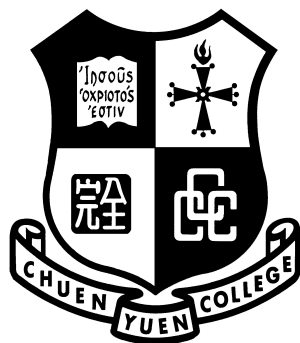


CCC CHUEN YUEN COLLEGE
中華基督教會全完中學



2019 - 2020

周年校務報告

Annual School Report

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I Our School

(I) School Information

1. Brief History

This school was founded by the Church of Christ in China Hong Kong Council, in Kwai Chung, 1969, to meet the need of the community for quality secondary education. With its close ties to Chuen Yuen Church, Chuen Yuen First Primary School, Chuen Yuen Second Primary School and Chuen Yuen Third Primary School, this new school was named Chuen Yuen College.

In 1969, there were altogether four classes in Form One and Form Two. The school had its first Form Five graduates in 1972. In September 1973, CCC Chuen Yuen College started its matriculation classes, with both Arts and Science streams, and developed to its full capacity as a 24-class grammar school. Later, floating classes were introduced in 1976 in response to the request from the Education Department. During the period from 1978 to 1985, the school also offered special education in some classes.

Mr. Cheung Wan Cha, the founding Principal of the school, retired in August 1983. Ms. Yau Oi Nam, Cheung's successor, migrated to Canada in 1992. Mrs. Lee Shek Yuk Yu then became the third Principal and she left the school in 2001. Mr. Wong Wai Yiu took up the principalship as the fourth Principal of the school in 2001 and he retired in August 2019. Mr. Ip Tin Yau joined service in 2019 and he is the fifth Principal of the school.

2. Present Situation

a) Class structure and Curriculum

The school is an aided co-ed school with approximately 720 pupils. There are four classes in each form from Form One to Form Six.

The school is a grammar school offering a broad and balanced curriculum. A total of twelve electives are offered in senior forms to meet students' diversified needs. Other than academic subjects, we offer more than twenty clubs and societies to stretch the potential of our students.

b) Administration

The Incorporated Management Committee (IMC) of the school was established in September 2011 to replace the School Management Committee (SMC). The IMC

is led by the Supervisor, sponsoring body managers, parent managers, an alumni manager, an independent manager, teacher managers and the Principal. It replaces the role of the SMC to manage the school. It sets the goals and priorities for the school. It also formulates development directives, management policies and the use of resources according to the priorities.

The daily operation of the school is administered by the Executive Committee, which is headed by the Principal and further supported by two vice-principals and the chairpersons of major functional committees, namely: Academic; Discipline; Guidance; Religion; Extra-curricular Activities; Career Guidance; Moral and Civic Education. Regular meetings are called to plan, implement and evaluate the progress of school work.

c) Church Support

The CCC Chuen Yuen Church works closely with the school in religious missions. Rev Cheung Mun Yee and Ms. Hui Mei Yan serve as school chaplains to advise the school on evangelical matters. They also help the school to promote the Gospel among teachers and students on the campus. We have also representatives from CCC Chuen Yuen Church in the IMC of the School.

d) School Facilities

The school is situated in Kwai Chung Estate. It is a six-storey building with about 50,000 square feet. There are twenty-eight classrooms and fourteen special rooms including a multimedia language centre, two computer rooms, four laboratories, a library, a gym room and a big Assembly hall. All classrooms and laboratories are air-conditioned and equipped with networked computers, LCD projectors and visualisers. There is also a playground and a car park on the school campus.



(II) Incorporated Management Committee

- 1 Prof. WONG Sing Wing (Supervisor)
- 2 Ms. CHAN Chui Yin (Sponsoring Body Manager)
- 3 Dr. CHEUNG Kwan Hin (Sponsoring Body Manager)
- 4 Ms. HO Lai Man (Sponsoring Body Manager)
- 5 Ms. HO Mei Fung, Linda (Sponsoring Body Manager)
- 6 Ms. CHIU Mi Ying (Sponsoring Body Manager)
- 7 Rev. CHEUNG Mun Yee (Sponsoring Body Manager)
- 8 Mr. WONG Kam Shing (Alternate Sponsoring Body Manager)
- 9 Mr. CHAN Man Ho (Independent Manager)
- 10 Mr. IP Tin Yau (Principal)
- 11 Mr. CHAN Ki Yeung (Teacher Manager)
- 12 Mr. TANG Shu Yan (Alternate Teacher Manager)
- 13 Mr. TANG Ping Yin (Parent Manager)
- 14 Ms. LEUNG Kit Yuk (Alternate Parent Manager)
- 15 Mr. LEE Tak Keung, Simon (Alumni Manager)



(III) Staff Profile and Training

1. Staff Profile

Religion	counts	%	Teaching experience	counts	%	Academic qualification	Counts	%
Christianity	33	57.9	Less than 2 years	4	7.0	PHD with PGDE/PCED	1	1.75
Catholic	0	0	2-3 years	3	5.3	Master with PGDE/PCED	34	59.65
Others/ No religion	24	42.1	4-5 years	2	3.5	Bachelor with PGDE/PCED	20	35.09
			6-10 year	6	10.5	Bachelor degree	2	3.51
			11-15 years	11	19.3			
			Above 15 years	31	54.4			
Total	57	100%	Total	57	100	Total	57	100%

In addition, we have two teaching assistants, two laboratory technicians, two Information Technology technicians, a student counsellor to support students with Special Education Needs (SEN), seven clerical staff and ten janitors. They are all well trained, dedicated and professional.

2. Staff Turnover

Staff resigned in 2019-2020	Number of staff
Teachers (retired and personal reasons)	1
Teaching Assistants (end of contract)	1

3. Teacher Professional Development

3.1 School-based Training

Date	Theme	Organiser
29 August, 2019 (p.m.)	Briefing on Athletic Meets.	P.E. Department
11 October, 2019 (a.m.)	Workshop: 「學校如何推行有成效和創意的品德教育」	Staff Development Team
11 October, 2019 (p.m.)	Workshop: 「認識及處理欺凌行為」	Staff Development Team
6 December, 2019 (a.m.)	Group1 : Workshop Trial of the Fitness Room's equipment Group2: Field trip 「學校魚菜共生系統設立及示範」	Staff Development Team
6 December, 2019 (p.m.)	Group1: Field trip 「香草栽植體驗」 Group2 : Workshop Trial fitness room's equipments	Staff Development Team

3.2 Other Courses and Seminars

	Courses/Seminars/Workshops related to	No. of Participants
1.	HKDSE/HKEAA	29
2.	Various academic subjects	69
3.	Use of Information Technologies	45
4.	Extracurricular Activities	112
5.	Student Guidance	88
6.	Student Discipline	10
7.	Moral and Civic Education	59
8.	Careers and Life Planning	6
9.	Religious Education	10
10.	School based Assessment	3
11.	Middle Management & Professional Training	22
12.	Master degree courses/PGDE	6
13.	Special Education Needs	13
14.	Collaborative or Peer Teaching	68
15.	Others	59
	Total :	599



II Achievement and Reflection on Major Concerns 2019-2020

Major Concern A : Quality learning Experiences

Targets	Strategies	Success Criteria	Evaluation
1. Students' learning capacity is strengthened to meet the challenges in daily life.	<p>1.1 To adopt various teaching and learning strategies to achieve meaningful learning.</p> <p>1.1.1 Using suitable eLearning teaching/learning strategies to enhance the learning.</p>	<p>✧ Over 70% of students agree those strategies can enhance their learning.</p>	<p><u>Achievements</u></p> <p>✧ Target met.</p> <p>✧ There were total 136 eLearning lessons in the first term. Some planned lessons were cancelled due to the class suspension during the first term. The apps under VPP in MDM were used by all the departments. Nearpod, Kahoot, YouTube were the highest frequency. Subject-based apps were used such as ChemEye, Geogebra, iScienceAR, Wolfram, 教城書櫃, 原子彈出來.</p> <p>✧ By the observation of teachers, over 70% of students agree those strategies can enhance their learning.</p> <p>✧ All the face-to-face lessons were cancelled in the Second Term and replaced by Zoom teaching. As many teachers did not have experience with online teaching, training was provided for all teachers. With the hardwork of teachers and I.T. team, the online lessons ran smoothly.</p> <p><u>Reflection</u></p> <p>✧ 'Instant feedback' and 'Task-Based Learning' were the most common eLearning strategies in our eLearning lessons.</p> <p>✧ Network traffic congestion was found especially in classes of over 30 students.</p> <p><u>Follow-up measures</u></p> <p>✧ Consultation with the I.T. technicians to solve the problem of traffic congestion.</p>

Targets	Strategies	Success Criteria	Evaluation									
	<p>1.1.2 Adopt suitable learning strategies to enhance effective learning.</p>	<p>✧ Over 80% of teachers agree that the specific strategies facilitate meaningful learning.</p>	<p><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Target met. ✧ All subjects followed their annual plan and adopted different strategies to enhance effective learning, including collaborative learning, higher order thinking skills, interactive learning, enquiry approach, note taking, in-class exercises and vocabulary approach. <p><u>Reflection</u></p> <ul style="list-style-type: none"> ✧ Over 80% of teachers agreed that the specific strategies adopted in face-to-face lessons facilitate meaningful learning. ✧ Those strategies motivated the students to have more engagement in the learning processes and a better understanding of how their learning was meaningful (metacognition). <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ Make adjustment of the implementation with reference to the experience of this year. 									
	<p>1.2 To enhance assessment policies for further improvement on teaching and learning effectiveness.</p> <p>1.2.1 All subject departments implement the P-I-E policy via the use of internal and external assessment results to improve teaching and learning.</p>	<p>✧ Over 70% of students passed in internal examination.</p>	<p><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Target met. ✧ HKDSE data were prepared for departments. ✧ KM system provided the data of tests. ✧ Data analysis of HKDSE and tests were done by the departments to find out the strength and weaknesses of students. Follow up actions were made. ✧ Examination results: <table border="1" data-bbox="1144 1316 1944 1471"> <thead> <tr> <th colspan="3" data-bbox="1144 1316 1944 1390">No. of subjects with passing rate over 70%</th> </tr> <tr> <th data-bbox="1144 1390 1375 1431">Class Level</th> <th data-bbox="1375 1390 1659 1431">HY Exam</th> <th data-bbox="1659 1390 1944 1431">Annual Result</th> </tr> </thead> <tbody> <tr> <td data-bbox="1144 1431 1375 1471">S1</td> <td data-bbox="1375 1431 1659 1471">13/14</td> <td data-bbox="1659 1431 1944 1471">14/14</td> </tr> </tbody> </table>	No. of subjects with passing rate over 70%			Class Level	HY Exam	Annual Result	S1	13/14	14/14
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Targets	Strategies	Success Criteria	Evaluation																							
1.2.2 Apply formative assessment to enhance students' self-reflection on learning.		<ul style="list-style-type: none"> ✧ Over 70% of students show improvement on their learning. 	<table border="1"> <tr> <td>S2</td> <td>9/14</td> <td>12/14</td> </tr> <tr> <td>S3</td> <td>14/14</td> <td>13/14</td> </tr> <tr> <td>S4</td> <td>13/16</td> <td>13/16</td> </tr> <tr> <td>S5</td> <td>12/17</td> <td>13/17</td> </tr> </table>			S2	9/14	12/14	S3	14/14	13/14	S4	13/16	13/16	S5	12/17	13/17									
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			<p>Reflections</p> <ul style="list-style-type: none"> ✧ The analytical results could help teachers to put more emphasis on improving the effectiveness of teaching and learning. ✧ Typical questions and critical techniques should be included in daily practices and assessments to improve students' examination skills. 																							
			<p>Follow-up measures</p> <ul style="list-style-type: none"> ✧ If necessary, adjust implementation with respect to the examination results. 																							
			<p>Achievements</p> <ul style="list-style-type: none"> ✧ Target partially met. ✧ The performance of S5 were not satisfied. ✧ More quizzes and dictations were done to monitor the learning of students. ✧ Self assessment was provided for in some subjects. ✧ Examination results: 																							
			<table border="1"> <thead> <tr> <th colspan="3">No. of subjects with improvement or passing rate over 85%</th> </tr> <tr> <th>Class Level</th> <th>HY Exam</th> <th>Annual Result</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>11/14</td> <td>14/14</td> </tr> <tr> <td>S2</td> <td>8/14</td> <td>12/14</td> </tr> <tr> <td>S3</td> <td>12/14</td> <td>13/14</td> </tr> <tr> <td>S4</td> <td>12/16</td> <td>12/16</td> </tr> <tr> <td>S5</td> <td>8/17</td> <td>14/17</td> </tr> </tbody> </table>			No. of subjects with improvement or passing rate over 85%			Class Level	HY Exam	Annual Result	S1	11/14	14/14	S2	8/14	12/14	S3	12/14	13/14	S4	12/16	12/16	S5	8/17	14/17
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<p>Reflections</p> <ul style="list-style-type: none"> ✧ Most students showed improvement in their learning. ✧ More encouragement should be given to less motivated students. ✧ The implementation plans were only partially carried out due to social 																										

