

CCC Kei Yuen College

2019 – 2020



Annual School Report

CCC KEI YUEN COLLEGE

School Report

2019 – 2020

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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:

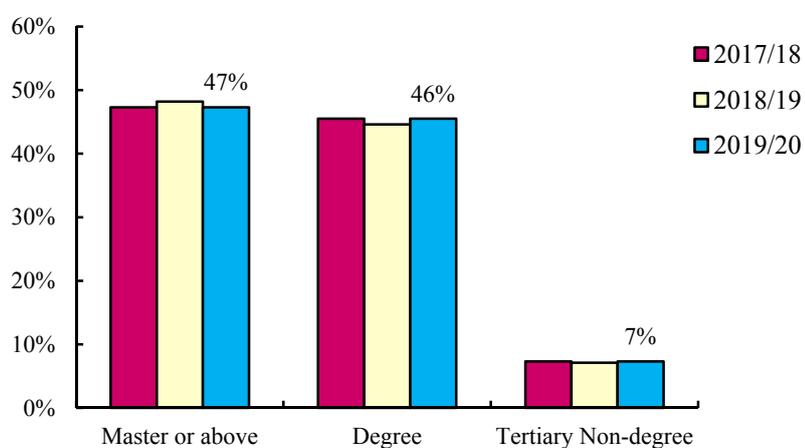
Types of School Managers	No. of Members	Types of School Managers	No. of Members
Sponsoring body manager/ Alternate Sponsoring body manager	8	Independent manager	1
Parent manager/ Alternate parent manager	2	School principal	1
Alumni manager	1	Teacher manager/ Alternate teacher manager	2

3. Teacher Qualifications

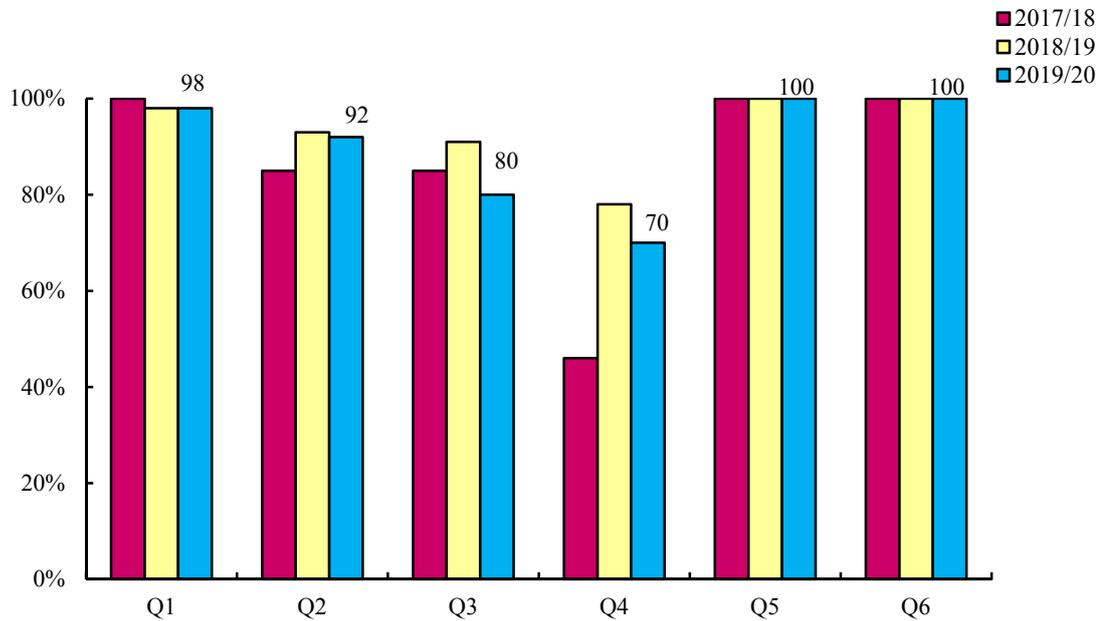
3.1 The total number of teachers in the past three years:

	Degree or above	Tertiary Non-degree	NET	Total
2017/18	50	4	1	55
2018/19	51	4	1	56
2019/20	50	4	1	55

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

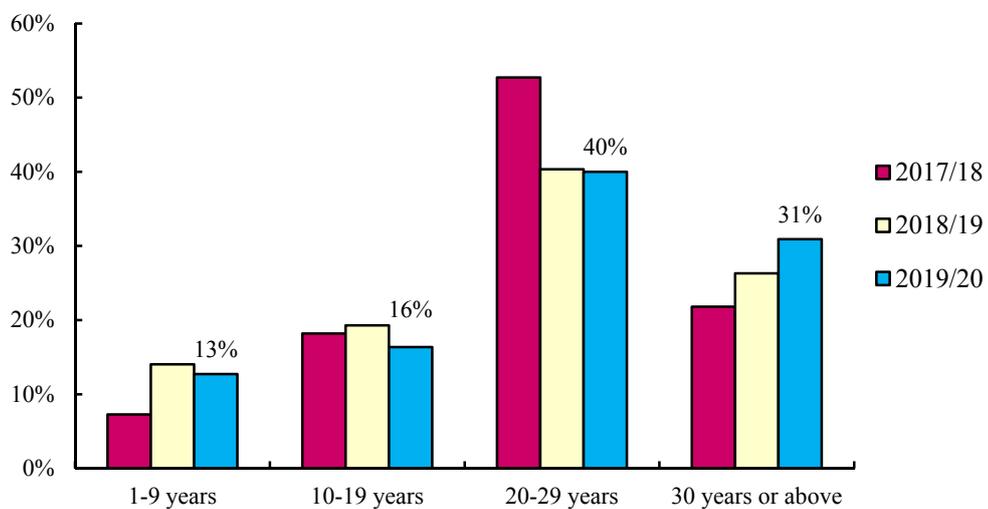


3.3 The percentages of teachers who have attained professional qualifications, received relevant subject training and met the language proficiency requirements in the past three years:

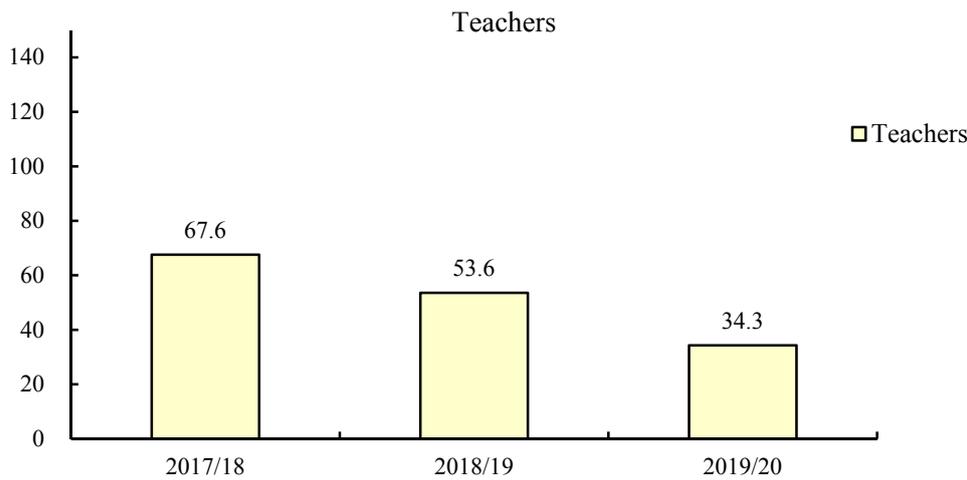


- Q1 Obtained professional qualifications
- Q2 Received relevant subject training in Chinese
- Q3 Received relevant subject training in English
- Q4 Received relevant subject training in Mathematics
- Q5 English teachers attaining language proficiency qualifications
- Q6 Putonghua teachers attaining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

3.4 Teachers' teaching experience in the past three years:



3.5 Continuous Professional Development hours of the Teachers:



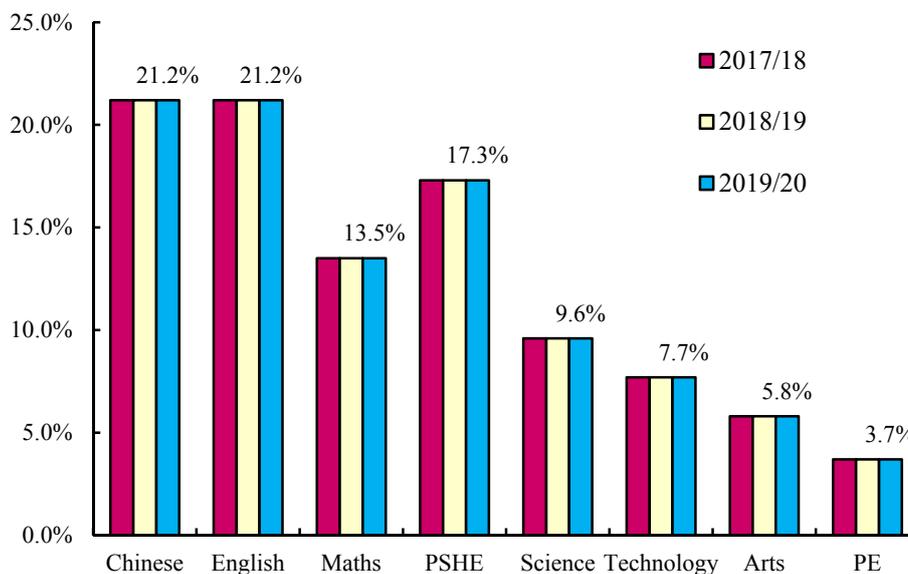
4. Class Structure and Student Population

The number of classes and students in the 2019/20 academic year:

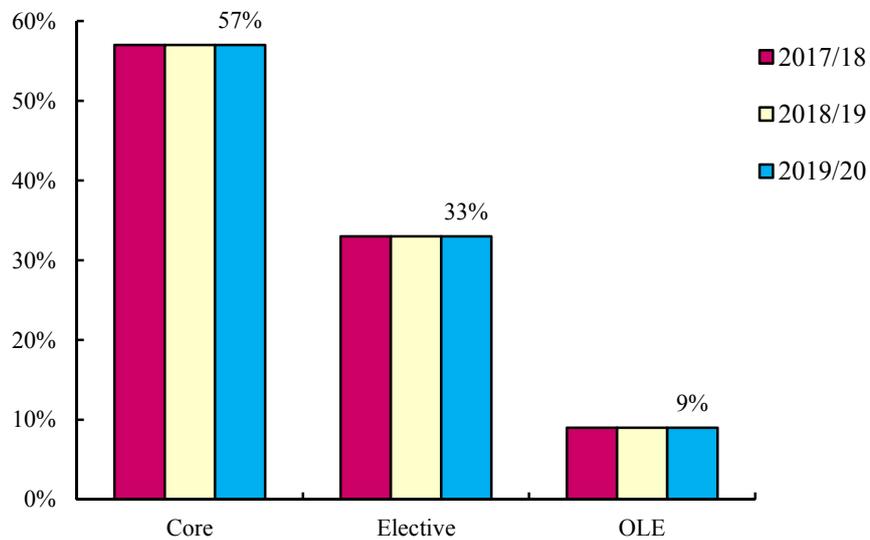
Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
No. of Boys	51	65	52	55	43	52	318
No. of Girls	72	58	63	68	62	67	390
Total No. of Students	123	123	115	123	105	119	708

