

CCC Kei Yuen College

2021 – 2022



Annual School Report

CCC KEI YUEN COLLEGE

School Report

2021 – 2022

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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:

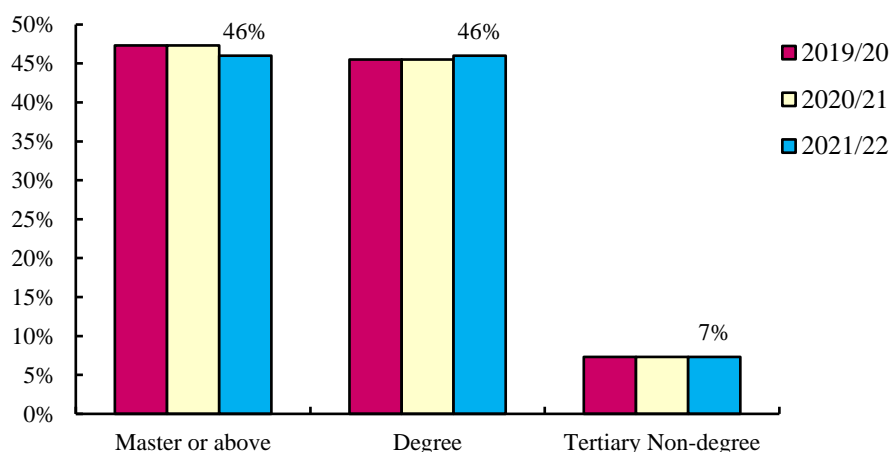
| Types of School Managers | No. of Members | Types of School Managers | No. of Members |
|---------------------------------------------------------------|----------------|-----------------------------------------------|----------------|
| Sponsoring body manager/ Alternate Sponsoring body manager | 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

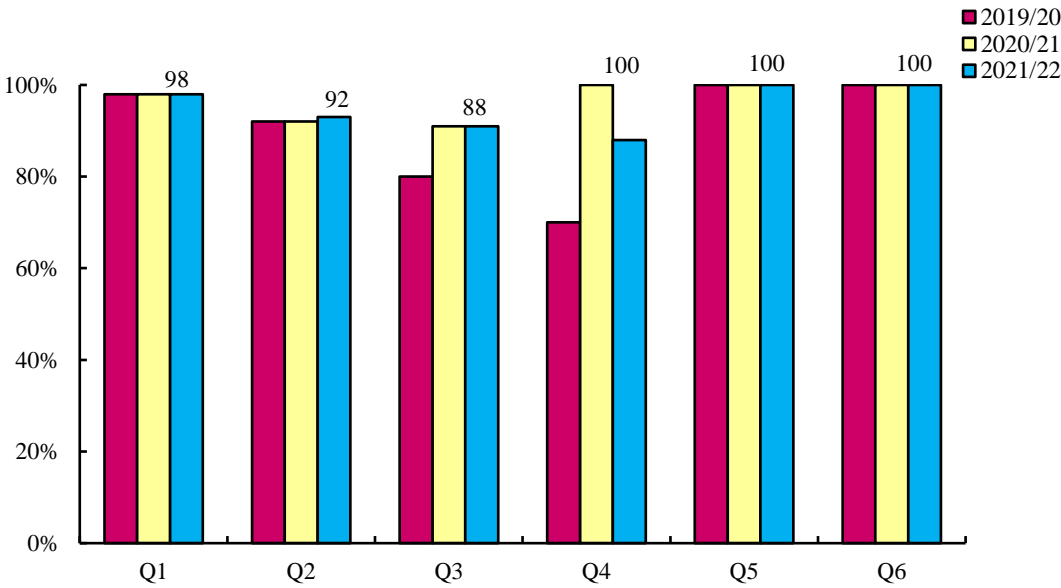
3.1 The total number of teachers in the past three years:

| | Degree or above | Tertiary Non-degree | NET | Total |
|---------|-----------------|---------------------|-----|-------|
| 2019/20 | 50 | 4 | 1 | 55 |
| 2020/21 | 50 | 4 | 1 | 55 |
| 2021/22 | 51 | 4 | 1 | 56 |

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

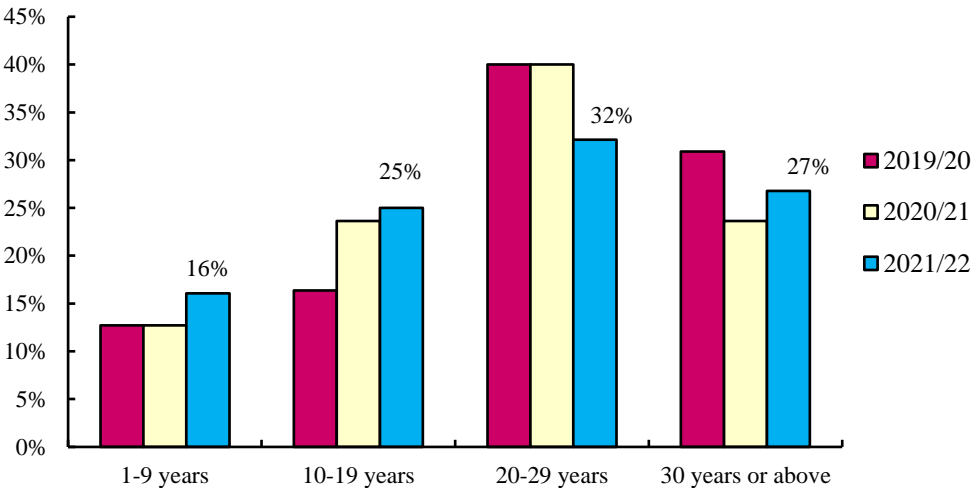


3.3 The percentages of teachers who have attained professional qualifications, received relevant subject training and met the language proficiency requirements in the past three years:

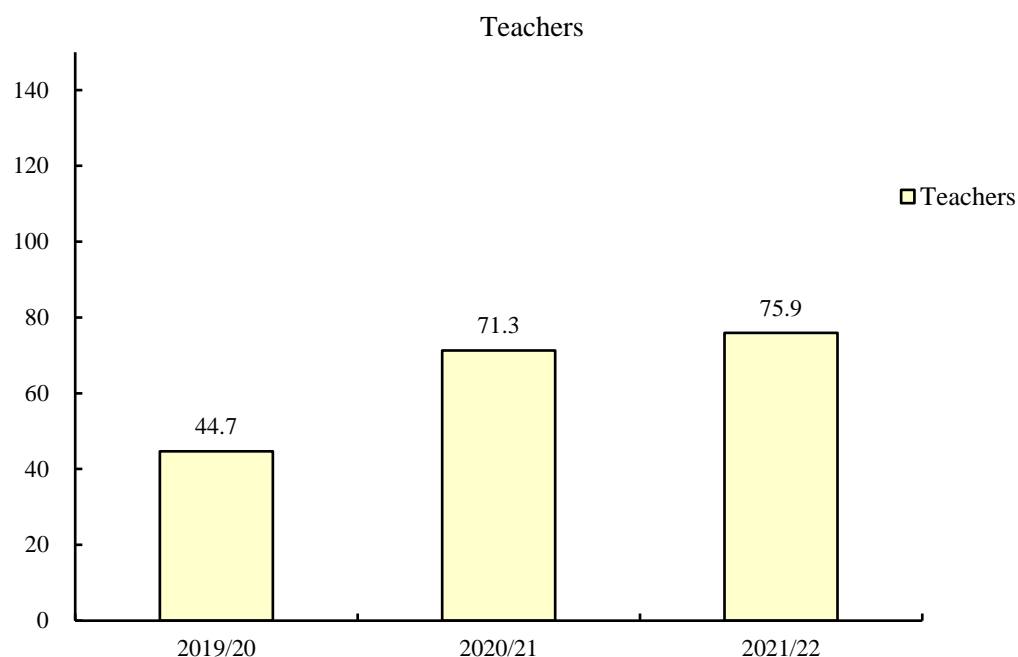


- Q1 Obtained professional qualifications
- Q2 Received relevant subject training in Chinese
- Q3 Received relevant subject training in English
- Q4 Received relevant subject training in Mathematics
- Q5 English teachers attaining language proficiency qualifications
- Q6 Putonghua teachers attaining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

3.4 Teachers' teaching experience in the past three years:



3.4 Continuous Professional Development hours of the Teachers:



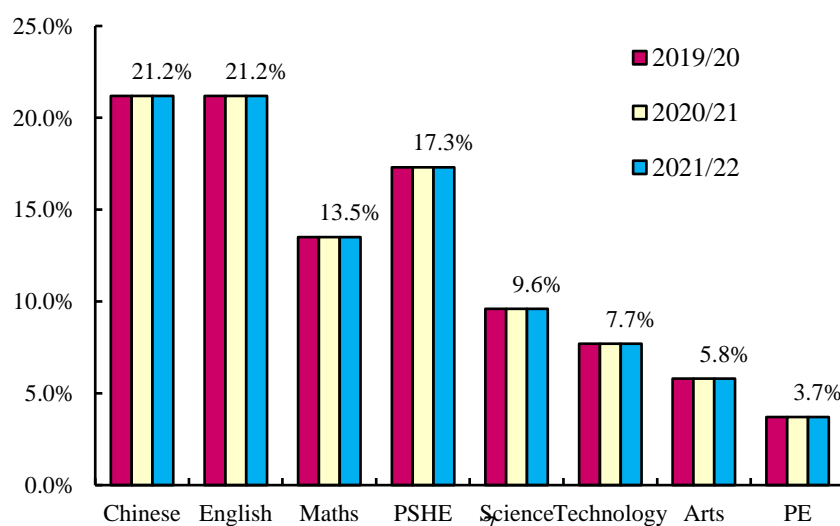
4. Class Structure and Student Population

The number of classes and students in the 2021/22 academic year:

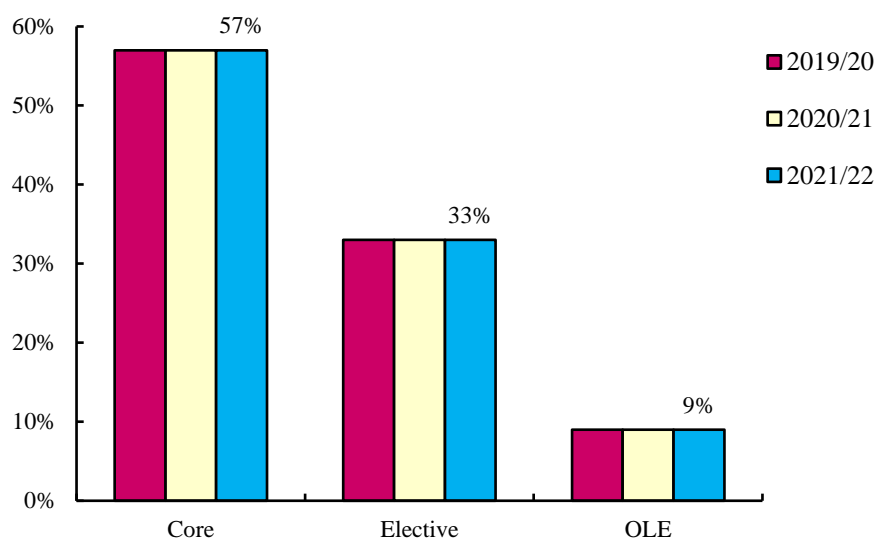
| Level | S.1 | S.2 | S.3 | S.4 | S.5 | S.6 | Total |
|-----------------------|-----|-----|-----|-----|-----|-----|-------|
| No. of classes | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| No. of Boys | 58 | 45 | 48 | 61 | 52 | 50 | 314 |
| No. of Girls | 62 | 74 | 61 | 54 | 58 | 66 | 375 |
| Total No. of Students | 120 | 119 | 109 | 115 | 110 | 116 | 689 |

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:

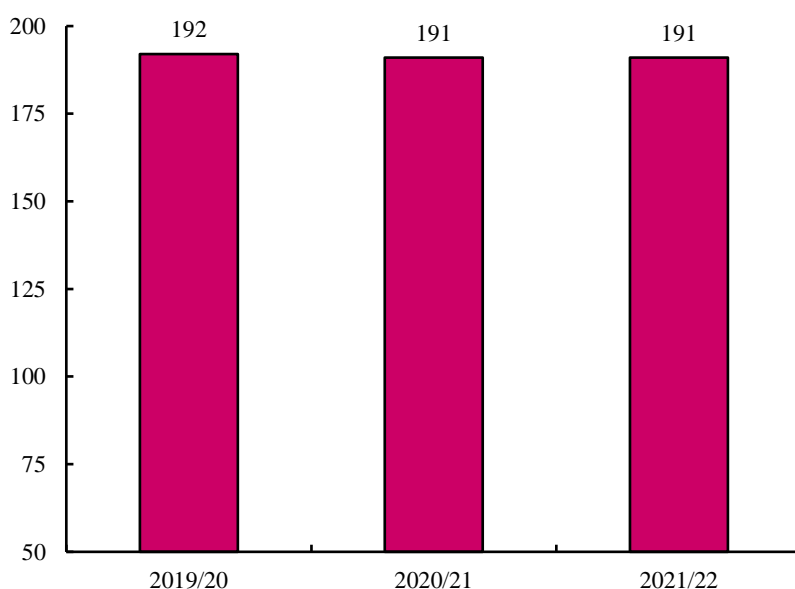


5.2 Starting from the 2009/10 academic year, the school has established the new NSS curriculum. The percentages of lesson time allotted to the core subjects, electives and other learning experience (OLE) are shown below:



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 Strive for Academic Excellence

A. Achievements

1. To foster proactive and self-motivated learners

- 1.1 Of the subjects, 86.4% arranged sharing sessions during panel meetings, and a workshop was held to equip teachers with skills in editing well-designed pre-lesson tasks.
- 1.2 All subjects assigned pre-lesson tasks to students as a common practice in daily teaching. Of the subjects, 63.6% edited at least one well-designed pre-lesson task in each unit in the second term.
- 1.3 A 30-minute, timetabled, self-regulated learning period was arranged on a daily basis to develop S.1 to S.4 students' proactive study habits. Of the students, 85% said they always and sometimes reorganise notes and learning materials, 75.3% of students always and sometimes do pre-lesson tasks, and 75% of students always and sometimes reflect during the SRL period. Of the students, 67% found the SRL period helpful in their learning, as they showed initiative in using different learning skills. They would apply study strategies when studying.
- 1.4 Of the teachers, 34.5% participated in inter-school lesson observations on SRL. All participants agreed that they learned strategies of self-regulated learning.
- 1.5 This year, 10 workshops or training sessions were conducted (in the OLE and SRL periods S.1–S.4). Videos with topics such as goal setting, reflection, and the importance of SRL and study skills were made and shared with students.
- 1.6 Of S.1–S. 4 students, 62% found schoolmates' sharing about their self-regulated learning strategies useful. Of the students, 63 were recognised as outstanding self-regulated learners who were nominated by class teachers.
- 1.7 Each S.1–S.4 student had read 5.3 books per year. The average number of books borrowed from the school library by S.1–S.4 students was 44% more than in the previous academic year.
- 1.8 Of the students, 39% agreed that they often read materials, such as leisure reading materials and newspapers, outside class.
- 1.9 Of the subjects, 95.5% incorporated reading strategies into the subject assessments.

2. To unleash students' academic potential

- 2.1 Of the subject teachers, 92.8% used eMarkers' reports in unit tests to analyse students' performance and design follow-up assessments.
- 2.2 Of the subject teachers, 71.4% used SDAS data to evaluate and guide follow-up measures.
- 2.3 A workshop was conducted to equip KLA coordinators and panel heads with skills in using SDAS.