Targets	Strategies	Success Criteria	Evaluation								
			<p>issues and COVID-19 pandemic.</p> <p>Follow-up measures</p> <ul style="list-style-type: none"> ✧ If necessary, adjust implementation with respect to the examination results. 								
<p>2. Students' horizons are broadened and their innovative potentials are unleashed.</p>	<p>2.1 To conduct a thematic approach in cross-curricular reading and other learning activities.</p> <p>2.1.1 LaC group will promote the reading across the curriculum with the support of the Library.</p>	<ul style="list-style-type: none"> ✧ Over 70% of participants complete the reading task set. 	<p>Achievements</p> <ul style="list-style-type: none"> ✧ Target partially met. ✧ The planned reading programme 1st Term: S3 Geography 2nd Term: S1 and S2 History and Integrated Sciences. <p>Reflections</p> <ul style="list-style-type: none"> ✧ The morning reading programme was punctuated by the class disruption and the test week adjustment in the 1st Term. ✧ The reading project, HE weeks and STEM weeks were cancelled due to school suspension. <p>Follow-up measures</p> <ul style="list-style-type: none"> ✧ The planned programme will be implemented in 2020-2021. 								
	<p>2.2 To enrich students' learning experiences by providing learning experiences in authentic contexts.</p> <p>2.2.1 To Implement form-based/cross committee/cross-curricular life-wide learning activities by providing two life-wide learning days within the school calendar.</p>	<ul style="list-style-type: none"> ✧ Over 70% of participants to show positive feedback and agree that the activities can enhance their areas of expertise. 	<p>Achievements</p> <ul style="list-style-type: none"> ✧ Target not met. ✧ Planning of Life-wide learning days (16, 17 April): <table border="1" data-bbox="1205 1262 2069 1457"> <tbody> <tr> <td data-bbox="1205 1262 1317 1313">S1</td> <td data-bbox="1317 1262 1906 1313">PSHE Mainland China Tour (PSHE)</td> <td data-bbox="1906 1262 2069 1313">Outing</td> </tr> <tr> <td data-bbox="1205 1313 1317 1364" rowspan="3">S2</td> <td data-bbox="1317 1313 1906 1364">Farm Visit (AM) (STEM, IS)</td> <td data-bbox="1906 1313 2069 1364" rowspan="3">Outing / Classroom</td> </tr> <tr> <td data-bbox="1317 1364 1906 1415">Oral presentation of STEM project (PM)</td> </tr> <tr> <td data-bbox="1317 1415 1906 1457">Visit science park(STEM, CT)</td> </tr> </tbody> </table>	S1	PSHE Mainland China Tour (PSHE)	Outing	S2	Farm Visit (AM) (STEM, IS)	Outing / Classroom	Oral presentation of STEM project (PM)	Visit science park(STEM, CT)
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Targets	Strategies	Success Criteria	Evaluation													
	<p>2.2.2 To implement the STEM curriculum to unleash the innovative potential of students. (a) Collaboration of related subjects to carry out STEM activities for all students. (b) Encourage elite students to join inter-school competitions.</p> <p>2.2.3 Each department will design at least one learning task related to real-life contexts in the Junior Forms.</p>	<p>✧ Over 70% of participants show positive feedback and could demonstrate their innovation.</p> <p>✧ Over 70% of students could apply their learning to real-life contexts.</p>	<table border="1" data-bbox="1205 118 2069 368"> <tr> <td data-bbox="1205 118 1323 169">S3</td> <td data-bbox="1323 118 1906 169">Leadership training (EAC)</td> <td data-bbox="1906 118 2069 169">Outing</td> </tr> <tr> <td data-bbox="1205 169 1323 268" rowspan="2">S4</td> <td data-bbox="1323 169 1906 220">Civil education (MCED)</td> <td data-bbox="1906 169 2069 220">Outing</td> </tr> <tr> <td data-bbox="1323 220 1906 268">GET \$ET GO! (Career)</td> <td data-bbox="1906 220 2069 268">Hall</td> </tr> <tr> <td data-bbox="1205 268 1323 368" rowspan="2">S5</td> <td data-bbox="1323 268 1906 319">Cantonese opera (OLE)</td> <td data-bbox="1906 268 2069 319">Hall</td> </tr> <tr> <td data-bbox="1323 319 1906 368">Visit Hong Kong Film Archive (OLE)</td> <td data-bbox="1906 319 2069 368">Outing</td> </tr> </table> <p>Reflections</p> <ul style="list-style-type: none"> ✧ The life-wide learning dates were cancelled due to school suspension. <p>Follow-up measures</p> <ul style="list-style-type: none"> ✧ The planned programme will be implemented on 2020-2021. <p>Achievements</p> <ul style="list-style-type: none"> ✧ Target partially met. ✧ S3: One STEM activity, making a Galileo thermometer, was successfully conducted in the first term. ✧ S3: Exploration and development of effective strategies for implementing STEM Education in Secondary Mathematics through a EDB seed project was carried out in the first term. ✧ Training in inter-school competitions started in the first term. <p>Reflections</p> <ul style="list-style-type: none"> ✧ The STEM project was cancelled due to school suspension. ✧ All inter-school competitions joined were cancelled. <p>Follow-up measures</p> <ul style="list-style-type: none"> ✧ Those STEM activities were cancelled in the second term will be carried out in 2020-2021. <p>Achievements</p> <ul style="list-style-type: none"> ✧ Target partially met. ✧ Over 70% of students could apply their learning to real-life contexts in first term. ✧ The following departments completed the learning tasks in the first term: Chinese, English, Geography, Creative Technology, Integrated Sciences, 	S3	Leadership training (EAC)	Outing	S4	Civil education (MCED)	Outing	GET \$ET GO! (Career)	Hall	S5	Cantonese opera (OLE)	Hall	Visit Hong Kong Film Archive (OLE)	Outing
S3	Leadership training (EAC)	Outing														
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	Visit Hong Kong Film Archive (OLE)	Outing														

Targets	Strategies	Success Criteria	Evaluation
			<p>Mathematics, Music, Physical Education, Religious Studies and Visual Arts departments.</p> <ul style="list-style-type: none"> ✧ The following departments planned to do so in the second term: Biology, Chemistry, History and Liberal Studies. <p>Reflections</p> <ul style="list-style-type: none"> ✧ All these class activities were generally well-received by students according to the teachers' observation. ✧ The tasks could enhance students' interest and learnt daily-life experience. ✧ The school suspension in the second term affected the implementation of learning tasks some departments. <p>Follow-up measures</p> <ul style="list-style-type: none"> ✧ Refine the learning tasks and carry out in 2020-2021.

Conclusion

During this year, normal lessons were affected by the social issues and the COVID-19 pandemic. Many planned programmes and face-to-face lessons were suspended or cancelled. It was not easy for teachers and students to adopt the new teaching mode of remote learning. We believe that most of our students had very effective self-regulated learning skills and could maintain high academic progress. However, some students faced difficulties with remote learning for different reasons, such as a lack of equipment, family support and being emotionally distracted. With the support of the Alumni Association and our Principal, we launched a mentor scheme to help these students. The mentors gave support to their mentees on both an academic dimension and emotional dimension. There were altogether 34 mentors and 247 mentees in different stages. With respect to the overall final examination results and feedback from the mentors and mentees, the scheme was very successful.

Major Concern B: Achieving goals with perseverance

Targets	Strategies	Success Criteria	Evaluation
<p>1. Students cultivate positive values and attitudes to enhance their capabilities in facing the challenges of an ever-changing society.</p> <p><i>(Sub-concern B.1 Quality value education)</i></p>	<p>1.1 Students demonstrate perseverance and show confidence in participating in activities, competitions and attain suitable levels.</p>	<p>✎ 70% and above of students can attain the passing level and show improvement in perseverance.</p>	<p><u>Achievements:</u></p> <ol style="list-style-type: none"> 1. MCED Committee: <ul style="list-style-type: none"> ✧ Target met and 13 topics of MCEd lessons have been amended which are based on the needs of students and feedback from teachers. ✧ Generally the response of students was very positive, especially the new topic of Chuen Yuen forum – Hong Kong Culture and Custom, as well as the talk, ‘World refugees’ by World Vision. However, a total of five lessons had to be cancelled. ✧ The most popular topics of MCEd lessons among students are related to adventure training, Chuen Yuen forum, sex education and mental health. All these topics are amended and updated with the social trend every year. It is essential to grasp the actual needs of our students to devise the best plan for student development. ✧ Service learning was completed smoothly and successfully. 2. Guidance Committee: <ul style="list-style-type: none"> ✧ Expressive Arts Project (藝術治療計劃) for Adolescents’ Emotional Wellness run By Caritas Charrette Centre (明愛感創中心).The mental health education classes were held in S2 (whole form). ✧ Three online Zoom workshops for parents and students were held during the period of school suspension. <p><u>Reflections:</u></p> <ul style="list-style-type: none"> ✧ The topic of ‘Money management’ is requested in S1 and S3 whereas ‘The meaning of life’ in S6. <p><u>Follow-up measures:</u></p> <p>To nurture in our students the seven priority values and attitudes, authentic learning experiences should be provided for so as to let students know how to put positive values and attitudes into practice.</p>

Targets	Strategies	Success Criteria	Evaluation
	<p>1.2 Through class management, students are better equipped to face challenges with suitable support from Form teachers.</p>	<ul style="list-style-type: none"> ✧ 70% or above of students show having good support from their Form teachers and show improvement in perseverance. ✧ Above average results in APASO. 	<p><u>1.2 Achievements</u></p> <p>1. Discipline Committee:</p> <ul style="list-style-type: none"> ✧ Target met. One inter-class competition related to sports and games was held in each form and over 70% of students gave positive feedback. ✧ Through class management, students and form teachers agreed they are well equipped to face challenges. <p>2. Guidance Committee:</p> <ul style="list-style-type: none"> ✧ Regular form teacher meetings have been arranged in morning sessions during September and October. ✧ Counselling services for those students suffering from emotional problems, behavioral problems and developmental problems are provided for on a continual basis. ✧ Class management-goals set by class teachers and their students were completed in December. 80% of goals focused on improving academic progress. ✧ Good support was given to students by their form teachers during the school suspension period due to the outbreak of COVID-19. Over 70% of students took an active role in Zoom classes and the homework submission rate was over 80%. Half of the students received the prize for the Self-learning Award Scheme. <p><u>Follow-up measures:</u></p> <p>1. Some of the goals are need to be modified in the coming year.</p>

Targets	Strategies	Success Criteria	Evaluation
	1.3 Adventure and Leadership training for all junior form students.	<ul style="list-style-type: none"> ✧ 70% or above of students show a good response in this training and show an improvement in perseverance. 	<p><u>1.3 Achievements:</u></p> <ol style="list-style-type: none"> 1. Discipline and Guidance Committee: <ul style="list-style-type: none"> ✧ Target met. Adventure training for S1 (whole form) and for S2 (whole form) were completed. ✧ Only part of the Adventure and Leadership training (Pre-trip sessions, The Challenge Camp and volunteer service for 25 S2 and 25 S4 students) was completed due to the class suspension as a result of the social issues and COVID-19. ✧ For all those training, over 70% of participants showed a good response (from questionnaires on the related activities) and small group training is more appropriate for S1 newcomers. ✧ Small group training is appropriate for S2 low achievers. A more intensive briefing should be given. 2. Careers Committee: <ul style="list-style-type: none"> ✧ Careers Committee has developed packages that can provide opportunities for Adventure and Leadership training in the Junior forms. Also, existing CLP lessons have been updated to enhance students' self-understanding and development, goal-setting, career planning and management. ✧ The Committee extended the life planning activities to junior forms and organised learning strategies and time management programmes for S1 and S2. 100% of teachers were satisfied with the students' performance in careers lessons. 3. EAC: <ul style="list-style-type: none"> ✧ Two leadership training programmes for House Captains, Chairpersons and Financial Secretaries were held in October and 83.3% of the participants were satisfied with the programmes. <p><u>Reflections:</u></p> <ol style="list-style-type: none"> 1. Well received from students and teachers. <p><u>Follow-up measures:</u></p> <ol style="list-style-type: none"> 1. Similar plans will be scheduled for the next year.

Targets	Strategies	Success Criteria	Evaluation
<p>2. Students are able to master and manage their Career and Life Planning.</p> <p><i>(Sub-concern B.2 Quality Goal-setting, planning and evaluation)</i></p>	<p>2.1 Review the curriculum to target further studies.</p> <p>2.2 Multiple pathways for students with the collaboration of different departments and committees.</p> <p>2.3 Workshops of group and individual counselling are conducted to cater for students' diversity.</p>	<p>✧ 70% or above of students agree the curriculum is useful in goal setting and evaluation.</p> <p>✧ 70% or above of students agree the activities can explore their horizons.</p> <p>✧ 70% or above of students agree the workshops are useful and they can mostly achieve their goals.</p>	<p><u>2.1 Achievements:</u> Target met for reviewing the curriculum to target further studies.</p> <p><u>2.2 Achievements:</u> Target not met due to the outbreak of COVID-19.</p> <p><u>2.3 Achievements:</u> Target met.</p> <p>1. S6: ✧ One admission talk by PolyU HKCC was held on 30th October 2019. The response was good. ✧ 16 students (less than expected) participated in the mock interview workshop held on 5th December, 2019. ✧ Mock Release of DSE results activity for S6 was held on the 18th December, 2019. The activity report provided by the NGO was not ready at that time.</p> <p>2. S5: ✧ S5 career exploration activity 「醫校同行」 was held at school on the 16th October, 2019. The satisfaction rate was 100% and teachers observed that students participated actively and enjoyed the activity.</p> <p>3. S4: ✧ Career visits to Youth Employment Start (Y.E.S) were arranged for in the first term. Three classes of S4 students had the chance to visit Kwai Fong Centre to explore more career resources from the community. The satisfaction rate was 100%.</p> <p>4. S3: ✧ An online Zoom subject selection for S3 students was held during the</p>

Targets	Strategies	Success Criteria	Evaluation
			<p>period of school suspension.</p> <p><u>Reflections:</u></p> <ul style="list-style-type: none"> ✧ Mock Release of DSE results: Teachers observed that some students showed inactivity and were not serious about their participation in the activity because they believed the staff of the NGO were not ‘professional’ enough. ✧ Mock Interview Workshop: As in previous years, quite a number of enrolled students were absent for personal reasons without notice. However, all participants evaluated the activity as very helpful. <p><u>Follow-up measures:</u></p> <ul style="list-style-type: none"> ✧ Prior briefing before the career exploration activity on expectations of student behaviour and focus. ✧ Locate students’ interests in visits through students (career ambassadors or new teachers) survey. ✧ Encourage teachers to participate in more advanced / professional careers counselling course / workshop / seminar.



III Our Teaching and Learning

1. Class Structure and Student Enrollment

Grade	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	4	4	4	4	4	24
No. of students	131	127	119	121	106	111	715

2. Reports from the Academic Committee and Subject Departments

(1) Academic Committee

This was the first year of the 3-Year School Development Plan, which promotes quality classroom learning and quality learning experiences.

Inside the classroom, subject departments adopted different strategies to enhance effective learning, including collaborative learning, training of higher-order thinking skills, interactive learning, inquiry-based learning approach, note taking skills, in-class exercises and vocabulary building. It was obvious that most students were better engaged in the lessons and demonstrated the above taught skills. They were well-equipped to advance in their academic performance.

