

CCC Kei Yuen College

2018 - 2019



School Report

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School Vision, Motto & Mission

School Vision

CCC Kei Yuen College is a Christian grammar school founded by the Hong Kong Council of the Church of Christ in China (HKCCCC) in 1982. Inheriting the spirit of "Serving & Preaching through Schooling" from HKCCCC and following God's words "Together we grow in Him", we endeavour to provide students with quality whole-person education.

We strive to establish a happy learning environment where students could have all-round development in moral, intellectual, physical, social, aesthetics and spiritual aspects. We recognise and appreciate students' individuality and provide them with abundant opportunities to develop their individual potential so that they will grow up into teenagers who treasure themselves, cherish others and love God.

School Motto

We will in all things grow up into Him who is the Head, that is Christ.
(Ephesians 4:15)

School Mission

To establish a happy learning environment
To provide quality education
To develop individual potential
To pursue a fulfilling life together

School Goals

1. Develop a happy learning and teaching environment

- 1.1 Improve the learning and teaching environment, provide a wide range of teaching facilities.
- 1.2 Create a campus full of care, mutual support, trust and team spirit.
- 1.3 Develop good teacher-student relationship, enhance home-school cooperation.
- 1.4 Reinforce the communication among different levels in the school, promote the involvement of teachers, parents and alumni in school affairs, and enhance the quality of the education provided.

2. Provide quality holistic education which addresses the moral, intellectual, physical, social, aesthetic and spiritual needs of students

2.1 Moral

- 2.1.1 Help students develop positive attitudes towards life and equip them with proper moral values.
- 2.1.2 Educate students to be self-conscious about the proper value standard, develop their ability to distinguish right from wrong and help them learn to be well-disciplined and polite.
- 2.1.3 Enhance students' sense of belonging and responsibility towards their family, school and nation.

2.2 Intellectual

- 2.2.1 Arouse students' interest in learning and cultivate in them a self-directed learning attitude so that they can develop their life-long learning skills.
- 2.2.2 Help students develop independent thinking, critical thinking, reasoning and analytical skills.
- 2.2.3 Boost students' creativity.
- 2.2.4 Help students develop a solid language foundation so that they can master and employ spoken and written Chinese and English skills effectively.
- 2.2.5 Enhance IT education so that students can possess the ability to manage information.

2.3 Physical

- 2.3.1 Arouse students' awareness of physical fitness and develop their interest in enjoying sporting activities.
- 2.3.2 Enhance physical training and help students attain physical fitness.
- 2.3.3 Help students develop an appreciation of sportsmanship and enhance their self-confidence through encouraging their active participation.

2.4 Social

- 2.4.1 Encourage students to participate in internal and external group activities.
- 2.4.2 Help students learn to get along well with and cooperate with other people, and establish a happy social life.

2.5 Aesthetic

- 2.5.1 Arouse students' interest in aesthetic learning and enhance their aesthetic perception.
- 2.5.2 Help students develop an appreciation towards the goodness of the world, love and cherish life.

2.6 Spiritual

- 2.6.1 Help students develop an open-minded, objective and welcoming attitude towards religions.
- 2.6.2 Help students understand biblical truths.
- 2.6.3 Help students develop faith in God and lead a Christian life which glorifies God and serves the mankind.

3. Recognise and respect students' individuality, inspire individual potential

- 3.1 Help students develop personal interests and healthy habits.
- 3.2 Offer support, care and assistance in the course of students' development.
- 3.3 Develop and stretch students' individual potential to the fullest.

4. Appreciate life, be willing to improve, lead a Christian life

- 4.1 Help students learn to appreciate and respect others so that they can grow and improve together.
- 4.2 Educate students to follow Jesus Christ and pursue a beautiful and harmonious life.

Our School

1. School Profile

1.1 Brief history

The Hong Kong Council of the Church of Christ in China (HKCCCC) has been working with endeavor on education to nurture students through serving and preaching at schools. In response to the request made by the government to expand junior education and provide nine-year free education, the school management committee and the executive committee decided in November, 1980 to accept the government's invitation to establish two grammar secondary schools, namely Kei Yuen College and Kei Long College, at Yau Tin Area in Yuen Long. The government was responsible for the construction of the school campus whereas the HKCCCC for the cost of setting up facilities, which was 1.6 million dollars for each school.

On 19 July, 1982, the Education Department handed over the ownership to the sponsoring body. In the meantime, our school started recruiting teachers and handling Secondary 1 and 4 student's registration procedures. On 3 August, the school completed the registration procedures and CCC Kei Yuen College became one of the grammar schools affiliated to the Hong Kong Council of the Church of Christ in China. It started its first academic year on 1 September, 1982.

1.2. School Profile and Facilities

CCC Kei Yuen College is an aided full time co-educational school situated in Fung Yau Street East with an area of about 40,000 square feet. Our school campus includes a six-storey teaching block and a hall block. A new playground is expected to be in use in the coming school year. The teaching block houses 30 standard classrooms, 16 special rooms and other function rooms such as the four staff rooms, PE Room, Medical Inspection Room, Parents Resources Centre, School Library, the staff common room and the tuck shop. In addition to the standard facilities provided by the Education Bureau, a multimedia learning centre was set up to promote IT education.

Air-conditioners have been installed in all the rooms to provide students with a quiet and comfortable environment to study in. Moreover, to facilitate ICT education and to enhance teaching effectiveness, the school hall, all the classrooms and special rooms have been equipped with LCD projectors, screens and computers. And WiFi can be accessed in the whole campus to facilitate mobile learning.

2. School Management

The Incorporated Management Committee (IMC) was set up in 2011. The current composition of the IMC is listed below:

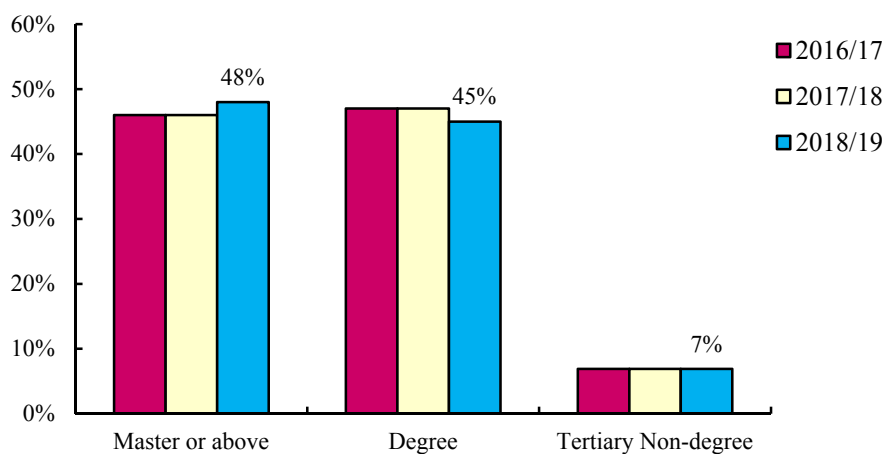
Types of School Managers	No. of Members	Types of School Managers	No. of Members
Sponsoring body manager/ Alternate Sponsoring body manager	8	Independent manager	1
Parent manager/ Alternate parent manager	2	School principal	1
Alumni manager	1	Teacher manager/ Alternate teacher manager	2

3. Teacher Qualifications

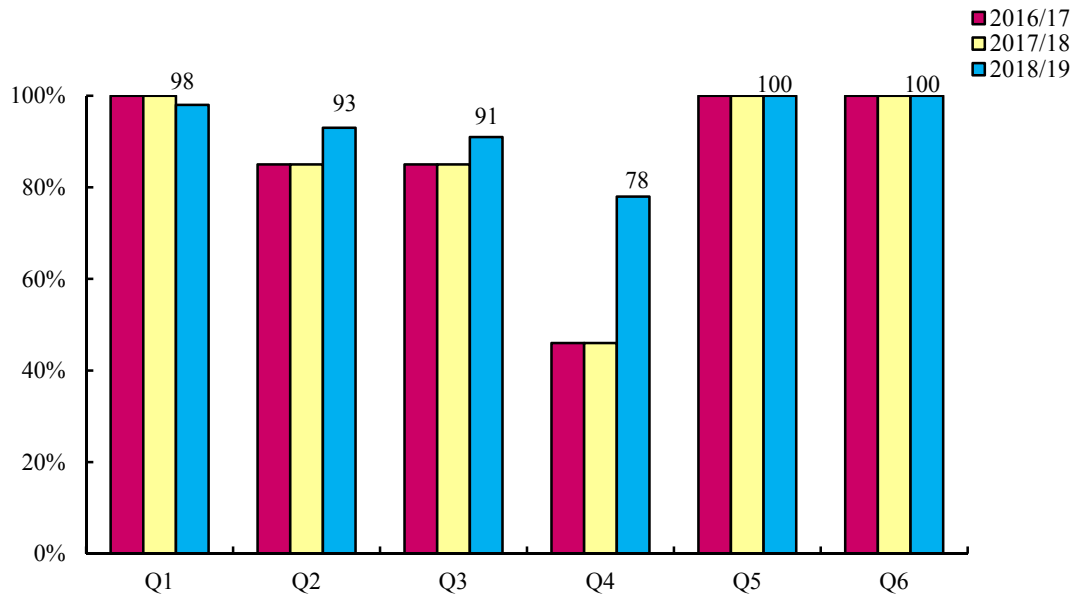
3.1 The total number of teachers in the past three years:

	Degree or above	Tertiary Non-degree	NET	Total
2016/17	50	4	1	55
2017/18	50	4	1	55
2018/19	51	4	1	56

3.2 The percentages of teachers' highest academic qualifications in the past three years:

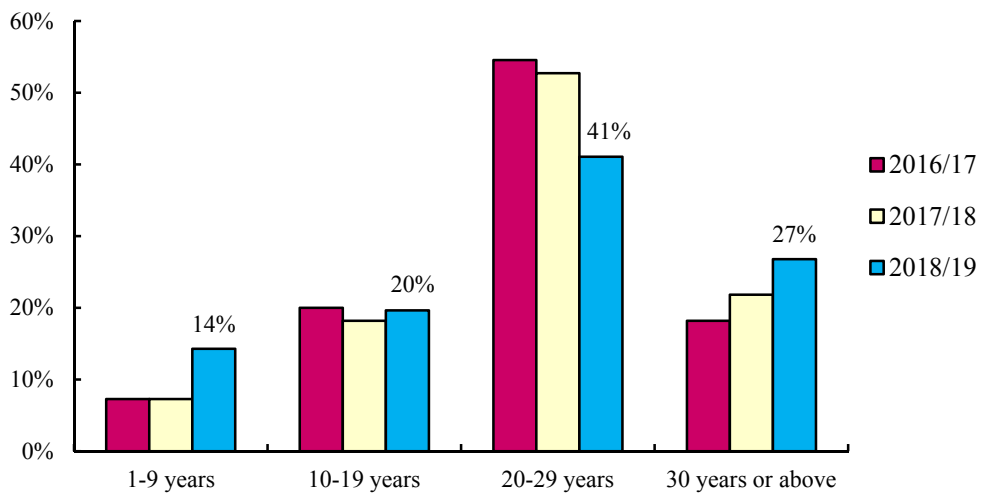


3.3 The percentages of teachers who have attained professional qualifications, received relevant subject training and met the language proficiency requirements in the past three years:

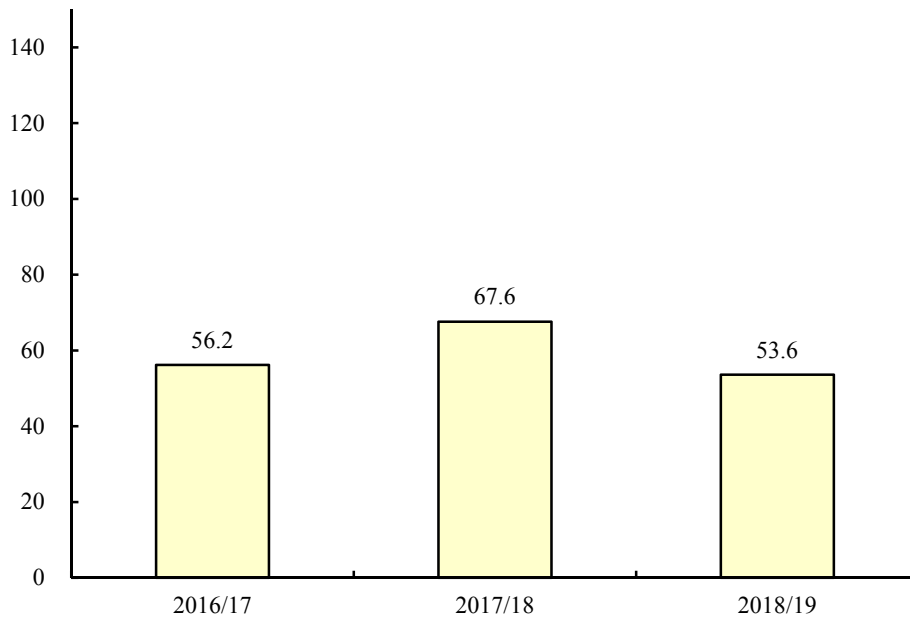


- Q1 Obtained professional qualifications
- Q2 Received relevant subject training in Chinese
- Q3 Received relevant subject training in English
- Q4 Received relevant subject training in Mathematics
- Q5 English teachers attaining language proficiency qualifications
- Q6 Putonghua teachers attaining language proficiency qualifications

3.4 Teachers' teaching experience in the past three years:



3.5 Continuous Professional Development hours of the Teachers:



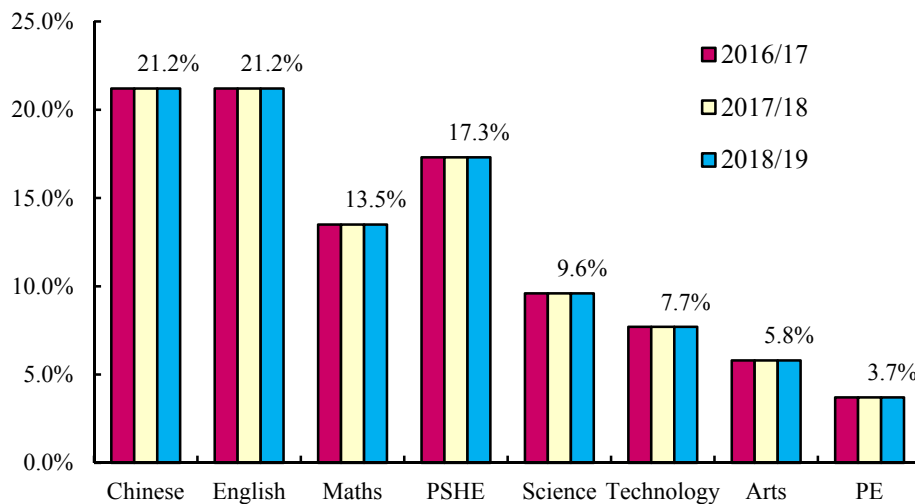
4. Class Structure and Student Population

The number of classes and students in the 2018/19 academic year:

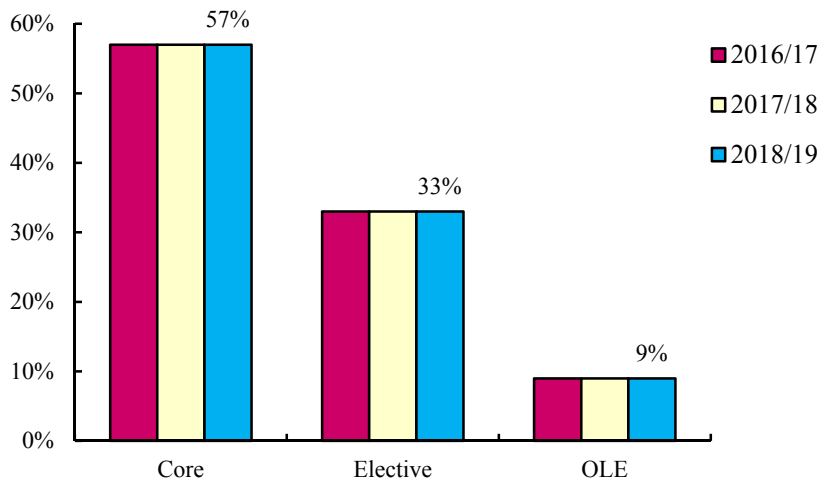
Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
No. of Boys	65	54	53	47	52	62	333
No. of Girls	57	65	70	64	67	61	384
Total No. of Students	122	119	123	111	119	123	717

5. Lesson Time for the 8 Key Learning Areas (KLAs)

5.1 The percentages of lesson time allotted to the 8 KLAs (S.1 and S.2) in the past three years:

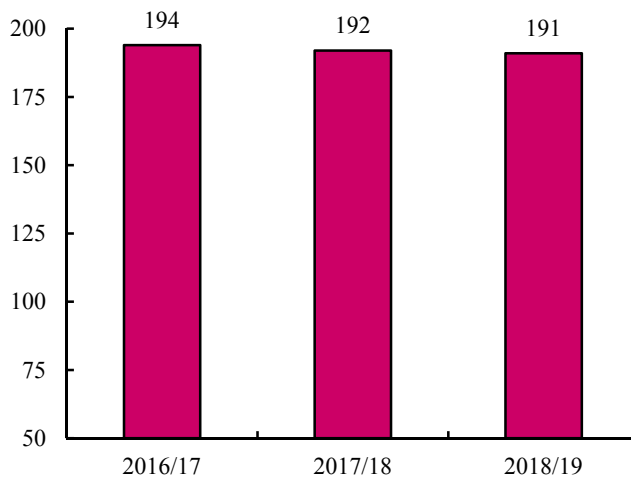


5.2 Starting from the 2009/10 academic year, the school has established the new NSS curriculum. The percentages of lesson time allotted to the core subjects, electives and other learning experience (OLE) are shown below:



6. Active School Days

The number of active school days for S.1 to S.3 students (including days with regular classes and learning activities such as School Picnic, Sports Days, Life-wide Learning Day etc.) is shown as follows:



Achievements and Reflection on Major Concerns

I. Priority Task 1: To cater for learner diversity

A. Achievements

1. To enhance curriculum planning

- 1.1 50% of teachers (28 teachers) enrolled to the EDB Online Foundation Course in Gifted Education. The participation rate was higher than expected.
- 1.2 All subject heads completed cross-subject peer lesson observations and post-lesson discussions. The subject heads were willing to put into practice the observations and insights they had gained and shared among each other from the exemplary teaching experiences.
- 1.3 The Student Peer Mentorship Scheme was held in S.1 as a pilot scheme. In English and Mathematics classes, some more able students helped some less able students. 74% of mentees found the mentors helpful. The mentors acted as tutors. Some mentees gave positive feedback that the mentors helped them out of the class.
- 1.4 The scheme of work of 21 subjects (91.3%) clearly showed differentiated curriculum which provided different learning contents for students of different capabilities. 14 subjects (60.9%) designed tiered assignments and assessments. Challenging questions were set in examination papers and the reply rate of students in first exam was 82%. Tiered summative assessments were well established.
- 1.5 There were split classes in S.4 Chinese Language, Liberal Studies, Mathematics and S.5 Liberal Studies and Mathematics. The exam results of S4 Chinese language, S4 and S5 Mathematics were improved. 63.4%, 73.5% and 67.5% of students showed improvement in examinations respectively. According to the results of the self-designed questionnaire on “My views on Split class”, an average of 73% of students gave positive feedback to the questions “I find split class helpful in my learning.” The scores of Chinese Language, Mathematics and Liberal Studies were 3.0, 3.0 and 3.0 respectively (in a scale of 1-4).

2. To enhance mobile learning

- 2.1 More than 81% of teachers of different subjects have attended training courses and seminars on the use of mobile devices for interactive teaching.
- 2.2 17 subjects (73.9%) have increased the number of lessons using mobile devices in teaching. All subjects made use of apps or learning management system to conduct lessons or considerable number of lessons to extend learning.
- 2.3 6 subjects (26%) arranged at least one demonstration or sharing about the use of devices by teachers of the same or different subject disciplines. The

atmosphere to interflow among teachers to enhance the experience in using mobile devices has been improved.

- 2.4 Our school has upgraded the network infrastructure to better facilitate mobile learning. E-markers' reports and templates have been developed, and apps or learning management system have been used to facilitate data analysis which improved planning, classroom pedagogy and students' learning.
- 2.5 According to the results of the stakeholders' survey on "My views on the school", students gave positive feedback to the questions "Teachers always teach us learning strategies like pre-lesson preparation, using mind maps, reference books and online resources etc." and "I am able to apply learning strategies like pre-lesson preparation, using mind maps, reference books and online resources etc.". The scores for these two questions were 3.6 and 3.5 respectively (in a scale of 1-5).

3. To reinforce gifted education

- 3.1 Students took part in various trainings, activities, and competitions. These included Current Affairs Quiz Contest held by Whampao Integrated Children & Youth Service Centre of U.B. in Christ, Hong Kong 200 leadership training activities held by HKFYG Leadership Institute, \$10,000 scholarship (offered by Golden Bauhinia Entrepreneur Association) for DSE candidates who successfully enter full-time undergraduate or sub-degree programs, and opportunities to explore the aviation industry as well as design and actualize social service plans by Cathay Pacific's I Can Fly.
- 3.2 A total of 43 teachers and students took part in Exploration of Historic-cultural-biological study tour in Sichuan from 23/4 to 26/4/2019. There was a wide range of activities included, such as visiting Zigong Dinosaur, Chengdu Research Base of Giant Panda Breeding, Du Fu Thatched Cottage, and Sichuan Chengdu No.11 Middle School. Students of Kei Yuen College and mainland students built friendship. Our students later gave a presentation of their experience to our school at morning assembly.
- 3.3 15 subjects (65%) offered at least one pull-out programme within school setting or enroll students in specialist training outside the school setting.
- 3.4 20 subjects (87%) nominated students to take part in competitions or activities at district, regional or international levels.
- 3.5 Students agreed in the School-based APASO questionnaire survey that "They learn problem-solving skills from others". S.1 to S.6 students scored 3.16, 3.17, 3.19, 3, 3.14, 3.12 respectively (in a scale of 1-4).
- 3.6 In the Subscale under "Learning Competence" of the School-based APASO questionnaire, there were 8 questions about problem solving competence, 100% of questions answered by all forms except S4 students were higher than the territory norm. 87.5% of questions answered by S4 were higher than the territory norm.

B. Reflection

1. To align with the development focuses and to cater for teachers' needs, we will solicit external professional support services or arrange visits to fellow schools to help teachers acquire new knowledge and broaden their horizons. The school will also arrange training about differentiated instruction strategies in Professional development days. Advanced courses in Gifted Education – Professional Development Programmes will be promoted to teachers.
2. Cross-subject peer lesson observations and post-lesson discussions will be arranged. The focus will be placed on implementation of differentiated instruction strategies in classrooms.
3. It is vital for the school to enhance knowledge transfer and management, so we will encourage teachers to conduct in-depth discussions about factors influencing the effectiveness of learning and teaching. Subject-based sharing will be arranged regularly.
4. Tiered assignments for daily use will be emphasised, and subject heads and form coordinators will synthesise common elements of a quality lesson, notably school-based whole class teaching in gifted education and e-learning, to assist teachers to refine the design of their lessons and assignments.
5. Review on the effectiveness of split class would be conducted in the coming academic year.
6. Students with different experiential learning experiences will be invited to give sharing at morning assembly in the coming academic year.
7. Other than study tour of Mainland China, study tours of Belt and Road countries and international cities can be organized.

