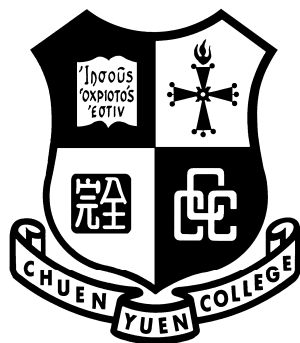


CCC CHUEN YUEN COLLEGE
中華基督教會全完中學



2020 - 2021

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. The IMC 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 serves as school chaplain to advise the school on evangelical matters. She also helps the school to promote the Gospel among teachers and students on the campus. There are 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	59.7
Others/ No religion	24	42.1	4-5 years	1	1.8	Bachelor with PGDE/PCED	21	36.8
			6-10 year	5	8.8	Bachelor degree	1	1.75
			11-15 years	10	17.5			
			Above 15 years	34	59.6			
Total	57	100%	Total	57	100	Total	57	100%

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

2. Staff Turnover

Staff resigned in 2020-2021	Number of staff
Teachers (retired and personal reasons)	4
Student Counsellor (personal reasons)	1
Janitor (retired)	1

3. Teacher Professional Development

3.1 School-based Training

Date	Theme	Organiser
21 December 2020 (8:00-10:00)	Workshop: 「自主學習」	Staff Development Team
21 December 2020 (10:30-13:00)	Workshop: 「如何有效推行校本資優教育課程」	Staff Development Team
22 December 2020 (8:00-9:30)	Workshop: 「透過課程及教學設計，促進學生 創意表現」	Staff Development Team
22 December 2020 (10:30-12:30)	Workshop: 「全完堂心靈講座」	Staff Development Team
22 December 2020 (12:30-14:00)	提升團隊精神聯誼活動	Staff Development Team
31 March 2021 (8:00-9:30)	Workshop: 「一國兩制實踐與基本法教育」	Staff Development Team
31 March 2021 (9:45-11:45)	Workshop: 「從玩玩具學 STEM 到創建」	Staff Development Team
31 March 2021 (12:00-13:00)	Workshop: 「電子圖書資源，推廣閱讀文化」	Staff Development Team

3.2 Other Courses and Seminars

	Courses/Seminars/Workshops related to	No. of Participants
1.	HKDSE/HKEAA	28
2.	Various academic subjects	263
3.	Use of Information Technologies	56
4.	Extracurricular Activities	4
5.	Student Guidance	46
6.	Student Discipline	8
7.	Moral and Civic Education	5
8.	Careers and Life Planning	30
9.	Religious Education	27
10.	School based Assessment	1
11.	Middle Management & Professional Training	26
12.	Master degree courses/PGDE	2
13.	Special Education Needs	36
14.	Collaborative or Peer Teaching	64
15.	National Security	85
16.	Others	20
	Total	701



II Achievements and Reflection on Major Concerns 2020-2021

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 was a total of 36 face-to-face lessons using iPads. With the experience of online teaching from last year, a number of Zoom lessons applied eLearning teaching strategies this year.</p> <p>✧ The apps under VPP in MDM were used by all the departments. Nearpod, Kahoot, and YouTube had the highest frequency. Subject-based apps were used such as ChemEye, Geogebra, iScienceAR, Wolfram, 教城書櫃, 原子彈出來. From the observation of teachers, over 70% of students agree these strategies can enhance their learning.</p> <p><u>Reflection</u></p> <p>✧ The limited lesson time, tight teaching schedule and the sanitation procedure of shared equipment affected the using of iPads in lessons.</p> <p>✧ 'Instant feedback' and 'Task-Based Learning' were still the most common eLearning strategies in our eLearning lessons. To apply the strategies, Kahoot and Nearpod were chosen by most of the teachers.</p> <p>✧ 'Low response time' was reported by several teachers. The phenomenon was concerned with the Wi-Fi's bandwidth. Network traffic congestion was found especially in classes of over 30 students.</p> <p><u>Follow-up measures</u></p> <p>✧ Wi-Fi Network is being upgraded by the IT Team in July, 2021.</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 facilitated meaningful learning. ✧ These strategies motivated the students to have more engagement in their learning process, which in turn brought about a deeper understanding as to the meaning of what they were learning, and increased student learning confidence. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ Make adjustment to the implementation in reference to the experience had this year.
	<p>1.2 Enhance assessment policies to further improve teaching and learning effectiveness.</p> <p>1.2.1 All subject departments to 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 was 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 strengths and weaknesses of students. Follow-up actions were developed.

Targets	Strategies	Success Criteria	Evaluation																					
			<p>✧ Examination results</p> <table border="1" data-bbox="1160 164 1960 467"> <thead> <tr> <th colspan="3">No. of subjects with passing rate over 70%</th> </tr> <tr> <th>Class Level</th> <th>HY Exam</th> <th>Annual Result</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>13/15</td> <td>13/15</td> </tr> <tr> <td>S2</td> <td>10/14</td> <td>11/15</td> </tr> <tr> <td>S3</td> <td>11/15</td> <td>13/17</td> </tr> <tr> <td>S4</td> <td>15 /17</td> <td>13/17</td> </tr> <tr> <td>S5</td> <td>10/16</td> <td>13/16</td> </tr> </tbody> </table> <p><u>Reflection</u></p> <p>✧ The analysis of results could help teachers put more emphasis on certain areas thereby improving the effectiveness of teaching and learning.</p> <p>✧ Typical questions and critical techniques should be included in daily practices and assessments to improve students’ examination skills.</p> <p><u>Follow-up measures</u></p> <p>✧ Make adjustment to the implementation with respect to the results of Examination if necessary.</p>	No. of subjects with passing rate over 70%			Class Level	HY Exam	Annual Result	S1	13/15	13/15	S2	10/14	11/15	S3	11/15	13/17	S4	15 /17	13/17	S5	10/16	13/16
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	1.2.2 Apply formative assessment to enhance students’ self-reflection on learning	✧ Over 70% of students show improvement in their learning.	<p><u>Achievements</u></p> <p>✧ Target met.</p> <p>✧ More quizzes and dictations were done to monitor the learning of students.</p> <p>✧ Self-assessment was provided in some subjects.</p> <p>✧ Examination results</p> <table border="1" data-bbox="1160 1070 1960 1374"> <thead> <tr> <th colspan="2">No. of subjects with improvement or passing rate over 85%</th> </tr> <tr> <th>Class Level</th> <th>Annual Result</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>14/15</td> </tr> <tr> <td>S2</td> <td>12/15</td> </tr> <tr> <td>S3</td> <td>15/17</td> </tr> <tr> <td>S4</td> <td>13/17</td> </tr> <tr> <td>S5</td> <td>14/16</td> </tr> </tbody> </table> <p><u>Reflection</u></p> <p>✧ Most students showed improvement in learning.</p>	No. of subjects with improvement or passing rate over 85%		Class Level	Annual Result	S1	14/15	S2	12/15	S3	15/17	S4	13/17	S5	14/16							
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Targets	Strategies	Success Criteria	Evaluation
			<ul style="list-style-type: none"> ✧ More encouragement should be given to low-motivated students. ✧ The implementation plans were partially carried out due to COVID-19 pandemic. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ Make adjustment to the implementation with respect to the results of Examination if necessary.
<p>2. Students' horizons are broadened and their innovative potentials are unleashed</p>	<p>2.1 To conduct thematic approach in cross-curricular reading and other learning activities.</p> <p>2.1.1 LAC group will promote the reading across curriculum with the support of library.</p>	<ul style="list-style-type: none"> ✧ Over 70% of participants complete the reading task set. 	<p><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Target partially met. ✧ Except LAC worksheets and English Builder, other activities were suspended due to COVID-19 pandemic. ✧ To maintain the reading habit of students, selected reading materials were provided to students for "Home reading." <p><u>Reflection</u></p> <ul style="list-style-type: none"> ✧ The morning reading programme was punctuated by the class disruption. The suspension of the school library effected the implementation of the reading plan. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ LightSail, a new online learning program for English and LAC, was proposed to be used in the next school year.
	<p>2.2 To enrich students' learning experiences by providing learning experiences in authentic contexts.</p>		

Targets	Strategies	Success Criteria	Evaluation															
	<p>2.2.1 To Implement form-based/cross committee/ cross-curricular life-wide learning activities by providing two life-wide learning days within school calendar.</p>	<p>✧ Over 70% of participants will show positive feedback and agree that the activities can enhance learning.</p>	<p><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Target partially met. ✧ Planning of Life-wide learning days (29, 30 March) <table border="1" data-bbox="1160 245 1928 592"> <tr> <td>S1</td> <td>Hong King Local Tours (PSHE)</td> <td>Outing</td> </tr> <tr> <td>S2</td> <td>Stem Competition (STEM, IS) Robot Exhibition (STEM, CT)</td> <td>School Outing</td> </tr> <tr> <td>S3</td> <td>Civil education (MCE committee)</td> <td>Outing</td> </tr> <tr> <td>S4</td> <td>Outward Bound (EAC) Leadership training (EAC)</td> <td>Outing Hall</td> </tr> <tr> <td>S5</td> <td>Careers workshops (Careers committee) Visit Hong Kong Film Archive (OLE)</td> <td>Classroom Outing</td> </tr> </table> <ul style="list-style-type: none"> ✧ The life-wide learning days were cancelled due to school suspension. ✧ Due to COVID-19 pandemic, the 5-day course of Outward Bound was rescheduled to a 2-day day course on June 21, 22. <p><u>Reflection</u></p> <ul style="list-style-type: none"> ✧ Outward bound: S4 participants agreed that their skills were strengthened and became more responsible, motivated, and capable leaders. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ The planned programme will be implemented on 2021-2022. 	S1	Hong King Local Tours (PSHE)	Outing	S2	Stem Competition (STEM, IS) Robot Exhibition (STEM, CT)	School Outing	S3	Civil education (MCE committee)	Outing	S4	Outward Bound (EAC) Leadership training (EAC)	Outing Hall	S5	Careers workshops (Careers committee) Visit Hong Kong Film Archive (OLE)	Classroom Outing
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	<p>2.2.2 To implement the STEM curriculum and 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 interschool competitions.</p>	<p>✧ Over 70% of participants show positive feedback and could demonstrate their innovation.</p>	<p><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Target met. ✧ S2: STEM project learning on topic ‘Mentoring program of coding for community’ was completed. ✧ S3: A VR activity on visiting traditional buildings of Tsuen Wan ✧ A STEM elite team was established. Training programs were produced by Mr. CC Leung and Mr. TY Tang. Two interschool competitions were joined. <p><u>Reflection</u></p> <ul style="list-style-type: none"> ✧ S2 students benefited from the projects with the design and coding skills. They also built a close relation with the alumni mentors. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ ‘Mentoring program of coding for community’ will continue for S2 and S3. 															

Targets	Strategies	Success Criteria	Evaluation
	2.2.3 Each department will design at least one learning task related to real-life contexts in Junior forms.	<ul style="list-style-type: none"> ✧ Over 70% of students could apply their learning to real-life contexts. 	<p><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Target Met. ✧ Over 70% of students could apply their learning to real-life contexts. ✧ Examples of implementation: Use songs and videos (English), Statistical problems (Mathematics), Food problems and natural hazard (Geography), Braving the storm: Hong Kong under Japanese Occupation (History), Top 10 News election (Life and Society) <p><u>Reflection</u></p> <ul style="list-style-type: none"> ✧ All these class activities were generally well-received by students according to teachers' observation. ✧ The tasks enhance students' interest and learnt daily-life experience. ✧ The school suspension affected the implementation for some departments. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ Refine the learning tasks and carry out in 2021-2022.

Conclusion

In this year, normal lessons were affected by the COVID-19 pandemic again. Many planned outing activities and face-to face lessons were suspended or cancelled. With the past year experience of remote learning, the online lessons ran smoothly. We believe that most of our students had very effective self-regulated learning skills and could maintain high academic progress. However, some students might face difficulty in remote learning for different reasons, such as lack of equipment, family support and being emotionally distracted. We continued the mentor scheme to help these students. The mentors gave support to their mentees on both an academic dimension and an emotional dimension. There were altogether 69 mentors and 441 mentees in different stages.

Major Concern B: Achieving goals with perseverance

Targets	Strategies	Success Criteria	Evaluation
<p>1. Cultivate students' positive values and attitudes to enhance their capability to face the challenges in an ever-changing society (<i>Sub-concern B.1 Quality value education</i>)</p>	<p>1.1 Students demonstrate perseverance and show confidence by participating in activities, competitions and attaining suitable levels.</p>	<p>✧ 70% or above of students can attain the passing level and show improvement in perseverance.</p>	<p><u>Achievements</u></p> <p>(1) Guidance Committee:</p> <ul style="list-style-type: none"> ✧ The Mental Health Group run by LevelMind at JC developed a stigma-free, youth-specific and youth-friendly mental wellness service for those aged 12 to 24. This project helps young people to enhance their cognitive resources, personal strengths and then build their overall mental wellness. Six workshops were held at a hub for our S2 participants. Through observation by responsible teachers and social workers, students showed positive feedback. ✧ The program was run by three professional social workers with follow-up. The environment was comfortable and students showed their commitment. Apart from understanding personal emotions, students also learned how to release the stress from study and living through a pandemic. <p>(2) Moral & Civic Education Committee:</p> <ul style="list-style-type: none"> ✧ One of the MCEd Committee objectives is to provide a holistic and balanced curriculum which aims to cultivate in students the seven priority values and attitudes. The results are all positive as shown below: ✧ Nearly 100% of form teachers are satisfied with the performance of students in lessons. ✧ 94.8 % of students are satisfied with their learning in the MCEd lessons: S.1 (95.5%), S.2 (89.4%), S.3 (96.3%), S.4 (98.1%), S.5 (94.8%) ✧ 96.3% of students agree that the MCEd lessons and activities enhance their value awareness on perseverance, respect for others, responsibility, national identity, commitment, integrity and / or care for others: S.1 (96.1%), S.2 (92.7%), S.3 (95.4%), S.4 (99.8%), S.5 (97.5%) ✧ Other remarks: Due to the COVID-19 pandemic, the activity related to global citizens was mainly for S.3 about world refugees. Students were reminded to take responsibility and see the importance of their role in the world. They can change the world with knowledge.