- 2.4 Of the DSE subjects, 80% used data to evaluate and devise action plans for learning and teaching.
- 2.5 Of the DSE subjects, 80% arranged at least one demonstration/sharing session about enhancing students' learning effectiveness via examination-directing strategies and data analysis tools.
- 2.6 Of the DSE subjects, 86.7% provided extended online self-learning resources and question banks to students. HKedcity Online Question Bank and online courses from Oracle Academy, Cisco Network Academy, and Code.org were selected as self-paced learning courses for enhancing learning.
- 3. To cater to diversity of students with various talents and learning needs**
 - 3.1 A well-organised web-based database was launched to store documents of lesson plans with differentiated instruction strategies, tiered assignments, and pre-lesson tasks.
 - 3.2 All S.3 and S.4 students were invited to participate in the MOOC Initiative, and 190 students were engaged in the initiative. Of the students, 102 (three S.5 students, 41 S.4 students, and 58 S.3 students) completed at least one MOOC, and 152 MOOCs were completed in total.
 - 3.3 Of the students, 28 who completed at least one MOOC from the top 50 ranked universities in the Times Higher Education World University Rankings were presented with one of their MOOC-verified certificates.
 - 3.4 The MOOC Initiative was expanded to S.3 during the special vacation, and KYC students could get up to four MOOC certificates for free.
 - 3.5 Based on survey results from HKU TELI, over 80% of MOOC students in S.3 and S.4 agreed or strongly agreed that MOOC learning enabled them to learn based on their interests.
 - 3.6 Subject excellence awards and improvement awards were set up; the total numbers of awards were 581 and 878, respectively.
 - 3.7 Six English activities outside the classroom were conducted by NETs.
 - 3.8 Global Week was scheduled from 9/9 to 17/9. Class activities, such as Global Dialogues, took place in S.4 and S.5 classes. There were 15 lessons in total. Global Village took place after school. Students participated in the event on a voluntary basis. S.1 to S.3 students participated in the Global Assembly in the school hall, and the senior form students joined the event through live broadcasts in their classrooms. Based on the survey results, 93% of S.4 and S.5 students agreed or strongly agreed that CCKYC Global Week was effective in engaging them in learning different rites and rituals from countries all around the world.
 - 3.9 To conduct the Global Week programme, students were offered the opportunity to interact with foreigners and stimulate curiosity about the world.
 - 3.10 To collaborate with the HKU Centre for the Enhancement of Teaching and Learning (CETL) in the HAVE Global Competence Programme for S.2.

B. Reflection

- With a series of staff development measures, such as arranging interflow on staff development days, student workshops, lesson observations with various network schools from the Hong Kong Association of the Heads of Secondary Schools, and conducting in-house lesson studies, all subject departments were equipped with designed sets of guided learning plans. Four key elements were emphasised in adopting SRL:
 - (1) Self-learning
 - (2) Guided learning
 - (3) Co-learning
 - (4) Mutual learning
- Self-regulated learning will be further promoted. The teachers will adopt at least one guided learning plan with their pre-lesson tasks and group activities for lesson observation (to introduce co-learning and mutual learning). A 30-minute, timetabled, self-regulated learning period was arranged on a daily basis to develop S.1 to S.3 students' proactive study habits. It is recommended that a school-based SRL lesson framework be introduced based on the practices introduced by Dr. Ho.
- The subject department will continue to use eMarkers' reports in unit tests to analyse students' performance and design follow-up assessments. All eMarkers' reports will be saved in respective files in the Kei Yuen Cloud for easy reference.
- The DSE Core Subjects Enhancement Programme will continue to be conducted.
- The combinations of elective subjects in S.4 will be reviewed and changed.
- The materials of ERaC programmes provided by the EDB School Support Team were well-designed and of an appropriate level of difficulty. They can be adopted in the coming years.
- The implementation of the S.4 RaC period was smooth, and the students were interested in the reading materials provided.
- As a core part of our cross-curricular learning and global classroom initiative, our school collaborated with the Technology-Enriched Learning Initiative (TELI) of the University of Hong Kong (HKU) and a MOOC platform, Coursera, to introduce massive open online courses (MOOC) to students. MOOCs were promoted to all S.3 and S.4 students. All S.3 students were required to complete a MOOC as their assignment for the special vacation. In addition, a MOOC x reading curriculum was implemented in S.4 in which students engaged in cross-curricular learning over the academic year by taking MOOCs that they were interested in; it aimed to cultivate their self-regulated learning skills.
- Certificates of students who completed MOOCs from top universities globally will be showcased in the new SRL Lab.
- A technologist from HKU TELI will collaborate with our school to promote MOOC learning in both S.3 and S.4.
- To cultivate a positive learning vibe, provide a platform for students to showcase their learning outcomes, and strengthen their self-regulated learning skills, a pilot S.2 Literature Out Loud programme will be introduced in the second term. Another pilot S.2 SRL ERaC lesson will be introduced in the new SRL Lab to cultivate their interest in English learning through graded reading cards, shadowing a conversation, and listening tasks.
- As a part of the 40th School Anniversary Celebration, we will collaborate with the service provider of Global Week to open classes to the public to showcase our efforts in promoting cross-curricular learning. The activities will be held on 18th November.
- The Global Competence Programme was postponed to 2022–2023 due to the suspension of HKU face-to-face lessons in 2021–2022 and the closure of their campus.

II. Priority Task 2: To embrace whole-person development

A. Achievements

1. To nurture positive values and attitudes in students

- 1.1 53% of subjects and committees organized activities on at least one Keiyuenese virtue (perseverance and kindness). In the morning assemblies, messages of Keiyuenese virtues were conveyed to students to help them develop these virtues. In the evangelistic assembly, students received the kindness and perseverance from Jesus Christ. Student leaders including prefects and fellowship leaders were nurtured with the virtues of kindness and perseverance through training activities. They learnt to endure and persist in tough situations, and to be kind, supportive and lenient to their team members. Student leaders including BBBS and student union also helped organize cheering up activities and showed their kindness to their fellow students during the activities. Students also learnt to be kind to the elderly in the community. S.3, S.4 and S.5 students made lucky bags, greeting cards and Chinese couplets for the elderly who resided in elderly homes though they could not visit the elderly homes and gave the gifts to the elderly by themselves.
- 1.2 Subjects organized activities in classroom to nurture students' virtues of kindness and perseverance. Singing songs and studying biblical stories with the themes of kindness and perseverance could nurture students' Keiyuenese virtues. Students shared kindness through leaflets about animal conservation. The angel scheme helped nurtured students' kindness towards their classmates. Students selected famous sayings with themes of kindness and perseverance and wrote them in calligraphy. The participation of various subject activities and competitions that required students to commit much time and pay much effort to complete tasks nurtured students' perseverant ability.
- 1.3 Students positive attitudes were fostered via the growth mindset curriculum of Life Education. Five lesson plans of double lessons were designed for S.1 and S.2 Life Education. Students were engaged in these lessons and nurtured with growth mindset. Students' feedback was positive and encouraging. The average post-test score (S.1: 8.1, S.2:8.0) was higher than the average pre-test score (S.1: 6.1, S.2:5.9) for S.1 and S.2 students.
- 1.4 An activity-approach workshop on growth mindset was organised for S.3 and S.4 during the OLE period. The interviews of some students gave positive feedback to the workshop. They learnt the concept of growth mindset. Examples of growth mindset were also given to students. Growth mindset, for example "not yet", problem solving, was fostered in the post-exam activities such as forensic science workshop and English drama show.
- 1.5 Students' spirit of service was cultivated by arranging school or community services for ECA service groups. Library prefects and reading ambassadors provided services for students. Red Cross assisted the flag raising ceremony. Members of the Fellowship joined the religious services such as Qile Cake Charity Sale and

Christmas Card delivery in the gospel week. Students learnt to serve people in these activities.

- 1.6 Students' spirit of service was cultivated by organizing social services through Life Education and Service Learning Day. S.3 community life experience was held. A social service organisation was invited to share with students the needs of the poor. Students made cards of love and care and lucky bags which were delivered to the elderly by the social service organisation. S.4-S.5 students and some S.6 students also made lucky bags and delivered them to the elderly during the Lunar New Year. According to APASO statistics, most of students' scores in the area of social concern were higher than the Hong Kong school norm. It showed students' spirit of service was improved.

2. To support and assist students to achieve a sense of accomplishment

- 2.1 50% of students participated in academic, aesthetic and sports internal and external competitions. Committees enrolled students to participate in external competitions. Prefects joined the Anti-Fraud One-minute Short Video Competition. Their performance was satisfactory with one first runner up and four merit awards. Students showed a wide variety of interest and talent in IT related fields. The results were also remarkable. Students joined the Microsoft Office Specialist World Championship 2022 (HK station) with one second runner up, one silver award and two bronze awards, Cybersecurity Innovation Challenge 2022 with two gold awards, Inter-school Minecraft e-Sport Champions League with one first runner up, Aerosim Inter-school Aviation Tournament 2022 and RoboMaster Youth Tournament 2022.
- 2.2 Subjects also enrolled students to participate in external competitions. Video of participants were sent to HKSSFA. One student came first in Solo Prose Reading, two came third in Solo Verse Speaking, 21 student received an award of merit (80-89), three students received an award of proficiency (70-79) and 24 students received an award or proficiency or higher. One student came third in the UNESCO Competition. One student came second runner up in the Student of the Year: Visual Artist 2021. Students of Visual Arts joined over 30 external competitions.
- 2.3 Students' self-confidence and leadership skills were developed according to the Eight Habits of Highly Effective Teens. One workshop on three of the Eight Habits of Highly Effective Teens for S.3-S.4 was held by our Educational Psychologist. 53% of student leaders received training in the Eight Habits of Highly Effective Teens. A workshop with a more practical approach was organised for student leaders. Prefects' leadership skills were also enhanced with various training activities according to the Eight Habits of Highly Effective Teen. 98% participants agreed that they possessed at least three of the habits. Prefects' self-confidence was enhanced as shown by their willingness and bravery to express their opinions, thoughts and feelings towards prefect team publicly.

3. To develop students' career aspirations

3.1 Students' career life planning was enhanced via a whole-school approach. The Career Committee collaborated with panels of DSE subjects to conduct career-related activities. 47% of DSE subjects conducted career-related activities. Sharing about the workplace was organized for S.2. Students could not only know the latest trend and requirements of the workplace, but also the significance of these elective subjects, namely Physics, Chemistry, Biology, BAFS, Economics, Visual Arts and ICT in the fields concerned. 94% of the students agreed that the sharing was beneficial to enhancing their self-understanding and career life planning development.

3.2 Students' goal of entering university with a goal-setting review was promoted. Career counselling by class teachers on Career and Life Planning Day and after Parents' Day was conducted. While having individual meetings with class teachers, students revised and set goals with reference to the strengths and achievements on Careers and Life Planning Day. Students evaluated the progress of achieving goals and revised their strategies with the assistance of their class teachers on the first and second Parents' Day scheduled.

3.3 Students' strength and gift was systematically developed by building a portfolio for students. 100% of S.1 and S.2 students entered their data in their iPortfolio. With reference to the guidelines given, students reflected on the academic and non-academic achievements made this year, suggestions for improvement, whether the goals set had been achieved and the preliminary goal to be set next year. They entered them in their iPortfolio, making it more systematic and convenient to retrieve the records.

B. Reflection

1. In order to nurture and internalize Keiyuenese virtues in students, an immersive environment of enhancing Keiyuenese virtues should be created. Activities and teaching inside and outside classrooms organized by both committees and subjects help create such an immersive environment for students. Thus, more committees and subjects should be encouraged to organize activities or classroom teaching for nurturing Keiyuenese virtues in students. In the past two academic years, the virtues of respect, love of learning, kindness and perseverance were promoted. The APASO results reveal that the virtue of respect should be further enhanced. Hence, the virtues of love (love oneself and the other), gratitude, respect will be promoted in the coming academic year.
2. Growth mindset is another focus of student development. As the growth mindset curriculum was designed for S.1-2 Life Education and one workshop on growth mindset was organized for S.3-4, almost all of students have received the growth mindset education. Students' positive feedback to the idea of growth mindset is also encouraging. Based the S.1 and S.2 curriculum of growth mindset in Life Education, the S.3 curriculum will be designed so as to educate junior students with growth mindset more systematically. As the social life and emotions of students is greatly affected by the epidemic situation, social emotional needs of students should be addressed to. The social emotion education will be included in the curriculum.

Moreover, the involvement of different parties is important in nurturing students' growth mindset. Hence, teachers' workshops are organized to help teachers to know more about growth mindset. In the coming academic year, a talk will be organized for parents so as to equip them to help their children with growth mindset.

3. Our students learned by serving others. This turned out to be a good practice to enrich students' learning experiences. Service learning is one of the focus of student development of the spirit of service. Students participate in school or social service organized by committees, ECA service groups and Life Education. The award for community service is set up to encourage students to serve the community. Our school also assigns responsible and planning roles to students in running activities and services. The student-led approach on service learning is adopted. Thus, service learning also enhances students' leadership skills and self-confidence.
4. Various academic, aesthetic and sports competitions, both internal and external, are provided for students. The sense of achievement is nurtured in students. Participating in external competitions is challenging and gives more opportunities of exposure for students. It can also help enrich students' learning experiences and broaden their horizon. Thus, more committees and subjects should be encouraged to enroll students to participate in external competitions. The Eight Habits of Highly Effective Teens is a useful framework for the development of students' leadership. This year, prefects and library prefects joined the training workshops or courses. The response of the participants of the training workshops and courses is positive. The training will be systematized and extended to other groups of student leaders in the coming academic year.
5. Life planning education has been implemented for many years. It is encouraging that students start to explore their career aspirations. A whole-school approach is adopted to enhance students' career and life planning. More information about the career development of DSE subjects is provided for students, which helps students explore their career aspirations. Hence, more DSE subjects should be encouraged to collaborate with the Careers Committee to organize career-related activities. Goal-setting review is conducted every year. To help students set and review goal, a booklet will be provided for each student before the Careers and Life Planning Day. Class teachers can refer to students' booklets while conducting career counselling next year. Students will also enter more information in their iPortfolio after familiarizing themselves with the system. Besides S.1-2, S.3 will also use iPortfolio. A specific theme will be assigned to the school-based curriculum of career education so as to realize the 100% expectation by goal-setting strategies and career and life planning education.
6. The COVID-19 epidemic and the suspension of face-to-face classes on a half-day basis continue to affect the normal running of school. Only a few morning assemblies and activities in the other learning experience period could be held, which diminished the opportunities of nurturing Keiyuenese virtues in students. The award of outstanding community services could not be arranged due to the few opportunities for students to join community services because of the epidemic. The service groups also did not have adequate school or social services to participate. Only 58% of S.1-5 students participated in social services. Chances of joining external competitions were also few.

The education tours outside Hong Kong could not be held as planned. We hope the situation will be back to normal soon so that the strategies of the plans of our major concerns can be implemented, which will definitely help students' growth.

III. Priority Task 3: To establish a professional learning community

A. Achievements

1. To devise a sustainable plan for professional development

- 1.1 To arrange and organize teachers' professional development that systematically follows the school's development, a 3-year professional development plan was devised. The professional development includes self-regulated learning (self-learning, co-learning, mutual learning and guided learning), reading across curriculum, learning assessment, eLearning, growth mindset, career aspirations, eight habits of highly effective teens and T-standard and personal careers development. These professional developments are in line with school's three major concerns including to strive for academic excellence, to embrace whole-person development and to establish professional learning community.
- 1.2 A resource management system on learning and teaching and student development was established in the Cloud platform which facilitated teachers' self-learning. The resources comprised of the materials of the professional development days and teachers' sharing in the staff meetings such as growth mindset, the self-regulated learning period, the planning of self-regulated learning lessons.

