



# VICTORIA SHANGHAI ACADEMY

滬江維多利亞學校











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## Message from Head of Academy 總校長的話



### **We offer you a warm welcome to Victoria Shanghai Academy!**

A dynamic community of some 2,000 Year 1 to 12 students, parents, faculty and staff working together in pursuit of academic and personal excellence. As a founding head of VSA, I remember well the vision and aspirations of the school when it was founded and I can see the enormous accomplishments that this school has made over that time in realising its vision. In recent years, our academic achievements have been world class. Our bilingual educational model is underpinned by the IB continuum of programmes ensuring that VSA graduates not only have a strong sense of their Chinese heritage but that they are equipped to meet future challenges with 21<sup>st</sup>-century learning skills and international perspectives.

A student-centred inquiry approach to teaching and learning is emphasised. Our students are seen as individuals, each with their particular strengths and unique abilities. VSA students are encouraged to translate their learning into action by putting into practice their interpretation of our school guiding statements: Value, Strive and Act.

Dr. Maggie Koong BBS, JP  
Head of Academy

### **我們熱烈歡迎您來到 滬江維多利亞學校！**

一個由2,000名1至12年級學生、家長、教職員組成的活力社區，共同努力追求學術和個人成就。作為VSA的創辦人，我深深感受到大家緊守學校成立之初的願景和抱負，並付諸行動及取得莫大成就。近年，我們的學術成就已達到世界級水平。我們的雙語教育模式以國際文憑課程為基礎，確保VSA畢業生不僅對中國傳統有了解，同時擁有國際視野及21世紀的學習技能以應對未來的挑戰。

我們的教學方法以學生為本，以培養學生的批判思考能力及國際思維為核心。我們致力幫助學生「明善、奮進、力行」，以實踐學校的使命。

孔美琪博士 BBS, JP  
總校長







Victoria Shanghai Academy (VSA) is a private independent, non-denominational, co-educational day school in Hong Kong established under the auspices of the Shanghai Victoria Education Foundation Limited, a registered charitable body.

In 1965, the Victoria Educational Organisation (VEO) was founded with the mission of providing a high standard bilingual education for Hong Kong children. For over fifty years, VEO has been well known for its excellence in academics, character building, and individual nurturing of young people. C.S. Victoria English Primary School was established by the VEO in 1984. It was then renamed as Victoria English Primary School (Causeway Bay), and relocated to Causeway Bay in 1999. In 2004, a subsidy was granted by the government for the construction cost of the campus at Shum Wan Road. The school was relocated to Shum Wan in 2007, and in 2012, the school became a member of the Council of International School (CIS).

At VSA, our mission is to develop passionate, healthy and accomplished bilingual learners who are globally engaged. The School provides over 2,000 students with quality IB education through the three programmes it offers - Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP). VSA emphasises a holistic education in a bilingual, inquiry-based learning environment. Our graduates not only embrace a strong sense of Chinese heritage and culture but are also equipped with 21st century learning skills and international perspectives. We will help our students VALUE themselves and others; STRIVE to be the best they can be; ACT to make a better world.

滬江維多利亞學校（VSA）是香港一間私立、獨立、無宗教男女日校，由註冊慈善團體滬港維多利亞教育基金會有限公司贊助成立。

1965年，維多利亞教育機構（VEO）本著為香港學童提供優質雙語教育的使命而成立。VEO在過去五十多年，以學術卓越、品格培養及青少年的個人素質能力而著名。VEO在1984年成立孔聖會維多利亞英文小學，其後於1999年遷往銅鑼灣及易名為維多利亞英文小學（銅鑼灣）。2004年，學校獲得政府撥款資助興建位於深灣道的新校舍，並於2007年遷入。2012年，學校成為國際學校理事會（CIS）的成員。

在VSA我們的使命是致力培養樂學進取、身心健康、學有所成的，擁有全球視野的雙語學習者。我們為超過2,000名學生提供優質雙語IB課程，包括小學項目（PYP）、中學項目（MYP）及預科項目（DP）。滬江維多利亞以探究式教與學作為整體教育核心，輔以雙語教育模式培養學生全面發展。我們的畢業生不僅對中國傳統及文化有了解，同時擁有國際視野及21世紀的學習技能。我們幫助學生學習珍視自我、尊重他人（明善）；追求卓越、成就自我（奮進）；實踐理想、服務世界（力行）。









## Faculty 教職員

VSA recruits highly qualified teachers who possess strong academic credentials and have proven experience teaching in international settings. There are over 190 faculty members, all of whom hold graduate degrees or specialised certificates. Teachers come from diverse nations that include Australia, Canada, Hong Kong, Mainland China, New Zealand, South Africa, the United Kingdom and the United States.

Teachers at VSA are well-supported in professional development and are all IB-trained. Our subject coordinators are experienced teachers. Throughout our staff, there are IB examiners, workshop leaders, school visitors, IB consultants and CIS accreditation team members who possess deep understanding of expectations for learners in the IB programmes.

