

CCC Kei Yuen College

2020 – 2021



Annual School Report

CCC KEI YUEN COLLEGE

School Report

2020 – 2021

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School Vision, Motto, Mission, Core Values and Culture

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 recognize and put special attention to students’ individuality and provide them with abundant opportunities to develop their individual potential so that they could 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



School Core Values

Excellence with a Soul
Outstanding with a Heart

School Culture

Love & Care

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:

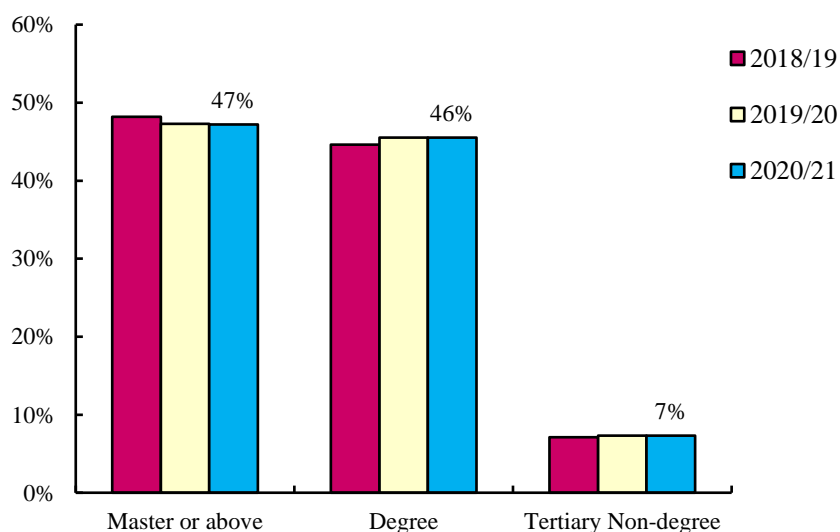
Types of School Managers	No. of Members	Types of School Managers	No. of Members
Sponsoring body manager/ Alternate Sponsoring body manager	8	Independent manager	1
Parent manager/ Alternate parent manager	2	School principal	1
Alumni manager	1	Teacher manager/ Alternate teacher manager	2

3. Teacher Qualifications

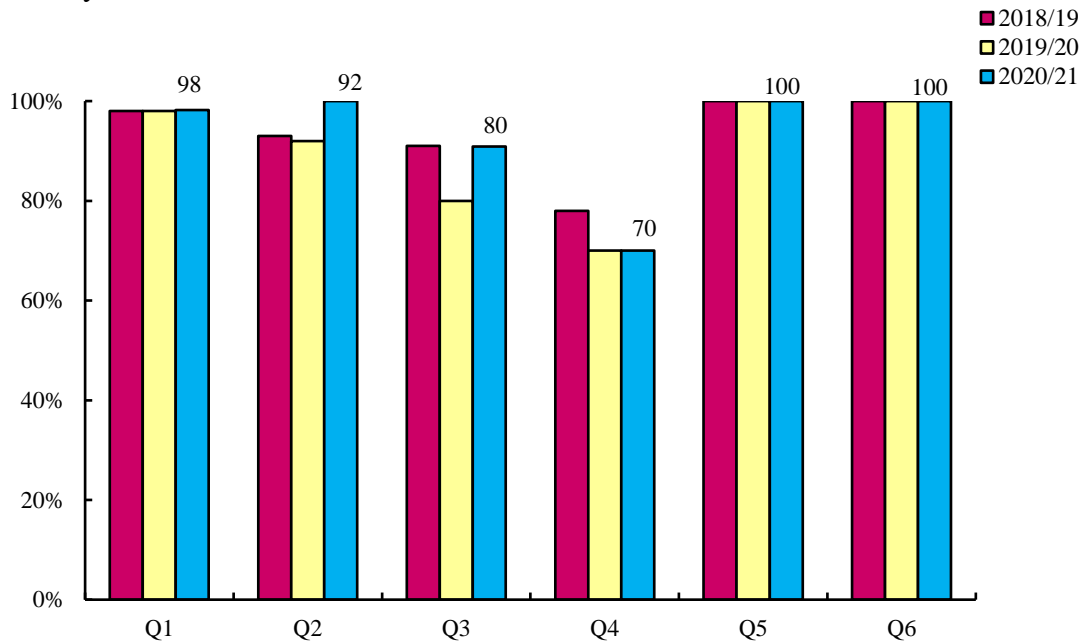
3.1 The total number of teachers in the past three years:

	Degree or above	Tertiary Non-degree	NET	Total
2018/19	51	4	1	56
2019/20	50	4	1	55
2020/21	50	4	1	55

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

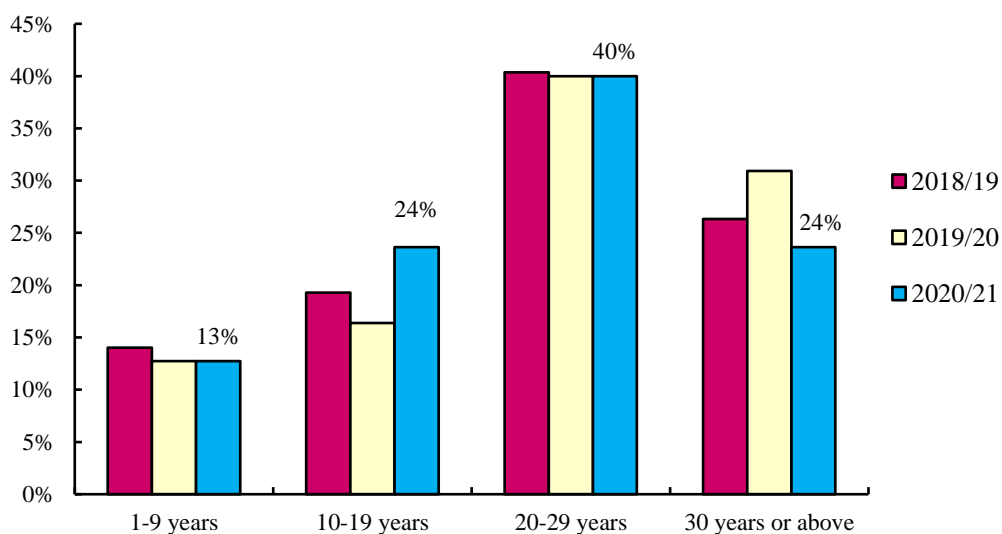


3.3 The percentages of teachers who have attained professional qualifications, received relevant subject training and met the language proficiency requirements in the past three years:

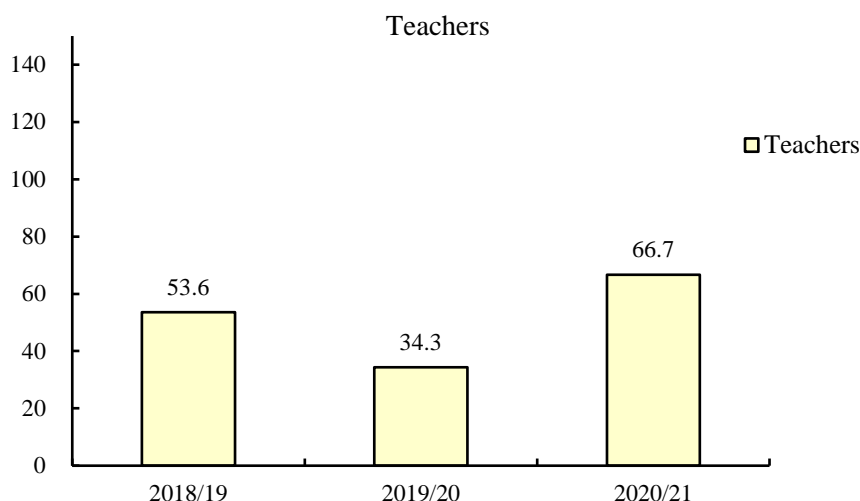


- Q1 Obtained professional qualifications
- Q2 Received relevant subject training in Chinese
- Q3 Received relevant subject training in English
- Q4 Received relevant subject training in Mathematics
- Q5 English teachers attaining language proficiency qualifications
- Q6 Putonghua teachers attaining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

3.4 Teachers' teaching experience in the past three years:



3.4 Continuous Professional Development hours of the Teachers:



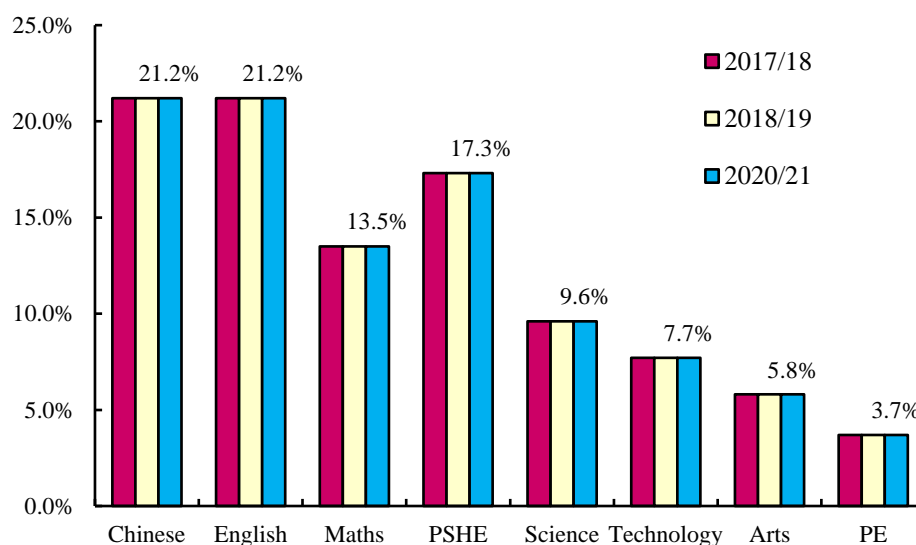
4. Class Structure and Student Population

The number of classes and students in the 2020/21 academic year:

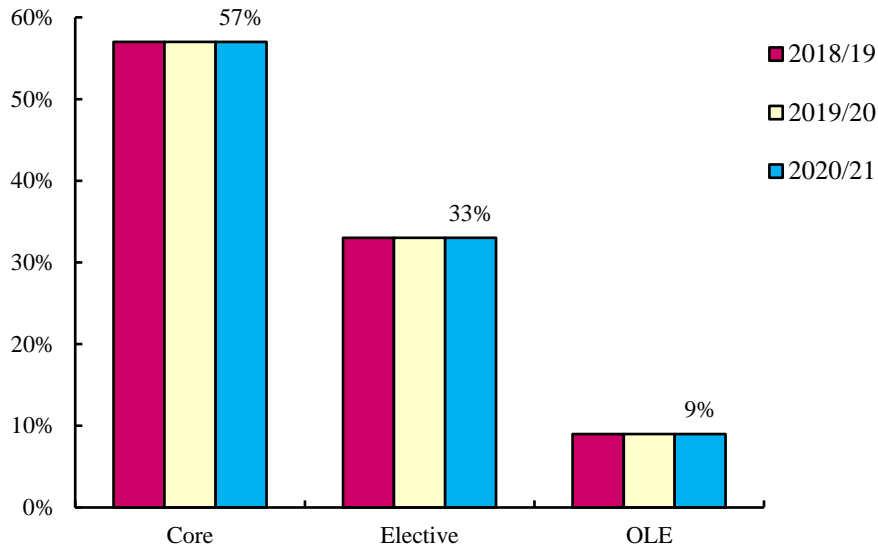
Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
No. of Boys	48	51	64	51	53	41	308
No. of Girls	78	67	54	62	67	62	390
Total No. of Students	127	118	120	113	120	103	698

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:

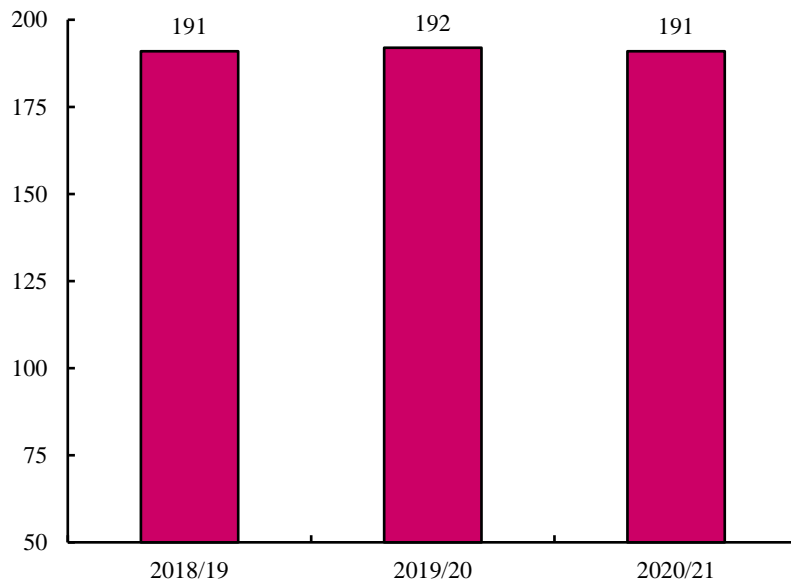


5.2 Starting from the 2009/10 academic year, the school has established the new NSS curriculum. The percentages of lesson time allotted to the core subjects, electives and other learning experience (OLE) are shown below:



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 Reflections on Major Concerns

I. Priority Task 1: To cater for learner diversity

A. Achievements

1. To enhance curriculum planning

- 1.1 All teachers enrolled in the EDB Online Foundation Course in Gifted Education, meaning they had comprehensive coverage of basic knowledge about gifted education.
- 1.2 Face-to-face class arrangement varied according to the development of the pandemic. Thus, teachers changed their teaching and learning plans in a timely manner, the number of courses suitable for enrolment reduced, and eight teachers (14.5%) enrolled in the EDB Advanced courses in Gifted Education.
- 1.3 All teachers completed cross-subject peer lesson observations and post-lesson discussions. This was a positive development in enhancing teaching through interflow between teachers. Teachers were willing to put into practice the observations and insights they gained from the shared exemplary teaching experiences.
- 1.4 Schemes of work for all subjects clearly demonstrated a differentiated curriculum, which provided differing learning content for students of various capabilities. Awareness of the need to design tiered assignments and assessments was aroused. Challenging questions were set in examination papers, and 95.7% of subjects infused challenging questions into daily assessments.
- 1.5 At least one lesson plan was designed in junior forms with differentiated instruction strategies in 13 of 18 subjects (72.2%). Teachers' awareness of meeting the needs of all students increased. Flipped classrooms, flexible grouping, and differentiated questioning were used, and teachers enhanced student learning by offering support based on individual needs.
- 1.6 There were split classes in S.4 English Language, Mathematics and Liberal Studies, S.5 Chinese Language, English Language and Liberal Studies, and S.6 Liberal Studies. One teacher arranged live streaming lessons to change split classes into form-based teaching. Moreover, the last few days of final exams (2019–2020) were cancelled, meaning neither the annual nor the final exam results could be used for comparison.
- 1.7 Lesson studies about self-regulated learning and betterment of teaching skills and strategies were conducted in May, and subject teachers of Chinese Language, English Language, Mathematics and History joined the studies. Due to the COVID-19 pandemic, one sharing session was conducted. Interview data from S.1 students revealed that they agreed that the lesson studies of self-regulated learning helped them to enhance their learning. Pre-lesson tasks helped them understand more about the topics teachers would teach. Most appreciated opportunities for peer group discussion. They agreed that group discussion made learning more interactive and collaborative. They were able to exchange ideas in their own group or with others. These exchanges made their work more creative and comprehensive.

2. To enhance mobile learning

- 2.1 Microsoft Teams was adopted as the integrated platform for blended learning. Starting from the current academic year, each class subject group has its own team for facilitating learning and teaching. The system now provides all features (learning content management system, assessments, live streaming teaching and communication) in a single integrated platform. This helps to facilitate blended learning to cope with the ever-changing environment under the new 'normal' in education.
- 2.2 All teachers participated in the Online Learning & Teaching Expo, with 85.2% of teachers finding the workshops useful. This was a good opportunity for teachers to access up-to-date professional development information and resources.
- 2.3 The continuous conduct of live, online synchronous lessons with students facilitated real-time delivery of class activities and some degree of interaction with students. All teachers increased the number of lessons using mobile devices in teaching. Teachers used interactive presentation platforms (such as Nearpod, Mentimeter, and Prezi) that offer instant feedback on students' understanding.
- 2.4 At least one demonstration or shared experience of the use of devices by teachers of the same or different subject disciplines occurred in 16 subjects (70%).

3. To reinforce gifted education

- 3.1 At least one pull-out programme within a school setting or enrolment for students in specialist training outside the school setting was offered by 18 subjects (78%). Many activities could not be held due to social events, the COVID-19 pandemic, and class suspensions. Teachers grasped every opportunity to strengthen student potential. Mathematics and Visual Arts arranged live-streamed pull-out courses. Tier 3 off-school support was offered through the Implementation Model for Gifted Education. For example, senior students took part in a Young Mathematics Talent Summer Class (2020) held by CUHK, Web-based Learning Courses for Gifted/More Able Students (The Changing Hong Kong Economy) were held by The Hong Kong Academy for Gifted Education and HKUST Dual Program (Life Science, Mathematics level 1), and S.3 students completed the HKUST Gifted Foundation Course in Physics (Level 1).
- 3.2 Students were nominated to take part in competitions or activities at district, regional, or international levels in 19 subjects (82.6%). Competitions included the 53rd Joint School Science Exhibition (JSSE), the 2019 Australian National Chemistry Quiz, The 71st Schools Speech Festival, the Odyssey of the Mind Pin Design Competition 2020, and the Winner of Visual Artist Student of the Year Award 2021 (organised by SCMP).

B. Reflection

1. Because all teachers have enrolled (or completed) the gifted education courses, the school will elicit more resources and assistance from related professionals. This will help teachers to build a learning community and develop stronger and more effective professional practices together through lesson studies in subject panels. Further, teachers are expected to put theory into practice by implanting gifted education into the curriculum, enhancing the school's pedagogy with gifted education.
2. To develop the pedagogy of teachers on catering for learner diversity and to enhance the effectiveness of classroom teaching and learning, the school curriculum will be renewed and school-based materials will be developed to render our students proactive learners.
3. Self-regulated learning will be further promoted. For example, pre-lesson learning guides with clear learning goals and choices of learning materials will be incorporated routinely in all subjects. Further, 30-min after-school self-regulated learning sessions will be arranged on a daily basis to develop the proactive study habits of S1 to S4 students. This is to nurture students as reflective learners and to reinforce their learning skills, including revision, evaluation, regulation, reorganising notes, and learning materials.
4. Student study habits will be nurtured by helping them master self-regulated learning techniques. This will include defining learning goals, developing reading and reflection habits, and enhancing note-taking skills.
5. Blended learning will be further developed based on our fruitful experiences with mobile learning. Technology will be integrated into the curriculum to enhance the engagement of students. Moreover, online learning tools will be provided for self-regulated learners to further their studies, and retired teachers will be hired to design self-learning materials and online assessments for students.
6. Due to the COVID-19 epidemic and outbound travel alerts, the study tours of England, South Korea, Taiwan, and Mainland China were cancelled. Accordingly, the school will arrange more external classroom learning activities and competitions to widen the horizons of our students. Collaboration with external bodies to arrange experiential learning activities (such as visits, field trips, and exchange tours) will also be arranged.
7. Collaboration among students was limited due to the COVID-19 epidemic, and the Student Peer Mentorship Scheme could not be held this academic year. In the new academic year, using heterogeneous grouping in cooperative learning will be promoted, as students can learn from differences between themselves and interact actively with diverse individuals while simultaneously sharing their unique abilities and interests.

II. Priority Task 2: Foster positive lifestyles

A. Achievements

1. To nurture positive attitude in students

- 1.1 To equip teachers with the ability to nurture students with positive attitudes and a Keiyuenese character, a workshop on growth mindset was organised. This provided opportunities for teachers to reflect on their attitudes towards both themselves and students. It was established that 73% of teachers perceived the workshop as useful.
- 1.2 Live-streaming prayer meetings were organised with the aim of communal support through prayer. The meetings were supportive, and the response from teachers was positive. While under stress caused by the epidemic in Hong Kong, this was an excellent platform for teachers to share and comfort through prayer. These prayer meetings were received with great appreciation.
- 1.3 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 during staff development says. Most teachers responded positively.
- 1.4 A ‘Qile Cake Charity Sale’ was held in gospel week, where teachers and students were generous in their purchases of ‘Qile Cake’. Further, students actively sold the qile cakes within a short period.
- 1.5 In the live-streaming morning assembly, 33 sharing sessions were held to strengthen students’ positive values, promote caring attitudes, and nourish their spiritual life. Teachers shared with students about English, Christianity, life planning, morals, and civic education. In times of class suspension, the messages provided through live-streaming morning assemblies were helpful for our students, and positive values could still be promoted. Further, P.E. morning assemblies were held every week for students of each form to promote healthy lifestyles.
- 1.6 Gospel Week and Easter Service (with evangelistic messages) were held. All the events were successful throughout Gospel Week, and all members of the Fellowship were invited to help with preparation. They engaged rigorously in Gospel Week, and the evangelistic assembly was successful. Easter Service was held through watching a video of the Hong Kong Gospel Festival. Students exhibited positive responses to these events and Christianity, and approximately 220 students decided to follow Jesus. Accordingly, training classes were organised for them to consolidate their understanding of Christianity and their faith in Jesus. In the Gospel Day Camp, students exhibited positive responses to Christianity, and they learnt a proactive and optimistic attitude from Jesus, which helped to foster their spiritual life.
- 1.7 Biblical study courses were organised via social media, and students were provided with study materials. In addition, their responses were followed by the preacher of

- 1.8 All classes of S1–S5 participated in the Window Decoration Competition by producing their own designs and class goals. Further, displaying their designs in their classrooms aligned with the school’s emphasis on positive values.
- 1.9 The S1 caring and development scheme was enhanced with the promotion of a growth mindset. Here, two lesson plans were designed for class teachers to teach the growth mindset in OLE periods.
- 1.10 Two post-exam activities with the theme of ‘Act Positive’ were held for S.4 and S.5 students to help them to learn how to relax.
- 1.11 Training activities were provided for prefects and BBBS. For example, the eight habits of highly effective teens were introduced into the prefect training course. All prefects agreed that they learnt the habits, especially in the five half-day prefect training camps. They also commented on how they learnt to be proactive, to respect the opinions and feelings of others, to appreciate the merits of others (and learn from them), to persist when faced with difficulties, and to attempt to solve problems. They also learnt to embrace failures and to appreciate the learning process. An activity was organised by BBBS for their schoolmates using ‘Act Positive, Love and Care for our campus’ as the theme. Here, students sent messages of encouragement by card delivery or through Google forms. In stressful times of the epidemic, this activity helped to promote positive attitudes among students.
- 1.12 Classroom teaching and subject activities organised by the history, geography, religious studies and life education subject areas on teaching positive attitudes and the habits of highly effective teens helped students nurture positive attitudes (such as respect and appreciation). In history classes, the attitude of respect was taught through the topics of the Stone Age, the Renaissance, and world wars. In geography classes, students joined the Urban Planning Outreach Programme organised by the Planning Department. Students’ reflective writing demonstrated their respect for the environment with the concept of sustainability when developing new towns. In religious studies classes, a reading programme was organised, with 91% of students participating in the programme. Most of their reading reports exhibited positive attitudes and respect for Christianity. In life education classes, 17 lessons (S.1:5, S.2:5, and S.3:7) were incorporated that taught positive attitudes/Keiyuenese character and eight habits of highly effective teens. Students appreciated the chance of putting these positive values into practice, including sharing, games, and reflection.

2. To enhance students’ spirit of serving

- 2.1 To restructure OLE and social services, the OLE and Social Services Group were enacted. An enhanced framework for social services for Kei Yuen students was also devised to enhance the participation of students in community service.
- 2.2 All S.1 students joined one of the service groups.

2.3 Although the chances for serving the community were few during the Covid-19 epidemic, students continued to serve their schoolmates on campus. The Student Union, BBBS, and prefects organised cheer-up activities to help fellow schoolmates release any pressures and boost their positive energy. These activities were appreciated by both teachers and students.

2.4 An award scheme for community service was instigated to encourage students to participate in community service.

B. Reflection

1. Whole person development will be enhanced. Surveys (2019/20) by teachers and students indicated that they expected students at Kei Yuen College to possess six positive attitudes: respect, love, kindness, gratitude, perseverance, and love of learning. These will become the main virtues of 'Keiyuenese'. The messages about respect were conveyed to students in different ways to internalise 'respect' within students. Further, various training activities will be continued to strengthen leadership in our students. Leadership training should focus on both skills and character, focusing on the six positive attitudes mentioned previously. The eight habits of highly effective teens will be explored and promoted to nurture student leadership. The test score for the growth mindset tendency of students in the first term was 6.6 (average), which was a satisfactory result. To maintain and enhance this score, the S.1 bridging course, classroom learning atmosphere, curriculum review, English learning, assessment design, and self-regulated learning should be explored. The growth mindset will also be extended from S.1 to S.2. In addition, the role of form teachers will be strengthened to help students develop a growth mindset. Finally, external competitions and activities (such as study tours) will be promoted to provide more opportunities for exposure to all students, enhancing positive lifestyles.
2. Our students learned by serving others, which emerged as good practice for enriching student learning experiences. Further, service learning will be a focus of student development, and student-led approaches to service learning will be continued. To organise social services more effectively and to promote the spirit of serving, service activities will be enhanced with the setting up of OLE and Social Services and through awards for community service. Our school also assigns students with roles involving responsibility and planning when running activities and services, which enhances leadership skills and confidence. The sustainability of student leadership in ECA, OLE, and various student organisations should be enhanced with a succession plan, PIE documentation, and the promotion of a growth mindset.
3. The COVID-19 epidemic, class suspensions, and face-to-face classes on a half-day basis continue to affect the normal running of school. Moreover, a staff development workshop on the eight habits of highly effective teens was cancelled, and some student activities could not be held. These included face-to-face morning assemblies, commentary competitions, inter-house dance competitions, the 'Give a day, get a Disney day' activity, some leadership training programmes, and many community services. As these activities can help students develop positive attitudes, they will be repeated/continued in the forthcoming academic year.

