學生發展。現時,本學苑致力在香港 及海外資優教育界推動跨院校協作,探索發展 「STEM 教育」新課程之可能性,使資優學生能 夠迎接未來社會的挑戰。

#### **AUDITOR**

The auditor, Patrick Wong C.P.A. Limited, Chartered Accountants, Certified Public Accountants (Practising), who retire at the Annual General Meeting and, being eligible, offer themselves for re-appointment.

#### 核數師

本財務報表已由黃龍德會計師事務所有限公司 (特許會計師、執業會計師)審核,而黃龍德會 計師事務所有限公司(特許會計師、執業會計 師)依章在股東周年大會引退,但依章可以及 願意連任。

FOR AND ON BEHALF OF THE BOARD

承董事局命

Lam Hiu Fung

Chairman

Hong Kong, 5 December 2019

林曉鋒

主席

香港,二零一九年十二月五日

# INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF THE HONG KONG ACADEMY FOR GIFTED EDUCATION LIMITED

(INCORPORATED IN HONG KONG AS A COMPANY LIMITED BY GUARANTEE AND NOT HAVING A SHARE CAPITAL)

#### **OPINION**

We have audited the financial statements of The Hong Kong Academy for Gifted Education Limited (the "Academy") set out on pages 73 to 105, which comprise the statement of financial position as at 31 August 2019, and the statement of profit or loss, statement of comprehensive income, statement of changes in funds and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the financial statements give a true and fair view of the financial position of the Academy as at 31 August 2019, and of its financial performance and its cash flows for the year then ended in accordance with Hong Kong Financial Reporting Standards ("HKFRSs") issued by the Hong Kong Institute of Certified Public Accountants ("HKICPA") and have been properly prepared in compliance with the Hong Kong Companies Ordinance.

#### **BASIS FOR OPINION**

We conducted our audit in accordance with Hong Kong Standards on Auditing ("HKSAs") issued by the HKICPA. Our responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the Academy in accordance with the HKICPA's Code of Ethics for Professional Accountants ("the Code"), and we have fulfilled our other ethical responsibilities in accordance with the Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## INFORMATION OTHER THAN THE FINANCIAL STATEMENTS AND AUDITOR'S REPORT THEREON

The directors are responsible for the other information. The other information comprises the information included in the directors' report, but does not include the financial statements and our auditor's report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

RESPONSIBILITIES OF THE DIRECTORS AND THOSE CHARGED WITH GOVERNANCE FOR THE FINANCIAL STATEMENTS

The directors are responsible for the preparation of the financial statements that give a true and fair view in

accordance with HKFRSs issued by the HKICPA and the Hong Kong Companies Ordinance, and for such internal

control as the directors determine are necessary to enable the preparation of financial statements that are free from

material misstatement, whether due to fraud or error.

In preparing the financial statements, the directors are responsible for assessing the Academy's ability to continue

as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of

accounting unless the directors either intend to liquidate the Academy or to cease operations, or have no realistic

alternative but to do so.

Those charged with governance are responsible for overseeing the Academy's financial reporting process.

AUDITOR'S RESPONSIBILITIES FOR THE AUDIT OF THE FINANCIAL STATEMENTS

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from

material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

This report is made solely to you, as a body, in accordance with Hong Kong Companies Ordinance, and for no

other purposes. We do not assume responsibility towards or accept liability to any other person for the contents of this report. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted

in accordance with HKSAs will always detect a material misstatement when it exists. Misstatements can arise from

fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to

influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with HKSAs, we exercise professional judgment and maintain professional

skepticism throughout the audit. We also:

• Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error,

design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and

appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from

fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions,

misrepresentations, or the override of internal control.

· Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are

appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the

Academy's internal control.

• Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and

related disclosures made by the directors.

- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Academy's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Academy to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

PATRICK WONG C.P.A. LIMITED 黄龍德會計師事務所有限公司 Certified Public Accountants

劉旭明,香港執業資深會計師

LAU YUK MING HAROLD FCPA (Practising), MSCA

Certified Public Accountant (Practising), Hong Kong

Patrick Way CPO Gd

Practising Certificate Number: P05468

Hong Kong,

Ref: T504/A/PW/HL/1252/1345/486

獨立核數師報告
致 香 港 資 優 教 育 學 苑 有 限 公 司 會員(於香港註冊成立的無股本的擔保有限公司)

#### 意見

本核數師(以下簡稱「我們」)已審計列載於第七十三頁至第一零五頁的香港資優教育學苑有限公司(以下簡稱「貴學苑」)的財務報表,此財務報表包括於二零一九年八月三十一日的財務狀況表與截至該日止年度的損益表、全面收益表、基金變動表及現金流量表,以及財務報表附註,包括主要會計政策概要。

我們認為,該等財務報表已根據香港會計師公會頒佈的《香港財務報告準則》真實而中肯地反映貴學苑於二零一九年八月三十一日的財務狀況及截至該日止年度的財務表現及現金流量,並已遵照香港《公司條例》妥為擬備。

#### 意見的基礎

我們已根據香港會計師公會頒佈的《香港審計準則》進行審計。我們在該等準則下承擔的責任已在本報告「核數師就審計財務報表承擔的責任」部分中作進一步闡述。根據香港會計師公會頒佈的《專業會計師道德守則》(以下簡稱「守則」),我們獨立於貴學苑,並已履行守則中的其他專業道德責任。我們相信,我們所獲得的審計憑證能充足及適當地為我們的審計意見提供基礎。

#### 財務報表及其核數師報告以外的信息

董事需對其他資訊負責。其他資訊包括刊載於董事局報告內的資訊,但不包括財務報表及我們的核數師報告。

我們對財務報表的意見並不涵蓋其他資訊,我們亦不對該等其他資訊發表任何形式的鑒證結論。

結合我們對財務報表的審計,我們的責任是閱讀其他資訊,在此過程中,考慮其他資訊是否與財務報表或我們在審計過程中所瞭解的情況存在重大抵觸或者似乎存在重大錯誤陳述的情況。基於我們已執行的工作,如果我們認為其他資訊存在重大錯誤陳述,我們需要報告該事實。在這方面,我們沒有任何報告。

#### 董事及管理層就財務報表須承擔的責任

董事須負責根據香港會計師公會頒佈的《香港財務報告準則》及香港《公司條例》擬備真實而中肯的財務報表,並對其認為為使財務報表的擬備不存在由於欺詐或錯誤而導致的重大錯誤陳述所需的內部控制負責。

在擬備財務報表時,董事負責評估貴學苑持續經營的能力,並在適用情況下披露與持續經營有關的事項,以及使用持續經營為會計基礎,除非董事有意將貴學苑清盤或停止經營,或別無其他實際的替代方案。

管理層須負責監督貴學苑的財務報告過程。

#### 核數師就審計財務報表承擔的責任

我們的目標,是對財務報表整體是否不存在由於欺詐或錯誤而導致的重大錯誤陳述取得合理保證,並出具包括我們意見的核數師報告。我們按照香港《公司條例》,僅向全體成員(作為一個整體)報告,除此之外本報告別無其他目的。我們不會就本報告的內容向任何其他人士負上或承擔任何責任。合理保證是高水平的保證,但不能保證按照《香港審計準則》進行的審計,在某一重大錯誤陳述存在時總能發現。錯誤陳述可以由欺詐或錯誤引起,如果合理預期它們單獨或滙總起來可能影響財務報表使用者依賴財務報表所作出的經濟決定,則有關的錯誤陳述可被視作重大。

在根據《香港審計準則》進行審計的過程中,我們運用了專業判斷,保持了專業懷疑態度。我們亦:

- 識別和評估由於欺詐或錯誤而導致財務報表存在重大錯誤陳述的風險,設計及執行審計程序以應對這些風險,以及獲取充足和適當的審計憑證,作為我們意見的基礎。由於欺詐可能涉及串謀、偽造、蓄意遺漏、虛假陳述,或淩駕於內部控制之上,因此未能發現因欺詐而導致的重大錯誤陳述的風險高於未能發現因錯誤而導致的重大錯誤陳述的風險。
- 了解與審計相關的內部控制,以設計適當的審計程序,但目的並非對貴學苑內部控制的有效性發表意見。
- 評價董事所採用會計政策的恰當性及作出會計估計和相關披露的合理性。
- 對董事採用持續經營會計基礎的恰當性作出結論。根據所獲取的審計憑證,確定是否存在與事項或情況有關的重大不確定性,從而可能導致對貴學苑的持續經營能力產生重大疑慮。如果我們認為存在重大不確定性,則有必要在核數師報告中提請使用者注意財務報表中的相關披露。假若有關的披露不足,則我們應當發表非無保留意見。我們的結論是基於核數師報告日止所取得的審計憑證。然而,未來事項或情況可能導致貴學苑不能持續經營。
- 評價財務報表的整體列報方式、結構和內容,包括披露,以及財務報表是否中肯反映交易和事項。

除其他事項外,我們與管理層溝通了計劃的審計範圍、時間安排、重大審計發現等,包括我們在審計中識別出內 部控制的任何重大缺陷。

PATRICK WONG C.P.A. LIMITED 黄龍德會計師事務所有限公司 Certified Public Accountants

劉旭明,香港執業資深會計師

LAU YUK MING HAROLD

FCPA (Practising), MSCA

Certified Public Accountant (Practising), Hong Kong

Patrick Way CPO Gd

Practising Certificate Number: P05468

Hong Kong,

Ref: T504/A/PW/HL/1252/1345/486

### THE HONG KONG ACADEMY FOR GIFTED EDUCATION LIMITED

(A COMPANY LIMITED BY GUARANTEE AND NOT HAVING A SHARE CAPITAL)