E-learning was well-adjusted to in all junior forms. Subject departments adopted a variety of e-learning tools in teaching, such as Nearpod, Popplet, Kahoot, Geogebra and Book Creator. Teachers shared their experience in using I.T. tools and enhanced their competence in e-teaching. We will continue to explore new pedagogical designs so that students of varied abilities will be motivated and to probe deeper into the subject matter.

A new subject ‘Creative Technology’ has been launched in the junior secondary curriculum since September 2019. Apart from basic programming, 3D-printing, robot programming, app inventors and STEM activities have also been introduced in this subject. All these learning experiences aim at not only broadening students’ general knowledge but also developing their knowledge and skills so as to enhance our students to cope with the world of ever-emerging technologies.

Outside the classroom, two life-wide learning days were scheduled, which would include form-based, cross-committee or cross-curricular life-wide learning activities. It is believed that through participating in authentic contexts, students would gain a lot of learning experiences, which are inseparable from daily life. Unfortunately, these planned activities were suspended due to the COVID-19 pandemic.

Collaboration and professional sharing among teachers continue to provide a platform for teachers to enhance our professionalism. In addition, the Science Department joined a project (HKU) for professional development on EMI teaching, while the Mathematics Department joined the SEED Project (EDB) on the effective strategies for implementing STEM Education.

All in all, we are pleased to see most of our students working very hard and making an effort in their academic studies. We will continue to provide quality learning experiences both inside and outside the classroom, hoping that our students will develop lifelong learning capabilities that are much needed in our ever-changing society.

(2) English Department

The programme plan of the English Department began with the S6 JUPAS interview workshop in September 2019.

The English Department had aimed at consolidating the application of specific vocabulary, advanced language and especially appropriate grammar items in writing. It was hoped that the learning outcome would be further secured through the various language activities in different forms. Also, small-scale formative assessments were to be given to students to reflect their own learning effectiveness of individual language items and to get a higher sense of achievement in English learning. Unexpectedly, the above were punctuated by the discrete suspension of school in the first term in 2019.

To boost the incentive in English learning, each form had planned a particular inter-class activity so that all students would enjoy the relaxing and enchanting experience of using English. The S1 inter-class voice-over contest using an episode in the intensive reader ‘A Christmas Carol’ was well-received.

As usual, the Language Corner welcomed students to join activities and chat with Miss Kelly Malone, the NET. The debate teams had completed a few of the tournaments in the districts and gained more experience articulating an argument and delivering rebuttals in a debate. The publication of All-rounder, the school newsletter, and the ERS project in S1-3 making use of e-learning were on the move. The Friday morning talk, the English Week and the enrichment classes were all planned and about to vitalise the school learning atmosphere before the suspension of school due to the outbreak of COVID-19 in 2020.

Where there is a will, there is a way. Learning had to go on despite the distance between teachers and the learners. The English teachers attempted different e-learning modes and delivered distant learning by using screencastify, eClassroom, YouTube videos and Zoom. This mode of learning emphasised more the visual impact of a lesson, which was not so commonly accommodated in everyday school teaching because of the lack of preparation time. Such a mode of lesson delivery assisted the students who had not fully assimilated the lessons and they consolidated their learning at their own pace. The S6 DSE Paper 3 practice before DSE 2020 was successfully conducted to provide a last-minute consolidation to the S6 candidates.

While all activities were suspended, Miss Kelly Malone arranged a friendly debate with another secondary school using Zoom in May 2020, which filled the gap of the inadequacy of activities in their ‘school’ life. Our team won in the contest.

(3) Mathematics Department

In this year, the Mathematics Department joined the seed project of EDB to study effective strategies for implementing STEM Education. To promote the interest of mathematics, the Department organised different activities such as inter-class mathematics competition and the mathematics enrichment courses for junior form and senior form students. Also, students were encouraged to participate in the inter-school mathematics competitions. In this school year, many courses and competitions were cancelled due to the pandemic of COVID-19.

(4) History Department

Relevant strategies including direct teaching and enquiry learning were implemented to strengthen students’ learning capacity to meet the challenges in daily life and to enhance assessment policies for further improvement on teaching and learning effectiveness. eLearning resources were strengthened to enhance teaching and learning effectiveness in all forms. eLearning elements were planned but not implemented in junior forms due to class suspension in the second term. Real time Zoom teaching was adopted during the class suspension period to facilitate students’ proactive learning. Moreover, templates were developed in all forms to facilitate students’ learning and strive for improvement. Co-curricular activities were also proposed to unleash students’ learning capacity but cancelled due to social movement and class suspension. In general, further effort should be made on strengthening students’ demonstration of subject knowledge and organising learning activities in junior forms. In addition, five sessions of collaborative lessons were conducted to strengthen students’ learning capacity as well as teaching effectiveness. In short, initiatives to enhance students’ academic performance were reviewed

regularly and further progress is anticipated in the coming year.

(5) Geography Department

Different cross-curricular activities were organised for students in cooperation with other departments and societies. S2 and S3 students designed posters to promote food security and awareness of natural hazards in cooperation with the Visual Art Department. S2 students also took part in a quiz competition through the application of different apps, to extend their learning in cooperation with the Liberal Studies Department (Junior). S3 students attended a talk which was co-organised by the Geotechnical Engineering Office of Civil Engineering and Development Department about the promotion of slope safety in Hong Kong. They showed their concerns through different strategies of slope management. S5 students enrolled in the Student Environmental Protection Ambassador Scheme in cooperation with the Conservancy Club to promote environmental conservation. On the other hand, PSHE Week and S1 Life-wide Learning Day was cancelled due to the outbreak of COVID-19.

(6) Integrated Science

Due to school suspension in the second term, quite a lot of teaching content in S1 and S2 could not be covered. Teaching schedules were adjusted. During the suspension periods, Zoom live lessons were conducted. Students had learnt basic concepts and knowledge of science through texts and videos. In order to enhance students' problem-solving skills and creativity in learning science, some small-scale STEM activities could still be done at home. Vacuum cleaners, solar toys, catapult and animated illusion were made by students. Students' responses were satisfactory. In the first term, S1 and S2 students were recruited to demonstrate some workshops about electronic blocks, electric circuit, 3D pen and hydroponic planting to primary six students and their parents during the P6 Open Day. The workshops were completed smoothly and responses from students and parents were very good. E-Learning was adopted in S1 and S2 especially during the suspension periods. Students learnt how to use Zoom software and teachers were able to conduct lessons effectively. Teachers also tried to use other convenient methods such as e-Classroom, knowledge management and Google Drive to release materials and collect homework. Students also got a valuable chance to polish their e-learning skills.

We had joined the School-based Support Programme on Developing Curriculum Materials to Enhance Teaching the Science Education Key Learning Area in the English Medium held by University of Hong Kong in this academic year. All S1 and S2 Science teachers together with one English teacher had attended workshops to learn how to produce useful materials and we would have demonstration and

experience sharing sessions in the first term of next academic year.

(7) Physics Department

In order to arouse S3 students' interest in Physics, two investigative experiments related to their syllabus were planned but only one (The construction of Galileo Thermometer) was performed due to the outbreak of COVID-19. Through these STEM activities, students could broaden their horizons in Physics and gained a better understanding on the subject, which in turn facilitated their course selections in S4.

(8) Chemistry Department

For this year, learning activities had been reduced due to school suspension as a result of social issues in the first term and the threat of COVID-19 in the Second Term. During the P6 Parents' Day, S4 students were recruited to demonstrate some hands-on experiments to primary six students and their parents. The activities were completed smoothly and responses of students and parents were good. The students also satisfactorily demonstrated what they had learnt. Many activities held by outside organisations had been cancelled but some of our students still actively participated in the "Chemist Online" Self-study Award Scheme.

(9) Biology Department

Students with good academic performance in Biology were nominated to join inter-school competitions. "Hong Kong Biology Literacy Award 2019/2020" (organised by H.K. Association for Science and Mathematics Education) was an example. Among sixteen S5 and S6 students nominated to join the competition, two students attained 'Second Class Honour' and five students attained 'Third Class Honour'. Through these opportunities, our elite students' ability was assured and their horizons were broadened. Not only were elite students catered for, average students were also nominated to attend talks or courses outside school. "Explore the World of Medicine: Public Lecture Series 2019 and 2020" (organised by Li Ka Shing Faculty of Medicine, HKU) and "Biology Field Study Course – Fresh water stream Ecology" (organised by Caritas Chan Chun Ha Field Studies Centre) were cases in point. Through the above activities, students gained opportunities to learn up-to-date medical science knowledge and hands-on experience in carrying out ecological field study.

(10) Economics Department

To enhance students' ability in explaining human behavior with an economics concept, the Department cooperated with Hong Kong Disneyland and a visit to the

theme park was organised on 22 January, 2020. S5 students were required to use relevant concepts and theories to explain tourists' behaviour, price setting arrangement and other phenomena observed at Disneyland. All students agreed that the activity enriched their explanatory and analytical power on real life phenomena. To promote a self-regulated learning strategy, an online MC revision platform was introduced. Most students were able to adjust their revision plan according to their performance on the online MC revision platform. Besides, students were invited to join 'PolyU & You: Online Lecture Series' on the topic "Why do Housing Prices Go Sky-high". Students gave positive feedback to the lecture and they gained a better understanding on the reasons for high housing price in Hong Kong.

(11) Computer Department

The Department encouraged students to take part actively in various I.T. activities with an aim to exploit and develop their interests and talents. With the ever advancement of Information Technology, a variety of I.T. exposures and experiences were provided for for students through services, courses and competitions. eLearning elements were introduced in S1 to S3, covering iPad usage, Power Lesson 2, Popplet, BookCreator, Office 365 and Screencasting with an aim to familiarise and support whole school implementation of eLearning. STEM is another focus with coding as our main concern. Wide varieties of programming tools were taught including 3D Graphics Design, Scratch, App Inventor, Logo, Raptor, Game Factory, Pascal, micro:bit, mBOT and CoSpaces VR Programming. Students experienced the process of investigation, programming and problem solving in the captioned teaching topics. Their problem solving skills were enhanced. Different I.T. services were organised for students to take part in, not only to help their schoolmates, but also to develop their potential and self-confidence. Other than those organised by the Department, some of the activities were undertaken by the Computer Club, assisted by the ICT students and I.T. Prefects. The activities could be classified into service, course and competition as follows:

a. Services

Student Union Election, Athletic Meet Record, Open Day Exhibition for P.6
Parents and Students, Board Display, Classroom and Computer Room I.T.
Prefects

b. Courses

Calculator Program and Micro:bit Innovation Workshop

c. Competitions

Chinese & English Typing and Christmas eCard Design

(12) BAFS Department

Consumer Council – 21st Consumer Cultural Study Award

Three teams of ten S3 students were recommended by both Liberal Studies and BAFS Departments to join the captioned competition organised by the Consumer Council. They had joined relevant talks and workshops to equip to do the survey about various consumer behaviours. The responses from the competition were good.

全港通識理財問答比賽 2020

Students were encouraged by both Liberal Studies and BAFS Departments to join the captioned competition organised by the Hong Kong Economic Journal 信報通識. One S4 student had awarded a special prize in the first round of the competition.

(13) Physical Education Department

Chuen Yuen Golden Jubilee Gym Room was opened in October 2019 and this project was sponsored by Quality Education Fund. The foundation of the gym room cooperates with the new approach in Physical Education. High quality fitness training equipment is available for students who are keen to challenge themselves. Cardio equipment such as ten exercise bikes, four rowing machines and one treadmill, have been installed. We also focus on muscle training. There are six sets of muscle-strengthening equipment. Aside from PE lessons, students are free to use the equipment after school under the supervision of qualified fitness instructors. We plan to engage students in fitness exercises by using quality fitness equipment, at the same time as integrating cardio and muscle training into physical education classes. We hope to foster in students an ability to maintain a healthy lifestyle throughout their lives and build a healthy culture for the whole school.

(14) Library

The Cross-Subject Reading Scheme was implemented in S1-3 to promote learning English through reading. Library lessons were conducted for S1 students to help them adapt to an English learning environment. Various activities were conducted to promote reading in school. They included S1-S5 class reading sharing, S1-S3 inter class book sharing competitions, book fairs, and STEM elements through various library activities in the school. The Library also engaged in building a reading atmosphere in the school, such as movie and fiction appreciation sessions, different themes for book exhibitions, teacher's book sharing videos and librarian's great book recommendations. Over the past year, a lot of activities were suspended because of the social movement and COVID-19. The Library will continue to share many reading activities in the coming year. The "Literature and Culture in Hangzhou" is expected to be worthwhile because of the trip we gratefully

experienced in 2018 with the school. This activity encouraged students to ‘read the world’, telling students that books are not only stories on a page but also the story of life experience.

The following subjects were taught in Chinese.

