

**University Accountability Agreement (UAA)**  
**Institution-specific Key Performance Indicators (KPIs) (as at June 2019)**  
**Hong Kong Baptist University (HKBU)**

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**Domain 1: The quality of the student experience of teaching and learning**

**KPI 1 Undergraduates' assessment of teacher effectiveness and undergraduates' improvement in academic abilities, language proficiencies and whole-person growth**

**Table D1.1(a) University overall average score on the overall teacher effectiveness in the Course Feedback Questionnaire**

<b>Year</b>	<b>Overall teacher effectiveness: University overall average score (undergraduate) (on 5-point scale)</b>
2014/15	4.33
2015/16	4.36
2016/17	4.36
2017/18	4.38

**Table D1.1(b) Total average scaled score attained by undergraduate (UG) students in the Educational Testing Service (ETS) Proficiency Profile**

<b>UG intake cohort</b>	<b>Total average scaled score of UG students in ETS Proficiency Profile by year of study (out of maximum score of 500)</b>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
2012/13 – 2014/15	434.8	437.7	439.4	444.1

*Note: The ETS Proficiency Profile, focusing on assessing the reading, writing, critical thinking and mathematical abilities of UG students, was developed in the US and has been adopted in many North American tertiary institutions. The adoption of ETS is useful in benchmarking HKBU students' achievement with those from North America. Hence, HKBU piloted with the full version (3-hour duration) on UG students on a voluntary basis in 2011/12. A shorter 45-minute version was adopted since 2017/18 to promote greater participation by UG students.*

**Domain 1: The quality of the student experience of teaching and learning****KPI 1 Undergraduates' assessment of teacher effectiveness and undergraduates' improvement in academic abilities, language proficiencies and whole-person growth (cont'd)****Table D1.1(c) Students' results in Putonghua Shuiping Ceshi (PSC)**  
(Putonghua proficiency test)

Year	Total no. of students taking PSC	Students with Third Class A or above in PSC	
		No.	As % of total
2014/15	139	120	86%
2015/16	152	136	89%
2016/17	143	133	93%
2017/18	150	134	89%

- Notes:*
1. Data are based on the results of HKBU students who took the PSC at the HKBU Putonghua Training and Testing Centre.
  2. Students achieving 70% correct answers are graded as Third Class A.
  3. PSC is optional for students. The passing rate of the required Putonghua course exceeds 99% every year.

**Table D1.1(d) Average score attained by UG students by 6 selected factors from 15 factors analysed from the Whole Person Development Inventory (WPDI)**  
(demonstrating the longitudinal whole-person growth of students by cohorts)

WPDI factor	No. of UG cohorts with improvement comparing final to first years (out of 4 complete cohorts 2012/13 – 2014/15*)	Overall average score of UG cohorts (on a scale of 6)	Average score improvement rate (%) (comparing final to first years)
Career preparation	2	3.97	< 1%
Civic responsibility	4	3.95	4%
Cultural engagement	4	4.30	4%
Intellectual capacity	3	4.33	1%
Leadership	2	4.04	1%
Moral commitment	2	4.87	< 1%

- Notes:*
1. The WPDI is adopted to monitor undergraduates' improvement in whole-person growth. The WPDI is the first psychological assessment tool developed to measure whole development of university students with Chinese ethnicity. The WPDI has 111 items and the factor analysis yielded 15 factors that are grouped into six domains, i.e., intellectual, physical, professional, psychological, social and spiritual development.
  2. \* There were a 3-year and a 4-year cohort in 2012/13.

**Domain 1: The quality of the student experience of teaching and learning****KPI 2 Undergraduates' involvement in outside classroom co- and extracurricular learning****Table D1.2(a) No. of outside classroom co- and extracurricular activities with UG participants**

Activity location	2014/15			2015/16			2016/17			2017/18		
	HK	Outside HK	All	HK	Outside HK	All	HK	Outside HK	All	HK	Outside HK	All
Co-curricular activities	971	100	<b>1,071</b>	999	117	<b>1,116</b>	1,091	148	<b>1,239</b>	1,594	194	<b>1,788</b>
Extracurricular activities	33	6	<b>39</b>	41	13	<b>54</b>	41	24	<b>65</b>	2	2	<b>4</b>
<b>Total no. of activities</b>	<b>1,004</b>	<b>106</b>	<b>1,110</b>	<b>1,040</b>	<b>130</b>	<b>1,170</b>	<b>1,132</b>	<b>172</b>	<b>1,304</b>	<b>1,596</b>	<b>196</b>	<b>1,792</b>