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:

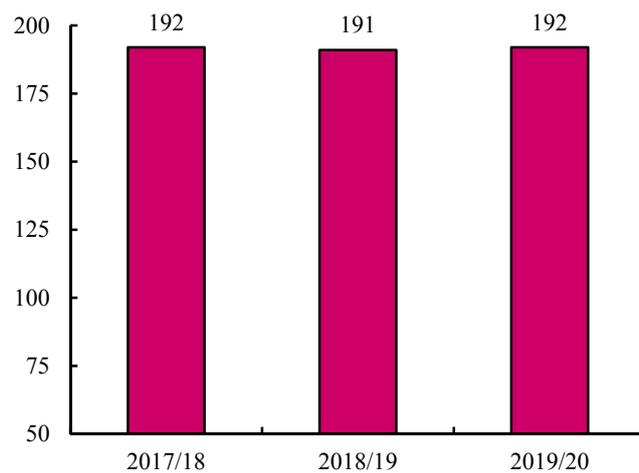


5.2 Starting from the 2009/10 academic year, the school has established the new NSS curriculum. The percentages of lesson time allotted to the core subjects, electives and other learning experience (OLE) are shown below:



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 61% of teachers (34 teachers) enrolled to the EDB Online Foundation Course in Gifted Education, as teachers were focused on empowering themselves to build collaborative live-streaming lessons, the participation rate was 9% lower than expected.

1.2 Due to class suspension, the number of courses available for teachers to participate were significantly reduced, advanced courses were rescheduled and offered in June, only 9% of teachers (5 teachers) enrolled to the EDB Advanced courses in Gifted Education.

1.3 41% of teachers (23 teachers) completed cross-subject peer lesson observations and post-lesson discussions. This is a positive development in enhancing teaching through interflow between teachers.

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. Besides challenging questions were set in examination papers, some subjects infused challenging questions into daily assessments. The awareness of teachers to meet the needs of all students had increased.

1.5 The Student Peer Mentorship Scheme supposed to be held in lessons of second term has been changed to live-streaming format due to class suspension, collaboration among students were difficult to be encouraged.

1.6 10 subjects (43.5%) designed at least one lesson plan in junior forms with differentiated instruction strategies. For some subjects, lesson planning with the adoption of differentiated strategies was planned to be implemented in the second term, but due to class suspension, it could not be done.

1.7 There were split classes in S. 4 Chinese Language and Liberal Studies, S.5 Chinese Language, Liberal Studies, Mathematics and S.6 English language, Liberal Studies and Mathematics. The exam results of S4(46.9%), S5(53.3%) Chinese language were improved. 69.1%(S4) and 39.8%(S5) of students showed improvement in Mathematics examinations respectively. Exam results of S5(34.5%), S6(53.1%) Liberal Studies were improved. Exam result of S6(46.7%) English Language was also improved.

2. To enhance mobile learning

2.1 80.4% of teachers of different subjects have attended training courses on the use of mobile devices for interactive teaching. 20 teachers and 45 teachers have attended training courses of using Loilonote and Power lesson 2 respectively to learn how to increase students' engagement during eLearning.

- 2.2 As the school deployed live-streaming teaching via Teams since February in response to class suspension, all teachers have increased the number of lessons using mobile devices in teaching. All teachers used apps or learning management system such as MS forms, Kahoot or Quizizz to check student understanding.
- 2.3 10 subjects (44%) arranged at least one demonstration or sharing about the use of devices by teachers of the same or different subject disciplines. Amid the COVID-19 epidemic, interdisciplinary sharing was arranged in staff meeting, 10 teachers shared their good practices in live-streaming lessons. Videos of sharing were posted in Microsoft Stream, using knowledge sharing tool helped to instigate a learning environment in the school.

3. To reinforce gifted education

- 3.1 17 subjects (74%) offered at least one pull-out programme within school setting or enroll students in specialist training outside the school setting. Due to the social events, the COVID-19 epidemic and class suspension, many activities could not be held. Teachers grasped every opportunity to strengthen potential students, Mathematics and Visual Arts arranged live-streamed pull-out courses. Tier 3 off-school support (Implementation Model for Gifted Education) was offered. For example, senior students took part in Young Mathematics Talents Summer Class(2020) held by CUHK, Web-based Learning Courses for Gifted/More Able Students(The Changing Hong Kong Economy) held by The Hong Kong Academy for Gifted Education and HKUST Dual Program(Life Science, Mathematics level 1), S.3 student completed HKUST gifted foundation course(Physics level 1).
- 3.2 10 subjects (43%) nominated students to take part in competitions or activities at district, regional or international levels. Students took part in various competitions. These included 53rd Joint School Science Exhibition (JSSE). 2019 Australian National Chemistry Quiz, The 71st Schools Speech Festival, Odyssey of the Mind Pin Design Competition 2020, etc.
- 3.3 Due to the COVID-19 epidemic and outbound travel alert, study tour of England, South Korea, Taiwan and Mainland China could not be held.

B. Reflection

1. To maximize peer learning and support under a collaborative learning culture, professional learning communities can be further promoted both inside and outside schools. The school was invited by Microsoft to apply for the Showcase Incubator Path program. Microsoft and their partners will assist the school in building capacity, guiding transformation, and providing early access to new research and solutions. Teachers will participate the Learning & Teaching Expo as they can access up-to-date professional development information and resources, share professional insights with counterparts across the territory.

2. Thematic cross-subject peer lesson observation and post-lesson discussion will be promoted. Lesson observation of subject heads will be conducted by principal and vice principals, the focus will continue be placed on implementation of differentiated instruction strategies in classroom. Lesson observation form will be edited to highlight the focus.
3. Learning and Teaching Committee will be renamed as Learning and Teaching Enhancement Committee, the responsibility of the committee is to encourage innovation and enhancement in learning and teaching. Good practices about integration of differentiated instruction strategies and eLearning can be promoted to cater for learner diversity.
4. Lesson studies about self-regulated learning will be conducted in S.1. Subject teachers of Chinese Language, English Language, Mathematics and History will join the studies.
5. Daily practices of using questioning to challenge and engage all students are essential. Subject-based discussion about designing tiered assignments, the ways of improving questioning skills will be promoted.
6. Review on the effectiveness of split class will continued be conducted in the coming academic year. In order to maximize student growth and individual success, differentiation through process in split class will be emphasized.
7. Students with different experiential learning experiences will be invited to give sharing at morning assembly in the coming academic year.
8. 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 positive attitude, with the foci on gratitude and praise, was organised to provide opportunities for teachers to reflect on their attitudes towards both themselves and students. Teachers' response was positive. Teachers thought that the workshop was useful. The activities were interesting and inspiring. The average score was 3.3(4-point scale). Another workshop on positive language was organised via Microsoft Teams to provide opportunities for teachers to reflect on their daily language used when talking with students. Teachers' response was positive. Teachers thought that the workshop was useful. The average score was 3 (4-point scale). 88% of participants found these workshops useful.

- 1.2 11 prayer meetings in the first term were organised with an aim to support each other by prayers. 11 prayer meetings for students were organised. The meetings were supportive and students' response was positive. Leisure activities were also organised including cooking mama. Students enjoyed the gathering and sharing. Under the stress from social events in Hong Kong, it was a very good platform for teachers to share and comfort by praying.
- 1.3 'Love-Can-Do' card delivery actions were held. Thanksgiving cards and Christmas cards were given to the staff for encouraging their efforts and celebrating Christmas.
- 1.4 We thanked our colleagues and the preacher of CCC Kei Yuen Church for leading the singing session and sharing the message of love and care about Jesus Christ in the Staff Development Day. Most teachers responded positively.
- 1.5 A 'Qile Cake Charity Sale' was held in the gospel week. Both teachers and students were generous for buying 'Qile Cake'.
- 1.6 Sharing in the morning assembly was held so as to strengthen students' positive values, promote caring attitude and nourish their spiritual life. One sharing in the morning assembly was held by KYL students on the theme of happiness. They explored the methods to obtain happiness. In addition, in response to how the social events triggered conflicts between people of different views, presentations were focused on "putting ourselves in others' shoes". Stories were used to share the importance of considering others and seeing their needs. Students were encouraged to be rational and think critically in moments of social chaos. 22 sharing sessions in the morning assemblies were held by student fellowship. Special themes had been designed according to students' needs. We had song sharing, sermons, and testimonies from teachers and worship team students. Some fellowship members were also invited to share and worship together with teachers and preachers of CCC Kei Yuen Church in the morning assemblies. Positive response to Christianity were shown in the morning assemblies. Students enjoyed singing hymns especially hymns with message of love in Christ together in the hall. Students' positive values were also strengthened in times of class suspension as live streaming morning assemblies and OLE were run via Microsoft Teams.
- 1.7 The theme of Gospel Week was "This is Love". All the events were held successfully throughout the Gospel Week. All the members in Fellowship were invited to help with the preparation works. They engaged rigorously in the Gospel Week. The evangelistic assembly in the Gospel Week was conducted by Methodist Evangelistic Ministry. The guest speaker had a good sharing and gave support and comfort. There were 72 students dedicating their life to Jesus. The evangelistic assembly was successful. Christmas Service was held by the CCC Kei Yuen Church.

Students participated in the singing. The sharing of the speaker was good. Students found interesting in Q&A session held by alumni.

- 1.8 All classes of S.1-5 classes participated in the Window Decoration Competition. 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 positive values.
- 1.9 Training activities were provided for prefects, BBBS, fellowship leaders and SU committee members. Prefect training camp and workshops were organised with the focus on developing positive attitude including gratitude self-regulation and teamwork spirit. In times of class suspension, some training workshops were held online via Zoom. 99%, 96% and 96% of participants agreed that they possessed gratitude self-regulation and teamwork spirit respectively. Some students responded that they were grateful because they were able to serve others. Some said that they should understand themselves, also understand others and then respect with each other in a team. Training camp and activities for BBBS were organized. 100% of participants felt satisfied. The training of peer counseling was useful and helpful. BBBS held 5 activities using "Walk with me" as the theme for S.1 students and SEN students. Training was also provided for fellowship leaders in order to help them be more confident as a witness for Jesus. In times of class suspension, fellowship leaders joined biblical studies online via Zoom, which helped their spiritual growth. 9 fellowship meetings were arranged to build up fellowship committee members with the confidence in Jesus Christ. The theme was "This is Love". Most of the students were satisfied with the events held by the fellowship. Most of them joined the religious services, such as making and sharing chocolate cookies with classmates, teachers and parents, delivering thanksgiving cards and Christmas cards, decorating Christmas Trees to establish and share the theme, "This is Love" in school. One discipleship training meeting had proceeded by teachers, preacher of CCC Kei Yuen Church and social workers from YLCCC Chow Sung Chu Oi Youth Centre for the committee members of fellowship. The attendance of the students was satisfactory.

