

S.K.H. TSANG SHIU TIM SECONDARY SCHOOL
Annual School Report (2020-2021)

School Vision & Mission

Vision

Basing on the ethos of Christian whole-person education as propounded by the Anglican Church, the school shall nurture students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality. We make every effort to provide a positive learning environment in which students are encouraged to fulfil our school motto - Wisdom, Perseverance, Health and Gregariousness - whereby they can develop into healthy, independent, civic-minded and responsible citizens and leaders of tomorrow.

Mission

Our mission is to:

A. Goals related to outcomes for students

1. Develop in students their full potential and love for learning, and the capacity for life-long learning in a knowledge-based society.
2. Encourage and help students to think logically, independently, critically and creatively; to make rational decisions; to solve problems; and to cope with stress and the epochal changes characteristic of the modern world.
3. Develop students' abilities to use language proficiently as a tool of thought and communication.
4. Help students to acquire mathematical, scientific knowledge and skills, and to acquire knowledge about society and its history, religion and the natural world, in order to prepare them for their future vocational pursuits and life in an increasingly globalized world.
5. Develop students' skills in accessing, interpreting, processing and applying information via the various media available to them.
6. Help students to develop a sense of responsibility to the family and service to other human beings; and to have self-respect as well as respect for others irrespective of their creed, class or colour.
7. Develop in students a sense of morality and nurture in them Christian ethics to prepare them for the physical, spiritual, emotional and mental challenges of adulthood.
8. Promote students' mental and physical health by providing them with a balanced range of activities conducive to the healthy all-round development of the body and the mind.

9. Develop cultural, creative and recreational interests in students and guide them in making meaningful use of their leisure time.
10. Develop students' appreciation of natural and cultural heritage, making them active agents for protection of the environment.
11. Enhance students' understanding of their society, their Motherland and the world in different contexts with a view to nurturing in them a commitment to their civic responsibilities, a sense of national identity and a global perspective.

B. Goals related to learning experiences for students

1. Ensure that students' learning is an intellectual experience through which they acquire knowledge and skills using scientific methods.
2. Provide a wide variety of subjects to meet students' needs and to enable students to explore possibilities for future learning.
3. Provide opportunities for students to know and understand the Christian faith.
4. Develop students' self-esteem and self-discipline by giving them experience which is designed to foster harmonious relationships with their peers and teachers.
5. Provide learning opportunities for students so that they gain an awareness of the individuality and abilities of their peers.
6. Provide opportunities for students to participate in activities in large groups designed to develop social skills and promote a sense of belonging to the school.
7. Provide opportunities for extra-curricular activities to facilitate students' well-balanced development, and to develop their leadership potential and organizing ability.
8. Provide opportunities for students to compete in various endeavours and to develop a sense of sportsmanship.

C. Goals related to provision of resources

1. Continue the development of the school as a positive learning environment to best meet the needs of our students.
2. Provide adequate teaching aids and equipment to facilitate learning and teaching.
3. Provide support programmes to assist the professional development of teachers and, particularly, beginning teachers.
4. Promote the appropriate use of the community and its members as a school resource.

5. Optimise the contributions made to the school by the PTA and alumni as a school resource.
6. Provide facilities related to student welfare.
7. Provide facilities related to staff welfare.

D. Goals related to management

1. Ensure that students are supported and cared for and are assisted in making the most of the opportunities that the school provides for them, including a channel to express their views.
2. Provide means for regularly informing parents about school matters and the progress of their children. Such means should include the opportunity for face-to-face communication.
3. Organize staff meetings and provide channels of communication in a way that expedites staff participation in decision-making.
4. Develop staff's skills in programme planning and evaluation.
5. Develop staff's skills in management practices appropriate to their level of involvement and/or interest.
6. Develop an award system that recognizes and applauds excellence in students' achievements in academic and non-academic performances.
7. Develop a wide variety of opportunities for parental involvement in the activities of the school.

1. Our School

1.1 Brief Introduction

Sheng Kung Hui Tsang Shiu Tim Secondary School (SKHTST) was founded in September 1978 by Sheng Kung Hui (Anglican), Diocese of Hong Kong and Macao. It is a grammar school subsidized by the Government of the Hong Kong Special Administrative Region.

Since its establishment in 1849, Sheng Kung Hui has built many churches to proclaim the Gospel and spread the Christian message. It has also contributed a lot in the field of education over the decades. There are altogether 33 secondary schools sponsored by Sheng Kung Hui in the territory and SKHTST is one of them.

The School Motto is Wisdom (智), Perseverance (毅), Health (健) and Gregariousness (群).

1.2 School Premises

The school campus provides an excellent learning environment. All classrooms and special rooms have been equipped with LCD projectors and desktop computers networked and linked to the Internet, enabling teachers to capitalize on IT opportunities for learning. Many highly functional facilities, on top of the standard provision, are provided. As a hub of knowledge, our School Library operates on a fully computerized system. The Reading Lounge provides a setting where students can read in comfort. The Chapel is a focal point of our spiritual life. Two Band Rooms have been equipped for students' use. With the generous donation from the Tsang Family, the Sik Yu Lounge is an education support room, in addition to being a display area for memorabilia of our history. Resources have also been deployed to improve teaching areas such as the Multi-Purpose Room in the covered playground ensuring that learning is not be impeded because of space constraints.

1.3 School Climate

Over the years, we have developed a friendly and caring atmosphere within our campus. This is evident from the number of students involved in various group activities held after school. As reported in Stakeholders Surveys conducted over the past years, students respect teachers, enjoy coming to school and are proud to be a member of this learning community.

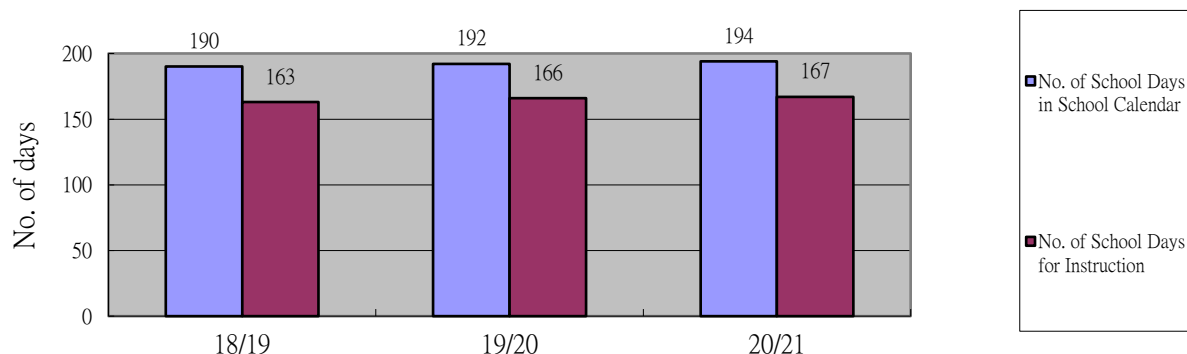
Parents also show much support for our mission. The general openness of the school culture has encouraged parents to volunteer their services, have lunch with their children in the covered playground and use school facilities to conduct parent recreational activities. Over 90% of them are pleased that their children are studying in our school.

1.4 Incorporated Management Committee Member

	Name of Member	Position
1.	Pro. CHAN Ho Yin Edwin	Chairman/Supervisor
2.	Mrs WONG Leung Ka On Charlotte	Hon. Treasurer
3.	Mr WANG Yu Tai Jaxon	Hon. Secretary
4.	The Revd IP Tsz Leung	S.S.B. Manager
5.	Mr TSANG Kai Yuen	S.S.B. Manager
6.	Mr NG Chou Keen	S.S.B. Manager
7.	Mr WOO Wai Ki	S.S.B. Manager
8.	Ms LEE Shuk Yee	S.S.B. Manager
9.	Ms SIN Lai Fong	Alternate S.S.B. Manager
10.	Ms CHEONG Wai Kwan Irene	Independent Manager
11.	Mr MAK Chung Hong	Alumni Manager
12.	Mr LAW Kim Hung Thomas	Parent Manager
13.	Ms YIP Wan Ting Wendy	Alternate Parent Manager
14.	Mr LAU Yiu Kwong	Teacher Manager
15.	Ms WONG Wai Shan	Alternate Teacher Manager