2. To promote professional sharing and interflow within school

- 2.1 To establish open-classroom culture focusing on teachers on teachers' strategies and students' learning, peer lesson observation was promoted. 31% of teachers join at least 1 lesson observation of S.1-2 self-regulated learning lesson studies. Professional sharing and interflow among teachers was enhanced.
- 2.2 One workshop of pre-lesson design was organized to enhance teachers' ability to design pre-lesson tasks as one of the school-based self-regulated learning lesson studies. Two round of lesson studies on self-regulated learning in S.1-2, one in the First Term and one in the Second Term, were completed. 17 teachers participated in the lesson studies. They joined the meetings of collaborative lesson planning, trial teaching, lesson observation and pro-lesson observation discussion. Professional sharing and interflow among teachers was enhanced.

3. To invite experts and organizations to conduct professional development in line with school development

- 3.1 The professional development programme, school-based lesson studies on self-regulated learning, was arranged and organized with the support of Dr. Ho Sai Mun, an expert on self-regulated learning. Under his guidance, collaborative lesson planning, trial teaching, lesson observation and pro-lesson observation discussion were held. He provided teachers with a lot of valuable opinions. 83% of teachers participating in the programme found it useful for students to develop their self-regulated learning skills.

- 3.2 The English Panel collaborated with the Education Bureau on the development programme of S.1 Reading across Curriculum for the English language. 79% of S.1 students agreed that the English Reading across Curriculum programme was useful in enhancing their English learning. S.1 English teachers expressed that the programme was useful. The materials provided by the Education Bureau school support team were well-designed and of appropriate level of difficulty.

B. Reflection

1. A 3-year professional development plan is set up and implemented in 2021-24. It also sets up a clear picture of school development and can facilitate teachers' understanding of school's development in 2021-24 in the areas of academic excellence, whole-person development and professional learning community. It is hoped that teachers can follow school development and plan their professional development. The resource management system in the Cloud platform can also facilitate teachers' self-learning. It will be optimized in the Cloud platform. Due to the suspension of face-to-face classes, the T-standard is not introduced to teachers. The introduction of the T-standard will be conducted in a way that teachers can have a basic knowledge of the T-standard in the coming academic year. Further understanding of the T-standard will be conducted in 2023-24.
2. The development of self-regulated learning to nurture students as proactive learners is school's long-term development. The programmes including lesson studies, teachers' workshops and students' skills training are conducted. With other measures such as self-regulated learning period, the foundation for self-regulated learning has been laid. The lesson studies will be extended to S.3 and more subjects of S.1 will be involved. The strategies of professional development implemented through professional development days can help teachers further master the techniques of making pre-lesson tasks for students' self-learning. In the coming academic year, the skills of arranging co-learning and mutual learning will be introduced in the professional development days. Teachers are also required to put it into practice.

Priority Task 4: To Celebrate the 40th Anniversary

A. Achievements

1. **To promote the school via various anniversary celebrations and activities**
 - 1.1 To organise events and competitions for primary schools
 - To provide opportunities for primary students to interact with our students, we have organised seven workshops for the primary students to broaden their horizons and enrich their life experiences during the creative fun day.
 - In view of the development of the COVID-19 epidemic situation, the primary school students' enrolment deadline for the 'Society Caring Colouring' competition was extended from 18 March 2022 to 20 May 2022. In addition, most of the students showed an interest in art and did a great job. All prize winners were announced in June 2022 on our school website.
 - An intra-school "WhatsApp Gif Sticker Design" competition and a "Mascot Design" competition were organised in May 2022 for students to unleash their creativity and create a series of fun and lively designs to celebrate the school's anniversary.

1.2 To hold the grand opening ceremony for the Mini Hall

- The dedication ceremony and the grand opening of the new Mini Hall were held on 21 December 2021. The new Two-million-dollar Mini Hall incorporates innovative design features, including an LED wall, an ecofriendly air conditioner, lighting and stage equipment, a dance floor, and other basic furniture and fixtures.
- Our school supervisor celebrated the occasion together with the principal education officer (curriculum development), the minister of CCC Kei Yuen Church, the director of education services (HKCCCC), a representative from the Wong Hiu Mui Charitable Foundation Scholarship, school managers, honourable guests, principals, teachers and students.
- The new Mini Hall is truly a wonderful new space for our students and staff to enjoy.

2. To achieve the set fundraising goals

2.1 To produce souvenirs for fundraising events

- In celebration of the 40th anniversary, a series of special, limited edition souvenirs, including a USB storage device, power bank, recycling bag, stationery, and mugs designed by our creative visual arts students have been prepared for alumni, teachers, parents, and students. The funds raised from these products would be used for the purchase of smart TVs.

2.2 To arrange activities or events to raise \$1,250,000 for classrooms' smart TVs.

- The 40th anniversary is the perfect opportunity for us to engage in fundraising for our school facilities. This is a fun time for the current students to get involved in the celebration. Therefore, Fundraising Open Day will launch on 4 February 2023. Activities such as interesting carnival games, ball competitions, various performances, and souvenir stores will be held on that day. Parents, teachers, and alumni can volunteer to run the fair.

3. To connect alumni of all years

3.1 To organise anniversary activities to connect alumni

- Our school will celebrate its 40th anniversary this year. To mark this important milestone, we would like to welcome our alumni back to share their fond memories of campus life at KYC, celebrating our proud history and achievements with the whole secondary school community. As part of the celebratory activities, we would like to hold a volleyball match between teachers, alumni, and students. In addition, we will invite alumni to get involved in Fundraising Open Day.

3.2 To establish year coordination for alumni reunions

- An alumni reunion will be the perfect opportunity to reconnect with the campus and reminisce with old classmates. Some of our alumni became teachers in our school, and this is an advantage for them to gather old students and celebrate our school's 40th anniversary. We look forward to welcoming our old students for the forthcoming reunion. We also found that at least 50% of the year coordinators were established this year.

3.3 To establish a social media channel and alumni newsletter for updates about the latest news and information from the alumni association.

- Social media and alumni newsletters are pivotal tools to keep alumni connected after graduation. In addition, we will try to organise alumni events in the coming years and publish our first issue of the alumni newsletter after fundraising open day.

B. Reflection

Due to the pandemic, restriction orders are one of the biggest changes we have faced. To deal with the ever-changing epidemic situation and avoid any rebounds of infected cases, the government has constantly changed its policies and social distancing measures accordingly. In view of this, many of the celebrating activities have been postponed during our preparation. A signature event will be held on 4 February 2023 in which alumni will be invited to share their experiences on the fundraising open day to engage and motivate our current students. In addition, the 40th Anniversary Thanksgiving service, School History Corridor, and AI Innovation Lab opening will be held on 31 March 2023. Finally, the last signature event, a variety show night, should also include some exciting activities to make sure everyone is having a good time and sticks around until the end of the night. Without COVID-19, we hope to hold more events in the coming years. Thank you for the great events and for working together, and we are looking forward to seeing the success of our school over the next 40 years.

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 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. 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 webpages 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 students' habits of self-directed learning. Furthermore, 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. 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, Civic and National Education:** In addition to the formal curriculum (religious studies) and cross-curricular programmes (Day 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 services 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 an English-speaking environment. Moreover, students are encouraged to contribute their best work. We energise English assemblies using quiz apps (such as Kahoot), and we host four English action days each year. Furthermore, we actively promote English reading time during the school day and offer debate to S.1 and S.2 students for a part of the year. All these activities and initiatives mean that all students are provided with basic training. In the English Corner, we have a ‘hangout’ zone where students can practice their DJ skills and chat informally with NETs or even play VR games! As part of the language across the curriculum, students are chosen from subject areas (such as geography and physics) to work closely with NETs, complete special projects, enter essay competitions, and go on field trips. CCCKYC Global Week was introduced to help students gain international learning experiences based on their own interests and facilitate their developing generic skills and attitudes to nurture them as global citizens.

1.9 Self-Regulated Learning (SRL): Our school is committed to nurturing self-regulated, independent, lifelong learners. Through the provision of resources, guidance, and the development of learning skills and strategies, we encourage students to explore topics that pique their interest outside the classroom, cultivate an active learning atmosphere, and develop our students to be lifelong learners. Nine key elements were emphasised in adopting SRL in our school-based curriculum:

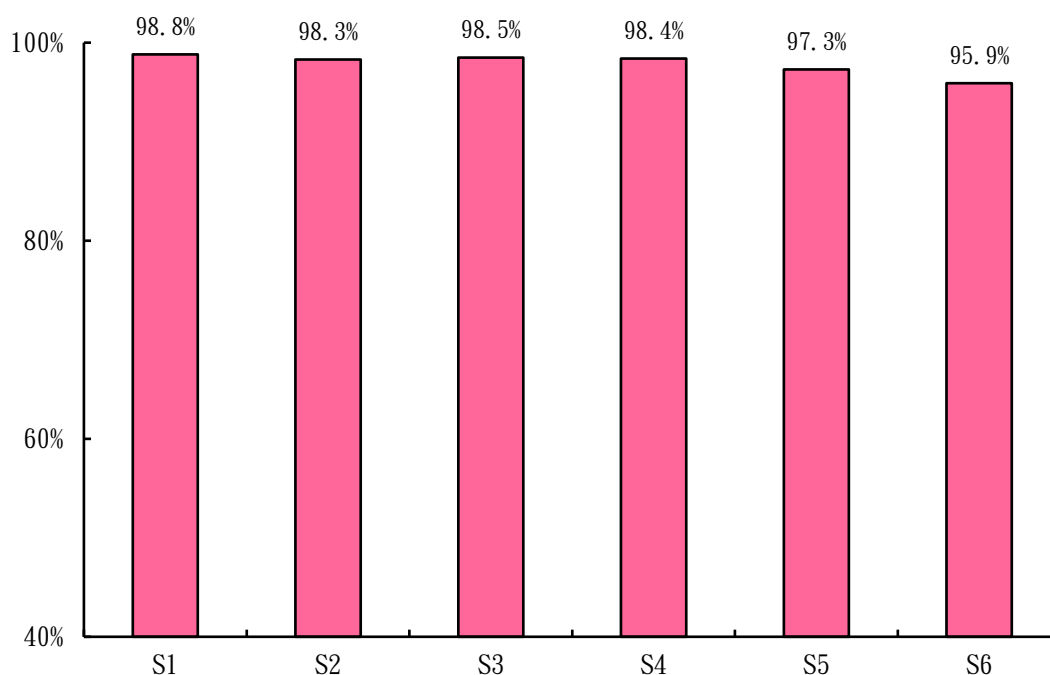
- (1) Staff development
- (2) Lesson studies
- (3) Students’ SRL skills workshop
- (4) Self-learning, co-learning, guided learning, and mutual learning embedded in classroom pedagogy
- (5) Self-regulated learning platforms, such as MOOCs and Microsoft Learn
- (6) Timetabled SRL period
- (7) SRL development task force
- (8) Infrastructure – SRL Lab
- (9) Learning celebration



1.10 Reading across the Curriculum (RaC): To broaden students’ knowledge base, help them connect their learning experiences and provide opportunities for integrating and applying knowledge and skills developed in different KLAs/subjects, a cross-subject reading programme (S1-S5) was introduced. Subject teachers identify reading materials in both print and non-print forms with suitable entry points (e.g. themes, text types, language features and vocabulary) for connecting students’ learning experiences in different KLAs. The programme also helps students develop the reading skills and strategies necessary for understanding and analysing language use in English texts written for general or academic purposes (e.g. text structures, rhetorical functions and vocabulary).

2. Student Attendance Rate

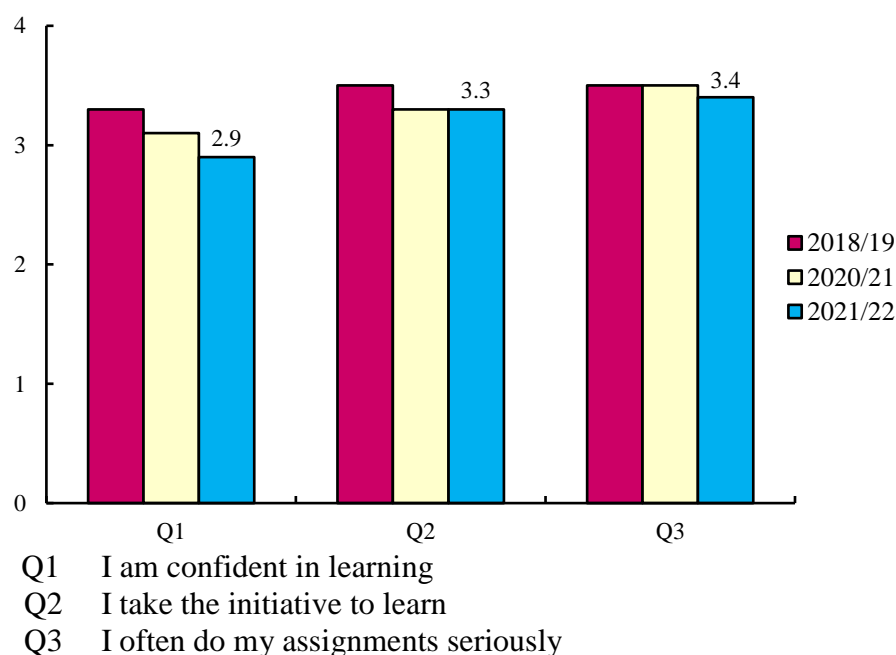
Student attendance rate in this academic year (2021/22):



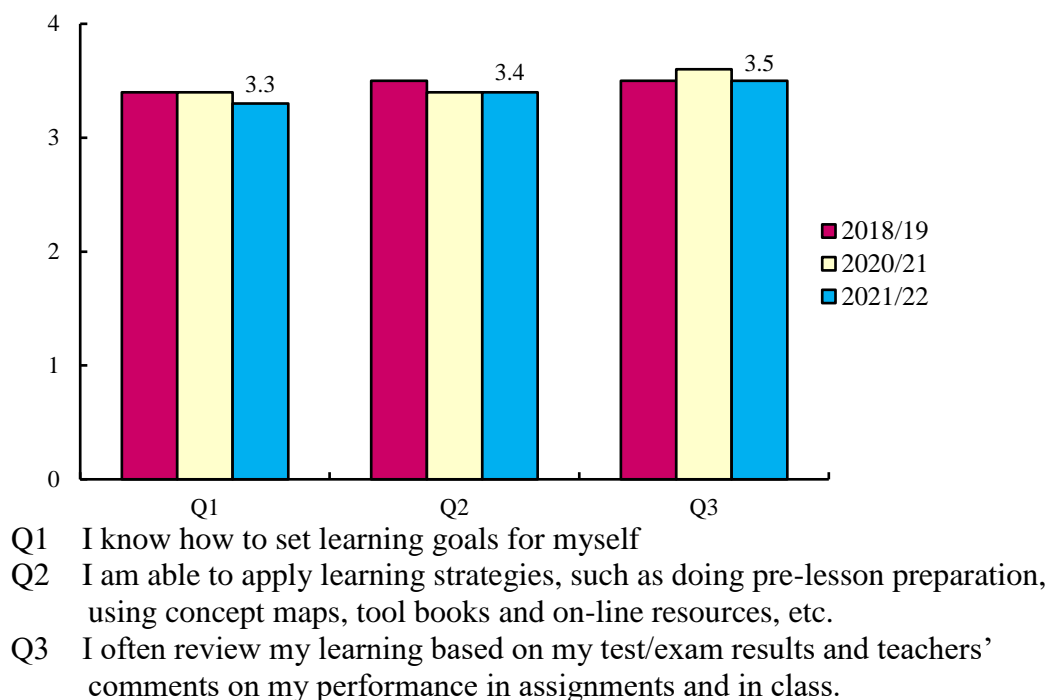
3 Student learning attitudes and their ability to master learning strategies

3.1 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 2018/19, 2020/21 and 2021/22.