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. There were 7 service groups. 43% of service groups (3 service groups) participated in school services. 14% of service groups (1 service group) participated in community services.
- 2.2 S.1 classes held beach cleaning. They witnessed the impact of water pollution. Students had a better sense of involvement in the service. S.4 classes held the Service Learning Day. They finished volunteering service at elderly home. Students found the experience rewarding as they could prepare the presents and program to be shared.

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. Surveys by teachers and students showed they expected students in Kei Yuen College should possess 6 positive attitudes including respect, love, kindness, gratitude, perseverance and love of learning. And these will become the main characteristics of “Keiyuenese”. In the coming years, these positive attitudes are to be nurtured in our students. The Eight Habits of Highly Effective Teens will also be explored and promoted to nurture students’ positive thinking and leadership. S1 caring and development scheme will be enhanced with the introduction of growth mindset. All teachers and students will join the Hong Kong Gospel Festival to promote spiritual development. Some school improvement projects including the installation solar energy plates can also help the nurturing of positive attitude in students.
2. Our student learned by serving others. This turned out to be a good practice to enrich students’ learning experiences. Service learning will be one of the focus of student development. 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. Various training activities will be continued to strengthen leadership in our students. Leadership training should focus on not only skills but also characters with the focus on the 6 positive attitudes mentioned above. The Eight Habits of Highly Effective Teens will also be introduced as mentioned above. To better organize social services and promote the spirit of serving, service activities will be restructured with the setting up of a new functional group, OLE and Social Services, and individual awards for community service will also be set up.
3. Due to the social events, the COVID-19 epidemic and class suspension, some activities could not be held including morning assemblies, gospel camp, commentary competition, inter-house dance competition, “Give a day, get a Disney day” activity, post-exam activities, some leadership training programmes and some community services. As these activities can help students develop positive attitudes, they will be continued in the coming academic year.

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 12 times. Students' understanding of life planning was enhanced.

2. To help students understand their academic/career aspirations

- 2.1 Two career education lessons were conducted for S.1-2, three lessons for S.3, two lessons for S.4-5, and seven lessons for S.6 in OLE periods. Half of the lessons were run via Microsoft Teams.

3. To help students set/achieve their personal goals

- 3.1 Students were nominated to take part in the Applied Learning courses and 90.9% of the participated students considered the courses helpful in planning their academic/career path. Four students got "Attained with Distinction (I)" which was comparable to Level 3 or above of Category A subjects of the HKDSE.
- 3.2 Students were nominated to take part in the interview skill workshops and 90% of the participated students considered the workshops helpful in planning their academic/career path.

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. Careers information can be sent through Student App, Career Newsletter to enhance students' understanding of life planning. 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. 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 and reflect on their personal goals. Parents' Day will be the opportunity for students to reflect on and hence re-orientate their personal goals. More information about students will be collected and given to teachers to facilitate teachers to give advice on their goal setting. The idea of 'growth mindset' can be explored in order to help students to cope with changing and challenging situations and hence re-orientate their goals.

3. Due to the social events, the COVID-19 epidemic and class suspension, the experience programmes including career visits, work experience programme and prefects' experience day could not be held. These programmes help students experience real situations in working places and the society, and hence help them to develop their self-understanding, goal setting and gain better understanding of their academic/careers pathways. Therefore, they will be continued in the coming academic year.

Our Learning and Teaching

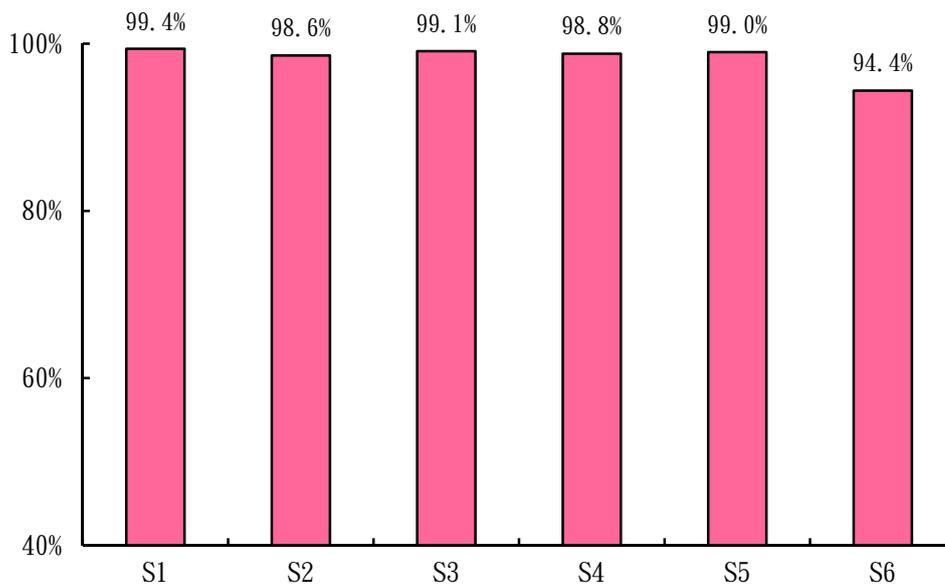
1. Holistic Plan

- 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.

1.8 **English Learning:** Banners and notice boards are used to post English articles and inspirational quotes all around the school in order to enhance the school's environmental print. Students are encouraged to contribute their own best work. We energize English assemblies using quiz apps like Kahoot and we host 4 English action days per year with themes such as 'Taiwan Culture Trip!' We are actively promoting English reading time during the school day. We offer debating to S1 and S2 students for a part of the year. That means that all students get at least basic training. There is a debate team that currently participates in the PTU Debating tournament. In the English Corner, we have a 'hang out' zone where students can practice their DJ skills and chat informally with NETs, and even play VR games! As part of the Language Across Curriculum, students are chosen from subject areas such as Geography and Physics to work closely with NETs and complete special projects, enter essay competitions, and go on field trips.

2. Student Attendance Rate

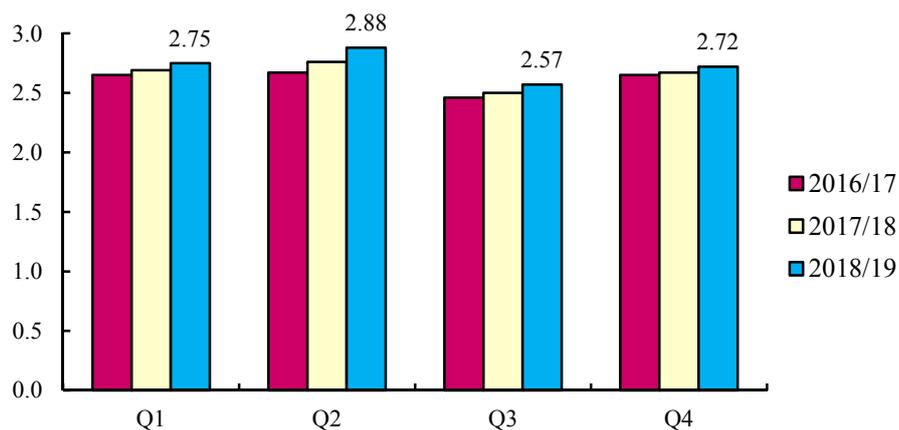
Student attendance rate in this academic year (2019/20):



3. Students' performance in the Reading Scheme

3.1 Due to the COVID-19 epidemic and class suspension, the total number of reading materials borrowed in 2019/20 had not been calculated. The data was collected at the end of school year of 2016/17 to 2018/19.

3.2 Students' self-evaluation on the Lunchtime Reading Scheme in academic year 2016/17 to 2018/19:



Q1 The scheme cultivates my everyday reading habit

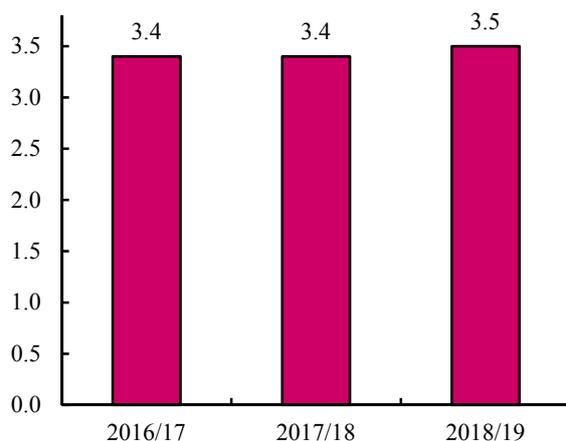
Q2 The scheme encourages me to read more

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 academic year 2016/17 to 2018/19:



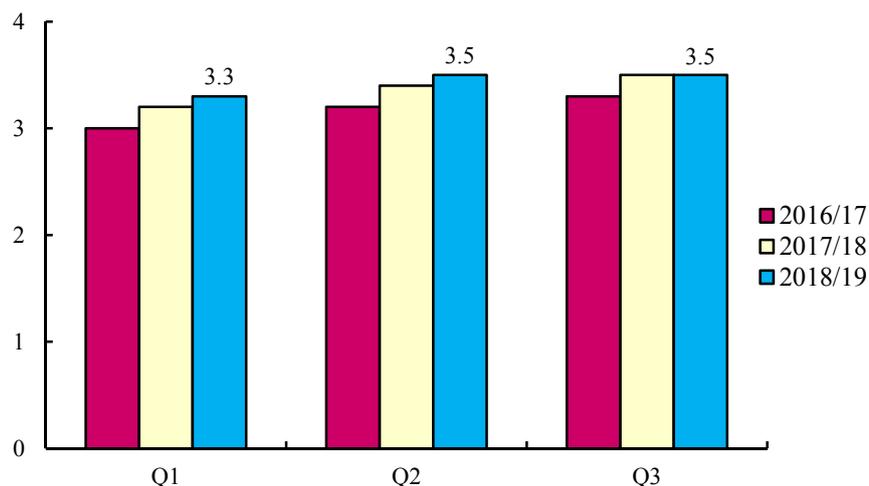
I often read materials such as leisure reading materials and newspaper outside class

(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 Due to the COVID-19 epidemic and class suspension, students' self-evaluation in 2019/20 had not been collected. The data was collected at the end of school year of 2016/17 to 2018/19.