(15) 中國語文科

初中除恆常單元教學外，特設電子教學及普通話教學單元。通過電子教學，創設有利即時回饋的教學環境，增加師生討論，從而更深入理解作品的思想和內容，領會當中的意境。部分單元以普通話教學，希望提升學生聽說普通話的信心，以回應教育局有關「培養港人兩文三語的能力」之要求。

拔尖補底方面，我們推薦語文尖子參加本校與校外機構合辦的閱讀寫作創作坊，透過評賞優秀的文學作品，提升學生的文學閱讀品味，啟發創意思維，及提升寫作興趣。

延伸學生學習課時亦是我們重點工作之一，我們鼓勵學生參與電子閱讀計劃和網上寫作比賽，提升學生語文自學能力。

聯課活動方面，我們推薦及指導學生參加不同形式校內、校外比賽及語文活動，如校際辯論比賽、朗誦比賽，讓同學有多元學習經歷。

(16) 普通話科

本科透過聆聽、說話、閱讀和拼寫四個學習範疇，培養學生普通話口語溝通能力，以及學習本科的興趣、態度和習慣。聆聽和說話的學習，要求學生能聽能說，能準確地理解和表達，以滿足學習、生活和日後工作的需要。閱讀和拼寫的學習，注重語言的積累，語感和自學能力的培養，以輔助聆聽和說話的學習。

另外，本科組織各種學習活動，例如猜謎語、講故事、角色扮演、做遊戲、聽廣播、朗讀、朗誦、報告、討論、比賽等。通過以學生為中心的教學設計，使學生愉快地學習，把所學的語言技能運用於實際生活中。在推廣普通話工作上，本科推行每週一次的早會宣佈，並有學生分享環節，以普通話進行時事、書籍及故事的分享等。在校內舉行之普通話活動，包括普通話攤位遊戲及壁報製作，約有三分二初中同學參加。此外，本科鼓勵學生參加校際朗誦節比賽。藉著以上種種活動，務使學生取得良好的學習效果。

(17) 中國歷史科

本年度上學期本科參與的跨學科協作有：與歷史科協作教授「文化承傳」(中一級)及「香港政制發展」(中二級)，並進行課後延展學習活動，分別為「我最喜愛的節日」選舉(中一級)及「時事評論：祝福香港」(中二級)。由於今年香港先後要面對社會運動及新冠狀病毒傳播的問題，各科的正常課堂教學頗受影響，學校甚至被迫停課長達三個多月，故本科於學期初原訂的一些教學課題及活動被迫取消，計有：中三級協作課題「戰爭與和平」、「戰爭與和平海報或漫畫創作」(原訂於下學期教授)；初中境外學習計劃：「粵港澳大灣區城市探索之旅交流」(原訂於4月16日及17日兩天進行)；中五級「南京考察計劃」(原訂於復活節假期間進行)；PSHE活動週(原訂於去年12月9日至13日進行)等。期望新學年能有一個較平穩的社會環境讓學校能夠正常運作，學生能夠好好學習。

(18) 宗教教育科

本科藉著課堂向學生傳遞基督信仰知識，並透過各式活動，包括與香港基督徒學生福音團契合作的中一級活動課、各級的聖經金句實踐計劃及電影生命教育，鼓勵學生反思生命及實踐基督教信仰。另與視覺藝術科合辦金句心意卡設計比賽，藉著聖經金句，為畢業班同學打氣。又與宗教組及校牧合作，鼓勵同學參予全完堂教育主日、學校團契及各項福音活動等，讓同學從多方面接觸信仰。

本年度，我們與德育及公民教育組合作舉辦「生命·歷情」體驗活動，讓同學踏出校園，藉此建立珍惜生命和關心家人等價值觀，學習以正面角度看人生歷程。此外，我們鼓勵同學多參與校外基督教團體舉辦之活動。今年，兩位中五同學參加第二十六屆漢語聖經朗誦比賽，獲得高中組廣東話二人對誦冠軍。另外，一位中三同學獲推薦參加漢語聖經協會的聖經科獎勵計劃，以嘉許他們在本科及讀經上的努力。

(19) 視覺藝術科

今年同學參加了一些校外比賽及領袖訓練活動。5B 汪思雅同學在第七屆葵青匠繪畫比賽，獲中學西洋畫組冠軍；5B 潘家文同學及張文褶同學獲優異獎。6C 陳美滇同學在環保觸覺-涼浸浸紙扇繪畫比賽 2019 獲中學組亞軍。6D 盧詠珊同學入圍「九龍倉全港中學生繪畫比賽」。

此外，4B 譚沛瑩同學及 4D 陳芷遙同學完成文化博物館主辦第十四屆「文化新人類-青年領袖獎勵計劃」，4B 譚沛瑩同學更獲積極參與獎。4A 馮維德同

學及 4D 朱凱蕎同學已完成香港藝術發展局第十一屆「校園學生藝術大使計劃」；4B 譚沛瑩同學及 4D 陳芷遙同學正參與第十二屆「校園學生藝術大使計劃」。

(20) 音樂科

透過音樂科，學生獲得豐富各全面的學習經歷。課堂內，學生參與創作、聆聽、歌唱及樂器演奏等活動。課堂外，學生參加不同的音樂活動，如中西樂器訓練班、口琴班、牧童笛隊、手鈴隊、中西樂團及合唱團等。本年度本校學生參加 2019 香港青年音樂匯演交響樂團及中樂團比賽，分別獲銅獎及優異獎。至於其他校際音樂比賽，因疫情關係取消。

(21) 通識教育科

為配合不斷發展的學習需要，本科積極策劃及設計電子學習教材，透過不同類型的教學活動增加課堂的互動性。亦於停課期間利用不同電子平台與同學互動交流，協助學生繼續順利學習，同時確保緊貼社會的時事議題。

通識科鼓勵同學積極參與校外比賽及活動，例如：新聞評論投稿；香港教育城全港通識理財問答比賽 2020。同學在各活動及比賽中積極參與，並表現理想。

本校通識學會支援通識學習。通識科辯論小組，持續累積辯論比賽經驗。另外，同學亦出席城市論壇，保持對社會需要的持續關注。

本科亦邀得往屆優秀的畢業生支援學弟妹的通識學習，以同行者角色陪伴面對停課期間的學習及應試，發揮同儕互助共勉之精神。



IV Support For Student Development

1. Religious Committee

The Religious Committee plans and organises religious activities held in the school. The CCC Chuen Yuen Church is actively involved in our gospel activities. Students are invited to join functions organised by School Chaplains, the Religious Group, Spiritual Leadership Trainers, Education Sunday and Student Fellowship.

This year, the theme of our Monday Morning Devotion was “The Creation and I”. Prayer meetings were held in Chaplain’s Room on every Tuesday morning. Student Fellowships, conducted by students, were held with the help of teacher advisors and School Chaplains on Friday. Students were also encouraged to read spiritual readings to nurture their faith in God. The Committee also invited guests to hold gospel meetings and to share the belief of Christianity with teachers and students. For example, CEDAR FUND was invited to share the topic ‘Climate Poverty’ in the religious assembly in September last year. During the deferral period of class resumption this year, bible and hymn sharing were sent weekly to students to nurture their life.

2. Discipline Committee

In the first term, the campus order was generally satisfactory, with the number of demerits slightly increased. Our discipline teachers and prefects were doing well in maintaining an orderly and harmonious school environment. In particular, students’ performance in handing in homework improved, probably due to a more stringent class detention arrangement. Frequent tardiness still required more attention. This aside, due to social issues, students seemed to be restless and unsettled. With the patience of our principal and teachers, students were willing to listen and cooperate. In the second term, many school days had been suspended while our students were still well behaved after school resumed.

The Discipline Committee, the Guidance Committee and Form Teachers have been working closely to cultivate positive values and attitudes in our students. In the first term, competitions were held to enhance students’ sense of belonging. Adventure training for S1, S2 and S4 were held to develop students’ leadership, team spirit and problem solving skills. However, due to social issues, the conduction of the Demerit Offset Scheme and discipline-related activities for Chuen Yuen Award Scheme was not completed. In the second term, all scheduled activities, e.g. S3 and S4 Adventure training, Prefect camp, etc. were cancelled due to the threat of COVID-19.

3. Guidance Committee

The Guidance Committee is responsible for the planning and implementation of counselling work in the School together with the school social workers from the Hong Kong Christian Service and the educational psychologist of CCC. This year, the Peer-to-Peer Counselling Scheme recruited and trained 27 senior form peer counsellors to assist the S1 newcomers to adapt to their new school life. In response to one of the foci in the school annual plan, ‘quality learning experiences’, the Committee worked closely with other committees to formulate and implement classroom management. Through these initiatives, students are physically and mentally equipped in facing challenges with the support from Form Teachers.

The Guidance Committee also aims to promote students’ understanding of the importance of mental health. Systematic and structural classes let students understand different stages of mental health and the real messages behind these changes. Students were encouraged to release their stress, to accept, and to learn how to befriend their mental health. We also partnered with Caritas Charrette Center to provide a series of Art Therapy. The Mental Health Group was set up in a secured environment so that each participant could release their stress with others’ understanding, acceptance and sympathy. Some senior form students had joined the 4th Mental Health Youth Ambassador Programme this year, organised by The Hong Kong College of Psychiatrists. After completing a series of seminars, participants served the community in promoting related programmes.

With the assistance from Mothers’ Choice, the sex education lessons were held in each form. New training classes for teachers were also completed. Upon completion, teachers and parents could initiate channels for communication with their students and children respectively. We also thank ‘World Vision Hong Kong’ for sharing the case study in the assembly.

To help students acquire problem-solving skills, develop their potential in leadership and strengthen their confidence, concerted efforts were being made by various parties in organising related activities, such as the training programme for junior form monitors and monitresses and the adventure-based counselling programmes. The performance of the students was commendable. Regarding senior forms, a Muay Thai Class was organised for relaxation.

The school social workers, Miss Moon Sin, Mr Peter Ng and Miss Doris Shum, provided quality services to students, helping them with personal growth, particularly

in overcoming learning difficulties and leading a harmonious family life. Some developmental and socialisation projects were launched for students in need and a platform has been developed for students to make friends during lunchtime. Regarding parents' need, workshops and talks were organised to empower those with adolescent children.

With the help of Mr. Tse Hoi Nang, the educational psychologist, and other professionals, individual education programmes, assessment accommodation and a range of training and activities were provided for those in need.

4. Careers Committee

Careers Committee organises careers counselling activities for all students. This year, the Committee cooperated with Hong Kong Disneyland, Princess Margaret Hospital, Tai Hang Youth Centre, Tung Wah College, PolyU HKCC, HKU SPACE, local and overseas institutes of further studies and some community organisations in the delivery of life planning education and career guidance programmes. The Committee extends the life planning activities to junior forms and organises learning strategies and time management programmes for S1 and S2. For senior forms, various activities were organised, including workshops on discussing the elements that contribute to success in the workplace, professional sharing on different careers, a Hospital-School-NGO Collaboration activity relating to healthcare professions, JUPAS interview workshop, mock activity of HKDSE result release, talks and workshops on writing a curriculum vitae and personal statement, career talks on further studies and visits to Hong Kong Disneyland and Youth Employment Start. These events were well received.

5. Extra-curricular Activities Committee

The Extra-curricular Activities Committee organises various activities, such as the School Picnic and the Christmas Tea Party, which enrich students' learning experience and instil positive values and attitudes such as responsibility and perseverance.

All students are assigned to four Houses, competing in a range of contests in the academic, cultural and sporting nature. Leadership training programmes are held to enhance students' sense of responsibility and communication skills. With nine sports teams, 30 clubs and societies in the School, school life is full of fun and joy. Through these activities, students' talents are discovered and potentials are stretched. Particularly noteworthy is the Boys' A Grade Swimming Team which took the Overall Second in the HKSSF Inter-school Swimming Competition (Kwai Tsing) while the

Boys' U19 Basketball team, won the 2nd Runner up in the HKSSF Inter-school Basketball Competition (Kwai Tsing Division I). In the Area of Arts and Performance, our school Orchestra won a Bronze Award in the inter-school competition which reflects their effort and talent. Two students, Cheung Chi Kwan (S5) and Yeung Wai Kin (S5) made earnest efforts in astronomy for years and won the gold and silver award of the Guangdong-Hong Kong-Macao Astronomy Championship 2020 respectively. Li Tsz Yin Peggy (S6), was awarded by the Home Affairs Bureau the Multi-faceted Excellence Scholarship 2020, a full scholarship covering the programme fee of her undergraduate study. Her achievements in community service for years have been remarkable. Sit Ming Yin (S5), leading the cabinet 'Epoch', was elected the chairperson of the Student Union. The all-round achievements of our students reflect perfectly the concerted efforts of the school stakeholders.

6. Moral and Civic Education Committee

Values education was made the focus of Moral and Civic Education (MCED) this year. Positive values and a healthy outlook on life have gradually been fostered among our students under the whole-school approach.

To provide a holistic and balanced MCED curriculum, which aims to cultivate in students the seven priority values and attitudes, all learning activities were divided into three modules, namely 'Self-image and Self-identity', 'Human relationships' and 'Citizenship (Hong Kong, China, the World)'. Chuen Yuen Forums, the highlight of the year, was conducted in all forms with the themes, 'The betterment of government policy on caring about the elderly' and 'Hong Kong customs.' Students were involved in researching the topics and the discussion of the issue in the forums. The students demonstrated more rational thinking and moral judgement competence throughout the process.

In addition to the core curriculum of MCED, we organised community services and activities to instil a sense of responsibility toward caring for the community in our students. The School has maintained very good relationships with various voluntary organisations in the district, namely Hong Chi Winifred Mary Cheung Morninghope School, Asbury Methodist Social Service Center and Windshield Charitable Foundation. We have co-organised different school-based elderly academy schemes for many years. Such goodwill has brought students the opportunities to serve the needy and make a difference in the community.

In order to promote civic education and make students aware of the importance of law and justice, we joined the 'Mock trial in the High Court', which received very positive

feedback from students. In addition, a life adventure activity called ‘Life and Death’ was also a great success. Participants of this thought-provoking activity reflected on what led to a positive life.

To sum up, the positive values nurtured in students’ minds have not only helped them develop a healthier life perspective and a more positive learning attitude, but also equipped them with the adaptability required in their future workplace. It is hoped that being positive and responsible citizens, our students will make the world a better place.

7. Whole School Approach to Integrated Education

The school’s Student Support Team is run under the supervision of the vice principal in-charge of student affairs and led by a SENCO. Other members include class teachers and subject teachers of the students with SEN. Working with the Academic Committee, Discipline Committee, Guidance Committee and Examinations Team, the Student Support Team offers cross-functional support to SEN students; and if necessary, school social workers, education psychologists and other professionals provide assistance. There is a speech therapist stationed at our school this year and their service offers further support to students with special education needs.

Based on professional advice and with the consent of parents, the school considers the learning needs of students with SEN, for example: social skills training; speech therapy; reading and writing training; integration activities, and adjustments to assessments. The school utilises various grants such as the Learning Support Grant to provide support for them. Personalised study plans are also formulated for individual students. Various talks and workshops are held for parents and teachers in order to strengthen the support for students with SEN. The members of the Student Support Team communicate and collaborate closely with parents to understand the needs of the students. The team also invites parents, teachers and other professionals to meetings and interviews to discuss students’ progress and gather opinions, which, if necessary, are passed on to the relevant groups for follow-up.

8. Whole School Approach to Cater for Student Diversity

We have a peer counselling scheme to help new S1 students adapt, as soon as possible, to life in secondary school. A SEN support team was established in 2009 to work with an education psychologist to identify and support SEN students. Various teaching strategies like “lesson studies” and “Teaching and Learning in meta-cognition” were employed to cater for different learning needs of students. Starting in 2017, the School Chaplain project was introduced to enhance church and school co-operation in

strengthening the spiritual development of students.