3.2 Student self-evaluation on 'Student Learning' in the stakeholder survey:



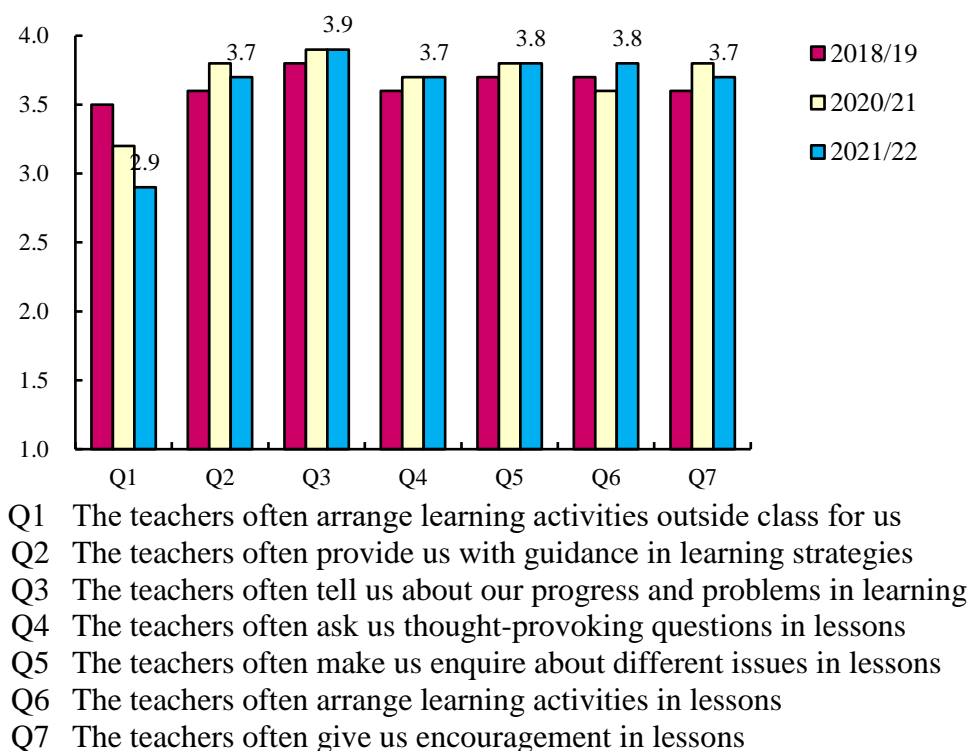
3.3 Student self-evaluation in the stakeholder survey on ‘Student’s Learning Strategies’ in the academic years of 2018/19, 2020/21 and 2021/22:



4 Student views on teaching

4.1 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 2018/19, 2020/21 and 2021/22.

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



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

5. Summary

- 5.1 In the section ‘My views on student learning’ contained in the EDB questionnaire, the question about ‘takes the initiative to learn’ scored 3.26 in the views of students. Moreover, the question about confidence in learning elicited scores of 2.93 from students. Student perceptions were quite positive, they are 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. Furthermore, 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 of S.1 to S.3 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.
- 5.2 In the section ‘My views on student learning’ within the EDB questionnaire, the question called ‘I am able to apply learning strategies, such as performing pre-lesson preparation and using concept maps, tool books, and online resources.’ scored 3.39 in the views of students. Accordingly, passions and habits pertaining to reading could be enriched for students. In addition, the curriculum (RaC) will be promoted. By engaging in purposeful reading and MOOCs offered by top universities, 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 will be arranged to provide a favourable reading environment during class to cultivate reading interests and habits.
- 5.3 A cross-curriculum committee is instigated to collaborate with the HKU Centre for the Enhancement of Teaching and Learning (CETL) in the HAVE Global Competence Programme. Further, a series of programmes regarding Global Classroom, such as the MOOC Learning Initiative in collaboration with HKU, SRL ERaC Reading Lab, and Global Week, are introduced to help students gain international learning experiences based on their own interests and facilitate their developing generic skills and attitudes to nurture them as global citizens.
- 5.4 To unleash academic potential, examination directing strategies and data analysis tools will be used to enhance the learning effectiveness of the students.
- 5.5 English learning will be further enhanced, and more NETs will be employed to help promote English learning and enrich the English-learning atmosphere in the school.

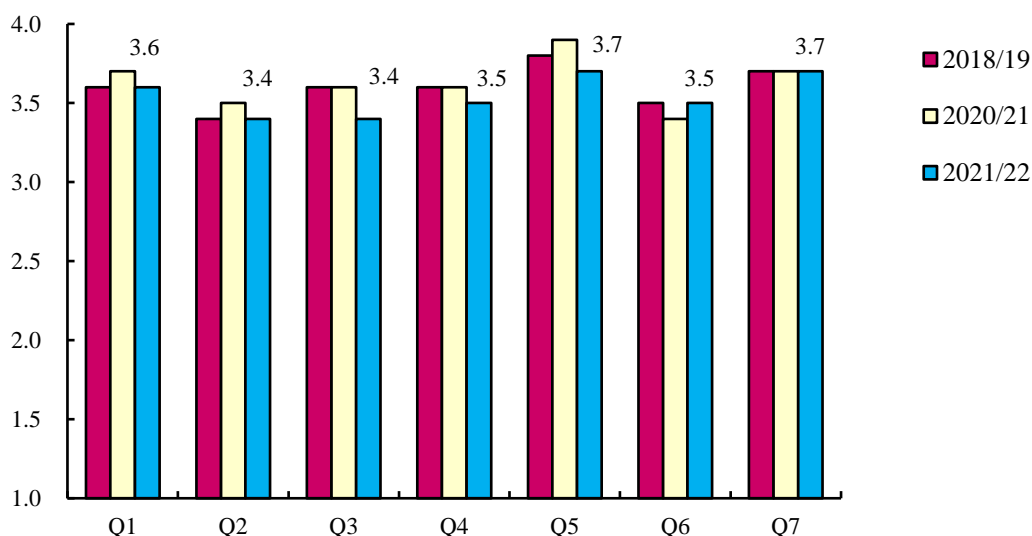
Support for Student Development

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 yearly 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 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; and Days V and VI assemblies are academically oriented. In addition, the school develops students' confidence and self-esteem by recognising their achievements in prize-giving ceremonies and through achievements 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 the all-around 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 Regarding 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 studying, 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 learn from their minor misbehaviours, and prefect training boosts their leadership skills. These strategies are introduced to cater to student needs at 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 were not collected. The data were collected at the end of the 2018/19, 2020/21, and 2021/22 school years.
- 2.2 Student self-evaluations 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 stakeholder survey indicated the effects of the epidemic on campus life. The questions that exhibited a decrease reflected the adverse effects of the epidemic, which made extracurricular activities almost cease completely as online classes and half-day face-to-face classes were adopted and a long special holiday was arranged from March to April. Normal activities in school could not be organised. However, two questions with an increase in scores showed students' eagerness to participate in extra-curricular activities when whole-day face-to-face classes were allowed because our school reached the requirement of vaccination received by 90% of students

In the coming academic year, the school will continue to facilitate the organisation of class-based activities to promote the relationship among students and form-based activities to

meet 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 that they can be sufficiently fit (physically and mentally) and adequately mature to make wise subject and career decisions in the course of their 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 |
|---------|------------------------------------------------------|---------|-------------|
| 2019/20 | No test was conducted by HKEAA in this academic year | | |
| 2020/21 | No test was conducted by HKEAA in this academic year | | |
| 2021/22 | 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 : 95.3%

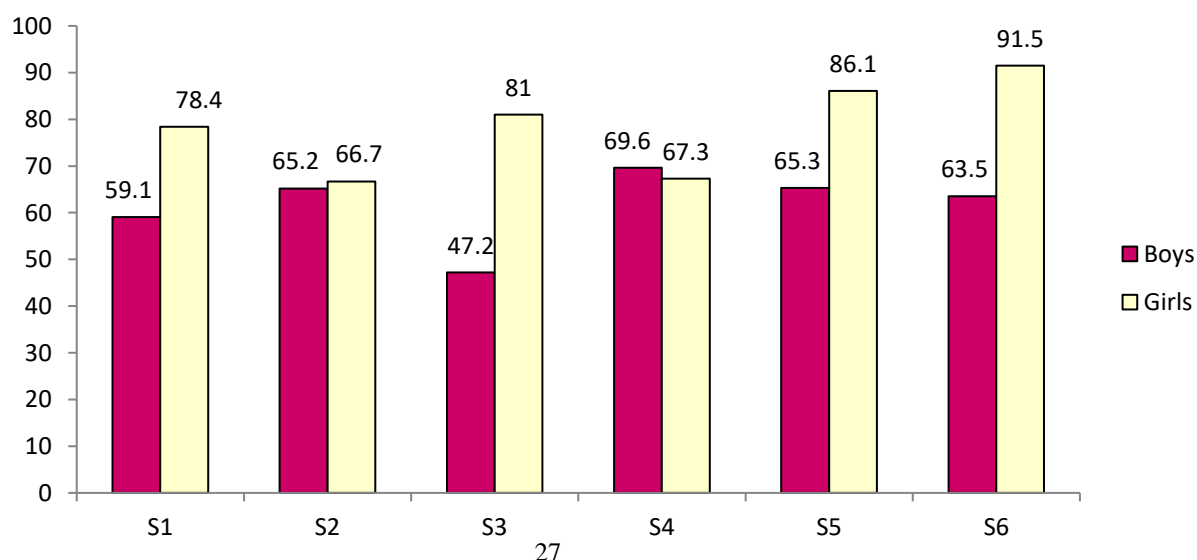
Average pass rate of English language : 97.4%

Average pass rate of Chinese language : 100%

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

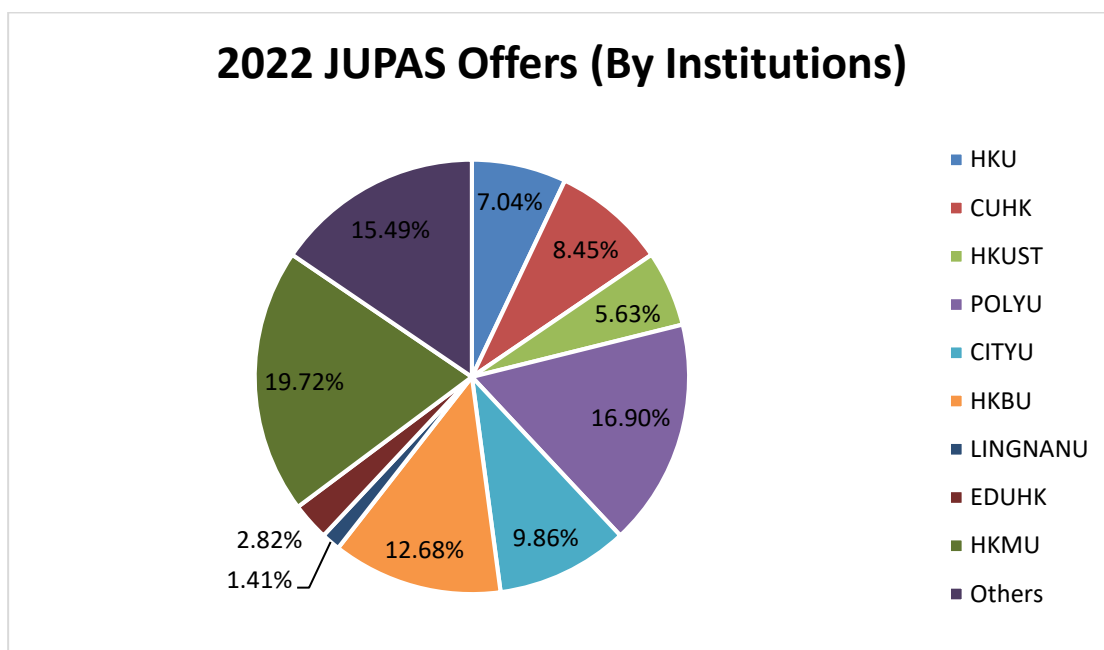
| Year | 2019/20 | 2020/21 | 2021/22 |
|-------------------------------------------------------------------------------------|------------|------------|------------|
| Total no. of candidates | 119 | 99 | 116 |
| No. and % of students obtaining 2222 (Core subjects) | 95 (79.8%) | 91 (91.9%) | 99 (85.3%) |
| No. and % of students obtaining 3322 (Core subjects) | 69 (58%) | 72 (72.7%) | 70 (60.3%) |
| No. and % of students obtaining 3322 (Core subjects + 2 electives level 2 or above) | 64 (53.8%) | 69 (69.7%) | 69 (59.5%) |

3. Percentage of students within the acceptable weight range in 2021/22



4. 2022 JUPAS Offers

In the academic year of 2021-2022, 114 Secondary 6 students applied for admission to programmes offered by the 9 JUPAS participating-institutions and / or the SSSDP programmes via JUPAS. 62.28% of our students received JUPAS offers.



5. Students' Awards

5.1 Academic Awards

| | Award / Scholarships | Organization | Name of Awardees |
|----|------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | 2020-2021 「兩代情」徵文比賽 | 香港賽馬會社區資助計劃 – 美荷樓香港精神學習計劃 | 初中組優異 3C 黎恩希 3C 李竟灝 3C 郭倩榆 3D 黃依澄 4D 許朗瑋 高中組優異 5C 陳琛菴 5C 鍾柏賢 6C 曹億桐 6C 蔡嘉欣 |
| 2. | 2020-2021 年度 「篇篇流螢」網上閱讀計劃 | 中國文化研究院 | 閱讀之星 3D 林浩朗 銀獎 4C 朱文耀 銀獎 4C 蔡曉彤 銀獎 4D 許朗瑋 銀獎 2D 陳栢軒 銅獎 6D 龍于晴 銅獎 |
| 3. | Microsoft Office Specialist Championship Hong Kong 2021 | Microsoft | Merit 5B YU KIT MAN 6B HO CHI YAT Bronze 5C CHAN NOK 5D LO PAK KI KAPAKKI 6D CHEUNG KEI YAU Silver 5D LUI YEE LAM |
| 4. | Microsoft AI Pilot School | Microsoft & HKACE | Microsoft Certified Azure AI Fundamentals 5B SUEN HOI TING 5C CHAN NOK 5C YAU CHIN HONG 5D LUI YEE LAM 5D LO PAK KI KAPAKKI |

| | Award / Scholarships | Organization | Name of Awardees |
|----|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. | The 19th CILTHK Student Essay Competition | The Chartered Institute of Logistics and Transport | Merit Award of English Junior Group 1C WONG Khloe Bok Yan 1C PENG Ka Ming |
| 6. | International Chemistry Quiz 2021 | Royal Australian Chemical Institute | Year 10 - Credit 5D LEUNG HO HIM 5D WONG NGA KI Year 10 - Distinction 5C CHAN CHI YAN 5C TAM WING SUM 5D CHAN KA LEE Year 10 - High Distinction 5D LO PAK KI KAPAKKI Year 11 - Distinction 6D CHIN KA MING 6D LI CHO YIN Year 11 - High Distinction 6D LEE KA HIN |
| 7. | 區會聯校數字組合遊戲 2022 | 中華基督教會香港區會中學 校長會學與教交流小組 - 數學科核心小組主辦 | 二等獎 4D 黃國軒 6D 錢嘉明 一等獎 4D 黃俊龍 |
| 8. | Selected to be published by CUHK Press (Cart Noodles Press, Department of English, The Chinese University of Hong Kong) | CUHK | Selected Authors 1B Zhang Ham Fei 1D Ho Ching Hei 1D Yeung Sheung Kiu 2B Law Nok Yau 2C Chan Yi Sum Renee 2C Peng Ka Ming 2C Wong Khloe Bok Yan 3A Sarki Pristina 3B Wong Kezia 3D Lam Ho Long 3D Lam King Wang 5C Tam Wing Sum |