4.2 Students' self-evaluation on "Student Learning" in the stakeholder survey in academic year 2016/17 to 2018/19:



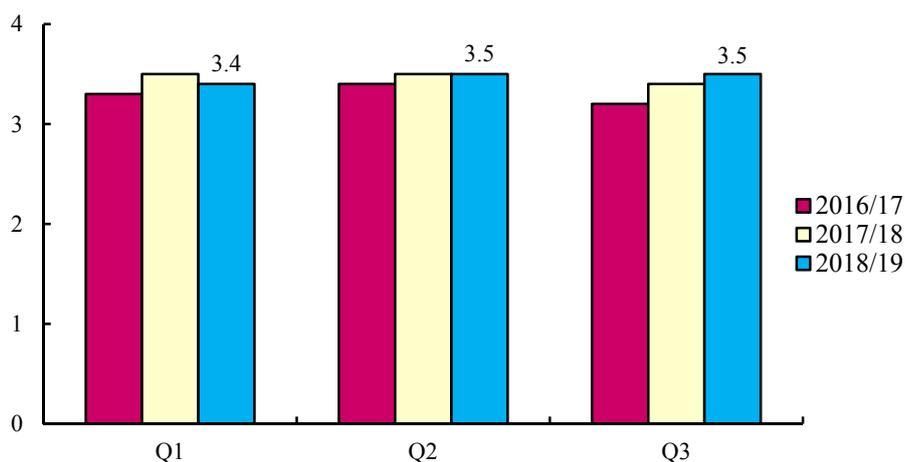
Q1 I am confident in learning

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.)

4.3 Students' self-evaluation in the stakeholder survey on "Student's Learning Strategies" in academic year 2016/17 to 2018/19:



Q1 I know how to set learning goals for myself

Q2 I often review my learning

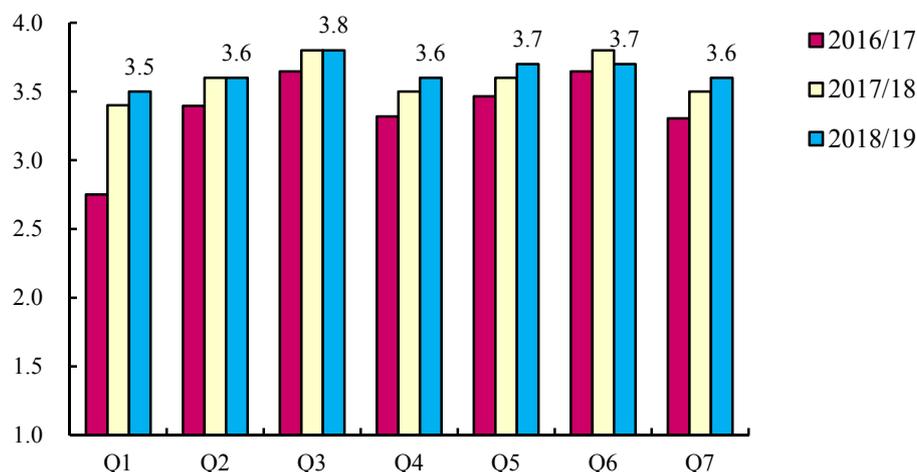
Q3 I am able to apply learning strategies

(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

5.1 Due to the COVID-19 epidemic and class suspension, students' views on teaching in 2019/20 had not been collected. The data was collected at the end of school year of 2016/17 to 2018/19.

5.2 Students' evaluation on "My Views on Teaching" in the stakeholder survey in academic year 2016/17 to 2018/19:



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. Effectiveness of Live streaming learning

6.1 How much does live streaming learning during school suspension help my study? (1 being the smallest, 5 being the largest)

	S.1	S.2	S.3	S.4	S.5	Overall
Students	3.44	3.32	3.25	2.85	2.96	3.18
Teachers	/	/	/	/	/	3.63

6.2 Compared with the first stage of using the learning platforms to publish learning materials / assignments, adopting live streaming learning

	Strongly agree and Agree %			
	Teachers	Parents	Students	Average
helps students build a learning routine at home	92.1	91.0	76.7	86.6
promotes learner autonomy	68.6	86.3	73.4	76.1
increase students' learning motivation / interest	88	71.1	70.6	76.6

6.3 Compared with the first stage of using the learning platforms to publish learning materials/assignments, adopting live streaming learning

	Average marks	
	Teachers	Students
helps students better understand the learning content	3.16	2.97
helps students understand how to finish their assignments	3.06	2.98
helps students establish a regular learning routine	3.22	2.85
promotes learner autonomy	2.76	2.81
increase students' learning motivation/interest	2.92	2.76
increase students' assignment return rates	2.61	2.79
helps teachers understand students' learning progress	2.75	2.86
helps teachers cater for learner diversity		

We received positive feedback from parents, teachers and students towards the adoption of live streaming lessons during school suspension. According to our questionnaire survey, most parents, teachers and students agreed that live streaming lessons helped students build a learning routine at home and increased students' learning motivation/interest. Many parents and students also reflected that live streaming lessons helped promote learner autonomy. Besides, both teachers and students reckoned that live streaming lessons helped students better understand the learning content and the ways to finish assignments appropriately, and it helped teachers know better students' learning progress. Overall speaking, students agreed that live streaming lessons helped them to a considerable extent in their learning during school suspension.

7. **Summary**

To maximise peer learning and support under a collaborative learning culture, professional learning communities will be further promoted both in and outside schools. Participation of Learning & Teaching Expo so as to access up-to-date professional development information and resources, and share professional insights with counterparts across the territory will be promoted. The school was invited by Microsoft to apply to the Showcase Incubator Path program. Microsoft and their partners will assist the school in building capacity, guiding transformation, and providing early access to new research and solutions.

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. Focus will continuously be placed on implementation of differentiated instruction strategies in classroom. Lesson observation form will be edited to highlight the focus. Daily practice of using questioning to challenge and engage all students will be essential. Subject-based discussion about designing tiered assignments, the ways of improving questioning skills will be promoted.

Lesson studies about self-regulated learning will be conducted in S.1. Subject teachers of Chinese Language, English Language, Mathematics and History will join the studies.

Data driven strategies will be promoted, by highlighting the use of students data analysis system and other tools, teachers will identify learning needs of students and groups, they can select and adapt materials and resources, create differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning.

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

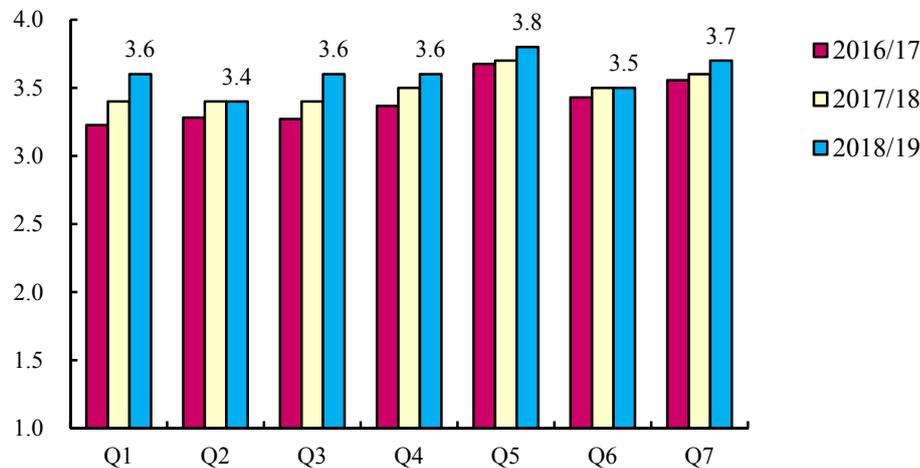
Support for Student Development

1. 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 Due to the COVID-19 epidemic and class suspension, students' views on support for student development in 2019/20 had not been collected. The data was collected at the end of school year of 2016/17 to 2018/19.
- 2.2 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:

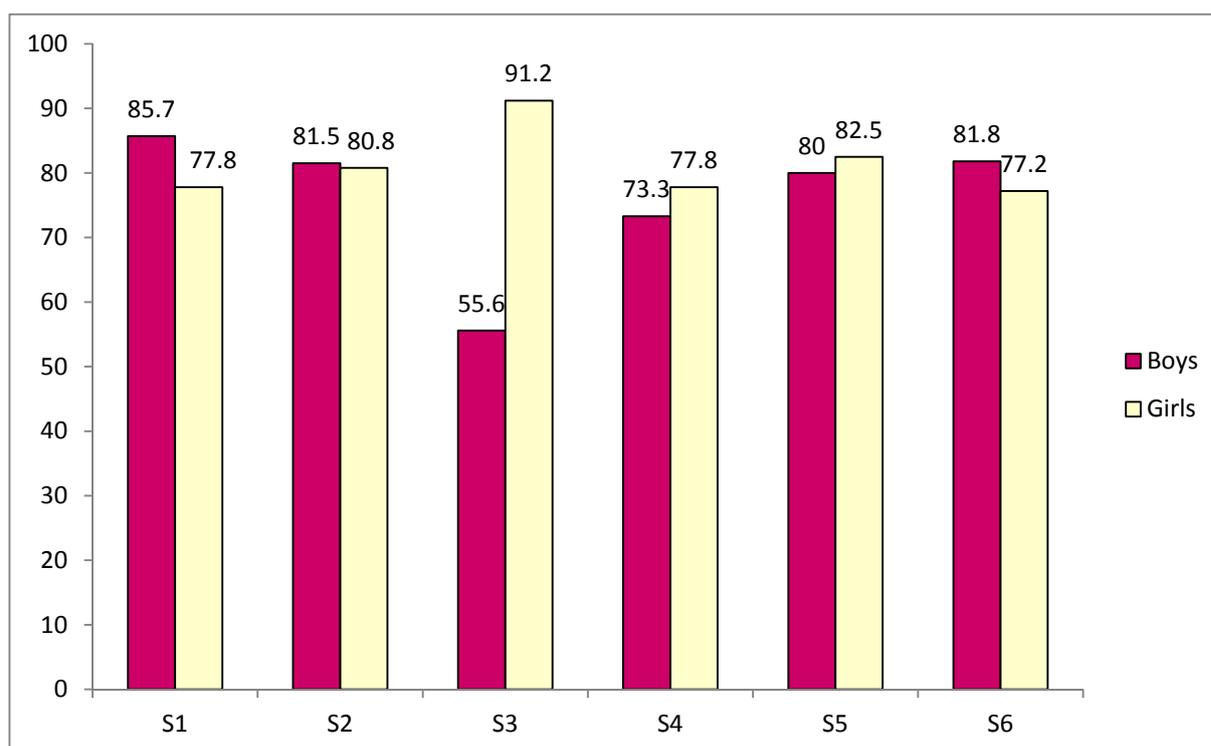
Year	Chinese	English	Mathematics
2017/18	62.49	61.04	68.42
2018/19	61.52	56.26	64.66
2019/20	No test was conducted by HKEAA in this academic year		