VSA聘任的均為具備優秀學歷背景及豐富國際教育經驗的高質素教師。本校的190多名教師全都持有大學學位或專科證書。教師們來自不同國家，包括澳洲、加拿大、香港、中國大陸、紐西蘭、南非、英國、美國等。

VSA重視教師的專業發展，所有教師均已接受IB培訓。我們的學科主任皆是經驗豐富的教師。教師團隊當中亦包括對IB課程有極深入了解的IB主考人員、工作坊導師、IB學校視察員、IB顧問以及CIS認證評審團成員。



# Curriculum 課程

All three of the IB programmes that the School is authorised to offer develop young people holistically, nurture their ability to think and to inquire on their own through inspiring learning experiences. In Years 11 to 12, VSA students take the IB Diploma Programme, which is accepted by universities in Hong Kong and around the world for entrance, credit recognition and scholarships.

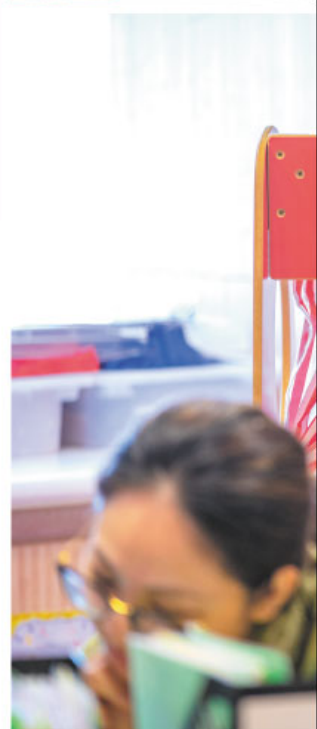
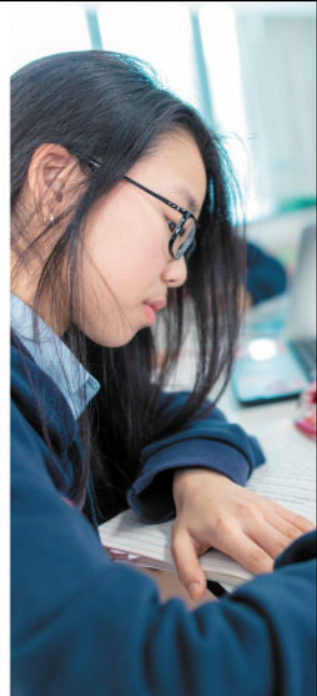
Main features of the IB programmes at VSA include:

- The integration of the best of international and local bilingual education to develop active learners and well-rounded individuals
- The development of fluency in both Chinese and English language
- The embracing of an international perspective and celebration of Chinese culture and heritage

本校獲授權開辦的三項國際文憑（IB）課程，皆以全面培養學生素質和思維能力及透過啟發性的學習經歷發展其自主探究能力為核心。VSA的學生在11-12年級會修讀獲香港及世界各地大學認可、獲學分豁免及獎學金申請的IB預科項目課程。

VSA IB課程的主要特點包括：

- 融匯國際及本地雙語教育精萃，以培育積極、主動及發展全面的學習者
- 培養學生出色的雙語（英文及普通話）能力
- 結合國際視野及對中國文化之傳承











# IB Primary Years Programme (Years 1 to 5)

## 國際文憑小學項目（一至五年級）



The Primary Years Programme at VSA, for students in Years 1 to 5 (aged 6-10), focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside.

### The Written Curriculum

A significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes. These themes relate to issues that have meaning for, and are important to, all of us. The programme offers a balance between learning about or through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary framework that allows students to "step up" beyond the confines of learning within subject areas:

- Who We Are
- How We Express Ourselves
- How We Organise Ourselves
- Where We Are in Place and Time
- How the World Works
- Sharing the Planet

### The Taught Curriculum

The six transdisciplinary themes help teachers to develop a programme of inquiry, in-depth investigations into important ideas, identified by the teachers, and requiring a high level of involvement on the part of the students.

### The Assessed Curriculum

Assessment is an important part of each unit of inquiry as it both enhances learning and provides opportunities for students to reflect on what they know, understand and can do. The teacher's feedback to the students provides the guidance, tools and the incentive for them to become more competent, more skillful and better at understanding how to learn.

([www.ibo.org](http://www.ibo.org) – The Primary Years Programme)

### The Exhibition

Under the guidance of teachers, Year 5 students carry out an extended, collaborative inquiry project, known as the Exhibition. It represents a significant event in the life of both the school and students, synthesizing essential elements of the programme and sharing them with the school community. It is an opportunity for students to exhibit the attributes of the learner profile that they have been developing throughout their engagement with the programme. It is a culminating experience marking the transition from the PYP to MYP.