Targets	Strategies	Success Criteria	Evaluation
			<p>(3) Religious Committee:</p> <ul style="list-style-type: none"> ✧ Three training sessions were held by Little Fire Limited for committee members of the Student Christian Fellowship and Religious Ambassadors (student disciples). ✧ Twelve fellowship meetings were held. All fellowship committee members were devoted to serve. They showed confidence and improvement in perseverance when leading the meetings. ✧ Sixteen prayer meetings were held for S6 Religious Ambassadors. All of them were eager to pray and showed improvement and perseverance in the meetings. ✧ One thanksgiving activity was held by Religious Ambassadors. All of them learnt how to express their gratitude and they showed confidence in the activity. <p>(4) Discipline Committee:</p> <ul style="list-style-type: none"> ✧ A total of 87 and 47 students succeeded in completing discipline-related items in the Chuen Yuen Award Scheme and offset their demerit(s) in the Demerit Offset Scheme respectively. <p><u>Reflection</u></p> <p>(1) Guidance Committee:</p> <ul style="list-style-type: none"> ✧ Through observation by responsible teachers and social workers, students showed positive feedback. The centre added four new sessions in the second term to provide additional support. <p>(2) Moral & Civic Education Committee:</p> <ul style="list-style-type: none"> ✧ All topics of MCEd Committee were related to caring projects (caring about our neighbours, the sick, and world refugees) as well as knowing more about China's development of art and sports. Despite the COVID-19 pandemic, the 'Caring project' reading activities of the first term, class activities (role play, writing and presenting the proposals), and quiz competition about China in the second term were successfully organised. Students were given opportunities to learn from disadvantaged groups about their attitudes of perseverance, caring, cherishing the chance of

Targets	Strategies	Success Criteria	Evaluation
			<p>learning, living well with family and the people around them. Students were encouraged to aim at becoming life-long learners. Students also learnt to see the development of China from other perspectives.</p> <p>(3) Religious Committee:</p> <ul style="list-style-type: none"> ✧ Due to the outbreak of COVID-19, most of the meetings were held via Zoom. In-depth discussions were allowed. Student disciples and fellowship members learnt about more positive values and attitudes in Bible. <p>(4) Discipline Committee:</p> <ul style="list-style-type: none"> ✧ Despite the impact of COVID-19 on the school's operation, the number of students who successfully completed the requirements for the Chuen Yuen Award Scheme and the Demerit Offset Scheme were satisfactory. Students could still be motivated through proper encouragement and arrangements. <p><u>Follow-up measures</u></p> <p>(1) Guidance Committee:</p> <ul style="list-style-type: none"> ✧ Due to the outbreak of COVID-19, the workshop for S6 could be arranged for July. ✧ Two additional workshops will be arranged for S4 and S5 in July 2021. <p>(2) Moral & Civic Education Committee:</p> <ul style="list-style-type: none"> ✧ Since we are now living under the uncertainty and impact of the COVID-19 pandemic, our committee is making every effort to simplify the theme while still making it memorable and remarkable, echoing the suggestions made by Values Education Unit of the EDB in recent years. The theme of MCEd Committee will be 'Together, we fight the virus! Be grateful and treasure what we have!' in the next academic year. The above mentioned theme will be across all forms and there are six main activities in total, designed to target specific forms. An award system for the most active participants will be set-up and promoted accordingly. <p>(3) Religious Committee:</p> <ul style="list-style-type: none"> ✧ Religious Ambassadors will be renamed as Gospel and Caring

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 good support by form teachers and show improvement in perseverance. ✧ Above average results in APASO. 	<p>Ambassadors.</p> <ul style="list-style-type: none"> ✧ Training sessions will be arranged for the student disciples and different religious activities will be organised by them in next school year. <p>(4) Discipline Committee:</p> <ul style="list-style-type: none"> ✧ Promotion needs to be strengthened to encourage students to join the Schemes. Online activities should be arranged. <p><u>Achievements</u></p> <p>(1) Guidance Committee:</p> <ul style="list-style-type: none"> ✧ More collaboration and discussion among committee (DC, GC, SEN team, Career & CYAS Team) and form teachers. ✧ Two Zoom form teacher meetings have been arranged in September and October. ✧ Class management: goal-setting by class teachers and their students was completed in October. ✧ Mid- term review was completed in April. Final review also completed on June 28. ✧ 87.5% classes (21/24 classes) have achieved /partly achieved their targets. ✧ S1-S6 students showed good support (from their form teachers) and showed improvement in perseverance in Mid-term review. ✧ 85% of classes meet their targets. All S1-S5 students showed good support (from form teachers) and showed good improvement in perseverance in final review. <p>(2) Discipline Committee:</p> <ul style="list-style-type: none"> ✧ Due to the impact of COVID-19 on the school’s operation, interclass competitions were cancelled. <p><u>Reflection</u></p> <p>(1) Guidance Committee:</p> <ul style="list-style-type: none"> ✧ Goal Setting can help students strive for excellence. ✧ Close guidance is crucial for junior students. ✧ Due to outbreak of COVID-19, students with less calibre had already given up.

Targets	Strategies	Success Criteria	Evaluation
	<p>1.3 Adventure and Leadership training for all junior form students.</p>	<p>✧ 70% or above of students show good response in this training and show improvement in perseverance.</p>	<p>(2) Discipline Committee: ✧ Interclass competitions are good for the fostering students' sense of belonging and different formats of interclass competitions could be explored.</p> <p><u>Follow-up measures</u></p> <p>(1) Guidance Committee: ✧ "The 7 Habits of Highly Effective People" will be introduced targeting students to achieve a higher degree of outward success. ✧ "Promote motivation on learning" workshop will be arranged for junior repeaters in July.</p> <p>(2) Discipline Committee: ✧ Interclass competitions will be arranged next year.</p> <p><u>Achievements</u></p> <p>(1) Guidance Committee: ✧ Due to COVID-19, all Adventure and Leadership training was cancelled. ✧ Monitors and monitresses training with the Discipline Committee was conducted with a satisfactory result.</p> <p>(2) Careers Committee: ✧ Eight S3 students (two for each class) were invited to be ambassadors for subject selection. Training focus was directed toward the skills and aspects concerned with each subject selection. They were encouraged to help their classmates to overcome any uncertainties or difficulties during the process of subject selection. Four of them joined the local universities' online sessions including Career Aspiration at HKU online (Nursing), CU Programme Taster Fair (Live Student Sharing) and PolyU online Lecture Series 2021 (Artificial Intelligence Programme).</p> <p>(3) Extra-curricular Activities Committee: ✧ House inauguration was video recorded and broadcast through eClass during the epidemics. ✧ 160 gold medals were awarded to students who show improvement in perseverance.</p>

Targets	Strategies	Success Criteria	Evaluation
			<p> ✧ Leadership training courses for students of S4 (two services providers: Outward Bound and Shing Yan) were held on 21st and 22nd June. The indexes for sense of achievement for Outward Bound and Shing Yan were 3.4 and 3.25 out of 5 respectively. While the indexes of perseverance were 3.3 and 2.9 out of 5 respectively. </p> <p> ✧ On-line Cultural Square was launched through the eClass platform. The talent and perseverance of students was demonstrated. </p> <p> (4) Discipline Committee: </p> <p> ✧ Ten prefects had attended the online leadership training organized by the Hong Kong Federation of Youth Groups. </p> <p> <u>Reflection</u> </p> <p> (1) Guidance Committee: </p> <p> ✧ Students look forward to having more interactive activities. </p> <p> (2) Careers Committee: </p> <p> ✧ 100% of the ambassadors of subject selection show a good response to training. </p> <p> (3) Extra-curricular Activities Committee: </p> <p> ✧ More students shared their interests and hobbies through eClass by video recording their skill in various fields. </p> <p> (4) Discipline Committee: </p> <p> ✧ Adventure training could help the development of students and prefect training is necessary to enhance the leadership of our prefects. </p> <p> <u>Follow-up measures</u> </p> <p> (1) Guidance Committee: </p> <p> ✧ S1-S3 Adventures and Leadership training will be arranged in next school year. </p> <p> ✧ Junior form monitors and monitresses training will be continued. </p> <p> (2) Careers Committee: </p> <p> ✧ Training for S3 and S4 ambassadors will be continued in the next academic year. The ambassadors are expected to help students using materials in the Career and Life Planning Resource Room next year. </p>

Targets	Strategies	Success Criteria	Evaluation
			<ul style="list-style-type: none"> ✧ Opportunities of cooperation with other committees to organise Adventure and Leadership training programmes will be explored. (3) Extra-curricular Activities Committee: <ul style="list-style-type: none"> ✧ Promotions are needed. (4) Discipline Committee: <ul style="list-style-type: none"> ✧ Prefect training and adventure training for junior forms and will be arranged next year.
<p>2. Students are able to master and manage their Career and Life Planning <i>(Sub-concern B.2 Quality goal-setting, planning and evaluation)</i></p>	<p>2.1 Review the curriculum to target for further studies.</p>	<ul style="list-style-type: none"> ✧ 70% or above of students agree the curriculum is useful in goal setting and evaluation. 	<p><u>2.1 Achievements</u></p> <p>(1) Careers Committee:</p> <ul style="list-style-type: none"> ✧ Curriculum of S1, S2, S3 and S5 were reviewed. <ul style="list-style-type: none"> • S1 and S2: Goal-setting and career exploration activities were implemented for S1 and S2 respectively. • S3: Information and video which share the experience of subject selection were updated. • S5: LIFE+ Platform which was developed by the Hong Kong Association of Careers Masters and Guidance Masters was introduced to enhance students' abilities in self-understanding, goal-setting, career planning and career development. <p><u>Reflection</u></p> <p>(1) Careers Committee:</p> <ul style="list-style-type: none"> ✧ Over 80% (S1 and S2), 100% of S3 and 100% S5 students were satisfied with the curriculum that allowed them to explore more in different areas. <p><u>Follow-up measures</u></p> <p>(1) Careers Committee:</p> <ul style="list-style-type: none"> ✧ Activities based programme to focus on goal-setting and career exploration will be implemented for S1 and S2 respectively.

Targets	Strategies	Success Criteria	Evaluation
	<p>2.2 Multiple pathways for students with the collaboration of different departments and committees.</p>	<p>✧ 70% or above of students agree the activities can explore their horizons.</p>	<p><u>2.2 Achievements</u></p> <p>(1) Careers Committee:</p> <ul style="list-style-type: none"> ✧ All forms: Collaborated with Guidance Committee, Discipline Committee, MCED Committee and CYAS team. All students were required to have their goal setting and planning at the beginning of the academic year 20-21. Briefing on the importance of goal-setting, guidelines and examples of aspects and goals related to career planning were delivered to form teachers and students. ✧ S3: In cooperation with EAC, a visit to Hong Kong Disneyland will be held on July 7, 2021, for ambassadors of subject selection. ✧ S5: In cooperation with the academic committee, a briefing on JUPAS OEA and additional information was held on June 23, 2021. Academic advisors were invited to discuss with their advisees' their future plans for further study. Additional cooperation with the English department to support workshops in writing a CV and personal statements will be implemented in July and August. Notes and examples of a CV and personal statement were amended to suit the needs of the JUPAS application. Aligned with the schedule of the JUPAS application, the well-organised timetable was constructive for training students in writing a CV and personal statement. <p>(2) Integrated Education Committee:</p> <ul style="list-style-type: none"> ✧ Training-Jobs Stimulation: “Careers Express” and “Forensic science” (with the Science Department) was conducted for S2-4 students to introduce them to different types of jobs and their related requirements. <p><u>Reflection</u></p> <p>(1) Careers Committee:</p> <ul style="list-style-type: none"> ✧ 100% students agreed the workshops and briefing session were useful. <p>(2) Integrated Education Committee</p> <ul style="list-style-type: none"> ✧ Over 90% of students showed a positive response towards the activities and agreed the activities explored their horizons.