#### STATEMENT OF PROFIT OR LOSS

YEAR ENDED 31 AUGUST 2019

4. 14 March 1985 1			
	Notes	2019	2018
		\$	\$.
Revenue	en.		
Programme income		342,584	248,327
Government subvention income		36,368,891	31,950,053
Donation from the Hong Kong Jockey Club ("HKJC")			
Charities Trust		4,873,764	1,542,070
Other revenue	6	642,710	1,534,094
		42,227,949	35,274,544
Programme costs		(8,390,176)	(6,041,284)
Employee benefit expenses	7	(30,251,408)	(24,456,806)
Administrative expenses		(7,066,943)	(5,362,459)
Deficit for the year	8	(3,480,578)	(586,005)
		Assessment of the second	

#### STATEMENT OF COMPREHENSIVE INCOME

YEAR ENDED 31 AUGUST 2019

	2019	2018
	\$	\$
Deficit for the year	(3,480,578)	(586,005)
Other comprehensive income/(expenses)		
for the year, net of tax that may be reclassified		14.
subsequently to profit or loss:		
Net fair value gain on available-for-sale		
financial assets during the year	_	188,383
Reclassification adjustments relating to		
available-for-sale financial assets		1960
disposed of in the year	-	(1,529,313)
Total comprehensive deficit for the year	(3,480,578)	(1,926,935)

The notes on pages 81 to 105 form an integral part of these financial statements. Independent Auditor's Report - Pages 67 to 72

## 香港資優教育學苑有限公司

(無股本的擔保有限公司)

#### 損益表

截至二零一九年八月三十一日止年度

	附註	二零一九年 港幣	二零一八年 港幣
收入			
課程收入	e e e e e e e e e e e e e e e e e e e	342,584	248,327
政府資助收入		36,368,891	31,950,053
香港賽馬會慈善信託基金捐款		4,873,764	1,542,070
其他收入	6	642,710	1,534,094
		42,227,949	35,274,544
課程費用		(8,390,176)	(6,041,284)
僱員福利開支	7	(30,251,408)	(24,456,806)
行政支出		(7,066,943)	(5,362,459)
本年度虧損	8.	(3,480,578)	(586,005)

### 全面收益表

截至二零一九年八月三十一日止年度

	二零一九年 港幣	二零一八年 港幣
本年度虧損	(3,480,578)	(586,005)
本年度其他全面收益 /( 支出 )		
並在其後可重新分類至損益的項目(除税後):		
本年度可供出售金融資產公允價值淨收益	<del>-</del>	188,383
本年度可供出售金融資產因出售		
而重新分類調整	-	(1,529,313)
	* -	
本年度全面虧損總額	(3,480,578)	(1,926,935)

第八十一頁至第一零五頁之財務報表附註俱屬本財務報表之一部份 獨立核數師報告書見於第六十七至七十二頁

### THE HONG KONG ACADEMY FOR GIFTED EDUCATION LIMITED

(A COMPANY LIMITED BY GUARANTEE AND NOT HAVING A SHARE CAPITAL)

#### STATEMENT OF FINANCIAL POSITION

STATEMENT OF THANKING ALTOS			
AT 31 AUGUST 2019	Notes	2019	2018
		\$	\$
Non-current assets			
Plant and equipment	× 11	2,711,352	2,408,917
Non-current financial assets	12	2,079,166	4,139,776
		4,790,518	6,548,693
Current assets			
Accounts receivable		1,142,047	125,953
Deposits and prepayments		1,260,309	1,930,756
Other receivables		5	$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$
Cash and cash equivalents	13	37,965,174	34,001,368
	, 17	40,367,535	36,058,078
Deduct:-			
Current liabilities			
Other payables and accruals		4,398,755	5,194,472
Revenue received in advance		800	19,300
Provisions		774,761	674,298
Deferred income	14	33,107,458	27,256,770
		38,281,774	33,144,840
Net current assets		2,085,761	2,913,238
Total assets less current liabilities		6,876,279	9,461,931
Deduct:-			
Non-current liability			
Provision		1,565,343	670,417
Net assets		5,310,936	8,791,514
Funds			
General fund	15	5,310,936	6,079,800
Fair value reserve		-	2,711,714
		5,310,936	8,791,514

**APPROVED BY:-**

Lam Hiu Fung Director

Chau Suet Fung, Dilys Director

The notes on pages 81 to 105 form an integral part of these financial statements. Independent Auditor's Report - Pages 67 to 72

## 香港資優教育學苑有限公司

(無股本的擔保有限公司)

### 財務狀況表

於二零一九年八月三十一日

			A STATE OF THE STA
	附註 *	二零一九年	二零一八年
		港幣	港幣
非流動資產			
廠房及設備	11	2,711,352	2,408,917
非流動金融資產	12	2,079,166	4,139,776
		4,790,518	6,548,693
流動資產			
應收款項		1,142,047	125,953
按金及預付款項		1,260,309	1,930,756
其他應收款項		5	1.
現金及現金等價物	13	37,965,174	34,001,368
		40,367,535	36,058,078
減:-			
流動負債		4 200 755	5 10 1 172
其他應付款項及應計費用		4,398,755	5,194,472
預收款項		800	19,300
<b>撥備</b>	1.4	774,761	674,298
遞延收入	14	33,107,458	27,256,770
		38,281,774	33,144,840
流動資產淨額		2,085,761	2,913,238
資產總值減流動負債		6,876,279	9,461,931
減:-			
非流動負債			
撥備 ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) (		1,565,343	670,417
資產淨額		5,310,936	8,791,514
基金			
一般基金	15	5,310,936	6,079,800
公允值儲備		-	2,711,714
		5,310,936	8,791,514
		5,310,936	8,791,5

董事局通過:-

林曉鋒

董事

周雪鳳

董事

第八十一頁至第一零五頁之財務報表附註俱屬本財務報表之一部份 獨立核數師報告書見於第六十七至七十二頁

Appendix 3: Summary of Financial Results 附錄三:財務業績摘要

### THE HONG KONG ACADEMY FOR GIFTED EDUCATION LIMITED

(A COMPANY LIMITED BY GUARANTEE AND NOT HAVING A SHARE CAPITAL)

#### **STATEMENT OF CHANGES IN FUNDS**

YEAR ENDED 31 AUGUST 2019

	General fund \$	Fair value reserve \$	Total \$
Balance at 1 September 2017	6,665,805	4,052,644	10,718,449
Deficit for the year	(586,005)		(586,005)
Net fair value gain on available-for-sale			
financial assets during the year	-	188,383	188,383
Reclassification adjustments relating to			
available-for-sale financial assets			
disposed of in the year	-	(1,529,313)	(1,529,313)
Total comprehensive deficit for the year	(586,005)	(1,340,930)	(1,926,935)
Balance at 31 August 2018	6,079,800	2,711,714	8,791,514
Balance at 1 September 2018	6,079,800	2,711,714	8,791,514
Impact of initial application of HKFRS 9	2,711,714	(2,711,714)	-
Balance at 1 September 2018 (Restated)	8,791,514		8,791,514
Total comprehensive deficit for the year	(3,480,578)		(3,480,578)
Balance at 31 August 2019	5,310,936		5,310,936

## 香港資優教育學苑有限公司

(無股本的擔保有限公司)

## 基金變動表

截至二零一九年八月三十一日止年度

	一般基金港幣	公允值儲備 港幣	總額 港幣
於二零一七年九月一日之結餘	6,665,805	4,052,644	10,718,449
本年度虧損 本年度可供出售金融資產公允價值淨收益 本年度可供出售金融資產因出售	(586,005) -	188,383	(586,005) 188,383
而重新分類調整	-	(1,529,313)	(1,529,313)
本年度全面虧損總額	(586,005)	(1,340,930)	(1,926,935)
於二零一八年八月三十一日之結餘	6,079,800	2,711,714	8,791,514
於二零一八年九月一日之結餘 首次應用香港財務報告準則第 9 號的影響	6,079,800 2,711,714	2,711,714 (2,711,714)	8,791,514
於二零一八年九月一日之結餘(重列) 本年度全面虧損總額 -	8,791,514 (3,480,578)		8,791,514 (3,480,578)
於二零一九年八月三十一日之結餘	5,310,936		5,310,936

第八十一頁至第一零五頁之財務報表附註俱屬本財務報表之一部份 獨立核數師報告書見於第六十七至七十二頁

### THE HONG KONG ACADEMY FOR GIFTED EDUCATION LIMITED

(A COMPANY LIMITED BY GUARANTEE AND NOT HAVING A SHARE CAPITAL)

### **STATEMENT OF CASH FLOWS**

YEAR ENDED 31 AUGUST 2019

TEAR ENDED 31 AUGUST 2019			
	Notes .	2019	2018
		\$	\$
Operating activities	¥ -		
Deficit for the year		(3,480,578)	(586,005)
Adjustments for:			
- Depreciation		918,750	368,038
- Bank interest income		(14,219)	(3,647)
- Loss on sale of plant and equipment		4,864	
- Gain on sale of available-for-sale financial assets		-	(1,529,313)
- Gain on sale of financial assets at fair value through profit or loss		(624,587)	
- Fair value loss of financial assets at fair value through profit or loss		485,197	
Operating deficit before working capital changes		(2,710,573)	(1,750,927)
Increase in accounts receivable		(1,016,094)	(31,806)
Decrease/(increase) in deposits and prepayments		670,447	(800,116)
(Decrease)/increase in other payables and accruals		(795,717)	955,172
(Decrease)/increase in revenue received in advance		(18,500)	18,600
Increase in provision		995,389	4,321
Increase in deferred income		5,850,688	5,654,130
Net cash generated from operating activities		2,975,640	4,049,374
Investing activities			
Bank interest received		14,215	3,648
Proceeds from sale of available-for-sale financial assets		-	5,300,000
Proceeds from sale of financial assets at fair value through profit or loss		2,200,000	
Purchase of plant and equipment		(1,448,299)	(2,040,411)
Proceeds from sale of plant and equipment		222,250	
Net cash generated from investing activities		988,166	3,263,237
Net increase in cash and cash equivalents		3,963,806	7,312,611
Cash and cash equivalents at beginning of the year		34,001,368	26,688,757
Cash and cash equivalents at end of the year	13	37,965,174	34,001,368