國際文憑小學項目為一至五年級（6-10歲）的學生而設，課程重視學生的全面發展。他們不僅在課堂上學習，也將課室的學習與世界聯繫。

### 課程內容

國際文憑小學項目最顯著的特點是六個超學科的主題。這些主題是一些對我們有意義和重要的課題。課程讓學生超越學科的界限，以六個具全球意義的主題組成超學科架構：

- 我們是誰
- 我們如何表達自己
- 我們如何組織自己
- 我們身處甚麼時空
- 世界如何運作
- 共享地球

### 教學實踐

六個超學科主題幫助教師發展一個對重要概念作深入探究的課程。課程由教師確認，並透過學生積極參與完滿實踐。

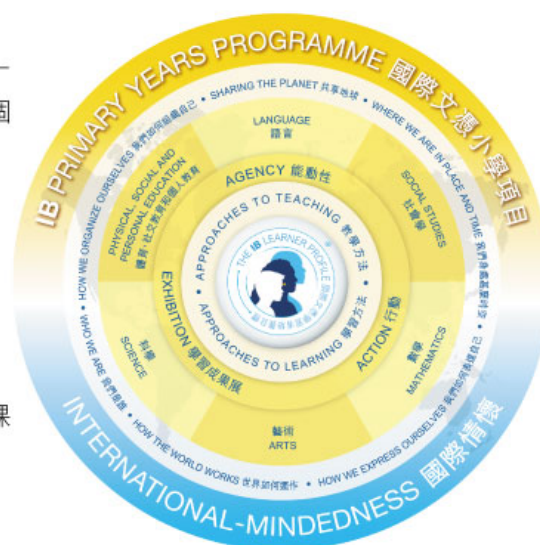
### 課程評估

學習評估對探究的每一部份都很重要，因為它不僅提升學習效能，還為學生提供機會去反映他們所知道的和能做的。教師給學生的反饋令他們得到指引、方法和鼓勵，讓他們變得更能幹、更有技能和更明白怎樣去學習。

([www.ibo.org](http://www.ibo.org) - 小學項目課程)

### 學習項目成果展

五年級的學生須在教師指導去進行一項延伸、協作的探究項目，稱為「學習項目成果展」。它結合了課程的基本要素，是學生在整個課程的學習中一個重要的里程碑。學習成果展提供了一個機會讓學生去展示他們在整個學習過程中所建立的「學習者培養目標」特質，見證了由小學項目過渡至中學項目學習體驗，並讓學生與學校社區分享其學習成果。





# IB Middle Years Programme (Years 6 to 10)

## 國際文憑中學項目 (六至十年級)

The Middle Years Programme, for students in Years 6 to 10 (aged 11-15), provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, becoming critical and reflective thinkers within an inquiry approach to teaching.

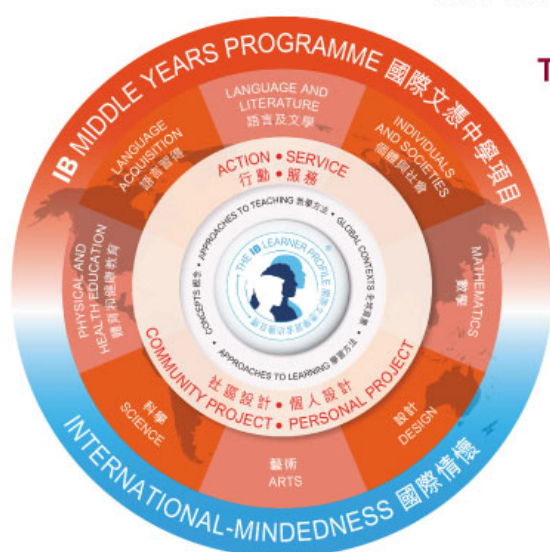
### The Written Curriculum

The most significant and distinctive aspect of MYP is the concept-based framework and inquiry-based learning within and across subjects. The MYP includes Approaches to Learning to assist in developing lifelong skills for students. Also, the programme is developed through the six global contexts. They are:

- Identities and Relationships
- Personal and Cultural Expression
- Globalisation and Sustainability
- Orientation in Space and Time
- Scientific and Technical Innovation
- Fairness and Development

### The Taught Curriculum

The programme consists of eight subject groups. Students are required to study Language and Literature (Chinese and English), Individual and Societies, Science, Mathematics, Arts, Physical Education and Design, and optional Language Acquisition in French or Spanish. In Year 10, students complete the Personal Project, which allows them to demonstrate the understandings and skills they have developed throughout the programme.



### The Assessed Curriculum

Assessment is criterion-related, so students around the world are measured against pre-specified criteria for each subject group. All MYP subjects are assessed using four criteria.

([www.ibo.org](http://www.ibo.org) – The Middle Years Programme)



國際文憑中學項目為六至十年級（11-15歲）學生提供一個富學術挑戰的課程，鼓勵學生融滙及理解傳統科目如何與現實世界接軌，成為具批判和反思能力的思考者。

### 課程內容

國際文憑中學項目最重要及最具特色的是它那基於探究和以概念為本的課程框架。中學項目包括了培育學生發展終身技能的學習方法。同時，這課程是通過六個全球背景來開展的。全球背景提供了學科內和跨學科的學習架構，它們分別是：