Targets	Strategies	Success Criteria	Evaluation
	<p>2.3 Workshops of group and individual counselling are conducted to cater for student diversity.</p>	<p>✧ 70% or above of students agree the workshops are useful. Most students can achieve their goals.</p>	<p><u>Follow-up measures</u></p> <p>(1) Careers Committee:</p> <ul style="list-style-type: none"> ✧ Various workshops, visits, and programmes to enhance students' career exploration will be implemented with the collaboration of different departments and committees. <p>(2) Integrated Education Committee:</p> <ul style="list-style-type: none"> ✧ Similar workshops would be conducted to introduce more types of jobs to explore the students' horizons. <p><u>2.3 Achievements</u></p> <p>(1) Careers Committee:</p> <ul style="list-style-type: none"> ✧ S3 Local universities' online sessions: Career Aspiration at HKU online, CU Programme Taster Fair and PolyU online Lecture Series 2021 were introduced to S3 ambassadors. Sharing session was held in May. Students found that they knew more about university life and the entrance requirement of subjects related to Nursing and <i>Artificial Intelligence</i>. They were invited to share the experience with their classmates. ✧ S4 and S5: Career Live – taster programmes of aviation service, E-sports and engineering, advertising and media, and healthcare industry will be held on July 15 and 16, respectively, for S4 and S5. ✧ S5 and S6 Non-JUPAS Talk: A Non-JUPAS talk was delivered by PolyU Hong Kong Community College (HKCC) on December 18, 2020, via Zoom for S6 students. A Non-JUPAS talk was delivered by HKU SPACE on April 21, 2021, for S5 students. Information related to associate degree and higher diploma was introduced. ✧ S6 Mock Interview Workshop: Mock interview workshop was held on November 27, 2020, via Zoom. 19 students participated in the workshop. Both individual and group

Targets	Strategies	Success Criteria	Evaluation
			<p>interviews were arranged according to the programme choices of students in JUPAS application.</p> <ul style="list-style-type: none"> ✧ S6 Job related workshop: To enrich students' learning experiences in an authentic context of a different profession, a workshop, "Coaching Job Interviewing Skills for Secondary School Students in Banking Industry" (Leadership Training Programme for Youngsters 2020-21) co-organised by Hong Kong Women Professionals and Entrepreneurs Association and Hong Kong Association of Careers Masters and Guidance Masters, was introduced to S6 students. <p>(2) Integrated Education Committee:</p> <ul style="list-style-type: none"> ✧ "Extreme Air Sports" was organised (with cooperation of social workers). ✧ Visit of "Sky100" and film appreciation was conducted for students and parents. ✧ Oral skills training was conducted with the assistance of the school-based speech therapist. <p><u>Reflection</u></p> <p>(1) Careers Committee:</p> <ul style="list-style-type: none"> ✧ Local universities' online sessions: 100% students agree the online sessions are useful and can mostly achieve their goals. ✧ Non-JUPAS talk 95% students agree the workshops are useful and can mostly achieve their goals. ✧ Mock interview workshop 100% students agree the workshops are useful and can mostly achieve their goals. ✧ Job related workshop 100% students gave positive feedback to the workshop, and they gained a better understanding of the banking industry. <p>(2) Integrated Education Committee:</p> <ul style="list-style-type: none"> ✧ Over 80% of students agreed that the activities were useful and showed a

Targets	Strategies	Success Criteria	Evaluation
			<p style="text-align: center;">positive response towards the activities.</p> <p><u>Follow-up measures</u></p> <p>(1) Careers Committee:</p> <ul style="list-style-type: none"> ✧ University programmes and the Business-School Partnership Programme (BSPP) (EDB) will be organised to cater for student diversity. <p>(2) Integrated Education Committee:</p> <ul style="list-style-type: none"> ✧ Different varieties of activities would be introduced to cater for student diversity.

Conclusion:

Programmes and workshops by various committees and teams were conducted successfully through Zoom and face-to-face teaching, although many scheduled programmes were cancelled due to COVID-19. Programmes that help to demonstrate perseverance and confidence through student participation in activities were well-received by students. Promotion through video-recording the achievements of students in e-Class was very effective and students enjoyed sharing their talents via electronic media. Classroom management can be effective with collaboration between form teachers, committees, and teams to help nurture students’ positive values and set goals accordingly. Adventure training, to train students in leadership, self-confidence, perseverance, communication, and cooperation skills, will be scheduled in the next academic year for all S1 to S3 students. In order to enhance and broaden students’ horizons, the “Seven Habits of Highly Effective People” will be introduced, targeting students to achieve a high degree of success in the next academic year.

Reviewing the topics and contents in the Careers Curriculum was done to broaden students’ exploration in Careers Life starting from S1. Multiple pathways for students with the collaboration between different committees and departments was delivered successfully and over 80% of students agreed the material was useful. The new Careers Room also facilitates individual and group counselling. The room was well received by students and teachers. Lastly, incorporating university programmes along with the Business-School Partnership Programme (BSPP) (EDB) will effectively cater for diversity among students.



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	132	128	122	118	121	99	720

2. Reports from the Academic Committee and Subject Departments

(1) Academic Committee

This was the second year of the four-year Annual School Plan, which promotes quality classroom learning and quality learning experiences.

In this extraordinary year, under the impact of the COVID-19 pandemic, the teaching mode had been switched from online Zoom lessons to half-day face-to-face lessons, and then to a combination of both. With the remote teaching experiences gained last year, students and teachers had got used to such a new norm. The online lessons this year ran smoothly. We had also organised a range of exciting and innovative online lessons, including English drama workshops, Chinese writing competition and quiz competitions.

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, note-taking skills, and vocabulary building. It was obvious that most students could demonstrate the above skills taught and were better engaged in the lessons. They were well-equipped facing the advancement of their academic performance.

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

To promote STEM education and to help students establish positive values and attitudes, ‘Coding for Community’, a STEM Project, consisting of a coding workshop and a mentoring scheme, was introduced in Secondary Two. This program was sponsored by the Hong Kong Jockey Club and co-organised by the Alumni Association, the Faculty of Education, HKU and the Youth Global Network.

Outside the classroom, two life-wide learning days were scheduled with form-based, cross-committee and cross-curricular life-wide learning activities. Through participating in authentic contexts, students were expected to gain a lot of learning experiences, which would be inseparable from daily life. Unfortunately, these planned activities were suspended due to the disruption under the COVID-19 pandemic.

All in all, we are pleased to see our students practise diligence and make 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 punctuated learning process over the past two years has hindered opportunities to stretch our elite students in English. The suspension of after-school English related activities and the omission of using English in an interactive manner during class time has contributed to these reduced opportunities.

A general trend was observed whereby students' learning of syntactic structure in English was adversely affected due to their limited chances to articulate their thoughts during class time. Having observed this trend, all class forms emphasised the production of complete ideas in class as much as possible in the 2nd Term despite the limitation of class time.

In senior forms, the teaching of Paper 1 and Paper 3 had been more refined by breaking the tasks down into more manageable steps for students to follow. Specific objectives were also specified in Paper 2.

On the other hand, the teaching of exam-based and skill-based items needed a more sensible balance to boost students' autonomy. Such autonomy is especially relevant in junior forms where learning through meaningful and interactive activities is emphasised.

Despite the limited extra-curricular activities, the debating and drama groups were able to meet on Zoom. The debate teams performed well in their tournaments, and the senior team won the Grand Final. The drama group kicked off with 20 junior form students and five S2 drama students entered the improvised drama competition, 'Speak-Up-Act Out!' to boost their confidence in using English.

(3) Mathematics Department

To promote students' interest in mathematics, the Department organized different activities such as inter-class mathematics competitions and mathematics enrichment courses for junior form and senior form students. Also, students were encouraged to participate in the interschool mathematics competitions. In this school year, students joined CCC Inter-school Number Combination Game 2022 and HuaXia Cup National Mathematical Olympiad Invitational Competition. Many courses and competitions were cancelled due to the pandemic of COVID-19.

For STEM education, cross-subject STEM project (Coding with Community) was implemented in S2, and the balancing bird was introduced in S3. For eLearning, more online interactive tools were introduced. GeoGebra, GeoGebra Classroom, Kahoot and Google Form were adopted to increase the learning effectiveness of Zoom lessons.

(4) History Department

To enhance teaching and learning effectiveness, various strategies including direct teaching and enquiry learning were implemented in this school year. Real time Zoom teaching was adopted during the class suspension period to facilitate students' proactive learning in the first term. 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 only one of the activities – a VR Cultural tour in Tsuen Wan, was conducted in the second term. In general, further effort should be made to strengthen students' demonstration of subject knowledge along with organising learning activities in junior forms.

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 had been organised for students with cooperation of other departments and societies. PSHE week was organised with cooperation of departments of PSHE KLA. S2 and 3 students designed posters to promote food security and awareness of natural hazards with cooperation of the Visual Art Department. S2 students also took part in a quiz activity with application of different apps, to extend their learning with cooperation of Life and Society (Junior). S3 students attended a virtual cultural tour which was organised by the Chinese University of Hong Kong about industrial development in Tsuen Wan with cooperation of the History Department. S4 and 5 attended various on-line talks and seminars to extend their learning. S5 and 6 students took part in a virtual field trip

about agricultural activities in Hong Kong to strengthen their field work skills. S5 students also enrolled in the 2021 Weather Competition to enhance their learning about the weather and climate of Hong Kong. On the other hand, S1 Life-wide Learning Day had been cancelled due to the outbreak of COVID-19.

(6) Integrated Science

The department facilitated students' understanding of the nature of science and acquisition of science process skills. By implementing various learning activities, students were nurtured to increase their interests, and to enhance their understanding of scientific knowledge. Besides, the department also advocated them to make informed decisions about science-related issues in their daily life.

Due to the COVID-19 pandemic, the teaching mode was adjusted to consist of both face-to-face lessons and online lessons using Zoom. This limited the teaching time and as a result the extension parts of chapters were trimmed for both S1 and S2 texts. The teaching schedules were adjusted continuously to suit the different mode of teaching throughout this academic year.

Other than using e-Classroom, teachers also tried to use other convenient methods such as Microsoft TEAMS to deliver learning materials and collect homework. Students were given a valuable chance to polish their e-learning skills. In order to enhance students' problem-solving skills and creativity while learning science, some small-scale STEM activities could still be done at home. Vacuum cleaners and solar toys were made by students. Students' responses were satisfactory.

In November 2020, S1 and S2 students were recruited to demonstrate workshops about electronic blocks, electric circuit, 3D pens and testing for starch 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.

This was the last academic year of joining 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 (2019-2021). All S1 and S2 Science teachers together with one representative teacher from the English department attended workshops to learn how to produce useful LAC materials. We had a valuable experience sharing with three other secondary schools who joined in the dissemination sessions in January 2021.

(7) Physics Department

In order to arouse S3 students' interest in Physics, one investigative experiment related to the application of lenses (Light) was planned but due to the outbreak of COVID-19, the experiment was postponed. STEM activities could broaden students' horizons in Physics and gain a better understanding on the subject, which in turn facilitated their studies in Physics.

(8) Chemistry Department

For this year, learning activities had been reduced due to the threat of COVID-19. 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 organizations had been cancelled but some of our students, a total of 20 from S4 and S5 still actively participated in the International Chemistry Quiz.

(9) Biology Department

Students with good academic performance in Biology were nominated to join inter-school competitions. However, owing to the pandemic, only "Hong Kong Biology Literacy Award 2020/2021" organised by H.K. Association for Science and Mathematics Education was successfully held. Ten S.5 and S.6 students were nominated to join the competition and their performance was satisfactory. One student attained 'First Class Honour', another student attained 'Second Class Honour' and two students attained 'Third Class Honour'. Through these challenges, our elite students' ability was assured and their horizons were broadened. Not only were elite students catered for, opportunities were given to average students to serve as helpers during Open Day for P6 parents and students. Although hands-on experiments were not allowed due to COVID-19, a number of interesting models were exhibited. The performance of student helpers in explaining related biological concepts was good and a satisfactory response was observed from the guests.

(10) Economics Department

To promote self-regulated learning strategies, the department joined the platform "Flipping The Economics Classroom" which was organised by CUHK Programme for Economics Education. The platform provides video clips and a question bank for HKDSE Economics curriculum. Videos were incorporated as our pre-study materials, in-class explanations and after-class consolidation. Students were able to access the on-line videos at their convenience and benefit from developing a deeper understanding of the concepts in economics.

To enrich students' learning experiences through authentic contexts in the subject related profession, a workshop "Coaching Job Interviewing Skills for Secondary School Students in Banking Industry" (Leadership Training Programme for Youngsters 2020-21) co-organised by Hong Kong Women Professionals and Entrepreneurs Association and Hong Kong Association of Careers Masters and Guidance Masters was introduced to S6 students. Students gave positive feedback to the workshop and they gained a better understanding of the banking industry.

(11) Computer and Creative Technology Department

The Department encouraged students to take part actively in various IT activities with an aim to exploit and develop their interests and talents. With the ever advancement of Information Technology, a variety of IT exposures and experiences were provided for students through services, courses, and competitions. Wide varieties of programming tools were taught including micro:bit, mBOT, youCodia, Game Factory, and CoSpaces VR Programming. Students experienced the process of investigation, programming and problem-solving in the captioned teaching topics.

Application of design skills and innovation is another focus of our main concern. Students applied technological theories and principles in the Design and Technology topics such as 3D Graphics Design, 4 foot Walking Machine and Robot Finger with micro:bit. Their problem-solving skills were enhanced.