The notes on pages 81 to 105 form an integral part of these financial statements. Independent Auditor's Report - Pages 67 to 72

## 香港資優教育學苑有限公司

(無股本的擔保有限公司)

### 現金流量表

截至二零一九年八月三十一日止年度

附註:	二零一九年	二零一八年
	港幣	港幣
經營活動		
本年度虧損	(3,480,578)	(586,005)
調整:		
- 折舊	918,750	368,038
-銀行利息收入	(14,219)	(3,647)
- 出售廠房及設備虧損	4,864	*
- 出售可供出售金融資產收益	-	(1,529,313)
- 出售按公允價值計入損益的金融資產收益	(624,587)	
- 按公允價值計入損益的金融資產公允價值虧損	485,197	
營運資金變動前之經營虧損	(2,710,573)	(1,750,927)
應收款項增加	(1,016,094)	(31,806)
按金及預付款項減少(増加)	670,447	(800,116)
其他應付款項及應計費用(減少)/增加	(795,717)	955,172
預收款項(減少)/增加	(18,500)	18,600
撥備增加	995,389	4,321
遞延收入增加	5,850,688	5,654,130
經營活動所得現金淨額	2,975,640	4,049,374
,投資活動。 · · · · · · · · · · · · · · · · · · ·		
已收銀行利息	14,215	3,648
出售可供出售金融資產所得款項	-	5,300,000
出售按公允價值計入損益的金融資產所得款項	2,200,000	Sent Charles & Co.
購買廠房及設備	(1,448,299)	(2,040,411)
出售廠房及設備所得款項	222,250	<u>-</u>
投資活動所得現金淨額	988,166	3,263,237
現金及現金等價物增加淨額	3,963,806	7,312,611
年初之現金及現金等價物	34,001,368	26,688,757
年末之現金及現金等價物 13	37,965,174	34,001,368

第八十一頁至第一零五頁之財務報表附註俱屬本財務報表之一部份 獨立核數師報告書見於第六十七至七十二頁

# THE HONG KONG ACADEMY FOR GIFTED EDUCATION LIMITED

(A COMPANY LIMITED BY GUARANTEE AND NOT HAVING A SHARE CAPITAL)

# NOTES TO THE FINANCIAL STATEMENTS 31 AUGUST 2019

### 香港資優教育學苑有限公司

(無股本的擔保有限公司)

### 財務報表附註

二零一九年八月三十一日

#### 1. GENERAL INFORMATION

The Hong Kong Academy for Gifted Education Limited (the "Academy") was incorporated under the Hong Kong Companies Ordinance as a non-profit making company limited by guarantee and not having a share capital. The address of its registered office and principal place of business are Sha Kok Estate, Shatin, New Territories, Hong Kong.

The principal activities of the Academy are to explore and develop the potential of students with exceptional talent and to promote the concepts and practices of gifted education within the broad framework of the Government of the HKSAR's gifted education policy.

# 2. STATEMENT OF COMPLIANCE WITH HONG KONG FINANCIAL REPORTING STANDARDS

The Academy's financial statements have been prepared in accordance with all applicable Hong Kong Financial Reporting Standards ("HKFRSs"), which includes all applicable individual HKFRSs, Hong Kong Accounting Standards ("HKASs") and Interpretations issued by the Hong Kong Institute of Certified Public Accountants ("HKICPA"), accounting principles generally accepted in Hong Kong and the requirements of the Hong Kong Companies Ordinance.

#### 1. 一般資料

香港資優教育學苑有限公司(「本學苑」)是一間根據香港《公司條例》成立的非牟利及無股本的擔保有限公司。其註冊辦事處和主要營業地點為香港新界沙田沙角邨。

本學苑的主要業務是探索及培育具備卓越才華 潛質的學生,並在香港特別行政區政府資優教 育政策之主要綱領下實踐資優教育和推廣有關 理念。

#### 2. 採納香港財務報告準則

本學苑的財務報表乃根據香港會計師公會頒佈的所有適用香港財務報告準則(包括所有個別適用的香港財務報告準則、香港會計準則及註釋)、香港公認會計原則及香港《公司條例》披露規定編製。

A summary of significant accounting policies adopted by the Academy is set out in note 3.

In the year ended 31 August 2019, the Academy has initially applied the new and revised HKFRSs issued by the HKICPA that are first effective for accounting periods beginning on or after 1 September 2018. A summary of the changes in accounting policies resulting from the Academy's application of these HKFRSs is set out in note 4.

## 3. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### (a) Basis of preparation of the financial statements

The measurement basis used in preparing the financial statements is historical cost, except for certain non-current financial assets, which are stated at fair value.

#### (b)Plant and equipment

Plant and equipment are stated in the statement of financial position at cost less accumulated depreciation and impairment losses.

Depreciation is calculated to write off the cost of items of plant and equipment, less their estimated residual value, if any, on a straight-line basis over their estimated useful lives as follows:-

Furniture	20%
Office equipment	20%
Computer equipment	33%
Leasehold improvements	20%

Plant and equipment which have a cost less than \$1,000 are expensed to the statement of profit or loss on acquisition.

The residual value and the useful life of an asset is reviewed at the end of each reporting period.

本學苑採用的主要會計政策已載於附註3。

於截至二零一九年八月三十一日止年度內,本學苑開始採納由香港會計師公會頒佈的並於二零一八年九月一日或以後的會計期間生效之已修訂的《香港財務報告準則》。本學苑採用該等香港財務報告準則而改變的會計政策概要於附註4披露。

#### 3. 主要會計政策

#### (a) 財務報表編製基準

本學苑財務報表是根據歷史成本基準編製,除 了部份非流動金融資產以公允價值計價。

#### (b) 廠房及設備

廠房及設備按成本減累計折舊及累計減值虧損 並於財務狀況表列賬。

廠房及設備折舊乃以撇銷其成本,扣除其估計剩餘價值,按其以下估計可用年限以直線法確認:-

傢俱	20%
辦公室設備	20%
電腦設備	33%
裝修	20%

成本少於港幣 1,000 元之廠房及設備乃於購入 時計入損益表中。

估計可用年期及剩餘價值於各報告期末作出檢討。

The Academy assesses at the end of each reporting period whether there is any indication that any items of plant and equipment may be impaired and that an impairment loss recognised in prior periods for an item may have decreased. If any such indication exists, the Academy estimates the recoverable amount of the item. An impairment loss, being the amount by which the carrying amount of an asset or a cash-generating unit exceeds its recoverable amount, or a reversal of impairment loss, is recognised immediately in the statement of profit or loss.

Gain or loss arising from the derecognition of an item of plant and equipment is included in the statement of profit or loss when the item is derecognised and is determined as the difference between the net disposal proceeds, if any, and the carrying amount of the item.

## (c) Recognition and derecognition of financial instruments

Financial assets and financial liabilities are recognised in the statement of financial position when the Academy becomes a party to the contractual provisions of the instruments.

Financial assets are derecognised when the contractual rights to receive cash flows from the assets expire; the Academy transfers substantially all the risks and rewards of ownership of the assets; or the Academy neither transfers nor retains substantially all the risks and rewards of ownership of the assets but has not retained control on the assets. On derecognition of a financial asset, the difference between the assets' carrying amount and the sum of the consideration received is recognised in profit or loss.

Financial liabilities are derecognised when the obligation specified in the relevant contract is discharged, cancelled or expired. The difference between the carrying amount of the financial liability derecognised and the consideration paid is recognised in profit or loss.

本學苑於各報告期末評估廠房及設備是否有任何減值跡象,並評估項目於以往確認的減值虧損是否有所減少。如果這種跡象存在,本學苑便會估計項目的可收回金額。減值虧損,即資產或現金的賬面價值超過其可收回金額,或減值損失的撥回,應立即確認在損益表中。

撤銷承認廠房及設備項目所產生的損益為處置 所得款項淨額與項目賬面金額之間的差額,並 於撤銷承認日在損益表中確認。

#### (c) 確認及終止確認金融工具

金融資產及金融負債於本學苑成為工具合約條 文的訂約方時,於財務狀況表內確認。

倘從資產收取現金流量的合約權利屆滿;本學 苑轉移其於資產擁有權的絕大部分風險及回報; 或本學苑並無轉移或保留資產擁有權的絕大部 分風險及回報亦無保留對資產的控制權,則終 止確認金融資產。於終止確認金融資產時,資 產賬面值與已收代價的差額於損益表中確認。

倘於有關合約的特定責任被解除、取消或屆滿, 則終止確認金融負債。終止確認的金融負債賬 面值與已付代價的差額於損益表中確認。

## (d)Financial assets under HKFRS 9 applicable from 1 September 2018

Financial assets are recognised and derecognised on a trade date basis where the purchase or sale of an asset is under a contract whose terms require delivery of the asset within the timeframe established by the market concerned, and are initially measured at fair value, plus directly attributable transaction costs except in the case of financial assets at fair value through profit or loss. Transaction costs directly attributable to the acquisition of financial assets at fair value through profit or loss are recognised immediately in profit or loss.

Financial assets of the Academy are classified under the following categories:

#### (i) Financial assets at amortised cost

Financial assets (including accounts and other receivables) are classified under this category if they satisfy both of the following conditions:

- the assets are held within a business model whose objective is to hold assets in order to collect contractual cash flows; and
- the contractual terms of the assets give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding.

Financial assets at amortised cost are subsequently measured at amortised cost using the effective interest method less loss allowances for expected credit losses.

## (ii) Financial assets at fair value through profit or loss

Financial assets are classified under this category if they do not meet the conditions to be measured at amortised cost and the conditions of debt financial assets at fair value through other comprehensive income unless the Academy designates an equity financial asset that is not held for trading as at fair value through other comprehensive income on initial recognition.

Financial assets at fair value through profit or loss are subsequently measured at fair value with any gains or losses arising from changes in fair values recognised in profit or loss. Interest income and dividend income are recognised in profit or loss.