- 特徵／認同和關係
- 個人表達與文化表達
- 全球化和可持續發展
- 時空定位
- 科學與技術的創新
- 公平與發展

### 教學實踐

這個項目由八個科目組成。學生需修讀語言和文學（中文和英文）、個體與社會、科學、數學、藝術、體育和健康教育及設計，並可選修語言習得（法文或西班牙文）。學生需要在十年級時完成一項個人設計，以展示他們在整個項目所學會和所發展的技能。

### 課程評估

評核以準則為本的方式進行，世界各地的學生成果都按照各科目類別預先設定的準則來評分。所有中學項目科目都設有四個評估標準。

([www.ibo.org](http://www.ibo.org) - 中學項目課程)





# IB Diploma Programme (Years 11 & 12)

## 國際文憑預科項目（十一及十二年級）



The Diploma Programme is for students in Years 11 to 12 (aged 16-18). It is an academically challenging and balanced, two-year programme, culminating in external examinations at the end of the programme.

### The Written Curriculum

DP students study six courses, three at higher level and three at standard level. Students must

choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 2, 3 or 4.

In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding.

1. **Creativity, Activity, Service (CAS)** requires that students actively learn from the experience of doing real tasks beyond the classroom, such as volunteer work, learning a new skill or developing an existing skill.
2. **The Extended Essay (EE)** is a requirement for students to engage in independent research through an in-depth study of a question relating a subject of interest to them; usually this is related to one of the subjects they are studying in the Diploma.

國際文憑預科項目為十一至十二年級（16-18歲）學生而設，是一個富學術挑戰又均衡，附設期終試的兩年制課程。

### 課程內容

國際文憑預科項目學生需要選修六個學科，當中包括三科高等及三科標準科目。學生必須在每個類別（一至五）各選修一科，以確保在語言、社會研究、實驗科學和數學獲得廣而寬的學習體驗。第六科可從第六類別選修藝術科或在第二、三或四科類別中多選一科。

此外，這個項目還包括三個核心要求以拓闊學習經驗及促使學生運用個人的知識和理解。這三個核心部份

鼓勵學生參與富創意及以服務為本的活動，同時著重個人及學術反思。

1. **創造、行動與服務（CAS）** 要求學生走出課室，積極地從實習中獲取經驗，例如通過義務工作學習新技能或增進已有技能。
2. **拓展論文（EE）** 要求學生進行獨立研究，深入地探究一個學生感興趣的課題。該課題通常是與學生選修的其中一科有關。
3. **知識理論（TOK）** 是一個鼓勵學生對知識來源反思的課程。學生要批判性考查不同的主題（例如，知識與認知、知識與技術、知識與語言）和不同的知識領域（自然科學、數學、人文科學、藝術和歷史）。



3. **Theory of Knowledge (TOK)** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different themes (for example, Knowledge and the Knower, Knowledge and Technology, and Knowledge and Language), and different areas of knowledge (natural sciences, mathematics, human sciences, the arts, and history).

### The Taught Curriculum

The three core requirements of the Diploma Programme are reinforced throughout each subject's syllabus and are used to inform the delivery of the curriculum. Published subject guides, subject reports, and stated learning

outcomes, all provided by the IB, are used by teachers to plan units of study that ensure success in both internal and external assessments.

### The Assessed Curriculum

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. The International Baccalaureate assesses student work as direct evidence of achievement against the stated goals of each Diploma course.

([www.ibo.org](http://www.ibo.org) – The Diploma Programme)



### 教學實踐

國際文憑組織預科項目的三項核心要求都滲透在課程大綱的每一個科目，並互相扣連。富經驗的教師們會以國際文憑組織提供的出版科目書冊、科目報告、學習成績概況等資源策劃合適的課程，以確保學生在校內外的評核皆能取得佳績。

### 課程評估

學生在項目終期須接受一個由國際文憑組織校外考試官評分的筆試。學生必須先完成校內的評核作業，由校內教師評分，再由校外評審員作審核或直接送交校外考官評分。國際文憑組織為各學科定下學習目標，直接以作業評估學生的能力。

([www.ibo.org](http://www.ibo.org) - 預科項目課程)



## DP Graduates' Achievements and University Placements 畢業生成績及大學錄取概況

Since its first DP graduating cohort in 2009, VSA's profile among universities worldwide has grown exponentially. This is largely in part of the successful graduating classes and the way the School is seen as a serious contender for producing high quality and well-rounded students. In 2021, VSA achieved a record high of 3 students named perfect IB scorers of 45 points and has accumulated 13 perfect scorers in IB Diploma since its establishment.

Our graduates receive offers from prestigious universities all over the world including Stanford University, University of Oxford and University of Cambridge. Other top universities include the UK Russell Group University (with 24 member Universities), University of Toronto, University of British Columbia and McGill University in Canada, Boston University, Duke University, New York University, UC Berkeley, UCLA, University of Southern California and Northwestern in the US, University of Melbourne, University of Sydney and UNSW in Australia, as well as all Hong Kong universities.