**Table D1.2(b) No. of UG student participation in outside classroom co- and extracurricular activities**

Activity location	2014/15			2015/16			2016/17			2017/18		
	HK	Outside HK	All	HK	Outside HK	All	HK	Outside HK	All	HK	Outside HK	All
Co-curricular activities	71,382	1,519	<b>72,901</b>	75,493	1,619	<b>77,112</b>	75,284	1,818	<b>77,102</b>	71,933	1,456	<b>73,389</b>
Extracurricular activities	896	82	<b>978</b>	1,604	156	<b>1,760</b>	1,327	117	<b>1,444</b>	34	28	<b>62</b>
<b>Total no. of UG student participation</b>	<b>72,278</b>	<b>1,601</b>	<b>73,879</b>	<b>77,097</b>	<b>1,775</b>	<b>78,872</b>	<b>76,611</b>	<b>1,935</b>	<b>78,546</b>	<b>71,967</b>	<b>1,484</b>	<b>73,451</b>

**Domain 1: The quality of the student experience of teaching and learning****KPI 3 Use of e-Learning****Table D1.3 No. of courses using e-Learning platforms**

<b>Year</b>	<b>No. of courses using e-Learning platforms (including online co-teaching with overseas partners)</b>
2014/15	3,936
2015/16	4,268
2016/17	3,530
2017/18	3,574

*Notes:*

1. *Two Learning Management Systems (LMS), Moodle and Blackboard, were used before 2017/18. Starting in 2017/18, Moodle is adopted as a single LMS in the University.*
2. *In addition to Moodle and Blackboard, other e-Learning platforms include Google Classroom, Panopto, Kahoot, U Reply, Echo360, FutureLearn and so on.*
3. *Courses at undergraduate and postgraduate levels are included.*
4. *The number of courses does not include the use of Qualtrics.*

**Domain 1: The quality of the student experience of teaching and learning****KPI 4 External teaching development grants and recognition received by teachers****Table D1.4(a) External teaching development grants received by teachers**

UGC Funding Scheme for Teaching and Learning Related Proposals	Total UGC funding	HKBU awarded portion		Corresponding no. of awarded projects with HKBU investigators (both lead and partners)	Corresponding no. of HKBU teachers involved in awarded projects*
		Amount	as % of total UGC funding		
2012-15 triennium	\$86.59M	\$13.49M	15.6%	14	43
2016-19 triennium	\$255.74M	\$41.64M	16.3%	26	86

*Note:* \* Counted in terms of the number of HKBU teachers per awarded project. There may be cases that the same teachers are counted more than once if they participate in more than one awarded project.

**Table D1.4(b) External recognition in teaching received by teachers**

Year	No. of external recognition (prize/award/finalist/shortlist)	No. of HKBU teachers involved*
2015/16	6	15
2016/17	7	16
2017/18	15	17

*Notes:*

1. The external recognition include awards such as Reimagine Education, Asian Core Programme Lectureship Award, European Conference on e-Learning by Academic Conferences and Publishing Limited.
2. \* The number of HKBU teachers involved is counted per recognition. The same teacher may be counted more than once if he/she is involved in more than one recognition.

**Table D1.4(c) Certified Membership of Association for Learning Technology and Higher Education Academy Fellowship received by teachers**

Year	Name of membership/fellowship	No. of HKBU teachers involved
2017/18	Certified Membership of Association for Learning Technology (CMALT)	2
	Higher Education Academy (HEA) Fellowship	5

*Note:* Data were collected as from 2017/18.

**Domain 2: The quality of research performance and of research postgraduate experience**

**KPI 1 Research grants**

**Table D2.1** No. of new and ongoing projects funded by external competitive research grants by broad-based disciplines (science and non-science)

Year	Science	Non-science	Total
2014/15	325	192	<b>517</b>
2015/16	368	216	<b>584</b>
2016/17	396	243	<b>639</b>
2017/18	412	250	<b>662</b>

**KPI 2 Research impact and recognition**

**Table D2.2(a)** Field-weighted Citation Index (SCOPUS database) and Category Normalized Citation Impact (WoS database)

Year	HKBU Field-weighted Citation Impact (SCOPUS)	HKBU Category Normalized Citation Impact (Web of Science)
2014	1.32	1.37
2015	1.40	1.39
2016	1.35	1.50
2017	1.23	1.30

*Note: The Field-weighted Citation Impact (FWCI) and the Category Normalized Citation Impact (CNCI) are indicators of impact; irrespective of age, and subject focus of document type. A value of 1 represents performance at par with the global average. Values higher than 1 are considered above average and values below 1 are considered below average. FWCI's calculation is based on the SCOPUS database and CNCI, the Web of Science database.*