#### (d) 金融資產(自二零一八年九月一日起適用之 香港財務報告準則第9號項下)

倘根據合約條款規定須於有關市場所規定期限 內購入或出售資產,則金融資產按交易日基準 確認入賬及終止確認,並按公允價值加直接交 易成本作初步計算,惟按公允價值計入損益表 中的金融資產則除外。收購按公允價值計入損 益的金融資產之直接應佔交易成本應即時於損 益表中確認。

本學苑的金融資產分為以下類別:

#### (i) 按攤銷成本計量的金融資產

撥歸此類的金融資產(包括應收及其他應收款項)須同時符合下列兩項條件:

- 資產乃指在收取合約現金流的業務模式內持有;及
- 資產的合約條款於指定日期產生之現金流量 僅為支付本金及尚未償還本金利息的現金流量。

有關項目其後以實際利率法按攤銷成本減預期 信貸虧損的虧損撥備而計算。

#### (ii) 按公允價值計入損益的金融資產

倘金融資產不符合按攤銷成本計量及按公允價值計入其他全面收入的債務金融資產的條件, 則會分類至此類別,除非本學苑於初步確認時 將權益工具中並非持作買賣的金融資產指定為 按公允價值計入其他全面收入。

按公允價值計入損益的金融資產其後按公允價值計量,公允價值變動所產生任何盈虧於損益 表中確認。利息收入及股息收入亦於損益表中 確認。

#### (e)Loss allowances for expected credit losses

The Academy recognises loss allowances for expected credit losses on financial assets at amortised cost. Expected credit losses are the weighted average of credit losses with the respective risks of a default occurring as the weights.

At the end of each reporting period, the Academy measures the loss allowance for a financial instrument at an amount equal to the expected credit losses that result from all possible default events over the expected life of that financial instrument ("lifetime expected credit losses") for accounts receivable, or if the credit risk on that financial instrument has increased significantly since initial recognition.

If, at the end of the reporting period, the credit risk on a financial instrument (other than accounts receivable) has not increased significantly since initial recognition, the Academy measures the loss allowance for that financial instrument at an amount equal to the portion of lifetime expected credit losses that represents the expected credit losses that result from default events on that financial instrument that are possible within 12 months after the reporting period.

The amount of expected credit losses or reversal to adjust the loss allowance at the end of the reporting period to the required amount is recognised in profit or loss as an impairment gain or loss.

## (f) Investments under HKAS 39 prior to 1 September 2018

Investments are recognised and derecognised on the trade date when the Academy commits itself to purchase or sell an asset and are initially measured at fair value plus, in the case of investments other than trading securities, transaction costs. At the end of each reporting period, the Academy assesses whether there is any objective evidence that an investment or group of investments is impaired. Investments are further categorised into the following classifications for the measurement after initial recognition.

#### (e) 預計信貸虧損的虧損撥備

本學苑就按攤銷成本計算的金融資產的預計信貸虧損確認虧損撥備。預計信貸虧損為加權平均信貸虧損,並以發生違約風險的金額作為加權數值。

於各報告期末,倘金融工具的信貸風險自初始確認以來大幅增加,本學苑按所有可能發生違約事件的預計信貸虧損除以該金融工具的預計年期(「預計信貸風險年期」),從而計算金融工具的虧損撥備。

倘於報告期末金融工具(應收款項以外)的信貸風險自初始確認以來並無大幅增加,則本學苑會按相等於反映該金融工具可能於報告期間後十二個月內發生的違約事件所引致預計信貸虧損的預計信貸虧損年期部分的金額計量金融工具的虧損撥備。

預計信貸虧損金額或為調整報告期末虧損撥備 之所需金額所作撥回金額乃於損益表中確認為 減值盈虧。

## (f) 投資(於二零一八年九月一日前適用之香港會計準則第39號項下)

倘本學苑承諾購買或出售資產,投資需於交易 日確認。就交易證券以外的投資而言,投資初 步按公允值加交易成本確認。於各報告期末, 本學苑評估是否有任何客觀證據顯示投資或投 資組合減值。投資於初步確認後進一步分類為 下列類別以計量。

#### (i) Available-for-sale financial assets

Investments other than those held for trading and held to maturity are classified as available-for-sale financial assets and are stated in the statement of financial position at fair value. Gain or loss on the fair value changes of available-for-sale financial assets is recognised in other comprehensive income and accumulated in the fair value reserve, except for impairment losses and, in the case of monetary items such as debt securities, foreign exchange gains and losses which are recognised in the statement of profit or loss.

Where the available-for-sale financial assets are interestbearing, interest calculated using the effective interest method is recognised in the statement of profit or loss.

When the available-for-sale financial assets are derecognised, the difference between net sales proceeds and the carrying amount, and the accumulated fair value adjustments recognised in other comprehensive income and retained in the fair value reserve, are reclassified from fair value reserve to the statement of profit or loss as a reclassification adjustment.

When a decline in the fair value of an available-for-sale financial asset has been recognised in other comprehensive income and there is objective evidence that the asset is impaired, the cumulative loss that had been recognised in other comprehensive income is removed from fair value reserve and recognised in the statement of profit or loss even though the financial asset has not been derecognised.

The amount of the cumulative loss that is removed from fair value reserve and recognised in other comprehensive income is the difference between the acquisition cost (net of any principal repayment and amortisation) and current fair value, less any impairment loss on that financial asset previously recognised in the statement of profit or loss.

Impairment losses recognised in the statement of profit or loss for an investment in an equity instrument classified as available-for-sale are not reversed through the statement of profit or loss. If, in a subsequent period, the fair value of a debt instrument classified as available for sale increases and the increase can be objectively related to an event occurring after the impairment loss was recognised in the statement of profit or loss, the impairment loss is reversed, with the amount of the reversal recognised in the statement of profit or loss.

#### (i) 可供出售金融資產

除持作交易用途及持至到期日以外之投資均分類為可供出售金融資產,並按公允值於財務報表列賬。可供出售金融資產之公允值變動產生之盈虧乃於其他全面收益表確認及於權益中之公允值儲備分開累計,惟減值虧損及因貨幣性項目(例如債務證券)之外匯盈虧均直接於損益表中確認。

如可供出售金融資產附帶利息,則採用實際利率法計算之利息乃於損益表中確認。

當可供出售金融資產被取消確認時,出售所得收入淨額與資產賬面值之差額,及於其他全面收益表及公允值儲備累計之公允值調整確認,則以重新分類調整由公允值儲備被調整至損益表。

當有客觀證據顯示資產出現減值及可供出售金融資產公允值減少已於其他全面收益表確認,即使金融資產尚未取消確認,已於其他全面收益表確認的累計虧損亦自公允值儲備轉至於損益表內確認。

累計虧損(按收購成本與現時公允值的差額, 減該金融資產之前在損益表確認的任何減值虧 損計量)自公允值儲備剔除,並在其他全面收 益表確認。

在損益表確認的權益工具減值虧損並不會透過 損益表撥回。倘於其後分類為可供出售的債務 工具的公允值增加,而有關增加可客觀地與在 損益表確認減值虧損後所發生的事件聯繫,則 於損益表中撥回減值虧損。

#### (ii) Fair value measurements

Fair value of an investment on initial recognition is normally the transaction price, unless it is estimated by using a valuation technique when part of the consideration given or received is for something other than the investments.

After initial recognition, the fair value of an investment quoted in an active market is based on the current bid price and, for investments not quoted in an active market, the Academy establishes the fair value of such investment by using a valuation technique.

Valuation techniques include using recent arm's length market transactions, reference to other instruments that are substantially the same and discounted cash flow analysis, making maximum use of market inputs and relying as little as possible on entity-specific inputs.

#### (g)Cash and cash equivalents

Cash comprises cash on hand and at bank and demand deposits with banks. Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value.

#### (h)Other payables

Other payables are initially measured at fair value and, after initial recognition, at amortised cost, except for short-term payables with no stated interest rate and the effect of discounting being immaterial, that are measured at their original invoice amount.

#### (i) Provisions

Provisions are recognised for other liabilities of uncertain timing or amount when the Academy has a legal or constructive obligation arising as a result of a past event, it is probable that an outflow of economic benefits will be required to settle the obligation and a reliable estimate can be made. Where the time value of money is material, provisions are stated at the present value of the expenditure expected to settle the obligation.

#### (ii) 公介值計量

於首次確認時,工具之公允值一般為交易價格,除非該公允值乃當所支付或收取之部分代價作 非投資用途時採用之估值方法進行估算則作別 論。

於首次確認後,於交投活躍市場報價之投資之 公允值按現行買入價計算,而就於交投活躍市 場並無報價之投資而言,則本學苑採用估值方 法確定該投資之公允值。

估值方法包括採用最近進行之公平市場交易(如適用)、參照大致相同之另一金融工具之現行公允值、折現現金流量分析及期權定價模型。

#### (g) 現金及現金等價物

現金及現金等價物乃指銀行及手頭現金、存於 銀行及其它財務機構活期存款、及以短期和流 動性極高可隨時兌換為所知的現金數額,價值 變動風險並不重大。

#### (h) 其它應付款項

其它應付款項初步按公平值計量。於初步確認 後,按攤銷成本計算,惟並無指定利率及折現 影響並不重大的短期應付款項則以原發票值計 值。

#### (i) 撥備

倘本學苑須就已發生之事件承擔法定或推定責任,而履行該責任預期會導致含有經濟效益之資源外流,並可作出可靠之估計,便會就該時間或數額不定之其他負債計提撥備。倘貨幣時間價值重大,則按預計履行責任所需資源之現值計提撥備。

Where it is not probable that an outflow of economic benefits will be required, or the amount cannot be estimated reliably, the obligation is disclosed as a contingent liability, unless the probability of outflow of economic benefits is remote. Possible obligations, whose existence will only be confirmed by the occurrence or non-occurrence of one or more future events are also disclosed as contingent liabilities unless the probability of outflow of economic benefits is remote.