II. Priority Task 2: To foster positive lifestyles

A. Achievements

1. To nurture positive attitude in students

- 1.1 In order to equip teachers to nurture students with positive attitude, workshops were organised. A workshop on life planning by board games was organised for teachers on promoting students' positive attitude. The board games could be a tool for teachers to share with their students. A workshop on praise and gratitude was organised for S.1 class teachers, guidance and discipline teachers.
- 1.2 A singing session was held on the Professional Development Day. Most teachers responded positively.
- 1.3 Sharing in the morning assembly was held so as to strengthen students' positive values, promote caring attitude and nourish their spiritual life. 4 sharing sessions on moral values were provided by KYLs in the morning assembly. Their sharing covered topics such as civil awareness and virtues of Kei Yuen students. These messages were introduced through students' daily

encounters at school, such as the hygienic concerns when they eat in classroom. 48 religious sharing sessions were arranged in the morning assembly. Special themes had been designed according to the students' needs. Hymn sharing, sermons, and testimonies from teachers and worship team students. Students enjoyed singing hymns together in the hall.

- 1.4 100% of S.1 to S.5 classes had participated in the Window Decoration Competition. The competition was successfully held. All classes took part in it by having their own design and class goals. Posting their design on their classrooms aligned with the school's emphasis on "Love and Care" and positive values.
- 1.5 S1-S3 Current Affairs Commentary Competition was held. Contestants prepared well for their part. 104 students took part as audience and were counted towards their Language Activity.
- 1.6 The Inter-House Dance competition with positive theme, Step Up, was completed successfully.
- 1.7 One post-exam activity, the environmental protection talk, using "Act Positive" as the theme, was organised for junior forms by World Green Organisation. The talk was to encourage students to take active role in protecting our environment.
- 1.8 Training activities were provided for BBBS. 100% of participants felt satisfied with the programmes. Prefect training workshops and training camps were organised with the focus on developing positive attitude including self-regulation and gratitude. The ideas of self-regulation and gratitude were shared. Prefects did some exercises of self-regulation and gratitude. 95% of participants felt satisfied with the programmes.
- 1.9 BBBS held five activities using "Fun day" as the theme for S.1 Students and SEN students to promote "Act Positive, Love and Care".

2. To enhance students' spirit of serving

- 2.1 100% of S.1 students joined one of the service groups in order to serve the community.
- 2.2 Both S4 and S5 classes held Service Learning Day. S4 students served the elderly in the elderly homes. They were attentive to the elderly's needs. S5 students served kindergarten students and moderately mental handicapped persons. Students could practice "love your neighbor as yourself". S.5B students played interactive games with kindergarten students while those of S.5A and S.5D painted canvas shoes with moderately mental handicapped students. Students were devoted during the activities.
- 2.3 63 Disney's Give a Day, Get a Disney Day tickets were given to members of Elderly Academy, Love and Care Ambassadors, Community Youth Club, and fellowship committee.

- 2.4 According to the results of the school-based APASO questionnaire survey, students agreed that “I will take part in voluntary work and serve the community”. S.1 to S.6 students scored 2.92, 2.95, 2.62, 2.53, 2.67, 2.90 respectively (in a scale of 1-4).

B. Reflection

1. Our school organised different activities like training programmes, class-based and form-based activities in the OLE periods, sharing in the morning assembly, inter-house activities and window decoration competition etc. to help students internalise their good behaviour and positive values, enhance peer encouragement and promote team spirit in class. These activities were found useful and will be held next year to further promote positive attitude in students.
2. Our student learned by serving others. This turned out to be a good practice to enrich students’ learning experiences. This kind of service learning will be continued. Our school also assigns responsible and planning roles to students in running activities and services. This enhances students’ leadership skills and confidence while students will also experience the joy of serving others and the community. This student-led approach will be continued.

III. Priority Task 3: To enhance life planning education

A. Achievements

1. To enhance students’ understanding of life planning

- 1.1 Two morning assemblies related to life planning were conducted by careers prefects for all students.
- 1.2 Careers information was sent through e-Notice Board 23 times. Students’ understanding of life planning was enhanced.
- 1.3 Information related to academic/careers education was shared in 7 staff meetings by the Careers Committee chairperson to update our teachers with the most recent news about academic/careers education in Hong Kong and overseas. Teachers might share updated academic/careers information with students.

2. To help students understand their academic/career aspirations

- 2.1 Two career education lessons were conducted for each junior form and three lessons for S.4 and S.5, and four lessons for S.6 in OLE periods. Some activities were also arranged in school holidays.
- 2.2 Seven visits to universities and work place were arranged to help students understand their academic/career aspirations.

3. To help students set/achieve their personal goals

- 3.1 Students were nominated to take part in the Applied Learning courses and 91.7% of the participated students considered the courses helpful in planning their academic/career path. One student got “Attained with Distinction (II)” which was comparable to Level 4 or above of Category A subjects of the HKDSE.
- 3.2 Students were nominated to take part in the interview skill workshops and 81.3% of the participated students considered the workshops helpful in planning their academic/career path.
- 3.3 Students were nominated to take part in the work experience programmes and 100% of the participated students agreed that the programmes were helpful in planning their academic/career path. One work experience programme was also held in post examination period.
- 3.4 Prefects were given the opportunity to participate in different social services and study the social problems of Hong Kong. 93% agreed that the programme could raise their self-awareness in life planning. Some expressed that the experience could help them in future life and career planning.

B. Reflection

1. As life planning is an ongoing and lifelong process for personal fulfillment, we consider life planning education plays a significant role in developing students’ self-understanding, goal setting, reflective habits of mind and articulation to progression pathways. Life planning education will therefore be further enhanced in the coming years. Students will be further equipped with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations and be guided to integrate their career/academic aspirations with whole-person development and life-long learning.
2. Students are given the opportunities to take part in the work experience programmes. This helps students experience real situations in working places and hence helps them to develop their self-understanding, goal setting and gain better understanding of their academic/careers pathways.
3. As personal goals can provide motivation and direction for students’ future development, helping students set and orientate their personal goals is one of our major concerns. The Careers and Life Planning Day provides an opportunity for students to set their personal goals. Teachers can give advice on their goal setting.

Our Learning and Teaching

1. Holistic Plan

- 1.1 **School-based Curriculum:** In addition to the core curriculum proposed by the CDI, our school has our own school-based curriculum. Starting from the 2016/17 academic year onwards, Life Education and Liberal Studies has been integrated into the formal curriculum from S.1 to S.3. The subject aims at fostering students' positive values and attitudes. To provide more learning experiences, the afternoon sessions on Day 6 are reserved for OLE periods in which subjects and committees in school can organise diverse learning activities for students.
- 1.2 **Senior Secondary Education Curriculum:** Starting from the 2016/17 academic year, there are three elective subjects offered for S.4 classes. This allows students to take their electives with reference to their own interest and ability.
- 1.3 **Medium of Instruction (MOI):** Starting from the 2010/11 academic year, English has been used as the medium of instruction in all S.1 classes. In the 2018/19 academic year, a total of 15 subjects adopted English as the MOI, including English, Mathematics, History, Biology, Physics, Chemistry, Geography, Computer Literacy, Integrated Science, Liberal Studies, Visual Arts, Physical Education, Design and Technology, Music and Home Economics. For senior secondary education, all elective subjects except Visual Arts, Chinese History and Chinese Literature employed English as the MOI.
- 1.4 **Use of Information Technology for interactive learning:** All subjects have their own webpage linked to the school website. Apart from this, the apps, Kahoot, Quizlet, Nearpod, Edmodo and Google Form were used as a tool for consolidation or provide additional information and extended learning activities such as online reading, unit exercises and discussion forums, etc. E-learning is a good way to cultivate students' habit of self-directed learning. eResource like BrainPop has been used for self-study purposes in some subjects. Mobile learning has been launched in recent years to facilitate teaching and learning.
- 1.5 **Project learning:** Starting from the 2018/19 academic year, project learning has been integrated into the formal curriculum of S.3 Life Education and Liberal Studies. The syllabus includes setting questions, formulating hypothesis, searching information and reporting. These are all the major components of Independent Enquiry Study in NSS Liberal Studies.
- 1.6 **Gifted Education:** Our school has adopted the "Three-Tier Implementation Model" to plan and implement the school-based gifted education. Exploring students' thinking and creativity abilities and social skills are the foci of gifted education. Tiered assignment, challenging questions, sequential and multiple educational activities are provided to gifted students at different levels.
- 1.7 **Moral and Civic Education:** In addition to the formal curriculum (Religious Studies) and cross-curricular programmes (Days 3 and 4 morning assemblies and Day 6 OLE periods), one service-related activity is organised for each form. S.1 classes take part in Beach Cleaning Day, S.2 Voluntary Service for the elderly, S.3 Hunger Banquet and S.4 Flag Selling Day. Moreover, a wide variety of activities like the Kei Yuen Elder Academy, Flag Raising Ceremony, study tours to mainland China etc. are organised. All these activities offer students chances to serve the community, build up a sense of responsibility to the community and strengthen their sense of belonging to the country.

2. Student Attendance Rate

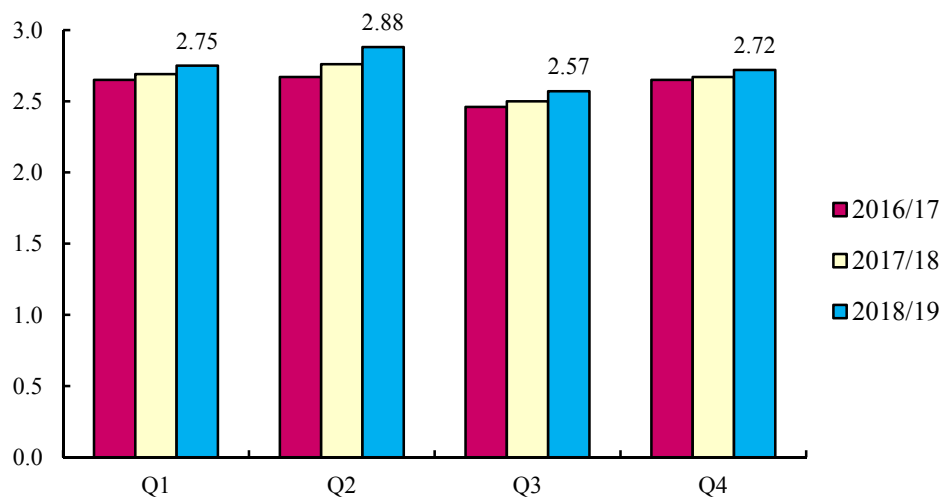
Student attendance rate in this academic year (2018/19):



3. Students' performance in the Reading Scheme

3.1 The total number of reading materials borrowed within a school year from the School Library in the past three years:

3.2 Students' self-evaluation on the Lunchtime Reading Scheme in the past three years:



Q1 The scheme cultivates my everyday reading habit

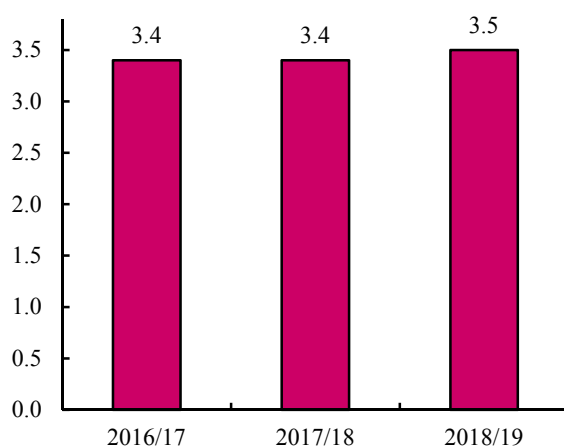
Q2 The scheme encourages me to read more

Q3 The scheme broadens my reading experience (books with different genres)

Q4 The scheme raises my reading interests

(4 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 2.5 being the average score.)