The University Counselling Office (UCO) guides VSA students on to a variety of higher education institutes that are befitting of their ability and potential both academically and socially. Maintaining a strong network with the higher education community, UCO provides students and parents with advice and assistance on their selection of IB DP course and university programme at an early stage. University Fairs, workshops and talks, alumni sharing sessions, school visits, as well as mock interviews are conducted throughout the year for students. The UCO team also values the home-school partnership and runs a number of sessions throughout the year particularly for parents, to help them in their support for students at home.







VSA自2009年誕生首屆預科畢業生後，在短短數年間已逐漸在全球大學間得到認同。這是畢業生努力的成果，也是我們着重培養高質素及全面人材的佐證。於2021年,VSA創紀錄誕生3名狀元考獲45分及自建校以來共誕生13位IB狀元，奠定我們成為香港頂尖的IB學校之一。

VSA畢業生成績優秀，每年均獲世界各地頂級大學取錄，包括史丹福大學、牛津及劍橋大學。其他畢業生入讀的頂尖大學包括英國羅素集團大學（24間成員大學）、加拿大的多倫多大學、不列顛哥倫比亞大學和麥吉爾大學、美國的波士頓大學、杜克大學、紐約大學、加州大學柏克萊分校、加州大學洛杉磯分校、南加州大學、西北大學、澳洲的墨爾本大學、悉尼大學和新南威爾士大學，當中亦包括香港各大院校。

本校的升學輔導事務處（UCO）為所有學生尋找在學術及生活上最適合自己的大學課程。UCO積極與國際的高等學府建立網絡，於學生及家長在選擇IB預科項目課程及大學申請過程中提供資料、指導和支援。UCO每年定期舉行院校晚會、工作坊、講座、舊生分享會、安排院校代表到訪學校、及協助模擬入學面試等。團隊非常重視家校合作關係，為家長舉辦不同類型的講座，以幫助他們在家中為學生提供支持。

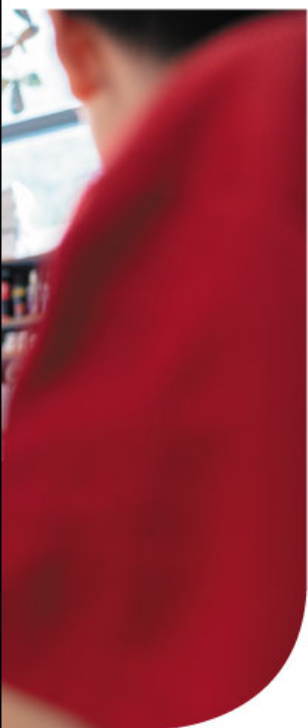








## Scholarships 獎學金



VSA aims to inspire and support every student to be happy, healthy and accomplished. The VSA scholarship programme aims to promote our vision to ensure students strive to reach their personal and academic potential whilst promoting international-mindedness and a love for Chinese culture and heritage within a strong bilingual foundation.

The various scholarship initiatives aim to recognise VSA students who have excelled in academics, leadership, sports, service, visual arts and performing arts. VSA reserves funds annually to be granted to current and prospective students, who:

- Demonstrate evidence of outstanding academic performance and/or
- Fulfil the specific criteria of a particular award
- Positively participate in co-curricular activities
- Demonstrate a willingness to serve the School and the outside community
- Always uphold the vision and philosophy of the School

VSA致力啟發及支援每位學生成為愉快、健康及學有所成的學習者。透過獎學金計劃，我們鼓勵學生追求學術及個人卓越，並以鞏固的雙語根基去促進其國際思維及對中國傳統文化的熱愛，達至我校願景。

VSA設有多個獎學金以表揚同學們在學校不同範疇的卓越成績，例如：卓越學術表現、領導才能、體育、服務、視覺藝術及表演藝術等範疇。VSA每年均會撥款作獎學金用途。符合以下條件的本校及外校生均有機會獲獎：

- 學術成績表現優異
- 符合個別獎學金的要求
- 積極參與課外活動
- 熱心服務學校及社群
- 持守本校願景及理念





# Creativity, Activity, Service (CAS) 創造、行動與服務 (CAS)

At VSA, students organise and participate in a wide range of activities, both locally and globally, through which they develop a greater sense of international mindedness and social responsibility.

## **Primary Years Programme – Action**

An important aspect of the PYP is student-initiated action. Students are encouraged to reflect, make informed choices and take action that will help their peers and the wider community. As well as modifying individual attitudes and behaviour, students support local and overseas charities by fundraising and participating in community service.

## **Middle Years Programme – Service As Action**

The MYP curriculum is designed “to help students find a sense of belonging in the ever-changing and increasingly interrelated world around them and to foster a positive attitude to learning”, with “service as action” as a main focus.

At VSA “service as action” is used interchangeably with “community engagement”. Through community engagement, students become “globally conscious individuals” characterized with IB learner profile and equipped with good ATL skills, while committing themselves to long-term and sustainable service work as well as being involved in something creative and active.

## **Diploma Programme – Creativity, Activity & Service**

CAS is part of the IB Core programme for DP, along with Extended Essay and Theory of Knowledge. All DP students are expected to complete their CAS requirements in order to graduate. Students plan and lead a wide range of creative pursuits, physical activities and community service projects that are meant to align with their interests and passions, enhance their learning and help them engage with the local and global community. Through the CAS programme, students develop qualities and skills such as greater self-awareness, collaboration, empathy, reflectiveness and perseverance.