III. Priority Task 3: Enhance life planning education

A. Achievements

1. To enhance students' understanding of life planning

- 1.1 Live-streaming morning assemblies related to life planning were conducted by teachers for all students.
- 1.2 Careers information was disseminated through the eClass Student App on 12 occasions, and student understanding of life planning was enhanced.

2. To help students to understand their academic/career aspirations

- 2.1 Three virtual reality visits were arranged.
- 2.2 Two career education lessons were conducted for S.1 and S.2, three lessons for S.3, two lessons for S.4 and S.5, and seven lessons for S.6 in OLE periods.

3. To help students to set/achieve their personal goals

- 3.1 One sharing of alumni was arranged on further studies or works with proactive and optimistic attitudes.
- 3.2 Students were nominated to take part in the Applied Learning courses. Here, 87.5% of the participating students considered the courses helpful for planning their academic/career pathways.
- 3.3 Students were nominated to take part in the interview skill workshops, where all participating students considered the workshops helpful for planning their academic/career pathways.
- 3.4 An experience day was organised to provide opportunities for prefects to reflect on their personal life goals. Here, 97% of participants agreed that they were more aware of the values behind different occupations. Further, 94% agreed that this awareness could help them to explore and develop their interests more effectively, helping them to prepare and plan their personal life goals and career development.
- 3.5 To help students to set and reflect on their personal goals, the Parents' Day was linked to Careers and Life Planning. On the Parents' Day, students reviewed their goals with parents and form teachers.
- 3.6 Information about S.1 is stored in the eClass iPortfolio to help form teachers know and understand their students, which will help them to set and review their personal goals.

B. Reflection

1. As life planning is an ongoing and lifelong process for personal fulfilment, we consider

that life planning education plays a significant role in developing students' self-understanding, goal setting, reflective habits, and articulation of progression pathways. Accordingly, life planning education will be further enhanced over the coming years. Careers information can be sent through the Student App, Career Newsletter to enhance students' understanding of life planning. In addition, students will be further equipped with the requisite knowledge, skills, and attitudes to make wise choices in accordance with their interests, abilities, and orientations. Further, they will 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 developments, a more systematic way of helping students set and orientate their personal goals will be adopted. The Careers and Life Planning Day and the Parents' Days provide opportunities for students to set (and reflect upon) their personal goals. In addition, the role of form teachers in helping students to set and orientate their personal goals will be strengthened. The eClass iPortfolio can be a tool for teachers to access student information and for students to reflect on their personal goals. Moreover, the idea of a 'growth mindset' can be explored to help students cope with changing and challenging situations and re-orientate their goals accordingly. In addition, awards can be given to students for goals achieved and great improvements. Success sharing can also be organised to promote positive attitudes. Finally, an alumni newsletter could be instigated as a way of sharing career pathways and of connecting with students to help them when setting personal goals.
3. Due to the COVID-19 epidemic and class suspensions, the experience programmes (including career visits and face-to-face morning assemblies conducted by career prefects) could not be held. These programmes help students experience real situations in the workplace, helping them to develop self-understanding and goal setting and to gain a fuller understanding of their academic/career pathways. Therefore, they will be continued in the forthcoming academic year.

Our Learning and Teaching

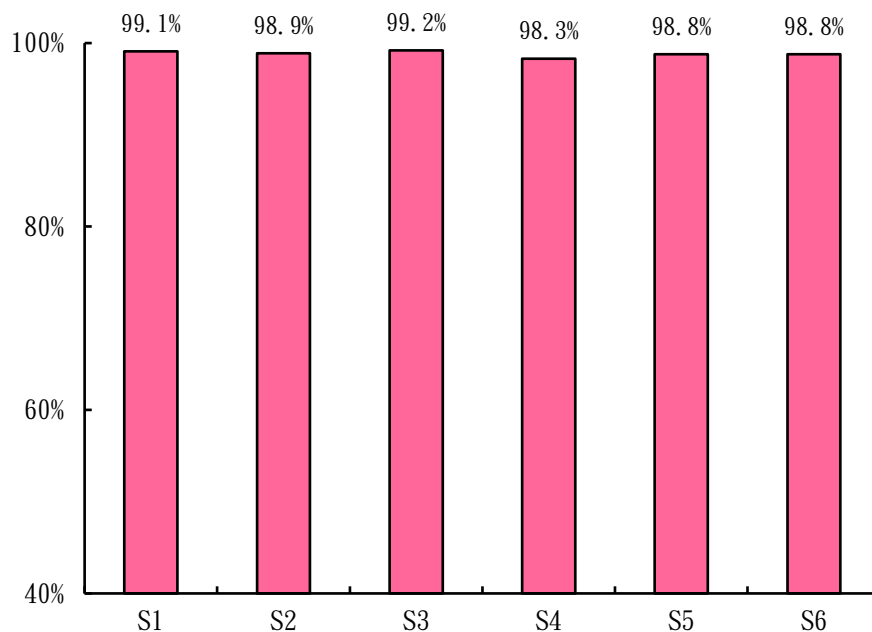
1. Holistic Plan

- 1.1 **School-based Curriculum:** In addition to the core curriculum proposed by the CDI, we have our own school-based curriculum. Since the 2016/17 academic year, life education and liberal studies have been integrated into the formal curriculum from S.1 to S.3. The aim of this subject area is to foster positive values and attitudes among students. To provide more learning experiences, the afternoon sessions on Day 6 are reserved for OLE periods, in which subjects and committees within the school can organise diverse learning activities for students.
- 1.2 **Senior Secondary Education Curriculum:** Since the 2016/17 academic year, three elective subjects have been offered for S.4 classes. This allows students to take their electives with reference to their own interests and abilities.
- 1.3 **Medium of Instruction (MOI):** Since 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, 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. In addition, the Kahoot, Quizlet, Nearpod, Edmodo, and Google Form apps were used as tools for consolidating (or providing) additional information and extended learning activities. These included online reading, unit exercises, and discussion forums. E-learning is a good method of cultivating student habits of self-directed learning. Further, eResources such as BrainPop have been used for self-study purposes in some subjects, and mobile learning has been introduced in recent years to facilitate teaching and learning.
- 1.5 **Project learning:** Since 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 hypotheses, searching for information, and reporting, which are the major components of independent enquiry studies in NSS liberal studies.
- 1.6 **Gifted Education:** Our school has adopted the ‘Three-Tier Implementation Model’ to plan and implement school-based gifted education. Here, exploring the thinking, creative abilities, and social skills of students are the foci of gifted education. In addition, tiered assignments, challenging questions, and sequential/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. Here, S.1 classes take part in Beach Cleaning Day, S.2 have voluntary service for the elderly, S.3 engage in the Hunger Banquet, and S.4 have the Flag Selling Day. Moreover, a wide variety of activities are organised, such as the Kei Yuen Elder Academy, Flag Raising Ceremony, and study tours to mainland China. All these activities offer students chances to serve the community, build 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 to promote English speaking environmental. Moreover, students are encouraged to contribute their best work. We energise English assemblies using quiz apps (such as Kahoot), and we host 4 English action days each year with themes such as ‘Taiwan Culture Trip!’. Further, we actively promote English reading time during the school day and offer debating to S1 and S2 students for a part of the year, and a debate team currently participates in the PTU Debating tournament. All these activities and initiatives mean that all students are provided with basic training. In the English Corner, we have a ‘hang out’ zone where students can practice their DJ skills and chat informally with NETs or even play VR games! As part of language across the 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

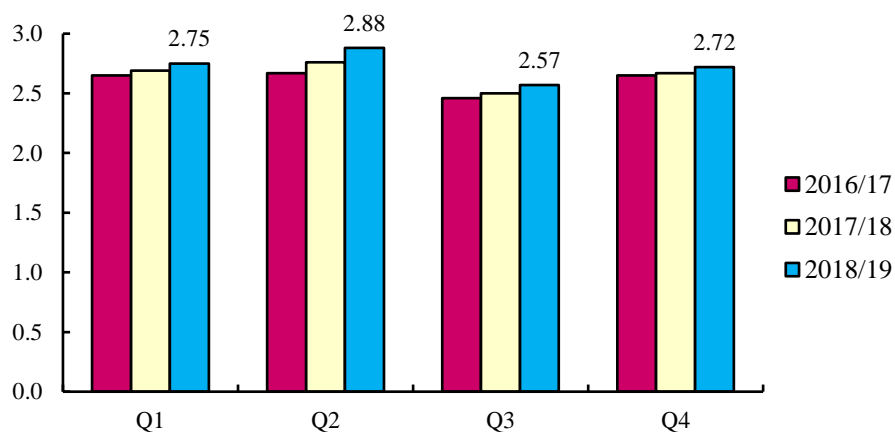
Student attendance rate in this academic year (2020/21):



3. Student performance in the Reading Scheme

3.1 Due to the COVID-19 epidemic and class suspensions, the total number of reading materials borrowed in 2019/20 had not been calculated.

3.2 Due to the COVID-19 epidemic and half-day face-to-face lesson arrangements, no lunchtime reading scheme has been conducted in the academic years of 2019/20 and 2020/21.



Q1 The scheme cultivates my everyday reading habits

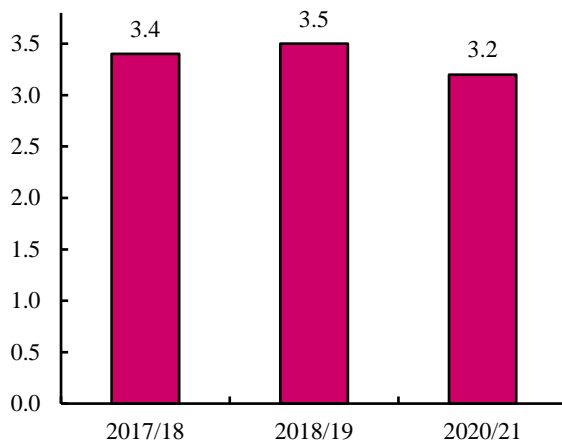
Q2 The scheme encourages me to read more

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

Q4 The scheme raises my reading interests

(Here, 4 is the highest score representing 'strongly agree'; 1 is the lowest score representing 'strongly disagree'; and 2.5 is the average score.)

3.3 Student self-evaluation on ‘Students’ Reading Habit‘ in the stakeholder survey in the academic years of 2017/18, 2018/19, and 2020/21:



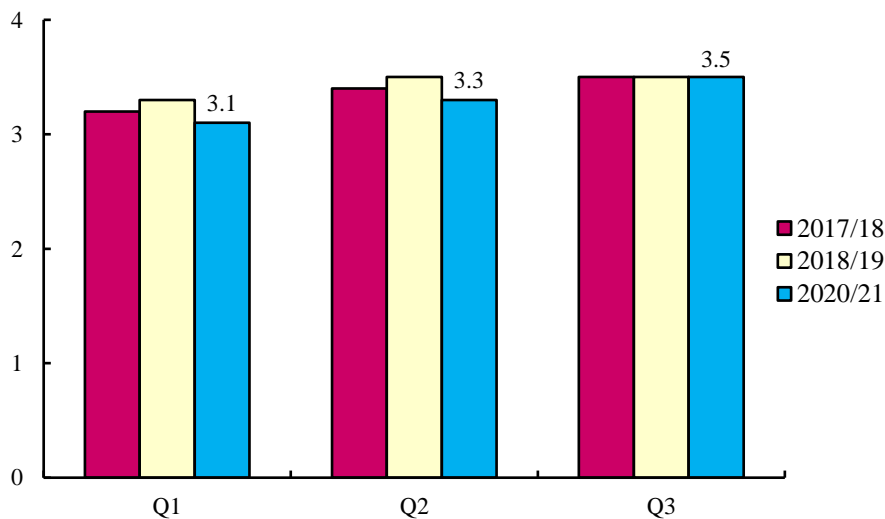
I often read materials such as leisure reading materials and newspapers outside class

(Here, 5 is the highest score representing ‘strongly agree’; 1 is the lowest score representing ‘strongly disagree’; and 3 is the average score.)