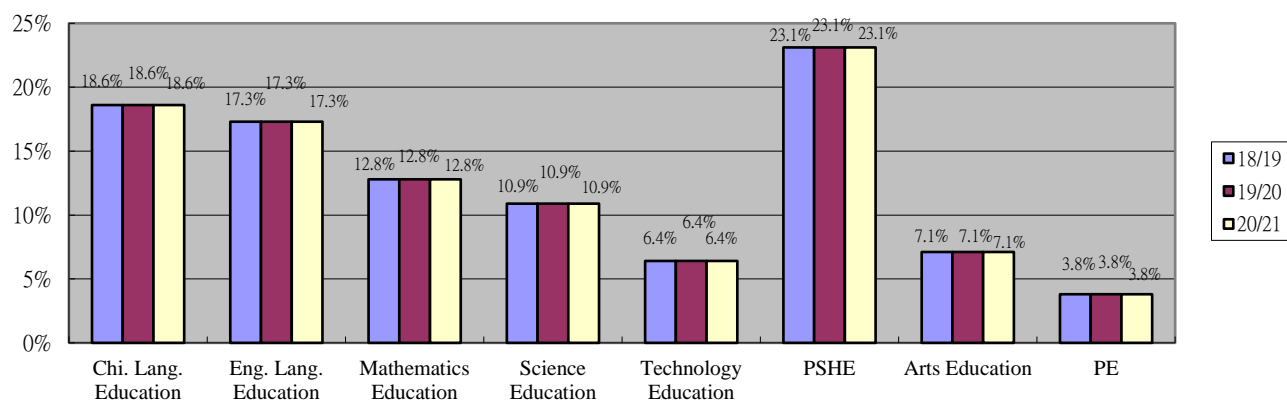
1.5 Number of Active School Days

The numbers of school days for S1-S3 (i) in the school calendar; and (ii) for instruction in the school in the past 3 years are shown below:



1.6 Lesson Time for the 8 Key Learning Areas

The percentages of lesson time allocated to the 8 Key Learning Areas as per school timetable for S1 to S3 in the past 3 years are shown below:



2. Our Students

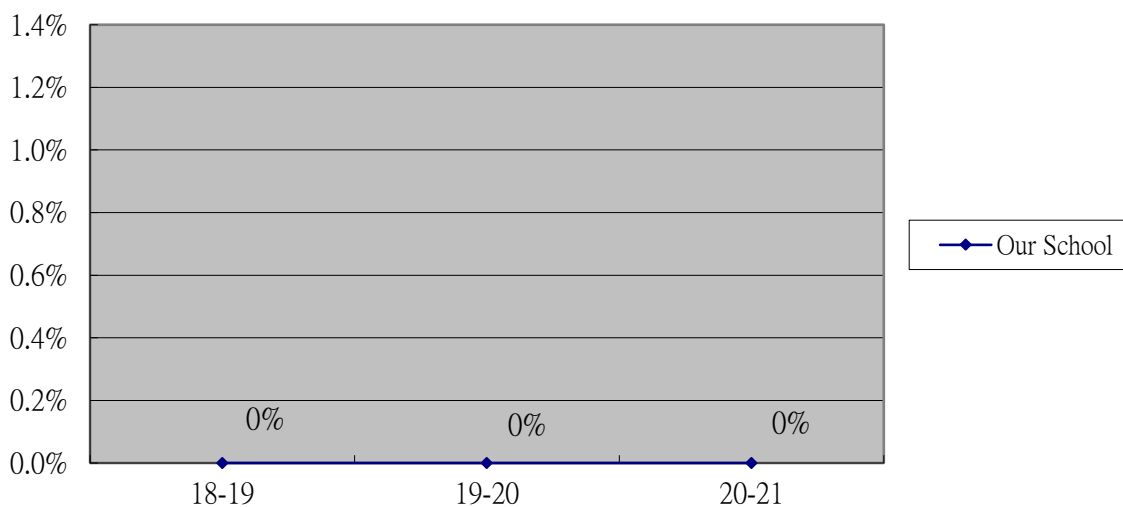
2.1 Class Organization

The number of operating classes and the number of students (boys/girls/total) by level in 2020/21 are shown in the following table:

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	5	30
Boys	80	87	80	65	67	71	450
Girls	74	65	74	80	78	72	443
Total Enrolment	154	152	154	145	145	143	893

2.2 Unfilled Places

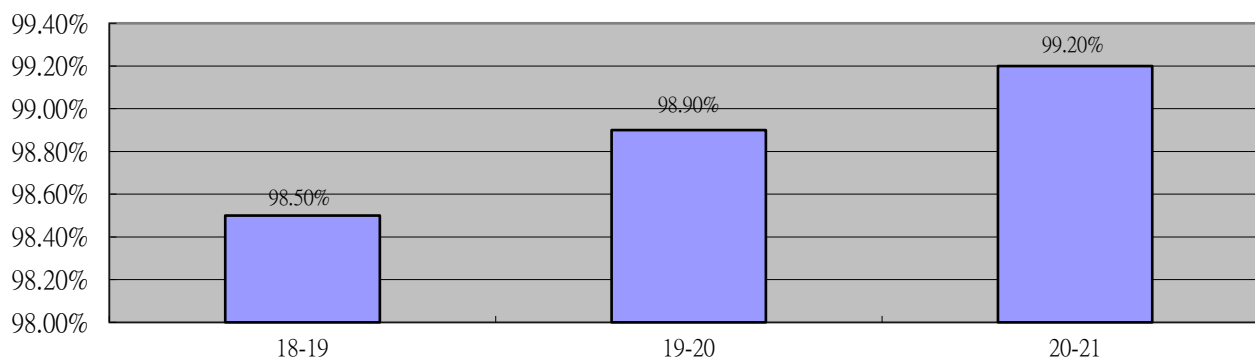
Below is a line graph indicating the percentages of unfilled places in our school in the past 3 years.



2.3 Students' Attendance

Below is a bar chart indicating student attendance rates in the past 3 years.