**Domain 2: The quality of research performance and of research postgraduate experience**

**KPI 2 Research impact and recognition (cont'd)**

**Table D2.2(b) Research output per academic staff**

Year	No. of refereed research output	No. of all research output	No. of academic staff	No. of refereed research output per academic staff	No. of all research output per academic staff
2014/15	824.6	1215.4	414	2.0	2.9
2015/16	860.6	1261.4	423	2.0	3.0
2016/17	848.1	1299.3	414	2.0	3.1
2017/18	825.7	1193.4	415	2.0	2.9

*Notes:*

1. Data are based on the annual Common Data Collection Format (CDCF) research output reported to the UGC. The 2017/18 data are revised to include recent updates after CDCF submission to the UGC.
2. Academic staff refer to staff grades of Professor, Associate Professor, Assistant Professor and Research Assistant Professor.

**Table D2.2(c) High performing subjects benchmarked in Essential Science Indicators (ESI) top 1%**

<b>HKBU subjects benchmarked in ESI top 1%</b> (updated as of May 2019 covering about 10 years from 2009 to 2019)
Agricultural Sciences
Chemistry
Clinical Medicine
Computer Science
Economics & Business
Engineering
Environment/Ecology
Materials Science
Mathematics
Pharmacology & Toxicology
Plant & Animal Science
Social Sciences, General

*Note: Built on the foundation of Web of Science with science trend statistics drawn from more than 12 million articles in more than 12,000 journals from around the world, the ESI database provides a tool to analyse and benchmark research performance. There are 22 specific fields of research classified in ESI database.*

**Domain 2: The quality of research performance and of research postgraduate experience**

**KPI 3 Research postgraduate (RPg) experience**

**Table D2.3(a) PhD students with overseas learning experience**

Year	No. of PhD students* with overseas research experience	Total no. of PhD students*	% of PhD students* with overseas research experience
2014/15	71	85	83.5%
2015/16	61	82	74.4%
2016/17	78	97	80.4%
2017/18	67	80	83.8%

\* Refers to PhD students at completion

**Table D2.3(b) PhD students with oral / poster presentation in at least one reputable international conference / workshop during their postgraduate study period**

Year	No. of PhD students* with overseas oral/poster presentation	Total no. of PhD students*	% of PhD students* with overseas oral/poster presentation
2014/15	3	85	3.5%
2015/16	10	82	12.2%
2016/17	26	97	26.8%
2017/18	38	80	47.5%

\* Refers to PhD students at completion

**Domain 2: The quality of research performance and of research postgraduate experience**

**KPI 4 Development of three multidisciplinary high-impact research clusters on:**

- (a) Creative Media / Practice;
- (b) Health and Drug Discovery; and
- (c) Data Analytics and Artificial Intelligence in X (where X denotes applications such as Data-Journalism, Data-healthcare, and Data-literature).

**Table D2.4(a) Descriptive profiles of the three multidisciplinary high-impact research clusters**

- (i) **The research cluster “Creative Media/Practice” (CMP)**  
Aims to invent the future of visual arts, music, screen arts and storytelling and to explore how art and culture can transform society in substantial and positive ways. It exemplifies HKBU’s commitment to create the best conditions for generating ground-breaking research, transmitting new knowledge through teaching, and translating research findings into practical use for the society through knowledge transfer. The research findings will be widely shared and disseminated through publications, performances, installations, exhibitions, films and documentary screenings, and educational programmes.
- (ii) **The research cluster “Health and Drug Discovery” (HDD)**  
“The HDD Chinese Medicine-inspired Translational Research” addresses the grand challenges of aging diseases from a global perspective. It incorporates frontier sciences in the therapeutic wisdom of Chinese medicine for treatment, prevention, and recovery of neurodegenerative and joint-bone diseases through three defined research themes: (a) technological advancement, (b) disease modelling, and (c) healthy active living. A multidisciplinary approach using integrated analysis in phenomics, chemical biology, and therapy is breaking new ground.
- (iii) **The research cluster “Data Analytics and Artificial Intelligence” (DAAI)**  
Aims to solve real-world problems in domains such as data-journalism, data-healthcare, data-literature and digital humanities using robust, safe and advanced artificial intelligence algorithms. The cluster conducts high-impact interdisciplinary research, and focuses on three themes, namely Chinese medicine and healthcare, social communication and digital media, and geoinformatics and environment.