9. Education Support for Non-Chinese Speaking (NCS) Students

The school encourages and supports the early integration of non-Chinese speaking (NCS) students. NCS students' learning of Chinese is facilitated through adaptation to the local education system. Recognised Chinese assessments are arranged for and taken by NCS students according to their needs. The school has also applied for a special fund from the EDB to buy teaching aids and organise after school activities to support the NCS students' cultural integration.

10. Parent and School Connections / Parent-teacher Association

Activities organised by the Parent-teacher Association were categorized as follows:

Date	Content
20 th September, 2019	The 25 th PTA Committee 5th Meeting
2 nd October, 2019	Election of Parent Manager
4 th October, 2019	S1 Parents Sharing day
9 th November, 2019	The 26 th Annual General Meeting
29 th November, 2019	The 26 th PTA Committee 1st Meeting
18 th December, 2019	Inspection of tuck shop/ Meeting with Student Union
16 th January, 2020	The 26 th PTA Committee 2nd Meeting
12 th June, 2020	The 26 th PTA Committee 3rd Meeting
9 th -10 th July, 2020	PTA Promotion day

11. Alumni Association

The Twenty-fifth Chuen Yuen College Alumni AGM was held on 12th December, 2019. The alumni offered over fifty scholarships of about a hundred thousand dollars to students with outstanding performances in academic work, services or activities. During this year, one newsletter concerning the AGM and the 50th School Anniversary Banquet was published. One directors' meeting was held on 19th September, 2019, to prepare for the 50th School Anniversary Banquet. Directors of the Alumni Association participated in school activities helping officiate and present prizes in various ceremonies like the Athletic Meets, Speech Day and the School Closing Ceremony.



V Student Performance

1. Academic Pathway

Grade	S1	S2	S3	S4	S5	S6	Total
Promoted	126	125	119	119	100	111	700
Repeaters	4	2	1	0	5	0	12
Drop out	2	1	0	2	2	1	8

2. Hong Kong Diploma of Secondary Education Examinations 2020

- a. 111 Form 6 students sat the HKDSE 2020 and they performed very well.
- b. Average passing percentage of four core subjects and elective subjects are 98.4% and 95.3% respectively. 72.1% of our students met the basic university entrance requirement (33222). All these figures including the overall percentages of students for all levels are high above Hong Kong averages.
- c. HKDSE Best scores:
 - ★ 3 x 5** + 3 x 5* + 1 x 5
 - ★ 3 x 5** + 2 x 5* + 2 x 5
 - ★ 2 x 5** + 3 x 5* + 2 x 5
- d. 38 students scored Level 5-5** in one or more subjects. 24 students scored Level 5-5** in two or more subjects.
- e. Destination of S6 graduates

Destinations	Number of students	Percentage
Local University Degree programme	60	54.1%
Overseas or Mainland Universities	11	9.9%
Associate Degree / High Diploma / IVE	29	26.1%
Diploma / IVE / Vocational training	6	5.4%
Repeat S6 / Retake HKDSE	2	1.8%
Others	3	2.7%

3. Scholarships and Awards

Internal Awards:

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S4-S6 First in Form	Tsuen Wan Rural Committee Scholarship	4D	HO LOK YUNG
		5D	KWOK KWUN WING
		6D	CHENG MAN HEI
✿S6 First in Class	CYC Alumni Scholarship	6A	YIU TSZ CHUN
		6B	MA HOI WA
		6C	LAU CHI TO
		6D	CHENG MAN HEI
✿S6 Second in Class	CYC Alumni 2013 S6 Scholarship	6A	WONG CHEUK KWAN
		6B	CHEUNG WING YAN
		6C	HO YIU YUEN
		6D	WONG CHI SAN
✿S4-S5 First in Class	Lo Chit Fung Scholarship	4A	TSUI TSZ SIN
		4B	LUI TING HUEN
		4C	LEUNG SAU CHUNG
		4D	HO LOK YUNG
		5A	YU KA YAN
		5B	CHAN FUNG
		5C	HO KWOK MING
		5D	KWOK KWUN WING
✿S1-S3 First in Form	CYC Alumni 1993 S5 Scholarship	1A	HUI TING YAN
		2A	LUI SIN YI
		3A	CHU MING YIN
✿S1-S3 Second in Form	Lai Kit Ping Scholarship	1A	CHU LOK MING
		2A	TSOI HUNG CHEUNG
		3A	CHANG HO YIN
✿S1-S3 Third in Form	Lai Kit Ping Scholarship	1B	LEE NGA LAI
		2A	HONG SHUN HEI
		3A	CHAN MAN KI
✿S1-S4 First in English	Cheung Yuet Tai Scholarship	1A	HUI TING YAN
		2A	HONG SHUN HEI
		3A	HO TSZ KING SAMUEL
		4D	HO LOK YUNG
✿S5 First in English	Chan Kin Man Scholarship	5D	SIT MING YIN
✿S6 First in English	CYC Alumni 1993 S5 Scholarship	6D	CHENG MAN HEI
✿S1-S6 First in Chinese	Lau Chun Kong Scholarship	1A	HUI TING YAN
		2A	ZHOU JIAYI
		3A	CHAN MAN KI

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
		4D	HO LOK YUNG
		5D	LAM WAI SHAN
		6D	TSE TAT FUNG
✿S1-S6 First in Mathematics	CYC Alumni Scholarship	1A	HUI TING YAN
		2A	TSOI HUNG CHEUNG
		3A	CHU MING YIN
		4D	LEE SZE CHUN [Math]
		4C	LEUNG SAU CHUNG [M2]
		5D	KWOK KWUN WING [Math]
		5C	LAM KA CHUN [M1]
		5D	KWOK KWUN WING [M2]
		6C	LI LOK [Math]
✿S1-S6 First in ICT	Lau Chun Kong Scholarship	4C	WAN CHUN HO
		5C	MOK HON WANG
		6D	YU HOI YAN
✿S1-S2 First in Integrated Science	Chiu Chun Keung Scholarship	1A	HUI TING YAN
		2A	HONG SHUN HEI
✿S3-S6 First in Physics	Wong Kai Chiu Scholarship	3A	CHU MING YIN
		4C	LEUNG SAU CHUNG
		5D	SIT MING YIN
		6D	SHUM CHEUK FUNG
✿S3-S6 First in Chemistry	Li Chi Keung Scholarship	3A	CHU MING YIN
		4C	LEUNG SAU CHUNG
		5D	KWOK KWUN WING
		6D	SHUM CHEUK FUNG
✿S3-S6 First in Biology	Chiu Chun Keung Scholarship	3A	CHU MING YIN
		4D	CHAN TSZ YIU
		5D	WU HO LAM VINCENT
		6D	CHENG MAN HEI
✿S1-S4 First in Chinese History	Lo Sau Ling Scholarship	1A	HUI TING YAN
		2A	KWOK PAK MING
		3A	LUO JIALUO
		4D	HO LOK YUNG
✿S5-S6 First in Chinese History	Ho Hon Ting Scholarship	5D	LEE KA SING
		6D	LI TSZ YIN PEGGY
✿S1-S3 First in History	Sin Kit Yee Memorial Scholarship	1A	HUI TING YAN
		2A	TSOI HUNG CHEUNG

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
		3A	CHU MING YIN
✿S4-S6 First in History	Cheung Ka Wong, Cheung Ka Wai Scholarship	4D	HO LOK YUNG
		5D	CHAN CHUN KIT
		6D	NG CHEUK YAN
✿S6 Second in English, Chinese, Mathematics & Liberal Studies	CYC Alumni Scholarship	6D	FUNG HAU YING [Eng]
		6D	LI TSZ YIN PEGGY [Chin]
		6D	WANG MU CHI [Chin]
		6C	LAU CHI TO [Math]
		6D	NG CHEUK YAN [LS]
✿S6 Third in English, Chinese, Mathematics & Liberal Studies	CYC Alumni Scholarship	6D	CHAN KA LOK [Eng]
		6C	HO YIU YUEN [Math]
		6D	TSE TAT FUNG [LS]
✿S4-S5 Second in English, Chinese, Liberal Studies, M1, M2, Physics, Chemistry, Biology & Geography	CYC Alumni 1979 S5 Scholarship	4C	LEUNG SAU CHUNG [Eng]
		4B	CHEUNG CHING MAN [Chin]
		4C	CHENG HI NAM [M2]
		4D	WU SZE WAI [LS]
		4D	CHAU SING YU [Bio]
		4D	CHAU SING YU [Chem]
		4D	WONG KWAI HUNG [Phy]
		4D	WU SZE WAI [Geog]
		5D	WU HO LAM VINCENT [Eng]
		5D	WU HO LAM VINCENT [Chin]
		5C	LO CHI SAN [M1]
		5C	HO KWOK MING [M2]
		5C	LO CHI SAN [LS]
		5C	HO KWOK MING [Bio]
		5D	WU HO LAM VINCENT [Chem]
5D	WU HO LAM VINCENT [Phy]		
5A	YU KA YAN [Geog]		
✿S4-S5 Third in English, Chinese, Liberal Studies, M1, M2, Physics, Chemistry, Biology & Geography	CYC Alumni 1979 S5 Scholarship	4D	CHAN TSZ YIU [Eng]
		4D	CHAN TSZ YIU
		4C	CHAN MAN WA [M2]
		4D	SEE CHUN HEI [LS]
		4D	WU SZE WAI [Bio]

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
		4D	WONG KWAI HUNG [Chem]
		4D	MOK YU FEI [Phy]
		4D	CHAN TSZ YIU [Geog]
		5D	KWOK KWUN WING [Eng]
		5D	LEUNG ON NI [Chin]
		5C	LIU KAM CHIU [M1]
		5D	WU HO LAM VINCENT [M2]
		5C	HO KWOK MING [LS]
		5D	KWOK KWUN WING [Bio]
		5D	SIT MING YIN [Chem]
		5D	TSAO KA CHUN [Phy]
		5D	WONG WING SZE [Geog]
🌸S1-S3 First in Geography	Ma Pui Wa Scholarship	1A	HUI TING YAN
		2A	LUI SIN YI
		3A	CHANG HO YIN
🌸S4-S6 First in Geography	Woo Yuen Ching Scholarship	4D	SEE CHUN HEI
		5D	TAM YAN KI
		6D	LEUNG CHIN PANG
🌸S1-S5 First in Liberal Studies	Cheung Ka Wong, Cheung Ka Wai Scholarship	1A	CHOI TSZ KWAN
		2A	TSOI HUNG CHEUNG
		3A	LI CHOI YU
		4D	HO LOK YUNG
		5D	WU HO LAM VINCENT
🌸S6 First in Liberal Studies	CYC Alumni Scholarship	6D	WONG CHI SAN
🌸S4-S6 First in Chinese Literature	Leung Yiu Kin Scholarship	4D	WONG YAN LING
		5D	LAM WAI SHAN
		6D	LI TSZ YIN PEGGY
🌸S4-S6 First in Economics	Leung Yiu Kin Scholarship	4D	HO CHI CHUNG
		5C	HO KWOK MING
		6D	WONG CHI SAN
🌸S4-S5 First in Business, Accounting & Financial Studies	Poon Kwok Ho Scholarship	4D	CHOW KIT
		5D	KWOK KWUN WING
🌸S6 First in Business, Accounting & Financial Studies	Koo Tsang Hoi Scholarship	6C	LAU CHI TO

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S1-S3 First in Putonghua	CYC Alumni 1973 S5 Arts Scholarship	1A	YIP MAN LUNG
		2A	ZHOU JIAYI
		3A	CHAN MAN KI
		3A	CHANG HO YIN
✿S1-S3 First in Creative Technology	CYC Alumni 1991 S5 Arts Scholarship	3B	CHAN KA KIN
✿S1-S6 First in Physical Education	CYC Alumni Scholarship	6C	CHOI KA LEONG
		6D	NG CHEUK YAN
✿S1-S6 First in Visual Arts	CYC Alumni 1991 S5 Scholarship	3A	HUNG YIN YUNG
		3C	LAM NGO YEE JOSIE
		4D	CHAN TSZ YIU
		5B	PUN KA MAN
		6B	TONG HIU LAM
✿S1-S6 First in Religious Education	Chuen Yuen Church Scholarship	1B	WONG PO NAM
		2A	LUI SIN YI
		3A	LEE YUI LING
		4D	WU SZE WAI
		5D	CHEUNG PO KA
		6C	CHAN MEI TIN
✿S6 Good Character and Good Academic Performance	Chan Kin Man Scholarship	6A	KWOK TSZ YING
		6B	MA HOI WA
		6C	HO YIU YUEN
		6D	WONG CHI SAN
✿Outstanding Performance in HKDSE	CYC Alumni Scholarship	6D	WONG CHI SAN
		6D	CHENG MAN HEI
		6D	SHUM CHEUK FUNG
		6D	LEUNG CHIN PANG
		6D	NG CHEUK YAN
		6D	WANG MU CHI
		6D	FUNG HAU YING
		6C	HO YIU YUEN
		6D	TSE TAT FUNG
		6C	LI PAK WAI
✿First Prize in the Academic Award Scheme	CYC Alumni Scholarship	1A	CHU LOK MING
		2A	HONG SHUN HEI
		3A	CHU MING YIN
✿Outstanding Performance in the Academic Award Scheme	CYC Alumni Scholarship	1A	CHAN HIU OI
		1A	HUI TING YAN
		1A	KO HO WAN VINCENT
		1A	LEE YAN TUNG
		1A	YAU CHEUK YING