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

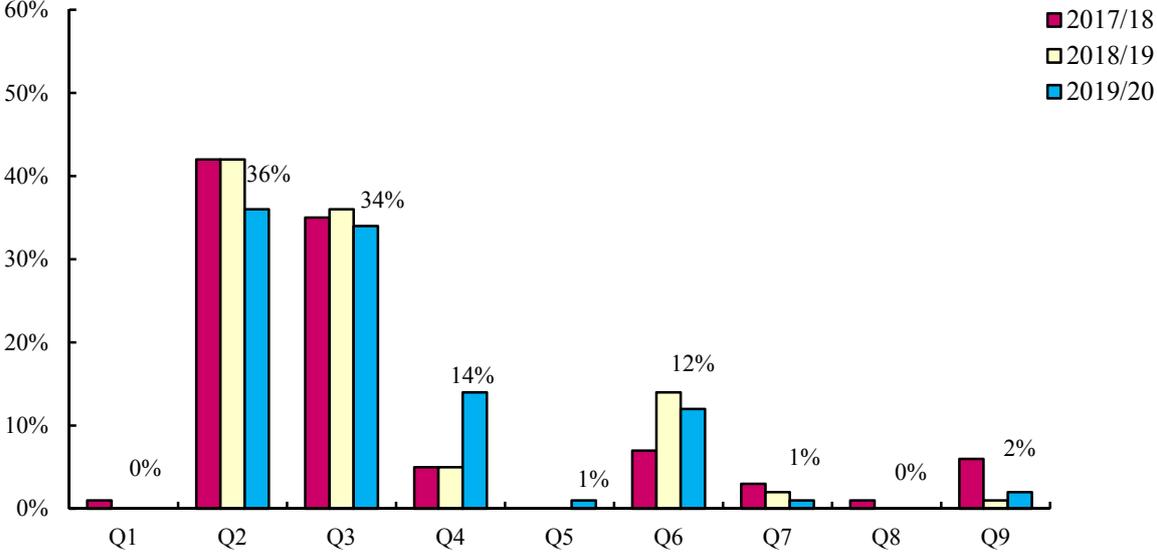
Results of Hong Kong Diploma of Secondary Education Examination in the past three years:

Year	2017/18	2018/19	2019/20
Total no. of candidates	134	123	119
No. and % of students obtaining 2222 (Core subjects)	124(92.5%)	111(90.2%)	95(79.8%)
No. and % of students obtaining 3322 (Core subjects)	88(65.7%)	78(63.4%)	69(58%)
No. and % of students obtaining 3322 (Core subjects + 2 electives level 2 or above)	81(60.4%)	73(59.3%)	64(53.8%)

3. Percentage of students within the acceptable weight range in 2019/20



4. Destinations of Secondary 6 Graduates in 2019/20



- 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
Student Environment Protection Ambassador Scheme	Environmental Campaign Committee	Outstanding Student Environmental Protection Ambassador (Gold Award) 5D Chan Hiu Ching Outstanding Student Environmental Protection Ambassador (Silver Award) 5D Ho Lok Yiu Outstanding Student Environmental Protection Ambassador (Bronze Award) 5A Tang Kai Ching Outstanding Student Environmental Protection Ambassador (Merit Award) 5C Ng Kei Ching
Organic Ambassador Training Scheme 2019-20	Hong Kong Organic Resource Centre	Certificate of Graduation 5A Wong Tsz Wing, 5A Huang Ying lin 5B Ng Wing Kiu, 5B Lau Cheuk Lam 5C To Ka Yiu, 5C Chan Wei Man 5D Chan Yuk Ling, 5D Wan Cheuk Yi
Britannica LumieLabs Video Project Competition 2019	Britannica Digital Learning	2nd Runner-up 2A Ho Lok Hang 2A Yuen Ming Hei
第二十四屆全港學界對聯創作比賽	新市鎮文化教育協會	亞軍 5C 胡航語 季軍 5C 周錦濤 優異獎 1B 黃施予 5C 郭倩怡 特別獎 2D 吳奕瑩
校際漢字設計比賽	饒宗頤文化館	入圍獎 6B 陳尚靈、6B 李芷茵 6B 鄭凱盈、6C 陳詠樑
第二十四屆全港中小學中英文硬筆書法比賽	香港教育專業人員協會、香港硬筆書法家協會合辦	(中文硬筆書法比賽中學高級組) 優秀入圍獎 4C 錢悅儀
第七十一屆香港學校朗誦節(普通話)	香港學校音樂及朗誦協會	女子詩詞獨誦 – 中學三、四年級季軍 3A 賴美均 女子詩詞獨誦 – 中學三、四年級亞軍 4B 庄曉桐 男子散文獨誦 – 中學五、六年級亞軍 5D 蔡量

5.2 Visual Arts Awards

Award / Scholarships	Organization Prize	Winners
The Hong Kong Youth Painting Competition – Western Painting: Secondary School Section	Hong Kong Youth Cultural & Arts Competitions Committee	Champion 5D Chau Lok Lam Award of Distinction 5C Yiu King Chun, 6B Cheng Hoi Ying
My Australian Christmas Card Competition 2019	Australian Consulate-General (Hong Kong)	Champion 5A Tang Kai Ching 1st Runner-up 5A Fung Yan Lam Selected 5B Wong Shuk Ting, 5C Yiu King Chun
Odyssey of the Mind Pin Design Competition 2020	Odyssey of the Mind Hong Kong	Champion(Senior Secondary Division) 5A Fung Yan Lam 1st Runner-up(Senior Secondary Division) 5C Yiu King Chun
元朗區文藝之星嘉許計劃 2018-19	元朗區文藝協進會	元朗區文藝之星 6A 蔡詠淇
2019 當代中學生繪畫比賽	香港當代藝術學院	特別榮耀獎 5A 馮恩霖、5C 陳凱晴、6A 郭欣樺 6A 蔡詠淇、6A 曾伊蕎、6B 鄭凱盈 6B 鄭藹珩、6B 李泳諭
「網絡攻擊花樣多 保護數據靠你我」海報設計比賽	政府資訊科技總監辦公室、香港警務處及香港電腦保安事故協調中心合辦	冠軍 5B 周玉蘭 季軍 5D 陳曉晴 優異獎 5C 陳凱晴 入圍獎 5B 黃淑婷、5D 周樂林、6B 陳尚靈
花鳥蟲魚小伙伴設計比賽	香港北區花鳥蟲魚協會	中學組亞軍 5C 陳凱晴 中學組季軍 3D 馮煒諾 中學組優異獎 5B 周玉蘭
2019-20 年度「活水行動」海報及標語設計比賽	愛德基金會	中學組亞軍 6B 李泳諭
利是封設計比賽	學孜教育及香港青少年輔導協會合辦	亞軍 6C 陳詠樺
九龍倉全港中學生繪畫比賽 2019-20	九龍倉藝術	立體組優異獎 5D 陳曉晴 平面組優異獎

		5C 姚景晉
2019 食物安全人人 「Like」海報設計比賽	食物環境衛生署	優異獎 6B 曾伊蕎
2019 國際化學元素週期 表年美術設計創作比賽	保良局	平面組香港賽(2 等獎) 6B 李泳諭 立體組香港賽(2 等獎) 5D 陳曉晴
創意無界限德國作品展 2019	香港海外文化中心	銀獎 2B 許朗璋
香港新聞博覽館吉祥物 設計比賽	香港新聞博覽館及香港 賽馬會慈善信託基金	初中組 – 優異獎 2B 林筠濤 初中組 – 亞軍 2B 許朗璋

5.3 Sports Awards

Award / Scholarships	Organization Prize	Winners
Inter-School Athletics Competition 2019-2020	HKSSF Yuen Long Secondary School Committee	Girls grade C 800m 3rd runner-up Girls grade C 1500m 1st Runner-up 1A Wong Ho Yi Boys grade C long jump Champion (Break record: 5.82m) 2A Sarki Rabin Boys grade A high jump Champion Boys grade A triple jump 1st runner-up 6C Ng Kin To
The 17 th Hong Kong Nepalese Open Taekwondo Championships	Hong Kong Nepalese Taekwondo Association	2nd runner-up (black belt group) 2D Tang Cheuk Lam
Yuen Long District Age Group Badminton Competition 2019	Leisure and Cultural Services Department	2nd Runner-up - Women's Single(Youth) 4D Lung Tsz Ching
路勁健康快車慈善單車 賽 2019	路勁地產	隊制計時賽-素人組季軍 5A 黃傑豪
2019-2020 全港場地單車 賽	中國香港單車聯會有限 公司	團體爭先賽-男子公開組冠軍 5A 黃傑豪
全港十八區武動人生慈 善金盃賽 2019	香港青年跆拳道協會	速度組冠軍 1B 鍾卓峰

Financial Report (September, 2019 to August, 2020)