3.3 Students' self-evaluation on "Students' Reading Habit" in the stakeholder survey in the past three years:

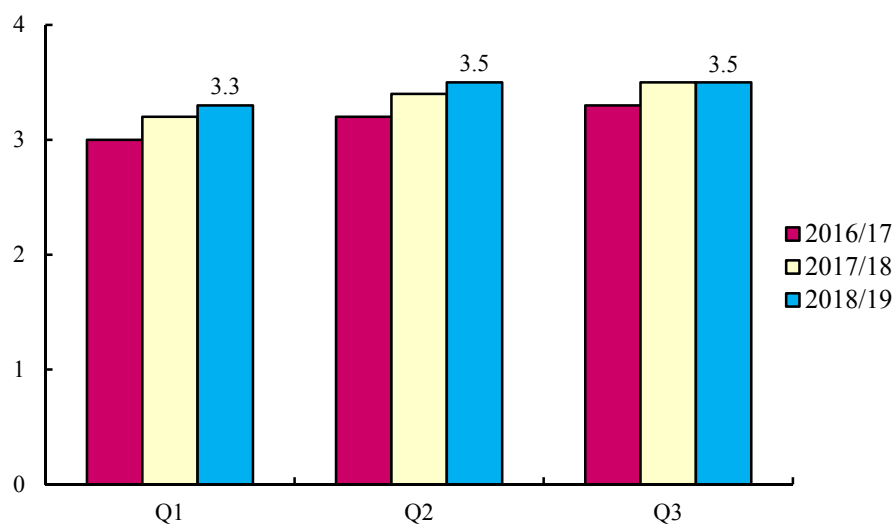


I often read materials such as leisure reading materials and newspaper outside class

(5 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 3 being the average score.)

4 Students' learning attitude and their ability to master learning strategies

4.1 Students' self-evaluation on "Student Learning" in the stakeholder survey in the past three years:



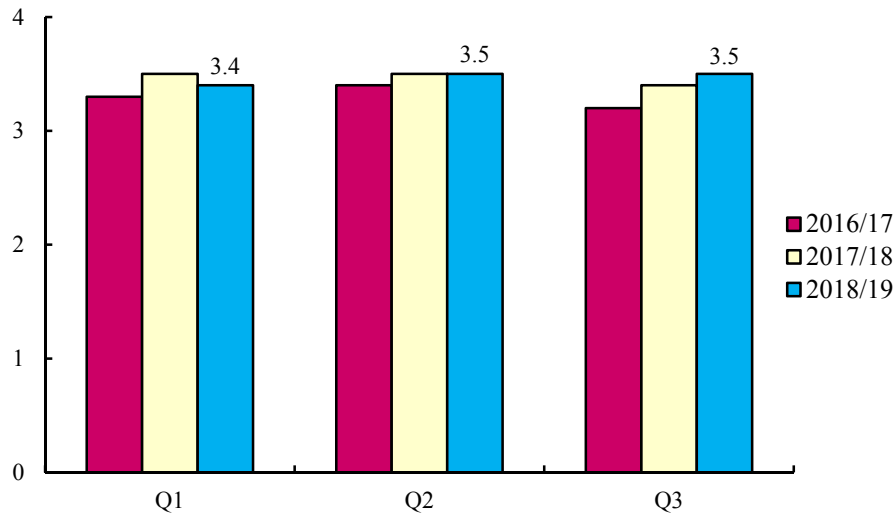
Q1 I am confident in learning

Q2 I take the initiative to learn

Q3 I often do my assignments seriously

(5 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 3 being the average score.)

4.2 Students' self-evaluation in the stakeholder survey on "Student's Learning Strategies" in the past three years:



Q1 I know how to set learning goals for myself

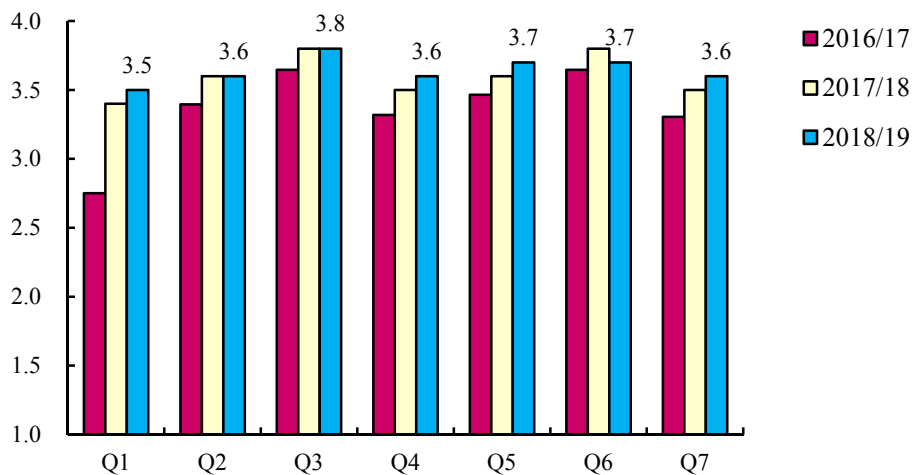
Q2 I often review my learning

Q3 I am able to apply learning strategies

(5 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 3 being the average score.)

5 Students' views on teaching

Students' evaluation on "My Views on Teaching" in the stakeholder survey in the past three years:



Q1 The teachers often arrange learning activities outside class for us

Q2 The teachers often provide us with guidance in learning strategies

Q3 The teachers often tell us about our progress and problems in learning

Q4 The teachers often ask us thought-provoking questions in lessons

Q5 The teachers often make us inquire into different issues in lessons

Q6 The teachers often arrange learning activities in lessons

Q7 The teachers often give us encouragement in lessons

(5 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 3 being the average score.)

6. **Summary**

Statistics from the stakeholders' survey showed improvement in the items "My views on teaching" as compared to that of the previous year. Scores of Q1, Q4, Q5 and Q7 were higher than 2017/18 . Six out of seven scores were above 3.6 (in a scale of 4 being the highest score). Q3 scored 3.8 which was the highest. Students noticed that teachers often tell them about their progress and problems in learning. In general, their view on teaching was very positive.

In cultivating students' reading habit, the school has been arranging a 15-minute reading period after lunch break for many years. A survey showed similar figures on the four items related to this reading scheme. Students generally showed a positive feedback towards the reading scheme and they have developed the habit of reading every day after the lunch break. To further arouse students' interest in reading, the school will encourage class teachers to do some sharings on their reading habit during the reading periods, and will continue to organise book fairs to let students have more exposure to interesting books.

In learning, the scores of the questions related to the learning attitude and their ability to master learning strategies received were slightly higher than those of the previous year. Students generally recognised the importance of mastering effective learning strategies and they showed a positive attitude towards the need of improving their performance in this aspect.

Based on the results of the student stakeholder survey, our school will keep on enforcing cooperative learning and students' initiative in learning. Besides this, integration of e-learning into the curriculum and extending learning outside lesson time are preferred.

The Three-Tier Implementation Model for gifted education will be emphasized as the mission of gifted education is to fully explore and develop the potentials of gifted students systematically and strategically by providing them with opportunities to receive education at appropriate levels in a flexible teaching and learning environment.

Catering for learner diversity, enhancing curriculum planning, mobile learning and gifted education will be our major concerns in the coming academic year.

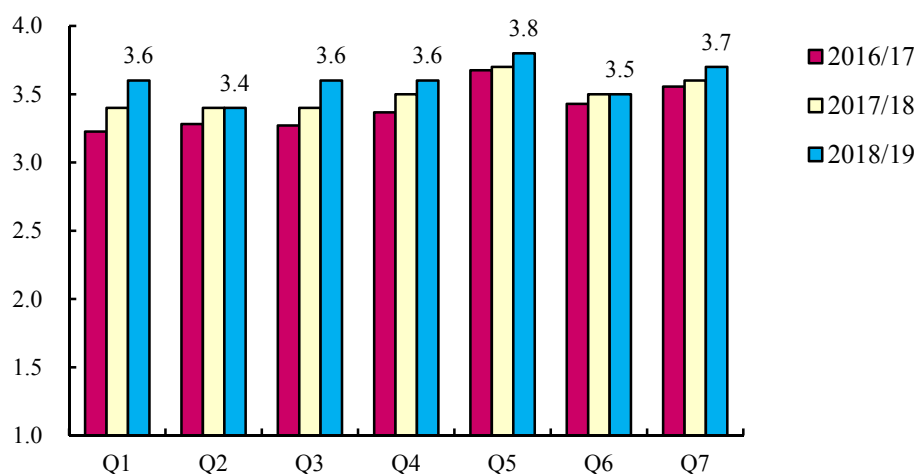
Support for Student Development

Holistic Plan

- 1.1 Our school uses a whole school approach in nurturing our students. All the administrative committees in school coordinate and cooperate with each other. They formulate year plans according to the school's major concerns and review the progress of each item regularly.
- 1.2 On supporting the full development of students and providing them with individual care, we lay great emphasis on the role of form teachers. A dual form teacher system is applied to every class in school. If possible, the same form teachers are deliberately allocated to junior secondary classes to foster better teacher-student relationship. For senior secondary classes, the school also tries hard to keep the same form teachers for all the three years.
- 1.3 The morning assembly is regarded as an important means to foster whole-person student development. Morning assemblies on Day I and Day II are for religious and spiritual cultivation; Day III and IV are related to moral, affective and civic education; Day V and VI assemblies are academic oriented. In addition, the school develops students' confidence and self-esteem by recognising their achievements in prize-giving ceremonies and on achievements displayed by the e-Notice Board next to the school's main entrance.
- 1.4 A wide variety of awards have been set up in school to recognise students' potential of multiple intelligence. There are "Outstanding Student", "Outstanding in Academic and Conduct", "Outstanding Chinese and English Writers", "Elite Readers", "Outstanding Chinese Speaker", "Outstanding Performance in Information Technology", "Outstanding Performance in Visual Arts", "Outstanding Performance in Music" and "Outstanding Athlete". To enhance students' all-round development in moral, intellectual, physical, interpersonal and aesthetic aspects, "Kei Yuen Award", "I Can Do It Scheme", "Outstanding Class Committees Scheme" have also been set up.
- 1.5 On handling students' cases, the Guidance Committee works closely with the Discipline Committee and school social workers. Professional services such as the educational psychologist and Speech therapist from the school sponsoring body, external guidance organisations and professional assistance from the EDB are sought. On handling students with SEN, an appropriate mechanism is implemented to offer them with guidance, support and referral service to facilitate their learning.
- 1.6 To maintain a disciplined and orderly environment for students to study in, the Discipline Committee works in close collaboration with the form teachers and the Guidance Committee. Both preventive and remedial measures are set up to help students learn to be a responsible person. For example, there are S.1 Orientation Days for S.1 entrants, Reformation Scheme to help students learn from their minor misbehaviour and prefect training to boost their leadership skills, S.1 QEF program about resilience. These strategies are introduced to cater for students' needs in different stages of growth.