4 Student learning attitudes and their ability to master learning strategies

4.1 Due to the COVID-19 epidemic and class suspensions, student self-evaluation in 2019/20 had not been collected. The data were collected at the end of the school years of 2017/18, 2018/19, and 2020/21.

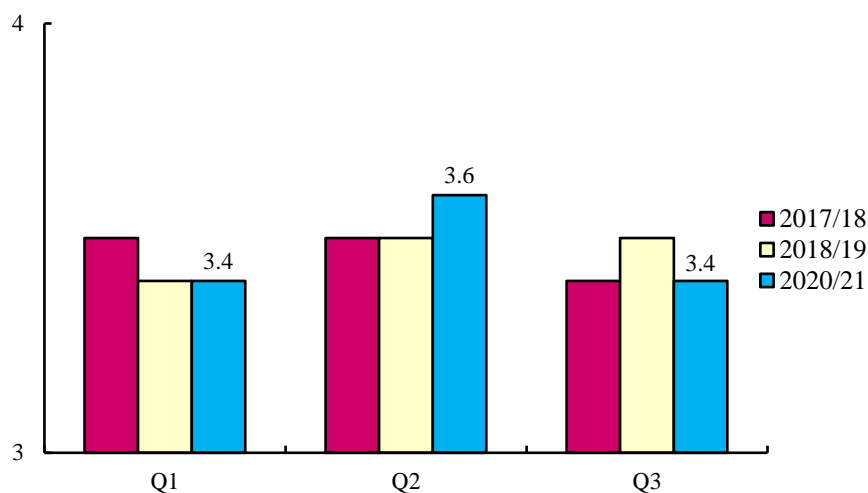
4.2 Student self-evaluation on ‘Student Learning’ in the stakeholder survey:



- Q1 I am confident in learning
- Q2 I take the initiative to learn
- Q3 I often do my assignments seriously

(Here, 5 is the highest score representing ‘strongly agree’; 1 is the lowest score representing ‘strongly disagree’; and 3 is the average score.)

4.3 Student self-evaluation in the stakeholder survey on ‘Student’s Learning Strategies’ in the academic years of 2017/18, 2018/19, and 2020/21:



Q1 I know how to set learning goals for myself

Q2 I often review my learning

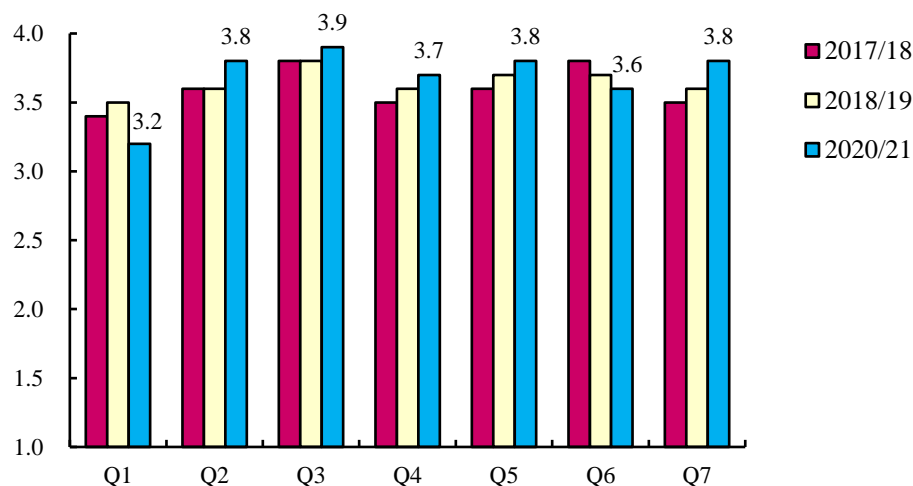
Q3 I am able to apply learning strategies

(Here, 5 is the highest score representing ‘strongly agree’; 1 is the lowest score representing ‘strongly disagree’; and 3 is the average score.)

5 Student views on teaching

5.1 Due to the COVID-19 epidemic and class suspensions, student views on teaching in 2019/20 had not been collected. The data were collected at the end of the school years of 2017/18, 2018/19, and 2020/21.

5.2 Student evaluation of ‘My Views on Teaching’ in the stakeholder survey:



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 enquire about different issues in lessons

Q6 The teachers often arrange learning activities in lessons

Q7 The teachers often give us encouragement in lessons

(Here, 5 is the highest score representing ‘strongly agree’; 1 is the lowest score representing ‘strongly disagree’; and 3 is the average score.)

1. Summary

- 1.1 In the section ‘My views on student learning’ contained in the EDB questionnaire, the question about ‘takes the initiative to learn’ scored 3.51, 3.4, and 3.29 in the views of teachers, parents, and students, respectively. Moreover, the question about confidence in learning elicited scores of 3.47, 3.29, and 3.07 from teachers, parents, and students, respectively. Here, student perceptions were lower than those of the other two types of stakeholders. Students are more confident and ready to internalise skills and knowledge, as they have a greater sense of ownership of their learning. Accordingly, self-regulated learning will be further promoted to foster proactive and self-motivated learners. Further, pre-lesson learning guides with clear learning goals and choices of learning materials will be incorporated routinely in all subjects. In addition, after-school self-regulated learning sessions (30 min) will be arranged on a daily basis to develop the proactive study habits S1 to S4 students. The purpose is to nurture students as reflective learners and to reinforce their learning skills, such as revision, evaluation, regulation, reorganising notes, and learning materials. Moreover, subject panels will further develop e-learning tools and online self-learning resources.
- 1.2 In the section ‘My views on student learning’ within the EDB questionnaire, the question about ‘often reads materials such as leisure reading materials and newspapers outside class’ scored 3.26, 2.97, and 3.15 in the views of teachers, parents, and students, respectively. Accordingly, the passion and habits pertaining to reading could be enriched for students. In addition, the curriculum (RaC) will be promoted. Through engaging in purposeful and meaningful reading, students are guided to connect reading texts related to various KLAs with their previous knowledge and life experiences. Moreover, RaC lessons for both Chinese and English languages will be arranged to provide a favourable reading environment during class to cultivate reading interests and habits. To cater to student diversities (various talents and learning needs), an additional RaC lesson will be arranged in S.4 and the cross-curriculum committee, library, subject heads, and prefect of study will formulate a plan of Massive Open Online courses (MOOC) and RaC for S4 students.
- 1.3 To unleash academic potential, examination directing strategies and data analysing tools will be used to enhance the learning effectiveness of students.
- 1.4 To prepare our students for the local and global changes taking place in various fields, Global Week will be introduced to offer students the opportunity to interact with foreigners and to stimulate curiosity about the world. Further, a cross-curriculum committee will be instigated to collaborate with the HKU Centre for the Enhancement of Teaching and Learning (CETL) in The HAVE Global Competence Programme.
- 1.5 English learning will be further enhanced, and more NETs will be employed to help promote English learning and to enrich the English learning atmosphere in the school.

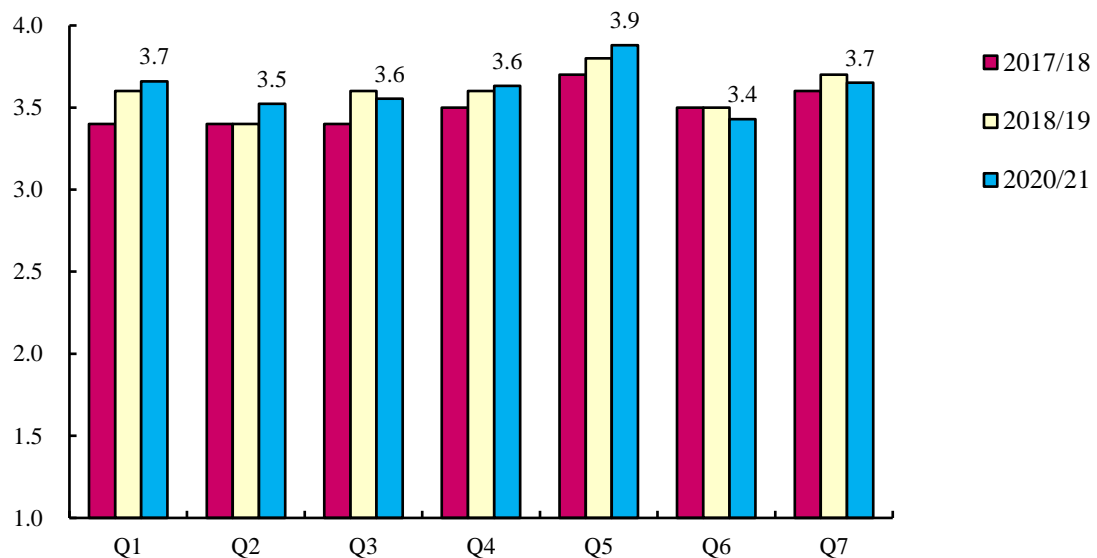
Support for Student Development

1. Holistic Plan

- 1.1 Our school uses a whole-school approach for nurturing our students, whereby all the administrative committees in the 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 To support the full development of students and to provide them with individual care, we place great emphasis on the role of form teachers. Accordingly, 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 improved teacher-student relationships. For senior secondary classes, the school also tries hard to keep the same form teachers for all three years.
- 1.3 The morning assembly is regarded as an important way of fostering whole-person student development. Morning assemblies on Days I and II are for religious and spiritual cultivation; Days III and IV are related to moral, affective, and civic education; while Days V and VI assemblies are academic oriented. In addition, the school develops student confidence and self-esteem by recognising their achievements in prize-giving ceremonies and through achievements being displayed on 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 student potential for multiple intelligence. These awards 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 all-round development of students in moral, intellectual, physical, interpersonal, and aesthetic aspects, the 'Kei Yuen Award', 'I Can Do It Scheme', and 'Outstanding Class Committees Scheme' have also been inaugurated.
- 1.5 With regard to addressing student cases, the Guidance Committee works closely with the Discipline Committee and school social workers. Here, 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. To accommodate students with SEN, an appropriate mechanism is implemented to offer them guidance, support, and a referral service to facilitate their learning.
- 1.6 To maintain a disciplined and orderly environment for study, the Discipline Committee works in close collaboration with the form teachers and the Guidance Committee. Here, both preventive and remedial measures are provided to help students learn how to be responsible people. For example, there are 7-day bridging courses for S.1 entrants, the Enhancement Scheme helps students to learn from their minor misbehaviours, and prefect training boosts their leadership skills. These strategies are introduced to cater to student needs in different stages of growth.

2. Students' views on support for student development

- 2.1 Due to the COVID-19 epidemic and class suspensions, student views on support for student development in 2019/20 had not been collected. The data was collected at the end of school years of 2017/18, 2018/19, and 2020/21.
- 2.2 Student 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 necessary to get along with others.

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 (e.g., in respect to extra-curricular knowledge and life skills) are increased.

(Here, 5 is the highest score representing 'strongly agree'; 1 is the lowest score representing 'strongly disagree'; and 3 is the average score.)

3. Summary

Scores received from the school-based APASO survey indicated an increase in the scores for four questions. These indicated positive feelings about teacher-student relationships and the efforts of the school in nurturing positive values in students. The questions that exhibited a decrease reflected the effects of the epidemic, which made extra-curricular activities almost cease completely.

In the coming academic year, the school will continue to facilitate the organisation 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. This will ensure they can be sufficiently fit (physically and mentally) and adequately mature to make wise subject and career decisions in their course of learning.