倘含有經濟效益之資源外流之可能性較低,或 是無法對有關數額作出可靠之估計,除非資源 外流之可能性極低,否則便會將該義務披露為 或然負債。須視乎某宗或多宗未來事件是否發 生才能確定存在與否之潛在責任,除非資源外 流之可能性極低,否則亦會披露為或然負債。

#### (j) Employee benefits

#### (i) Employee leave and gratuity entitlements

Employee entitlements to annual leave and gratuity are recognised when they accrue to employees. A provision is made for the estimated liability for annual leave and gratuity as a result of services rendered by employees up to the end of each reporting period.

Employee entitlements to sick leave and maternity leave are not recognised until the time of leave.

#### (ii) Retirement benefit costs

The Academy has joined the Mandatory Provident Fund Scheme (the "MPF Scheme") established under the Mandatory Provident Fund Ordinance. The Academy contributes 5% of the relevant income of staff members under the MPF Scheme. The assets of the MPF Scheme are held separately from those of the Academy, in funds under the control of trustees. Payments to the MPF Scheme are charged as an expense as they fall due.

#### (k) Foreign currency translation

These financial statements are presented in Hong Kong dollars, which are also the Academy's functional currency.

Foreign currency transactions during the year are translated at the foreign exchange rates ruling at the transaction dates. Monetary assets and liabilities denominated in foreign currencies are translated at the foreign exchange rates ruling at the end of the reporting period. Exchange gains and losses are recognised in profit or loss.

#### (i) 僱員福利

#### (i) 僱員享有的假期及約滿酬金

僱員的年假及約滿酬金權利乃於僱員應享有 時確認。截至報告期末止有關僱員已提供服 務而產生的年假及約滿酬金估計負債已作出 適當撥備。

僱員的病假及產假直至僱員正式休假才作確 認。

#### (ii) 退休福利成本

本學苑已經加入根據強制性公積金條例建立 的強制性公積金計劃(強積金計劃)。本學苑 在強積金計劃下的供款乃按員工薪金的5% 計算。該計劃下的資產是獨立於公司的資產 進行持有,為受託人控制下的基金。強積金 計劃的繳款當到期時以費用的形式支付。

#### (k) 外幣換算

本財務報表乃以港元呈列,與本學苑之功能貨 幣相同。

年內之外幣交易按交易日之匯率換算。以外幣 為單位之貨幣資產及負債則按報告期末之匯率 換算。匯兌盈虧均已在捐益表中確認。 Non-monetary assets and liabilities that are measured in terms of historical cost in a foreign currency are translated using the foreign exchange rates ruling at the transaction dates. Non-monetary assets and liabilities denominated in foreign currencies that are stated at fair value are translated using the foreign exchange rates ruling at the dates the fair value was measured.

過往成本以外幣為單位之非貨幣性資產及負債,按交易日之匯率換算。公允價值以外幣列 賬之非貨幣性資產及負債按計量其公允價值當 日適用之匯率換算。

#### (I) Revenue recognition

The Academy recognises revenue when (or as) a performance obligation is satisfied by transferring a promised service (i.e. an asset) to a customer. An asset is transferred when (or as) the customer obtains control of that asset. When (or as) a performance obligation is satisfied, the Academy recognises as revenue the amount of the transaction price (which excludes estimates of variable consideration that are constrained in accordance with HKFRS 15) that is allocated to that performance obligation, as follows:

Programme income is recognised when the agreed services have been provided.

Income from other sources:

#### (i) Subventions/donations for specific purposes

Subventions/donations for specific purposes are recognised when there is a reasonable assurance that the Academy will comply with the conditions attaching to it and that the subventions will be received.

Subventions/donations relating to costs are deferred and recognised in the statement of profit or loss over the period necessary to match them with the costs that they are intended to compensate.

#### (ii) Interest income

Interest income is recognised using the effective interest method.

#### (1) 收入確認

當(或隨著)本學苑完成履約責任,即與特定履約責任相關的服務(即資產)轉移至客戶時,本學苑確認來自客戶合約之收入。而當(或隨著)客戶獲得該資產的「控制權」時,則該資產被轉移至客戶。當(或隨著)履約責任完成,本學苑確認將被分配至履約責任的交易價的金額為收入,惟不包括香港財務報告準則第15號之規定約束可變代價之估計。

課程收入乃於提供相關服務時確認。

#### 其他收入:

#### (i) 指定用途之政府資助 / 捐款

當可以合理地確定本學苑將會收到指定用途 之政府資助/捐款並履行該資助/捐款的附 帶條件時,政府資助/捐款便會被確認。

與支出有關的政府資助 / 捐款會延遲至須與 擬作出的支出配合時,才在損益表中確認為 有關期間的收入。

#### (ii) 利息收入

利息收入使用實際利率法確認。

#### (m) Related parties

- a) A person or a close member of that person's family is related to the Academy if that person:
- (i) has control or joint control over the Academy;
- (ii) has significant influence over the Academy; or
- (iii) is a member of the key management personnel of the Academy.
- b) An entity is related to the Academy if any of the following conditions applies:
- (i) The entity is controlled or jointly controlled by a person identified in (a); or
- (ii) A person identified in (a)(i) has significant influence over the entity or is a member of the key management personnel of the entity (or of a parent of the entity).
- (iii) The entity, or any member of a group of which it is a part, provides key management personnel services to the Academy.

#### 4. CHANGES IN ACCOUNTING POLICIES

The Academy has initially applied the new HKFRSs and amendments to HKFRSs issued by the HKICPA that are first effective for accounting periods beginning on or after 1 September 2018, including:-

HKFRS 9, Financial instruments

HKFRS 15, Revenue from contracts with customers

HK(IFRIC) 22, Foreign currency transactions and advance consideration

Except as described below, the application of the new HKFRSs and amendments to HKFRSs in the current year has had no material impact on the Academy's financial performance and positions for the current and prior years and/or on the disclosures set out in these financial statements.

#### (m) 關連人士

- a) 任何人士或該人士家庭的近親如滿足 下列任何條件,即與本學苑有關:
- (i) 對本學苑有控制或共同控制的能力;
- (ii) 對本學苑有重大影響力;或
- (iii) 是本學苑的關鍵管理人員。
- b) 某一實體如果滿足下列任何的條件, 即可視為本學苑的關聯方,:
- (i) 該實體被 (a) 項所指的人士控制或共同 控制;或
- (ii) 在 (a)(i) 項所述之人士對該實體或該實體之母公司有重大影響,或是該實體的關鍵管理人員;或
- (iii) 該實體或集團內的任何人士向本學苑 提供關鍵管理服務。

#### 4. 會計政策更新

本學苑於本年度的財務報表中首次採納以下由 二零一八年九月一日或以後開始之有效新修訂 香港財務報告準則及香港財務報告準則(修訂 本),包括:-

香港財務報告準則第 9 號*金融工具* 香港財務報告準則第 15 號*來自客戶合約的收益* 香港(國際財務報告詮釋委員會)- 詮釋第 22 號 *外幣交易及墊付代價* 

除下文所述外,於本年度應用上述新修訂香港 財務報告準則及香港財務報告準則(修訂本)並 無對本學苑本年度及過往年度的財務表現與狀 況及/或對該等財務報表所載的披露構成重大 影響。

#### HKFRS 9, Financial instruments

HKFRS 9 replaces HKAS 39, Financial instruments: recognition and measurement. It sets out the requirements for recognising and measuring financial assets, financial liabilities and some contracts to buy or sell non-financial items.

The Academy has applied HKFRS 9 retrospectively to items that existed at 1 September 2018 in accordance with the transition requirements. The Academy has recognised the cumulative effect of initial application as an adjustment to the opening equity at 1 September 2018. Therefore, comparative information continues to be reported under HKAS 39.

The following table summarises the impact of transition to HKFRS 9 in the general fund and fair value reserve at 1 September 2018:-

3

Increase in general fund

2,711,714

Decrease in fair value reserve

(2,711,714)

HKFRS 9 categorises financial assets into three principal classification categories: measured at amortised cost, at fair value through other comprehensive income and at fair value through profit or loss. These supersede HKAS 39's categories of held-to-maturity investments, loans and receivables, available-for-sale financial assets and financial assets measured at fair value through profit or loss. The classification of financial assets under HKFRS 9 is based on the business model under which the financial asset is managed and its contractual cash flow characteristics.

#### 香港財務報告準則第9號金融工具

香港財務報告準則第9號取代香港會計準則第39號金融工具:確認及計量。此準則載列金融資產、金融負債和部分非金融項目合約買賣的確認及計量要求。

本學苑已根據過渡規定追溯應用香港財務報告 準則第9號於二零一八年九月一日存在的項目。 本學苑已將初始採用香港財務報告準則第9號 的累積影響確認為於二零一八年九月一日期初 權益的調整。因此,比較資料將繼續按照香港 會計準則第39號進行匯報。

下表概述於二零一八年九月一日過渡至香港財務報告準則第9號對一般基金及公允值儲備之影響。

港幣

一般基金增加

2,711,714

公允值儲備減少

(2,711,714)

香港財務報告準則第9號將金融資產分為三個主要類別,分別為按攤銷成本計量、按公允價值計量且其變動計入其他綜合收益及按公允價值計量且其變動計入損益。該等分類取代了香港會計準則第39號就持有至到期投資、貸款和應收款項、可供出售金融資產以及按公允價值計量且其變動計入損益的金融資產的分類。香港財務報告準則第9號中金融資產的分類是基於管理金融資產的業務模式及該資產的合約現金流量特徵而釐定。

The following table shows the original measurement categories for each class of the Academy's financial assets under HKAS 39 and reconciles the carrying amounts of those financial assets determined in accordance with HKAS 39 to those determined in accordance with HKFRS 9:-

下表列示根據香港會計準則第 39 號本學苑各類金融資產的初始計量類別,及將根據香港會計準則第 39 號釐定的該等金融資產賬面值與根據香港財務報告準則第 9 號釐定者進行對賬。

		HKAS 39		HKFRS 9
		carrying amount		carrying amount
	A Comment of the Comm	at 31/08/2018	Reclassification	at 01/09/2018
		於二零一八年	重新分類	於二零一八年
		八月三十一日		九月一日
		根據香港會計		根據香港財務
		準則第 39 號		報告準則第9號
		釐定的賬面值		釐定的賬面值
		\$港幣	\$港幣	\$港幣
Financial assets at amortised cost	按攤銷成本計量的金融資產			
Accounts and other receivables	應收及其他應收款項	125,954	1. A	125,954
Deposits	按金	44,285	ing out	44,285
Cash and cash equivalents	現金及現金等價物	34,001,368		34,001,368
		34,171,607	Y = 2	34,171,607
Financial assets at fair value	按公允價值計入損益的			
through profit or loss	金融資產			
Unit Trust Funds,	信託基金,			
unlisted and at fair value	非上市及按公允價值	-	4,139,776	4,139,776
Financial assets classified as	根據香港會計準則第 39 號			
available-for-sale				
under HKAS 39	分類為 可供出售投資金融資產			
Unit Trust Funds, unlisted and at fair value	信託基金,	A 120 776	(4 120 776)	
uniisted and at fair value	非上市及按公允價值	4,139,776	(4,139,776)	-

HKFRS 9 replaces the "incurred loss" model in HKAS 39 with the expected credit loss ("ECL") model. The ECL model requires an ongoing measurement of credit risk associated with a financial asset and therefore recognises ECLs earlier than under the "incurred loss" accounting model in HKAS 39.