2. Students' views on support for student development

2.1 Students' self-evaluation on "My Views on Support for Student Development" in the stakeholder survey:



Q1 The teachers are able to help us solve problems we encounter in our growing process, such as in our physical and mental development, making friends and academic performance.

Q2 My schoolmates are self-disciplined and abide by school regulations.

Q3 The school is intent on fostering our leadership.

Q4 The school actively guides us to acquire the skills to get along with others well.

Q5 The school actively fosters our virtues.

Q6 My schoolmates actively participate in extra-curricular activities.

Q7 Through participation in the school's extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased.

(5 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 3 being the average score.)

3. Summary

Scores received from the school-based APASO survey showed an increase in all seven questions. Students gave a very positive feedback to all the questions.

In the coming academic year, the school will continue to facilitate the organization of form-based activities with the purpose of meeting the diverse needs of students at different levels more effectively.

We will also continue to enhance life planning education and foster positive lifestyles in our students, so they could be physically and mentally fit and mature to make wise subject and career decisions in their course of learning.

Student Performance

1. Results of the Hong Kong Attainment Test (Pre- secondary One)

Our school's average score in the Hong Kong Attainment Test in Chinese, English and Mathematics in the past three years:

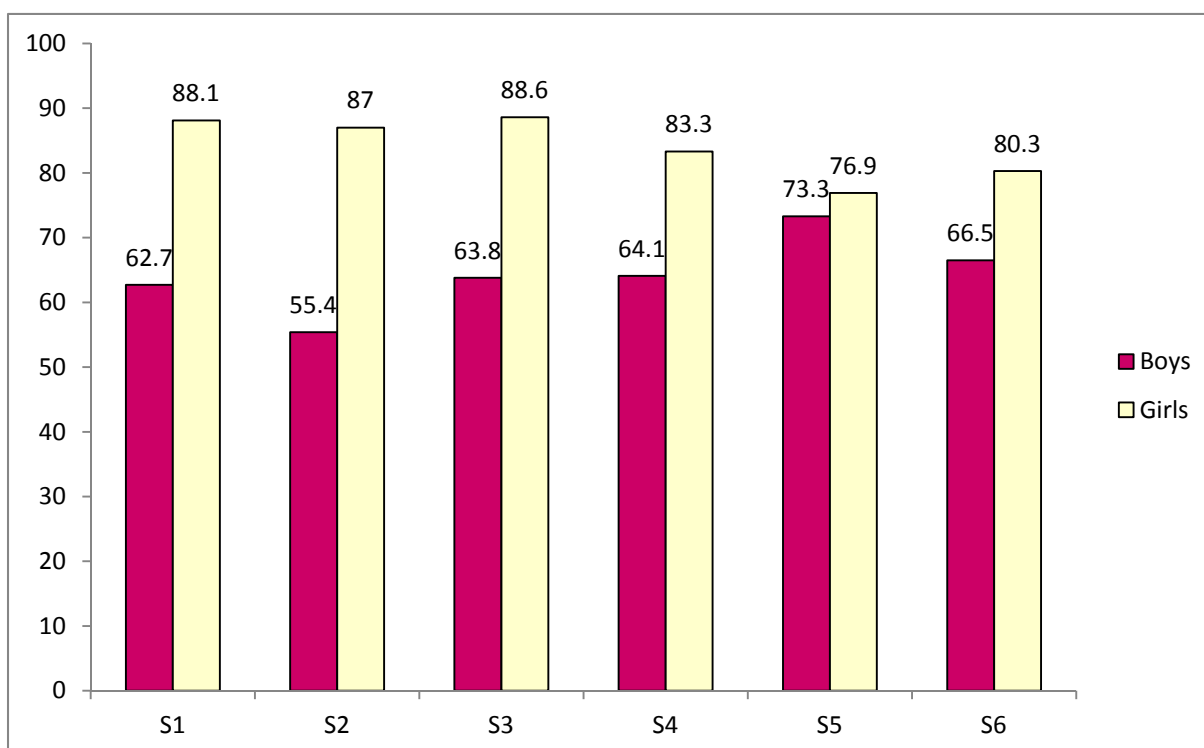
Year	Chinese	English	Mathematics
2016/17	60.39	58.54	71.2
2017/18	62.49	61.04	68.42
2018/19	61.52	56.26	64.66

2. Results of the Hong Kong Diploma of Secondary Education Examination

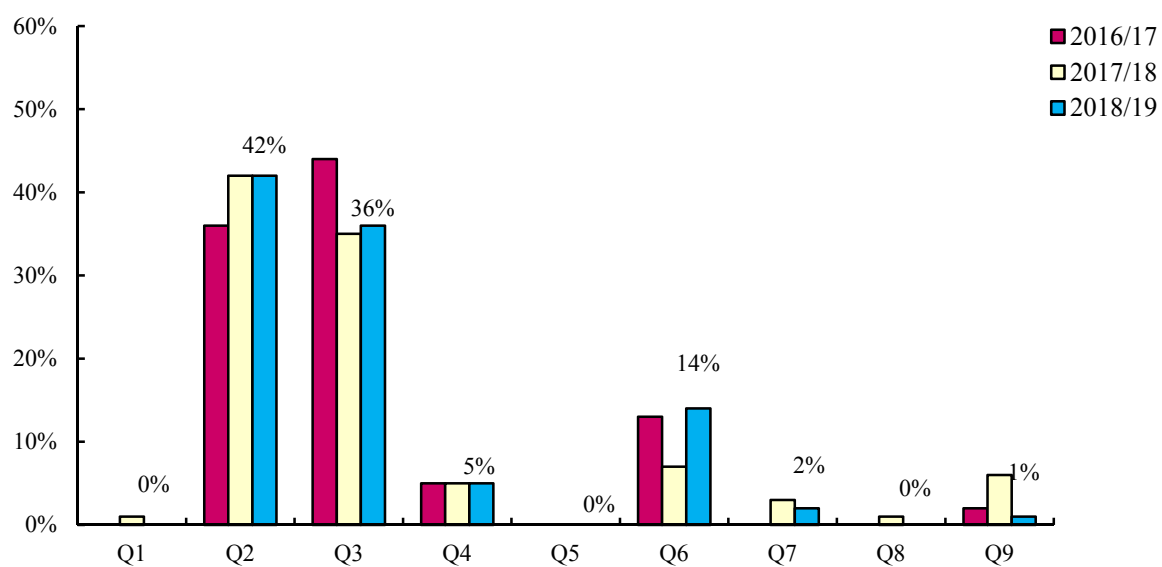
Results of Hong Kong Diploma of Secondary Education Examination in the past three years:

Year	2016/17	2017/18	2018/19
Total no. of candidates	140	134	123
No. and % of students obtaining 2222 (Core subjects)	126(90%)	124(92.5%)	111(90.2%)
No. and % of students obtaining 3322 (Core subjects)	89(63.5%)	88(65.7%)	78(63.4%)
No. and % of students obtaining 3322 (Core subjects + 2 electives level 2 or above)	79(56.4%)	81(60.4%)	73(59.3%)

3. Percentage of students within the acceptable weight range in 2018/19



4. Destinations of Secondary 6 Graduates in 2018/19



- Q1 Full-time Secondary 6 course
- Q2 Degree course
- Q3 Post-secondary course
- Q4 Overseas studies
- Q5 Full-time vocational training
- Q6 Other courses
- Q7 Full-time employment
- Q8 Seeking employment
- Q9 Unknown

5. Students' Awards

5.1 Academic Awards

Award / Scholarships	Organization	Prize Winners
2018 Australian National Chemistry Quiz Hong Kong Section	Royal Australian Chemical Institute	Credit 5C Cho Man Ho, 5D Chan Hau Choi 5D Cheung Man Ho, 5D Mak Sook Man 5D Wong Cheuk Kwan, 6D Lin Tsun Kit 6D Man Chun Pong Distinction 5C Lam Hok Tsz, 5D Hui Owen 5D Lai Cheuk Yi, 5D Li Pok Nga High Distinction 6C Siu Hoi Tung, 6D Hung Wai Chung
The International Competitions and Assessments for Schools(Mathematics)	UNSW Global	Merit 2A Wong Cheuk Sin, 2A Choi Yu Hang Credit 2A Hung Wai Chun, 2C Chung Pak Yin 2D Chan Tsz Ki Distinction 2A Ho Ka Ho, 2C Chan King Sang 2C Cheung Tommy, 2C Lam Wai Fung
The 1 st Youth STEM Grand Challenge	Hong Kong STEM Education Alliance	Student Individual Competition -Merit 3C Lee Ka Hin
Fun Science Competition	Hong Kong Science Museum	Third Prize 5D Lai Cheuk Yi, 5D Li Pok Nga
The Hong Kong Mathematical High Achievers Selection Contest 2018-19	Hong Kong Association for Science and Mathematics Education	Grade 3 Prize 2D Tang Kwok Leung, 3C Chan Shek Leung 3C Lo Chun Yin
9 th CCC Inter-school Scrabble Championship	The Church of Christ in China	1st runner-up 1A Wong Chun Lung 2B Ng Benaiah Chun Wai 3C Chen Wing Shan, 3D Yiu Wing Tung 5C Cheng Tsz Ching, 5C Huen Long Yin 5C Lau Jason, 5D Cheung Man Ho 5D Fung Pak Man, 5D Kan Sik Yin
The 70 th Hong Kong Schools Speech Festival (English Speech)	The Hong Kong Schools Music and Speech Association	Solo Verse Speaking Champion 2A Yeung Lok Ting Solo Verse Speaking 1st Runner-up 4D So Yat Hei Solo Verse Speaking 2nd runner-up 2D Ng Yu Ching 4B Leung Tze Ching
第七十屆校際朗誦節 (中文朗誦)	香港學校音樂及朗誦協會	詩詞獨誦季軍 2B 李因喬 詩詞獨誦亞軍 2A 曹曉彬 散文獨誦亞軍 1B 吳芷遙 散文獨誦冠軍 3D 梅旨彤 5D 崔子臻 散文獨誦季軍 5C 郭安怡

Award / Scholarships	Organization	Prize Winners
第七十屆校際朗誦節—普通話組	香港學校音樂及朗誦協會	女子詩詞獨誦季軍 1A 潘泳霖 男子散文獨誦亞軍 2A 丘展勁 女子散文獨誦季軍 3A 庄曉桐 女子散文獨誦冠軍 3A 吳伊琳 女子散文獨誦冠軍 3D 梅旨彤 女子詩詞獨誦季軍 5A 梁芷晴
中國中學生作文大賽(香港賽區)	香港中華文化促進中心	銅獎 5A 葉雅琳
向老師致敬徵文比賽	敬師運動委員會	優異獎 3C 孔智麗
第十屆大學文學獎	香港浸會大學文學院	少年作家獎 3D 文靜
喜洋洋杯全國青少年兒童書畫攝影作品大賽	中國青少年書畫藝術研究學會	一等獎 2B 李雯羽 二等獎 1D 鄧卓琳 三等獎 1C 董家媚、4C 郭倩怡 4D 楊寶盈