**Domain 2: The quality of research performance and of research postgraduate experience**

**KPI 4 Development of three multidisciplinary high-impact research clusters on:**

- (a) Creative Media / Practice;
- (b) Health and Drug Discovery; and
- (c) Data Analytics and Artificial Intelligence in X (where X denotes applications such as Data-Journalism, Data-healthcare, and Data-literature). (cont'd)

**Table D2.4(b) Projects portfolio and academic staffing and research postgraduate students support for the multidisciplinary high-impact research clusters**

Multidisciplinary high-impact research clusters	Projects portfolio			Academic staffing & RPg students support		
	No. of up-and-running projects funded by the University in 2018/19	No. of members involved in the projects	No. of external competitive grants supporting the particular projects	No. of academics recruited under <i>Talent100</i>	No. of research assistant professors in the clusters	RPg students working on cluster and cluster-related areas
<b>CMP</b>	1	4	0	12	2	25
<b>HDD</b>	4	17	8	10	6	105
<b>DAAI</b>	1	6	0	6	2	46

**Domain 3: Knowledge transfer and wider engagement****KPI 1 Yearly average patent grant rate****Table D3.1 Yearly average patent grant rate**

<b>Year</b>	<b>HKBU running average of patent grant rate</b>	<b>HK running average of patent grant rate</b>
2014	53.2%	35.0%
2015	52.8%	35.7%
2016	55.1%	36.4%
2017	55.2%	37.0%

***Notes:***

- The patents filed in a year may not be granted in the year concerned. The Yearly Running Average of Patent Grant Rate provided in the table is the best estimate to measure the degree of success in patent applications. This average is the moving average of the data available calculated from 1997 to the Year as tabulated. The year 1997 is chosen because that is the very first year HKBU filed its first patent.*
- A running average is an average that continually changes when more data points are collected as and when more patents are filed/granted. Definition of a running average can be found at: <https://sciencing.com/calculate-running-average-6949441.html>*

**KPI 2 Performances and exhibitions of creative works, public lectures, symposia, exhibitions and speeches per hundred academic staff****Table D3.2 No. of performances and exhibitions of creative works, public lectures, symposia, exhibitions and speeches per hundred academic staff**

<b>Year</b>	<b>No. of performances &amp; exhibitions of creative works, public lectures, symposia, exhibitions &amp; speeches per hundred academic staff</b>
2014/15	187
2015/16	181
2016/17	187
2017/18	180

***Notes:***

- Academic staff refers to staff grades of Professor, Associate Professor, Assistant Professor and only full-timers are included.*
- Data are based on the annual statistical returns to the UGC.*

**Domain 3: Knowledge transfer and wider engagement****KPI 3 Entrepreneurship enrichment activities and support for students****Table D3.3(a)(i) No. of entrepreneurship activities**

<b>Year</b>	<b>No. of entrepreneurship activities</b>
2014/15	10
2015/16	22
2016/17	36
2017/18	19

**Table D3.3(a)(ii) Student participation in entrepreneurship activities**

<b>Year</b>	<b>No. of student participation in entrepreneurship activities</b>
2014/15	894
2015/16	705
2016/17	8046
2017/18	6779

*Note:*

*A significant increase in the number of student participation in entrepreneurship activities from 2015/16 to 2016/17 was due to the launch of the new online programme called BEST 1001.*

**Table D3.3(b) Overall students' satisfaction (%)**

<b>Year</b>	<b>Overall students' satisfaction (%)</b>
2014/15	95.4
2015/16	98.3
2016/17	97.0
2017/18	99.6

*Note: Data for the above tables are from HKBU's Annual Report on Knowledge Transfer to the UGC.*

**Domain 4: Enhanced internationalisation****KPI 1 Dual degree programmes and courses with international components****Table D4.1 Dual degree programmes and courses with international components**

<b>Year</b>	<b>No. of dual degree programmes*</b>	<b>No. of courses with joint projects/activities on teaching and learning with overseas colleagues/institutions/organisations</b>	
2014/15	11	39 courses	
2015/16	13	38 courses	
2016/17	16	51 courses	
2017/18	14	54 courses	96 activities

**Notes:**

1. \* The UGC uses the term “dual degree programmes” to refer to joint, double and combined degree programmes.
2. Programmes and courses at undergraduate and postgraduate levels are included.
3. Data on number of activities are collected as from 2017/18 only.