The Academy applies the new ECL model to the financial assets measured at amortised cost (including accounts and other receivables, deposits and cash and bank balances) with no material impact on the Academy's financial performance and position.

#### HKFRS 15, Revenue from contracts with customers

HKFRS 15 establishes a comprehensive framework for recognising revenue and some costs from contracts with customers. HKFRS 15 replaces HKAS 18, Revenue, which covered revenue arising from sale of goods and rendering of services, and HKAS 11, Construction contracts, which specified the accounting for construction contracts.

The Academy has elected to use the cumulative effect transition method and has recognised the cumulative effect of initial application as an adjustment to the opening balance of equity at 1 September 2018. Therefore, comparative information has not been restated and continues to be reported under HKASs 11 and 18. As allowed by HKFRS 15, the Academy has applied the new requirements only to contracts that were not completed before 1 September 2018.

HKFRS 15 establishes a comprehensive framework for determining when to recognise revenue and how much revenue to be recognised through a 5-step approach: (i) identify the contract(s) with customer; (ii) identify separate performance obligations in the contract; (iii) determine the transaction price; (iv) allocate the transaction price to the performance obligations; and (v) recognise revenue when a performance obligation is satisfied. The core principle is that the Academy should recognise revenue when control of goods or services transfers to a customer.

HKFRS 15 also introduces additional qualitative and quantitative disclosure requirements which aim to enable users of the financial statements to understand the nature, amount, timing and uncertainty of revenue and cash flows arising from contracts with customers.

香港財務報告準則第9號以「預計信貸虧損」模型取代香港會計準則第39號的「已確認虧損」模型。預計信貸虧損模型要求對金融資產的相關信用風險持續計量,所以在此模型下預計信貸虧損的確認會較香港會計準則第39號的「已確認虧損」會計模型早。

在對本學苑財務表現與狀況沒有構成重大影響下,本學苑採用新預計信貸虧損模型按攤銷成本計量金融資產(包括應收及其他應收款項、按金及銀行存款及現金)。

#### 香港財務報告準則第 15 號來自客戶合約的收 益

香港財務報告準則第 15 號建立了確認客戶合約收入和相關成本的全面框架。香港財務報告準則第 15 號取代了香港會計準則第 18 號一收入(其涵蓋銷售商品及提供服務所得收入)及香港會計準則第 11 號一建築合約(其規定了建築合約的會計處理)。

本學苑已選擇採用累積影響過渡法,並將首次應用香港財務報告準則第 15 號的累積影響確認為對於二零一八年九月一日的期初權益餘額的調整。因此,比較信息未作重述,而仍按照香港會計準則第 11 號及 18 號進行報告。根據香港財務報告準則第 15 號的規定,本學苑僅對於二零一八年九月一日前尚未完成的合約應用新要求。

香港財務報告準則第 15 號建立一個完備框架,通過五步法來確定何時確認收入以及應當確認多少收入: (i) 識別客戶合約; (ii) 識別合約中的獨立履約責任; (iii) 釐定交易價格; (iv) 分配交易價格至履約責任; 及 (v) 於完成履約責任時確認收入。其核心原則為學苑應在貨品或服務的「控制權」移交至客戶時確認收入。

香港財務報告準則第 15 號亦增加了定性和定量披露要求,旨在使財務報表使用者能夠瞭解客戶合約現金流量的性質、金額、時間和收入的不確定性。

## 5. CRITICAL ACCOUNTING ESTIMATES AND JUDGEMENT

The Academy's management makes assumptions, estimates and judgements in the process of applying the Academy's accounting policies that affect the assets, liabilities, income and expenses in the financial statements prepared in accordance with HKFRSs. The assumptions, estimates and judgements are based on historical experience and other factors that are believed to be reasonable under the circumstances. While the management review their judgements, estimates and assumptions continuously, the actual results will seldom be equal to the estimates.

Certain key assumptions and risk factors in respect of the financial risk management are set out in note 17. There is no other key source of estimation uncertainty that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year.

#### 5. 關鍵會計估算和判斷

在本學苑採用會計政策的過程中,本學苑的管理層提出的假設、估算和判斷,會影響按照香港財務報告準則編制財務報表中的資產、負債、收入和支出。 該等假設、估算和判斷是根據過往經驗和其他被認為是合理的因素而提出。 雖然管理層不斷審查他們的判斷、估算及假設,但實際結果將很少與估算相等。

關於金融風險管理某些關鍵假設和風險因素 的載於附註 17。此外並無其他關鍵的預計不 確定因素,會對本財務報表所作出的估算及 假設構成重大風險,導致下一財政年度資產 及負債的賬面值需作大幅修訂。

#### 6. OTHER REVENUE 其他收入

		2019	2018
		\$港幣	\$港幣
Bank interest income	銀行利息收入	14,219	3,647
Gain on sale of available-for-sale financial assets	出售可供出售金融資產收益	-	1,529,313
Gain on sale of financial assets at fair value	出售按公允價值計入損益的		
through profit or loss	金融資產收益	624,587	-
Sundry income	雜項收入	3,904	1,134
		642,710	1,534,094

#### 7. EMPLOYEE BENEFIT EXPENSE 僱員福利開支

		2019	2018
		\$港幣	\$港幣
7 al			
Salaries and allowance	薪金及津貼	28,109,725	22,698,907
Pension scheme contributions	離職計劃供款	924,964	748,124
Provisions for annual leave and gratuity	員工年假及約滿酬金撥備	1,216,719	1,009,775
		30,251,408	24,456,806

#### 8. DEFICIT FOR THE YEAR 本年度虧損

Deficit for the year is arrived at after charging: 本年度虧損已扣除以下各項:-

		2019	2018
		\$港幣	\$港幣
Control of the Contro			
Auditors' remuneration	核數師酬金	42,000	40,000
Depreciation	折舊	918,750	368,038
Employee benefit expense (note 7)	僱員福利開支(附註7)	30,251,408	24,456,806
Fair value loss on financial assets at fair value	按公允價值計入損益的		
through profit or loss	金融資產公允價值虧損	485,197	-1
Loss on sale of plant and equipment	出售廠房及設備虧損	4,864	-

#### INCOME TAX IN THE STATEMENT OF PROFIT OR LOSS

No provision for Hong Kong Profits Tax has been made in the financial statements as the Academy has obtained exemption status under Section 88 of the Inland Revenue Ordinance for taxation purposes.

## 10. EMOLUMENTS AND OTHER MATTERS RELATING TO DIRECTORS

(a) There were no directors' emoluments pursuant to section 383(1) of the Hong Kong Companies Ordinance and Part 2 of the Companies (Disclosure of Information about Benefits of Directors) Regulation for the year (2018: nil).

There were no payments made or benefit provided in respect of the termination of the service of directors, whether in the capacity of directors or in any other capacity while directors.

(b) There were no loans, quasi-loans and other dealings in favour of directors, controlled bodies corporate and other connected entities.

#### 9. 損益表內的所得税

根據《稅務條例》第 88 條的規定,本學苑獲 豁免繳稅,因此本學苑無須在本財務報表計 提香港所得稅撥備。

#### 10. 董事酬金及其他事項

(a) 根據香港《公司條例》第 383(1) 條及 《公司披露董事利益資料》第 2部的規定, 本學苑於本年度並無支付董事酬金 (二零 一八年:無)。

本學苑並沒有就董事終止服務(不論是以 董事身分服務,或是在擔任董事期間以其 他身分服務)而作出付款或提供利益。

(b) 本學苑並沒有向董事、受控制的法人 團體及有關連實體作出的貸款及類似貸 款,以及惠及該等人士的其他交易。 (c) Directors' material interests in transactions, arrangements or contracts

The directors were of the opinion that no transactions, arrangement or contracts of significance in relation to the Academy's business to which the Academy was a party and in which a director of the Academy had a material interest, whether directly or indirectly, subsisted at the end of the year or at any time during the year and the previous year.

(d) Guarantees to banks for loans granted to directors of the Academy

The Academy has not paid or incurred any liability for the purpose of fulfilling the guarantee or discharging the security given to banks for loans granted to the directors during the year and the previous year.

(e) There were no consideration provided to or receivable by third parties for making available the services of a person as directors or in any other capacity while directors.