In S2, the new STEM project about Mobile App Development was launched successfully during this academic year. The project, Coding for Community Curriculum with STEM was implemented in order to train our students in computational thinking and provide them with value education through the coding curriculum. Our professional partners included The University of Hong Kong (Curriculum), The Hong Kong Polytechnic University (Psychological Development), Youth Global Network (Mentorship Scheme) and CYC Alumni Association (Mentor Recruitment and Support).

(12) BAFS Department

Jockey Club Responsible Consumption Programme - Hong Kong Secondary School Marketing Contest 2021

A team of three S5 students had joined the captioned competition organised by the Hong Kong Baptist University. The Programme aims at raising the awareness of responsible consumption in Hong Kong, and among the youth, educating and engaging the youth in responsible consumption behaviours.

HK Financial Literacy Championship 2021 全港通識理財問答比賽 2021

S1-S5 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. In addition to helping young people make the best use of FinTech to manage personal finance and enhance their sense of cybersecurity, it also aims to educate them to protect personal property and privacy, and plan wisely for the future.

(13) Physical Education Department

The COVID-19 situation in Hong Kong remained challenging this year. We arranged on-line PE lessons and fitness training for students and athletes. We also taught about sport and health knowledge through e-classroom. We aim to help students not only develop their physical fitness and body co-ordination but also acquire knowledge and cultivate positive values.

This year, WU Chin-hei was nominated by school to join 2020-21 A.S. Watson Group Hong Kong Students Sports Awards. He exhibits outstanding performance in Soccer and demonstrates passion in sport. The online Awards Presentation Ceremony will be held on 26 June, 2021.

(14) Library

The first phase of renovation for the library will be finished in July. A new reading and learning environment with the elements of STEM will be developed gradually. Library lessons are conducted for S1 students to help them adapt to an English and eLearning environment with Kindles and eFun Tables.

In order to cultivate students' reading interests and habits, the Cross-Subject Reading Scheme was implemented in S1-3 to promote learning English through reading. The Extensive Reading Scheme was implemented in S1-5 to encourage students to initiate their own learning progress. Three S5 Students were awarded Harvard Book Prizes for their high reading achievements. They were invited to share their reading and learning habits with student librarians.

The library will continue to engage in building a reading atmosphere with various activities. "Culture in Hangzhou" is expected to be worthwhile because of the trip gratefully experienced in the past. This activity encouraged students to "read the world", showing students how books are not only stories of the past (or future) but are also stories 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。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。高中恆常單元教學，旨在提高學生讀寫聽說能力、思維能力、審美能力和自學能力，培養他們品德，加強其對社群的責任感。

拔尖補底方面，我們邀請語文尖子參加閱讀寫作班，通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。高中更增設寫作應試班，提升學生作文立意、審題和佈局謀篇的技巧。

學校更推出師友計劃，協助不同能力學生學習。

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。本年度學校安排中一學生參加「促進學習的評估- STAR 2.0」，照顧學生學習多樣性。

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，讓學生有多元學習經歷。

(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、討論及比賽。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，本科推動學生參加校際朗誦節比賽及推行每週一次的早會宣佈，並設有學生分享環節，以普通話進行時事、書籍及故事的分享。而在校內舉行普通話日活動中，包括普通話攤位遊戲、短劇表演及壁佈等，約有三分二初中同學參加。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

由於今年香港社會仍然受到新冠狀病毒傳播的困擾，自去年12月以來，實體課堂被迫改為網上教學，甚或學校只能分級安排學生回校上半天課節。這段時間，除課時大減影響教學進度之外，部分原定的學習活動亦被迫取消。今年能

成功安排同學進行或參與的延展活動包括：「網上基本法問答比賽」、「基本法頒佈 30 週年第十屆全港學生中國國情知識大賽」、「第四屆香港青少年書法大獎賽」、浸會大學歷史學系主辦「中國歷史與 3D 文物課程」、中一級「帝王服飾設計比賽」、「基本法標語設計比賽」及「基本法書籤設計比賽」等。至於初中境外學習計劃：「粵港澳大灣區城市探索之旅」(原訂於 3 月 29 日及 30 日兩天進行)；中五級國內交流考察活動(原訂於復活節假期間進行)；PSHE 活動週(原訂於去年 12 月 7 日至 11 日進行)等則被迫取消。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，並以聖經為基礎，幫助學生建立正面價值觀。透過各式活動，包括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。藉著感恩行動之小天使計劃及「感恩鳥」行動計劃，培養學生常存感恩之心及學習珍惜。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，鼓勵同學踏出校園，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。惟受疫情影響，未能如期舉行。為應對疫情，我們與香港福音盛會合作，在課堂播放影片「生命教育勵志分享會 -- 逆境創奇蹟」，當中包括正生書院陳兆焯校長、著名歌手衛蘭及香港長跑記錄保持者姚潔貞的見證分享，分享他們如何從逆境中尋找出路，幫助學生學習及實踐堅毅精神。

(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。6B 汪思雅同學在香港大學行為健康教研中心主辦「藝力無限」禁毒藝術創作比賽，獲中學組亞軍及創藝理念大獎；都會國際青年藝術節 2020 全港視藝大賽 (第二季)，6B 張文褶同學獲少年高級組亞軍；6A 陳巧盈同學在 2020-2021 年度全港校際尊重版權創作比賽- 15 秒網上短片製作比賽中，獲(中學及大專組) 銅獎。6A 陳巧盈同學、6B 張文褶同學、汪思雅同學及朱穎嵐同學在健康四格漫畫創作大賽 2020，獲團體組(中學)季軍。4B 葉國欣同學在港大美術博物主主辦「躍然紙上：港大美術博物館動物繪畫比賽」，獲中學組優異獎。4B 葉國欣及林瑛兒同學在健康人生貼紙設計比賽，同獲中學組優異獎。

此外，4B 葉國欣同學及 4B 許靖怡同學正參與香港藝術發展第十三屆「校園學生藝術大使計劃」。

(20) 音樂科

本年度音樂科參照衛生防護中心的健康建議，以預防 2019 冠狀病毒病在校園傳播，適當地調整課程內容，配以合適的學習活動，例如安排更多聆聽活動，並運用電子學習工具進行相關活動。課堂外，安排線上口琴班及西樂班，讓學生有機會持續學習樂器。此外，推薦學生以錄影方式參加校際音樂比賽個人項目。本校中四丁班孔彥融參加第七十三屆學校音樂節小提琴獨奏-五級，獲銀獎。

(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，並增潤科本知識及學習技巧。

通識科鼓勵同學積極參與校外比賽及活動，例如：學友社 2020 十大新聞選舉、香港教育城全港通識理財問答比賽 2021 及明愛陳震夏郊野學園長洲太平清醮網上研習。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。同學在疫情期間亦以視像方式出席城市論壇，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。

(22) 生活與社會科

本科積極配合其他個人、社會及人文教育學習領域的科目，教學重點內容涵蓋個人與群性發展、資源與經濟活動及社會體系與公民精神，讓學生在相關的學習領域有整全的學習。同時透過 PSHE 週的班際問答比賽加強同學對學科內容的認識。

在基本法教育的推行方面，本科安排充足的課時讓學生認識基本法，並配以不同課堂活動提升學生對相關內容的了解程度。

本科亦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。



IV Support for Student Development

1. Religious Committee

The Religious Committee plans and organises religious activities in the school. The Committee works in close collaboration with the CCC Chuen Yuen Church and the School Chaplain who are both actively involved in our gospel activities.

This year, the theme of our Monday Morning Devotion was ‘God and Eternity’. Gospel messages were shared by the teachers and the School Chaplain. Student disciples, committee members of Student Christian Fellowship and Religious Ambassadors, were encouraged to serve and finished the training sessions by Little Fire Limited. Regular meetings of Student Christian Fellowship were held on Friday. The fellowship meetings and religious activities were mainly conducted by student disciples with the help of the teacher advisors and the School Chaplain. Prayer meetings, religious group meetings and teacher fellowship meetings were held regularly. The Committee also invited guests to hold gospel meetings and to share the belief of Christianity with teachers and students, like “Joy to the Zoom” by UFire Networks. Students and parents were invited to join the Education Sunday and the Christmas Eve Musical Gospel Meeting by the Church. Due to the outbreak of COVID-19, the meetings were mainly held via Zoom. It is hoped that our students will share the love of Jesus Christ and become His disciples.

2. Discipline Committee

Despite the impact of the COVID-19 pandemic, the behavior of our students was gratifying. Most students attended online lessons punctually with engagement. When students attended face-to-face lessons in the school, the campus order was up to our expectation. The discipline teachers and prefects had contributed to maintaining an orderly and harmonious school environment.

To cultivate our students with positive values and attitudes, various tasks were done. Training of monitors was held in collaboration with the Guidance Committee and the SEN Team. Online leadership training, organised by the Hong Kong Federation of Youth Groups, was provided for the prefects. A group of student volunteers also completed the ‘Smoke-free Teens’ project. Through some online activities, a number of students completed the Demerit Offset Scheme and the discipline-related items in the Chuen Yuen Award Scheme.

3. Guidance Committee

In collaboration with the school social workers from the Hong Kong Christian Service and the educational psychologist of CCC, the Guidance Committee is responsible for the planning and implementation of counselling work.

This year, the Peer Counselling Scheme trained 36 senior form peer counsellors to assist all S1 newcomers to adapt to their new school life. In response to one of the foci in the Annual School Plan, 'Achieving goals with perseverance', the Committee worked closely with other committees to formulate and implement class management. Through these activities, students were physically and mentally equipped to face challenges with the support from form teachers.

The Guidance Committee also aims to promote students' awareness on mental health. We partnered with LevelMind Centre to provide a series of art therapy workshops to students. The mental health group was set-up in a secure environment so that participants could release their stress with mutual understanding, acceptance, and sympathy. This support particularly strengthened those students adversely affected by the disrupted learning modes due to the unpredictable school suspension and resumption as a result of the pandemic. The support helped students appreciate the different stages of mental health and the real messages behind these changes. Students were encouraged to release their stresses, to accept, and to learn how to befriend their mental states.

Regarding students in general, we helped them acquire problem-solving skills, develop their potential in leadership and strengthen their confidence in learning. For instance, junior form monitors and monitresses were trained, and the performance of students was commendable. When there were no face-to-face classes, the school social workers produced videos to share with parents about the physical and mental changes in their children from P6 to S1. They also took calls from parents to hear their concerns. Regarding senior forms, we provided effective tips on stress relief to help students acquire positive thinking towards examinations.

The school social workers, Miss Moon Sin, Miss Mandy Law, Mr Peter Ng and Miss Tiffany Wong, provided quality services for the students. They helped students in developing their 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 an Instagram platform was developed for students before the pandemic.

A whole-school approach was adopted in taking care of the SEN students. Students with various learning difficulties were identified and referred to specialists for diagnosis and

follow-up measures. Individual education programmes, assessment accommodation along with a range of training and activities were provided for to those in need, thanks to the help of Mr. Tse Hoi Nang, the educational psychologist, and other professionals.

4. Careers Committee

The 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 Culture Square and display of student achievement, to 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. An inauguration ceremony of the four houses were video recorded and displayed through eClass in order to cope with requirements to reduce gatherings as stated by the EDB.

With 9 sports teams, 29 clubs and societies in the school, school life was full of fun and joy. The establishment of a brand new sports team (archery) in our school, indicates good progress. Through these activities, students' talents were unleashed and their potential was stretched. What is more, 160 gold medals were awarded to students who showed improvement in perseverance.

Leadership training courses were held on Life-wide Learning Days (by two service providers: Outward Bound and Shing Yan) on 21, and 22 June. The index for having a

sense of achievement for Outward Bound and Shing Yan was 3.4 and 3.25 respectively while the index for perseverance was 3.3 and 2.9 respectively. The full report of both courses will be collected in late August.

The on-line Culture Square was launched through the eClass platform, unveiling the talent and perseverance of our students.

CHAN TSZ YIU, 5D, leading the cabinet 'Emunah', was elected the chairperson of the Student Union.

The all-round achievement of our students reflects 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.

The MCED Committee has updated the present MCED curriculum, holistic and balanced, cultivating the seven priority values and attitudes among students, namely 'perseverance', 'respect for others', 'responsibility', 'national identity', 'commitment', 'integrity', and 'care for others'.

A series of activities were held, echoing the theme of the MCED Committee, 'growing up together in the world of love and perseverance'. It focused on empathy, one of the core parts of values education announced by the EDB last December. The launching of the 'Caring Projects' in S1 to S5 had helped achieving the above. A wide range of target groups were served, including the poor (e.g., the kids from the sub-divided flats), the young patients (e.g., the young cancer patients), the world refugees (e.g., the young students from the third world), and the elderly (e.g., the physically-fit or the paralysed ones). Throughout the process of conducting the caring projects, our students realised the value of their present learning opportunities. They also realised there were children in every corner of the world yearning for learning opportunities. While having the opportunities to listen to different authentic stories of the needy and serve them, empathy was aroused. Also, students learnt not only to take, but to serve.

In addition to the core curriculum of the MCED, we organised community services and activities to instil a sense of responsibility toward caring for the community among our students. The school has maintained a very good relationship 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.

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. In order to provide educational support, the school has spent the Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students Funding in various aspects. Pull-out learning, Chinese bridging courses and summer bridging courses has been provided for the NCS students.