| | Award / Scholarships | Organization | Name of Awardees |
|-----|----------------------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9. | The 73 rd Schools Speech Festival | Hong Kong Schools Music and Speech Association | Proficiency 2A Shreesh Abhinav 2A Kwok Wing Chi 4C Fung Ho Hei Alden Merit 1A Sarki Rohan 1B Kei Yan Hei 1C Li Hei Long 1D Lai Yuk Ming 2A Wasim Muhammad Saim 2C Chan Yi Sum Renee 2D Chan Yuen Ho 3A Cheng Yuen Shan 3A Hung Tsz Kwan 3A Man Tin Yan 3A Yeung Shun Him 3C Cheng Yu Shu 4D Wong Chun Lung 4D Wong Khloe Bok Yan 2nd Runner-up 1D Chan Yi Sum Esther 4D Leung Tsun Ho |
| 10. | 第七十三屆香港學校朗誦節 | 香港學校音樂及朗誦協會 (普通話) | 中學一、二年級女子詩詞獨誦 亞軍 1A 劉奕伽 2D 黃汶嫻 中學一、二年級男子詩詞獨誦 季軍 1A 曾家樂 |
| 11. | 第七十三屆香港學校朗誦節 | 香港學校音樂及朗誦協會 | 中一級女子粵語詩詞獨誦 季軍 1A 劉奕伽 中三級女子粵語散文獨誦 冠軍 3C 黎恩希 中三級女子粵語詩詞獨誦 亞軍 3C 鄭于舒 中四級男子粵語散文獨誦 冠軍 4D 梁峻豪 中五級女子粵語詩詞獨誦 |

| | Award / Scholarships | Organization | Name of Awardees |
|-----|--------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | 季軍 5B 李因喬 |
| 12. | 《點讀》廣播劇比賽 2022 | 新閱會 | 優異獎 2B 廖尹熒 2B 羅諾柔 5B 郭欣宜 5C 馮煒諾 |
| 13. | Hong Kong Young Writer's Award | | Certificate of Participation 2A Kwok Wing Chi 2B Law Nok Yau 2D Tam Cheuk Him 3A Sarki Pristina |
| 14. | 第 47 屆全港青年學藝比賽 | 全港青年演講比賽 | 粵語高中組 優異獎 4D 梁峻豪 |
| 15. | 元朗區公民教育徵文比賽 | | 高中組 優異獎 5C 陳琛蕾 |
| 16. | 向老師致敬 2021 中文徵文比賽 | 敬師運動委員會 | (中四至中五) 優異獎 5C 陳琛蕾 |
| 17. | 第二十六屆全港學界對聯創作比賽 | 新市鎮文化教育協會 | 中學及香港專業教育學院組 冠軍 1B 張涵菲 亞軍 4C 吳奕瑩 季軍 3C 黎恩希 優異獎 1C 胡雪怡、4C 霍懷恩 特別獎 2D 劉心怡、4A 曾樂欣、 4B 楊雯興、4C 董家媚、 4D 陳凱卓、5A 沈樂詩、 5C 陳琛蕾 |
| 18. | 「小故事・動人心」 創作比賽 | 基督教香港信義會 社會服務部 | 初中組 優異獎 3C 鄭幸宜 |
| 19. | 元朗區公民教育 標語創作比賽 | 元朗區公民教育委員會 | 初中組 冠軍 2B 王恩瑤 |
| 20. | 「每天好精神」標語創作比賽 | 教育局 | 高中組冠軍 5D 王雅琪 |

| | Award / Scholarships | Organization | Name of Awardees |
|-----|--------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 21. | 地下管綫安全口號創作比賽 (2020-2021) | | 初中組 季軍 2A 郭愷愷 |
| 22. | 第十四屆「啟慧中國語文」 廣播劇創作暨演繹比賽 | 聰穎慈善教育基金 | 中學組 優異獎 1C 鍾恩諭 1D 陳爾心 4D 梁峻豪 5B 郭欣宜 5C 馮煒諾 |
| 23. | Microsoft Office Specialist World Championship 2022 (HK station) | 「Microsoft」 | 2nd Runner up 5D LUI YEE LAM Silver Award 5C TANG YAT HEI Bronze Award 5C YIM YAT HEI 5B HUNG TUNG KUEN |
| 24. | Gold Award Cybersecurity Innovation Challenge 2022 | Hong Kong Police | 5C CHAN NOK 5D LO PAK KI KAPAKKI |
| 25. | Interschool Microsoft e-Sport Champions League (Preliminary Round) | Microsoft | 1st Runner up 3D WONG CHUN HEI 5B NG CHEUK HIN 5C CHAN NOK 5D LO PAK KI KAPAKKI |
| 26. | 「少智強·紀律與守法」 「防騙一分鐘短片創作比賽 (中學組)」 | 元朗區少年警訊 | 亞軍 4C 鄧卓琳 何樂恆 5B 郭欣宜 5C 馮煒諾 優異獎 3B 黃施予 王潔 葉宏恩 3D 凌逸怡 陸芯言 鄧式喻 黃依澄 4B 鄭晞妍 吳智謙 4C 林衍揚 4D 蘇筱柔 饒金欣 黃俊龍 盧政言 鍾柏朗 5A 黃星宇 5C 陳智恩 |

| | Award / Scholarships | Organization | Name of Awardees |
|-----|-------------------------------------------------------------------|--------------------------------|------------------------------------------------|
| | | | 5C 鍾欣晞 |
| 27. | Human Anatomy: Musculoskeletal Cases (edX) | Harvard University | (Top MOOC Student for S4) 4D TANG LOK YAN |
| 28. | Anatomy: Cardiovascular, Respiratory and Urinary Systems | University of Michigan | |
| | Anatomy: Gastrointestinal, Reproductive and Endocrine Systems | | |
| 29. | Epidemics | The University of Hong Kong | |
| | So You Want To Be A Surgeon? (edX) | | |
| 30. | Positive Psychology: Martin E.P. Seligman’s Visionary Science | University of Pennsylvania | |
| 31. | Health Behavior Change: From Evidence to Action | Yale University | |
| 32. | Human Health Risks, Health Equity, and Environmental Justice | University of Michigan | (Top MOOC Student for S5) 5C CHENG TIN YUET |
| 33. | Climate Change, Sustainability, and Global Public Health | | |
| 34. | Environmental Hazards and Global Public Health | | |
| 35. | Environmental Health: the Foundation of Global Public Health | | |
| 36. | The City and You: Find Your Best Place | University of Toronto | |
| 37. | Chinese for Beginner | Peking University | 4B CHAN TIK HEI |
| 38. | More Chinese for Beginners | | |
| 39. | Chinese for HSK 1 | | |
| 40. | Chinese for HSK 4 | | |
| 41. | First Step Korean | Yonsei University | |
| 42. | Foundations of Public Health Practice: The Public Health Approach | Imperial College London | 5C CHAN CHI YAN |
| 43. | Introduction to Psychology | Yale University | |
| 44. | Science of Exercise | University of Colorado Boulder | 4D LAU CARMEN TSZ CHING |
| 45. | Mind Control: Managing Your Mental Health During COVID-19 | University of Toronto | |

| | Award / Scholarships | Organization | Name of Awardees |
|-----|--------------------------------------------------------------|----------------------------------|------------------------------------------------------------------------------------------|
| 46. | Everyday Excel, Part 1 | The University of Colorado | 4C NG SUM YUET |
| 47. | Understanding Financial Markets | University of Geneva | |
| 48. | The Modern World, Part One: Global History from 1760 to 1910 | University of Virginia | (Top MOOC Student for S3) 3A YEUNG SHUN HIM |
| 49. | The Modern World, Part Two: Global History since 1910 | | |
| 50. | Programming for Everybody (Getting Started with Python) | University of Michigan | 4D CHAN HOI CHEUK 4D CHAU LOK HIM |
| 51. | Programming Foundations with JavaScript, HTML and CSS | Duke University | 3B LIU CHUN ON 4B SIU KING CHUEN |
| 52. | Dog Emotion and Cognition | Duke University | 3B WONG KIT 3C WONG VINCI |
| 53. | Anatomy: Cardiovascular, Respiratory and Urinary Systems | University of Michigan | 3D LAM HO LONG |
| 54. | Anatomy: Musculoskeletal and Integumentary Systems | | 4D TAN LIK WANG |
| 55. | Mind Control: Managing Your Mental Health During COVID-19 | University of Toronto | 3A TAM HO CHING |
| 56. | Anatomy of the Chest, Neck, Abdomen, and Pelvis | Yale University | 3A CHENG YUEN SHAN |
| 57. | Introduction to Forensic Science | Nanyang Technological University | 3A CHAN CHAK FUNG |
| 58. | Successful Negotiation: Essential Strategies and Skills | University of Michigan | 4C HO LOK HANG 4D LI MEI LING |
| 59. | The Global Financial Crisis | Yale University | 4C CHU MAN YIU |
| 60. | Financial Markets | | 3B KWOK YUEN TING |
| 61. | Introduction to Psychology | Yale University | 3A WONG KEZIA 3B NG KING HIM 3D HO PO LAM 4C NG TSZ YIU YOYO 5C CHAN CHI YAN |
| 62. | Social Psychology | Wesleyan University | 3D LAM KING WANG |
| 63. | Studying at Japanese Universities | The University of Tokyo | 3C KWOK SZE LAM |
| 64. | 第 55 屆聯校科學展覽 | 聯校科學展委員會 | 5C CHAN CHI YAN 5C CHENG TIN YUET 5C NG HUI KUI 5D WONG NGA KI |

5.2 Visual Arts Awards

| | Award / Scholarships | Organization | Name of Awardees |
|----|--------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | 2021 Secondary School Contemporary Drawing Competition | Hong Kong Contemporary Art Centre | Champion 5D Hou Yuen Ting Merit 5B Law Yat Ho, Kyle Special Honor Award 6D Chan Hiu Ching 6A Fung Yan Lam 5A Lai Ting Ting, Joanne |
| 2. | 第 46 屆全港青年學藝比賽 | 全港青年學藝比賽大會 | 中學組 (優異獎) 5A 黎曉鋒、5B 羅逸皓、 5B 李因喬 |
| 3. | 愛語、愛滿 FUN 之 繪畫創作及心聲表達比賽 | 元朗區家庭生活教育宣傳運動工作小組、元朗區議會合辦 | 中學組 (冠軍) 4B 黃子晴 |
| 4. | My Australian Christmas Card Competition 2020 | Australian Consulate General Hong Kong | Merit 4C Huang Tsz Shan、 4D Ip Cheuk Long |
| 5. | 葛量洪視覺藝術獎 2020-21 | 香港美術教育協會 | 葛量洪視覺藝術獎學金 6D 陳曉晴 |
| 6. | Student of the year – Visual Artist 2020 | The South China Morning Post and The Hong Kong Jockey Club | Student of the year: Visual Artist 2020 Winner 6A Fung Yan Lam |
| 7. | 中國銀行 2022 新春 WhatsApp Stickers 創作比賽 | 中國銀行(香港) | 新春喜慶獎 5A 賴亭亭 優異獎 4A 黃宇心、4B 黃子晴、 4C 黃子珊、4C 林筠濤、 4C 李祉澄、5A 袁綺琳、 5A 馮芯盈、5A 黎曉鋒、 5B 梁詩晴、5D 侯婉婷 |
| 8. | 花鳥蟲魚小夥計設計比賽 | 香港北區花鳥蟲魚展覽會 | 冠軍 4C 林筠濤 亞軍 4C 鄧卓琳 |

| | Award / Scholarships | Organization | Name of Awardees |
|-----|---------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| | | | 優異獎 4A 鄭卓珩、5D 侯婉婷 |
| 9. | 護老 3C GIF 動畫標誌 創作比賽 | 明愛賽馬會照顧者資源 及支援中心 | 冠軍 4A 謝雅琪 亞軍 4C 林筠濤 優異獎 4A 鄭卓珩、4B 黃子晴、 4C 黃子珊、4C 李祉澄、 4C 譚梓好 |
| 10. | 「尊重與平等： 停止性騷擾」貼圖設計比賽 | 平等機會委員會 平機會反性騷擾資源平台 | 季軍 4D 黃俊龍 |
| 11. | 2021-2022 活水行動海報及 標語設計比賽 | 愛德基金會（香港） 愛德活水行 | 冠軍 4D 黃俊龍 優異獎 4C 張梓澄 |
| 12. | 健康四格漫畫創作大賽 2021 | 電影、報刊及物品管理 辦事處 | 冠軍 5D 侯婉婷 |
| 13. | 四道愛明信片設計及 填色比賽 | 聖雅各福群會 方舟生命教育館 | 網上最受歡迎作品 4D 葉焯朗 |
| 14. | 第二十八屆 「家長也敬師」運動 「電子版敬師卡」設計比賽 | 家庭與學校合作事宜委員會 | 季軍 4C 張梓澄 |
| 15. | 2021 化學品安全海報 及貼紙設計比賽 | 職業安全健康局主辦 | 優異獎 5B 賴亭亭 |
| 16. | 創意思維襟章設計比賽 2022 | 青年會書院 | 初中組 (冠軍) 2A 吳羽希 初中組 (季軍) 2A 羅銳濱 高中組 (冠軍) 5B 羅逸皓 高中組 (亞軍) 5D 侯婉婷 |
| 17. | 元朗區文藝之星 | 元朗文藝協進會 | 元朗區文藝之星 5A 賴亭亭 |
| 18. | Student of the year – Visual Artist 2021 | The South China Morning Post and The Hong Kong Jockey Club | Student of the Year: Visual Artist 2021 2nd runner-up |

| | Award / Scholarships | Organization | Name of Awardees |
|-----|--------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------|
| | | | 5A Lai Ting Ting, Joanne |
| 19. | 第 47 屆全港青年學藝比賽 全港青年繪畫比賽 (2021-22 年度) | 全港青年學藝比賽大會及 觀塘扶輪社 合辦 | 西洋畫 (中學組) 亞軍 4D 譚日熙 西洋畫 (中學組) 優異獎 2A 吳珈睿、4A 鄭卓珩、 4C 林筠濤、4D 蘇筱柔、 4D 葉焯朗 |
| 20. | 第 47 屆全港青年學藝比賽 全港青年標語及海報設計比 賽 (2021-22 年度) | 全港青年學藝比賽大會及 香港公共關係學會 合辦 | 中學組 (冠軍) 4D 葉焯朗 中學組 (亞軍) 4D 譚日熙 中學組 (優異獎) 5B 梁詩晴 |