(c) 董事之重大交易、安排及合約權益

董事認為,於本年度結束時或於年內及上 一年度內任何時間,本學苑董事並無直接 或間接於本學苑為其中一方的重大交易、 安排或合約中擁有重大權益。

(d) 給予學苑董事的銀行貸款擔保

在年內及上一年度內,本學苑並沒有為給 予學苑董事的銀行貸款履行擔保或解除保 證而支付款額及招致法律責任的款額。

(e) 本學苑並沒有就獲提供某人的公司 董事服務(或是在擔任董事期間以其他身 分服務)而給予任何第三者或任何第三者 可就提供某人的公司董事服務(或是在擔 任董事期間以其他身分服務)而收取的代 價。

#### 11. PLANT AND EQUIPMENT 廠房及設備

		Furniture 傢俱 \$港幣	Office equipment 辦公室設備 \$港幣	· ·	Leasehold improvements 裝修 \$港幣	Total 總額 \$ 港幣
Cost:	成本:		4			
At 1 September 2017	於二零一七年九月一日	424,323	898,262	4,560,997	1,269,392	7,152,974
Additions	增置	232,634	107,311	259,003	1,441,463	2,040,411
At 31 August 2018	於二零一八年八月三十一日	656,957	1,005,573	4,820,000	2,710,855	9,193,385
Accumulated depreciation:	累計折舊:					
At 1 September 2017	於二零一七年九月一日	376,719	840,249	4,081,987	1,117,475	6,416,430
Charge for the year	年內折舊	26,393	23,250	271,091	47,304	368,038
At 31 August 2018	於二零一八年八月三十一日	403,112	863,499	4,353,078	1,164,779	6,784,468
Net book value:	<b>賬面淨值:</b>					
At 31 August 2018	於二零一八年八月三十一日	253,845	142,074	466,922	1,546,076	2,408,917
Cost:	成本:					
At 1 September 2018	於二零一八年九月一日	656,957	1,005,573	4,820,000	2,710,855	9,193,385
Additions	增置	87,854	110,806	1,249,639	=/	1,448,299
Disposals	棄置	(3,496)	(24,050)	-	(227,750)	(255,296)
At 31 August 2019	於二零一九年八月三十一日	741,315	1,092,329	6,069,639	2,483,105	10,386,388
Accumulated depreciation:	累計折舊:					
At 1 September 2018	於二零一八年九月一日	403,112	863,499	4,353,078	1,164,779	6,784,468
Charge for the year	年內折舊	60,843	40,172	528,634	289,101	918,750
Written back on disposal	棄置撥回	(3,496)	(24,050)	-	(636)	(28,182)
At 31 August 2019	於二零一九年八月三十一日	460,459	879,621	4,881,712	1,453,244	7,675,036
Net book value:						
At 31 August 2019	於二零一九年八月三十一日	280,856	212,708	1,187,927	1,029,861	2,711,352

#### 12. NON-CURRENT FINANCIAL ASSETS 非流動金融資產

		2019 \$ 港幣	2018 \$港幣
Available-for-sale financial assets	可供出售金融資產		
- Unit Trust Funds, unlisted and at fair value	- 信託基金, 非上市及按公允價值	-	4,139,776
Financial assets at fair value through profit or loss	<ul><li>按公允價值計入損益的金融資產</li></ul>		
- Unit Trust Funds, unlisted and at fair value	-信託基金,非上市及按公允價值	2,079,166	-
		2,079,166	4,139,776
13. CASH AND CASH EQUIVALENT	S 現金及現金等價物		
		2019	2018
And the state of t		\$港幣	\$港幣
Cash on hand	· 現金	3,135	3,838
Deposits with banks	銀行存款	37,962,039	33,997,530
Cash and cash equivalents in the statement of	財務狀況表及現金流量表之		
financial position and statement of cash flows	現金及現金等價物	37,965,174	34,001,368

#### 14. DEFERRED INCOME 遞延收入

		Subvention		
	<i>y</i>	from the	Donations	
		Government of	from HKJC	
		the HKSAR	Charities Trust	Total
		香港特別	香港賽馬會	
		行政區	慈善信託基金	
		政府資助	捐款	總額
		\$港幣	\$港幣	\$港幣
At 1 September 2017	於二零一七年九月一日	21,602,640	^34 \$ ( \ <u>-</u>	21,602,640
Donations received	已收捐款	-	2,040,895	2,040,895
Subvention received for 2017/18	已收二零一七/			
	二零一八年度資助	14,401,760	<u> </u>	14,401,760
Subvention received in advance	預收二零一八 /		Y	
for 2018/19	二零一九年度資助	22,703,598	-	22,703,598
Amount recognised in statement	於損益表確認之數額			
of profit or loss		(31,950,053)	(1,542,070)	(33,492,123)
At 31 August 2018	於二零一八年八月三十一日	04.757.045	100 005	07.054.770
and 1 September 2018	及二零一八年九月一日	26,757,945	498,825	27,256,770
Donations received	已收捐款	-	3,295,996	3,295,996
Subvention received for 2018/19		45 405 700		15.105.700
	二零一九年度資助	15,135,732	-	15,135,732
Subvention received in advance	預收二零一九/	27.502.672		27.502.672
for 2019/20	二零二零年度資助	27,582,672	-	27,582,672
Amount recognised in statement	於損益表惟認之數額	(26,260,001)	(4.072.764)	(41.242.655)
of profit or loss	<b>应业主</b> 进 <b>党</b> 正本社关 <i>广</i> 公	(36,368,891)	(4,873,764)	(41,242,655)
Receivables from HKJC	應收香港賽馬會慈善信託		1.070.613	1.070.6 (2)
Charities Trust (Note)	基金捐款(附註)	-	1,078,943	1,078,943
At 31 August 2019	於二零一九年八月三十一日	33,107,458	- X y -	33,107,458

Note: The receivables from HKJC Charities Trust of \$1,078,943 (2018: nil) is included in accounts receivable in the statement of financial position.

(二零一八年:無)已包括於本財務狀況表之應收款項之中。

#### 15. GENERAL FUND 一般基金

The balance of the fund represents the unutilised amounts of donation from Sir Joseph Hotung and one-off grant from Education Bureau which were recorded as income of the Academy at the time of receipt in the previous years and are mainly used for supporting non-recurring expenditure of the Academy from time to time which are recorded as expenditure of the Academy as incurred.

#### 15. 一般基金

有關結餘是指何鴻卿爵士捐款及香港特別行政區教育局一次性資助的餘額。本學苑於過往年度收取這些捐款及資助時確認為收入,並主要用以資助本學苑不時出現的非經常開支。

附註:應收香港賽馬會慈善信託基金捐款港幣 1,078,943

#### 16. CAPITAL DISCLOSURE

Capital comprises general fund and fair value reserve on the statement of financial position. The Academy's objective when managing funds is to safeguard its ability to continue as a going concern in order to carry out its principal activities.

The Academy manages capital by regularly monitoring its current and expected liquidity requirements rather than using debt/equity ratio analyses.

The Academy is a company limited by guarantee without share capital. During the year, the Academy's operation is mainly financed by subventions from the Government of the HKSAR, donations from the HKJC Charities Trust and Sir Joseph Hotung, and income generated from the non-current financial assets.

The Academy is not subject to either internally or externally imposed capital requirements.

#### 16. 資本披露

資本包括財務狀況表中的一般基金及公允值 儲備。本學苑的目標是管理基金,以保障其 能持續經營及進行其主要業務。

本學苑通過定期監測其目前的和預期的流動 資金需求來對資本管理,而不是使用債務/ 股本比率分析。

本學苑是一間無股本的擔保有限公司。於年內,本學苑主要是透過香港特別行政區政府資助及來自香港賽馬會慈善信託基金及何鴻卿爵士捐款及非流動金融資產帶來收入繼續營運。

本學苑並沒有內部及對外資本負擔要求。

#### 17. FINANCIAL INSTRUMENTS 金融工具

The Academy has classified its financial assets in the following categories:-本學苑將其金融資產分為以下類別:-

			Financial assets	
			at fair value	
		Financial assets	through	
		at amortised cost	profit or loss	Total
		按攤銷成本	按公允價值	
		列賬的	計入損益的	
		金融資產	金融資產	總額
		\$港幣	\$港幣	\$港幣
2019	二零一九年		A	
Non-current financial assets	非流動金融資產	-	2,079,166	2,079,166
Accounts receivable	應收款項	1,142,047	<u>-</u>	1,142,047
Deposits	按金	357,461		357,461
Other receivables	其他應收款項	5	44 ·	5
Cash and cash equivalents	現金及現金等價物	37,965,174	Ţ	37,965,174
		39,464,687	2,079,166	41,543,853

		Loans and receivables	Available- for-sale financial assets	Total
· · · · · · · · · · · · · · · · · · ·		貸款及	可供出售	
		應收款項	金融資產	總額
		\$港幣	\$港幣	\$港幣
2018	二零一八年			
Non-current financial assets	非流動金融資產	-	4,139,776	4,139,776
Accounts receivable	應收款項	125,953	4 . 4 . 4	125,953
Deposits	按金	44,285		44,285
Other receivables	其他應收款項	1		1
Cash and cash equivalents	現金及現金等價物	34,001,368	<del>-</del>	34,001,368
		34,171,607	4,139,776	38,311,383
The Academy has classified its	s financial liabilities in the fo	llowing categories:-		
本學苑將其金融負債分為以	下類別:-		2019	2018
			\$港幣	\$港幣
Financial liabilities at amortised	cost 按攤銷成本計量的金	☆融負債		7 1
Other payables	其他應付款項		1,701,298	3,927,314

All financial instruments are carried at amounts not materially different from their fair values as at 31 August 2019 and 2018.

The Academy is exposed to credit risk, liquidity risk and market risk arising in the normal course of its business and financial instruments. The Academy's risk management objectives, policies and processes mainly focus on minimising the potential adverse effects of these risks on its financial performance and position by closely monitoring the individual exposure.

#### (a) Credit risk

The Academy is exposed to credit risk on financial assets, mainly attributable to deposits with banks and the investments in Unit Trust Funds. Given the credit ratings of the fund managers, management does not expect them to fail to meet their obligations. On the other hand, fund managers monitor the credit risks with reference to their respective portfolio mandates which have guidelines on credit ratings of financial instruments and the maximum exposure of any single name. Fund managers report to the management of the Academy on their credit risk management on a regular basis. The credit risk on bank deposits is limited because the counterparties are authorised financial institutions listed on the Hong Kong Stock Exchange and regulated under the Hong Kong Banking Ordinance.