10. Parent and School Connections / Parent-teacher Association

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

Date	Content
11 th September, 2020	The 26 th PTA Committee 4 th Meeting
7 th November, 2020	The 27 th PTA Annual General Meeting
27 th November, 2020	The 27 th PTA Committee 1 st Meeting
8 th January, 2021	The 27 th PTA Committee 2 nd Meeting
20 th February, 2021	Lunar New Year Zoom Greeting
27 th February, 2021	Zoom Cooking Class
January to February 2021	PTA Red packets to all staff and parents
23 rd April, 2021	The 27 th PTA Committee 3 rd Meeting
8 th May, 2021	PTA Parent Talk (1)
26 th June, 2021	PTA Parent Talk (2)
5 th July, 2021	Conduct Award Scheme
5 th July, 2021	Parent-Also-Appreciate-Teachers Drive
8 th -9 th July, 2021	PTA Promotion Day

11. Alumni Association

The Twenty-sixth Chuen Yuen College Alumni AGM was held on 13th March, 2021. 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, four newsletters concerning the AGM, the election of the Board of Directors 2020-22 and the election of the Alumni Manager 2021-23 were published. The alumni also provided assistance in the implementation of STEM project about Mobile App

Development in S.2. One directors' meeting was held on 13th March 2021, to discuss about the alumni affairs in 2021.



V Student Performance

1. Academic Pathway

Grade	S1	S2	S3	S4	S5	S6	Total
Promoted	128	123	119	112	109	99	688
Repeaters	3	4	2	5	11	0	25
Drop out	1	1	5	2	6	0	15

2. Hong Kong Diploma of Secondary Education Examinations 2021

- a. 99 Form 6 students sat the HKDSE 2021, and they performed well.
- b. Average passing percentage of four core subjects and elective subjects are 97.3% and 97.1% respectively. 52.5% of our students met the basic university entrance requirement (33222). All these figures are high above Hong Kong averages.
- c. HKDSE Best scores:
 - ★ 5 x 5** + 2 x 5
 - ★ 2 x 5** + 4 x 5*
 - ★ 2 x 5** + 3 x 5* + 2 x 5
- d. 34 students scored Level 5-5** in one or more subjects. 18 students scored Level 5-5** in two or more subjects.
- e. Destination of S6 graduates

Destinations	Number of students	Percentage
Local University Degree programme	37	37.37%
Overseas or Mainland Universities	7	7.07%
Associate Degree / High Diploma / IVE	49	49.50%
Diploma / IVE / Vocational training	3	3.03%
Repeat S6 / Retake HKDSE	2	2.02%
Others	1	1.01%

3. Scholarships and Awards

Internal Awards:

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿ Outstanding Performance in HKDSE	CYC Alumni Scholarship	6A	HON SUI CHEUNG
		6C	HO KWOK MING
		6C	MOK HON WANG
		6D	KWOK KWUN WING
		6D	LAM WAI SHAN
		6D	LEUNG ON NI
		6D	SIT MING YIN
		6D	TSAO KA CHUN
		6D	WU HO LAM VINCENT
✿ S6 Good Character and Good Academic Performance	Chan Kin Man Scholarship	6A	HON SUI CHEUNG
		6B	PUN KA MAN
		6C	MOK HON WANG
		6D	WU HO LAM VINCENT
✿ S4-S6 First in Form	CYC Alumni Scholarship	4D	CHU MING YIN
		5D	HO LOK YUNG
		6D	WU HO LAM VINCENT
✿ S6 First in Class	CYC Alumni Scholarship	6A	YU KA YAN
		6B	PUN KA MAN
		6C	HO KWOK MING
		6D	WU HO LAM VINCENT
✿ S6 Second in Class	CYC Alumni 2013 S.6 Scholarship	6A	WONG SAU YU
		6B	LEUNG NGO MAN
		6C	MOK HON WANG
		6D	KWOK KWUN WING
✿ S4-S5 First in Class	Lo Chit Fung Scholarship	4A	CHAN CHIN HANG
		4B	WONG LOK YUNG
		4C	CHAN PAK HEI
		4D	CHU MING YIN
		5A	TSUI TSZ SIN
		5B	TSUI KING HO
		5C	LEUNG SAU CHUNG
		5D	HO LOK YUNG
✿ S1-S3 First in Form	Lau Chun Kong Scholarship	1B	KWOK WAI YIU
		2A	HUI TING YAN
		3A	LUI SIN YI
✿ S1-S3 Second in Form	Lai Kit Ping Scholarship	1B	SO LUI
		2A	CHU LOK MING
		3A	HONG SHUN HEI

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S1-S3 Third in Form	Lai Kit Ping Scholarship	1C	CHAN HEI TUNG
		2A	LEE NGA LAI
		3A	TSOI HUNG CHEUNG
✿S1-S4 First in English	Cheung Yuet Tai Scholarship	1C	CHAN HEI TUNG
		2A	HUI TING YAN
		3A	HONG SHUN HEI
		4A	CHAN CHIN HANG
✿S5 First in English	Chan Kin Man Scholarship	5D	HO LOK YUNG
✿S6 First in English	Lau Chun Kong Scholarship	6D	WU HO LAM VINCENT
✿S1-S6 First in Chinese	Lau Chun Kong Scholarship	1B	KWOK WAI YIU
		2A	HUI TING YAN
		3A	WONG CHOI MEI
		4D	CHAN MAN KI
		5D	HO LOK YUNG
		6D	LEUNG ON NI
✿S1-S6 First in Mathematics	CYC Alumni Scholarship	1B	KWOK WAI YIU
		2A	HUI TING YAN
		3A	HONG SHUN HEI
		4D	CHU MING YIN [Math & M2]
		4C	CHEUNG CHI CHING [M1]
		5C	LEUNG SAU CHUNG [Math & M2]
		6D	WU HO LAM VINCENT [Math]
		6C	LIU KAM CHIU [M1]
✿S4-S6 First in ICT	Lau Chun Kong Scholarship	4A	CHAN CHIN HANG
		5C	WAN CHUN HO
		6C	MOK HON WANG
✿S1-S2 First in Integrated Science	Chiu Chun Keung Scholarship	1B	KWOK WAI YIU
		2A	HUI TING YAN
✿S3-S6 First in Physics	Wong Kai Chiu Scholarship	3A	HONG SHUN HEI
		4D	CHU MING YIN
		5C	LEUNG SAU CHUNG
		6D	WU HO LAM VINCENT
✿S3-S6 First in Chemistry	Li Chi Keung Scholarship	3A	LUI SIN YI
		4D	LUO JIALUO
		5C	LEUNG SAU CHUNG
		6D	WU HO LAM VINCENT

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S3-S6 First in Biology	Chiu Chun Keung Scholarship	3A	LUI SIN YI
		4D	CHAN MAN KI
		5D	CHAU SING YU
		6C	HO KWOK MING
✿S1-S4 First in Chinese History	Lo Sau Ling Scholarship	1C	CHAN HEI TUNG
		2A	HUI TING YAN
		3A	LUI SIN YI
		4D	LI CHOI YU
✿S5-S6 First in Chinese History	Ho Hon Ting Scholarship	5D	HO LOK YUNG
		6A	HON SUI CHEUNG
✿S1-S3 First in History	Sin Kit Yee Memorial Scholarship	1B	SO LUI
		2A	HUI TING YAN
		3A	LUI SIN YI
✿S4-S6 First in History	Cheung Ka Wong, Cheung Ka Wai Scholarship	4D	CHEUNG YU KIU
		5D	HO LOK YUNG
		6A	CHEUNG CHUN KI
✿S1-S3 First in Geography	Ma Pui Wa Scholarship	1B	SO LUI
		2A	HUI TING YAN
		3A	HONG SHUN HEI
✿S4-S6 First in Geography	Woo Yuen Ching Scholarship	4D	CHAN MAN KI
		5D	CHAN TSZ YIU
		6A	YU KA YAN
✿S1-S3 First in Life & Society	Cheung Ka Wong, Cheung Ka Wai Scholarship	1B	DAI JIAJUN
		2A	HUI TING YAN
		3D	LAW KA CHUNG
✿S4-S5 First in Liberal Studies	Cheung Ka Wong, Cheung Ka Wai Scholarship	4A	CHUNG WING SUM
		5D	HO LOK YUNG
✿S4 First in Liberal Studies	CYC Alumni Scholarship	4D	CHEUNG YU KIU
✿S6 First in Liberal Studies	CYC Alumni Scholarship	6D	WU HO LAM VINCENT
✿S4-S6 First in Chinese Literature	Leung Yiu Kin Scholarship	4D	LI CHOI YU
		5D	WONG YAN LING
		6A	AU YEUNG WING YAN
✿S4-S6 First in Economics	Leung Yiu Kin Scholarship	4B	WONG LOK YUNG
		5D	HO LOK YUNG
		6C	HO KWOK MING
✿S4-S5 First in Business, Accounting & Financial Studies	Poon Kwok Ho Scholarship	4A	SUNG KA SIN
		5C	WU TSZ YAN

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S6 First in Business, Accounting & Financial Studies	Lau Chun Kong Scholarship	6D	KWOK KWUN WING
✿S1-S3 First in Putonghua	CYC Alumni 1973 S.5 Arts Scholarship	1C	HO SIU YUET
		2C	NG WING LAAM
		3A	TONG KAI KI
✿S1-S3 First in Creative Technology	CYC Alumni 1991 S.5 Arts Scholarship	1B	SO LUI
		2A	HUI TING YAN
		3A	LUI SIN YI
✿S1-S3 First in Basic Business & Accounting	CYC Alumni Scholarship	1B	SO LUI
		2A	LEE NGA LAI
		3A	LUI SIN YI
✿S1-S6 First in Physical Education (Boys)	CYC Alumni Scholarship	1A	CHAN CHUN LOK
		2D	CHAN TSZ HIN
		3C	WO KA CHUN
✿S1-S6 First in Physical Education (Girls)	CYC Alumni Scholarship	1C	CHAN LING CHI
		2A	CHOI TSZ KWAN
		3A	TSANG KA YI
✿S1-S6 First in Visual Arts	CYC Alumni 1991 S.5 Scholarship	1B	WONG LAM
		2A	HUI TING YAN
		3A	SUN YAN CHI
		4B	IP KWOK YAN
		5D	CHAN TSZ YIU
		6B	PUN KA MAN
✿S1-S6 First in Religious Education	Chuen Yuen Church Scholarship	1C	CHAN HEI TUNG
		2C	TAM LAI HUNG
		3A	LUI SIN YI
		4D	LI CHOI YU
		5D	IP WING YAN
		6D	CHEUNG PO KA
✿S1-S3 First in Music	Wong Wing Hung Scholarship	1B	KWOK PUI YAN
		2A	CHU LOK MING
		3A	LUI SIN YI
✿S4-S6 Second in English	CYC Alumni Scholarship	4D	CHANG HO YIN
		5D	CHAN TSZ YIU
		6D	SIT MING YIN
✿S4-S6 Second in Chinese	CYC Alumni Scholarship	4B	WONG KA YI
		5D	WONG YAN LING
		6D	WU HO LAM VINCENT
✿S4-S6 Second in Mathematics	CYC Alumni Scholarship	4D	HO TSZ KING SAMUEL
		5D	WONG KWAI HUNG
		6D	KWOK KWUN WING

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S4-S6 Second in Liberal Studies	CYC Alumni Scholarship	5D	WU SZE WAI
		6D	KWOK KWUN WING
✿S4-S6 Third in English	CYC Alumni Scholarship	4D	HO TSZ KING SAMUEL
		5C	LEUNG SAU CHUNG
		6C	HO KWOK MING
✿S4-S6 Third in Chinese	CYC Alumni Scholarship	4D	LI CHOI YU
		5A	TSUI TSZ SIN
		6D	LAM WAI SHAN
✿S4-S6 Third in Mathematics	CYC Alumni Scholarship	4D	AU TSZ CHING
		5C	WOO POK YIN
		6C	MOK HON WANG
✿S4-S6 Third in Liberal Studies	CYC Alumni Scholarship	4C	CHEUNG HIN YAN
		5D	SEE CHUN HEI
		6D	LAM WAI SHAN
✿S2 Best Project Work in STEM	Cheung Lui Scholarship	2A	HUI TING YAN
		2A	KWONG TSZ YAU
		2A	WU TSZ KWAN
		2A	YAU CHEUK YING
		2A	ZHENG CHAO YUE
✿First Prize in the Academic Award Scheme	CYC Alumni Scholarship	1B	KWOK WAI YIU
		2A	HUI TING YAN
		3A	TSOI HUNG CHEUNG
✿Outstanding Performance in the Academic Award Scheme	CYC Alumni Scholarship	1A	SIT HIN KING
		1B	SO LUI
		1C	CHAN HEI TUNG
		1C	CHEUNG CHI HEI
		1C	SHUM YUET
		1D	HUANG CHEUNG TSUN
		2A	CHOI TSZ KWAN
		2A	CHU LOK MING
		2A	LEE NGA LAI
		2A	LIU WAI LAM
		2A	WU TSZ KWAN
		2A	YAU CHEUK YING
		2B	LAM CHUN HEI
		2D	HO ON KI WENDY
		3A	HONG SHUN HEI
		3A	LAU TSZ HO
		3A	LUI SIN YI
3A	TSANG KA YI		
3A	WONG CHOI MEI		
3A	XU WEIJIN		