5.2 Visual Arts Awards

Award / Scholarships	Organization	Prize Winners
Thirty-sixth Hong Kong Mathematics Olympiad(2018-19) Poster Design Competition	The Education University of Hong Kong, Mathematics Education Section of the Education Bureau	Ten Best Design 5B Li Tsz Yan Second Runner-up 5A Shiu Yuk Kiu
中華基督教會元朗堂120週年堂慶標誌設計比賽	中華基督教會元朗堂	初中組季軍 3A 曾詠琳 初中組亞軍 3B 羅浩文 初中組冠軍 3C 蔡嘉欣 高中組季軍 5C 陳詠樑 高中組亞軍 5B 鄭凱盈 高中組冠軍 5B 郭欣樺
全港旗袍設計比賽 旗袍「禮」遇・香港風情	中國旗袍協會香港總會	高中組優異獎 5B 鄭凱盈 6C 張筠鈺
健康四格漫畫創作大賽 2018	電影、報刊及物品管理辦事處	中學組良好表現獎 5A 蔡詠淇

2018 當代中學生繪畫比賽	香港當代藝術中心	優異獎 5A 蔡詠淇
The 43 rd Hong Kong Youth Cultural and Arts Competition	Hong Kong Youth Cultural and Arts Competition Committee	Chinese Painting: Senior Primary School Section 2nd Runner-up: 1B Lam Kwan To
花鳥蟲魚小伙伴設計比賽	香港北區花鳥蟲魚協會	優異獎 2B 梁靜怡、4A 陳芯怡 4B 周玉蘭、4B 黃淑婷 5A 曾伊蕎、5B 李梓恩 季軍 4D 陳曉晴 亞軍 4A 馮恩霖 冠軍 4C 陳凱晴
視障人士家庭資源中心標誌設計比賽	視障人士家庭資源中心	中學組冠軍 4A 鄧啓情
賣旗日旗紙設計比賽	香港善導會	優異獎 5A 曾伊蕎
錶面設計比賽 2018	智叻網	金獎 1B 黃子晴
藝術眾樂樂全港繪畫比賽 2018	社區藥物教育輔導會	高中組優異獎 4B 周玉蘭
第 11 屆青年視覺藝術展 2019 之傑出視藝學生選舉	東區文藝協進會有限公司主辦 東區區議員贊助	大獎 5A 曾伊蕎 創作獎 5A 曾伊蕎、5B 鄭凱盈 5B 郭欣樺、5C 陳詠榛 入圍獎 5B 李泳諭
「清潔龍阿德」臉書專頁之滅蚊防鼠帖文圖畫創作比賽	食物環境衛生署	優異獎 1A 黃俊龍
「童分同享」世界兒童繪畫大獎賽 2019	世界兒童藝術文化協會	銀獎 1C 謝雅琪 銅獎 1B 黃子晴、1C 黃子珊
全港學童花卉繪畫比賽 2019	賽馬會及康樂及文化事務署	高中組冠軍 4D 陳曉晴 初中組冠軍 2A 侯婉婷 嘉許獎 4A 馮恩霖
全港青少年家的感覺攝影比賽 2018-19	主辦：利嘉閣 協辦：Good Morning Class	少年人物組優異獎 4D 陳曉晴
化學品安全宣傳品平面設計比賽	職業安全健康局	亞軍 4B 周玉蘭 季軍

		4D 陳曉晴 優異獎 5B 郭欣樺、5B 鄭藹珩 5B 李梓恩
018-19「向歧視說不，繪出平等社會」面具設計比賽	愛滋寧養服務協會	優異獎 4A 鄧啓情、4C 姚景晉 4B 黃淑婷、4A 陳芯祐 5B 黃杏兒、1D 鄧卓琳 入圍獎 4D 陳曉晴、5A 邵玉翹 5B 郭欣樺、2D 郭欣宜
第二十三屆「家長也敬師運動」電子版敬師卡設計比賽	家庭與學校合作事宜委員會	中學組季軍 5A 邵玉翹
2018 國際珊瑚礁年美術設計創作比賽	保良局	世界賽第五組二等獎 5B 鄭凱盈 香港賽第五組一等獎 5B 李泳諭
梵高眼中的世界繪畫大展 2018	亞太藝術創意教育交流協會	傑出獎狀 5B 李泳諭
The 4 th Secondary School Distinguished Artwork Exhibition 2019	Cultural and Sports Committee, City University of Hong Kong	Outstanding Contribution 5B Wong Hang Yi
2019「活水行動」海報及標語設計比賽	愛德基金會	中學組亞軍 5B 陳尚靈
2018/19 年度全港校際尊重版權創作大賽 中學組：吉祥物 3D 概念設計比賽	香港書刊版權授權協會	季軍 4C 陳凱晴 優異 5B 李梓恩 優異 5B 鄭凱盈
快樂法寶填色創作比賽	香港小童群益會	中學組亞軍 1A 黃俊龍
8th World Children Art Awards 2019	World Children Arts & Culture Association	Bronze Award 1D Tang Cheuk Lam
Character Drawing Competition 2018-2019	Contemporary Art And Ceramics Association	Merit 1D Tang Cheuk Lam

5.3 Sports Awards

Award / Scholarships	Organization	Prize Winners
Inter-school Table-Tennis Competition	HKSSF	Girl A Grade 1st Runner-up 4D Sze Cheuk Ka 4D Tse Ming Yan 5C Mui Yik Tung
Inter-School Swimming Championships 2018-2019	HKSSF	2nd Runner-up in Boy C Grade 100m Breast Stroke 2nd Runner-up in Boy C Grade 200m Free Style 1D Tsang Tsz Ngo 3rd Runner-up in Girl B Grade 100m Breast Stroke 2nd Runner-up in Girl B Grade 50m

		Breast Stroke 3C Ng Hei Man 2nd Runner-up in Boy A Grade 4X50m Medley Relay 5D Fung Pak Man, 6A Fong Pak Hay 6C Kong Tsz Hang, 6B Lau Hok Yue 3rd Runner-up in Boy A Grade 100m Breast Stroke 6A Fong Pak Hay 1st Runner-up in Boy A Grade 50m Back Stroke 1st Runner-up in Boy A Grade 100m Back Stroke 6B Lau Hok Yue 2nd Runner-up in Boy A Grade 50m Breast Stroke 6C Kong Tsz Hang
12th CK Classic International Open Taekwondo Championship 2018	CK Classic International Malaysia	Second Runner-up 6A Tam Ching Nam
19 th HKSSA School Invitational Water Polo Championship	HKSSF	5th Place School team
Inter-school Cross Country Competition 2018-2019	HKSSF	Boy C Merit (Team) 1A Sarki Rabin, 1A Siu Chung Wai 1A Yuen Ming Hei, 1B Kwan Tsz Hei 1B Leung Yu Hin, 1B Wu Gangbao 1D Tsang Tsz Ngo
Inter-School Athletics Competition 2018-2019	HKSSF	Boys C grade-Merit School team Boys C grade Long jump-1st runner-up Boys C grade 200M-1st runner-up 1A Sarki Rabin Boys B grade Shot put-2nd runner-up 2B Shreesh Nirupam Boys C grade Shot put-2nd runner-up 2D Lai Chi Hang Boys B grade High jump-Champion Boys B grade Long jump-3rd runner-up 4A Chan Chun Hei
Inter-School Volleyball Competition 2018-19	HKSSF	Boys A grade 3rd runner-up School team
Vita Green Cycling for Health Marathon Challenge 2019	Vita Green Charitable Foundation	Senior High School Male 1st runner-up 4A Wong Kit Ho
Yuen Long Inter-school Badminton Competition (Girls B Grade)	HKSSF	1st runner-up School Team
Inter-school Beach Volleyball Competition	HKSSF	Women's 3rd Runner-up 3D Leung Yu Sze, 5B Yeung Yam Sze
CCC Joint School Badminton Competition	The Church of Christ in China	Men's Doubles Champion 5D Mak Ngai Long Women's Doubles 1st Runner-up 3A Lung Tsz Ching, 4D Wong Chung Yan

CCC Joint School Table tennis Competition	The Church of Christ in China	Women's Doubles Champion 3D Mui Tsz Tung, 5C Mui Yik Tung Women's Singles 1st Runner-up 5C Mui Yik Tung Women's Singles 2nd Runner-up 3D Mui Tsz Tung Men's Doubles 3rd Runner-up 4A Chan Tsz Chiu, 4A Law Tsz Kin
二零一九年聯校滑浪風帆比賽(第一站)	香港滑浪風帆會	男子公開組別亞軍 5D 崔子臻
全港分齡跳繩比賽 2018 12-14 歲男子組	中國香港跳繩總會	個人花式比賽殿軍 3 分鐘速度耐力跳比賽亞軍 30 秒速度跳比賽冠軍 個人總成績亞軍 2C 張詠霖

5.4 Music Awards

Award / Scholarships	Organization	Prize Winners
70 th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Piano Solo Grade 4 2nd Runner-up 1D Leung Tsun Ho Piano Solo Grade 4 2nd Runner-up 2A Chang Chi Chun Piano Solo Grade 5 2nd Runner-up 1C Mak Wai Ka Nicole Piano Solo Grade 6 2nd Runner-up 3D Lam Yu Hin

5.5 Others

Award / Scholarships	Organization	Prize Winners
法律先鋒師友計劃	香港律師會	「最具法律意義作品」獎 5C 郭安怡 5D 賴卓宜
聯校畢業禮暨嶺大長幼共融專題研習營 2018	新界西長者學苑聯網	最佳小導師獎 2C 張穎彤
Award / Scholarships	Organization	Prize Winners
現代激答至醒開學篇 2018-19	現代教育	中二組季軍 3C 蔡嘉欣
2019 International Fringe Competition	International Fringe Association	Piano ABRSM Grade 5 - Champion 1C Mak Wai Ka Nicole

Financial Report (September, 2018 to August, 2019)