5.3 Sports Awards

| | Award / Scholarships | Organization | Name of Awardees |
|----|----------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | 獅子會盃全港跳繩挑戰賽 2021 | 香港欣學教育科技有限公司 與 中國香港跳繩體育聯會合辦 | 1X30 秒單車速度賽 冠軍 5B 張詠霖 1X30 秒前繩速度賽 亞軍 5B 張詠霖 |
| 2. | Super Jump 全港跳繩錦標賽 2021 | 香港花式跳繩會主辦 | 中學男子組 30 秒前繩雙腳跳 速度跳 冠軍 中學男子組 30 秒後繩雙腳跳 速度跳 冠軍 中學男子組 30 秒前側擺開速 度跳 冠軍 2C 鄧昊堯 中學女子組 30 秒前繩雙腳跳 速度跳 亞軍 中學女子組 30 秒後交叉開跳 速度跳 亞軍 中學女子組 30 秒前側擺開速 度跳 第四名 3A 陳以翹 |

| | Award / Scholarships | Organization | Name of Awardees |
|----|---------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | 中學男子組 30 秒前繩雙腳跳速度跳 亞軍 中學男子組 30 秒敬禮跳速度跳 亞軍 中學男子組 30 秒前側擺開速度跳 冠軍 5B 張詠霖 |
| 3. | 區會中學校際乒乓球錦標賽 2021 | 中華基督教會香港區會中學校長會體育學習領域工作小組主辦 | 女子組單打 冠軍 5B 洪榆雯 男子組單打 亞軍 3B 謝皓洋 |
| 4. | 區會中學校際羽毛球錦標賽 2021 | 中華基督教會香港區會中學校長會體育學習領域工作小組主辦 | 女子組單打 冠軍 5D 龍子晴 |
| 5. | 香港沙灘排球巡迴賽 2021 黃金站 | 香港排球總會 | 季軍 6B 梁雨詩 |
| 6. | 第十六屆青少年沙灘排球比賽 | 香港排球總會 | 女子初級組 冠軍 6B 梁雨詩 |
| 7. | 第三十屆 YMCA 盃女子排球賽 2021 | 香港中華基督教青年會主辦 | 季軍 5B 梁雨詩 5A 張東琦 4D 王雅琪 3A 鄧詩韻 3C 饒金欣 3C 蘇筱柔 2C 黃穎思、廖嘉怡、鄭于舒 1B 鍾敏儀 1A 楊琇巧 |
| 8. | Inter-School Swimming Competition 2021-2022 | The Hong Kong Schools Sports Federation – Yuen Long Secondary Schools Area Committee | Girls B Grade 800m run The second runner-up WONG HO YI Boys A Grade shot put The Champion SHREESH NIRUPAM Boys B Grade long jump The first runner-up SARKI RABIN |

| | Award / Scholarships | Organization | Name of Awardees |
|----|---------------------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | Girls B Grade long jump The second runner-up NG SUM YUET Girls B Grade 50m Freestyle The first runner-up 3A HUNG TSZ KWAN Girls B Grade 200m Freestyle The Champion 3A WONG HO YI Girls C Grade 200m Freestyle The Champion 1A TSE LAI YIU Boys B Grade 50m Butterfly The Champion 3A CHU TSUN HO Boys B Grade 100m Freestyle The Champion 3D WONG CHUN HEI Boys C Grade 200m Individual Medley The Champion 1C LEUNG HOK KIU JASON |
| 9. | 全港分齡跳繩比賽 2021 12-13 歲男子組 三分鐘耐力跳 個人花式 30 秒單車步 個人總成績 團體賽 四人交互繩速度跳 團體總成績 | 中國香港跳繩總會主辦 | 2C 鄧昊堯 冠軍 亞軍 季軍 冠軍 冠軍 冠軍 |

| | Award / Scholarships | Organization | Name of Awardees |
|-----|---------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------|
| 10. | 跳繩錦標賽暨公開賽 2021 個人獎 男子花式 團體獎 4 x30 速度跳 大匯演 全場總成績 | 華永盃主辦 | 2C 鄧昊堯 冠軍 最受歡迎運動員 季軍 殿軍 殿軍 |
| 11. | 全港網上跳越界限跳繩比賽 2022 挑戰組 單車步 精英組 10 秒花式跳繩交流 賽 挑戰組 交叉開跳 挑戰組 個人總成績 | 賽馬會齊跳高飛跳繩計劃主 辦 | 2C 鄧昊堯 冠軍 最具創意及觀賞性大獎 冠軍 冠軍 |

5.4 Music Awards

| | Award / Scholarships | Organization | Name of Awardees |
|----|------------------------------------------------------|---------------------------------------------------|-------------------------------------------|
| 1. | 74 th Hong Kong Schools Music Festival | Hong Kong Schools Music and Speech Association | 2nd Runner-up 1C Chan Tsz Ching |

Financial Report (September, 2021 to August, 2022)

| Particulars | Accumulative Surplus | Income | Approved Budget | Expenditure | Percentage Spent | Surplus | Accumulative Surplus |
|-------------------------------------------------------------------------------------------------------------------------|----------------------|---------------|-----------------|---------------|------------------|--------------|----------------------|
| Surplus brought forward from previous year : | | | | | | | |
| Government Funds | 6,319,397.91 | | | | | | |
| School Funds | 2,564,282.14 | | | | | | |
| Council Fund | 9,236.90 | | | | | | |
| I. Government Funds | | | | | | | |
| Surplus of Expanded Operating Expenses Block Grant (EOEBG) | 4,289,600.06 | | | | | | 4,289,600.06 |
| (1) Expanded Operating Expenses Block Grant | | | | | | | |
| (A) School Specific Grants | | | | | | | |
| · Administration Grant | | 3,898,044.00 | 4,040,000.00 | 3,890,707.80 | 96.30% | 7,336.20 | 7,336.20 |
| · Composite Information Technology Grant | | 564,088.00 | 655,600.00 | 503,925.91 | 76.86% | 60,162.09 | 60,162.09 |
| · Capacity Enhancement Grant | | 642,934.00 | 1,001,640.00 | 807,670.00 | 80.63% | (164,736.00) | (164,736.00) |
| · Air-conditioning Grant | | 586,878.00 | 586,878.00 | 526,511.10 | 89.71% | 60,366.90 | 60,366.90 |
| · SBM Top-Up Grant | | 50,702.00 | 50,702.00 | 40,000.00 | 78.89% | 10,702.00 | 10,702.00 |
| · School-based Speech Therapy Administration Rec Grant | | 8,112.00 | 8,112.00 | 5,496.00 | 67.75% | 2,616.00 | 2,616.00 |
| (B) Non-School Specific Grants - Baseline Reference | | 2,143,222.33 | | | | | |
| (i) Operation | | | | | | | |
| · General expenses such as printing and stationery, cleaning materials, repairs, lift maintenance, water charges etc | | | 685,000.00 | 571,360.67 | 83.41% | | |
| · 40th Anniversary (2021/22-2022/23) | | | 200,000.00 | 13,990.48 | 7.00% | | |
| · Composite furniture and equipment | | | 669,930.00 | 789,069.10 | 117.78% | | |
| (ii) Teaching and Learning | | | | | | | |
| · Consolidated subjects | | | 379,600.00 | 186,485.99 | 49.13% | | |
| · Teaching aids, library books, reference books etc | | | 122,200.00 | 55,571.68 | 45.48% | | |
| · ECA, M&CE, Religious and Academic act, prog and resources | | | 411,145.00 | 233,331.33 | 56.75% | | |
| · Guidance, Discipline and Careers act, prog and resources | | | 115,940.00 | 104,152.80 | 89.83% | | |
| (iii) Development | | | | | | | |
| · Staff Development | | | 113,800.00 | 55,143.20 | 48.46% | | |
| (C) Fund set aside for Severance Payment/Long Service Payment | 274,920.17 | 0.00 | 0.00 | 0.00 | 0.00% | 134,117.08 | 134,117.08 |
| Sub-total: | 4,564,520.23 | 7,893,980.33 | 9,040,547.00 | 7,783,416.06 | 86.09% | 110,564.27 | 4,675,084.50 |
| (2) Cash Grant for School-based After-school Learning and Support Programmes | 121,200.00 | 128,400.00 | 153,500.00 | 13,200.00 | 8.60% | 115,200.00 | 236,400.00 |
| (3a) Diversity Learning Grant (Other Programmes) | 54,615.00 | 84,000.00 | 166,310.00 | 116,677.19 | 70.16% | (32,677.19) | 21,937.81 |
| (3b) Diversity Learning Grant (Other Languages) | 1,400.00 | 7,800.00 | 7,800.00 | 5,300.00 | 67.95% | 2,500.00 | 3,900.00 |
| (4) Diversity Learning Grant (Applied Learning Courses) | 0.00 | 176,260.00 | 191,230.00 | 176,260.00 | 92.17% | 0.00 | 0.00 |
| (5) Student Activities Support Grant | 0.00 | 101,400.00 | 112,450.00 | 93,659.50 | 83.29% | 7,740.50 | 7,740.50 |
| (6) Teacher Relief Grant | 138,128.15 | 2,824,645.00 | 2,067,160.00 | 1,811,696.40 | 87.64% | 1,012,948.60 | 1,151,076.75 |
| (7) Learning Support Grant for Secondary Schools | 9,369.90 | 638,862.00 | 600,900.00 | 531,957.00 | 88.53% | 106,905.00 | 116,274.90 |
| (8) Enhanced Additional Funding - Support for NCS Students | 61,030.33 | 800,000.00 | 755,840.00 | 835,815.00 | 110.58% | (35,815.00) | 25,215.33 |
| (9) Information Technology Staffing Support Grant | 266,568.29 | 321,796.00 | 400,000.00 | 481,104.62 | 120.28% | (159,308.62) | 107,259.67 |
| (10) Promotion of Reading Grant | 3,314.37 | 62,851.00 | 70,600.00 | 65,865.45 | 93.29% | (3,014.45) | 299.92 |
| (11) Life-wide Learning Grant | 866,267.80 | 1,174,267.00 | 1,532,115.00 | 905,118.37 | 59.08% | 269,148.63 | 1,135,416.43 |
| (12) Prov to Sec Sch to Support NCS Students to Learn Ch Hist & Culture | 28,754.50 | 0.00 | 28,754.50 | 28,754.50 | 100.00% | (28,754.50) | 0.00 |
| (13) One-off Special Support Grant | 16,130.64 | 0.00 | 16,130.64 | 16,130.64 | 100.00% | (16,130.64) | 0.00 |
| (14) Top-up Grant for Supporting Online Learning of Financially Needy Students | 3,440.00 | 0.00 | 3,440.00 | 3,440.00 | 100.00% | (3,440.00) | 0.00 |
| (15) One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development | 0.00 | 300,000.00 | 300,000.00 | 0.00 | 0.00% | 300,000.00 | 300,000.00 |
| (16) Special Anti-epidemic Grant | 0.00 | 37,500.00 | 37,500.00 | 37,500.00 | 100.00% | 0.00 | 0.00 |
| Grand Total of Government Funds : | 6,134,739.21 | 14,551,761.33 | 15,484,277.14 | 12,905,894.73 | 83.35% | 1,645,866.60 | 7,780,605.81 |
| Surplus of Government Funds of 2021/22 School Year : | | | | | | | 1,645,866.60 |
| II. School Funds | | | | | | | |
| · Tong Hai | 586,364.93 | 116,620.00 | 150,000.00 | 156,713.38 | 104.48% | (40,093.38) | 546,271.55 |
| · Donation for Scholarship and ECA | 36,576.74 | 108,000.00 | 20,000.00 | 30,000.00 | 150.00% | 78,000.00 | 114,576.74 |
| · Rental, students activities etc | 1,115,722.98 | 727,421.30 | 1,300,000.00 | 1,280,896.96 | 98.53% | (553,475.66) | 562,247.32 |
| · 40th Anniversary (2021/22-2022/23) | 0.00 | 0.00 | 582,000.00 | 127,401.96 | 21.89% | (127,401.96) | (127,401.96) |
| · Approved Collection for Specific Purposes : Teaching Materials and Facilities Fee, Student Union Fee etc | 825,617.49 | 180,600.00 | 130,000.00 | 107,255.81 | 82.50% | 73,344.19 | 898,961.68 |
| Grand Total of School Funds : | 2,564,282.14 | 1,132,641.30 | 2,182,000.00 | 1,702,268.11 | 78.01% | (569,626.81) | 1,994,655.33 |
| Surplus of School Funds of 2021/22 School Year : | | | | | | | (569,626.81) |
| III. Council Fund | 9,236.90 | 1,500.00 | 2,500.00 | 1,488.30 | 59.53% | 11.70 | 9,248.60 |
| Surplus carried forward : | | | | | | | |
| Government Funds | 7,780,605.81 | | | | | | |
| School Funds | 1,994,655.33 | | | | | | |
| Council Fund | 9,248.60 | | | | | | |

Appendix 1: Capacity Enhancement Grant (2021-22)

1 Major concerns:

- 1.1 To relief teachers' workload in construction matter.
- 1.2 To provide clerical support to teachers so that they can spare more time communicating with the students and catering for their developmental needs.
- 1.3 To provide teachers with technical support in ICT, enabling them to teach effectively with advanced technology.
- 1.4 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"> Review mechanical equipment, construction activities, fire extinguishers and alarm systems and ensure periodic inspections and/or repair by licensed professionals. | <ul style="list-style-type: none"> Mini hall, renovation of social worker's room have been finished successfully. Health protection measures have been implemented which help the school to cope with the epidemic. | <ul style="list-style-type: none"> The related works would be followed by school affairs committee. |
| <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. |

| Targets | Achievements | Reflection |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 SSO | Salary and MPF for 1 SSO | 378,000 | 378,000 |
| 2 | Committee/Subject Support Scheme | Employment of tutors for all the courses | 321,240 | 1121,620 |
| 3 | Employment of 3 Coach | Salary and MPF for 3 Coach | 302,400 | 308,050 |
| Total | | | 729,690 | 807,670 |

4 **Major concerns in 2022-2023:**

- 4.1 To release teachers' workload in general administrative work so that they can spare more time helping students.
- 4.2 To provide efficient support for teachers when they teach with technology.
- 4.3 To develop elite basketball teams.

5 **Working team:**

Leung Ching Man (Coordinator)

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

| | |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I. Policy | <ul style="list-style-type: none"> • Our school acknowledges the responsibility of establishing an inclusive environment to support students special educational needs (SEN) with a “Whole-School” Approach. Resources are deployed to provide appropriate and diversified support for them so as to enhance their learning and adjustment to the school life. • We treasure home-school cooperation by establishing regular communication channels to facilitate parents’ participation in the formulation of support strategies for students with SEN. |
| II. Approach | <ul style="list-style-type: none"> • We adopt the 3- Tier Support Model proposed by the Education Bureau to support our SEN students. |
| III. Support Measures and Use of Resources | <p>Students with SEN and Academically Low Achievers (ALAs) are provided with the following support measures:</p> <ul style="list-style-type: none"> • A student support team headed by the guidance master is established. The team is comprised of relevant subject heads, a guidance teacher, the resource teacher (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 **(2021/22)**

I. Financial Overview

| | | |
|---|---------------------------------------------------|--------------|
| A | Allocation in the Current School Year: | \$101,400.00 |
| B | Expenditure in the Current School Year: | \$93,659.50 |
| C | Unspent Amount to be Returned to the EDB (A – B): | \$7,740.50 |

II. Number of Student Beneficiaries and Subsidised Amount

| Category | Number of Student Beneficiaries | Subsidised Amount |
|--------------------------------------------------------|---------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Comprehensive Social Security Assistance | 13 | \$7,700.00 |
| Full-grant under the School Textbook Assistance Scheme | 95 | \$60,850.00 |
| Meeting the school-based financially needy criteria | 59 | \$25,109.50 (capped at 25% of the total allocation for the school year) |
| TOTAL | 30 | \$93,659.50 (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 | |
| | | | | | I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences | | | | | |

1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them

| | | | | | | | | | |
|---|----------------------------------|--------------------|-----|--------------------------------|-----------|--|---|--|--|
| 1 | Brass Band Course Tuition Fee | Arts (Music) | 18 | 19,912.50 | | | ✓ | | |
| 2 | Wood Guitar Course Tuition Fee | Arts (Music) | 2 | 2,400.00 | | | ✓ | | |
| 3 | Boys' Volleyball Team Coach Fee | Physical Education | 6 | 7,150.00 | | | ✓ | | |
| 4 | Girls' Volleyball Team Coach Fee | Physical Education | 9 | 9,750.00 | | | ✓ | | |
| 5 | Cycling Club Coach Fee | Physical Education | 3 | 2,550.00 | | | ✓ | | |
| 6 | Badminton Team Coach Fee | Physical Education | 4 | 2,000.00 | | | ✓ | | |
| 7 | Table Tennis Team Coach Fee | Physical Education | 6 | 3,850.00 | | | ✓ | | |
| 8 | Dodgeball Club Coach Fee | Physical Education | 8 | 4,000.00 | | | ✓ | | |
| 9 | School Picnic Ticket Fee | Physical Education | 160 | 38,540.00 | | | ✓ | | |
| | | | | Expenses for Category 1 | 90,152.50 | | | | |