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S1-S2 Outstanding Academic Progress Award	Man Ka Fai Scholarship	1B	OR WAI HANG VICO
		1B	WAN TSAN YIN NATHAN
		1D	KONG HOI LAM
		1D	NGAN CHIU SHING
		2B	CHAU HOI TIM
		2B	ZENG ANDY
		2D	CHAU RICHIE CRUZ
		2D	ZHAO KA MAN
✿S3-S4 Outstanding Academic Progress Award	Cho Yee Yung Scholarship	3B	NGAN CHIU CHUN
		3C	CHAN SZE KIT
		3C	CHAU HO CHING
		3C	WONG SAI WONG
		4A	CHUNG WING SUM
		4B	CHONG MING WAI
		4C	MAK KING YIN
		4D	LAM CHUN PUI
✿S5 Outstanding Academic Progress Award	Chiu Chun Keung Scholarship	5A	TANG CHING YUK
		5B	WU CHONG KEI
		5C	TSANG KI YAN
		5D	MA HOI YAN
✿S6 The Best Improved Academic Award	CYC Alumni 2011 S.7A & S.7S Scholarship	6A	YUEN KAI CHEONG
		6B	SIU YUK YIN
✿S1-S5 Outstanding Progress in Chinese	Cheung Kam Chuen Scholarship	1D	NGAN CHIU SHING
		1D	NG HO LAM
		2A	LAU YAN KI
		2D	SZE HAU YUNG
		3C	WONG SAI WONG
		3D	CHEN FENZHI
		4B	CHONG MING WAI
		4D	HO TSZ KING SAMUEL
		5B	WONG CHEONG YUEN
5B	WONG MAN HEI		
✿S1-S5 Outstanding Progress in English	Cheung Kam Chuen Scholarship	1B	OR WAI HANG VICO
		1D	LI CHUN KIT
		2D	LAU KA YAN
		2D	NG WING YAN
		3B	TANG FAI LAM VINCENT
		3D	HUANG HAO YUAN
		4A	CHAN WAI LOK
		4C	CHEUNG CHI CHING
		5B	LAI KA HEI
5C	TSANG KI YAN		

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S1-S3 Outstanding Progress in Mathematics	Cho Mo Ha Scholarship	1A	THIEN TSZ SHING
		2B	CHAU HOI TIM
		3C	CHAN SZE KIT
✿Student of the Year Award	Lee Chun Yin Joanne Scholarship	5D	WU SZE WAI
✿Head Prefect	Poon Kwok Ho Scholarship	5D	SZE YEE CHIT
		5D	WU SZE WAI
✿Outstanding Leadership	Miu Yin Man Scholarship	5D	CHAU SING YU
✿Outstanding Performance in ECA	Miu Yin Man Scholarship	6B	WONG SIYA
✿Outstanding Performance in School & Community Service	Miu Yin Man Scholarship	5D	SZE YEE CHIT
✿Outstanding Chairman, Vice-Chairman (Internal/External Affairs)	CYC 1989 Student Union Alumni Scholarship	5D	CHAN TSZ YIU
		5D	WONG KWAN CHUI
		5B	HUI SHEUNG YING
✿Outstanding Christian Leadership	Ho Hong Ting, Tsang Yui Fan Scholarship	5B	KWOK PO YI
✿Outstanding Social Service Records	CYC Alumni 1986 S.5 Scholarship	5C	SO HO YIN
◆Rev. Peter Wong Memorial Scholarship	The Church of Christ in China Hong Kong Council Award	6D	WU HO LAM VINCENT
◆Sir Edward Youde Memorial Prizes	Sir Edward Youde Memorial Fund Council	6D	KWOK KWUN WING
		6D	WU HO LAM VINCENT
◆Chuen Yuen Award Scheme (Gold Medal)	Principal Cheung Wan Cha Memorial Scholarship	6B	PUN KA MAN
◆Chuen Yuen Award Scheme (Silver Medal)	Principal Cheung Wan Cha Memorial Scholarship	4A	SUNG KA SIN
		4D	LEE YUI LING
		5B	LUI TING HUEN
		5B	TAN PUI YING
		5D	CHAN TSZ YIU
		6C	CHEUNG CHIN HO
◆Outstanding Performance in Conduct Award	Parent and Teacher Association Scholarship	1B	KWOK WAI YIU
		1B	SHING SZE YIN ANGEL
		1B	SO LUI
		1C	CHAN HEI TUNG
		1C	CHAN LING CHI
		1C	LAU WING SUM
		1C	LEUNG CHING YAU
		1C	SHUM YUET

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
◆ Outstanding Performance in Conduct Award (cont'd)	Parent and Teacher Association Scholarship (cont'd)	1C	TSOI HIN YU
		1D	HUANG CHEUNG TSUN
		1D	LEUNG WING TUNG
		1D	LI HIU YAN
		1D	NG KA YING
		2A	HUI TING YAN
		2A	LEE NGA LAI
		2A	NG TUNG YAN KYLIE
		2A	WU TSZ KWAN
		2B	CHAN ON LEE ANNIE
		2B	YU CHO YAN
		3A	CHONG TSZ LOK
		3A	HO YIN FUNG
		3A	LAU CHEUK YIN
		3A	LAU HOI CHING
		3A	LIANG CHUN KUEN
		3A	LUI SIN YI
		3A	SUN YAN CHI
		3A	TSANG KA YI
		3A	WONG CHOI MEI
		3A	YEUNG CHING
		3A	ZHENG SHAOQING
		3D	LO TSZ WING
		3D	LUO WING YEE
		4A	CHOW CHEUK HIM
		4A	IP KA MEI
		4D	CHAN CHUN FAI
		4D	CHAN MAN KI
		4D	CHEUNG YU KIU
		4D	CHU MING YIN
		4D	KO CHI SUM
		4D	LAI WING SUM SAMMI
4D	LAM CHUN PUI		
4D	LEE CHEUK LUNG		
4D	LEE YUI LING		
4D	LI CHOI YU		
4D	LI YAN YI		
4D	LUO JIALUO		

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
◇ Outstanding Performance in Conduct Award (cont'd)	Parent and Teacher Association Scholarship (cont'd)	5A	TSUI TSZ SIN
		5A	YEUNG PO SZE
		5B	TAN PUI YING
		5D	CHAN TSZ YIU
		5D	CHAU SING YU
		5D	CHEUNG KWAN PO
		5D	HO LOK YUNG
		5D	MA HOI YAN
		5D	SEE CHUN HEI
		5D	SZE YEE CHIT
		5D	WONG KWAN CHUI
		5D	WU SZE WAI
		6A	AU YEUNG WING YAN
		6A	CHAN SUM YAU
		6A	CHAU KWAN WA
		6A	WONG SAU YU
		6A	YU KA YAN
		6C	HO KWOK MING
		6C	LAM KA CHUN
		6C	LIU KAM CHIU
		6C	MOK HON WANG
		6C	TSUI LOK YAN
		6C	WONG CHUNG HANG
		6D	LEUNG ON NI
		6D	TAM YAN KI
		6D	TSAO KA CHUN
		6D	WONG WING SZE
6D	WU HO LAM VINCENT		
◇ Distinctive Progress in Conduct Award	Parent and Teacher Association Scholarship	6A	YUEN KAI CHEONG

External Awards:**Intellectual Development**

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Nebula Group Limited	i-Learner English Second Programme (2019-2020 Term)	Platinum Award	2A	HE YING YING LUCY
			2A	HUI TING YAN
			4D	HO TSZ KING SAMUEL
		Gold Award	4D	CHEUNG YU KIU
			4D	CHU MING YIN
			4D	LEE CHEUK LUNG
Hong Kong Statistical Society & EDB	2019/20 Statistical Project Competition for Secondary School Students	Third Prize (Senior Section)	6D	KWOK KWUN WING
			6D	SIT MING YIN
			6D	WU HO LAM VINCENT
Hong Kong Association for Science and Mathematics Education	Hong Kong Biology Literacy Award (2020/21)	First Class Honours	6D	WU HO LAM VINCENT
		Second Class Honours	6D	SIT MING YIN
		Third Class Honours	6D	KWOK KWUN WING
			6D	TSAO KA CHUN
Wiseman Education Limited	Certificates for Outstanding Achievement for 2020/21		1A	LAI WAI LOK RYAN
			1C	CHEUNG CHI HEI
			1C	TSOI HIN YU
			2A	HE YING YING LUCY
			2A	HUI TING YAN
			2A	LAW SUNG YAN
2020-21 Hong Kong Secondary School Debating Competition	Division I – Senior Forms	Grand Final Champion	5D	CHAN TSZ YIU
			5D	HO LOK YUNG
			5D	MOK YU FEI
Hong Kong Rosamond Foundation Company Limited, China Overseas Charity Fund Limited, Arts and	Gold Pen Award Eco Home design Competition	Senior Secondary Bronze Award	5D	SZE YEE CHIT
		Merit Award	1A	CHEUNG KA MING
			1B	LO TSZ KI
			1D	CHAN KA WING

Technology Education Centre			1D	LI HIU YAN
Geospatial Lab	CSDI Ambassador Naming Competition Secondary School Students	Champion for Chinese name	5D	WU SZE WAI

Aesthetic Development

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Ma On Shan Youth Association	Painting Competition 2020	Merit Award	4B	IP KWOK YAN
Hong Kong Future Association	Greeting Card Design Competition	Second Runner-up	6D	CHAN TIK SUM GINA
Hong Kong Children & Youth Services Sane Centre	Healthy Sticker Design Competition	Merit Award	4B	IP KWOK YAN
			4B	LAM NGO YEE JOSIE
The Hong Kong Federation of Youth Groups Media 21	Healthy Comic Strip Contest 2019-20	Secondary School (Group) Second Runner-up	6A	CHAN HAU YING
			6B	CHEUNG MAN YAP
			6B	CHU WING LAM
			6B	WONG SIYA
Hong Kong Competition and Assessment Association	Painting Competition 2020	1st runner up	6B	CHEUNG MAN YAP
Centre on Behavioral Health, HKU	Anti-drug Art Competition	1st runner up	6B	WONG SIYA
Hong Kong Reprographic Rights Licensing Society	15 seconds Short film Competition	Bronze Award	6A	CHAN HAU YING
Hong Kong Schools Music and Speech Association	73th Hong Kong Music Festival -Violin Solo - Grade Five	Silver Award	4D	HUNG YIN YUNG
HKIS Maintenance and Appreciation of Historical Buildings Competition	Photography	Merit	6A	CHAN PAK HEI

Physical 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	Inter-School Table Tennis Competition	2nd Runner-up (Girl's single)	4B	HUANG UE CHING



VI Financial Summary (September 2020-August 2021)

	Balance B/D	Income up to 31.08.2021	Budget 2020-21	Actual Expenditure up to 31.08.2021	%
Government Fund			(I)	(II)	(III)=(II)/(I)
Grant in EOEBG	5,277,550.15				
Baseline Reference		2,604,139.52	2,423,450.00	2,553,238.80	105.36
Administration Grant/Revised Administration Grant		4,044,216.00	4,086,230.00	3,623,937.39	88.69
Composite Information Technology Grant		490,804.00	668,952.00	377,282.55	56.40
Air-conditioning Grant		558,053.00	554,171.00	558,053.00	100.70
Capacity Enhancement Grant		638,461.00	715,763.00	400,243.20	55.92
SB Ed Psychology Service Grant		108,756.00	108,000.00	108,688.00	100.64
SB Speech Therapy Administration R Grant		8,056.00	8,000.00	179.80	2.25
SB Management Top-up Grant		50,350.00	40,000.00	43,000.00	107.50
Sub-total	5,277,550.15	8,502,835.52	8,604,566.00	7,664,622.74	89.08

Amount carried forward: 6,115,762.93

Grant Outside EOEBG			(I)	(II)	(III)=(II)/(I)
Teacher Relief Grant (Annual)	698,171.79	226,530.00	50,000.00	176,496.43	352.99
Teacher Relief Grant (Optional Vacant Post)	711,672.59	3,201,630.00	3,048,120.00	3,208,402.30	105.26
Committee on Home-School Co-operation Project	0.00	21,740.00	22,000.00	11,690.00	53.14
School-based After-school Learning and Support Programmes	119,956.60	175,200.00	66,600.00	180,553.57	271.10
Learning Support Grant for Secondary Schools (LSGSS) (SEN)	89,592.13	483,360.00	328,100.00	446,050.28	135.95
Diversity Learning Grant (DLG)	69,920.00	93,750.00	102,200.00	47,060.00	46.05
Diversity Learning Grant (DLG) - Applied Learning Course	0.00	166,725.00	223,225.00	136,070.00	60.96
1-off for Promotion of C.Hist & Culture	27,829.00	0.00	28,000.00	28,304.00	101.09
Provision to Support NCS Student to learn Chinese History & Culture	53,281.00	0.00	53,300.00	53,281.00	99.96
Enhanced Chinese Learning & Teaching for NCS Additional Funding	0.00	150,000.00	24,500.00	33,554.00	136.96
Information Technology Staffing Support Grant	204,412.00	319,559.00	447,612.00	447,198.00	99.91
Grant for Sister School	154,950.00	156,035.00	87,500.00	336,206.00	384.24
Promotion of Reading Grant	61,980.00	62,414.00	103,200.00	62,255.69	60.33
Life-wide Learning Grant	881,363.50	1,166,106.00	1,608,258.00	971,934.30	60.43
Student Activities Support Grant	0.00	151,450.00	151,488.00	150,215.00	99.16
School Executive Officer Grant	60,235.50	534,660.00	505,000.00	528,540.00	104.66
1-off for Special Support Grant	0.00	100,000.00	100,000.00	103,300.00	103.30
Sub-total	3,133,364.11	7,009,159.00	6,949,103.00	6,921,110.57	99.60