Particulars	Accumulative Surplus	Income	Approved Budget	Expenditure	Percentage Spent	Surplus
Surplus brought forward from previous year :						
Government Funds	6,589,108.12					
School Funds	3,268,106.88					
Council Fund	7,428.50					
I. Government Funds						
Surplus of Expanded Operating Expenses Block Grant (EOEBG)	4,226,123.57					4,226,123.57
(1) Expanded Operating Expenses Block Grant						
(A) School Specific Grants						
· Administration Grant		3,727,654.19	3,810,000.00	3,777,620.19	99.15%	(49,966.00)
· Composite Information Technology Grant		473,894.00	701,000.00	464,972.58	66.33%	8,921.42
· Capacity Enhancement Grant		613,766.00	729,690.00	631,401.13	86.53%	(17,635.13)
· Air-conditioning Grant		560,265.00	560,265.00	501,779.00	89.56%	58,486.00
(B) Non-School Specific Grants - Baseline Reference		2,069,990.40				
(i) Operation						
· General expenses such as electricity charges, printing and stationery, cleaning materials, repairs, lift maintenance etc			655,000.00	537,394.36	82.04%	
· Composite furniture and equipment			1,080,299.00	965,466.01	89.37%	
(ii) Teaching and Learning						
· Consolidated subjects			528,148.00	340,599.72	64.49%	
· Teaching aids, library books, reference books etc			29,865.00	14,890.80	49.86%	
· ECA, M&CE, Religious and Academic act, prog and resources			601,348.00	307,085.36	51.07%	
· Guidance, Discipline and Careers act, prog and resources			218,750.00	210,996.90	96.46%	
(iii) Development						
· Staff Development			25,900.00	11,200.00	43.24%	
(C) Fund set aside for Severance Payment/Long Service Payment	216,479.20	0.00	0.00	0.00	0.00%	(317,642.75)
Sub-total:	4,442,602.77	7,445,569.59	8,940,265.00	7,763,406.05	86.84%	4,124,766.31
(2) Cash Grant for School-based After-school Learning and Support Programmes	79,600.00	68,400.00	171,500.00	57,375.00	33.45%	90,625.00
(3) Senior Secondary Curriculum Support Grant	624,522.09	0.00	846,600.00	756,411.60	89.35%	(131,889.51)
(4) Extra Senior Secondary Curriculum Support Grant	196,112.50	0.00	330,000.00	329,253.75	99.77%	(133,141.25)
(5a) Diversity Learning Grant (Other Programmes)	0.00	84,000.00	127,450.00	147,921.00	116.06%	(63,921.00)
(5b) Diversity Learning Grant (Other Languages)	1,400.00	3,900.00	3,900.00	3,900.00	100.00%	1,400.00
(6) Diversity Learning Grant (Applied Learning Courses)	0.00	240,890.00	240,890.00	240,890.00	100.00%	0.00
(7) Fractional Post Cash Grant	1,544.83	0.00	0.00	0.00	0.00%	1,544.83
(8) Teacher Relief Grant	506,343.13	223,323.50	300,000.00	235,563.48	78.52%	494,103.15
(9) The Moral and National Education Support Grant	24,415.86	0.00	262,200.00	70,854.90	27.02%	(46,439.04)
(10) Learning Support Grant for Secondary Schools	40,421.95	472,626.00	475,400.00	490,954.50	103.27%	22,093.45
(11) Career and Life Planning Grant	27,751.07	0.00	85,000.00	83,880.00	98.68%	(56,128.93)
(12) Enhanced Additional Funding - Support for NCS Students	387,861.33	800,000.00	863,335.00	837,711.00	97.03%	350,150.33
(13) Extra Recurrent Grant under ITE4	19,179.00	66,740.00	84,900.00	77,825.00	91.67%	8,094.00
(14) Information Technology Staffing Support Grant	112,128.00	307,200.00	191,612.00	221,400.00	115.55%	197,928.00
(15) One-off Grant for Promotion of Chinese History and Culture	51,975.50	0.00	153,400.00	59,691.00	38.91%	(7,715.50)
(16) Hong Kong Jockey Club Life-wide Learning Fund	0.00	71,925.00	97,442.10	59,368.20	60.93%	12,556.80
(17) Promotion of Reading Grant	0.00	60,000.00	60,000.00	59,999.05	100.00%	0.95
(18) CCFAP - Subsidy to Needy Students for Purchasing Mobile Computer Device	0.00	1,113,750.00	1,113,750.00	1,113,750.00	100.00%	0.00
(19) Student Grant for Applied Learning Chinese	0.00	40,998.00	40,998.00	40,998.00	100.00%	0.00
Grand Total of Government Funds :	6,515,858.03	10,999,322.09	14,388,642.10	12,651,152.53	87.92%	4,864,027.59
Surplus of Government Funds of 2018/19 School Year :						(1,651,830.44)
II. School Funds						
· Tong Fai	548,491.55	113,280.00	100,000.00	83,759.07	83.76%	578,012.48
· Donation (Note)	75,413.19	0.00	20,000.00	17,736.45	88.68%	57,676.74
· Rental, students activities etc	2,027,395.27	820,689.21	1,000,000.00	911,884.50	91.19%	1,936,199.98
· Approved Collection for Specific Purposes :						
Air-conditioning charges, printing charges, Student Union fee etc	616,806.87	76,139.00	676,000.00	86,500.31	12.80%	606,445.56
Grand Total of School Funds :	3,268,106.88	1,010,108.21	1,796,000.00	1,099,880.33	61.24%	3,178,334.76
Surplus of School Funds of 2018/19 School Year :						(89,772.12)
III. Council Fund	7,428.50	1,500.00	1,500.00	931.10	62.07%	7,997.40
Surplus :						
Government Funds	4,864,027.59					
School Funds	3,178,334.76					
Council Fund	7,997.40					

Note : The expenditure include religious activities and scholarship.

Appendix 1: Capacity Enhancement Grant

1 Major concerns:

- 1.1 To provide clerical support to teachers so that they can spare more time communicating with the students and catering for their developmental needs.
- 1.2 To provide teachers with technical support in ICT, enabling them to teach effectively with advanced technology.
- 1.3 To develop students' potential and cater for their academic needs by offering a variety of after-school classes in different subjects.

2 Achievements and reflection on major concerns:

Targets	Achievements	Reflection
<ul style="list-style-type: none"> Curriculum development, SBA and TSA 	<ul style="list-style-type: none"> Teacher Assistants (TA) helped teachers with the speaking examination and invigilation work for the S.3 Territory-wide System Assessment. Teacher Assistants provided technical support in video-recording, recordkeeping and storing of students' work for the SBA as required by the HKDSE examinations. Teachers' daily administrative work such as invigilation, tape-recording for speaking examinations, arrangements for speaking examinations was greatly reduced. 	<ul style="list-style-type: none"> Teacher Assistants could be employed if funding is enough. However, they rarely stay on the post for a long period of time.
<ul style="list-style-type: none"> Catering for students' academic and developmental needs 	<ul style="list-style-type: none"> Teacher Assistants helped with the enrolment and registration work of various developmental programmes. When needed, teacher assistants helped form teachers with their OLE periods. Escorting students to competitions, visits and activities was also one of their duties. 	<ul style="list-style-type: none"> More varied courses could be offered to enrich students' potentials if possible.
<ul style="list-style-type: none"> IT Teaching 	<ul style="list-style-type: none"> Technical support in video-recording of students' performance in SBA as well as school functions was provided by the TA. 	<ul style="list-style-type: none"> Training about setting google form or using other learning management system could be offered for TAs so as to support teachers when using eLearning in classroom.

3 Financial report:

No.	Category	Particulars	Budget (\$)	Expenditure (\$)
1	Employment of 2 Teacher Assistants	Salary and MFP for 2 TAs	335,790.00	335,568.63
2	Committee/Subject Support Scheme	Employment of tutors for all the courses	393,900.00	295,832.50
Total			729,690.00	631,401.13

4 Major concerns in 2019-20:

- 4.1 To provide teachers with assistance in curriculum development, school-based assessment and territory-wide assessment.
- 4.2 To release teachers' workload in general administrative work so that they can spare more time helping students.
- 4.3 To provide efficient support for teachers when they teach with technology.

5 Working team:

Leung Ching Man (Coordinator)

**Appendix 2: ‘Whole-School’ Approach to Integrated Education:
Policy, Resources and Support Measures**

I. Policy	<ul style="list-style-type: none"> • Our school acknowledges the responsibility of establishing an inclusive environment to support students special educational needs (SEN) with a “Whole-School” Approach. Resources are deployed to provide appropriate and diversified support for them so as to enhance their learning and adjustment to the school life. • We treasure home-school cooperation by establishing regular communication channels to facilitate parents’ participation in the formulation of support strategies for students with SEN.
II. Approach	<ul style="list-style-type: none"> • We adopt the 3- Tier Support Model proposed by the Education Bureau to support our SEN students.
III. Support Measures and Use of Resources	<p>Students with SEN and Academically Low Achievers (ALAs) are provided with the following support measures:</p> <ul style="list-style-type: none"> • A student support team headed by the guidance master is established. The team is comprised of relevant subject heads, a guidance teacher, the resource teacher, form teachers, the school social worker, the educational psychologist, the examination coordinator and subject teachers. • ALAs are provided with pull-out/after school remedial lessons, which include Chinese, English and Mathematics. • With teachers’ coordination, senior students provide after-school tutorials for those students in need. • Assessment accommodation is provided for students in need; their learning achievements are recorded via class observation and teacher questionnaires and the results are reported to their parents at an appropriate time. • Outsourcing: Clinical psychologist service, serving the MI students in need. • The education psychologist holds social skills group meetings for SEN students. He teaches them social skills and emotion management and offers individual support upon request. • Students are also supported by fellow schoolmates from the BBBS team in the form of peer tutoring. • We offer parents with training and interviews with our educational psychologist to provide them with a clear understanding of special education needs. • Teachers participate in teacher training courses offered by the Education Bureau, The Education University of Hong Kong or NGOs. Through adopting the Whole School Approach, teachers can support the SEN students with diverse needs. They are equipped with teaching strategies for students with Autism Spectrum Disorders (ASD), Hearing Impairment or Attention Deficit/ Hyperactivity Disorder (ADHD) and the idea of invitational education in the courses.

Appendix 3: The Hong Kong Jockey Club Life-wide Learning Fund Annual Activity Report

"Please email the completed Annual Activity Report (in Excel format) by 28 September 2019 to Life-wide Learning Section, Curriculum Development Institute (Attn: Ms Janice PANG / Email address: jcfund@edb.gov.hk) and copy to your Principal."
Please refer to the worksheet "Points to Note" when completing this report.

Name of School: CCC KEI YUEN COLLEGE School Code: 190241 Treasury Code: 1068

A) Summary of expenditures

<u>2018/19 Allocation</u>	–	<u>2018/19 Expenditures</u>	=	<u>2018/19 Unspent amount (This amount is to be returned to EDB) ⁽¹⁾</u>
\$ 71,925.00		\$ 58,420.30		\$ 13,504.70

Remark (1): Regarding unspent amounts, (a) government, private and closing schools should arrange for the payment of the returnable amount according to our follow-up advice, (b) but for other schools, the EDB will deduct the returnable amount from their school accounts directly.

B) Number of Student Beneficiaries (i.e. eligible students who have actually been subsidised by the Fund)

	CSSA	SFAS (full grant)	Other Needy	Sub- total		CSSA	SFAS (full grant)	Other Needy	Sub- total
P1:	0	0	0	0	S1:	1	11	3	15
P2:	0	0	0	0	S2:	0	0	3	3
P3:	0	0	0	0	S3:	2	3	1	6
P4:	0	0	0	0	S4:	1	0	3	4
P5:	0	0	0	0	S5:	0	0	3	3
P6:	0	0	0	0	S6:	0	2	5	7
Total no. of beneficiaries:	0	0	0	0	Total no. of beneficiaries:	4	16	18	38
Total amount	0	0	0	(a) 0	Total amount	\$9,225.42	\$28,648.68	\$20,546.20	\$58,420.30
Total:									38
Total No. of Students in School:									717
Percentage of Student Beneficiaries (%):									5%

C) Report on Activities: (Please refer to the worksheet "Points to Note" for details of each remark.)