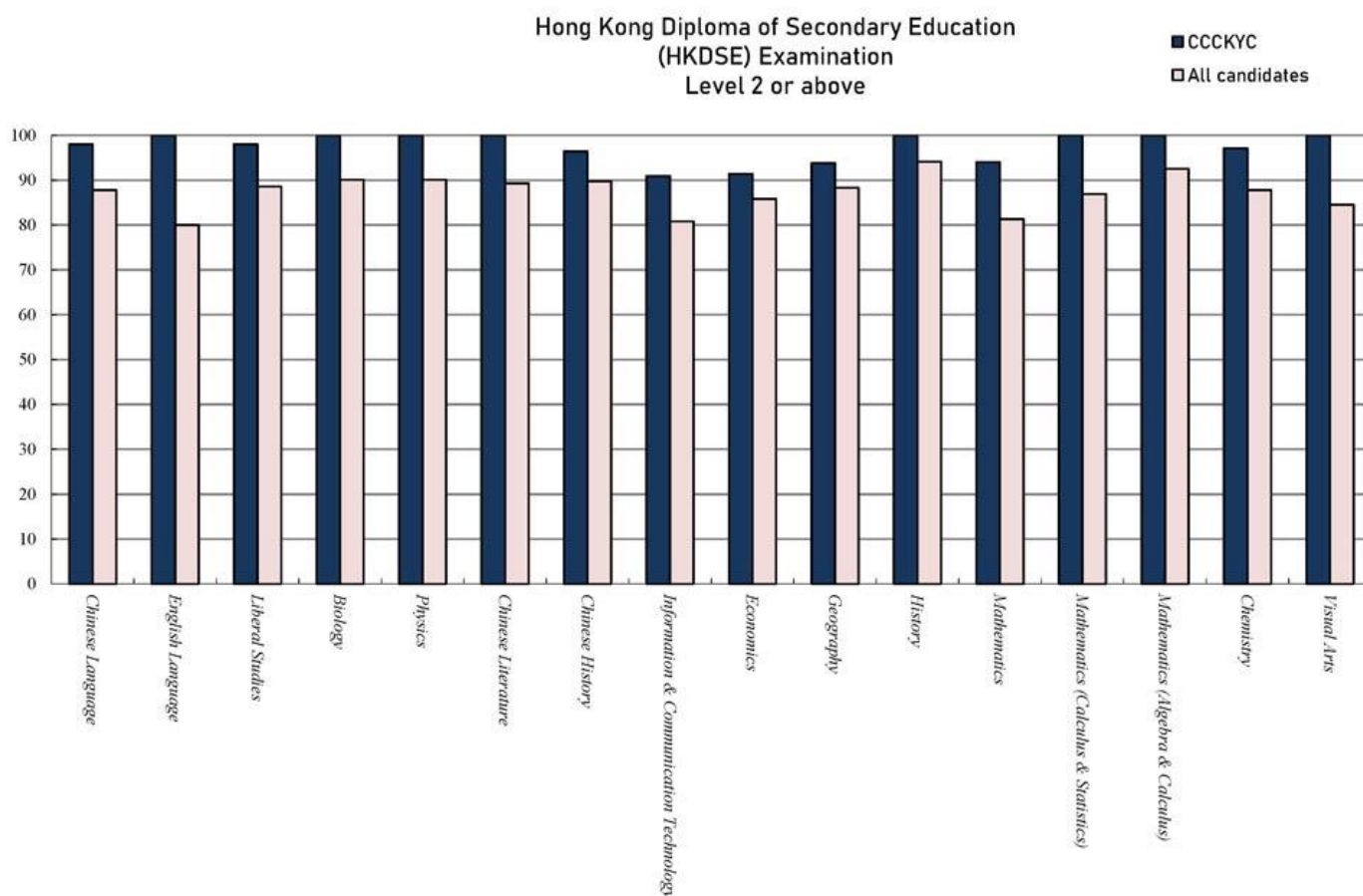
Student Performance

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 over the past three years:

Year	Chinese	English	Mathematics
2018/19	61.52	56.26	64.66
2019/20	No test was conducted by HKEAA in this academic year		
2020/21	No test was conducted by HKEAA in this academic year		

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



Average pass rate of all subjects : 97.1%

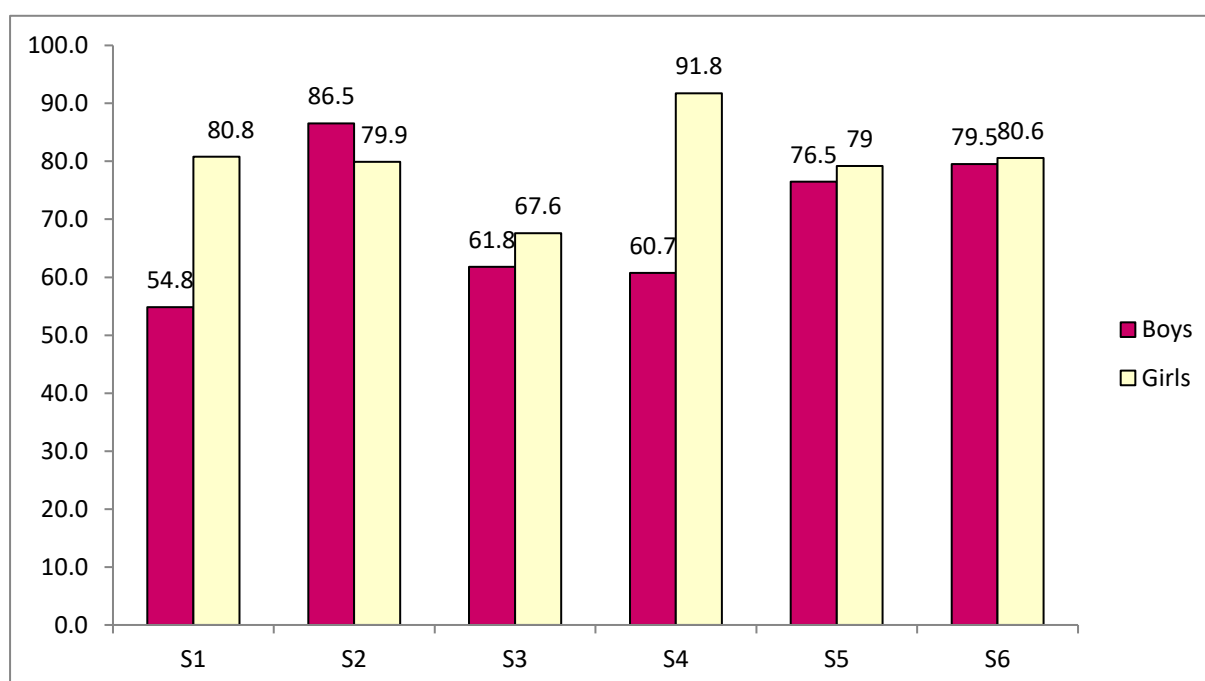
Average pass rate of English language : 100%

Average pass rate of Chinese language : 98%

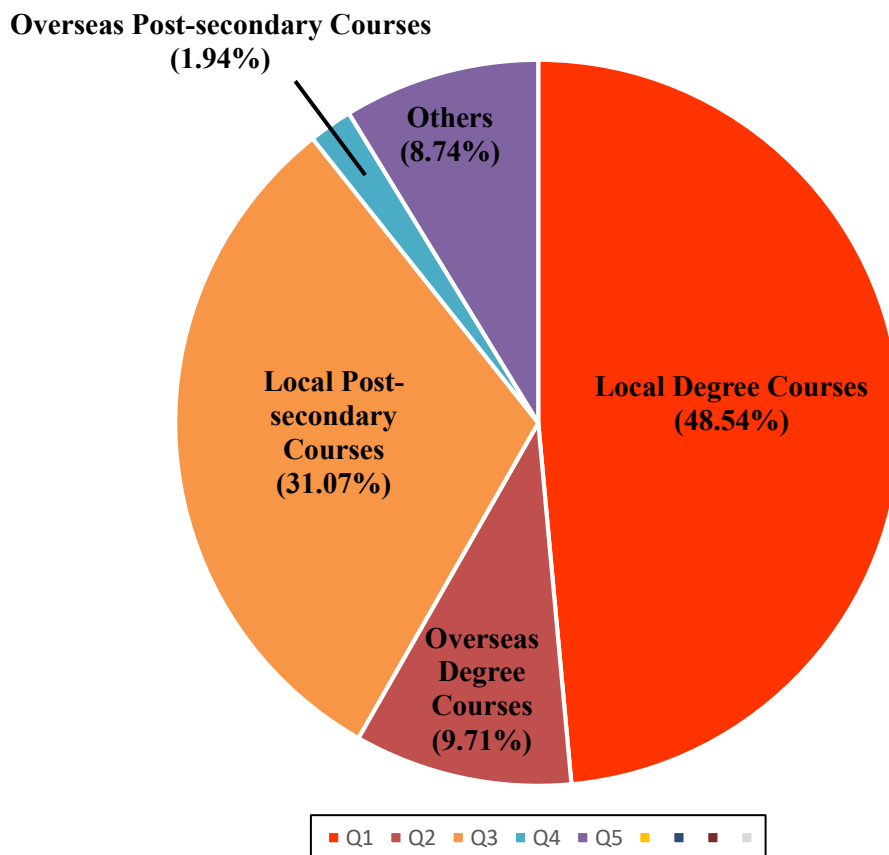
Results of the Hong Kong Diploma of Secondary Education Examination over the past three years:

Year	2018/19	2019/20	2020/21
Total no. of candidates	123	119	99
No. and % of students obtaining 2222 (Core subjects)	111 (90.2%)	95 (79.8%)	91 (91.9%)
No. and % of students obtaining 3322 (Core subjects)	78 (63.4%)	69 (58%)	72 (72.7%)
No. and % of students obtaining 3322 (Core subjects + 2 electives level 2 or above)	73 (59.3%)	64 (53.8%)	69 (69.7%)

3. Percentage of students within the acceptable weight range in 2020/21



4. Destinations of Secondary 6 Graduates in 2020/21



- Q1 Local Degree Courses
- Q2 Overseas Degree Courses
- Q3 Local Post-secondary Courses
- Q4 Overseas Post-secondary Courses
- Q5 Others

5. Students' Awards

5.1 Academic Awards

	Award / Scholarships	Organization	Name of Awardees
1.	「月旦古今：向我最喜愛的中國歷史人物致敬創作比賽」	香港特別行政區政府教育局及長春社文化古蹟資源中心合辦	古人日記：初中組優異 3D 吳奕瑩 4C 鄧曉藍 古人日記：高中組優異 5D 鄭慧儀 時空明信片：初中組優異 3A 黃俊龍
2.	全港原子筆中文書法比賽	賽馬會「三代·家添愛」計劃「分享愛·情繫三代」	入圍獎 2B 廖家悅 3D 楊雯興 5C 蔡嘉欣 5C 孔智麗 5C 錢悅儀 6A 鄧啓情
3.	中國語文菁英計劃 2020	教育局資優教育組委託中國語文教育研究學會	入圍獎 4C 陳琛蕾
4.	抗疫正能量標語創作比賽	草圖文化	亞軍 2B 關錦玥 季軍 4C 麥筠彤
5.	第二十五屆全港中小學英文硬筆書法比賽	香港教育專業人員協會及香港硬筆書法家協會合辦	優秀入圍獎（初級組） 3D 楊雯興
6.	夫子會抗疫徵文比賽（2020）	夫子會	【初級組】亞軍 3B 許朗璋 【初級組】珠璣獎 4D 呂依霖 【高級組】妙筆獎 5D 李楚賢
7.	《向老師致敬 2020》徵文比賽	敬師運動委員會	優異獎 4C 陳琛蕾
8.	第二屆基元翁祐辯論友誼賽	基元中學及翁祐中學合辦	最佳辯論員 3D 張景雄
9.	全港校園導讀比賽	香港青年協會 賽馬會 M21 媒體空間	優異獎 4B 郭欣宜 5C 孔智麗
10.	慶祝中華人民共和國成立 71 周年學生徵文比賽	新界校長會	入圍獎 4C 陳琛蕾
11.	向老師致敬學生比賽 2020 中文徵文比賽	敬師運動委員會	優異獎 4C 陳琛蕾

	Award / Scholarships	Organization	Name of Awardees
12.	元朗區防疫標語創作大募集	元朗市分區委員會	積極參與獎 優秀作品獎： 4B 郭欣宜 4C 麥筠彤 4C 麥啟俊
13.	「小故事·動人心」創作比賽	基督教香港信義會青少年中央服務長腿叔叔信箱	優異獎 2C 鄭幸宜
14.	第二十五屆全港學界對聯創作比賽 -	新市鎮文化教育協會	冠軍 4A 沈樂詩 亞軍 3D 吳奕瑩 季軍 6C 胡航語 優異獎 6C 周錦濤 5C 蔡嘉欣
15.	第十三屆「啟慧中國語文」廣播劇創作暨演繹比賽	聰穎教育慈善基金	入圍決賽 4B 郭欣宜 4C 馮煒諾 4C 陳琛蕾
16.	「積極樂觀迎挑戰、逆境自強建社群」專題活動之簡報設計比賽	教育局、公益少年團元朗區委員會合辦	中學組 表揚獎 3A 李玉婷 3A 黃俊龍 3A 鄧詩韻 3A 潘泳霖
17.	認識《基本法》@你我齊參與	東九龍青年社	優異獎 5C 吳芊瑩 5C 沙恩美 5D 李曉彤 6C 陳思韻 6C 周錦濤 6D 陳梓桓
18.	第七十二屆校際中文朗誦節（粵語）	香港學校音樂及朗誦協會	散文獨誦 冠軍 3D 梁峻豪 詩詞獨誦 亞軍 4B 郭欣宜 4B 李因喬 散文獨誦 季軍 4C 麥筠彤
19.	香港校際中文朗誦節（普通話）	香港學校音樂及朗誦協會	詩詞獨誦 冠軍 6B 胡航語 散文獨誦 季軍 6B 周玉蘭