Amount carried forward: 3,221,412.54

Total Surplus for Government Fund: 9,337,175.47

Subscription : Income & Expenditure A/C	2,923,193.92	144,818.35	150,000.00	204,368.44	136.25
Approved Collection for Specific Purposes A/C	758,010.25	0.00	100,000.00	13,000.00	13.00
Council Fund	71,003.46	1,000.00	1,000.00	600.00	60.00
Quality Education Fund	109,400.00	612,050.00	500,000.00	956,677.00	191.34
Alumni Assn. Scholarship Fund	318,102.11	34,200.00	150,000.00	165,042.50	110.03
Electronic Toll	65,933.30	426,253.30	450,000.00	429,900.50	95.53
Sub-total	4,245,643.04	1,218,321.65	1,351,000.00	1,769,588.44	130.98

Amount carried forward: 3,694,376.25



VII Appendices

Report on the Use of Capacity Enhancement Grant

Appendix A

Area	Method	Content	Evaluation
Enhance teacher capacity by reducing teaching load	Clerical assistants were employed to help prepare teaching materials and non-teaching chores.	<ul style="list-style-type: none"> ● Two clerical assistants were employed to support E-learning, sport teams and OLE, conducting afterschool sport team practices and life-wide learning activities. ● CAs assisted teachers in non-teaching routines, such as serving as collecting OLE records and reply proforma, and other administrative works. ● CAs assisted teachers in outside classroom activities. 	<ul style="list-style-type: none"> ● The service of CAs was highly commendable. Both of them showed enthusiasm at works. ● Workload of teachers was reduced as CAs shouldered some non-teaching duties, for example, printing and blinding teaching materials, collection of reply slips and general affair works of teachers. ● CAs also provided much help in organizing sport teams practices, 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 CAs passed the performance appraisal and were recommended for extension of services.



Programme Evaluation Report for DLG-funded Other Programme (Gifted Education) 2020-21

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: <ul style="list-style-type: none"> ● Learn self-introduction and sample questions of JUPAS interviews. ● Language input on interviewing and individual presentation. ● Conduct one-to-one individual presentation, JUPAS interviews, group discussion using current social issues (at least 50% of the class time) ● Individual feedback given to students on their performance 	<ul style="list-style-type: none"> ● 17 students ● S6 students nominated by English teachers 	Four 2-hour lessons from 25-28 August 2020	Sample scripts of introduction, interview questions of JUPAS, one-to-one interview experience and tutor's comments	<ul style="list-style-type: none"> ● The course was delivered by Zoom with the participants' video turned on. ● The attendance was 78%. ● 90% of students were satisfied with the course content and the quality of the tutor. ● Students valued the experience of conducting interviews. ● Teachers observed the lessons and found the participants were engaged to the lessons. The tutor reflected that the class was attentive and enthusiastic and a few took notes during the lessons. ● 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: Synergy Education Provider Co. Ltd.	\$5,180
Mathematics Enrichment Course (S4)	To enhance students' ability on problem-solving and logical thinking.	<ul style="list-style-type: none"> ● 10 students ● S4 students ● Nominated by Mathematics subject teachers based on the result of the first term examination. 	6 lessons (from 17/4/2021 to 29/5/2021)	Note and assignment in each lesson	<ul style="list-style-type: none"> ● The attendance of students was high (100%). ● 70% participants agreed that the course could raise their problem-solving skills. ● Due to the COVID-19 pandemic, the classes were held via Zoom. Tutor and students suggested that it was better to conduct the class in school, instead of Zoom. 	Ms. Shum Pui Man	\$1,890

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Teacher i/c & Service provider	Expenditure
					<ul style="list-style-type: none"> ● Most students were active in class. They could analyse and answer immediately in chat box. 		
Mathematics Enrichment Course (S5)	To consolidate students' ability on problem-solving and logical thinking.	<ul style="list-style-type: none"> ● 24 students ● S5 students ● Nominated by Mathematics subject teachers based on the result of the first term examination. 	6 lessons (from 17/4/2021 to 29/5/2021)	Note and assignment in each lesson	<ul style="list-style-type: none"> ● The attendance of students was high (95%). ● 78.3% participants agreed that the course could raise their problem-solving skills. ● Due to the COVID-19 pandemic, the classes were held via Zoom. Tutor and students suggested that it was better to conduct the class in school, instead of Zoom. ● Most students were willing to participate in the class. 	Ms. Shum Pui Man	\$1,890
中六級中文應試班	提升學生作文立意、審題和佈局謀篇的技巧	<ul style="list-style-type: none"> ● 21 位學生 ● 中六學生 	31-10-2020 – 19-12-2020	<ul style="list-style-type: none"> ● 六堂內容中，記敘抒情文佔四課，論說佔兩課，務求照顧不同文體的需要。 ● 導師以九十分鐘的時間講授相關技巧，餘下的半小時則要求學生因應課堂內容，運用技巧完成寫作任務。 ● 學生在課程完結前先後完成六篇短寫及三篇長文。 	<ul style="list-style-type: none"> ● 學生整體表現良好，縱使鮮有主動答題者，但大部分參與者也樂於參與課堂討論。 ● 導師上課認真，課前已把六節課的課堂筆記電郵給我，上課時導師亦用心講解。 ● 每節課亦布置堂課予學生練習，以檢視學生能否運用課堂所學，並在下一節課講分析學生的問題。 ● 短短六節課已完成批改學生三次作文，並予中肯的評語，學生獲益良多。 ● 不過，因疫情關係，未能面授課堂，師生交流、互動或多或少受到影響。 	黎美鳳老師	\$6,300

**School-based After-school Learning and Support Programmes 2020/21 s.y.
School-based Grant - Programme Report**

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 199 (including A. 34 CSSA recipients, B. 130 SFAS full-grant recipients and C. 35 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						
1. Dance Classes (Type: Art /culture activities)	/	/	/	/	Every Fri, from Sept. 2020 to May 2021	/	- attendance - evaluation from the tutor	Chuen Yuen Dance Club TIC: Ms. WONG Ka-man	Training was cancelled due to the suspension of school activities.
2. Musical Instrument Classes (Type: Art /culture activities)	1	6	8	85%	From Sep. 2020 to Jul. 2021, according to the dates of different courses	\$14,826.00	- attendance - evaluation from tutors	Fine Music Education, Vincent Music Education Limited, Gloria Deo Music Culture, Hong Kong Harmonica Music Centre TIC: Ms. SETO Bo-lai	Most of the face-to-face music instrument courses were cancelled due to the suspension of school activities. Harmonica and Western Music Instrument Courses were held via Zoom.

3. Advanced Basketball Training Course (Type: Sports training)	/	/	/	/	From Jan. to Aug. 2021 (18 hours)	/	<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 due to the suspension of school activities.
4. S1 Adventure Training (Type: Adventure activities, Self-confidence development)	/	/	/	/	19 Sept. 2020	/	<ul style="list-style-type: none"> - teachers' observation - questionnaires 	Moral and Civic Education Committee TIC: Mr. CHAN Ki-yeung	The programme was cancelled due to the suspension of school activities.
5. S2 Adventure Training (Type: Adventure activities, Self-confidence development)	/	/	/	/	23 Oct. 2020	/	<ul style="list-style-type: none"> - teachers' observation - questionnaires 	Guidance Committee TIC: Ms. LI Shuk-kwan	The programme was cancelled due to the suspension of school activities.
6. Local Community Experience Programme (Type: Volunteer service)	/	/	/	/	Jul. to Aug. 2021	/	<ul style="list-style-type: none"> - reflection essay - teachers' observation - evaluation from tutor and students 	Chaplain (Coordinator: Ms. SHUM Pui-man)	This activity was cancelled.
7. S1 Orientation Day Camp (Type: Self-confidence development; Sense of belonging)	/	/	/	/	Sept. 2020 (for 20/21 S1) & Jul. 2021 (for 21/22 S1)	/	<ul style="list-style-type: none"> - attendance - teachers' observation - evaluation from tutors and students 	Chaplain (Coordinator: Ms. SHUM Pui-man)	The programmes would be cancelled to prevent outbreaks of COVID-19.

8. School Picnic (Type: Self-confidence development, Sense of belonging)	/	/	/	/	13 Nov. 2020	/	- attendance - questionnaires - teachers' observation	Activity Committee TIC: Mr. LI Siu-Kei and Ms. SU Mei-kee	The programme was cancelled due to the suspension of school activities.
9. Leadership Training Programme (Type: Leadership training)	/	/	/	/	Apr. 2021	/	- teachers' observation - evaluation from tutors and students	Chaplain (Coordinator: Ms. SHUM Pui-man)	The programme was cancelled due to COVID-19 outbreak.
10. Girl Guides International Exchange Programme/ Leadership Training Programme (Type: Leadership training)	/	/	/	/	From Oct. 2020 to Aug. 2021, according to dates of different programmes	/	- reflection journals	Hong Kong Girl Guides Association TIC: Ms. CHAN Sau-kuen	All exchange programmes were cancelled due to COVID-19 outbreak.
11. Girl Guides Camping (Type: Leadership training)	/	/	/	/	Dec. 2020	/	- evaluation from instructors	Chuen Yuen College Girl Guide 35 th NT COY TIC: Ms. CHAN Sau-kuen	The training camp was cancelled due to COVID-19 outbreak.
12. Sports Exchange Tour (Type: Sports training/ Cultural exchange)	/	/	/	/	From Oct. 2020 to Aug. 2021, according to dates of different programmes	/	- teachers' observation - reflection journals	CCC KLA-PE TIC: Mr. SIU Hoi-ning and Ms. YEUNG Po-yee	No exchange tours could be held due to COVID-19 outbreak.

13. S4/S5 Career Exploration Programme (Type: Life-planning, Self-confidence development)	***	***	***	***	From Sept. 2020 to Aug. 2021, according to dates of programme	***	- questionnaires - advisors' observation.	Careers Committee TIC: Mr. LEUNG Chi-wah	S4 and S5 Career Exploration were held in 15 & 16 July. All expenses of the programmes were subsidised by Life-wide Learning Grant.
14. English Online Learning Programme (Type: Language Training)	22	93	0	75%	From Oct. 2020 to Jun. 2021	\$8,364.00	- completion reports with completion rates and scores	English Department TIC: Ms. LEUNG Po-ling	
15. Mentor Scheme (Type: Tutorial service, Learning skill training, Self-confidence development, Sense of belonging)	104	420	207	100%	From Sept. 2020 to Jul. 2021	\$157,363.57	- attendance - mentors' observation - questionnaires	Mentor Scheme TIC: Mr. Cheung Ka-lok	The mentorship scheme aimed to provide care and guidance to mentees as well as providing tutorial classes for improving academic performance. (Mentors: alumni)
Total no. of activities: 3									<i>*Many activities proposed to be held after school were cancelled due to COVID-19 outbreak.</i>
@No. of man-times	127	519	215			Total Expenses (finalised on 23/8/2021)			
**Total no. of man-times	861					\$180,553.57			

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)

1. Discretionary quota really helps those students in need.

2. Students and parents were satisfied with the online programmes and activities, which were made up for the suspended face-to-face ones.