所有金融工具的賬面值相對二零一八年及二零一九年八月三十一日的公允值均 沒有重大差別。

本學苑因其營運活動及金融工具須面對信貸 風險,流動資金風險及市場風險。 本學苑 透過以下政策管理該等風險,以減低該等風 險對本學苑的財務表現及狀況的潛在不利影 響。

#### (a) 信貸風險

本學苑財務資產面臨的信貸風險,主要是銀行存款及存放於信託基金之投資。基於基金經理之信貸評級,管理層不預期該等投資不能履行有關責任。另一方面,基金經理以金融機構的信貸評級及其任何最高風險之產品作參考,以監察信貸風險。而基金經理亦定期向本學苑報告其信貸風險管理。銀行存款的信用風險是有限,因受存款之銀行均為受香港銀行條例規管的財務機構。

Summary quantitative data 匯總量化數據				
Summary quantitative data	<b>進減量IC多X源</b>	2019	2018	
		\$港幣	\$港幣	
Non-current financial assets	非流動金融資產	2,079,166	4,139,776	
Accounts receivable	應收款項	1,142,047	125,953	
Deposits	按金	357,461	44,285	
Other receivables	其他應收款項	5	1	
Deposits with banks	銀行存款	37,962,039	33,997,530	
		41,540,718	38,307,545	

#### (b) Liquidity risk

The Academy is not exposed to significant liquidity risk on its financial liabilities. It manages its funds conservatively and closely monitors its cash and cash equivalents in order to meet continuous operational need.

Other payables are expected to be settled within one year or are repayable on demand.

#### (c) Market risk

#### (i) Interest rate risk

The Academy's exposure on fair value interest rate risk mainly arises from bank balances which carry interest at market rates.

#### Summary quantitative data 匯總量化數據

		\$港幣	\$港幣
Floating-rate financial assets	浮動利率的金融資產		
Deposits with banks	銀行存款	37,904,091	33,925,390
			1 1 W 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

#### Sensitivity analysis

No sensitivity analysis for the Academy's exposure to interest rate risk arising from cash at bank is prepared based on the management's assessment that the exposure is considered not significant.

#### (ii) Equity price risk

The investments in Unit Trust Funds classified as financial assets at fair value through profit or loss (2018: available-forsale financial assets) expose the Academy to price risk. As the Academy's policy is to invest only its surplus funds in such investments, the exposure may not have a significant impact on the Academy's financial position.

#### (b) 流動資金風險

本學苑並沒有面臨財務負債的流動資金風險。 本學苑對資金作出謹慎管理,維持充裕的現金和現金等價項目,以滿足連續運作的需要。

其他應付款項被預期於一年內付清及可按需 求時付款。

#### (c) 市場風險

#### (i) 利率風險

本學苑面臨的公允值利率風險主要來自按市場利率計息之銀行結餘。

2019

#### 敏感度分析

本學苑沒有對所產生的利率風險作敏感度分析,因為本學苑管理層評估它對本學苑的財務狀況沒有產生重大影響。

#### (ii)股票價格風險

本學苑因其被歸類為按公允價值計入損益的 金融資產(二零一八年:可供出售金融資產) 之信託基金投資而面臨股票價格風險。由於 當本學苑有剩餘資金時才會投資該些投資, 故對本學苑財務狀況並沒有重大風險。

#### Summary quantitative data 匯總量化數據

		2019	2018
		\$港幣	\$港幣
Non-current financial assets	非流動金融資產		
Available-for-sale financial assets	可供出售金融資產	-	4,139,776
Financial assets at fair value through	按公允價值計入損益的金融資產	2,079,166	-
profit or loss			
		2,079,166	4,139,776

#### **Sensitivity analysis**

A 10% increase/decrease in Unit Trust Funds prices at 31 August 2019 with all other variables held constant would have decreased/increased deficit for the year (2018 : other comprehensive deficit) by approximately \$0.2 million (2018: \$0.4 million).

The sensitivity analysis has been prepared with the assumption that the change in equity price had occurred at the end of the reporting period and had been applied to the exposure to equity price risk for the relevant financial instruments in existence at that date. The changes in equity price represent management's assessment of a reasonably possible change in equity price at that date over the period until the next annual reporting period.

The analysis is prepared on the same basis for year ended 31 August 2018.

#### (d) Financial instruments carried at fair value

The following table presents the carrying value of financial instruments measured at fair value at the end of the reporting period across the three levels of the fair value hierarchy with the fair value of each financial instrument categorised in its entirety based on the lowest level of input that is significant to that fair value measurement. The levels are defined as follows:

(i) Level 1: fair values measured using quoted prices (unadjusted) in active markets for identical financial instruments;

(ii) Level 2: fair values measured using quoted prices in active markets for similar financial instruments, or using valuation techniques in which all significant inputs are directly or indirectly based on observable market data; and

#### 敏感度分析

假設其他因素不變,信託基金價格 10% 之增加/減少會導致本年度虧損(二零一八年:其他全面虧損)減少/增加約港幣 20 萬元(二零一八年:港幣 40 萬元)。

上述敏感度分析乃假設股票價格變動發生在報告期末及適用於該日所持有之相關金融工具之股票價格風險,股票價格的變動代表管理層預期股票價格在截至下一個週年報告期末期間之合理變動。

二零一八年年度亦以同一基準作分析。

#### (d) 以公分值計量之金融工具

以下列表中顯示在財務狀況表以公允值計量 之金融工具分佈於公允價值的三個層級,這 些金融工具是全面地基於對公允價值計量具 有重要意義的最低水平參數來分類的。各層 級的定義如下:

- (i) 第一層級:公允值基於可識別金融工具在活躍市場中的報價(未經調整)確定;
- (ii) 第二層級:公允值基於評估技術確定,且 全部對所記錄的公允值有重大影響的參數是 可直接或間接觀察得到;及

(iii) Level 3: fair values measured using valuation techniques in which any significant input is not based on observable market data. (iii) 第三層級:公允值基於評估技術確定,且 全部對所記錄的公允值有重大影響的參數是 並非基於可觀察的市場數據。

#### Summary quantitative data 匯總量化數據

Level 2 第二層級

			2019 \$ 港幣	2018 \$港幣
Available-for-sale financial assets	可供出售金融資產		-	4,139,776
Financial assets at fair value through	按公允價值計入損益的金融資產			
profit or loss			2,079,166	
			2,079,166	4,139,776
		_		

During the year, there were no transfers between instruments in level 1 and level 2.

The net asset value of Unit Trust Funds is generally determined by using the face value of deposits, deeming interest or similar income to accrue from day to day and taking the mid-market price where available (and where an electronic price fee utilised by the Unit Trust Fund Trustee for the purposes of calculating the value of quoted investments does not quote a mid-market price, the mid-market price shall be deemed not to be so available), and if not the last traded price of the quoted investments held by the Unit Trust Funds as at the close of business immediately prior to the time of valuation on the appropriate market.

在本年度,金融工具的公允值計量於第一層 級與第二層級之間並無轉換。

信託基金之資產淨值基本上是以存款之面值,是以利息或相似之收入按日計提,並以市場中間價格(如適用)計算(如當該信託基金是以計算投資價值為目的而使用電子價格,而且市場中間價格並無被引述,則該市場中間價格應被視為未能提供),如果不是在相關市場估值之前的業務結束時信託基金所持有的報價投資的最後交易價格。

## 18. HONG KONG FINANCIAL REPORTING STANDARDS ISSUED BUT NOT YET EFFECTIVE FOR THE YEAR

HKFRSs that have been issued but are not yet effective for the year include the following:-

	periods beginning on or after
HKFRS 16, Leases	1 January 2019
HKFRS 17, Insurance Contracts	1 January 2021
Amendments to HKFRS 3, Definition of a Business	1 January 2020
HK(IFRIC) – Int 23, Uncertainty over Income Tax Treatments	1 January 2019
Amendments to HKFRS 9, Prepayment Features with Negative Compensation	1 January 2019
Amendments to HKFRS 10 and HKAS 28, Sales or Contribution of Assets between an Investor and its Associate or Joint Venture	To be determined
Amendments to HKAS 1 and HKAS 8, Definition of Material	1 January 2020
Amendments to HKAS 19, Plan Amendment, Curtailment or Settlement	1 January 2019
Amendments to HKAS 28, Long-term Interests in Associates and Joint Ventures	1 January 2019
Amendments to HKFRSs, Annual Improvements to HKFRSs 2015 – 2017 Cycle	1 January 2019

The Academy has not early adopted these HKFRSs. Initial assessment has indicated that the adoption of these HKFRSs would not have a significant impact on the Academy's financial statements in the period of initial application. The Academy will be continuing with the assessment of the impact of these HKFRSs and other significant changes may be identified as a result.

#### 18. 已頒佈但於年內尚未生效的香港財務準則

於以下年度期間或以後生效
二零一九年一月一日
二零二一年一月一日
二零二零年一月一日
二零一九年一月一日
二零一九年一月一日
尚未釐定
二零二零年一月一日
二零一九年一月一日
二零一九年一月一日
二零一九年一月一日
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本學苑尚無提早採納該等香港財務報告準則。初步評估顯示採納該等香港財務報告準則不會對本學苑首次採納年度的財務報表產生重大影響。本學苑將繼續評估該等香港財務報告準則及其他就此識別的重大變動的影響。

#### 19. APPROVAL OF FINANCIAL STATEMENTS

These financial statements were authorised for issue by the Academy's Board of Directors on 5 December 2019.

#### 19. 通過財務報表

此等財務報表已於二零一九年十二月五日獲 本學苑董事局批准及授權刊發。

Effective for annual



## **Annual Report**

September 2018 to August 2019

## 年報

2018年9月至2019年8月

Prepared by

The Hong Kong Academy for Gifted Education

香港資優教育學苑

31 December 2019 2019 年 12 月 31 日