	Award / Scholarships	Organization	Name of Awardees
20.	Hong Kong Schools Speech Festival (English Speech)	The Hong Kong Schools Music and Speech Association	1st in Solo Verse Speaking 1C Wong Khloe Bok Yan 2nd in Solo Verse Speaking 1A Sarki Ranjana 2nd in Solo Verse Speaking 5C Lo Ho Man
21.	The 22 nd HKPTU Secondary Debating Competition	Hong Kong Professional Teachers' Union	4th in Secondary Sixes EMI Division 6D Li Yee Tung 6D Lo Suet Wing 6D Wong Chung Yan
22.	City U Science Challenges2021 (Compulsory Mathematics)	City University of Hong Kong , College of Science	Merit 6C Chow Kam To 6C Chan Wai Kin 6C Ngai Yung Chi 6C Law Yi Man 6D Tsang Ka Ho
23.	American Mathematics Olympiad 2020	SIMCC Pte Ltd	Grade 07 Bronze 1A Pak Suet Yi Grade 07 Participation 1A Chan Po Wing 1C Lo Pak Kan
24.	The Microsoft Office Specialist Championship HK 2020	AiTLE and Microsoft	Microsoft Office Specialist For Office PowerPoint 2016 4D Lui Yee Lam Microsoft Office Specialist For Office Word 2016 5D Ho Chi Yat

5.2 Visual Arts Awards

	Award / Scholarships	Organization	Name of Awardees
1.	「與香港一起成長」全港中、小學生街道牌設計比賽	Good Morning Class	高中組季軍 6A 鄧啓情 高中組優異獎 6C 陳凱晴 初中組優異獎 3B 譚日熙
2.	「唔食煙先至 In!」四格漫畫大賽	香港胸肺基金會、香港胸肺學會及美國胸肺學院(港澳分會) 合辦	中學組優異獎 6B 黃淑婷
3.	當代中學生繪畫比賽	香港當代藝術中心	特別榮耀獎： 6A 陳芯 6A 鄧啓情 6B 黃淑婷 6D 陳曉晴 優異獎： 6C 姚景晉

	Award / Scholarships	Organization	Name of Awardees
4.	葛量洪視覺藝術獎 2020	葛量洪獎學基金	8000 元獎學金、證書及獎座 6A 馮恩霖
5.	地球守護者繪畫比賽	香港法國文化協會及法國品牌 Noerden 合辦	中學組 冠軍 6A 陳芯 中學組 季軍 6D 陳曉晴 中學組 優異獎 6B 周玉蘭
6.	「印象台灣」徽章設計比賽	中國文化協會	高中組 優異獎 6A 馮恩霖 6C 姚景晉 6D 周樂林
7.	「藍天綠地在香港」全港學界設計比賽 2020 花鳥蟲魚小夥計設計比賽	香港北區花鳥蟲魚展覽會、北區民政事務處教育局、環境保護署、中華電力有限公司、新界校長會、北區中學校長會及北區小學校長會合辦	冠軍 6B 周玉蘭 優異獎 4D 李雯羽 4B 賴亭亭
8.	樓扭計公仔設計比賽 2020	屋宇署	中學組 優異獎 6D 周樂林
9.	「加多幾分甜」標誌設計比賽	香港福利署及新生精神康復會安泰軒（天水圍）合辦	亞軍 4A 馮芯盈 季軍 4D 侯婉婷
10.	中銀賀年貼圖設計比賽	中國銀行	冠軍 4B 庄舒淋 亞軍 4B 梁詩晴 季軍 4D 李雯羽 別出心裁獎 4B 陳萱萱 新春喜慶獎 4B 馮芯盈 優異獎 4A 羅逸皓、4B 賴亭亭 4B 袁綺琳、4B 黎曉鋒 4B 李恩喬、4B 鍾海晴 4D 侯婉婷、6A 馮恩霖 6B 黃淑婷
11.	「食物安全 5 要點」環保袋設計比賽	食物環境衛生署	優異獎 3B 朱汶喬

	Award / Scholarships	Organization	Name of Awardees
12.	「積極樂觀迎挑戰、逆境自強建社群」專題活動之 What's App 貼圖設計比賽	教育局、公益少年團元朗區委員會合辦	高中組 冠軍 4B 庄舒淋 亞軍 4D 李雯羽 優異獎 4D 侯婉婷、4B 賴亭亭 4B 陳萱萱、4B 杜祖營
13.	創意思維襟章設計比賽 2021	青年會書院	中學組季軍 6A 陳芯
14.	My Australian Christmas Card Competition 2020	Australian Consulate General Hong Kong	Merit Award 6D Chau Lok Lam Selected Work 6C Chan Hoi Ching
15.	「理想家園」海報設計比賽	香港品質保證局	中學組冠軍 6D 陳曉晴 中學組優異獎 6A 鄧啓情
16.	香港綠色日 2021—Go Green Act Green 校際比賽—創意填色比賽	環保促進會	中學組最綠填色大獎 2A 潘凱晴 中學組優異獎 2B 徐心想

5.3 Sports Awards

	Award / Scholarships	Organization	Name of Awardees
1.	Hong Kong Online Elite Rope Skipping Championships (Team) 2021 cum Hong Kong Delegation Selection	Hong Kong Rope Skipping Association(HKRSA)	3rd Runner up of overall results of 16-18 Male 4B Cheung Wing Lam
2.	全港網上精英跳繩比賽 2021 暨香港代表隊選拔賽 16-18 歲男子速度跳比賽	Hong Kong Rope Skipping Association(HKRSA)	亞軍 4B 張詠霖
3.	元朗區中學校際田徑比賽	香港學界體育聯會	女子丙組 1500 米 亞軍 2A 黃可怡 女子丙組 800 米 殿軍 2A 黃可怡 男子丙組 跳遠 冠軍 3A 沙迪比

Financial Report (September, 2020 to August, 2021)

Particulars	Accumulative Surplus	Income	Approved Budget	Expenditure	Percentage Spent	Surplus	Accumulative Surplus
Surplus brought forward from previous year :							
Government Funds	6,547,113.20						
School Funds	3,008,803.56						
Council Fund	8,734.30						
I. Government Funds							
Surplus of Expanded Operating Expenses Block Grant (EOEBG)	4,360,808.21						4,360,808.21
(1) Expanded Operating Expenses Block Grant							
(A) School Specific Grants							
· Administration Grant		3,870,948.00	4,020,000.00	3,994,948.13	99.38%	(124,000.13)	(124,000.13)
· Composite Information Technology Grant		560,166.00	756,600.00	498,433.64	65.88%	61,732.36	61,732.36
· Capacity Enhancement Grant		638,461.00	950,740.00	773,054.43	81.31%	(134,593.43)	(134,593.43)
· Air-conditioning Grant		582,811.00	582,811.00	384,515.00	65.98%	198,296.00	198,296.00
· SBM Top-Up Grant		50,350.00	50,350.00	40,000.00	79.44%	10,350.00	10,350.00
· School-based Speech Therapy Administration Rec Grant		8,056.00	8,056.00	5,038.00	62.54%	3,018.00	3,018.00
(B) Non-School Specific Grants - Baseline Reference		2,136,188.24					
(i) Operation							
· General expenses such as printing and stationery, cleaning materials, repairs, lift maintenance, water charges etc			680,000.00	578,850.26	85.13%		
· Composite furniture and equipment			1,187,150.00	1,053,288.85	88.72%		
(ii) Teaching and Learning							
· Consolidated subjects			325,730.00	201,325.17	61.81%		
· Teaching aids, library books, reference books etc			89,200.00	56,881.60	63.77%		
· ECA, M&CE, Religious and Academic act, prog and resources			410,415.00	265,054.38	64.58%		
· Guidance, Discipline and Careers act, prog and resources			81,940.00	50,354.90	61.45%		
(iii) Development							
· Staff Development			83,800.00	56,356.50	67.25%		
(C) Fund set aside for Severance Payment/Long Service Payment	314,851.64	0.00	0.00	0.00	0.00%	0.00	314,851.64
Sub-total:	4,675,659.85	7,846,980.24	9,226,792.00	7,958,100.86	86.25%	(111,120.62)	4,564,539.23
(2) Cash Grant for School-based After-school Learning and Support Programmes	172,990.00	121,200.00	152,600.00	78,922.50	51.72%	42,277.50	215,267.50
(3a) Diversity Learning Grant (Other Programmes)	23,950.00	93,600.00	80,250.00	62,935.00	78.42%	30,665.00	54,615.00
(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	196,955.00	196,955.00	196,955.00	100.00%	0.00	0.00
(5) Student Activities Support Grant	42,032.83	111,800.00	102,700.00	63,260.63	61.60%	48,539.37	90,572.20
(6) Teacher Relief Grant	228,363.15	2,187,150.00	2,318,020.00	2,277,385.00	98.25%	(90,235.00)	138,128.15
(7) Learning Support Grant for Secondary Schools	35,691.90	453,150.00	435,850.00	479,472.00	110.01%	(26,322.00)	9,369.90
(8) Enhanced Additional Funding - Support for NCS Students	207,658.33	800,000.00	960,680.00	946,628.00	98.54%	(146,628.00)	61,030.33
(9) Extra Recurrent Grant under ITE4	11,101.20	0.00	11,101.20	11,101.20	100.00%	(11,101.20)	0.00
(10) Information Technology Staffing Support Grant	313,683.00	319,559.00	400,000.00	366,673.71	91.67%	(47,114.71)	266,568.29
(11) Hong Kong Jockey Club Life-wide Learning Fund	947.90	0.00	947.90	947.90	100.00%	(947.90)	0.00
(12) Promotion of Reading Grant	4,346.35	62,414.00	66,000.00	63,445.98	96.13%	(1,031.98)	3,314.37
(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	727,224.69	1,166,106.00	1,731,580.00	1,027,062.89	59.31%	139,043.11	866,267.80
(15) Prov to Sec Sch to Support NCS Students to Learn Ch Hist & Culture	100,000.00	0.00	100,000.00	71,245.50	71.25%	(71,245.50)	28,754.50
(16) Special Anti-Epidemic Grant	2,064.00	0.00	2,064.00	2,064.00	100.00%	(2,064.00)	0.00
(17) One-off Special Support Grant	0.00	100,000.00	100,000.00	83,869.36	83.87%	16,130.64	16,130.64
(18) One-off Grant for Gift of Printed Book Pilot Scheme	0.00	59,500.00	59,500.00	59,500.00	100.00%	0.00	0.00
(19) Top-up Grant for Supporting Online Learning of Financially Needy Students	0.00	37,840.00	37,840.00	34,400.00	90.91%	3,440.00	3,440.00
(20) Cash Grant for Hong Kong School Drama Festival	0.00	3,600.00	3,600.00	3,600.00	100.00%	0.00	0.00
(21) CCFAP - Subsidy to Needy Students for Purchasing Mobile Computer Device	0.00	142,600.00	142,600.00	142,600.00	100.00%	0.00	0.00
Grand Total of Government Funds :	6,547,113.20	13,723,921.24	16,150,547.10	13,951,636.53	86.38%	(227,715.29)	6,319,397.91
Surplus of Government Funds of 2020/21 School Year :							(227,715.29)
II. School Funds							
· Tong Fai	599,211.26	113,220.00	150,000.00	126,066.33	84.04%	(12,846.33)	586,364.93
· Donation for Scholarship	55,676.74	0.00	20,000.00	19,100.00	95.50%	(19,100.00)	36,576.74
· Rental, students activities etc	1,624,228.12	417,294.08	1,100,000.00	925,799.22	84.16%	(508,505.14)	1,115,722.98
· Approved Collection for Specific Purposes :							
Teaching Materials and Facilities Fee, Student Union Fee etc	729,687.44	180,660.00	100,000.00	84,729.95	84.73%	95,930.05	825,617.49
Grand Total of School Funds :	3,008,803.56	711,174.08	1,370,000.00	1,155,695.50	84.36%	(444,521.42)	2,564,282.14
Surplus of School Funds of 2020/21 School Year :							(444,521.42)
III. Council Fund							
	8,734.30	7,500.00	8,500.00	6,997.40	82.32%	502.60	9,236.90
Surplus carried forward :							
Government Funds	6,319,397.91						
School Funds	2,564,282.14						
Council Fund	9,236.90						

Appendix 1: Capacity Enhancement Grant (2020-21)

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"> • Associated teacher co-teaching with local teachers on reading skills, more exposure to British accent and authentic reading materials. 	<ul style="list-style-type: none"> • A variety of teaching materials have been developed for teachers teaching classes of varied levels. • The sharing of teaching materials enhanced teacher professional development 	<ul style="list-style-type: none"> • More NET ATs will be employed to help promote English learning and enrich the English learning atmosphere in the school.
<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.
<ul style="list-style-type: none"> • Elite basketball training 	<ul style="list-style-type: none"> • Total 194 training hours, the students were obedient and enthusiastic to practice basic skills and team spirit formed. 	<ul style="list-style-type: none"> • When competition could start, the team could test their skills and it is expected to achieve outstanding results.