姊妹學校交流報告書 2020－2021 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：

通過遠端教學系統與鼎湖區實驗中學校進行音樂科的交流活動，兩地的老師可以共同備課、交流及分享教學心得。

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	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
A4	<input checked="" type="checkbox"/>	與姊妹學校商討交流計劃	B1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
			B2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
			B3	<input checked="" 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
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	進行音樂科的交流活動	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
			E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
			E4	<input checked="" type="checkbox"/>	促進專業發展
			E6	<input checked="" type="checkbox"/>	擴闊視野
			E7	<input checked="" type="checkbox"/>	建立友誼/聯繫

教師層面 達至預期目標程度	F1 <input checked="" 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) 因新冠肺炎影響，本年度本校未能到鼎湖區實驗中學（肇慶）進行學生交流活動。

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 checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用 <ul style="list-style-type: none"> • 為特定情境創作旋律 (配以適當的速度、力度、音色、節奏……) • 為特定情境加入節奏頻現句/其他聲效, 增加歌曲的氣氛 • 為歌曲的旋律配和絃及合適的和絃伴奏形式 	HK\$ 128,250
N5	<input checked="" type="checkbox"/>	交流物資費用 (音樂樂器物資)	HK\$ 7,956
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 checked="" type="checkbox"/>	學年總開支	HK\$ 136,206
N10	<input type="checkbox"/>	沒有任何開支	HK\$
反思及跟進：			
編號	<input checked="" type="checkbox"/>	內容	
O2	<input checked="" type="checkbox"/>	<p><u>兩校在交流活動上擬定以下方向：</u> 時間：2021年12月或2022年4月 初步擬定主題：文藝活動交流</p> <p><u>活動型式</u></p> <p>方案一：全完鼎湖音樂會(重點為共同編曲與演奏) 方案二：同曲同奏(重點為兩校挑選同一曲目，各自練習；於大匯演當日合奏，增加音樂交流元素) 方案三：參與音樂課（重點為全完同學到姊妹學校上音樂課，學習音樂新課題）。</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 checked="" type="checkbox"/>	本校教師參與交流的總人次	總人次: 5
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
2020-2021 School Year

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)					
				Level	Number of Participants				I	M	P	S	C	
Category 1 To organise / participate in life-wide learning activities														
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or 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													
1	Online learning programme (English Builder) in S1-3 To expose S1-3 students with online reading and listening experience with LAC contexts	English Language	Sept 2020 – May 2021	S1-3	386	55% students completed 50% or more EB exercises. 6 S1&S2 students got the certificates of Outstanding Achievement for 20-21.	16,726	E1	✓					
2	Recruiting a coach for debating training To provide additional training to S3-5 debaters on logical thinking, language use and speech delivery	English Language	Feb 2021 – May 2021	S3-5	14	97% of the participants found the course useful to train up their skills in delivery and structuring arguments for future debates.	4,410	E1	✓					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)					
				Level	Number of Participants				I	M	P	S	C	
3	STEM activity during STEM week (Parentage tests by using DNA fingerprinting kits) To arrange hands-on STEM activities (Parentage tests by using DNA fingerprinting kits) for S.3 students to apply the knowledge related to STEM in solving daily life problem.	Biology	DNA kits were purchased on 24/9/2020	S3	80	The STEM week was cancelled due to COVID-19. The DNA kits purchased were kept in the laboratory for future STEM activities.	1,000	E7	✓					
4	Subject Selection Talk (Tai Hang Residents' Welfare Assn. - Tai Hang Youth Centre) To emphasis the factors to be considered in subject selection and equip parents and students to make a well-informed choice.	Careers-related experience	7/11/2020	S3	126	100% parents and students agreed that the information delivered was useful	1,500	E1						✓
5	CV Writing Talk (YMCA of Hong Kong) To acquire the skills of writing CV for job application and further study	Careers-related experience	18/5/2021	S4	119	100% students agrees that they understand the skills require in writing CV	2,880	E1						✓
6	S4 Career Live To motivate students in career planning and to nurture positive work value through career exploration activities.	Careers-related experience	15/7/2021	S4	119	100% students agreed that they were motivated in career planning and to nurture positive work value through career	11,800	E1						✓

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)					
				Level	Number of Participants				I	M	P	S	C	
						exploration activities.								
7	S5 Career Live To motivate students in career planning and to nurture positive work value through career exploration activities.	Careers-related experience	16/7/2021	S5	124	100% students agreed that they were motivated in career planning and to nurture positive work value through career exploration activities.	11,900	E1						✓
8	S4 and S5 Career Live Coach Fee To broaden students' horizon by firm visit and participation in taster programme	Careers-related experience	15-16/7/2021	S4-5	40	100% students agrees that the visit can broaden their horizon	7,120	E1						✓
9	1-hour Online Leadership Training provided by The Hong Kong Federation of Youth Groups To enhance leadership skills of Prefects	Discipline Committee	March – April 2021	S4-5	6	Participants reflected that they had a better understanding of time management and communication skills.	860	E6		✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)					
				Level	Number of Participants				I	M	P	S	C	
10	S.1 Sex Education Lesson (The Society for Truth and Light) 「智能手機性陷阱」 認識使用智能手機的潛在性危機，建立健康使用 智能手機的習慣和態度。	Guidance	16/4/2021	S1	67	100% of S1 class teachers are satisfied with the Sex education lessons	450	E5		✓				
11	S1 Life Education Lesson (The Society for Truth and Light) 「抗疫秘笈」 透過正向思維，及多角度思維的方法，配合簡單提問技巧，讓青少年在短時間內學習正向思維，重建自信，增加解決問題的能力。	Guidance	21/5/2021	S1	133	100% of S1 class teachers are satisfied with the Sex education lessons	900	E5		✓				
12	S2 Sex Education(The Society for Truth and Light) 「迷戀與曖昧關係」 學習與異性朋友相處時應有的態度及技巧，訂立 清晰的情感關係及界線	Guidance	19/4/2021	S2	128	100% of S2 class teachers are satisfied with the Sex education lessons	900	E5		✓				
13	S.2 Mental Health Lesson (ELCHK) 「幸福秘笈正向心理」 讓學生明白正面態度的重要性，學習不同方法去面對困難、壓力或焦慮	Guidance	17/5/2021	S2	128	100% of S3 class teachers are satisfied with the Sex education lessons	1,200	E5		✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)					
				Level	Number of Participants				I	M	P	S	C	
14	S.3 Mental Health Lesson(The Joyful (Mental Health) Foundation) 「正向看法」 保持情緒健康的方法及渠道	Guidance	18/6/2021 - 23/6/2021	S3	126	100% of S3 class teachers are satisfied with the Sex education lessons	800	E5		✓				
15	S5 Sex Education(The Society for Truth and Light) 「交友 APPS 陷阱」 了解網上交友的風險，認識分享性短訊帶來的威脅，加強學生網絡上自我保護的意識，減少出現危機的機會。	Guidance	14/4/2021	S5	62	100% of S3 class teachers are satisfied with the Sex education lessons	450	E5		✓				
16	Spiritual Leadership Training To provide training of spiritual leadership techniques in creating a vision and establishing the spiritual culture	Religious Committee	13/10/20, 20/10/20, 27/10/20	S1-6	20	By teacher observation, student disciples showed good response in the training sessions and showed confidence when leading the fellowship meetings.	900	E1		✓				
17	Bible Quiz Competition To increase awareness of studying Bible and garner a better understanding of the positive values in Bible	Religious Committee (Christian Fellowship)	11/12/20	S1-6	26	By teacher observation, students were actively participated in the competition.	609.3	E1	✓	✓				

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)					
				Level	Number of Participants				I	M	P	S	C	
18	Easter Service To provide a positive and innovative method to study the meaning of salvation and love.	Religious Committee	30-31/4/21	S1-5	621	84.3% students agreed that they learnt more about Jesus Christ in the activity.	4,800	E1		✓				
19	Orientation Activity To provide a positive and innovative method to understand the meaning of salvation and love.	The School Chaplaincy Program	15/5/21, 22/5/21	S1-5	52	By teacher observation, students showed good response in the activity	445.5	E1		✓				
20	School team training and competitions: Hiring sports coach stretching students' potential	PE	9/2020-5/2020	S1-5	100	Excellent	37,162.5	E5			✓			
21	School team training: Equipment stretching students' potential	PE	9/2020-5/2021	S1-5	100	Very good	105,882	E7			✓			
22	School team training Hiring Sports Assistant stretching students' potential	PE	9/2020-6/2021	S1-5	100	Excellent	7,056	E5			✓			
23	School team training: Booking of court & travelling fee for training stretching students' potential	PE	9/2020-5/2021	S1-5	50	Excellent	4,968	E1			✓			
							900	E2			✓			

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)					
				Level	Number of Participants				I	M	P	S	C	
24	CCC Interschool Table Tennis and Bowling Competition stretching students' potential	PE	7/2021	S4	2	Very Good	400	E3			✓			
25	Outward Bound leadership Training nurturing students' positive values and attitudes to foster their leadership skills	EAC	21-22/6/2021	S4	34	Excellent	129,600	E6			✓			
							3,400	E2			✓			
26	Disneyland Adventure Trip arouse students' interests	EAC	8/7/2021	S1-6	50	Excellent	14,500	E1			✓			
							1,275	E2			✓			
27	Leadership Training stretching students' potential	EAC	21-22/6/2021	S4	45	Excellent	22,020	E1			✓			
28	Membership fee of Hong Kong School Music and Speech Association	Arts (Music)	June 2021	S1-6	40	Promotes the interest of students and teachers in Western and Chinese music	250	E1	✓					
29	73 rd Hong Kong Schools Music Festival - Violin Solo-Grade 5 Arouse students' interest and enhance proficiency in playing an instrument	Music	March 2021	S3-4	2	1 Silver Award Only positive comments have been given (otherwise a violation of the rules and regulations).	940	E1	✓					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)					
				Level	Number of Participants				I	M	P	S	C	
30	Hong Kong Schools Dance Association Ltd Membership Fee To maintain the membership of Hong Kong Schools Dance Association	Dance Club	24/10/2020	S1-4	12	100% students agreed that Dance Club enhance their dancing technique	300	E1			✓			
31	“Improving through Dancing: Physical and Mental Vitality” Modern Dance in Practice Project (CCDC) Enabling students to: take a fresh look at themselves; consider their innate, infectious appeal; cultivate team spirit and empathy; learn about respecting, accepting and embracing themselves and others through dancing.	Dance Club	Oct 2020 to Aug 2021	S1-4	12	83.3% students with attendance over 80% 91.6% students completed the project with certificate	4,200	E6			✓			
32	The Finale Performance “Improving through Dancing: Physical and Mental Vitality” Modern Dance in Practice Project (CCDC) 20-21 Students should participate in the creative work (of the piece of dance) and take an active part in making props and sets to enhance the stage effect.	Dance Club	11/7/2021	S1-4	11	100% students completed the project with certificate	3,084	E6			✓			
33	Membership of the Hong Kong Girl Guides Association To provide various resources, training programmes and activities to both Girl Guide leaders and students.	Girl Guides	4/12/2020	S1-6	21	N/A	350	E1				✓		

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)					
				Level	Number of Participants				I	M	P	S	C	
34	S6 Ocean Park Life-wide Learning Journey The journey offers diverse learning opportunities and encourages students to appreciate and connect with nature. Students could discover the many wonders of nature by observing closely a variety of flora and fauna in the 11 animal exhibits inside the Park.	Cross discipline (other)	12,13,15 & 16 July 2021	S6	80	All S6 participants agreed that they could integrate knowledge and skills acquired from the journey so as to enrich their learning experiences.	9,350	E1		✓				
							4,780	E2		✓				
35	MIT Innovation Academy Student Bootcamp	Gifted Education	August 2020	S5	1	Activate the entrepreneurial mindset of the participant coupled with skills and competencies needed for the 21st century.	3,750	E1	✓					
36	International Chemistry Quiz To enrich students' experience in tackling chemistry problems	Chemistry	8 July 2021	S4-5	19	The Chemistry Quiz help students develop creative thinking and apply Chemistry knowledge in new and interesting contexts.	1,600	E1	✓					

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		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)				
				Level	Number of Participants				I	M	P	S	C
							Expenses on Item 1.1	425,418.3					

1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1	NIL												
							Expenses on Item 1.2	0					
							Expenses for Category 1	425,418.3					

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning			
1	Smart Blackboards	Cross-discipline (other)	For virtual life-wide learning programs.	241,200.0
2	STEM Room Computers	Cross-discipline (STEM)	Equipment of STEM activities.	245,496.0
3	TEMI Robot + add-on item (Novelte Sterilizing system)	Cross-discipline (STEM)	Demonstrate of Artificial intelligent and arose the interest of student on STEM education	58,980.0

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
			Expenses for Categories 1 & 2	971,094.3

^: 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, resource packs)
E4 Fees for non-local exchange activities / competitions (escorting teachers)	E9 Others (please specify)
E5 Fees for hiring expert / professionals / coaches	

Category 3: Number of Student Beneficiaries

Total number of students in the school:	720
Number of student beneficiaries:	720
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post): Mr. Tang Shu Yan (Vice Principal)

**Report on the Use of the Student Activities Support Grant
2020-2021 School Year**

I. Financial Overview

A	Allocation in the Current School Year:	\$151,450
B	Expenditure in the Current School Year:	\$150,215
C	Unspent Amount to be Returned to the EDB (A – B):	\$1,235

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	26	\$21,226
Full-grant under the School Textbook Assistance Scheme	112	\$91,436
Meeting the school-based financially needy criteria	46	\$37,553 (capped at 25% of the total allocation for the school year)
TOTAL	184	\$150,215 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries	Actual 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. 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, or 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									
1	Disneyland Adventure Trip To arouse students' interests	EAC	50	15,775			✓		
2	S.1 Sex Education Lesson (The Society for Truth and Light) 「智能手機性陷阱」 認識使用智能手機的潛在性危機，建立健康使用 智能手機的習慣和態度。	Guidance	66	450		✓			

No.	Brief Description and Objective of the Activity	Domain (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries	Actual 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					
3	S5 Sex Education (The Society for Truth and Light) 「交友 APPS 陷阱」 了解網上交友的風險，認識分享性短訊帶來的威脅，加強學生網絡上自我保護的意識，減少出現危機的機會。	Guidance	62	450		✓				
4	Outward Bound leadership Training nurturing students' positive values and attitudes to foster their leadership skills	EAC	34	133,000			✓			
5	1-hour Online Leadership Training provided by The Hong Kong Federation of Youth Groups To enhance leadership skills of Prefects	Discipline Committee	4	540		✓				
Expenses for Category 1				150,215						
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions										
1	Nil									
Expenses for Category 2				0						
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities										
1	Nil									
Expenses for Category 3				0						
Total				150,215						

Contact Person for LWL (Name & Post): Mr. Tang Shu Yan (Vice Principal)

❧❧❧ END OF REPORT ❧❧❧