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

| | | | | | | | | | |
|---|--|--|--|--------------------------------|--|--|--|--|--|
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| | | | | Expenses for Category 2 | | | | | |

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, 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 | | | | |
| 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 | 6 | 3,507.00 | | | ✓ | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| | | Expenses for Category 3 | | 3,507.00 | | | | | |
| | | Total | 222 | 93,659.50 | | | | | |

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 | 7 | 0 | 100% | September -August | 13,200 | <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 | 1 | 6 | 0 | | Total Expenses | 13,200 | | | |
| **Total no. of participation counts | 6 | | | | | | | | |

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:

English 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 |
|----------------------------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Animal Care | 1 | <ul style="list-style-type: none">Achieved “Attained with Distinction (I)” level |
| 2. Aviation Studies | 2 | <ul style="list-style-type: none">2 achieved “Attained with Distinction (I)” level |
| 3. Computer Game and Animation Design | 2 | <ul style="list-style-type: none">2 achieved “Attained with Distinction (I)” level |
| 4. Exercise Science and Health Fitness | 1 | <ul style="list-style-type: none">Achieved “Attained with Distinction (I)” level |
| 5. Film and Transmedia | 3 | <ul style="list-style-type: none">1 achieved “Attained with Distinction (I)” level2 achieved “Attained with Distinction (II)” level |
| 6. Fundamental Cosmetology | 1 | <ul style="list-style-type: none">Achieved “Attained” level |
| 7. Health Care Practice | 1 | <ul style="list-style-type: none">Achieved “Attained with Distinction (I)” level |
| 8. Interior Design | 2 | <ul style="list-style-type: none">1 achieved “Unattained” level1 achieved “Attained” level |
| 9. Patisserie and Café Operations | 1 | <ul style="list-style-type: none">Achieved “Attained with Distinction (II)” level |
| 10. Practical Psychology | 2 | <ul style="list-style-type: none">1 achieved “Attained” level1 achieved “Attained with Distinction (II)” level |

2. Financial Report

| Category | | Budget (\$) | Actual Expenditure (\$) |
|--------------------------|-------|-------------|-------------------------|
| Diversity Learning Grant | | \$ 191230 | \$ 176260 |
| | Total | \$ 191230 | \$ 176260 |

3. Evaluation

A total of 16 students took the Applied Learning Courses. The overall completion rate was 94%. The passing rate is 94%. Eight students achieved “Attained with Distinction (I)” and four students achieved “Attained with Distinction (II)”.

Appendix 6: Diversity Learning Grant (Gifted Education)
2021-2022

1. S.4 programmes

| Name of programme(s) | No. of students involved | Evaluation |
|------------------------------------------------------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Japanese | 1 | The attendance rate of student was 80%. The average mark of test was 78. |
| Chinese subject: Novel Course | 0 | Not held. |
| Pull-out programme for gifted students in specific areas | 0 | No Subsidy. |
| English Enhancement programme for Elite Students | 0 | Not held. |
| Mathematics: Trainings for Elite Students | 40 | 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. |
| Global Week | 120 | More than 90% of students found that their experience in the program was 'effective' or 'very effective' in learning about difference countries and cultures. |
| Massive Open Online Courses (MOOCs) | 110 | Of the S.4 students, 40 students attained at least one verified MOOC certificate from at least a MOOC from top universities worldwide. |
| Visual Arts: Trainings for Elite Students Computer-aided design software course | 16 | Survey result: more than 80% participants can manage the related skills. |
| Visual Arts: Trainings for Elite Students Acrylic painting skills course | 16 | Survey result: more than 80% participants can manage the related skills. |
| Chemistry: Enhancement programme for Elite Students | 0 | Not held |
| | 287 | |

2. S.5 programmes

| Name of programme(s) | No. of students involved | Evaluation |
|------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Japanese | 1 | The attendance rate of student was 74%. The average mark of test was 55. |
| PE | 1 | Predicted grade of DSE was Level 2 to Level 3, the attendance rate of student was 60%. |
| Chinese subject: Literature Tour | 0 | Not held. |
| Chinese subject : Prose Course | 0 | Not held. |
| Pull-out programme for gifted students in specific areas | 8 | Subsidized 5 students to enroll Aerosim Inter-school Aviation Tournament and joined Aviation Youth Mentorship Program. Students were awarded best report (2 nd runner up), individual future aviation (2 nd runner up), individual flying award (1 st), individual best overall performance (1 st). Subsidized 3 students to enroll HK Geog Olympiad competition. |
| English Enhancement programme for Elite Students | 0 | Not held. |
| Mathematics: Trainings for Elite Students | 21 | All participants agree that the course can raise their interest in Mathematics and foster higher order thinking skills |
| 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 | 3 | Subsidized students to enroll a Geography course to enhance their understanding of Geography knowledge and concepts. |
| Global Week | 120 | Of the S.5 students, 96% of students found that their experience in the program was 'effective' or 'very effective' in learning about difference countries and cultures. |
| Massive Open Online Courses (MOOCs) | 10 | Of the S.5 students, four students attained at least one verified MOOC certificate from at least a MOOC from top universities worldwide. |
| Visual Arts: Trainings for Elite Students Computer-aided design software course | 11 | Survey result: more than 80% participants can manage the related skills. |
| Visual Arts: Trainings for Elite Students Acrylic painting skills course | 11 | Survey result: more than 80% participants can manage the related skills. |

| Name of programme(s) | No. of students involved | Evaluation |
|----------------------------------------------------|--------------------------|---------------------------------------------------------------|
| Chemistry: Trainings for Elite Students | 0 | Not held |
| Chemistry Enhancement programme for Elite Students | 0 | 100% attained the course and manage to finish essay writings. |
| | 186 | |

3. S.6 programmes

| Name of programme(s) | No. of students involved | Evaluation |
|------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------|
| Japanese | 1 | DSE With Distinction in Speaking |
| PE | 1 | Student obtained Level 2 in DSE. |
| English Enhancement programme for Elite Students | 0 | Not held. |
| Liberal Studies: Critical Thinking Skills Course | 25 | 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 | 0 | Not held |
| Physical Education: Elite athletic training programme | 3 | 70% participants agreed that the course could foster their athletic skills. |
| Visual Arts: Trainings for Elite Students Marker course | 0 | Due to the outbreak of COVID-19 Pandemic, this course was cancelled. |
| Chemistry: Enhancement programme for Elite Students | 0 | Not held |
| | 30 | |

4. Financial report

| Category | Income(\$) | S.4 Expenditure(\$) | S.5 Expenditure(\$) | S.6 Expenditure(\$) |
|------------------------------------------------------------------------------------|------------|------------------------|------------------------|------------------------|
| Diversity Learning Grant | | | | |
| Japanese | | / | 3,900 | 3,900 |
| Physical Education | | / | 8,000 | 5,300 |
| Chinese subject: Literature Tour | | / | / | / |
| Chinese subject: Prose Course | | / | / | / |
| Chinese subject: Novel Writing Course | | / | / | / |
| Pull-out programme for gifted students in specific areas | | / | 19,920 | / |
| English Enhancement programme for Elite Students | | / | / | / |
| Mathematics: Trainings for Elite Students | | 4,125 | 2,880 | / |
| Physical Education: Elite athletic training programme | | / | / | 15,500 |
| Geography: Inquiry Geography field trip | | / | / | / |
| Biology: Enhancement programme for Elite Students | | / | / | / |
| 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 |

| Category | Income(\$) | S.4 Expenditure(\$) | S.5 Expenditure(\$) | S.6 Expenditure(\$) |
|-----------------------------------------------------|------------|------------------------|------------------------|------------------------|
| Chemistry: Trainings for Elite Students | / | / | / | / |
| Chemistry: Enhancement programme for Elite Students | / | / | / | / |
| Liberal Studies: Critical Thinking Skills Course | / | / | / | 9,000 |
| Chinese History: Critical Thinking Skills Training | / | / | / | / |
| Global Week | | 24,500 | 24,500 | / |
| Massive Open Online Courses (MOOCs) | | 1,852.19 | / | / |
| Sub-total | / | 39,477.19 | 68,200 | 40,900 |
| | | | Total: | 148,577.19 |

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. Evaluation of achievement of the objectives:
 - 1.1 To enrich the reading materials as the establishment of classroom library for S.1 to S.4 students.
 - 1.2 Books recommended by teachers can broaden students' reading horizons.
 - 1.3 Reading materials (online / printed) to support the implementation of reading across curricula.
2. Evaluation of strategies:
 - 2.1 Teachers recommended books during the lessons was an efficient way to promote reading.
 - 2.2 Reading ambassadors introduced their favorite books to the other in the morning assembly.
 - 2.3 Thematic book displays mainly cooperated with other subjects could cultivate the reading environment

Part 2: Financial Report

| | Item * | Actual expenses (\$) |
|----|------------------------|----------------------|
| 1. | Purchase of Books | |
| | 1.1 Printed books | 46,648.1 |
| | 1.2 e-Books | 19,236.71 |
| | Unspent Balance | 280.56 |

Appendix 8: Report on the Use of the Life-wide Learning Grant 2021-22

Appendix 8

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 | | | | Intellectual Development (closely linked with curriculum) | Values Education | Physical and Aesthetic Development | Community Service | Career-related Experiences |
| 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 | 1. Debating Society 2. Scrabble Society To reinforce learning strategies and skills | English Language | 1.Oct-Dec 2021 2. Oct, 2021 | 1.S.1 – S.3 2.S.1 – S.5 | 1. 35 2. 10 | 1.All students were positive towards the training they received. 2.Due to epidemic, only one meeting was held. | \$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 2021 | S.1 – S.6 | 30 | Most students performed very well and could get a certificate of merit/proficiency. Due to epidemic, HKSA speaking practice and IED speaking contest were cancelled. | \$4,860.00 | E1 | ✓ | | | | |
| 3 | Drama appreciation To enrich students' learning experiences by arts appreciation | Chinese Language | Oct 2021 - July 2022 | S.1 – S.5 | 16 | Due to epidemic, only 16 students were selected to join the drama appreciation. The activity could enrich students learning experience and their response was positive. | \$1,100.00 | E1 | ✓ | | | | |

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|---|------------------------------------------------------------------------------------------------------------------|------------------|--------------------|-----------|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----|---|--|--|--|--|
| 4 | 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 | / | ✓ | | | | |
| 5 | Interest classes about traditional culture To enrich students' learning experiences about traditional culture | Chinese Language | / | / | / | Due to epidemic, the activity was cancelled. | \$0.00 | / | ✓ | | | | |
| 6 | Off-campus competition To provide students with opportunities to develop their potential | Chinese Language | Sep - Nov 2021 | S.1 – S.5 | 10 | Ten students joined the Speech Festival. Two won the championship, one runner up and two second runner up. | \$1,500.00 | E1 | ✓ | | | | |
| 7 | Training programs of speech and debating To provide students with opportunities to develop their potential | Chinese Language | Nov 2021- May 2022 | S.1 – S.5 | 25 | The debating training was conducted online. Under the guidance of the tutors, students' thinking skills were improved. Students joined competitions in school so as to have more experience in competitions. However, due to epidemic, some competitions were not held. Training was provided for the speech team. Their speech skills were raised and they got satisfactory results in inter-school competitions. | \$14,000.00 | E5 | ✓ | | | | |

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|----|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------|-----------|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------|---|--|--|--|--|
| 8 | Speech Festival and Training To provide students with chances to develop their potential and reinforce their skills | Chinese Language (Putonghua) | Oct-Dec 2021 | S.1 – S.3 | 10 | Results were satisfactory as 2 first runner up, 1 second runner up and 7 merits of performance were awarded. | \$4,650.00 | E1,E5 | ✓ | | | | |
| 9 | S.1-3 Olympic Maths Programme To prepare students for inter-school Maths competitions | Mathematics | Oct-Nov 2021 | S.1 | 16 | All participants agreed that the course could raise their interest in Mathematics and learnt the skills for competition. | \$1,350.00 | E5 | ✓ | | | | |
| 10 | Inter-school competition To provide students with chances to develop their potential | Mathematics | May 2022 | S.6 | 1 | Due to epidemic, most of the competitions were cancelled. One student joined the joint school number combination game held by CCC and won Grade 3 prize. | \$0.00 | / | ✓ | | | | |
| 11 | Joint School Science Exhibition To nurture students' Science excellence | Science | Dec 2021- Aug 2022 | S.5 | 4 | Students got second runner up. | \$3,502.01 | E1 | ✓ | | | | |
| 12 | Maths and Science Quiz (application fee) To promote students' interest in Biology, Chemistry, Mathematics and Physics through competition | Cross-Disciplinary (Science & Mathematics) | / | / | / | The Polytechnic University did not hold the activity. | \$0.00 | / | ✓ | | | | |

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|----|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------|-----------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----|---|---|--|--|--|
| 13 | STEM Week (competitions and workshops) To enhance STEM education through workshops, competitions, morning promotion and game stalls | Cross-Disciplinary (Physics, Chemistry, Biology) | May 2022 | S.1 – S.5 | 600 | Students enjoyed the recess time with their classmates playing the science activities in the gamestalls. S.2 students attended a workshop on action rocket They learnt the theories, procedures and skills involved in the Newton's Third Law-Action And Reaction. | \$43,780.00 | E6 | ✓ | | | | |
| 14 | Inter-school competition To provide students with chances to develop their potential | Science (Chemistry) | / | / | / | No students joined the competition as it was held during the final exam. | \$0.00 | / | ✓ | | | | |
| 15 | Field trips To enrich students' understanding of modern history of Hong Kong | Chinese History | / | / | / | Due to epidemic, the activity was cancelled. | \$0.00 | / | ✓ | | | | |
| 16 | Field trips (local community) To help students' learning and extend their historical knowledge beyond the curriculum | History | / | / | / | Due to epidemic, the activity was cancelled. | \$0.00 | / | ✓ | ✓ | | | |
| 17 | Board display and competition To cultivate students' interest in history | History | / | / | / | Due to epidemic, the activity was cancelled. | \$0.00 | / | ✓ | | | | |
| 18 | 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 | / | ✓ | | | | |
| 19 | Visit to conservation zone To enhance their understanding of the functions of the institutions | Cross-Disciplinary (Liberal Studies & Geography) | / | / | / | Due to epidemic, the activity was cancelled. | \$0.00 | / | ✓ | | | | |

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|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------|-----------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------|---|---|---|---|
| 20 | 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 | Oct 2021 - May 2022 | S.2 – S.5 | 30 | A field trip was organised during the post-exam activities. Most of the students agreed that it could develop a sense of gratitude to the natural environment and cherishing the world and also enrich their academic or career aspiration in environmental interpretation. | \$1,400.00 | E2 | ✓ | ✓ | | ✓ |
| 21 | HKSSF competition and other competitions To widen student's horizon through various competitions | Physical Education | Sep 2021 - Aug 2022 | S.1 – S.6 | 120 | 90% of the participants agreed that the training could raise their interest and abilities. | \$2,528.00 | E1 | | | ✓ | |
| 22 | Cycling Program To build active life style for students by introducing diversified activities | Physical Education | Oct 2021 - May 2022 | S.1 | 125 | 90% of the participants agreed that the program could raise their interest and abilities. It could help build active lifestyle for them. | \$33,300.00 | E6 | | | ✓ | |
| 23 | 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 | Oct 2021 - Aug 2022 | S.1 – S.6 | 157 | 80% of the participants agreed that the training could develop their potentials. | \$31,992.00 | E1,E7 | | | ✓ | |
| 24 | School Sports Program for cycling club from LCSD To develop students' potential in cycling | Physical Education | Nov 2021 - Aug 2022 | S.1 – S.6 | 10 | 70% of the participants agreed that the training could develop their potentials in cycling. | \$8,641.00 | E1,E7 | | | ✓ | |