VSA的學生分別組織和參與不同類型的本地及境外活動，使他們能夠擴闊國際視野和增強社會責任意識。

### 小學項目：行動

小學項目的重要範疇就是要學生主導行動。學生需要透過反思，作出明智的選擇和採取行動以幫助同儕及廣泛的社區。除了修正個人的態度和行為，學生亦透過籌款和參與社會服務去支持本地或海外的慈善團體。

### 中學項目：服務即行動

中學項目旨在幫助學生在日新月異和日漸相連的世界建立歸屬感，及培養正面的學習態度，並以「服務即行動」為課程核心之一。

在VSA，「服務即行動」等同「社區參與」。透過積極並持之以恆及以創新的方式參與社區服務，學生能擴展國際視野及培養知識學習法。

### 預科項目：創造、行動與服務

創造、行動與服務（CAS）計劃與專題研究論文和知識理論一起是預科項目核心課程的一部分，所有 DP 學生必須參與並完成其畢業要求。學生負責設計和領導一系列具創意追求、體力活動和社區服務的項目。透過CAS計劃，學生可以培養個人素質和技能，例如更強的自我醒悟力、協作和鍥而不捨的精神，推動個人和社會一同進步。







# Co-curricular Activities

## 課外活動





Our co-curricular activities are based on the CAS core principles of the IB programme. At VSA, there are ample co-curricular opportunities for students across a spectrum of artistic, scientific, sports and cultural disciplines throughout the academic year.

The School provides a platform for students to develop and showcase their artistic talents through annual exhibitions and performances, such as Christmas and Chinese New Year shows, whole school musicals, Visual Arts Week and exhibitions. Co-curricular activities such as Campus TV and film clubs, Chinese cultural and music programmes, robotics and coding clubs, music ensembles and stage management clubs are also available for students to harness their creativity.

Students have tremendous opportunities to participate in a wide range of sports, such as football and rugby, volleyball and netball, tennis

我們的課外活動以IB課程的創造、行動與服務（CAS）為核心原則。VSA在整個學年都會提供大量機會給學生參與藝術、科學、體育和文化等活動。

VSA定期舉辦展覽及表演活動，包括：聖誕及新年表演、音樂劇、視覺藝術週及各式藝術展覽等，以培養學生對藝術的喜好，並讓他們發揮藝術天賦。同時，同學亦可參加一系列啟發創意和想像力的課外活動，包括校園電視、電影學會、中國文化及音樂計劃、機械及編碼學會、音樂及舞台管理學會等。

VSA的學生可參與各式各樣的體育活動，包括：足球、欖球、排球、籃網球、網球、羽毛球、曲棍球和劍擊

and badminton, ball hockey, and fencing. The School participates in competitions organised by HKSSF (Hong Kong Schools Sports Federation) and ISSFHK (International Schools Sports Federation of Hong Kong), as well as other major competitions in and outside Hong Kong.

Students also have the opportunity to participate in a wide range of service which broaden their experience and help them to develop as internationally-minded individuals while serving the school and the wider community. These opportunities include AnimalsAsia Club, Global Issues Club, Masarang Club, UNICEF Club, Terry Fox Run Organising Committee, The Victorian (student-run newspaper), and collaborations with different local charities.

To foster a sense of belonging beyond the classrooms and promote peer group relations, students are allocated to each of the four Houses “Amazon”, “Danube”, “Nile” and “Yangtze”.

等。我們參與香港學界體育聯會（HKSSF）和國際學校體育總會（ISSFHK）舉辦的校際比賽，以及其他本港和海外大型賽事。

除此以外，我們更為學生提供機會服務學校及社區，讓他們從少累積服務經驗，並發展成具國際思維的人，這些機會包括：亞洲動物基金學會、環球時事學會、青山綠水學會、UNICEF學會、Terry Fox Run籌委會、“The Victorian”學生報刊、以及不同本地慈善工作。

為了促進學生在課堂以外的歸屬感及增進同儕關係，所有學生被編配到四社的其中一社：亞馬遜河、多瑙河、尼羅河和揚子江。





### **Digital Literacy**

Technology provides us with valuable opportunities to enhance student learning and teaching effectiveness. Digital literacy encompasses the use of a wide range of digital tools, media and learning environment to provide opportunities for the transformation of teaching and learning, enabling students to investigate, create, communicate, collaborate, organize and be responsible digital citizens while navigating their own learning. Through the effective use of technology, learners develop and apply strategies for critical and creative thinking, engage in inquiry, make connections, and apply new understandings and skills in different contexts. VSA students take part in a Digital Citizenship programme to equip them with the necessary skills and attitudes to help them become responsible and productive global citizens.