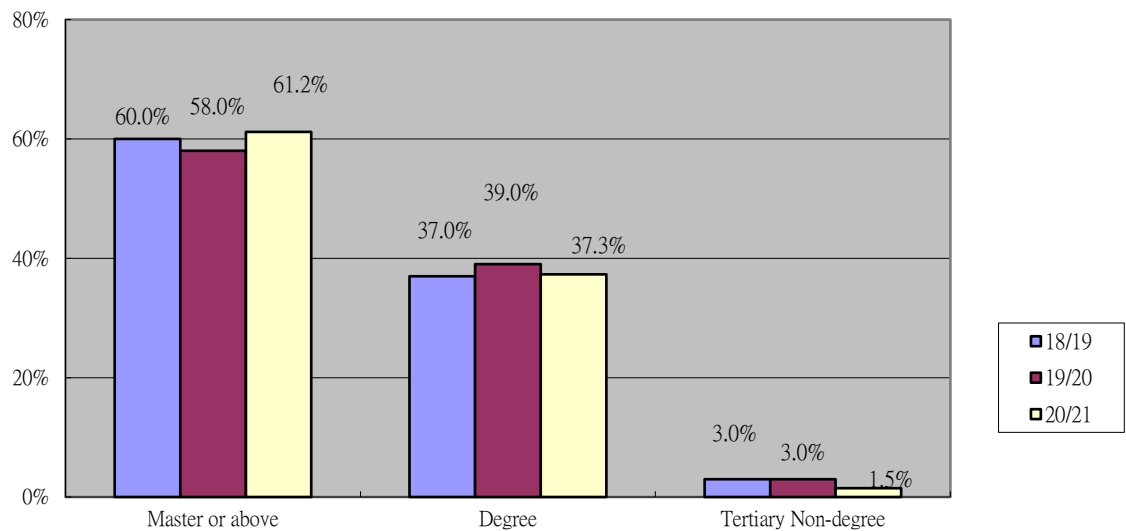
Students' Attendance Rate



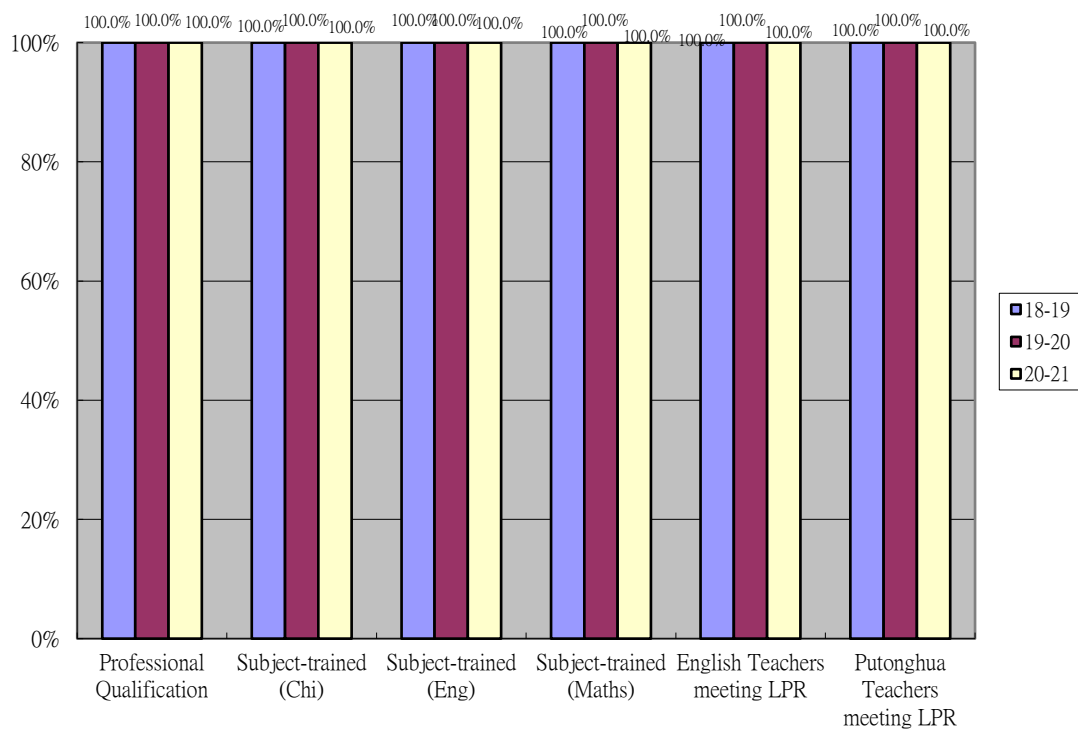
3. Our Teachers

3.1 Teachers' qualifications

There were 68 teachers in our school in 2020/21. The percentages of teachers' highest academic qualifications in the past 3 years are shown below:



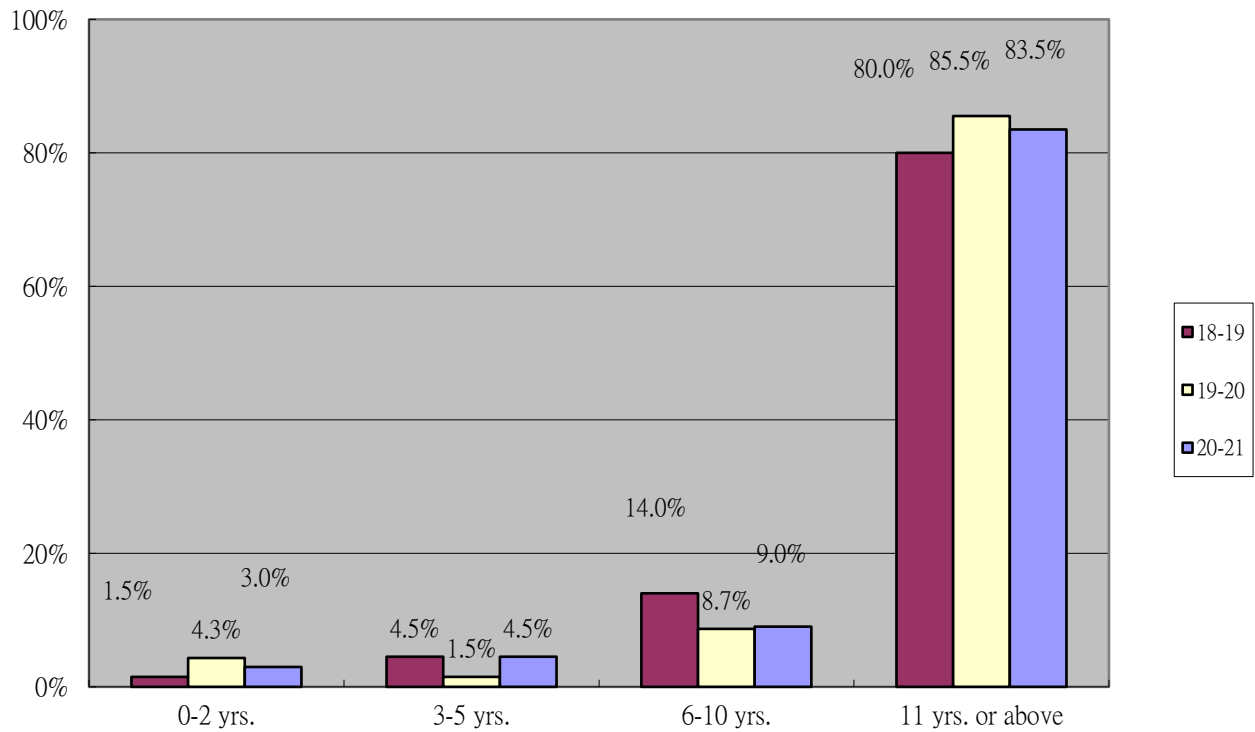
Below is a bar chart indicating the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement in the past 3 years.



All teachers have met the information technology competence requirement.

3.2 Teaching Experience

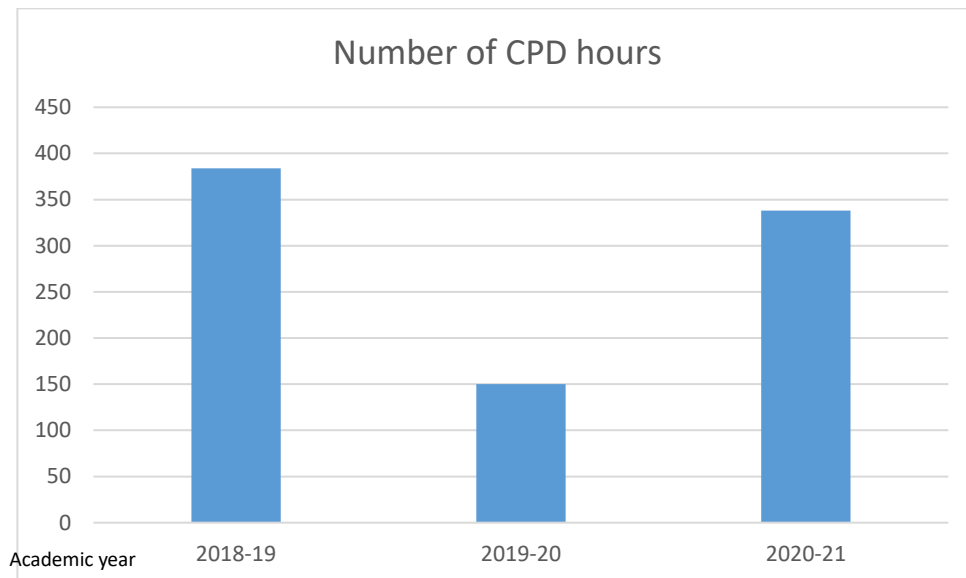
The percentages of teachers' experience in the past 3 years are shown below:



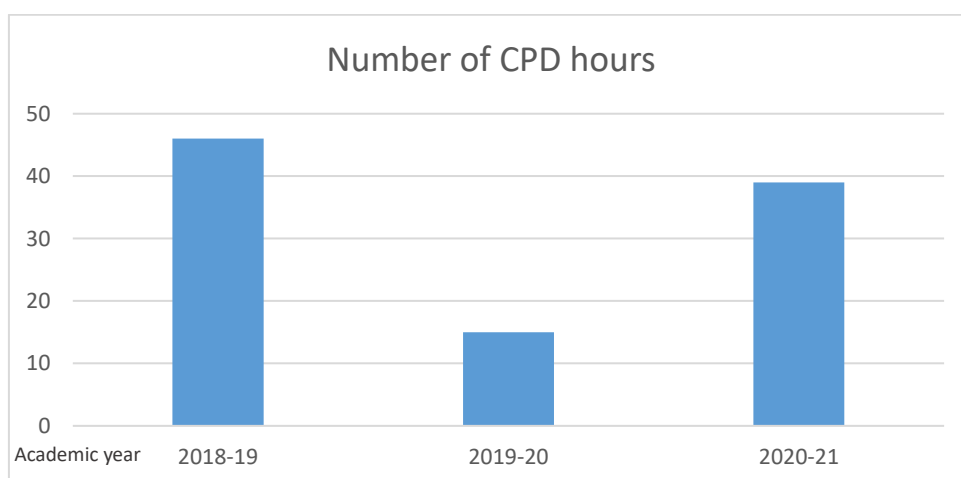
3.3 Teachers' Professional Development

3.3.1 Report progress on the Principal's Continuing Professional Development (CPD).

The principal undertook **338** hours in his CPD consisting of **53** hours of structured learning, **50** hours under action learning and **235** hours of service to education and the community.