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|----|---------------------------------------------------------------------------------------|--------------------|------------------------|-----------|----|------------------------------------------------------------------------------------------------|-------------|----|--|--|---|--|--|
| 25 | Basketball elite training program To develop students' potential in basketball | Physical Education | Sep 2021 - Aug 2022 | S.1 – S.6 | 30 | 80% of the participants agreed that the training could develop their potentials in basketball. | \$10,920.40 | E7 | | | ✓ | | |
| 26 | Athletic elite training program To develop students' potential in athletics | Physical Education | Nov 2021 - Aug 2022 | S.1 – S.6 | 20 | 80% of the participants agreed that the training could develop their potentials in athletics. | \$1,800.00 | E1 | | | ✓ | | |
| 27 | Skipping elite training program To develop students' potential in skipping | Physical Education | Nov 2021 - Aug 2022 | S.1 – S.5 | 14 | 70% of the participants agreed that the training could develop their potentials in skipping. | \$1,400.00 | E1 | | | ✓ | | |
| 28 | Swimming elite training program To develop students' potential in swimming | Physical Education | Oct 2021 - Aug 2022 | S.1 – S.6 | 10 | 90% of the participants agreed that the training could develop their potentials in swimming. | \$1,800.00 | E1 | | | ✓ | | |
| 29 | Horse riding elite training program To develop students' potential in horse riding | Physical Education | / | / | / | Due to epidemic, the activity was cancelled. | \$0.00 | / | | | ✓ | | |
| 30 | Softball elite training program To develop students' potential in Softball | Physical Education | Nov 2021- Aug 2022 | S.1 – S.6 | 6 | 100% of the participants agreed that the training could develop their potentials in softball. | \$6,825.00 | E7 | | | ✓ | | |

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|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------|----------------------|-----|-------------------------------------------------------------------------------------------------------------------------------|-------------|----|---|---|---|--|--|
| 31 | Pre-S. 1 Reading Strategy Course To help students establish good reading habits and enhance their reading skills | Academic | Aug 2021 | S.1 | 125 | 93% of students found that the program was useful and they were satisfied with it. | \$32,000.00 | E6 | ✓ | | | | |
| 32 | Pre-S1 Summer Bridging Program To ease students' transition from primary to EMI secondary school | Academic | 22-25 Aug 2021 | S.1 | 125 | 96% of students found that they learnt a lot about subjects in English. 96% of them agreed that the classes were interesting. | \$47,360.00 | E6 | ✓ | ✓ | ✓ | | |
| 33 | S. 2 Critical Thinking Skills Programme To help students equip with effective critical thinking skills so that they can become independent thinkers | Academic | July 2022 | S.2 | 30 | 85% of students found that the program was useful and inspirational. The skills they learnt were practical. | \$7,455.00 | E6 | ✓ | | | | |
| 34 | 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 | Oct-Nov 2021 | S.3 | 30 | 86% of students found that the program was useful and they were satisfied with it. | \$6,500.00 | E6 | ✓ | | | | |
| 35 | Art Training Programme for Junior students To provide students with chances to develop their potential | Arts (Visual Arts) | Oct 2021- Feb 2022 | S.1 – S.3 | 20 | Students gave a positive feedback to the programme and they enjoyed it very much. | \$4,950.00 | E5 | ✓ | | | | |
| 36 | Art Jam Day To provide students with chances to develop their potential | Arts (Visual Arts & Music) | June- July 2022 | S.1, S.2 S.4, S.5 | 480 | Students enjoyed making arts and crafts. It could raise their interest in art. | \$8,502.80 | E7 | ✓ | | | | |

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|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------|-----------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-------|--|--|---|--|--|
| 37 | Competition To enhance students' horizon | Arts (Music) | Sep 2021 - July 2022 | S.1 – S.5 | 10 | 10 students joined the Schools Music Festival and were awarded with 1 gold, 5 silver and 4 bronze. | \$3,820.00 | E1 | | | ✓ | | |
| 38 | Training Courses (Choir and wind band) To provide more opportunities to appreciate good music of the world | Arts (Music) | Sep 2021 - July 2022 | S.1 – S.5 | 145 | Due to epidemic, the training courses were conducted online. Yet students were provided opportunities to appreciate good music of the world. | \$113,717.75 | E5 | | | ✓ | | |
| 39 | 1. Guitar class 2. Drum class To acquire skills for playing the guitar and the drum | Arts (Pop Music) | Oct 2021 - May 2022 | S.1 – S.6 | 10 | 70% of the participants agreed that they could acquire skills for playing the guitar and the drum. | \$51,750.00 | E5,E7 | | | ✓ | | |
| 40 | Drama Workshop (Performing and Stage Management) and performance - To acquire acting skills, theatre skills and application - To prepare and present a proficient performance | Arts (English Drama and Movie Making Society) | Sept 2021 - Aug 2022 | S.1 – S.6 | 20 | Students finished writing the 25-minute scripts and had a 15-minute performance on stage in August during post exam activity. They applied the skills learnt in previous years and built better team spirit. | \$80,945.00 | E5,E7 | | | ✓ | | |

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|----|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------|-----------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------|---|---|--|---|--|
| 41 | Experiential activities - To broaden students' horizon through community services - To promote love and care in community | Values Education (Life Education) | Sep 2020- Jun 2021 | S.1 – S.3 | 360 | Suitable amendments were made to cater for the students' needs. Students participated actively during the lessons and showed improvement when working in teams. | \$30,283.10 | E6,E7 | | ✓ | | ✓ | |
| 42 | Environmental protection ambassadors training courses and activities To provide students with opportunities to develop their potential in leadership | Values Education (Environmental Protection) | / | / | / | Due to epidemic, the activity was cancelled. | \$0.00 | / | ✓ | ✓ | | | |
| 43 | Field studies and activities for environmental protection To develop their sense of gratitude in our environment | Values Education (Environmental Protection) | / | / | / | Due to epidemic, the activity was cancelled. | \$0.00 | / | ✓ | ✓ | | | |
| 44 | Social service for the elderly (Elder Academy) To provide opportunities for students to serve the elderly | Values Education (Social Service) | / | / | / | Due to epidemic, the activity was cancelled. | \$0.00 | / | | ✓ | | ✓ | |
| 45 | Air cadets training programme (leadership training, camping, hiking) To widen student's horizon through various activities | Values Education (Social Service) | Oct - Dec 2021 | S.1 – S.5 | 20 | Petrol lessons were organised. Outdoor activities were cancelled due to epidemic situation. | \$1,250.00 | E5 | | ✓ | | ✓ | |
| 46 | Boy scout training programme (training, camping, hiking) To widen student's horizon through various activities | Values Education (Social Service) | Oct - Dec 2021 | S.1 – S.2 | 8 | Due to epidemic, most of the activities were cancelled. | \$0.00 | / | | ✓ | | ✓ | |
| 47 | Service Learning Day To enrich students' learning experiences in community service | Values Education (Social Service) | Jan 2022 | S.4 – S.6 | 230 | Students prepared more than 200 handmade lucky bags, greeting cards, and Chinese couplets for the elderly who resided in four elderly homes. A group of S.6 students volunteered to pack the lucky bags and deliver them. | \$1,254.20 | E7 | | ✓ | | ✓ | |

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| 48 | Pre-S.1 Bridging Programme (Team building) To nurture team spirit in S.1 students | Values Education | 26 Aug 2021 | S.1 | 125 | S.1 students gave positive response and had active interaction with social workers. | \$7,000.00 | E6 | | ✓ | | | |
| 49 | Student gospel camp for nurturing in students' positive values and attitudes To promote loving and caring atmosphere to others | Values Education (Religion) | July 2022 | S.1 – S.6 | 50 | Students showed their positive values by adopting kindness and perseverance attitudes learnt in the day camp. | \$14,180.20 | E1,E2 | | ✓ | | | |
| 50 | Whole-person development workshops for fellowship To develop their sense of gratitude and to provide opportunities for students to serve the people in need | Values Education (Religion) | Oct 2021 - Apr 2022 | S.1 – S.6 | 50 | Students learnt to cherish the friendship in fellowship and tried to serve people in need. | \$10,150.00 | E1 | | ✓ | | | |
| 51 | Leadership training for fellowship To provide students with chances to develop their potential in leadership | Leadership Training | Oct 2021 - Apr 2022 | S.1 – S.6 | 10 | Students were able to raise their self-confidence in the leadership training program. | \$11,060.00 | E1 | | ✓ | | | |
| 52 | Inter-house competitions (Sports Day, cheering team, dance competition and game stalls) To nurture student's team spirit and leadership | Leadership Training | Sep 2021 - July 2022 | S.1 – S.6 | 715 | House committee members participated in Sports Day activities. Other house activities were cancelled due to epidemic situation. | \$7,010.87 | E7 | | | ✓ | | |
| 53 | Leadership training program for KYL To equip students with leadership skills | Leadership Training | / | / | / | Due to epidemic, the activity was cancelled. | \$0.00 | / | ✓ | ✓ | | | |

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| 54 | <p>Prefect Leadership Training Programme</p> <ul style="list-style-type: none"> - To provide students with opportunities to develop their potential in leadership - To nurture positive attitude in prefects - To help prefects set their personal goals | Leadership Training | Sep 2021 - July 2022 | S.2 – S.5 | 60 | <p>A 3-day day camp, workshops and experience days were organised to develop prefects' potential in leadership. 95% participants agreed that they possessed the positive attitude of perseverance (never give up, being insistent). 100% participants agreed that they possessed the positive attitude of kindness. 92% of the participants agreed that they were more aware of personal life goals and their values behind.</p> | \$115,800.00 | E6 | | ✓ | | | ✓ |
| 55 | <p>National security education activities (Field study and drama)</p> <p>To strengthen students' understanding of the development of our country in history, culture and technology</p> | National Security | / | / | / | Due to epidemic, the activity was cancelled. | \$0.00 | / | ✓ | ✓ | | | |
| 56 | <p>Class-based & form-based OLE activities</p> <p>To enrich students' learning experiences</p> | Moral, Civic and National Education | Sep 2021 - July 2022 | S.1 – S.6 | 715 | <p>Various activities such as board games, sports, inter- class activities were held. Students enjoyed the activities.</p> | \$34,690.09 | E1,E2,E7 | ✓ | ✓ | ✓ | ✓ | ✓ |
| 57 | <p>S.1 Life Planning Programme</p> <p>To help students understand their career aspirations through careers education</p> | Careers Education | Oct 2021 - July 2022 | S.1 | 125 | 90% of participants found the programme useful. | \$10,400.00 | E6 | | | | | ✓ |
| 58 | <p>S.2 Life Planning Programme</p> <p>To help students understand their career aspirations through careers education</p> | Careers Education | Oct 2021 - July 2022 | S.2 | 125 | 95% of participants found the programme useful. | \$10,400.00 | E6 | | | | | ✓ |
| 59 | <p>S.3 Soci Game (OLE day)</p> <p>To help students understand their career aspirations through soci game</p> | Careers Education | Oct 2021 - July 2022 | S.3 | 115 | 94% of participants found the programme useful. | \$25,000.00 | E6 | | | | | ✓ |
| 60 | <p>Career Mapping (Instructor fees)</p> <p>To help students understand their academic/career aspirations through career mapping.</p> | Careers Education | Sep 2021 - July 2022 | S.4 – S.5 | 230 | 93% of participants found the programme useful. | \$20,800.00 | E6 | | | | | ✓ |

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|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------|-----------|-----|---------------------------------------------------------------------------------------------------------------------------|--------------|-------------------------------------|---|---|---|---|---|
| 61 | Interview skill on further studies (Workshop) To help students understand their academic aspirations through workshop | Careers Education | Sep 2021 - May 2022 | S.6 | 115 | 90% of participants who took part in the workshop considered it helpful. | \$5,400.00 | E6 | | | | | ✓ |
| 62 | Talks (Speaker fees) To help students understand their academic aspirations through talks. | Careers Education | Sep 2021 - Apr 2022 | S.6 | 115 | 94% of participants found the programme useful. | \$2,200.00 | E5 | | | | | ✓ |
| 63 | Visits (Subsidies for bus fare) To help students understand their academic aspirations through visits | Careers Education | Sep 2021 - July 2022 | S.1 – S.6 | 50 | Due to epidemic, only 1 visit to the University of Science and Technology could be arranged. | \$2,000.00 | E2 | | | | | ✓ |
| 64 | IT elite training program To help students prepare for acquiring professional IT certificates and understand their academic/ career aspirations through elite training program | Technology Education (IT) | Jan – July 2022 | S.3 - S.6 | 500 | Training program was carried out and waited for exam voucher to take the professional examination. | \$31,000.00 | E9 (exam voucher bulk pack licence) | ✓ | | | | ✓ |
| 65 | Post-exam activities To help students release pressure through sports activities/ hobbies workshops | ECA | Aug 2022 | S.1 – S.5 | 600 | Various activities such as sports, magic workshop, board games and music workshop were held. They enjoyed the activities. | \$36,850.00 | E6 | | | ✓ | | |
| | (Refund of rental reduction of YL Theatre) | | | | | | -\$0.05 | | | | | | |
| | (Refund of cycling promotion scheme) | | | | | | -\$3,199.00 | | | | | | |
| | (Refund of entry fee of HK School Music Festival) | | | | | | -\$760.00 | | | | | | |
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | | | | | |
| Sub-total of Item 1.1 | | | | | | | \$905,118.37 | | | | | | |
| 1.2 | Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons | | | | | | | | | | | | |
| 1 | / | / | / | / | / | / | / | / | / | / | / | / | / |
| (Please insert rows above if the space provided is insufficient.) | | | | | | | | | | | | | |
| Sub-total of Item 1.2 | | | | | | | \$0.00 | | | | | | |
| Expenses for Category 1 | | | | | | | \$905,118.37 | | | | | | |

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) | Purpose | Actual Expenses (\$) |
|-------------------------------------------------------------------|------|----------------------------------------------------------------|---------|----------------------|
| 1 | / | / | / | \$0.00 |
| 2 | | | | |
| 3 | | | | |
| (Please insert rows above if the space provided is insufficient.) | | | | |
| Expenses for Category 2 | | | | \$0.00 |
| Expenses for Categories 1 & 2 | | | | \$905,118.37 |

* : 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.)
- E2 Transportation fees
- E3 Fees for non-local exchange activities / competitions (students)
- E4 Fees for non-local exchange activities / competitions (escorting teachers)
- E5 Fees for hiring expert / professionals / coaches

Category 3: Estimated Number of Student Beneficiaries

| | |
|--------------------------------------------------------|------|
| Total number of students in the school: | 715 |
| Number of student beneficiaries: | 715 |
| Percentage of students benefitting from the Grant (%): | 100% |

| | |
|---------------------------------------|-----------------------------|
| Contact Person for LWL (Name & Post): | Vong Wai Lim (Vice-principa |
|---------------------------------------|-----------------------------|

- E6 Fees for students attending courses, activities or training organised by external organisations recognised by the sch
- E7 Purchase of equipment, instruments, tools, devices, consumables
- E8 Purchase of learning resources (e.g. educational softwares, resource packs)
- E9 Others (please specify)

One-off Grant on supporting the Implementation of CS

「公民與社會發展科津貼」運用報告

1. 本校已運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

| | 範疇 | 實際開支金額 (\$) |
|------|-------------------------------------|-------------|
| i. | 發展或採購相關的學與教資源 | 0 |
| ii. | 資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動 | 0 |
| iii. | 舉辦和公民科課程相關的校本學習活動 | 0 |
| iv. | 舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動 | 0 |
| v. | 其他（請註明）： _____ | 0 |
| | 總開支金額 | 0 |
| | 津貼餘款 | 300,000 |