Features of our digital literacy programme include:

- Just in time connection through wireless internet access and a high ratio of iPads, desktops and laptops in every classroom
- 1 to 1 MacBook Programme in MYP & DP
- Digital literacy coaches who work with students and staff in classrooms and the ICT Hub
- Technology to capture, explore, reflect and assess learning at VSA
- Digital portfolios that evidence learning and understanding

### **Design Thinking**

Design Thinking equips individuals to solve complex problems and build innovative solutions through developing revolutionary ways of thinking. VSA is at the forefront of incorporating Design Thinking into the curriculum from Year 1 upwards training students as young as age 6 to think as designers and problem solvers and equip them to become future leaders.

Using the Design Thinking process, we emphasise with users, defined their needs and problems, ideated (challenged assumptions and created ideas for innovative solutions, prototyped and tested their solutions).

### **Information Literacy**

At VSA the school libraries are central to learning and play a key role as places for encouraging passion, innovation, curiosity, and problem solving. Our skilled library staff work in partnership with teachers and students to develop key research skills that they will use in their units of inquiry and major pieces of work including the PYP Exhibition, MYP personal project and the DP extended essay. At VSA we are committed to bilingualism and we have a large collection of more than 100,000 items including English and Chinese fiction and non-fiction books, journal subscriptions, databases, periodicals, magazines and multimedia tools. The library's online catalogue and e-resources are available to students anytime via our school portal system. Our school libraries are an important part of school life and reflect and welcome the whole VSA community.





## 數碼能力

科技能提升學生學習和教師教學的效率。VSA引入一系列數碼工具、媒體和平台，為學與教開拓更多可能。學生在整個課程中利用資訊科技進行探究、創新、溝通、協作和組織，同時學習成為盡責的數碼公民。學生善用科技進行學習，發展出批判思維和創意思考的能力、進行探究、作出聯繫，並將知識及技能廣泛應用出來。VSA學生均須接受數碼公民課，以確保他們掌握所需技能及正確態度，成為一個盡責並有貢獻的世界公民。

VSA數碼及資訊科技課程的特色如下：

- 每個課室均備有足夠的桌面電腦、手提電腦或平板電腦，配以無線上網供學生使用
- 中學及預科項目推行一對一MacBook計劃
- 設有數碼能力指導老師，於課室及電腦室內協助學生及教師們有效使用電腦
- 以科技記錄、探索、反思及評估校內教學
- 以電子學習檔案展示學生的學習進度及對學科的理解

## 設計思維

設計思維是一種以人為本的思考模式，倡導以創新思維有系統、依據地解決問題。滬江維多利亞學校(VSA)作為一所香港國際文憑學校，將設計思維全面融入小學校本課程，培養學生自幼學會投入設計師的角色思考，積極、創新地解決問題，成為未來領導者。

使用設計思維過程中，我們強調與使用者，定義他們的需求和問題，構思（挑戰假設，並創建創新解決方案的想，原型和測試他們的解決方案），讓學生能獨立、創新地解決問題。

## 資訊能力

VSA的中小學圖書館為教學活動的核心，啟發學生的學習熱誠、創新、好奇心及解難的能力。圖書館職員與各學科的老師會時常進行學科協作教學，並與學生緊密合作，授予研究技能，並將技巧應用在各探究單元、個人項目和拓展論文上。我們亦致力貫徹雙語學習制度，為此，圖書館備有超過十萬本藏書，當中包括中英文小說及非小說類書籍、期刊、數據庫、大量的雜誌和多媒體工具。我們鼓勵學生多加善用不同資源，豐富自己的學習。



## Guidance, Care and Support 輔導、關顧及支援



VSA values all students and supports them in their journey through primary and adolescent years; helping them become globally-minded people who are ready for college and the world of work. Every individual has their own path and, as such, different levels of support may be helpful as our students progress through their years at VSA. We also support our families through parent seminars, webinars, and working closely together with them in support of our students. VSA's Student Support Services are there to provide social-emotional support, learning support and learning enhancement, as well as extensive careers and university counselling throughout secondary school, so that each student at VSA has every opportunity to thrive and be the best they can be.

VSA珍視所有學生，致力培養他們成為樂學進取、身心健康、學有所成的，擁有全球視野的雙語學習者，裝備他們以應付日後的大學及社會生活。我們與家長緊密聯繫，通過家長研討會、網絡研討會，為學生提供全面支援。VSA學生支援團隊為學生提供輔導及關顧、學習及語文支援、廣泛的升學及就業諮詢，確保學生能全面融入課程，讓他們盡展所能。





# Parental Engagement

## 家長參與



There are numerous opportunities for parental involvement in School through:

- Coffee Mornings
- Learning Journeys
- Parent-Teacher-Student Conferences
- Learning Progress Reports
- Curriculum Information Days
- Parents' Orientation Meetings
- Parent Workshops
- Virtual Learning Environment

The Parent-Teacher-Associations (PTA) of the Primary and Secondary Sections were established to strengthen the liaison between parents and teachers. The PTAs play an important role in supporting parents who are new to the School and to the learning programme by organising various activities for parents and students.