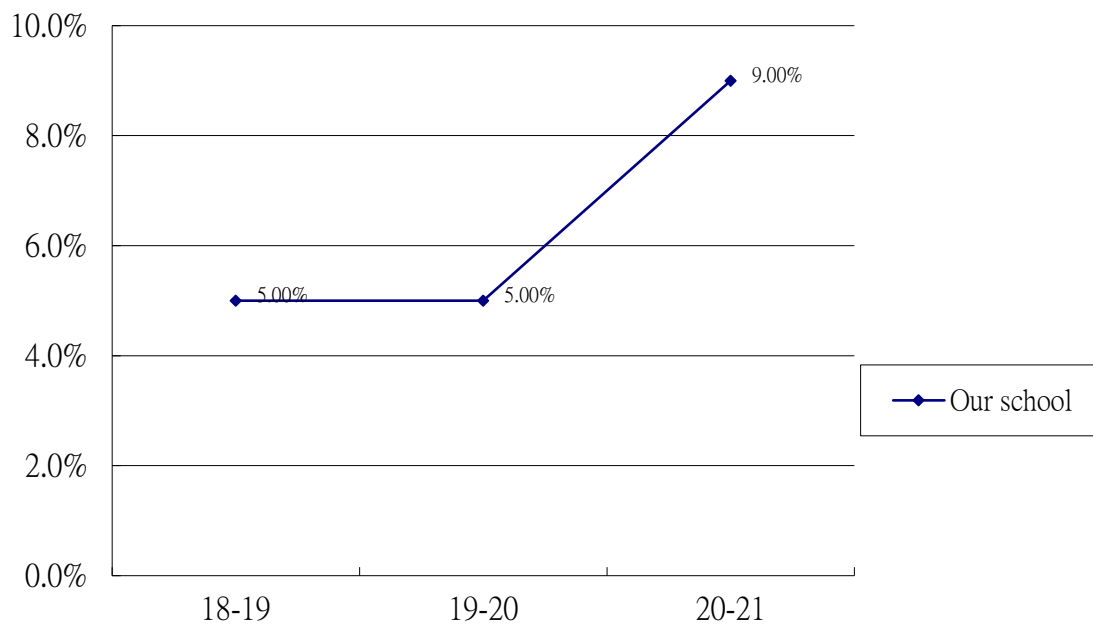


3.3.2 The average number of training hours undertaken by a teacher **67** staff members (other than the principal) participated in a total of **2605.5** hours of which **353.5** hours belonging to Senior Secondary courses offered. The average number of hours undertaken by an individual teacher is **39** hours. The lower number of hours belonging to the Senior Secondary curriculum is expected as the teachers are familiar with the curriculum.



3.4 Staff Turnover Rate

The line graph below indicates the staff turnover rates in our school in the past 3 years.



4. Major Concerns (Achievements and Reflections)

4.1 Introduction

Cognizant of the need to prepare students for a fast-evolving knowledge-based global village, our school, in consultation with teachers, has chosen the following main pillars as priorities for development in the last three years:

- Enhancing the whole-school approach in Career Education
- Implement a value education to cultivate students' attitude and values
- Support and care for students with mental health needs

Notably, these major concerns accord with the thrust of the Education Reform promulgated by the EDB and are realized in the Annual School Plan under identical headings below.

4.2 Enhancing the whole-school approach in Career Education

4.2.1 Strategies/Tasks: Students are given opportunities to unleash and develop their creativity

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sep. 20 - Aug. 21	Students have their creativity unleashed and developed through engaging in academic and extra-curricular activities	<ul style="list-style-type: none"> • Surveys • Deliverables (essays, emails, speeches, board displays, posters, etc.) 	<u>Wong W.S.</u> <ul style="list-style-type: none"> • CLP Teachers • All Teachers • STEM subjects • VA Department

Brief information about programs held

Despite the implementation of various health protection measures to prohibit crowd gatherings, large-scale school events, suspension of face-to-face classes at different intervals and half-day class arrangements in the whole 2020-21 school year, a range of programmes were organised by different subject panels and ECA clubs to unleash and develop students' creativity. Here are some prominent examples:

Activity	Date(s) of Activity	Organiser(s)	Brief Information about Activity
ECA Promotion Day	16 Sept. 2020	ECA Committee & English Department	Committee members of 17 ECA clubs designed PowerPoint presentations to introduce and promote their clubs to new F.1 students in English, either by means of recorded videos or live presentations at the Lecture Theatre.
Python Application Challenge Training and Competition	October 2020	STEM teachers	3 pairs of F.1- F.3 students were trained by an alumnus for the competition, which was essentially an obstacle course. Contestants were given a time limit to write and modify the code in Python programming language to control a car so that it could pass through different checkpoints within the shortest possible time.

Activity	Date(s) of Activity	Organiser(s)	Brief Information about Activity
Junior Achievement (JA)	Oct. 2020 - Apr. 2021	Junior Achievement (JA) Hong Kong	Eight F.4 and F.5 students formed a company called Newfus selling their self-designed Hong Kong-style amulets to our students and online at the annual trade fair. They used innovative ways to encourage fellow students to buy the company's shares so as to obtain capital for their business. Their creativity was further unleashed as they had to design their products and devise effective marketing strategies to promote them to fellow schoolmates and potential customers at the JA Youth Entrepreneur Virtual Trade Fair held from 13 March to 21 March 2021.
English Drama Club (Weekly Monday meetings)	Oct. 2020 - May 2021	English Drama Club & EDB NET Section	Students wrote two full scripts which they performed online in the competitions 'Stories on Stage' and 'Speak Up Act Out' organised by the EDB's NET Section.
Making Creative Ornaments (8 online classes)	Nov. 2020 - May 2021	Ornament Making Class	Students learnt to make different ornaments taught by the alumna tutor using their creativity.
Christmas Flower Ring Design & Wood Laser Cutting Design Competitions	Dec. 2020 & May 2021	Gardening Class	10 F.2- F.5 students participated in these handicraft making competitions. They could have their creativity unleashed and nurtured by creating their own art pieces or from appreciating the designs of their peers.
情緒教育互動劇場 《全健管理員》	Feb. 2021	Student Counselling Committee (Mental Health Programme)	All F.2 students watched this interactive play performed by iStage via Zoom. They had to answer questions during the course of the drama in the chat box.

Activity	Date(s) of Activity	Organiser(s)	Brief Information about Activity
A Speech on Creativity and Innovation	22 February 2021	Alumni Association Limited	Alumnus Mr Kenny KOO, 1990 graduate, now Executive Director and Chief Executive Officer of Hutchison Telecommunications Hong Kong Holdings Limited, was invited to speak at the Assembly. Mr KOO shared his experience and insights on creativity and innovation, as well as the trends and trajectory of technology development such as 5G and big data. The Assembly was livestreamed to all students.
Pop-up Greeting Card Making	December 2020	Visual Arts Department, Science Department and Mathematics Department	All F.3 students took part in this cross-curricular project to design 3-D greeting cards.
1-min i-Movie-Making Competition	May 2021	English Language & Visual Arts Departments	F.2 students each created a 1-minute i-movie based on a poem they learnt to write in the English Language Arts lessons.
Sharing Session on Art Appreciation at a Whole-School Assembly	18 March 2021	Visual Arts Department	Two F.5 Arts Ambassadors-in-School organized by the Hong Kong Arts Development Council shared their views on art appreciation during the whole-school Assembly alongside our Alumni Association Executive Committee Member, Monnie Wong (2009 graduate), who graduated from the Courtauld Institute of Art in London.
Star Groomers' Workshop for F.4 and F.5 star students - Empowering Creative Leaders	29-30 March 2021	Star Groomers and Empower Asia	25 F.4 – F.5 students joined the 6-hour workshop run by native English speakers from Empower Asia. Participating students were given different tasks to accomplish using their creativity. There were personalised assessments and coaching sessions to enable participants to make improvement through self-reflection.