Particulars	Accumulative Surplus	Income	Approved Budget	Expenditure	Percentage Spent	Surplus	Accumulative Surplus
Surplus brought forward from previous year :							
Government Funds	4,864,027.59						
School Funds	3,178,334.76						
Council Fund	7,997.40						
I. Government Funds							
Surplus of Expanded Operating Expenses Block Grant (EOEBG)	3,447,526.26						3,447,526.26
(1) Expanded Operating Expenses Block Grant							
(A) School Specific Grants							
· Administration Grant		3,844,068.00	4,000,000.00	3,866,462.21	96.66%	(22,394.21)	(22,394.21)
· Composite Information Technology Grant		489,532.00	602,000.00	581,311.05	96.56%	(91,779.05)	(91,779.05)
· Capacity Enhancement Grant		634,017.00	769,860.00	353,721.44	45.95%	280,295.56	280,295.56
· Air-conditioning Grant		578,757.00	578,757.00	420,644.00	72.68%	158,113.00	158,113.00
· SBM Top-Up Grant		50,000.00	50,000.00	40,000.00	80.00%	10,000.00	10,000.00
· School-based Speech Therapy Administration Rec Grant		8,000.00	8,000.00	8,000.00	100.00%	0.00	0.00
(B) Non-School Specific Grants - Baseline Reference		2,119,889.05					
(i) Operation							
· General expenses such as printing and stationery, cleaning materials, repairs, lift maintenance, water charges etc			670,000.00	513,282.72	76.61%		
· Composite furniture and equipment			797,238.00	438,144.72	54.96%		
(ii) Teaching and Learning							
· Consolidated subjects			315,390.00	219,818.18	69.70%		
· Teaching aids, library books, reference books etc			105,000.00	73,863.40	70.35%		
· ECA, M&CE, Religious and Academic act, prog and resources			337,725.00	152,501.76	45.16%		
· Guidance, Discipline and Careers act, prog and resources			90,600.00	56,510.20	62.37%		
(iii) Development							
· Staff Development			88,700.00	9,874.60	11.13%		
(C) Fund set aside for Severance Payment/Long Service Payment	238,004.82	0.00	0.00	0.00	0.00%	0.00	238,004.82
Sub-total:	3,685,531.08	7,724,263.05	8,413,270.00	6,734,134.28	80.04%	990,128.77	4,675,659.85
(2) Cash Grant for School-based After-school Learning and Support Programmes	90,625.00	124,800.00	157,100.00	42,435.00	27.01%	82,365.00	172,990.00
(3a) Diversity Learning Grant (Other Programmes)	0.00	93,600.00	137,850.00	69,650.00	50.53%	23,950.00	23,950.00
(3b) Diversity Learning Grant (Other Languages)	1,400.00	7,800.00	7,800.00	7,800.00	100.00%	0.00	1,400.00
(4) Diversity Learning Grant (Applied Learning Courses)	0.00	141,130.00	141,130.00	141,130.00	100.00%	0.00	0.00
(5) Fractional Post Cash Grant	1,544.83	0.00	1,544.83	1,544.83	100.00%	(1,544.83)	0.00
(6) Teacher Relief Grant	494,103.15	226,530.00	520,000.00	492,270.00	94.67%	(265,740.00)	228,363.15
(7) Learning Support Grant for Secondary Schools	22,093.45	495,000.00	486,802.00	481,401.55	98.89%	13,598.45	35,691.90
(8) Enhanced Additional Funding - Support for NCS Students	350,150.33	800,000.00	953,516.60	942,492.00	98.84%	(142,492.00)	207,658.33
(9) Extra Recurrent Grant under ITE4	8,094.00	66,740.00	67,000.00	63,732.80	95.12%	3,007.20	11,101.20
(10) Information Technology Staffing Support Grant	197,928.00	317,338.00	250,000.00	201,583.00	80.63%	115,755.00	313,683.00
(11) Hong Kong Jockey Club Life-wide Learning Fund	12,556.80	947.90	12,556.80	12,556.80	100.00%	(11,608.90)	947.90
(12) Promotion of Reading Grant	0.95	61,980.00	60,000.00	57,634.60	96.06%	4,345.40	4,346.35
(13) Student Grant for Applied Learning Chinese	0.00	13,667.00	13,667.00	13,667.00	100.00%	0.00	0.00
(14) Life-wide Learning Grant	0.00	1,158,000.00	1,593,133.00	430,775.31	27.04%	727,224.69	727,224.69
(15) One-off School-based Speech Therapy Set-Up Grant	0.00	20,000.00	20,000.00	20,000.00	100.00%	0.00	0.00
(16) Prov to Sec Sch to Support NCS Students to Learn Ch Hist & Culture	0.00	100,000.00	50,000.00	0.00	0.00%	100,000.00	100,000.00
(17) Student Activities Support Grant	0.00	102,700.00	102,700.00	60,667.17	59.07%	42,032.83	42,032.83
(18) Special Anti-Epidemic Grant	0.00	25,000.00	25,000.00	22,936.00	91.74%	2,064.00	2,064.00
(19) CCFAP - Subsidy to Needy Students for Purchasing Mobile Computer Device	0.00	127,925.00	127,925.00	127,925.00	100.00%	0.00	0.00
Grand Total of Government Funds :	4,864,027.59	11,607,420.95	13,140,995.23	9,924,335.34	75.52%	1,683,085.61	6,547,113.20
Surplus of Government Funds of 2019/20 School Year :							1,683,085.61
II. School Funds							
· Tong Fai	578,012.48	118,660.00	100,000.00	97,461.22	97.46%	21,198.78	599,211.26
· Donation for Scholarship	57,676.74	8,000.00	20,000.00	10,000.00	50.00%	(2,000.00)	55,676.74
· Rental, students activities etc	1,936,199.98	825,857.90	1,000,000.00	1,137,829.76	113.78%	(311,971.86)	1,624,228.12
· Approved Collection for Specific Purposes : Teaching Materials and Facilities Fee, Student Union Fee etc	606,445.56	196,840.00	100,000.00	73,598.12	73.60%	123,241.88	729,687.44
Grand Total of School Funds :	3,178,334.76	1,149,357.90	1,220,000.00	1,318,889.10	108.11%	(169,531.20)	3,008,803.56
Surplus of School Funds of 2019/20 School Year :							(169,531.20)
III. Council Fund							
	7,997.40	1,500.00	2,000.00	763.10	38.16%	736.90	8,734.30
Surplus carried forward :							
Government Funds	6,547,113.20						
School Funds	3,008,803.56						
Council Fund	8,734.30						

Appendix 1: Capacity Enhancement Grant (2019-20)

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 	<ul style="list-style-type: none"> • 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"> • During class suspension, TA were trained to use Teams to conduct live streaming lessons, teachers found their help very supportive. 	<ul style="list-style-type: none"> • Training about 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	212,226.44
2	Committee/Subject Support Scheme	Employment of tutors for all the courses	393,900.00	141,495
Total			729,690.00	353,721.44

4 Major concerns in 2020-2021:

- 4.1 To employ a NET AT to co-teach with local English teachers on reading skills, more exposure to British accent and authentic reading materials.
- 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: Report on the Use of the Student Activities Support Grant
(2019/20)

I. Financial Overview

A	Allocation in the Current School Year:	\$102,700.00
B	Expenditure in the Current School Year:	\$60,667.17
C	Unspent Amount to be Returned to the EDB (A – B):	\$42,032.83

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	8	\$7,650.20
Full-grant under the School Textbook Assistance Scheme	102	\$31,155.50
Meeting the school-based financially needy criteria	75	\$21,861.47 (capped at 25% of the total allocation for the school year)
TOTAL	185	\$60,667.17 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ¹	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
1.1	Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises)							
Language	/	/	/					

¹ Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ¹	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
Cross-KLA (e.g. STEM)	/	/	/					
Expenses on Item 1.1		/						
1.2	Local activities: To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)							
Music	Brass Band Course Tuition Fee	27,485.50	21			✓		
PE	Boys' Basketball Team Coach Fee	2,715.00	8			✓		
PE	Girls' Basketball Team Coach Fee	447.00	2			✓		
PE	Boys' Volleyball Team Coach Fee	500.00	1			✓		
PE	Girls' Volleyball Team Coach Fee	1,260.00	3			✓		
PE	Badminton Team Coach Fee	1,850.00	5			✓		
PE	Table Tennis Team Coach Fee	310.00	2			✓		
PE	Dodgeball Club Coach Fee	1,520.00	5			✓		
PE	Boys' Football Team Coach Fee	480.00	1			✓		
Music	Wood Guitar Course Tuition Fee	400.00	1			✓		
	School Picnic Transportation and Ticket Fee	13,059.40	179			✓		
Expenses on Item 1.2		51,076.90						
1.3	Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions							
Art	An Exploration into the Arts and Culture in Beijing	8,620.80	5	✓				
Expenses on Item 1.3		8,620.80						

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ¹	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				
1.4	To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities							
PE	Basketball Shoes	1,800.00	3			✓		
PE	Spiked Shoes	219.47	1			✓		
	Expenses on Item 1.4	2,019.47						
1.5	Others							
/	/	/	/					
	Expenses on Item 1.5	/						
1.6	To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure							
/	/	/	/					
	Expenses on Item 1.6	/						
	Total	60,667.17	237					

Contact Person for Life-wide Learning (Name & Post): Mr Chan Ho Yin (Senior Teacher)

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 19 (including A. 3 CSSA recipients, B. 15 SFAS full-grant recipients and C. 1 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	0	0	0	/	/	/	/	/	/
Saturday English, Mathematics and Science Enhancement Programme	3	11	0	100%	October-June	7,200	<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	4	1	100%	September -August	13,010	<ul style="list-style-type: none"> Interview the participating students 	<ul style="list-style-type: none"> University students are recruited to be the tutors Subsidy exam fee of musical instrument and course fee of Physics Course 	100% of the participants agreed that tutorial, course and music learning were helpful with their study
Total no. of activities: 3									
@No. of participation counts	3	15	1						
**Total no. of participation counts	19				Total Expenses	20,210			

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
Animal Care	1	Achieved “Attained with Distinction (I)” level
Applied Psychology	3	1 withdrew, 1 achieved “Unattained” level and 1 achieved “Attained with Distinction (I)” level
Child Care and Education	3	2 achieved “Attained” level and 1 achieved “Attained with Distinction (I)” level
Computer Game and Animation Design	1	Achieved “Attained” level
Fundamental Cosmetology	2	All withdrew
Hotel Operations	2	All withdrew
Interior Design	1	Achieved “Attained” level
Patisserie and Cafe Operations	1	Withdrew
Western Cuisine	4	1 withdrew, 2 achieved “Attained” level and 1 achieved “Attained with Distinction (I)” level
	18	

2. Financial report

Category	Budget(\$)	Actual Expenditure(\$)
Diversity Learning Grant	266,780	216,040
Total	266,780	216,040

3. Evaluation

A total of 18 students took the Applied Learning Courses. The overall completion rate was 61.1%. Seven students withdrew and the passing rate of the remaining students is 90.9%. Ten students achieved “Attained” level or above including four with “Attained with Distinction (I)” level.

Appendix 6: Diversity Learning Grant (Gifted Education)
2019-2020

1. S.4 programmes

Name of programme(s)	No. of students involved	Evaluation
Japanese	1	Average test score was 83, the attendance rate of student was 86.8%.
PE	1	The student found the course useful.
Chinese subject: prose Course	0	Not held.
Pull-out programme for gifted students in specific areas	2	Subsidized students to enroll HKUST Dual Program, the student who studied Mathematics had obtained Grade F, the student who studied Life Science had obtained Grade B.
English Enhancement programme for Elite Students	0	No arrangement was made due to school suspension.
Mathematics: Trainings for Elite Students	0	Due to the outbreak of COVID-19 pandemic, the training course was cancelled.
Discipline Committee: Leadership Training Scheme	10	Due to the outbreak of COVID-19 pandemic, some activities could not be implemented. Over 90% participants agreed that the scheme could foster their leadership skills and team spirit.
Physical Education: Elite athletic training programme	10	Due to the outbreak of COVID-19 pandemic, the participants only finished 1/2 course. 70% of the participants agreed that the course could raise their interest and ability in athletic.
Geography: Inquiry geographical field trip	0	Not held. There are no S.4 students involved in the inquiry geographical field trip due to the outbreak of COVID-19 pandemic.
Visual Arts: Trainings for Elite Students Computer-aided design software course	14	Due to the outbreak of COVID-19 pandemic, the participants only finished 1/3 course. 70% of the participants agreed that the course could raise their interest in computer arts.

Visual Arts: Trainings for Elite Students Acrylic painting skills course	0	Due to the outbreak of COVID-19 pandemic, the training course was cancelled.
Chemistry: Trainings for Elite Students	0	Due to the outbreak of COVID-19 pandemic, the training course was cancelled.
Chemistry: Enhancement programme for Elite Students	0	Due to the outbreak of COVID-19 pandemic, the enhancement programme was cancelled.
History: Local Community Study	25	Due to the outbreak of COVID-19 pandemic, the programme could not be completed. Only one field trip was implemented. All the participants of this event agreed that the visits could help their learning and extend their historical knowledge beyond the curriculum.
	63	

2. S.5 programmes

Name of programme(s)	No. of students involved	Evaluation
APL	8	100% students completed the courses and considered the courses helpful.
Chinese subject: Debate Training Course	0	No arrangement was made.
Chinese subject: Literature Tour	0	Not held.
Chinese subject : Novel Course	0	Not held.
Pull-out programme for gifted students in specific areas	4	Subsidized students to enroll PolyU FENG 2 days University Experience Programme 2019.
English Enhancement programme for Elite Students	0	No arrangement was made due to school suspension.
Mathematics: Trainings for Elite Students	13	Due to the outbreak of COVID-19 pandemic, the participants only finished $\frac{1}{4}$ course. 100% participants agree that the course can raise their interest in Mathematics and foster higher order thinking skills
Discipline Committee: Leadership Training Scheme	16	Due to the outbreak of COVID-19 pandemic, some activities could not be implemented. Over 90% participants agreed that the scheme could foster their leadership skills and team spirit.
Geography: Inquiry geographical field studies	25	100% of participants agreed that field study courses could enhance their understanding of Geography and foster inquisitive mind in sustainable development in Tai Po New Town.
Biology Enhancement Programme for Elite Students	5	5 students participated the Joint School Science Exhibition during period from Feb 2020 to Aug 2020. 100% student agree that the skills of critical thinking are enhanced.
Visual Arts: Trainings for Elite Students Computer-aided design software course	0	Due to the outbreak of COVID-19 pandemic, the training course was cancelled.
Visual Arts: Trainings for Elite Students Acrylic painting skills course	14	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	0	Due to the outbreak of COVID-19 pandemic, the training course was cancelled.