學校提供不同渠道，讓家長參與學生的學習，包括：

- 咖啡早聚
- 學習歷程
- 家長、教師、學生會議
- 學習進度報告表
- 課程資訊日
- 家長迎新會
- 家長工作坊
- 虛擬學習環境



小學部和中學部均成立了家長教師會，以促進家長和教師之間的聯繫。他們透過組織各類型的活動，支援新生及家長逐步認識學校及學習課程。





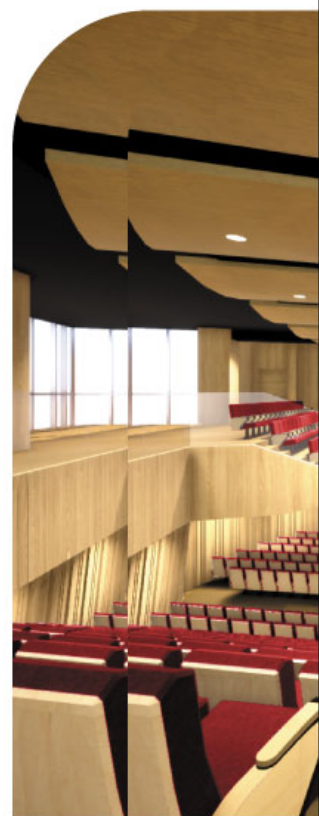
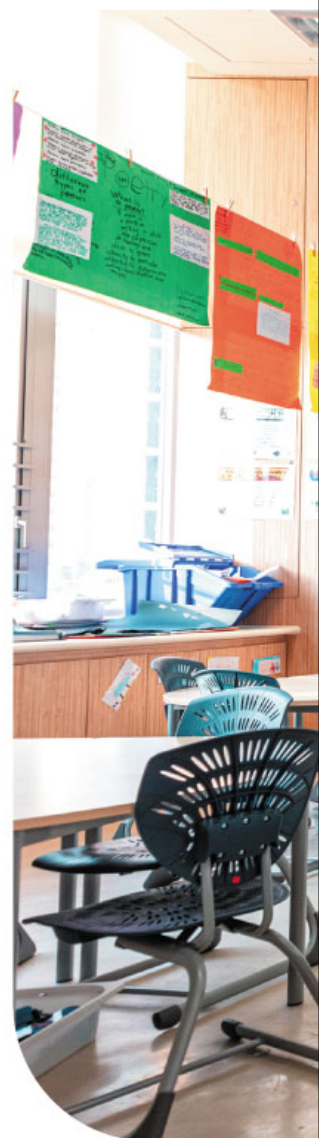
## Facilities 設施

VSA has a state-of-the-art campus on a site of 400,000 square feet in area, conveniently located at Shum Wan overlooking Aberdeen Harbour. Facilities on the campus include purpose-built, well-furnished classrooms, science laboratories, humanities room, and language rooms. Our art floor houses the auditorium, orchestra and choir practice rooms, art, dance and drama studios, campus TV room, and fully-equipped design and technology room. We boast a spacious multi-purpose school hall and an outdoor amphitheater. There are ample sports facilities, such as indoor heated swimming pool, ball courts, soccer pitch, and gymnasium. The primary and secondary libraries are situated in an independent block on the campus, providing an ideal learning environment with technology resources and large collection of books.

VSA is committed to providing a high-quality learning environment to give students the best opportunities to excel. By Fall 2021, VSA will be unveiling a 420 million dollar development which will provide nearly 100,000 sq. ft. of extra learning space with Performing Arts Centre, over 30 multi-purpose rooms, an indoor and outdoor sports ground and more for providing the best support of the balanced and holistic learning environment for our students.

VSA的先進校園佔地四十萬平方呎，位處交通便利的深灣，眺望香港仔海港。校園設施包括具特定用途及設備優良的課室、科學實驗室、人文學科課室和語言學習室。藝術層設有演講廳、管弦樂隊及合唱團練習室、藝術、舞蹈及話劇工作室、校園電視室和設施齊全的設計及科技室。學校設多用途禮堂及露天劇場，同時亦提供充足的體育設施，如室內恆溫泳池、球場、足球場及體育館。小學部和中學部圖書館位處校園內的獨立大樓，提供理想的學習環境，並附設一流的科技資源及大量藏書。

滬江維多利亞學校致力提供優質的學習環境，讓學生盡展才能。VSA校園擴建計劃將於2021年下旬完成，此4.2億元的项目將提供額外近100,000平方呎的學習空間，具備不同的多機能場地，包括表演藝術中心、超過30個多功能室、室內及戶外的運動場等，支援項目課程內的均衡及全人學習，為學生提供更優質的學習環境。



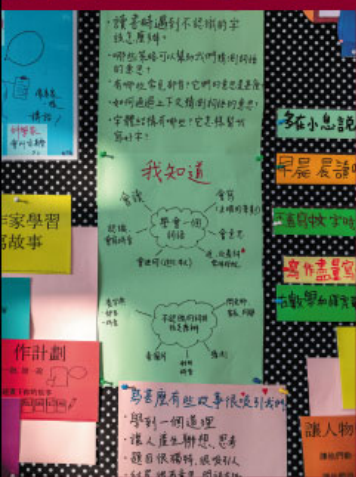
















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