Activity	Date(s) of Activity	Organiser(s)	Brief Information about Activity
Smart Health Workshop and Prototype Design Competition	27 March - 22 May 2021	Hong Kong Institution of Engineers	Four F.4 students formed a team to participate in the "Smart Health Workshop and Prototype Design Competition" in the "Engineering Exploration Programme 2021 (青年工程師體驗計劃 2021)". Their design and product "Smart Chair (智慧護骨椅)" won the Championship among 15 participating teams.
Be The Next Star KOL 2021 Social Media Video Contest	April 2021	Chinese Language, Visual Arts, Integrated Arts Departments, EDB and Standing Committee on Language Education and Research (SCOLAR)	All F.3 students were asked to produce a 2-3 minute video related to language learning and teaching e.g. Sharing of language knowledge (e.g. pronunciation, vocabulary and grammar) in a fun way as a Key Opinion Leader, language learning tips, language skills for life or language learning in the new normal. 28 F.3 students and 8 F.4 students joined the competition.
「動漫 x 性格透視 x 道具製作」小組	April 2021	Student Counselling Committee	6 F.1- F.3 Students learnt how to draw some of their favourite anime characters. With some of the students being repeaters, the workshop aimed to arouse their interest and motivation to learn something new in a non-academic area.
JA International Trade Challenge Workshop and Competition	29 April 2021 & 29 June 2021	Junior Achievement (JA) Hong Kong	The JA Workshop was a four-OLE-hour program introducing to the five participating F.4-F.5 students the key concepts of international trade. Through expert sharing and hands-on group activities led by business volunteers, students were guided to learn and acquire the skills to design an effective market entry strategy. Two F.4 students then formed a team to join the competition on 29 June, during which they created international market entry strategy plans for a target market to promote the given products.

Activity	Date(s) of Activity	Organiser(s)	Brief Information about Activity
Mural design and painting Workshop	May - July 2021	Student Counselling Committee & School Social Workers	24 F.1- F.5 students participated in the workshop and designed two murals on the walls outside the Counselling Room, which were then painted by student volunteers.
Scratch Remix Competition (open to F.1- F.5 students)	May 2021	Computer Club	Each participant was required to choose one of the three given Scratch projects created by the Club's committee members. They were required to make some enhancements to the projects to unleash the creativity. 4 remix projects were received. All F.1- F.5 students were welcome to vote for their favourite project.
Star Groomers' Workshop for F.1-F.2 star students - Creative Communication	22 June 2021	TST's Star Groomers and British Council	In this three-hour workshop, students were taught how to make effective oral presentations and given hands-on practice on various topics in English.
InDesign programme	24 June 2021	Life Education Committee, the Chinese Drama Club and the Visual Arts Department	Our alumni Ms CHAN Chin Ue and Mr Lee Ming Hei taught five F.4 and F.5 DSE VA students using the InDesign programme to design the pamphlet of the drama “光影流沙” for the Life Education Day.
TST's Got Talent	25 June 2021	Students' Union	F.1, F.4 and F.5 students watched the talent show and appreciated the creativity of their schoolmates either in the hall or via the live broadcast.

Activity	Date(s) of Activity	Organiser(s)	Brief Information about Activity
Campus Visit to the Department of Civil and Environmental Engineering of Hong Kong Polytechnic University	30 June 2021	Career & Life Planning Committee and Hong Kong Polytechnic University	17 F.5 –F.6 students took part in the campus visit. They attended an admissions talk from the Department learning about various programmes, their admission requirements and the career prospects. They also attended an interactive workshop applying the knowledge of civil engineering to build towers using paper straws. On top of that, students also visited the Structural Engineering Research Laboratory.
AI Course 1 -Computer Vision x Raspberry Pi AI Course 2 -Cognitive Services x Python AI Course 3 -Computer Vision x App Inventor 2	June - July 2021	Computer Literacy Department	37 F.1- F.3 students joined these courses, which aimed to equip them with knowledge and skills as preparation for their future participation in AI competitions.
Drama Performance -- “光影流沙” (Life Education Day)	2 July 2021	Life Education Committee & the Chinese Drama Club	A drama was staged by the Chinese Drama Club as part of the programme for the Life Education Day. F.1-F.5 students watched this original drama either in the hall or via the live broadcast. They were given an opportunity to appreciate the creativity of the scriptwriters, actors, actresses, songwriters and lyricists.
Healthy Comic Strip Contest 2021	3 July 2021	Visual Art Department & the Office for Film, Newspaper and Article Administration (OFNAA)	Four F.2- F.5 students each designed four panels of cartoons either in the form of manuscripts or computer printouts. The competition aimed to enhance the public's understanding of the Control of Obscene and Indecent Articles Ordinance.

第三屆聖公會中學 3D 列印機械人對抗賽	July 2021	Robotics Class, Design & Technology Dept	Students designed their own 3D-printed AI cars for competitions. Students used 3D drawing software and 3D printers to design their car components.
First Lego League 2021	July - August 2021	Design & Technology Dept.	13 F.1- F.3 Students designed their Lego robots to complete different assigned tasks in the competition. Students used their creativity to design some equipment for promoting sports. They won the "Best Presentation Award", "1st Class Award", "2nd Class Award" as well as the "Honourable Mention".
Mass Robots Programming for New World Record "創建機械人集體編程世界紀錄" 活動	22 August 2021	Hong Kong Productivity Council	11 F.1- F.3 students, together with over 500 students from other schools, successfully set a new Guinness World Record on the most people programming robots simultaneously within one hour at Kowloon Bay International Trade & Exhibition Centre.

Reflections

Though face-to-face classes were interrupted by the different waves of COVID-19 infections, multifarious activities were organised in the school year for different levels of students, giving them ample opportunities to showcase their creativity. While fulfilling different assigned tasks ranging from comic strips to i-movies, from murals to AI cars, our students could exercise their creativity and have their creativity increased by admiring the creative works of their peers. Through whole-school assemblies and form-based competitions, not only could students have their innate creative thinking nurtured, but they could also gain inspiration from or model on others' innovative ideas. As some students were able to obtain awards in inter-school and territory-wide competitions, their ability to come up with new and original ideas was evident.

It should be noted that the table of activities in the previous section is by no means exhaustive. Other regular activities like the prose-reading competitions of the Hong Kong Schools Speech Festival, writing tasks assigned by the Chinese and English teachers and project work designed by different subject panels have exemplified that our teachers have been working hard to foster new ideas and perspectives in students so as to empower and raise their capacity to embrace future challenges.

4.2.2 Strategies/ Tasks: CLP Teachers organizing or promoting creativity-related activities

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sep. 20 - Aug. 21	CLP Teachers organise TWO effective creativity-related activities	<ul style="list-style-type: none"> • Annual Plans • Surveys 	<u>Wong W.S.</u> CLP Teachers All Teachers

Brief information about programs held

The two creativity-related activities included in the Career and Life Planning Committee's Annual Plan were two cross-circular projects, namely F.4 IA-Career Video Mentorship and F.5 English Career Oscars.

a) F.4 IA-Career Video Mentorship

- In this cross-curricular project, F.4 students worked in groups of four or five to create videos on the theme "Admirable Creative Persons or Projects in the Industry". They did online interviews with alumni mentors working in different career fields. They exercised creativity to edit and present the recorded interviews by means of a short movie. Most groups performed well and demonstrated good interview skills in the videos. Based on their creativity showcased in the video productions, students were awarded book coupons under the following categories:
 - i) Best 1-hour Interview (3 winning groups)
 - ii) Best 15-min Highlight (4 winning groups) and
 - iii) Best Short Film (4 winning groups)

b) F.5 English Career Oscars

- In this English-Career project, F.5 students did research in groups of four or five on "Creativity and Career Success" in different industries. Incorporating online research, PowerPoint oral presentations and writing tasks, this project offered students an invaluable learning opportunity to brush up on their spoken and written English presentation skills while awakening them to the need to equip themselves with desirable soft skills to prepare for future career challenges.

- Based on the results of their online research, students gave face-to-face individual presentations about the role of creativity in a chosen career in their English lessons, which constituted another opportunity to practice for their School-based Assessment (SBA). Their marks were counted in the F.5 Oral term mark.
- On 20 April, five groups of students did their presentations in F.4 classes:

Class	Class & Chosen Career Field
4A	5A Design
4B	5B Product Design
4C	5C Hospitality (Hotel and Boarding)
4D	5D Medicine
4E	5E Aerospace Engineering

- At the Day 4 Assembly on 11 May, 2021, one group did their presentation on creativity and career success for physicians, which was broadcast live to the whole school.
- After the oral presentations, students were asked to write an essay to reflect on this learning experience and a total of 14 students won the awards for Career Oscars Best Writers.