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
		1B	LEE NGA LAI
		2A	LAU TSZ HO
		2A	LUI SIN YI
		2A	TSANG KA YI
		2A	TSOI HUNG CHEUNG
		2A	WONG CHUN KIT
		2A	ZHOU JIAYI
		3A	CHAN CHUN FAI
		3A	CHAN MAN KI
		3A	CHANG HO YIN
		3A	CHEUNG YU KIU
		3A	LEE CHEUK LUNG
✿S6 The Best Improved Academic Award	CYC Alumni 2010 S.7A & S.7S Scholarship	6A	YAU YI HANG
		6D	CHENG MAN HEI
✿Head Prefect	Poon Kwok Ho Scholarship	5A	HON SUI CHEUNG
		5D	WONG WING SZE
✿Outstanding Leadership	Miu Yin Man Scholarship	5D	WONG WING SZE
✿Outstanding Performance in ECA	Miu Yin Man Scholarship	5A	CHENG WAI SHAN
✿Outstanding Chairman, Vice-Chairman (External/Internal Affairs)	CYC 1989 Student Union Alumni Scholarship	5D	SIT MING YIN
		5D	WOO NGAI WA
		5B	CHENG TSUN HIN
✿Outstanding Christian Leadership	Ho Hong Ting, Tsang Yui Fan Scholarship	5B	CHAN FUNG
✿Outstanding Chairman of Clubs	Chan Ka Ping Scholarship	4D	CHAN LOK TO
		5D	TSAO KA CHUN
✿Outstanding Social Service Records	CYC Alumni 1986 S5 Scholarship	4C	SO HO YIN
		5B	MA KAM TO
		5C	CHEUNG PUI LAM
		5D	TSAO KA CHUN
✿Outstanding Performance in Ball Games	Lee Tak Keung Scholarship	5A	WU CHIN HEI
		6B	FUNG HEI IN
		6D	TSOI KA LUN
✿Outstanding Performance in Track & Field	Cheung Yuet Tai Scholarship	1A	LAU YAN KI
		4C	CHEUNG TSZ KIM
✿Outstanding Performance in Swimming	Chan Wai Leung, Ng Chun Wah, Tse Wai Lam Scholarship	4B	LAI KA HEI
		2A	AU HIU LAM

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
Outstanding Performance in Chinese Instrument)	Wong Yi Wai, Wong Yi Sui Scholarship	1A	KO HO WAN VINCENT
		1A	LAM HO CHING
		1A	LAU WAI KA
		1B	FONG CHAI YU
		1C	LIU WAI LAM
		1D	FU CHUN HIN
		2A	ZHOU JIAYI
		2B	SHING SZE YIU MICHELLE
		2B	ZHANG SHIQI
		2C	CHEUNG MING WAI
		2C	KO KA WAI
		2D	TO CHUNG WAI
		3A	CHANG HO YIN
		3A	CHAU CHI LAM
		3B	LAU HIU LEE
		3C	HUI CHING YI
3C	LAM CHUNG HIM		
5D	WU HO LAM VINCENT		
Rev. Peter Wong Memorial Scholarship	The Church of Christ in China Hong Kong Council Award	6D	CHENG MAN HEI
Sir Edward Youde Memorial Prizes	Sir Edward Youde Memorial Fund Council	6D	SHUM CHEUK FUNG
Chuen Yuen Award Scheme (Silver Medal)	Principal Cheung Wan Cha Memorial Scholarship	6D	WONG CHI SAN
		4D	CHAU KA YI
		4D	CHU HOI KIU
		4D	SIN LOK YEE
		4D	SZE YEE CHIT
		5A	LAM YIM
		5B	PUN KA MAN
		5B	WONG SIYA
		5C	LO CHI SAN
		5D	PUN CHI HIN
		5D	WU HO LAM VINCENT
		5D	YEUNG WAI KIN
		6B	LAM YUK FUNG
		6C	CHAN MEI TIN
		6C	CHEUNG MAN YAN
		6C	HO YIU YUEN
6D	CHAN NGA WUN		
6D	LO WING SHAN		

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
		6D	WONG HAU CHEONG
		6D	YEUNG KA HO

External Awards:

Intellectual Development

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>	
Tsuen Wan District Council - Social Services and Community Information Committee, Kwai Tsing District Council - Livelihood Affairs Working Group, Tsuen Wan Youth Association, The Youth Power of Kwai Tsing, and Federation of New Territories Youth	Tsuen Kwai Tsing District Outstanding Students Award 2019	Distinction Award (Junior)	4D	WU SZE WAI	
			4D	CHAN LOK TO	
Choco Channel Online Learning Platform	14th Mid-summer Night's Dream Crossover 2018 Hong Kong Primary & Secondary School Summer Holiday Online Writing	Outstanding Essay Award	5A	AU YEUNG WING YAN	
			6A	WONG KIN HO	
		Crossover Creative Writing Award	6B	LAM YUK FUNG	
		Overall Most Popular Essay Award	6D	TSANG WAI KWAN	
The Royal Australian Chemical Institute, Hong Kong Association of Science and Mathematics Education	2019 Australian National Chemistry Quiz	High Distinction	5D	SIT MING YIN	
			Distinction	5D	KWOK KWUN WING
				5D	WU HO LAM VINCENT
				5D	YEUNG WAI KIN
				6C	ZHOU SAI KWAN
Hong Kong Association for Science and Mathematics Education	Hong Kong Biology Literacy Award (2019/20)	Second Class Honours	6D	CHENG MAN HEI	
			6D	SHUM CHEUK FUNG	
			6D	HO EZRA	
		Third Class Honours	6D	WONG CHI SAN	
			6D	FUNG HAU YING	
			6D	NG CHEUK YAN	

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
			5D	TSAO KA CHUN
			5D	WU HO LAM VINCENT
		Merit	5B	CHAN FUNG
			5D	KWOK KWUN WING
			5D	SIT MING YIN
		Active Participation	5C	HO KWOK MING
			5B	PUN KA MAN
			5A	WONG SAU YU
			5D	WU HANQI
		Hong Kong Statistical Society, EDB	2019/20 Statistical Project Competition for Secondary School Students	Third Prize (Senior Section)
5D	SIT MING YIN			
5D	WU HO LAM VINCENT			
Hong Kong Schools Music and Speech Association	71th Hong Kong Schools Speech Festival (Chinese Speech) - Solo Verse Speaking (Boys - Putonghua)	Proficiency	1C	FAN PO IN
			Merit	2A
		3A		CHAN PAK HEI
		3A	CHOW CHEUK HIM	
iknow of Hong Kong Economic Journal Company Limited, EDB, Hong Kong Monetary Authority	Hong Kong Liberal Studies Financial Literacy Championship 2020	Special Merit in First Round	4D	WU SZE WAI
Hong Kong Gifted Education Teachers' Association, KPG EDUCATION LIMITED	Guangdong-Hong Kong-Macao Astronomy Championship 2020	GOLD AWARD	5C	CHEUNG CHI KWAN
		SILVER AWARD	5D	YEUNG WAI KIN
Hong Kong Education City	HKedCity TV News Award Scheme 2019/20	Best Performance Awards for students	4C	CHAN MAN WA
Nebula Group Limited	i-Learner English Programme (2019-2020 First Term)	Platinum Award	3A	HO TSZ KING SAMUEL
			1B	HE YING YING LUCY
		Gold Award	3A	LI CHOI YU
			1C	SALAZAR MARY MOIRA FERNANDEZ
English Association of Asia	2019-2020 Asian English Usage Contest (Heat Event)	Silver Award	2B	SHUM HO LAM
			2A	HONG SHUN HEI
		Bronze Award	2B	CHAN LOK SAN

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
			2A	CHIN KAR YAN
	2019-2020 Asian English Usage Contest (Final Event)	Bronze Award	2A	CHIN KAR YAN
The Association of Heads of Secondary Schools of Tsuen Wan Kwai Chung & Tsing Yi District	30th Outstanding Student Award Election of The Association of Heads of Secondary Schools of Tsuen Wan Kwai Chung & Tsing Yi District	Outstanding Student Award	5D	SIT MING YIN

Aesthetic Development

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Jockey Club Young Artists Development Programme	HK Territory-wide Youths Painting Day 2019	Merit in Senior Category (Kwai Tsing District)	5B	PUN KA MAN
		Merit in Senior Category (Tsuen Wan District)	6D	LO WING SHAN
Green Sense	No Air Condition Night Drawing Competition 2019	Most popular awards online voting	6C	CHAN MEI TIN
		1st Runner-up	6C	CHAN MEI TIN
Hong Kong Heritage Museum	The 14th Youth Leadership Scheme	Certificate of active participation	4B	TAN PUI YING
Hong Kong Arts Development Council	The 11th Arts Ambassadors-in-school	Certificate of Recognition	4A	FUNG WAI TAK
			4D	CHU HOI KIU
Kwai Chung & Tsing Yi District Culture & Arts Co-ordinating Association Limited	The 7th Kwai Chung & Tsing Yi District Painting Competition	Champion in Secondary Western Painting Section	5B	WONG SIYA
		Merit in Secondary Western Painting Section	5B	PUN KA MAN
			5B	CHEUNG MAN YAP

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Music Office	2019 Hong Kong Youth Music Interflows-Chinese Orchestra Contest-Secondary School Class A	Merit Award	1A	KO HO WAN VINCENT
			1A	LAM HO CHING
			1A	LAU WAI KA
			1B	FONG CHAI YU
			1C	LIU WAI LAM
			1D	FU CHUN HIN
			2A	ZHOU JIAYI
			2B	SHING SZE YIU MICHELLE
			2B	ZHANG SHIQI
			2C	CHEUNG MING WAI
			2C	KO KA WAI
			2D	TO CHUNG WAI
			3A	CHANG HO YIN
			3A	CHAU CHI LAM
			3B	LAU HIU LEE
			3C	HUI CHING YI
			3C	LAM CHUNG HIM
	5D	WU HO LAM VINCENT		
	2019 Hong Kong Youth Music Interflows-Symphony Orchestra Contest-Secondary School Class B	Bronze Award	1A	LAM CHIN FAN
			1A	LAM HO CHING
			1A	LEUNG WAI KWAN
			1A	YAU CHEUK YING
			1B	FONG CHAI YU
			1C	AU CHEUNG TAI
			1C	MA MICHAEL
			1C	WONG SIU MAN
			2A	HO YIN FUNG
			2A	KWOK PAK MING
			2A	LEE PO YING
			2A	LUO WING YEE
			2A	TSANG KA YI
			2C	CHEUNG TIN YAU
			3A	CHUNG KAI HEI
			3A	HUNG YIN YUNG
3A			KO CHI SUM	
3A	LAM LOK YEE			
3A	LEE CHEUK LUNG			
3A	LUO JIALUO			
3B	LEUNG YAT HONG			
3B	MAK SHIU YIN			
3C	CHEUNG WING			
3C	LAM CHEUK KA			
3D	CHAN YUEN YAT			
4C	LEUNG SAU CHUNG			
4C	WONG CHI WA			
5A	HA TIM YAN			
5B	NG TSZ YAU			
5C	TSE KA HO			

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Arts Development Council	The 12th Arts Ambassadors-in-school	Certificate of Recognition	4A	FUNG WAI TAK
			4D	CHU HOI KIU

Physical Development

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
HK Playground Association JC Tsing Yi Integrated Service Centre for Children & Youth	HKPA Cup Inter-School Basketball Competition (Kwai Tsing)	Champion	3B	TAN KA FAI
			3C	SUN TIK LUN
			4B	LI YING HO
			5A	YUEN KAI CHEONG
			6A	LIU MAN KIT JACKY
			6A	WONG KIN HO
			6B	KWOK MING FUNG
			6B	LEUNG WAI MING
			6B	LI KWOK CHING
			6C	CHOI KA LEONG
			6D	KWOK WAI SHING
			6C	LI PAK WAI
			6C	TSANG JACKIE
			6D	SHUM CHEUK FUNG
6D	TSOI KA LUN			
The Karatedo Federation of Hong Kong, China	1st Hong Kong Inter-School Karatedo Tournament 2019	2019 Boys Senior (age 16-17) Kata Champion	6C	YEUNG CHUN KAI
Hong Kong Schools Sports Federation	Kwai Tsing Inter-School Swimming Competition	Girls A Grade Overall Fourth	1D	WONG WAI YAN
			2A	AU HIU LAM
			2B	YIM KA WAI
			2C	CHENG LOK YIU
			2C	LAU VENUS
			3A	LEE YUI LING
			3C	CHAN HOI TUNG
			5A	CHENG WAI SHAN
		Boys C Grade Overall Seventh	1A	TSANG MAN CHUN
			1B	FONG CHAI YU
			1C	CHAN TSZ HIN
			2B	CHEE KA TO
			2D	LAM KA WING

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Schools Sports Federation(cont'd)	Kwai Tsing Inter-School Swimming Competition (cont'd)	Boys A Grade Overall Second	3B	TANG KA HO
			3C	HUI KA LONG
			3D	KU HO YIN
			4B	LAI KA HEI
			4C	WONG CHI WA
			5A	LEE CHUN YIU
			5B	CHENG TSUN HIN
			5D	LEE KA SING
			5D	SIT MING YIN
		Girls A Grade 100M Freestyle Third	2A	AU HIU LAM
		Girls A Grade 200M Individual Medley Third	2A	AU HIU LAM
		Girls A Grade 4x50M Mixed Relay Third	2A	AU HIU LAM
			2C	CHENG LOK YIU
			2C	LAU VENUS
		Girls A Grade 200M Breaststroke Fourth	2C	LAU VENUS
			5A	CHENG WAI SHAN
		Girls A Grade 50M Backstroke Third	5A	CHENG WAI SHAN
		Girls A Grade 100M Backstroke Fourth	5A	CHENG WAI SHAN
		Boys C Grade 4x50M Freestyle Relay Champion	1A	TSANG MAN CHUN
			1C	CHAN TSZ HIN
			2D	LAM KA WING
		Boys C Grade 50M Backstroke Champion	2B	CHEE KA TO
1C	CHAN TSZ HIN			
Boys C Grade 100M Backstroke Champion	1C	CHAN TSZ HIN		

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Schools Sports Federation(cont'd)	Kwai Tsing Inter-School Swimming Competition (cont'd)	Boys A Grade 200M Individual Medley Fourth	3B	TANG KA HO
		Boys A Grade 4x50M Mixed Relay Third	3B	TANG KA HO
			4B	LAI KA HEI
			5A	LEE CHUN YIU
			5D	SIT MING YIN
		Boys A Grade 50M Breaststroke Third	4B	LAI KA HEI
		Boys A Grade 200M Breaststroke Second	4B	LAI KA HEI
Boys A Grade 50M Butterfly Fourth	5D	SIT MING YIN		
Boys A Grade 200M Breaststroke Champion	5D	SIT MING YIN		
Leisure and Cultural Services Department	Kwai Tsing District Age Group Swimming Competition 2019	Boys Youth : F Grade 50m Butterfly Champion	5D	SIT MING YIN
		Boys Youth : F Grade 100m Butterfly Champion	5D	SIT MING YIN
Leisure and Cultural Services Department	Wong Tai Sin District Age Group Tennis Competition 2019	First Runner-up	5A	LEE CHUN YIU
The Hong Kong Schools Sports Federation Kwai Tsing Secondary Schools Area Committee	2019-2020 Inter-School Athletics Championships	100m 3rd Runner-up	1A	LAU YAN KI
		Long Jump and Triple Jump 1st Runner-up	4C	CHEUNG TSZ KIM
Hong Kong Schools Sports Federation	Kwai Tsing Inter-School Cross-country Competition	Girls A Grade Overall Eighth	4D	MOK YU FEI
			5A	CHENG WAI SHAN
			5B	WONG SIYA
			5C	CHEUNG KA LAM
			5D	CHEUNG PO KA
			5D	PANG HOI LAM
6C	CHEUNG MAN YAN			