Chemistry Enhancement programme for Elite Students	6	Due to the outbreak of COVID-19 pandemic, the enhancement programme was held for 5.5 hours.
History: Local Community Study	0	Due to the outbreak of COVID-19 pandemic, all activities planned were suspended.
	91	

3. S.6 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 obtained Grade B in the HKDSE.
PE	2	Students obtained Level 2 in the HKDSE.
Music	1	Student obtained Level 4 in the HKDSE.
Mathematics: Trainings for Elite Students	0	Due to the outbreak of COVID-19 pandemic, the training course was cancelled.
Liberal Studies: Critical Thinking Skills Course	19	100% participants agreed that the course could foster their skills in writing critical comments.
Chinese History: Critical Thinking Skills Training	8	67% of the participants agreed that the course could foster their critical thinking ability.
Visual Arts: Trainings for Elite Students Marker course	13	90% 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		/	58,480	82,650
Japanese		3,900	/	3,900
Music		/	/	5,200
Physical Education		8,000	/	10,400
Chinese subject: Debate Training Course		/	/	/
Chinese subject: Literature Tour		/	/	/
Chinese subject: Proses Writing Course		/	/	/
Chinese subject: Novel Writing Course		/	/	/
Pull-out programme for gifted students in specific areas		7,200	600	/
English Enhancement programme for Elite Students		/	/	/
Mathematics: Trainings for Elite Students		/	\$1,400	/
Discipline Committee: Leadership Training Scheme		\$9,000	\$14,400	/
Physical Education: Elite athletic training programme		10,800	/	/
Geography: Inquiry Geography field trip		/	1,800	/
Biology: Enhancement programme for Elite Students		/	/	/

Visual Arts: Trainings for Elite Students Computer-aided design software course		1,500	/	/
Visual Arts: Trainings for Elite Students Acrylic painting skills course		/	4,500	/
Visual Arts: Trainings for Elite Students Marker course: to develop students' skills		/	/	3,600
Chemistry: Trainings for Elite Students		/	/	/
Chemistry: Enhancement programme for Elite Students		/	\$ 825	/
History: Local Community Study		\$3,540	/	/
Liberal Studies: Critical Thinking Skills Course		/	/	\$9,000
Chinese History: Critical Thinking Skills Training		/	/	1,200
Sub-total		43,940	82,005	115,950
			Total:	241,895

5. Evaluation

5.1 Due to the outbreak of COVID-19 Pandemic, some of the courses were cancelled.

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: Promotion of Reading Grant

Part 1: Evaluation of the Effectiveness

1.1 Evaluation of the objectives:

Different source of ebooks and printed books broaden students' reading horizons and promote reading culture.

1.2. Evaluation of strategies:

1.2.1 Reading Talk:

The reading talk introduced different types of books to broaden students' horizons. Due to the situation of the epidemic, we had cancelled the whole-school book display, some students were disappointed.

1.2.2 English reading ambassadors training course:

Due to the situation of the epidemic, the training course was cancelled.

1.2.3 Book sharing and thematic book display

Reading ambassadors introduced different types of books to others. Due to the situation of the epidemic, some reading ambassadors introduced their favorite books to the other on the online TEAMS platform. Thematic book displays mainly cooperated with other subjects could cultivate the reading environment.

1.2.4 Reading club

The scheduled reading club after the whole-school book display were cancelled due to the situation of the epidemic.

Part II: Financial Report

	Item	In	Expenditure (\$)
	Balance from 2018 -2019	0.95	
1	Reading Grant 2019 -2020	61,980.00	
2	Subscription of Britannica Online		16,234.60
3	Subscription of Hyread ebook		21,800.00
4	Subscription of eClass English eBook - Interactive Series: 10 volume - Young Reader Series III: 20 volume		8,000.00 9,800.00
5	Reading Talk		1800.00
			ST: 57,634.60
6	Reserve for 2020-2021 (\$4346.35)		

Appendix 8: Life wide learning Grant
Report on the Use of the Grant
2019-2020

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Category 1	To organise / participate in life-wide learning activities												
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)												
English Language	Drama/ Musical Appreciation SCOLAR English Alliance - From Page to Stage Programme 2019	To expose students to authentic English drama and classic English literature, "A Tale of Two Cities"	/	/	Due to epidemic, the activity was cancelled.	/	/	✓					
English Language	SCOLAR English Alliance Short Story Appreciation	To appreciate a classic short story through a reading workshop	18 Oct 2019	S.1 – S.3 (15)	Students had exposure to Shakespeare literature. They did analysis of plot and characters. They added creative ending to the literature.	\$1,760	E1	✓					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Chinese Language	Drama appreciation(ticket fee)	To enrich students' learning experiences by arts appreciation	14 Jan 2020	S.4 – S.5 (11)	Students' response was positive.	\$1,000	E1	✓					
Chinese Language	Life-wide Learning Day	To enrich students' learning experiences by field trips or workshops	/	/	Due to epidemic, the activity was cancelled.	/	/	✓					
Mathematics	S.1-3 Olympic Maths Programme	To prepare students for inter-school Maths competitions	/	/	Due to epidemic, the activity was cancelled.	/	/	✓					
Geography	Fieldwork studies / field trip	<ul style="list-style-type: none"> - To develop a sense of gratitude to our natural environment and cherishing our world. - To enrich their academic or career aspiration in environmental interpretation 	/	/	Due to social event and epidemic, the activities were cancelled.	/	/	✓	✓				✓
Chinese History	Life-wide Learning Day	<ul style="list-style-type: none"> - To enrich students' learning experiences by field trips or 	/	/	Due to epidemic, the activity was cancelled.	/	/	✓					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
		workshops											
Chinese History	Field trips	- To enrich students' understanding of modern history of Hong Kong	/	/	Due to epidemic, the activities were cancelled.	/	/	✓					
History	Field trips and talks (local community)	- To help students' learning and extend their historical knowledge beyond the curriculum	30 Oct 2019	S.4 (25)	Due to social event and epidemic, some activities were cancelled. Only one field trip was implemented. All the participants of this event agreed that the trip could help their learning and extend their historical knowledge beyond the curriculum.	\$2,540	E2, E5	✓					
History	Board display and competition	- To cultivate students' interest in history	/	/	Due to epidemic, the activity was cancelled.	/	/	✓					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Science KLA	Life-wide Learning day-Disney's World of Physics	- To discover the vast world of physical science through hands-on experiments in Disneyland	/	/	Due to epidemic, the activity was postponed.	\$45,980	/	✓					
Science KLA	52th Joint School Science Exhibition	- To nurture students' Science excellence	Sep 2019 - July 2020	S.5 (5)	100% of students agreed that the activity enriched their science knowledge and their collaboration skills.	\$5,399.61	E7	✓					
Science KLA	53th Joint School Science Exhibition	- To nurture students' Science excellence	Feb 2019 – July 2020	S.6 (5)	The project proposal was partly completed. Exhibition was cancelled due to epidemic.	\$0	/	✓					
Integrated Science	Maths and Science Quiz(application fee)	- To promote students' interest in Biology, Chemistry, Mathematics and Physics through competition	/	/	Due to epidemic, the activity was cancelled.	/	/	✓					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Chemistry	Competition entry fee for Australian National Chemistry Quiz(H.K. Section)	- To experience a big-scale international chemistry quiz	/	/	Due to epidemic, the activity was cancelled.	/	/	✓					
Liberal Studies	Workshops or simulation games relating to the curriculum	- To experience the real-life problems so as to enhance their understanding of the problems	/	/	Due to epidemic, the activities were cancelled.	/	/	✓					
Liberal Studies	Visits to institutions such as T-Park and Zero Carbon Building	- To enhance their understanding of the functions of the institutions	/	/	Due to epidemic, the activities were cancelled.	/	/	✓					
Academic	Pre-S1 Summer Bridging Program	To ease students' transition from primary to EMI secondary school	26-29 Aug 2019	S.1 (125)	Students gave a very positive feedback to the bridging program. In a scale of 5 being the highest score, the average score of the 4 days Fun with English session was 4.65.	\$50,000	E6	✓	✓	✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Physical Education	HKSSF competition and other competitions	To widen student's horizon through various competitions	Sep – Dec 2019	S.1 – S.6 (154)	Due to epidemic, the participants could not finish all competitions. 70% of the participants agreed that the competitions could raise their interest and abilities.	\$24,520	E1, E2			✓			
Physical Education	School Sports Program for cycling activities from LCSD	To build active life style for students by introducing diversified activities	/	/	Due to epidemic, the activities were cancelled.	/	/			✓			
Expenses on Item 1.1						\$131,199.61							