Reflections:

a) F.4 IA-Career Video Mentorship

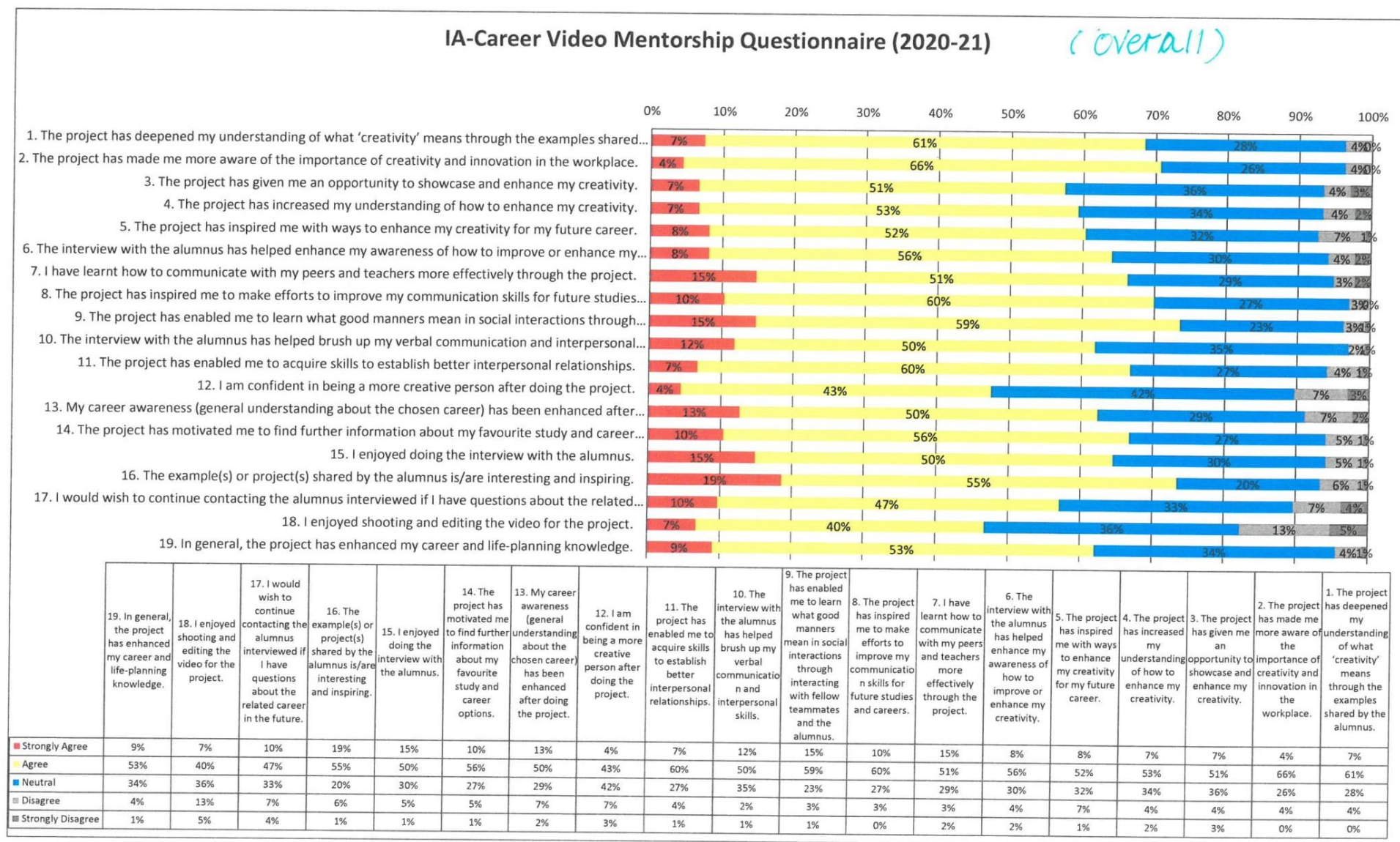
Students' feedback was quite encouraging. 70% of the students agreed that the project had made them more aware of the importance of creativity and innovation in the workplace. 60% of them agreed that the project had increased their understanding of how to enhance their creativity and inspired them with ways to enhance creativity for their future careers. 74 % of the students found the examples or projects shared by the alumni interesting and inspiring. Such statistical data showing students' perception of the project were already very positive given that the interviews with alumni were all conducted online instead of face-to-face. There was yet another added benefit of the project as students were able to forge mentorship with the alumni through the interview. 57% of the students remarked that they would like to continue contacting the alumni interviewed in the future if they had questions about the career. Details of survey results can be found in Appendix I.

To spread the message that creativity is an important soft skill in the workplace, the four best short films will be broadcast to the whole school via the Campus TV in the 2021-2022 school year.

b) F.5 English Career Oscars

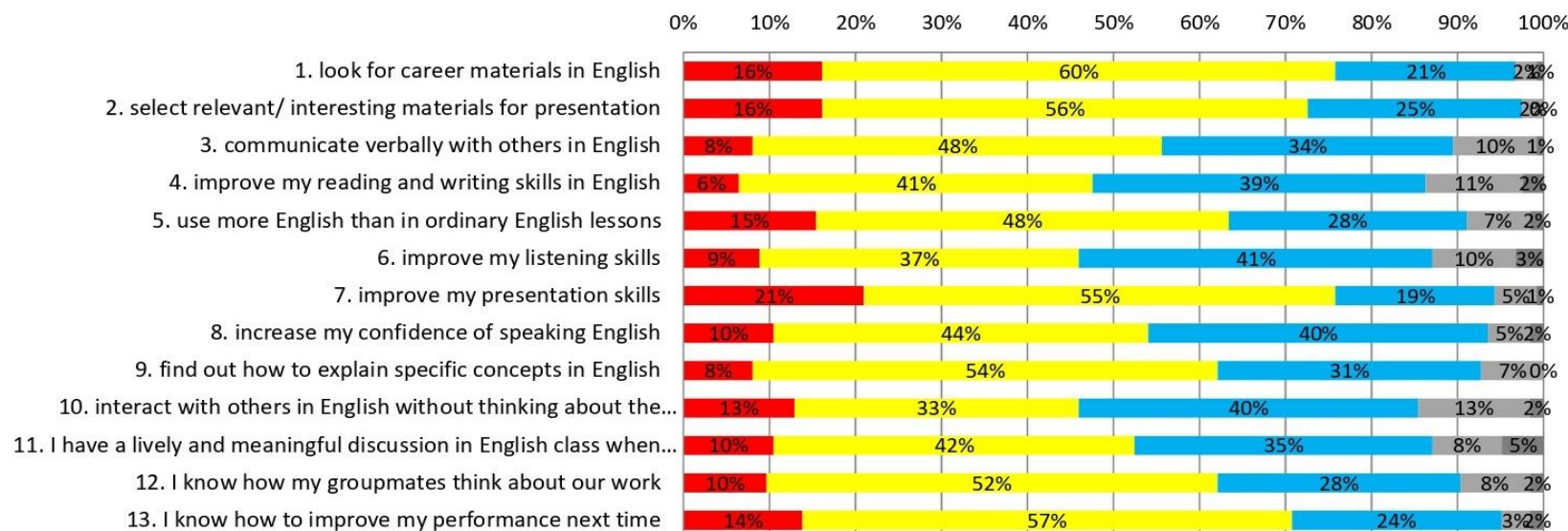
The effectiveness of English Career Oscars in arousing students' awareness of the importance of creativity seemed to be lower than F.4 IA- Career Video Mentorship. Still, 60% of the F.5 students agreed that their knowledge about the importance of creativity and innovation of some careers had improved while 55% of them agreed that the presentation had increased their understanding of the means to enhance their creativity. The discrepancy in students' responses to the two cross-curricular projects was perhaps due to the fact that Career Oscars featured online research done by students themselves, whereas F.4 students could collect first-hand information from frontline practitioners in IA-Career Video Mentorship. In spite of this, Career Oscars is still a worthy project as students were given opportunities to do some self-directed learning, which is one of the life and career skills necessary to prepare them for education and workforce. Details of survey results can be found in Appendix II.