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
HKSSF Kwai Tsing Secondary Schools Area Committee	Boys U19 Inter-School Basketball Competition Division I	2nd runner up	6C	CHOI KA LEONG
			6D	SHUM CHEUK FUNG
			6C	LI PAK WAI
			5A	YUEN KAI CHEONG
			6B	LEUNG WAI MING
			3C	SUN TIK LUN
			6D	TSOI KA LUN
			6C	TSANG JACKIE
			6B	LI KWOK CHING
			3B	TAN KA FAI
			4B	LI YING HO
			5C	HON HOI CHEUNG
			5C	CHU KIT YAM
			6D	KWOK WAI SHING
6A	LIU MAN KIT JACKY			
6B	KWOK MING FUNG			
Watson Group HK		HK Students Sports Awards	5A	CHENG WAI SHAN

Spiritual Development

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Chinese Bible International Ltd.	The 26th Bible Reading Festival Duo Verse Bible Speaking (Cantonese) (S4-S6)	Champion	5A	YU KA YAN
			5D	LAM WAI SHAN

Integrated Development

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Association of Principals of Secondary Schools, The Hong Kong Council of the Church of Christ in China		The Most Distinguished Student Award	3A	HUNG YIN YUNG
			5D	SIT MING YIN
Home Affairs Bureau		Multi-faceted Excellence Scholarship 2020	6D	LI TSZ YIN PEGGY



VI Financial Summary (September 2019-August 2020)

	Balance B/D	Income up to 31.08.2020	Budget 2019-20	Actual Expenditure up to 31.08.2020	%
Government Fund			(I)	(II)	(III)=(II)/(I)
Grant in EOEBG	3,994,418.78				
Baseline Reference		2,543,432.49	2,693,347.08	2,048,272.54	76.05
Administration Grant/Revised Administration Grant		4,016,136.00	3,733,152.00	3,674,790.03	98.44
Capacity Enhancement Grant		634,017.00	679,700.00	407,933.14	60.02
Composite Information Technology Grant		420,652.00	385,139.20	217,505.72	56.47
Air-conditioning Grant		554,171.00	552,557.92	554,171.00	100.29
SB Ed Psychology Service Grant		108,000.00	107,686.50	107,883.00	100.18
SB Management Top-up Grant		50,000.00	50,000.00	43,000.00	86.00
SB Speech Therapy Administration Recurrent Grant		8,000.00	8,000.00	2,108.00	26.35
Sub-total	3,994,418.78	8,334,408.49	8,209,582.70	7,055,663.43	85.94

Amount carried forward: 5,273,163.84

Grant Outside EOEBG			(I)	(II)	(III)=(II)/(I)
Teacher Relief Grant (Annual)	487,521.04	226,530.00	113,404.03	15,879.25	14.00
Teacher Relief Grant (Vacant Post)	948,067.08	2,756,165.00	3,157,640.97	2,992,290.71	94.76
Home School cooperation Project	0.00	21,633.00	15,783.48	21,633.00	137.06
School-based After School Learning and Support Grant	35,596.10	186,600.00	277,500.00	102,239.50	36.84
Learning Support Grant	82,652.67	472,626.00	316,040.00	465,686.54	147.35
Diversity Learning Grant (AppL)	0.00	133,395.00	269,765.00	133,395.00	49.45
Diversity Learning Grant (Other Programme)	12,820.00	84,000.00	53,400.00	27,900.00	52.25
Diversity Learning Grant (Other Language)	1,000.00	15,600.00	15,600.00	15,600.00	100.00
Extra SS Curriculum Support Grant	83,871.78	0.00	83,871.78	83,871.78	100.00
SBS for Non-Chinese Speaking Student	285.50	50,000.00	50,000.00	50,285.50	100.57
ERG under ITED4	0.00	66,740.00	68,074.80	66,740.00	98.04
1-off for Promotion of C.Hist & Culture	27,829.00	0.00	26,000.00	0.00	0.00
IT Staff Support Grant	100,891.80	317,338.00	316,416.00	213,817.80	67.57
Grant for Sister School	110,520.00	154,950.00	258,500.00	0.00	0.00
Promotion of Reading Grant	28,216.10	61,980.00	75,500.00	28,216.10	37.37
NRG to NCS student to learn C.Hist & Culture	0.00	100,000.00	50,000.00	46,719.00	93.44
Life-wide Learning Grant	0.00	1,158,000.00	1,046,970.00	276,636.50	26.42
Student Activities Support Grant	0.00	152,100.00	50,000.00	14,572.00	29.14
School Executive Officer Grant	0.00	534,660.00	483,978.00	474,424.50	98.03
1-off for Speech Therapy Set-up Grant	0.00	20,000.00	20,000.00	12,094.00	60.47
Special Anti-epidemic Grant	0.00	25,000.00	25,000.00	25,000.00	100.00
Sub-total	1,919,271.07	6,537,317.00	6,773,444.06	5,067,001.18	74.81

Amount carried forward: 3,389,586.89

Total Surplus for Government Fund: 8,662,750.73

	Balance B/D	Income up to 31.08.2020	Budget 2019-20	Actual Expenditure up to 31.08.2020	%
Subscription : Income & Expenditure A/C	2,844,804.83	195,997.68	227,600.00	52,521.55	23.08
Quality Education Fund	174,830.00	808,800.00	1,049,100.00	1,041,870.00	99.31
Alumni Assn. Scholarship Fund	364,267.11	125,253.00	100,000.00	171,418.00	171.42
Octopus Account	66,632.10	520,809.70	279,100.00	521,508.50	186.85
Approved Collection for Specific Purposes A/C	758,010.25	0.00	0.00	0.00	0.00
Council Fund	70,603.46	1,000.00	5,000.00	600.00	12.00
Sub-total	4,279,147.75	1,651,860.38	1,660,800.00	1,787,918.05	107.65

Amount carried forward: 4,143,090.08



VII Appendices

Report on the Use of Capacity Enhancement Grant

Appendix A

Area	Method	Content	Evaluation
Enhance teacher capacity by reducing teaching load.	Teaching assistants were employed to help prepare teaching materials and non-teaching chores.	<ul style="list-style-type: none"> ● Two teaching assistants (TA) were employed to support E-learning, MCED and CLP, conducting lunchtime and afterschool homework classes and remedial classes. ● TAs assisted teachers in non-teaching routines, such as serving as helpers in class substitution, collecting reply proforma and other administrative works. ● TAs assisted teachers in outside classroom teaching activities. ● TAs provided technical advices for teachers on preparing E-learning lesson. 	<ul style="list-style-type: none"> ● The service of TAs was highly commendable. All of them were permitted teachers and they were eager to take up teaching when teachers were on leave. ● Workload of teachers was reduced as TAs shouldered some teaching and non-teaching duties, for example, secretarial duties, collection of reply slips, class substitution, after school lessons, and invigilation. ● Students found them helpful and they were benefitted from supplementary lessons and tutorials. ● TAs also provided much help in organising academic club activities, moral and civic education activities and OLE activities after school or during weekends. Learning experiences of students outside classrooms were enriched. Also, they provided substantial help in sharing the workload of teachers during outings. ● The TAs passed the performance appraisal and were recommended for extension of services. One of them stayed and was promoted to associate teacher. The other one returned to University and continued his study for a higher degree.

Area	Method	Content	Evaluation
	聘請活動助理	<ol style="list-style-type: none"> 1. 協助校隊練習或比賽 2. 紀錄及統計校隊名單 3. 協助處理學生運動員証 4. 整理比賽成績(CYAS) 5. 處理學生健康調查表 6. 輸入學生體適能資料, 並為學生申請有關獎項及印製證書 7. 協助管理體育用品 8. 其他文書工作 	做事細心且盡責, 對學弟學妹關懷愛錫, 又能準時完成任務。對減輕老師工作帶來正面幫助。建議來年繼續聘用。
Reducing teaching load and enhancing teacher professionalism.	English classes	S1 and S2 Readers' Theatre Workshop	16 students joined and their feedback was very positive. 100% of them said that they learned a lot and found the course interesting. The well-experienced teacher was also professional and helpful!
	English classes	S2-S3 English Debate Workshop	13 students joined and their feedback was very positive. 100% of them said that the teacher was knowledgeable and enthusiastic. They thought that the teacher used different useful teaching methods to teach them. Overall, 92% of the students were satisfied with the programme and would recommend it to other students.

Area	Method	Content	Evaluation
	Online learning platform for Junior students.	ILearner 19-20	<p>The overall students' performance in completion rate was beyond our expectation even during the school suspension period.</p> <ol style="list-style-type: none"> 1. Particular classes had satisfactory performance, e.g. 1E2, 1E3 and 3A. These classes attained completion rates of over 90%. 2. All students achieved an average mark of 66% or higher. 3. 1E3, 2E5 and 3E1 have no student with zero submission. <p>However, due to school suspension in 2019- 2020, the cross-subject communication was not done thoroughly, i.e. the related subjects were not heavily involved in cultivating the reading habits of the students.</p> <ol style="list-style-type: none"> 4. Awards: <ul style="list-style-type: none"> ✧ five students got Platinum Award ✧ five students got Gold Award



Programme Evaluation Report for DLG-funded Other Programme (Gifted Education) 2019-20

Programme title	Objective(s)	Targets (No./level/selection)	Duration/Start Date	Deliverables	Evaluation	Teacher i/c & Service provider	Expenditure
S6 JUPAS Interview Workshop	To enhance students' discussion skills and critical thinking skills in preparing for university (JUPAS) entrance interviews through: 1. Practices and training on one-to-one interviews and other forms of interview. 2. Training on the presentation and thinking skill sin activities with social issues.	<ul style="list-style-type: none"> ● 20 students ● S6 students nominated by English teachers with high scores in English 	Six 2-hour lessons (22-26 August 2019)	Trials in individual interview, group discussion. Lists of possible interview topics were provided.	<ol style="list-style-type: none"> 1. 14 students joined. The attendance was 82%. 2. Students were satisfied with the course content. 3. Students valued the experience of conducting interviews. 4. The tutor was enthusiastic and devoted to the teaching. He tried to give individuals comments on their own performance in limited time. 	Teacher-in-charge: Miss Leung Po Ling Service Provider: Headstart Group	\$5,400
S6 Pre-mock DSE practice	To prepare S6 for the public exam and evaluate their own strengths and weakness before Mock Exam.	<ul style="list-style-type: none"> ● 38 students ● S6 students 	Two sessions in Dec 2019	Paper 1 and Paper 3 scripts, answers and notes.	<ol style="list-style-type: none"> 1. The workshops were not successful. The attendance rates of the two sessions were low. The materials provided by Headstart Group were not perceived as highly coherent to the recent DSE format in terms of the layout and the setting, and so the participants had quite negative impression on the materials. 	Teacher-in-charge: Miss Leung Po Ling Service Provider: Headstart Group	\$4,900

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Teacher i/c & Service provider	Expenditure
					2. Although the tutor was conscientious in explaining the major points of the papers the pre-conception of the students attributed to unsatisfactory result.		
香港大學夏日中醫體驗課程	<ol style="list-style-type: none"> 1. 認識中醫的工作及中藥的製作 2. 體驗中醫師的工作環境 	<ul style="list-style-type: none"> ● 三位中五升中六的學生 	2019年8月1,2,5,6日	<p>課程包含多樣化的活動：</p> <ol style="list-style-type: none"> 1. 參觀中藥標本室、百子櫃、實驗室； 2. 做個中醫師 – 角色扮演體驗； 3. 製作中藥茶包、中藥； 4. 體驗針灸、拔罐及耳穴；及 5. 了解你的中醫體質。 	學生享受整個「中醫體驗課程」，其中更有意報讀課程或從事相關行業。	梁志華老師	\$1,500

School-based After-school Learning and Support Programmes 2019/20

Appendix C

Name of School: CCC Chuen Yuen College

Project Coordinator: HUNG SU Mei-kee

Contact Telephone No.: 24205050

A. The number of students (count by heads) benefitted under this programme is 363 (including A. 43 CSSA recipients, B. 179 SFAS full-grant recipients and C. 141 under school's discretionary quota).

B. Information on Activities under the Programme

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$) (cost X no. of eligible students)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Dance Team	0	5	1	100%	Every Fri, from Sept. 2019 to May 2020	2,880	- attendance - evaluation from the tutor	Chuen Yuen Dance Club & CCDC TIC: Mrs. LAU WONG Ka-man	Training was cancelled in Jan-Jun. Finale Performance in July was cancelled due to COVID-19 outbreak.
Musical Instrument Classes	6	36	7	85%	From Sep. 2019 to Jul. 2020, according to the dates of different courses	52703.7	- attendance - evaluation from tutors	Fine Music Education, Hsin Vincent Music Education Limited, Gloria Deo Music Culture, Hong Kong Harmonica Music Centre TIC: Miss SETO Bo-lai	All music instrument courses in the second term were cancelled due to COVID-19 outbreak.