3 Financial report:

No.	Category	Particulars	Budget (\$)	Expenditure (\$)
1	Employment of 1 NET assistant teacher	Salary and MPF for 1 AT	352,800.00	354,041.93
2	Committee/Subject Support Scheme	Employment of tutors for all the courses	295,540.00	116,612.50
3	Employment of 3 Coach	Salary and MPF for 3 Coach	302,400.00	302,400.00
			Total	773,054.43

4 Major concerns in 2021-2022:

- 4.1 To employ 1 safety officer to review the areas like mechanical equipment, construction activities, fire extinguishers and alarm systems and etc. He will ensure periodic inspections and/or repair by licensed professionals.
- 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**

<p>I. Policy</p>	<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.
<p>II. Approach</p>	<ul style="list-style-type: none"> • We adopt the 3- Tier Support Model proposed by the Education Bureau to support our SEN students.
<p>III. Support Measures and Use of Resources</p>	<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 (SENCo), form teachers, the school social worker, the educational psychologist, Speech Therapist, the examination coordinator and subject teachers. • ALAs are provided with pull-out/after school remedial lessons, which include Chinese, English and Mathematics. • After-school tutorials will provide 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. • In collaboration with the Hospital Authority, the "Student Mental Health Support Scheme" has launched since 2019 to 2020 academic year. Appropriate support services for students with needs in mental health will be provided through a school-based platform. • 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
(2020/21)**

I. Financial Overview

A	Allocation in the Current School Year:	\$111,800.00
B	Expenditure in the Current School Year:	\$25,837.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$85,963.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	2	\$2,060.00
Full-grant under the School Textbook Assistance Scheme	15	\$14,500.00
Meeting the school-based financially needy criteria	13	\$9,277.00 (capped at 25% of the total allocation for the school year)
TOTAL	30	\$25,837.00 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
<p>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,</p>									

¹ Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

² Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity,

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				

or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them

1	Brass Band Course Tuition Fee	Arts (Music)	22	19,312.50			✓		
2	Wood Guitar Course Tuition Fee	Arts (Music)	3	3,600.00			✓		
3									
4									
5									

Expenses for Category 1

2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions

1									
2									
3									
4									

Expenses for Category 2

3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities

1	Basketball Shoes	Physical Education	5	2,924.50			✓		
2									
3									
4									

i.e. a student beneficiary participating in more than one activity can be counted more than once.

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1									
2									
3									
4									
		Expenses for Category 3							
		Total	30	25,837.00					

Contact Person for LWL
(Name & Post):

Mr Chan Ho Yin
(Chairperson of ECA committee)

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 11 (including A. 0 CSSA recipients, B. 10 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	0	0	0	/	/	/	/	/	/
External / After School programmes: Language, Interest, or Ability	0	10	1	100%	September -August	30,732.5	<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 course fee and competition fee 	100% of the participants agreed that tutorial, course and competition were helpful with their study
Total no. of activities: 3									
@No. of participation counts	0	10	1						
**Total no. of participation counts	11				Total Expenses	30,732.5			

Note:

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

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

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

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C).

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the 10% discretionary quota;
- eligible students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers’ workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;

Appendix 5: Applied Learning

1. Programme plan

Name of programme(s)	No. of students involved	Evaluation
Aviation Studies	1	Achieved “Attained with Distinction(II)” level
Electrical and Energy Engineering	1	Achieved “Attained” level
Exercise Science and Health Fitness	1	Achieved “Attained with Distinction(II)” level
Fundamental Cosmetology	4	1 achieved “Unattained” level, 2 achieved “Attained” level and 1 Achieved “Attained with Distinction(II)” level
Practical Psychology	1	Achieved “Attained” level
	8	

2. Financial report

Category	Budget(\$)	Actual Expenditure(\$)
Diversity Learning Grant	196,955	196,955
Total	196,955	196,955

3. Evaluation

A total of 8 students took the Applied Learning Courses. The overall completion rate was 100%. The passing rate is 75%. Three students achieved “ Attained with Distinction (I) and Three students achieved “ Attained with Distinction (II)

Appendix 6: Diversity Learning Grant (Gifted Education)
2020-2021

1. S.4 programmes

Name of programme(s)	No. of students involved	Evaluation
Japanese	1	The attendance rate of student was 50%. The student will quit next academic year.
PE	1	Average test score was 90, the attendance rate of student was 75%.
Chinese subject: Novel 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 C, the student who studied Life Science had obtained Grade A.
English Enhancement programme for Elite Students	0	Not held.
Mathematics: Trainings for Elite Students	6	All participants agree that the course can raise their interest in Mathematics and foster higher order thinking skills
Geography: Inquiry geographical field trip	0	Not held.
Visual Arts: Trainings for Elite Students Computer-aided design software course	15	Survey result: more than 70% participants can manage the related skills.
Visual Arts: Trainings for Elite Students Acrylic painting skills course	15	Survey result: more than 70% participants can manage the related skills.
Chemistry: Enhancement programme for Elite Students	0	Not held
	40	

2. S.5 programmes

Name of programme(s)	No. of students involved	Evaluation
APL	18	94% students completed the courses and considered the courses helpful.
Japanese	1	Finished 5 module of the course, attained 3 grade A, 1 grade B and 1 grade C.
PE	1	Predicted grade of DSE was Level 2 to Level 3, the attendance rate of student was 62%.
Chinese subject: Literature Tour	0	Not held.
Chinese subject : Prose Course	0	Not held.
Pull-out programme for gifted students in specific areas	1	Subsidized students to enroll HKUST Dual Program, the student who studied Life Science had obtained Grade B-.
English Enhancement programme for Elite Students	0	Not held.
Mathematics: Trainings for Elite Students	0	Training have been cancelled due to Covid 19
Physical Education: Elite athletic training programme	0	As the Coronavirus disease happened, all competitions were cancelled. So the programme could not be conducted.
Geography: Inquiry geographical field studies	20	100% of participants agreed that field study courses could enhance their understanding of Geography and foster inquisitive mind in river and farming landscapes.
Visual Arts: Trainings for Elite Students Computer-aided design software course	15	Survey result: more than 70% participants can manage the related skills.
Visual Arts: Trainings for Elite Students Acrylic painting skills course	15	Survey result: more than 70% participants can manage the related skills.
Chemistry: Trainings for Elite Students	0	Not held
Chemistry Enhancement programme for Elite Students	5	100% attained the course and manage to finish essay writings.
	76	

2. S.6 programmes

Name of programme(s)	No. of students involved	Evaluation
English Enhancement programme for Elite Students	0	Not held.
Liberal Studies: Critical Thinking Skills Course	18	100% participants agreed that the course could foster their skills in writing critical comments.
Chinese History: Critical Thinking Skills Training	0	Not held
Biology: Enhancement programme for Elite Students	10	70% students agreed they learned the collaborative skills and critical thinking skills in learning Biology.
Visual Arts: Trainings for Elite Students Marker course	15	Survey result: more than 70% participants can manage the related skills.
Chemistry: Enhancement programme for Elite Students	0	Not held
	43	

4. Financial report

Category	Income(\$)	S.4 Expenditure(\$)	S.5 Expenditure(\$)	S.6 Expenditure(\$)
Diversity Learning Grant				
APL			138,270	58,685
Japanese		3,900	3,900	/
Physical Education		8,000	8,000	/
Chinese subject: Literature Tour		/	/	/
Chinese subject: Prose Course		/	/	/
Chinese subject: Novel Writing Course		/	/	/
Pull-out programme for gifted students in specific areas		3,250	3,600	/
English Enhancement programme for Elite Students		/	/	/
Mathematics: Trainings for Elite Students		1,160	/	/
Physical Education: Elite athletic training programme		/	/	/
Geography: Inquiry Geography field trip		/	600	/
Biology: Enhancement programme for Elite Students		/	/	3,075
Visual Arts: Trainings for Elite Students Computer-aided design software course		4,500	4,500	/
Visual Arts: Trainings for Elite Students Acrylic painting skills course		4,500	4,500	/

Visual Arts: Trainings for Elite Students Marker course		/	/	7,200
Chemistry: Trainings for Elite Students	/	/	1,050	/
Chemistry: Enhancement programme for Elite Students	/	/	/	/
Liberal Studies: Critical Thinking Skills Course	/	/	/	9,000
Chinese History: Critical Thinking Skills Training	/	/	/	/
Sub-total	/	25,310	164,420	77,960
			Total:	267,690

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.

Report on the Use of the Promotion of Reading Grant

Part 1: Evaluation of the Effectiveness

1.1 Evaluation of the objectives:

In view of the pandemic situation different source of eBooks were introduced to broaden students' reading horizons and promote reading culture.

1.2. Evaluation of strategies:

1.2.1 Reading Talk:

Instead of the talk, we use a 15 minutes' video to introduce the new books in library. These resources were still available in coming school year.

1.2.2 Book sharing and thematic book display

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.

1.2.3 An English reading platform with embedded Lexile assessment

Fifty students were nominated by the English teachers to join this reading program, some of them had an excellent performance in the program, but most of them were lack of initiative to take part in the program. More encouragement were needed to promote this platform and students could take part in the program until the end of 2021.

Part II: Financial Report

	Item	In	Expenditure (\$)
	Balance from 2019 -2020	4,346.35	
1	Reading Grant 2020 -2021	62,414.00	
2	Subscription of Britannica Online		16,464.98
3	Subscription of Hyread ebook		24,800.00
4	Subscription of eClass eBook		2640.00
5	Subscription of TCM ebook with MP3		9045.00
6	Subscription of LightSail		7,500.00
7	Reading Talk (Ms Fan's Promoting reading VCD)		600.00
8	Participation fee of the reading program of PTU		700.00
9	Printed books		1,696.00
			ST: 63,445.98
10	Reserve for 2021-2022(\$3,314.37)		

Appendix 8: Report on the Use of the Life-wide Learning Grant 2020-21

Category 1: To organise / participate in life-wide learning activities

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Drama/ Musical Appreciation SCOLAR English Alliance - From Page to Stage Programme 2020 To expose students to authentic English drama and classic English literature	English Language	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓					
2	SCOLAR English Alliance Short Story Appreciation To appreciate a classic short story through a reading workshop	English Language	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓					
3	A competition known as 'Battle of the Books', a quiz show based on deep knowledge of a book list - To create a team work or team activity from a solitary activity (reading fiction) - To strengthen the memory and scanning skills of readers	English Language	May, 2021	S.1-5	0	Students enjoyed reading the books in the list provided by the organiser. However, the competition was cancelled by the organiser.	1911.40	E1	✓		✓			

4	Drama appreciation To enrich students' learning experiences by arts appreciation	Chinese Language	July, 2021	S.4-5	10	Due to epidemic, only 10 students were selected to join the drama appreciation. The activity could enrich students' learning experience and their response was positive.	500.00	E1	✓				
5	Life-wide Learning Day To enrich students' learning experiences by field trips or workshops	Chinese Language	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓				
6	Interest classes about traditional culture To enrich students' learning experiences about traditional culture	Chinese Language	May, 2021	S.2-5	10	Four calligraphy classes were held. Students' attendance was satisfactory. Some students' joined the external competition and three could enter the final round of the competition.	5595.00	E5	✓				
7	S.1-3 Olympic Maths Programme To prepare students for inter-school Maths competitions	Mathematics	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓				
8	54th Joint School Science Exhibition To nurture students' Science excellence	Science KLA	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓				
9	Maths and Science Quiz (application fee) To promote students' interest in Biology, Chemistry, Mathematics and Physics through competition	Integrated Science	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓				
10	Life-wide Learning Day To enrich students' learning experiences by field trips or workshops	Chinese History	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓				

11	Field trips To enrich students' understanding of modern history of Hong Kong	Chinese History	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓				
12	Field trips and talks (local community) To help students' learning and extend their historical knowledge beyond the curriculum	History	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓	✓			
13	Board display and competition To cultivate students' interest in history	History	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓				
14	Workshops or simulation games relating to the curriculum To experience the real-life problems so as to enhance their understanding of the problems	Liberal Studies	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓				
15	Visits to institutions such as T-Park and Zero Carbon Building To enhance their understanding of the functions of the institutions	Liberal Studies	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓				
16	Fieldwork studies / field trip - To develop a sense of gratitude to our natural environment and cherishing our world - To enrich their academic or career aspiration in environmental interpretation	Geography	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓	✓			✓
17	HKSSF competition and other competitions To widen student's horizon through various competitions	Physical Education	Nov 2020- July 2021	S,3-5	11	Due to epidemic, the participants could not finish all competitions. 90% of the participants agreed that the competitions could raise their interest and abilities.	2313.00	E1			✓		