Appendix I F.4 Career-IA Video Mentorship Survey Results



Appendix II F.5 English Career Oscars Survey Results (Part I)

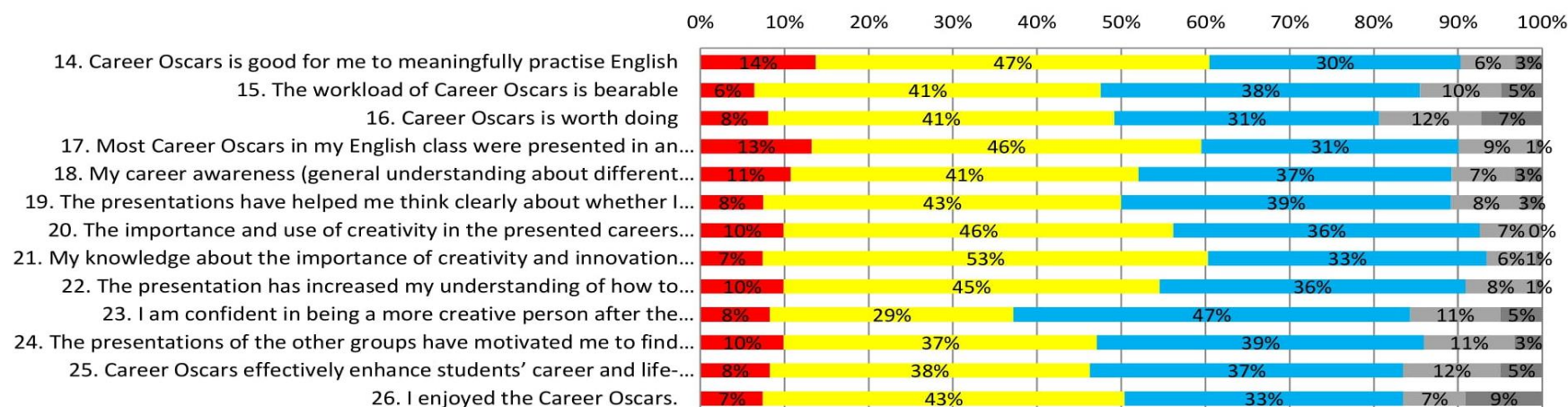
Career Oscars Questionnaire for F.5 (2020-21) 1



	13. I know how to improve my performance next time	12. I know how my groupmates think about our work	11. I have a lively and meaningful discussion in English class when the teacher and peers give immediate feedback	10. interact with others in English without thinking about the language (e.g. grammar) too much	9. find out how to explain specific concepts in English	8. increase my confidence of speaking English	7. improve my presentation skills	6. improve my listening skills	5. use more English than in ordinary English lessons	4. improve my reading and writing skills in English	3. communicate verbally with others in English	2. select relevant/ interesting materials for presentation	1. look for career materials in English
Strongly Agree	14%	10%	10%	13%	8%	10%	21%	9%	15%	6%	8%	16%	16%
Agree	57%	52%	42%	33%	54%	44%	55%	37%	48%	41%	48%	56%	60%
Neutral	24%	28%	35%	40%	31%	40%	19%	41%	28%	39%	34%	25%	21%
Disagree	3%	8%	8%	13%	7%	5%	5%	10%	7%	11%	10%	2%	2%
Strongly Disagree	2%	2%	5%	2%	0%	2%	1%	3%	2%	2%	1%	0%	1%

Appendix II F.5 English Career Oscars Survey Results (Part II)

Career Oscars Questionnaire for F.5 (2020-21) 2



	26. I enjoyed the Career Oscars.	25. Career Oscars effectively enhance students' career and life-planning knowledge.	24. The presentations of the other groups have motivated me to find information about my own favorite career which may be different from the presented careers.	23. I am confident in being a more creative person after the presentation.	22. The presentation has increased my understanding of how to enhance my creativity.	21. My knowledge about the importance of creativity and innovation of some careers has improved.	20. The importance and use of creativity in the presented careers are clearly stated in the presentations.	19. The presentations have helped me think clearly about whether I am suitable for the presented careers.	18. My career awareness (general understanding about different careers) has been enhanced after the presentation.	17. Most Career Oscars in my English class were presented in an interesting way.	16. Career Oscars is worth doing	15. The workload of Career Oscars is bearable	14. Career Oscars is good for me to meaningfully practise English
Strongly Agree	7%	8%	10%	8%	10%	7%	10%	8%	11%	13%	8%	6%	14%
Agree	43%	38%	37%	29%	45%	53%	46%	43%	41%	46%	41%	41%	47%
Neutral	33%	37%	39%	47%	36%	33%	36%	39%	37%	31%	31%	38%	30%
Disagree	7%	12%	11%	11%	8%	6%	7%	8%	7%	9%	12%	10%	6%
Strongly Disagree	9%	5%	3%	5%	1%	1%	0%	3%	3%	1%	7%	5%	3%

4.2.3 Strategies / Tasks: Teachers incorporating creativity elements in academic and extra-curricular activities

Time Scale	Success Criteria	Evaluation method	People Responsible
Sep. 20 - Aug. 21	Teachers actively incorporate creativity into the design of academic and extra-curricular activities	<ul style="list-style-type: none"> • Surveys on Project Work • Evaluation Reports 	<ul style="list-style-type: none"> • CLP Teachers • All Teachers

Brief information about academic and extra-curricular activities held

Despite class suspensions, many subject panels and committees conducted activities aligning with this major concern to unleash students' creativity. Details of the activities are as follows:

Subjects	Details	Evaluation
Design & Technology	Students in junior forms were engaged in a range of creativity-related project work. In Form 1, students made creative interior design drawings. In Form 3, students applied the technology of 3D printing to create products.	Students were able to make creative interior design drawings and product design drawings.
Design & Technology (DT) and Mathematics	In this DT- Mathematics cross-curricular project, F.2 students completed tessellation design drawings.	Students were able to make beautiful tessellation drawings.
Computer Literacy	In Form 1, students were required to complete a creativity-related CoSpaces project. In junior forms, three AI-related courses were conducted as in-school training. These courses included the use of Microsoft cognitive services with blockly programming in Python, the use of Microsoft cognitive services with text-based programming in Python and writing mobile applications with the use of Microsoft cognitive services.	In the CoSpaces project, some students were able to produce good and creative work. In the AI-related courses, all 36 students were interested and engaged in attending the courses. Most students were willing to participate in AI-related competitions in the future and all students were willing to take further IT-related courses in the future.
Computer Literacy (CL) and Mathematics	In this cross curricular project, Form 1 students completed STEM worksheets and some scratch project files to demonstrate their creativity.	All students were able to produce good work and some of them were even able to produce excellent and creative work.
Geography	Students in different forms displayed their creativity in various projects. In Form 1, students applied their geographical knowledge and designed travel guides to foreign cities such as London, Seoul, etc. In Form 2, students completed infographics on water problems in Hong Kong. In Form 3, students designed questions and answers based on news cuttings.	Students were able to demonstrate creativity in subject contents, presentation and artwork. Some students were able to create attractive tours and demonstrated a perfect use of visuals and word descriptions.

	In Form 4, students created posters on various topics. In Form 5, students completed board display on their field work studies.	
Chinese History	All junior form students were involved in creativity-related projects. In Form 1 and Form 3, students wrote a personal diary from the perspective of a historical character while in Form 2, students wrote a travel journal playing the role as a historical character.	Some students were able to finish their work with both a strong historical knowledge base and high levels of creativity.
Chinese History, History and Visual Arts	Cross-curricular projects were conducted to boost students' creativity. In Form 1 and Form 2, students completed a 4-panel comic about a historical character or story while in Form 3, students completed creative portrait paintings.	Students were able to produce very creative work. They made up interesting stories and creative designs on the historical figures and events.
History	In Form 2, students designed a PowerPoint presentation describing a famous explorer.	Students were able to design creative and stylish PowerPoint presentations.
Music	In Form 3, students were asked to compose or arrange music individually or in groups.	Students were able to show their creativity in composing and arranging music.
Chinese Language	To boost creativity, a wide array of activities was conducted from Form 1 to Form 5. These activities include producing videos for book recommendations, writing contests, creating board displays to show encouraging words and quotes.	Students demonstrated their creative thinking in their writings, board displays as well as videos.
Science, Biology and QEF Project	In junior forms, various activities were conducted to encourage students' creativity. Form 1 students conducted microbiology experiments, Form 2 students used yeast to make wine and Form 3 students conducted food safety testing. During the process, students had to apply their scientific knowledge and some simple tools to carry out scientific investigations. After the experiments, students completed experimental reports.	Students were able to apply simple tools and scientific knowledge to carry out scientific investigations and produce creative work.

Reflections:

In spite of the various challenges and disruptions brought by the pandemic, teachers successfully incorporated creativity elements in academic and extra-curricular activities across all forms in the school year. It should be noted that the table of activities in the previous section is by no means exhaustive as the inclusion of creativity elements was not only limited to STEM subjects such as Science, Mathematics and Computer Literacy but also Arts subjects including Chinese Language, History and Chinese History. Various subjects even collaborated to organize cross-curricular projects to offer students adequate support and knowledge to develop their creativity. Provided with such a broad array of academic and extra-curricular activities, students were able to explore and demonstrate their creativity by producing beautiful and interesting work ranging from greeting cards to 3D printed products, from travel journals to music pieces. Students greatly benefited from working with their peers in the creative process as they could boost their self-confidence when expressing their own ideas and at the same time gain insights from their peers' suggestions. The practical experience of producing creative work also reinforced students' learning of the subject knowledge in an engaging and inspiring way.