**Domain 4: Enhanced internationalisation****KPI 2 Promotion of integration of non-local students and local students and campus internationalisation****Table D4.2(a) Activities promoting integration of non-local and local students**

<b>Year</b>	<b>No. of activities promoting integration of non-local and local students</b>	<b>No. of student participation</b>
2014/15	126	19,162
2015/16	150	21,883
2016/17	173	22,842
2017/18	228	14,295

**Notes:**

- Undergraduate and postgraduate students are included.*
- The relatively low figures reported for 2017/18 are explained by under-reporting due to a change in the reporting procedure/system.*

**Table D4.2(b) Campus international activities**

<b>Year</b>	<b>No. of campus international activities</b>	<b>Invited no. of international speakers</b>	<b>No. of countries of invited international speakers' institutions</b>
2014/15	212	295	26
2015/16	229	287	28
2016/17	318	744	42
2017/18	296	314	22

**Notes:**

- The campus international activities were organised in the HKBU campus for students, staff and/or the public with invited speakers from outside Hong Kong.*
- The sudden increase in invited number of international speakers in 2016/17 was due to a large number of parallel sessions in a particular conference held at the University in that year.*



**Domain 4: Enhanced internationalisation****KPI 3 Diversity of teachers and their international experience****Table D4.3(a) Teachers with previous full-time employment in non-local tertiary institutions or in a professional capacity**

No. of teachers <sup>#</sup> with previous full-time employment in non-local tertiary institutions or in a professional capacity						No. of overseas countries involved <sup>*</sup>
Outside HK and Mainland		In the Mainland		All		
No.	% <sup>^</sup>	No.	% <sup>^</sup>	No.	% <sup>^</sup>	
220	32.5%	110	16.3%	<b>330</b>	<b>48.8%</b>	31

**Notes:**

- <sup>#</sup> Based on staff strength as of December 2017.
- <sup>\*</sup> Overseas countries/regions include Australia, Belgium, Canada, Columbia, Denmark, Ecuador, Finland, France, Greece, Germany, Ireland, Italy, Israel, Japan, South Korea, Macau, Malawi, The Netherlands, Norway, Pakistan, Papua New Guinea, The Philippines, Poland, Singapore, Spain, Switzerland, Taiwan, Thailand, Turkey, UK and USA.
- <sup>^</sup> The % is calculated with reference to the total number of teachers which include academic staff of the Professor, Associate Professor and Assistant Professor grades as well as Lecturer grade.

**Table D4.3(b) Participation of teachers in overseas conferences / exchange / meetings**

Year	No. of participation in overseas conferences/exchange/meetings		
	Outside HK and Mainland	In the Mainland	All
2014/15	239	113	<b>352</b>
2015/16	338	168	<b>506</b>
2016/17	430	201	<b>631</b>
2017/18	484	286	<b>770</b>

**Note:** A teacher may attend more than one overseas conference/exchange/meeting in the same year.

**Domain 4: Enhanced internationalisation****KPI 4 Research collaborations with leading scholars / research teams outside Hong Kong****Table D4.4 No. of international research collaborations**

<b>Year</b>	<b>No. of research collaboration</b>	<b>No. of other collaborative scholarly activities</b>	<b>All</b>
2014/15	187	14	<b>201</b>
2015/16	255	26	<b>281</b>
2016/17	290	21	<b>311</b>
2017/18	322	21	<b>343</b>

*Note: Other collaborative scholarly activities include joint supervision of research postgraduate students.*

**Domain 5: Financial health and institutional sustainability****KPI 1 For self-financed programmes and activities****Table D5.1 Annual turnover, annual surplus and reserves for self-financed programmes and activities**

<b>Year<sup>#</sup></b>	<b>Annual turnover* to HKBU overall turnover (%)</b>	<b>Annual surplus* to their turnover (%)</b>	<b>Coverage of total expenditure by their reserves (months)</b>
2015/16	40.5%	0.4%	31.9
2016/17	48.5%	18.6%	31.6
2017/18	46.7%	12.4%	32.9

*Notes:* \* Including investment gain/loss

# Refers to financial year ending 30th June.

**KPI 2 Percentage of donation to UGC grants (last year and average of last three years)****Table D5.2 Donations as % to UGC grants**

<b>Year<sup>#</sup></b>	<b>Donation as % to UGC grants</b>	
	<b>For the year</b>	<b>For the past 3 years</b>
2015/16	7.1%	8.8%
2016/17	8.6%	8.3%
2017/18	6.2%	7.3 %

*Note:* # Refers to financial year ending 30th June.

**Domain 5: Financial health and institutional sustainability**

**KPI 3 Structurally healthy financial position as reflected by the amount of annual surplus after taking out investment return and donation income**

**Table D5.3 Operating surplus after taking out investment return and donation income**

<b>Year<sup>#</sup></b>	<b>Operating surplus (deficit) (in HK\$'000)</b>
2015/16	37,890
2016/17	(151,532)
2017/18	(114,812)

*Note: <sup>#</sup> Refers to financial year ending 30th June.*