1.2	Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)												
English Language	1. Speech Training 2. Debating Society 3. Scrabble Society	To reinforce learning strategies and skills	Oct-Nov 2019	S.1 – S.3 (19)	Students' attendance rate of speech training was high and they could learn the skills from the tutor. Due to epidemic,	\$6,800	E5	✓					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
					the activities of Debating Society and the Scrabble Society were cancelled.									
English Language	4. Speech Festival 5. HKSA Speaking Practice 6. IED Speaking Contest	To provide students with chances to develop their potential	Nov-Dec 2019	S.1 – S.6 (30)	Students' performance was good, but some events were cancelled due to social event. HKSA Speaking Practice and IED Speaking Contest were also cancelled.	\$3,810	/	✓						
Putonghua	Speech Festival and Training	To provide students with chances to develop their potential and reinforce their skills	Oct-Dec 2019	S.1 – S.6 (30)	Our school was awarded 2 first runner-up and 1 second runner-up. Other participants were also awarded with merit. Some events were cancelled due to social event.	\$9,900	E1, E5, E8	✓						
Visual Arts	CCC Kei Yuen College Creative Visual Artworks Exhibition 2020	To provide students with chances to develop their potential	/	/	Due to epidemic, the activity was cancelled.	/	/	✓		✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Visual Arts	SCAD Design Immersion Summer Challenge Camp	- To expose students to Art culture through attending the Summer Challenge Camp - To attend an Art course at SCAD	/	/	Due to SCAD close down, the activity was cancelled.	/	/	✓		✓			
School Promotion and Newsletter Team	The Society Caring Coloring Competition	To provide students with chances to develop their potential	/	/	Due to epidemic, the activity was cancelled.	/	/			✓			
Elder Academy	Social service for the elderly	To provide opportunities for students to serve the elderly	Nov – Dec 2019	S.1 – S.5 (29)	Most activities were cancelled due to epidemic. Students found it meaningful as tutors.	\$0	/				✓		
House	Inter-house competitions(Sports Day, cheering team, dance competition and game stalls)	To nurture student’s team spirit and leadership	/	/	Equipment were prepared but due to social event and epidemic, the activities were cancelled.	\$7,919.6	E7			✓			
Social Service Group	Air cadets training programme (leadership training, camping,	To widen student’s horizon through various activities	Sep - Dec 2019	S.1 – S.5 (20)	Most activities were cancelled due to	\$0	/			✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
	hiking)				epidemic. Students enjoyed the orienteering activity.								
Social Service Group	Boy scout training programme (training, camping, hiking)	To widen student's horizon through various activities	Sep - Dec 2019	S.1 (13)	Most activities were cancelled due to social event and epidemic.	\$1,430	E5			✓	✓		
Religion	Student gospel camp for nurturing in students' positive values and attitudes	To promote loving and caring atmosphere to others	/	/	Due to epidemic, the activity was cancelled.	/	/	✓					
Religion	Whole-person development workshops for fellowship	To develop their sense of gratitude and to provide opportunities for students to serve the people in need	Sep - Dec 2019	S.1 – S.6 (30)	Students could express their gratitude and encouragement to their schoolmates and teachers through school services.	\$4,000	E5		✓		✓		
Religion	Leadership training workshops for fellowship	To provide students with chances to develop their potential in leadership	Feb - Apr 2020	S.1 – S.6 (10)	Only online meetings were carried out to encourage students to explore their potential leadership.	\$800	E5	✓					

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								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				
Moral & Civic Education	Coach hire and ticket fee for OLE	To enrich students' learning experiences	Sep – Dec 2019	S.1 – S.6 (554)	Diversified life-wide learning activities, for example Career Live, STEAM VR, workshop about knowing myself were organised. Students could explore and broaden their horizons.	\$38737.2	E1,E2	✓	✓	✓	✓	✓
Moral & Civic Education	HKFYG leadership institute leaders foundation program	To equip students with leadership skills.	/	/	Due to social event and epidemic, the activity was cancelled.	/	/	✓	✓			
Moral & Civic Education	National education activities	To strengthen students' understanding of the development of our country in history, culture and technology	/	/	Due to social event and epidemic, the activity was cancelled.	/	/	✓	✓			
Moral & Civic Education	Service Learning Day	To enrich students' learning experiences in community service	Nov 2019	S.4 (120)	S4 students finished volunteering service at elderly home. Students found the experience rewarding as they could prepare the presents and program to be shared.	\$0	/		✓		✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Careers	S.1 Life Planning Programme	To help students understand their career aspirations through careers education.	Nov 2019 - Apr 2020	S.1 (125)	Some activities were held online. 100% of participants find the programme useful.	\$19,950	E5						✓
Careers	S.2 Life Planning Programme	To help students understand their career aspirations through careers education.	Mar – Apr 2020	S.2 (123)	All activities were held online. 96% of participants find the programme useful.	\$19,950	E5						✓
Careers	S.3 Soci Game (OLE day)	To help students understand their career aspirations through soci game.	Mar – Apr 2020	S.3 (116)	All activities were held online. 96% of participants find the programme useful.	\$24,950	E5						✓
Careers	Interview skill on further studies (Workshop)	To help students understand their academic aspirations through workshop.	1. Nov 2019 2. Jun 2020	1. S.6 (119) 2. S.6 (4)	1. 84% of participants find the workshop useful. 2. The activity was held online. 75% of participants find the programme useful.	\$5,200	E5						✓
Careers	Visits (Subsidies for bus fare)	To help students understand their academic aspirations through visits.	/	/	Due to social event and epidemic, the activities were cancelled.	/	/						

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
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Careers	Talks (Speaker fees)	To help students understand their academic aspirations through talks.	1. Oct 2019 2. Jan 2020	1. S.6 (119) 2. S.6 (4)	1. 84% of participants find the workshop useful. 2. 100% of participants find the programme useful.	\$3,400	E5						✓
Careers	Career Mapping (Instructor fees)	To help students understand their academic / career aspirations through career mapping.	1. Mar-Apr 2020 2. Oct 2019 & Apr 2020	1. S.4 (125) 2. S.5 (106)	1. All activities were held online. 85% of participants find the workshop useful. 2. One activity was held online. 97% of participants find the programme useful.	\$20,800	E5						✓
Music	Competition	To enhance students' horizon	Dec 2019	S.1 – S.5 (37)	The School Wind Band was awarded the merit award in 2019 Hong Kong Youth Music Interflows (Junior). Students were excited to have the opportunity to enhance their horizon.	\$5,785	E2			✓			

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								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				
P..E.	1. Cycling club 2. Badminton team 3. Basketball girls team 4. Basketball boys team 5. Volleyball girls team 6. Volleyball boys team 7. Athletic team 8. Football team 9. Table tennis team 10. Long run club 11. Dodgeball club	To provide students with chances to develop their potential	Sep -- Dec 2019	S.1 – S.6 (352)	Due to epidemic, the participants could only finish the first term training. 70% of the participants agreed that the training could raise their interest and abilities.	\$3,000	E1, E5			✓		
P.E.	School Sports Program for cycling club from LCSD	To develop students' potential	/	/	Due to epidemic, the activities were cancelled.	/	/			✓		
Pop Music Club	1. Guitar class 2. Drum class	To acquire skills for playing the guitar and the drum	Oct – Dec 2019 -	S.2 – S.4 (5)	Due to epidemic, the participants could only finish the first term guitar classes. 70% of the participants agreed that the guitar classes could raise their interest and abilities in playing guitar.	\$0	/			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Chinese Language	Off-campus competition (registry fee)	To provide students with opportunities to develop their potential	Oct - Dec 2019	S.1 – S.6 (29)	6 students participated in calligraphy competition. 23 students enrolled the Speech Festival. Only 13 could participate in competitions as some events were cancelled due to social event.	\$3,300	E1	✓					
	Training programs of speech and debating	To provide students with opportunities to develop their potential	Sep - Dec 2019	S.1 – S.6 (23)	Training was provided for the participants of the Speech Festival. Only 13 could participate in competitions as some events were cancelled due to social event. Our school was awarded 3 champions, 2 first runner-up and 2 second runner-up.	\$8,640	E5	✓					
Environmental Protection	Environmental protection ambassadors training courses and activities	To provide students with opportunities to develop their potential in leadership	Dec 2019	S.5 (25)	Students' understanding of the relationship between man and	\$1,500	E2	✓	✓		✓	✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
					environment was deepened. Due to social event and epidemic, some activities were cancelled.								
	Field studies activities for environmental protection	To develop their sense of gratitude in our environment	/	/	Due to social event and epidemic, the activities were cancelled.	/	/	✓	✓				
Drama Club	Drama Workshop (Performing and Stage Management) and performance	<ul style="list-style-type: none"> - To acquire acting skills, theatre skills and application - To prepare and present a proficient performance 	Sep 2019 - Aug 2020	S.1 – S.5 (20)	On-stage training was cancelled due to epidemic. Students were given training on basic video-shooting techniques and using video-editing apps. Students performed three 5-min radio drama clips with the use of dramatic techniques and editing apps.	\$1,200	E5			✓			
Discipline	S.1 Bridging Programme (Team building)	- To nurture team spirit in S.1 students	23 Aug 2019	S.1 (125)	99% of students responded positively. Many of them expressed	\$7,000	E6		✓	✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
					that they learnt team spirit and collaboration. In a scale of 6 being the highest score, the average score was 5.57.								
Discipline	Prefect Leadership Training Programme	<ul style="list-style-type: none"> - To provide students with opportunities to develop their potential in leadership - To nurture positive attitude in prefects - To help prefects set their personal goals 	Sep 2019 – July 2020	S.2 – S.5 (58)	99%, 96% and 96% of participants agreed that they possessed positive attitudes, gratitude, self-regulation and teamwork spirit respectively. 91% of the participants agreed that they were able to set up their personal goals. Some training activities were held online and some outdoor training activities were cancelled due to epidemic.	\$73,800	E6		✓				✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)						
								I	M	P	S	C		
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences						
Chinese, English, Putonghua, music	Refund of competition entry fee from Hong Kong Schools Music and Speech Association					(5,350)								
Physical Education	Refund of competition entry fee					(4,930)								

Expenses on Item 1.2 **\$261,591.8**

1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
English Language	A two-week inter-school or cross-subject Study Tour to England	<ul style="list-style-type: none"> - To expose students to western culture through staying with local families - To attend an English course at a well-known university like Cambridge or Oxford 	/	/	Due to epidemic, the tour was cancelled.	/	/	✓						
History & Geography	Study tour to South Korea	<ul style="list-style-type: none"> - To broaden students' horizon 	/	S,2 –S.5 (20)	Due to epidemic, the tour was postponed.	\$33,000	COVID	✓	✓					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
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		<ul style="list-style-type: none"> - To appreciate the culture of other countries - To understand the spread of Chinese culture 											
Visual Arts	Mainland Exchange Programme-An Exploration into Arts and Culture in Beijing	<ul style="list-style-type: none"> - To enhance students' understanding of Beijing's development in arts education and its artistic and cultural characteristics 	23-26 Oct 2019	S.4 (10)	Students could focus on and get involved in the visit activities. Students' understanding of Beijing's development in arts education was enhanced. They could also exchange their views with the tour guide, local students and other Hong Kong students. The reports they made after the tour helped them organise what they learnt. They also successfully presented the reports in the sharing session organised by the EDB.	\$4,983.9	E3, E4	✓		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	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)				
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Moral & Civic Education	Mainland exchange program	- To broaden students' horizons	/	/	Due to epidemic, the tour was cancelled.	/	/	✓	✓	✓		
Physical Education	4-day overseas P.E. exchange tour	- To expose students to other pattern of physical training overseas	/	/	Due to epidemic, the tour was cancelled.	/	/			✓		
Expenses on Item 1.3						\$37,983.9						
1.4	Others											
/	/	/	/	/	/	/	/					
Expenses on Item 1.4						\$0						
Expenses for Category 1						\$430,775.31						

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
STEM	STEM Week	To enhance STEM education through workshops, competitions, morning promotion and game stalls	Due to epidemic, the STEM Week was cancelled.
		Expenses for Category 2	\$0
		Expenses for Categories 1 & 2	\$430,775.31

*: 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	COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

Number of Student Beneficiaries

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

Contact Person for Life-wide Learning (Name & Post):

Wong Wai Lim William
Vice-Principal