Advanced Basketball Training Course	/	/	/	/	Feb. and Aug. 2020	/	<ul style="list-style-type: none"> - attendance - evaluation from coach and participants - self-reflection 	Chuen Yuen Basketball Team TIC: Mr. SIU Hoi-ning	The programme was cancelled to prevent outbreaks of COVID-19.
Girl Guides International Exchange Programme/ Leadership Training Programme	/	/	/	/	Aug. 2020	/	<ul style="list-style-type: none"> - reflection journals 	Hong Kong Girl Guides Association TIC: Mrs. WU LUI Chun-fan	The programme was cancelled to prevent outbreaks of COVID-19.
Girl Guides Camping	/	/	/	/	From Oct. 2019 to Aug. 2020, according to dates of different programmes	/	<ul style="list-style-type: none"> - attendance - evaluation from instructors 	Chuen Yuen College Girl Guide 35 th NT COY TIC: Mrs. WU LUI Chun-fan	No participants were eligible for the grant.
S1 Orientation Camp	/	/	/	/	Jul. 2020	/	<ul style="list-style-type: none"> - attendance - teachers' observation - evaluation from tutors and students 	Chaplain (Coordinator: Mrs. CHAN SHIU Sheung Yeung)	This activity was postponed to September 2020 to prevent outbreaks of COVID-19.
Leadership Training Camp	/	/	/	/	Jul. to Aug. 2020	/	<ul style="list-style-type: none"> - teachers' observation - evaluation from tutors and students 	Chaplain (Coordinator: Mrs. CHAN SHIU Sheung Yeung)	The programme was cancelled to prevent outbreaks of COVID-19.

Local Community Experience Programme	/	/	/	/	Jul. to Aug. 2020	/	<ul style="list-style-type: none"> - reflection essay - teachers' observation - evaluation from tutor and students 	Chaplain (Coordinator: Mrs. CHAN SHIU Sheung Yeung)	The programme was cancelled to prevent outbreaks of COVID-19.
Sports Exchange Tour	/	/	/	/	Jul. 2020	/	<ul style="list-style-type: none"> - teachers' observation - questionnaire 	CCC KLA-PE TIC: Mrs. KWOK YEUNG Po-Yee & Mr. SIU Hoi-ning	The programme was cancelled to prevent outbreaks of COVID-19.
Moral and Civic Education Study/ Cultural Exchange Tour	/	/	/	/	Apr. 2020	/	<ul style="list-style-type: none"> - reflection journals - sharing in assembly 	Moral and Civic Education Committee TIC: Mr. CHAN Ki-yeung	All exchange programmes were cancelled due to COVID-19 outbreak.
School Picnic	26	179	141	100%	10 th Oct. 2019	8,881.8	<ul style="list-style-type: none"> - attendance - questionnaires - teachers' observation 	Activity Committee TIC: Mr. LI Siu-Kei & Mrs. HUNG SU Mei-kee	Discretionary: Students in receipt of SFAS half grant were subsidised 50% of the fee.
Prefect Training Camp	/	/	/	/	Apr. 2020	/	<ul style="list-style-type: none"> - questionnaires, advisors' observation. 	Discipline Committee TIC: Mr. KWOK Chi-fung	The training camp was cancelled due to COVID-19 outbreak.

Mentorship Scheme (S1-3, S6)	11	88	25	100%	Jan. - Jun. 2020	37590	- mentors' observation - questionnaires	TIC: Mr. CHEUNG Ka-lok, Ms. Ko Hui-yan	The mentorship scheme was launched to provide care and guidance to mentees as well as providing tutorial classes for improving academic performance. (Mentors: alumni)
Total no. of activities: 4									<i>*All activities proposed to be held in the second term were cancelled due to COVID-19 outbreak.</i>
@No. of man-times	43	308	174		Total Expenses (up to 31/5/2020)	102055.5			
**Total no. of man-times	525								

Note:

* Name/type of activities are categorised as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others		✓				
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities		✓				
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community			✓			
q) Your overall view on students’ community involvement		✓				

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick “✓” more than one box)

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers’ workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

Discretionary quota really helps those students in need. (Dance Team)

姊妹學校交流報告書
2019 – 2020 學年

學校名稱：	中華基督教會全完中學		
學校類別：	中學	負責老師：	陳其暘先生

本學年已與以下內地姊妹學校進行交流活動：

因新冠肺炎影響，本年度本校未能到鼎湖區實驗中學（肇慶）進行交流活動。

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面（已舉辦）(*請刪去不適用者)

交流項目			預期目標		
編號	☐	描述	編號	☐	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input type="checkbox"/>	增進對內地的認識和了解
A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
			B3	<input type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
			B4	<input type="checkbox"/>	擴闊學校網絡
			B6	<input type="checkbox"/>	建立友誼/聯繫
			B7	<input type="checkbox"/>	訂定交流細節/ 活動詳情

管理層面 達至預期目標程度	C1 <input type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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乙. 教師層面 (*已舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input type="checkbox"/>	考察	E1	<input type="checkbox"/>	增進對內地的認識和了解
			E2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
			E4	<input type="checkbox"/>	促進專業發展
			E6	<input type="checkbox"/>	擴闊視野
			E7	<input type="checkbox"/>	建立友誼/聯繫

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (*已舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input type="checkbox"/>	擴闊視野
			H4	<input type="checkbox"/>	建立友誼
			H5	<input type="checkbox"/>	促進文化交流
			H6	<input type="checkbox"/>	增強語言/表達/溝通能力
			H7	<input type="checkbox"/>	提升自理能力/促進個人成長
			H8	<input type="checkbox"/>	豐富學習經歷

學生層面 達至預期目標程度	I1 <input type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (*未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input type="checkbox"/>	學年總開支	HK\$
N10	<input checked="" type="checkbox"/>	沒有任何開支	HK\$

反思及跟進:

編號	<input type="checkbox"/>	內容
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O2	<input checked="" type="checkbox"/>	<p>明年舉辦有關交流活動的形式/內容 (2020-21)</p> <ul style="list-style-type: none"> — 建議可加長學生們活動時間，或可上一節姊妹學校的課，讓全完同學經歷當地學習之不同。 — 可與當地學生舉辦運動方面的比賽，從而去增加大家的互動性。而且因為他們較擅長運動，亦對運動有興趣。 — 能增加校園導賞和集體遊戲(尤其是互相認識的遊戲)，讓當地學生帶領全完同學認識他們的校園，能加強交流。
O3	<input checked="" type="checkbox"/>	<p>有關交流活動的時間安排</p> <p>和姊妹學校的學生進行活動時間可以更長，活動也可以更多。</p>

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	總人次
P4	<input type="checkbox"/>	本校教師參與交流的總人次	總人次
P5	<input type="checkbox"/>	本校學校管理人員參與交流的總人次	總人次

Life-wide Learning Grant
Report on the Use of the Grant
2019-2020 School Year

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities											
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
跨科組合作： 宗教教育科及德育及公民教育組	生命體驗活動	與德公組合作，參加「生命・歷情」體驗活動，藉此學習以正面角度看人生歷程。	11-11-19	S4 (21)	同學整體投入參與體驗活動，有較深入反思，值得推廣。85.7%同學認為是次活動能加深自己對正向人生的看法。	980	E2	✓	✓			
						3510	E1	✓	✓			
宗教教育科	中一級宗教合班活動課	利用體驗學習活動，幫助學生學習聖經教導，從而反思生命價值及實踐基督教信仰。	1-11-19 4-11-19 25-11-19 26-11-19	S1 (132)	同學能投入課堂，氣氛不錯。90.3%同學認為合班活動比傳統學習更能認識聖經教導。	6400	E1	✓				
English	The coach fee for the HK Schools Speech and Music Festival	To subsidize the coach fee of a class joining the choral verse speaking	Many contests suspended due to class disruption	61 students	The class joining the choral verse speaking were exposed to live language performance. Other participants practiced the literary texts for the contests and polished the spoken language.	1200	E2			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Expenses on Item 1.1						12090.0						
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)											
舞蹈組	Enhancing the Mind with Dance Motion Modern Dance in Practice Project	The modern dance programme aims at enabling students to take a fresh look on themselves, to consider their innate infectious appeal, to cultivate team spirit and empathy, and to learn about respecting, accepting and embracing themselves and others. It also envisions to broaden students' horizons for the art of dance, and to nurture their interest in art appreciation.	Oct 2019 to July 2020	S1-S5	100% Participation Rate	1440	E6			✓		
戲劇組	19-20 年度戲劇訓練課程	培養學生欣賞及表演能力	9/2019 - 7/2020	S1-S5	90%的同學認為課程有助提升欣賞及表演能力	3150	E6			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
輔導組	S2 Adventure activity 中二歷奇訓練日	Adventure Based Counseling 透過歷奇為本輔導/經驗學習模式，提升同學的團隊精神及責任心，並培養同學之領袖才能。	06-12-2019	S2 (86 出席)	97.4%學生表示活動在團隊會作精神方面有得著。 91.5%學生表示活動在溝通技巧方面有得著。 91.6%學生表示活動在解難能力方面 3 有得著。	20654	E6		✓				
						4680	E2		✓				
輔導組	S1 Adventure activity 中一歷奇訓練日	Adventure Based Counseling 透過歷奇為本輔導/經驗學習模式，讓學生認識自己；提升解難能力；並提升自我管理能力。	21-09-2019	S1 (88 出席)	83.33%學生認為這次訓練活動為他日後的學業/工作帶來正面影響。 83.33%學生滿意這次訓練活動。	9674	E6		✓				✓
宗教教育科	聖經朗誦比賽	透過認識聖經經文及朗誦，豐富學生的聖經學習經歷。	15-6-20	S5 (2)	參賽同學認真練習，老師及同學皆滿意其表現。比賽結果：冠軍。	180	E1	✓		✓			
PE	School team training and competitions: Hiring sports coach	stretching students' potential	10/2019-5/2020	High	Excellent	92380	E5			✓			
PE	School team training and competitions: Transportation	stretching students' potential	9/2019-3/2020	High	Very good	6600	E2			✓			
PE	School team training and competitions: Uniforms	stretching students' potential	9/2019-5/2020	High	Satisfaction	17408	E7			✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
PE	School team competitions: Entry fee and registration fee	stretching students' potential	10/2019-4/2020	High	Satisfaction	7604	E1			✓		
PE	School team training: Equipment	stretching students' potential	9/2019-12/2019	High	Very good	32409	E7			✓		
PE	School team training Hiring Sports Assistant and fitness instructor	stretching students' potential	9/2019-7/2020	Low to high	Excellent	24130	E5			✓		
PE	School team training: Booking of court for training	stretching students' potential	10/2019-4/2020	High	Excellent	3489	E1			✓		
PE	PE Bowling lesson for S5 and S6 students	cater for students' interests	9/2019-12/2019	Low	Very good	4702	E1			✓		
訓導組	領袖生培訓	提升領袖生執行職務能力，建立團隊	19/10/2019	S4 & S5	培訓日 50 名領袖生出席。根據負責老師觀察，領袖生執行職務技巧及信心有所提升，團隊合作亦良好。	1073.2	E1		✓			✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
訓導組	乘風航「賽馬會乘風同行」訓練計劃(挑戰營及探訪活動)	自我認識、認識大自然、分享技能、學習欣賞、認識海洋及回饋社區	挑戰營 (7-8/12/2019) 探訪活動 (13/12/2019)	S2 及 S4	由於停課，計劃中只有挑戰營(44人出席)及一次社區服務(探訪活動)(37人出席)能夠完成。問卷調查中 86.4%參加者十分同意或同意「整體而言，我對這個計劃感到滿意。」	8785.8	E1		✓			✓	
						2650	E2						
Career	Mock Interview	To train students with interview skills for further study and career development.	5 Dec, 2019	S6	16 students participated with high rating. Students could apply the skills in careers aspects.	2100	E6						✓
Career	Mock Release of HKDSE results	To familiarize students with the situation of DSE Release.	18 Dec, 2019	S6	All S6 students participated. They could experience various selection processes in different scenarios.	8000	E6						✓
Liberal Studies	Inter-school Debate competition	To train students' critical thinking.	Nov 2019	S4 & S5 10 students	Participation	300	E1	✓					
Expenses on Item 1.2						251409.0							

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons											
音樂科	香港青年音樂匯演 2019 中樂團比賽	互相觀摩切磋，提昇學生合奏技巧	28/11/2019	初級	優異獎	1500	E2			✓		
音樂科	香港青年音樂匯演 2019 交響樂團比賽	互相觀摩切磋，提昇學生合奏技巧	19/12/2019	初級	銅獎	1300	E2			✓		
音樂科	聯校音樂大賽 2020	互相觀摩切磋，提昇學生合奏技巧	取消	-	-	1265	E1					
音樂科	西樂團訓練	提昇學生合奏技巧	2019-2020	樂器班學員	出席率約 85%	5687.5	E5			✓		
						Expenses on Item 1.3	11017.5					
1.4	Others											
						Expenses on Item 1.4	0					
						Expenses for Category 1	274516.5					

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting LWL		
STEM			
PE			
Arts			
Others (Career)	《生涯指紋：探索技能編》排卡工具	To build up careers-related resources for careers development	2120
		Expenses for Category 2	2120
		Expenses for Categories 1 & 2	276636.5

* : Input using the following codes; more than one code can be used for each item.

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Number of Student Beneficiaries

Total number of students in the school:	714
Number of student beneficiaries:	714
Percentage of students benefitting from the Grant (%):	100%

**Report on the Use of the Student Activities Support Grant
2019-2020 School Year**

I. Financial Overview

A	Allocation in the Current School Year:	\$152100
B	Expenditure in the Current School Year:	\$14572
C	Unspent Amount to be Returned to the EDB (A – B):	\$137528

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	9	\$1641
Full-grant under the School Textbook Assistance Scheme	75	\$12931
Meeting the school-based financially needy criteria	0	\$0 (capped at 25% of the total allocation for the school year)
TOTAL	84	\$14572 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries	Essential Learning Experiences				
				I	M	P	S	C
1.1	Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises)							
Language								
Geography								
Chinese History								
Cross-KLA (e.g. STEM)								
	Expenses on Item 1.1	0						

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries	Essential Learning Experiences				
				(Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
1.2 Local activities: To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)								
輔導組	S1 Adventure activity 中一歷奇訓練日	4726	43					
輔導組	S2 Adventure activity 中二歷奇訓練日	9846	41					
Expenses on Item 1.2		14572						
1.3 Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions								
Expenses on Item 1.3		0						
1.4 To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities								
Expenses on Item 1.4		0						
1.5 Others								
Expenses on Item 1.5		0						
1.6 To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure								
Expenses on Item 1.6		0						
Total		14572						

Contact Person for Life-wide Learning (Name & Post): Mr. Tang Shu Yan (Vice Principal)

END OF REPORT