18	Cycling Program To build active life style for students by introducing diversified activities	Physical Education	Nov 2020- Mar 2021	S.1	120	90% of the participants agreed that the 90% of the participants agreed that the program could raise their interest and abilities. It could help build active life style for them.	26900.00	E1				✓			
19	Pre-S. 1 Reading Strategy Course To help students establish good reading habits and enhance their reading skills	Academic	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓						
20	Pre-S1 Summer Bridging Program To ease students' transition from primary to EMI secondary school	Academic	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓	✓	✓				
21	S. 2 Critical Thinking Skills Programme To help students equip with effective critical thinking skills so that they can become independent thinkers	Academic	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓						
22	S. 3 Active Revision Skills Course To help students equip with effective revision skills so that they become more capable of handling tests and exams	Academic	May, 2021	S.3	29	100% of students found that the program was useful and they were satisfied with it.	6500.00	E1, E6	✓						
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)														
1	1. Debating Society 2. Scrabble Society To reinforce learning strategies and skills	English Language	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓						

2	3. Speech Festival 4. HKSA Speaking Practice 5. IED Speaking Contest To provide students with chances to develop their potential	English Language	Nov - Dec, 2020	S.1-6	40	Speech Festival: Most students were able to get a certificate of merit/proficiency Their overall performance was great.	6910.00	E1	✓				
3	Off-campus competition To provide students with opportunities to develop their potential	Chinese Language	Sep - Nov, 2020	S.2-5	8	Eight students joined the Speech Festival. One won the championship, one the runner up and two the second runner up.	1300.00	E1	✓				
4	Training programs of speech and debating To provide students with opportunities to develop their potential	Chinese Language	Nov, 2020 - May, 2021	S.2-5	14	The debating training was conducted online. Under the guidance of the tutors, students' thinking skills were improved. Students also joined inter-school competitions so as to have more experience in competitions. However, due to epidemic, some competitions were not held.	7650.00	E5	✓				
5	Speech Festival and Training To provide students with chances to develop their potential and reinforce their skills	Putonghua	Oct-Dec, 2020	S.1-6	5	Our school was awarded one champion and one second runner up.	750.00	E1	✓				
6	Inter-school competition To provide students with chances to develop their potential	Mathematics	Jan, 2021	S.6	7	Seven students joined CityU Science Challenges 2021. Five of them got the certificate of merit.	1260.00	E1	✓				

7	CCC Kei Yuen College Creative Visual Artworks Exhibition 2021 To provide students with chances to develop their potential	Visual Arts	May-Jun, 2021	S.1-6	200	Students gave positive feedback and agreed that the exhibition could raise their interest in art.	20282.09	E1	✓		✓		
8	Art Training Programme for Junior students To provide students with chances to develop their potential	Visual Arts	Aug, 2021	S.1-3	16	Students gave a positive feedback to the training programme. This is a good start to involve more students in this program in the coming year.	276812.00	E5, E6	✓		✓		
9	Competition To enhance students' horizon	Music	Sep, 2020 - July, 2021	S.2-4	5	Five students joined the Schools Music Festival. Three of them were awarded silver prize.	1260.00	E1			✓		
10	Training Courses (Choir and wind band) To provide more opportunities to appreciate good music of the world	Music	Sep, 2020 - July, 2021	S.1-5	145	Due to epidemic, the training courses were conducted online. Yet students were provided opportunities to appreciate good music of the world.	94322.25	E5			✓		
11	1. Cycling club 2. Badminton team 3. Volleyball girls team 4. Volleyball boys team 5. Football team 6. Table tennis team 7. Dodgeball club To provide students with chances to develop their potential	Physical Education	Apr -Aug, 2021	S.1-5	65	Due to epidemic, the participants could only finish the second term and summer holiday training. 80% of the participants agreed that the training could develop their potentials.	134597.00	E5, E7			✓		
12	School Sports Program for cycling club from LCS To develop students' potential in cycling	Physical Education	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/			✓		

13	Basketball elite training program To develop students' potential in basketball	Physical Education	Sep. 2020 - Aug, 2021	S.1-6	40	80% of the participants agreed that the training could develop their potentials.	42148.40	E7			✓		
14	Athletic elite training program To develop students' potential in athletics	Physical Education	July-Aug, 2021	S.3-4	5	Due to epidemic, the participants could only finish the summer holiday training. 90% of the participants agreed that the training could develop their potentials.	33825.00	E5, E7			✓		
15	Skipping elite training program To develop students' potential in skipping	Physical Education	Aug, 2021	S.1-4	10	Due to epidemic, the participants could only finish the summer holiday training. 90% of the participants agreed that the training could develop their potentials.	49800.00	E7			✓		
16	Swimming elite training program To develop students' potential in swimming	Physical Education	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/			✓		
17	Experiential activities - To broaden students' horizon through community services - To promote love and care in community	Life Education	May-July, 2021	S.1-3	365	Students were able to gain greater self-awareness and team spirit. They enjoyed the group activities and reflection.	28800.00	E6		✓		✓	
18	Environmental protection ambassadors training courses and activities To provide students with opportunities to develop their potential in leadership	Environmental Protection	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓	✓			
19	Field studies and activities for environmental protection To develop their sense of gratitude in our environment	Environmental Protection	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓	✓			

20	The Society Caring Coloring Competition To provide students with chances to develop their potential	School Promotion and Newsletter Team				Due to epidemic, the activity was cancelled.	0.00	/			✓		
21	Social service for the elderly To provide opportunities for students to serve the elderly	Elder Academy	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/		✓		✓	
22	Air cadets training programme (leadership training, camping, hiking) To widen student's horizon through various activities	Social Service Group	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/		✓		✓	
23	Boy scout training programme (training, camping, hiking) To widen student's horizon through various activities	Social Service Group	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/		✓		✓	
24	Drama Workshop (Performing and Stage Management) and performance - To acquire acting skills, theatre skills and application - To prepare and present a proficient performance	English Drama and Movie	Oct, 2020 - Aug, 2021	S.1-6	15	Students learnt basic scriptwriting and drama production skills, took part in a radio drama competition held by Buildings Department and entered the final round. Students showed enthusiasm even during online meetings.	21000.00	E5			✓		
25	1. Guitar class 2. Drum class To acquire skills for playing the guitar and the drum	Pop Music Club	Oct 2020 – May 2021	S.1-4	10	Due to epidemic, the participants could only finish the guitar class through zoom. 70% of the participants agreed that they could acquire skills for playing the guitar.	55306.50	E5, E7			✓		
26	Coach hire and ticket fee for OLE To enrich students' learning experiences	Moral & Civic Education	Jan, 2021	S.6	104	Participants of S.6 farewell assembly were touched by instant photo booth conducted by the Student Union.	5184.00	E7	✓	✓	✓	✓	✓

27	HKFYG leadership institute leaders foundation program To equip students with leadership skills	Moral & Civic Education	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓	✓			
28	National education activities (Field study and drama) To strengthen students' understanding of the development of our country in history, culture and technology	Moral & Civic Education	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓	✓			
29	Service Learning Day To enrich students' learning experiences in community service	Moral & Civic Education	Mar-Apr, 2021	S.1-5	580	Due to epidemic, the services were changed to cheer up activities and students learnt to serve their fellow schoolmates. Participants enjoyed activities like busking and tongue twister very much.	8525.00	E1		✓		✓	
30	S.1 Bridging Programme (Team building) To nurture team spirit in S.1 students	Discipline	Aug, 2020	S.1	120	The program was conducted online. S.1 students gave positive response and had active interaction with teachers and social workers.	7000.00	E6		✓			
31	Prefect Leadership Training Programme - To provide students with opportunities to develop their potential in leadership - To nurture positive attitude in prefects - To help prefects set their personal goals	Discipline	Sep, 2020 - Aug, 2021	S.2-5	60	100% of prefects agreed that they learnt the Eight Habits of Highly Effective Teens, especially in the 5-half-day prefect training camp. They also said they learnt to be proactive, to respect others' opinions and feelings, to appreciate others' merits and learn from them, to persist when faced with difficulties and to try to solve problems.	113300.00	E6		✓			✓

32	Student gospel camp for nurturing in students' positive values and attitudes To promote loving and caring atmosphere to others	Religion	July, 2021	S.1-5	56	Students learnt to adopt a proactive and optimistic attitude in the day camp.	2459.25	E1		✓			
33	Whole-person development workshops for fellowship To develop their sense of gratitude and to provide opportunities for students to serve the people in need	Religion	Nov-Dec, 2020	S.1-3	30	Students learnt to cherish the friendship in fellowship.	1227.00	E1		✓			
34	Leadership training for fellowship To provide students with chances to develop their potential in leadership	Religion	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/		✓			
35	Inter-house competitions (Sports Day, cheering team, dance competition and game stalls) To nurture student's team spirit and leadership	House	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/			✓		
36	S.1 Life Planning Programme To help students understand their career aspirations through careers education	Careers	Oct, 2020-July, 2021	S.1	127	89% of participants found the programme useful.	10400.00	E6					✓
37	S.2 Life Planning Programme To help students understand their career aspirations through careers education	Careers	Oct, 2020-July, 2021	S.2	118	99% of participants found the programme useful.	10400.00	E6					✓
38	S.3 Soci Game (OLE day) To help students understand their career aspirations through soci game	Careers	Oct, 2020-July, 2021	S.3	120	100% of participants found the programme useful.	24950.00	E6					✓
39	Interview skill on further studies (Workshop) To help students understand their academic aspirations through workshop	Careers	Oct, 2020-May, 2021	S.6	104	100% students who took part in the workshops considered the workshops helpful.	7200.00	E6					✓
40	Visits (Subsidies for bus fare) To help students understand their academic aspirations through visits	Careers	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/					✓

41	Talks (Speaker fees) To help students understand their academic aspirations through talks.	Careers	Sep, 2020- Jan, 2021	S.6	104	84% of participants found the programme useful.	3800.00	E5							✓
42	Career Mapping (Instructor fees) To help students understand their academic/career aspirations through career mapping.	Careers	Oct, 2020- May, 2021	S.4-5	233	94% of participants found the programme useful.	20800.00	E6							✓
43	(Refund of HKSMF Entry Fee)	/	/	/	/	/	-5785.00	/	/	/	/	/	/	/	/
44	(Refund of Adm Fee of JC Life Journey Centre)	/	/	/	/	/	-3900.00	/	/	/	/	/	/	/	/
45	(Refund of Scholar Eng Alliance Program Tickets)	/	/	/	/	/	-1760.00	/	/	/	/	/	/	/	/
1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	A two-week inter-school or cross-subject Study Tour to Britain - 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	English Language	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓						
2	Study tour to South Korea - To broaden students' horizon - To appreciate the culture of other countries - To understand the spread of Chinese culture	History & Geography	/	/	/	Due to epidemic, the activity was postponed.	0.00	/	✓	✓					

3	4-day overseas P.E. exchange tour - To expose students to other pattern of physical training overseas	Physical Education	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/			✓		
4	Mainland exchange program To broaden students' horizons	Moral & Civic Education	/	/	/	Due to epidemic, the activity was cancelled.	0.00	/	✓	✓	✓		
5	Competition To provide students with chances to develop their potential	Chemistry	July, 2021	S.4-5	44	44 out of 63 chemistry students joined the Australian National Chemistry Quiz, 2021. It showed students' proactive attitude. It was also an opportunity for students to experience a large scale international competition. The results will be released in Dec, 2021.	3520.00	E3	✓				
1.4	Others												
	/	/	/	/	/	/	0.00	/	/	/	/	/	/
							Sub-total of Item 1.1	\$43,719.40					
							Sub-total of Item 1.2	\$979,823.49					
							Sub-total of Item 1.3	\$3,520.00					
							Sub-total of Item 1.4	\$0.00					
							Expenses for Category 1	\$1,027,062.89					

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Domain (Please select or fill in the domain as appropriate)	Evaluation Results	Actual Expenses (\$)	Total number of students in the school:	709
1	STEM Week	STEM	Due to epidemic, the activity was cancelled.	0.00	Number of student beneficiaries:	709
2	/	/	/	/	Percentage of students benefitting from the Grant (%):	100%
3	/	/	/	/		
(Please insert rows above if the space provided is insufficient.)						
Expenses for Category 2				\$0.00		
Expenses for Categories 1 & 2				\$1,027,062.89	Contact Person for LWL (Name & Post):	Wong Wai Lim William Vice-principal

* : 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 | | |