	Name of the Life-wide Learning Activity & Use of the Funding (2)	Corresponding Essential Learning Experiences (3) (Select only ONE for each activity; please put a "1" in the appropriate box.)						Activity Outside the HKSAR (4)	Learning Objectives Achieved (5)	No. of Student Beneficiaries Participated in the Activity (6)	Expenditure
		Service	Physical	Aesthetic	Career	Moral	Intellectual	(Please put a "1" in the appropriate box.)			
1	Brass Band Course Tuition Fee			1					1	11	\$15,050.00
2	Boys' Basketball Team Coach Fee		1						1	10	\$5,600.00
3	Boys' Basketball Team Uniforms		1						1	8	\$2,400.00
4	Boys' Basketball Shoes		1						1	5	\$2,958.20
5	Girls' Basketball Team Coach Fee		1						1	3	\$1,800.00
6	Boys' Volleyball Team Coach Fee		1						1	3	\$2,125.00
7	Girls' Volleyball Team Coach Fee		1						1	1	\$700.00
8	Badminton Team Coach Fee		1						1	1	\$400.00
9	Table Tennis Team Coach Fee		1						1	2	\$600.00
10	Boys' Football Team Coach Fee		1						1	4	\$2,000.00
11	Spiked Shoes		1						1	3	\$800.00
12	School Picnic Transportation and Ticket Fee					1			1	3	\$227.00
13	Wood Guitar/ Drum Course Tuition Fee			1					1	5	\$7,800.00
14	Dodgeball Club Coach Fee		1						1	5	\$2,000.00
15	Hong Kong Air Cadet Corps Uniforms					1			1	1	\$1,000.00

	Name of the Life-wide Learning Activity & Use of the Funding (2)	Corresponding Essential Learning Experiences (3) (Select only ONE for each activity; please put a "1" in the appropriate box.)						Activity Outside the HKSAR (4)	Learning Objectives Achieved (5)	No. of Student Beneficiaries Participated in the Activity (6)	Expenditure
		Service	Physical	Aesthetic	Career	Moral	Intellectual	(Please put a "1" in the appropriate box.)			
16	Girl Guide Uniforms					1			1	3	\$908.00
17	English Language Institute in China (ELIC) English Summer Program						1		1	5	\$12,052.10
	Total:	0	14	4	0	2	3	2	23	76	\$55,752.90

D) Percentage of Total Expenditure on “Community Service” and “Physical Development” Activities:

<u>2017/18 School Year</u>
36.60%

Appendix 4: School-based After-school Learning and Support Programmes Report

Name of School : CCC KEI YUEN COLLEGE

Project Coordinator : Miss Leung Ching Man **Contact Telephone No.:** 24750331

A. The number of benefitting students (count by heads) under this programme is 43 **(including A.** 10 **CSSA recipients, B.** 29 **SFAS full-grant recipients and C.** 4 **under school's discretionary quota)**

B. Information on Activities under the Programmes

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
S.1 After School Tutorial Classes & S2 Learning Support Programme	3	3	3	91%	October-June	28,125	<ul style="list-style-type: none"> Calculate the number of participants Conduct questionnaire survey 	University students are recruited to be the tutors	100% of the participants agreed that the programme was helpful with their study and personal development
Saturday English, Mathematics and Science Enhancement Programme	7	26	0	92.8%	October-June	24,750	<ul style="list-style-type: none"> Calculate the number of participants Conduct questionnaire survey 	University students are recruited to be the tutors	97.3% of the participants agreed that the programme was helpful with their study
External / After School programmes: Language, Interest, or Ability	0	0	1	100%	September -August	4,500	<ul style="list-style-type: none"> Interview the participating students 	University students are recruited to be the tutors	100% of the participants agreed that the programme was helpful with their study
Total no. of activities: 3									
@No. of participation counts	10	29	4		Total Expenses	57,375			
**Total no. of participation counts	43								

Note:

* Name/type of activities are categorized 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.

@ Participation count: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of participation count: the aggregate of (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% 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 decide on the 10% 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;

Appendix 5: Applied Learning

1. Programme plan

Name of programme(s)	No. of students involved	Evaluation
Aviation Studies	3	All achieved “Attained” level
The Essentials of Theatre Arts	3	All achieved “Attained” level
Computer Game and Animation Design	2	All withdrew
Hotel Operations	1	Withdrew
Patisserie and Cafe Operations	2	1 achieved “Attained” level and 1 achieved “Attained with Distinction (I)” level
Interior Design	3	1 achieved “Attained” level and 2 achieved “Attained with Distinction (I)” level
Animal Care	1	Achieved “Attained with Distinction (II)” level
	15	

2. Financial report

Catagory		Budget(\$)	Actual Expenditure(\$)
Diversity Learning Grant		228,800	208,400
	Total	228,800	208,400

3. Evaluation

A total of 15 students took the Applied Learning Courses. The overall completion rate was 80%. Three of the students withdrew and those who had completed the courses achieved “Attained” level or above including 3 with “Attained with Distinction (I)” level and 1 with “Attained with Distinction (II)” level.

Appendix 6: Diversity Learning Grant (Gifted Education)
2018-2019

1. S.4 programmes

Name of programme(s)	No. of students involved	Evaluation
Chinese subject: Debate Training Course	0	Not held. There are no S.4 students involved in the Chinese debating team.
Chinese subject: Literature Tour	0	Not held.
Chinese subject : Novel Course	13	The lesson matched the theme of the workshop. The tutor offered clear explanation and provided positive feedback to students. Some students thought that the tutor could use different methods to deliver the lesson. Most of them got involved in their novel writing.
Pull-out programme for gifted students in specific areas	0	No application.
English Enhancement programme for Elite Students	0	Not held.
Mathematics: Trainings for Elite Students	35	100% of the participants agreed that the course could raise their interest in Mathematics and foster high-order thinking skills.
Discipline Committee: Leadership Training Scheme	20	100% participants agreed that the scheme could foster their leadership skills and team spirit.
Physical Education: Elite athletic training programme	10	100% students agreed that the programme could improve their skills and encourage them to participate in public competitions.
Geography: Inquiry geographical field trip	38	95 % of the participants agreed that field trip could enhance their understanding of Geography and foster inquisitive mind in the consequences of climate change.

Biology: Enhancement programme for Elite Students	5	In a programme organised by Ocean Park, Students learned the skills of ecological field trip and enjoyed the presentation day in Ocean Park
Visual Arts: Trainings for Elite Students Computer-aided design software course	12	90% of the participants agreed that the course could raise their interest in computer arts. Many of them participated in many poster design competitions and got excellent results.
Visual Arts: Trainings for Elite Students Acrylic painting skills course	12	95% of the participants agreed that the course could raise their interest in acrylic painting. Many of them participated in many competitions and got satisfactory results.
Chemistry: Trainings for Elite Students	32	100% of students agreed that the competition can enhance their understanding of Chemistry and foster high-order thinking skills
Chemistry: Enhancement programme for Elite Students	0	Not held.
History: Local Community Study	19	100% participants agreed that the visits could help their learning and extend their historical knowledge beyond the curriculum.
	196	

2. S.5 programmes

Name of programme(s)	No. of students involved	Evaluation
APL	18	61.1% students completed the courses and considered the courses helpful.
Japanese	1	Students attended the course with 93% attendance.
Music	1	Students attended the course with 100% attendance.
Physical Education	2	Students attended the course with 57% attendance.
Chinese subject: Debate Training Course	0	Not held. There are no S.5 students involved in the Chinese debating team.
Chinese subject: Literature Tour	0	Not held.
Chinese subject : Proses Writing Course	20	The activity was organized with literature tour. Students went out to a field trip in Nam Sang Wai and were asked to finish their writings. Students did not show much interests in joining the activity since the location of the field trip was in Yuen Long. Some of them were able to combine the culture of walled village and their imagination to accomplish some creative writings. The tutor provided guided reading support to let students imitate and create their own piece of writing.
Pull-out programme for gifted students in specific areas	0	No application.
Mathematics: Trainings for Elite Students	20	100% of the participants agreed that the course could raise their interest in Mathematics and foster high-order thinking skills.
Discipline Committee: Leadership Training Scheme	25	100% participants agreed that the scheme could foster their leadership skills and team spirit.
Geography: Geographical field studies	30	95% of participants agreed that field study courses could enhance their understanding of Geography and foster inquisitive mind in coastal and urban landscapes in Cheung Chau.
Visual Arts: Trainings for Elite Students Computer-aided design software course	13	90% of the participants agreed that the course could raise their interest in computer arts.

Visual Arts: Trainings for Elite Students Acrylic painting skills course	13	95% of the participants agreed that the course could raise their interest in acrylic painting and foster their creativity skills.
Chemistry: Trainings for Elite Students	15	100% of the students agreed that the competition can enhance their understanding of Chemistry and foster high-order thinking skills for public examination.
History: Local Community Study	13	100% participants agreed that the visits could help their learning and extend their historical knowledge beyond the curriculum.
	171	

3. S.6 programmes

Name of programme(s)	No. of students involved	Evaluation
APL	14	85.7% students completed the courses and considered the courses helpful.
Physical Education	2	2 students obtained level 3 in DSE.
Music	2	1 student obtained level 4 and another student obtained level 5 in DSE.
Liberal Studies: Critical Thinking Skills Course	25	76% participants agreed that the course could foster their skills in writing critical comments.
Chinese History: Critical Thinking Skills Training	9	71% of the participants agreed that the course could foster their critical thinking ability.
Visual Arts: Trainings for Elite Students Marker course	10	80% of the participants agreed that the course could raise their interest in drawing and foster their creativity skills.
	62	

4. Financial report

Category	Income(\$)	S.4 Expenditure(\$)	S.5 Expenditure(\$)	S.6 Expenditure(\$)
Diversity Learning Grant				
APL		/	133,390	94,000
Japanese		/	3,900	/
Music		/	7,000	14,000
Physical Education		/	11,000	11,000
Chinese subject: Debate Training Course		/	/	/
Chinese subject: Literature Tour		/	/	/
Chinese subject: Prose Writing Course		/	2,400	/
Chinese subject: Novel Writing Course		2,400	/	/
Pull-out programme for gifted students in specific areas		/	/	/
English Enhancement programme for Elite Students		/	/	/
Mathematics: Trainings for Elite Students		4,000	2,880	/
Discipline Committee: Leadership Training Scheme		11,000	13,750	/
Physical Education: Elite athletic training programme		29,700	/	/
Geography: Inquiry Geography field trip		1,600	/	/
Geography: Geographical field studies		/	2,621	/
Biology: Enhancement programme for Elite Students		2325	/	/
Visual Arts: Trainings for Elite Students Computer-aided design software course		4,500	4,500	/
Visual Arts: Trainings for Elite Students Acrylic painting skills course		4,500	4,500	/

Visual Arts: Trainings for Elite Students Marker course: to develop students' skills		/	/	3,600
Chemistry: Trainings for Elite Students		2560	1200	/
Chemistry: Enhancement programme for Elite Students		/	/	/
History: Local Community Study		4,600	3,600	/
Liberal Studies: Critical Thinking Skills Course		/	/	\$9,000
Chinese History: Critical Thinking Skills Training		/	/	900
Sub-total		67,185	190,741	132,500
			Total:	390,426

5. Evaluation

5.1 A wide variety of activities were held this year. The learning experiences of the gifted students in senior forms were broadened by taking courses in different key learning areas organised by the school.

5.2 More diversified courses will be offered as one of the major concerns of the school's 3-year development plan is to reinforce learning strategies and learning skills. When more grants are received, the school will organise activities to cater for the needs of the gifted students so that students can widen their experiences and horizons. On other occasions, the school would provide financial assistance to gifted students who would like to take courses not offered by the school.

Appendix 7: Career and Life Planning Grant

Objectives	Strategies	Expenditure(\$)	Total(\$)
1. Hardware	● iPad	80,500	80,500
2. Newsletter	● Printing fee	4,200	4,200
		Total:	84,700

Appendix 8: Promotion of Reading Grant

Part 1: Evaluation of the Effectiveness

1.1 Evaluation of the objectives:

The usage of eBook increased and more students were engaged in reading activities. These helped create a better reading culture in the school. Reading sharing and the reading club introduced different types of books to broaden students' reading horizons.

1.2. Evaluation of strategies:

1.2.1 Reading Talk:

It introduced different types of books to broaden students' horizons. It was arranged before the school book fair which let students have access to better reading materials.

1.2.2 English reading ambassadors training course:

The tutor of the course shared her experiences on reading different genres of English books, such as magical realism fictions, science fictions, crime and detective fictions as well as the biographies. From the evaluation of students, this course was valuable and able to help them to share English reading materials with others.

1.2.3 Book sharing and thematic book display

Reading ambassadors introduced different types of books to others. Thematic book displays were held mainly with other subjects.

1.2.4 Reading club

The meetings to share reading experiences were an effective way to promote ebooks.

Part II: Financial Report

	Item	Expenditure (\$)
1	Printed Books	9917.60
2	Subscription of Hyread ebook	19800.00
3	Subscription of Britannica Online	16318.65
4	Reading Talk	1800.00
5	English reading ambassador training course	9950.00
6	Prizes and gifts for reading activities	2212.80
	Total:	59999.05