The integration of creativity development in academic and extra-curricular activities reflected teachers' effort in adopting innovative approaches to encourage students to use their imagination and original ideas in their learning as well as students' considerable potential in transforming their ideas into reality which is an indispensable capability in a changing world.

4.3 Implement a value education to cultivate students' attitude and values

4.3.1 Enhance students' positive attitudes and behaviour

- **20-21 Self Improvement Programme Evaluation**

Since there were no regular face to face classes for F.1 to F.5 classes for more than 1.5 terms, such programme was suspended in the academic year 2020-2021.

- **Suspension of F.2 Little Prefects Scheme in 2020-2021**

Without regular internship experience for F.2 prefects in 20-21, the number of F.3 prefects in 21-22 dropped to 22 prefects which is less than the number recruited in 20-21. It is expected that there will be an increase in the newly recruited F.3 prefects in 22-23 with regular training for 21-22 F.2 prefects.

- **A 5% decrease in the number of misdemeanours**

1. There is no significant change in late homework submission in junior form and F.4 records.

Reason and solution:

During the school suspension period, teachers could only give limited guidance through web or phone communication with students and parents when handling homework cases. Students with serious late homework submission problem had to return to school and finish the homework under the supervision of discipline teachers.

2. For same group of students

19 – 20 F.4	56 students
20 – 21 F.5	40 students

A decrease of $56 - 40 = 16$ students penalized with a warning letter, bad points or minor demerits.

3. For same group of students

19 – 20 F.5	39 students
20 – 21 F.6	19 students

A decrease of $39 - 19 = 20$ students penalized with a warning letter or bad points or minor demerits.

4. There is an increase in the number of students attending class late during the period of no face to face classes.

Solution:

For the students' lateness problem, the discipline team and the form teachers worked together communicating with parents to solve the lateness problem of students during the period of no face to face classes. Students with serious lateness cases had to attend the Zoom classes at an assigned area in school under teachers' supervision.

4.3.2 Nurture students to be serving leaders through practical experience

- A. Encourage students to respect different people in a diversified society
 1. Due to the outbreak of COVID-19 pandemic, the voluntary service for students in the Hong Kong Special Olympics was cancelled.
- B. Raise students' awareness to the need in the Society
 1. The Life Education Ambassadors joined the workshop held by the School of Poverty Caring to understand the problem faced by the scavengers. Christian Fellowship had designated badges for charity sale. All proceeds were donated to The Children's Cancer Foundation.
 2. The representative from the School of Poverty Caring shared a topic "Poverty in Hong Kong" on 26 March during the Assembly, enhancing the awareness of students about the vulnerable and poverty.
- C. Promote the rights and responsibilities of citizenship
 1. A Seminar about Children's Rights was held on 17 September.
 2. Mr Chong Yiu Kwong, the Lawyer from the Law Society of Hong Kong, shared a topic "Cybercrime" on 24 November during the Assembly.
 3. Information about the Constitution and the Basic Law was shared to students on 4 December the Constitution Day, enhancing students' awareness of the Constitution.
 4. A board with the theme "The Human Rights Day" was displayed on 10 December.
 5. The ICAC Drama Performance was held in the National Security Education Day on 15 April during the Assembly.
 6. The bookmarks and stickers about National Security were distributed to students on 15 April the National Security Education Day, enhancing students' awareness of National Security.

Evaluation

The blended learning mode and the suspension of voluntary services during the COVID-19 pandemic led to limited chances for students to do the voluntary services for equipping the skills and attitudes as serving leaders. However, over 90% of students have good understanding of the skills and attitudes of serving leaders according to the students' survey.

Many events, especially the practical experience of being a serving leader, were cancelled because of the outbreak of the COVID-19 pandemic, groups of students still had chances to engaged in different activities to care about the vulnerable people in society. In general, over 90% of students can recognize the attributes of a serving leader such as empowerment, standing back, accountability, forgiveness, courage, authenticity and stewardship. However, the accountability, the initiative and the communication skills of students are still have room for improvement in light of the responses from teachers.

4.3.3 Enhance the positive, supportive and caring school climate

- A. Organize a campaign to promote positive, supportive and caring school climate
 1. Co-operate with Religious Affairs Committee and the Visual Arts Panel to hold a mindfulness art exhibition of creative works with attractive calligraphy from the motto design competition on the noticeboards of every classroom, thus enhancing the caring atmosphere on campus.
 2. The Life Education Day was held on 2 July. The drama performance 《光影流沙》 helped students face regrets and failures in positive ways. A life auction game was held in each class which helped students reflect on the priorities of different desires in life and cherish the present.

- B. Organize a seminar to introduce positive values to students
1. A Seminar about Children's Rights was held on 17 September.
 2. Zoe, the Senior Officer of School Development from the Hong Kong Award for Youth People, shared a topic "Introduction of AYP" on 27 October.
 3. Mr Ng Nok Hei, the social worker of Stewards, shared a topic "How to deal with stress" on 16 December during the Assembly.
 4. Mr Liu Ka Kit, a Sports Therapist, shared a topic "Slashies" on 8 January during the Assembly.
 5. Mr Wong Ho Chi, the social worker of eSmiley, shared a topic "Online counselling for young people" on 25 January during the Assembly.
 6. Mr Wong Ho Chi, the social worker of eSmiley, shared a topic "Cyber culture" on 2 February during the Assembly.

Evaluation

The blended mode of schooling limited the chance for students to participate in different kinds of activities. Many events such as TST Great Relay, the film festival, the cooperation with the Christian Fellowship in the Gospel week were cancelled due to the outbreak of COVID-19 pandemic. However, a number of seminars was arranged through live broadcasting. In general, over 95% of teachers and students appreciated the seminars held.

The Life Education Day was held successfully. All students watched the drama performance and participated in the auction game in the classroom. In general, over 90% of teachers appreciated the messages given and agreed that the activities were able to inspire students to face adversity and regrets and cherish the present. Over 88% of students appreciated the messages given and agreed that the activities could help them face adversity and regrets and cherish the present.

4.4 Support and care for students with mental health needs

4.4.1 Enhance mental health awareness in school

Achievements

15 students from F.4 to F.5 joined the Mental Health Training Programme. They all helped the school to promote mental health awareness among students.

Different kinds of mental health activities were held in 2020-2021. A school campaign "Days of CareinMind" was held in 4th-5th February 2021. A Talk 《力有不逮怎麼辦》 was held for F.3 in February. A online zoom drama 《情緒教育互動劇場 - 全健管理員》 was held for F.2 in February 2021. A zoom workshop 《全是新》 was held for F.1 in January 2021. Four Mental health exhibitions were held in school from 2020 to 2021.

Reflection

Through the promotion scheme, students became more aware of their own mental health needs.

4.4.2 Provide support for teachers dealing with students with mental health needs

Achievements

Educational Psychologist Mr Lam Kwan Hung was invited to speak on the topic 《識別及支援有自殺行為的學生》 on the Staff Development Day in September 2020.

Reflection

The feedback from questionnaires showed that all teachers agreed that the workshops were useful in equipping them with necessary skills to deal with students with mental health needs.

4.4.3 Provide support for students with mental health needs

Achievements

30 students from F.4 to F.5 joined the Mental Health Training Programme.

A questionnaire was conducted among F.3 students to identify at risk students for follow-up meetings with counselling teachers, social workers and Educational Psychologists, offering them timely support to address their mental health problems.

Reflection

Based on feedback from teachers and students, the school will work with a social service agency to provide a more school-based program.

More students from different Forms can join these programs to cater to their mental health needs.

4.4.4 Collaborate with parents of students with mental health needs

Achievements

1. One Integrated Education Assistant was employed using the Learning Support Grant to provide support to our SEN students and their parents.
2. Three teachers have completed the Professional Development Programme for Mental Health conducted by the EDB, Courses on Mental Health Promotion at Schools and Supporting Students with Mental Health Needs and also their parents.
3. Regular meeting with parents, Educational Psychologist, social workers, teachers and the students have been held to provide appropriate support for the parents and the students with mental health needs.

Reflection

1. Many teachers had difficulty dealing with emotional and behavioural difficulties among students, collaborating and giving appropriate support to their parents. Therefore, a sharing session by an experienced counselling teacher, Miss Ma Wai Ling, deputy head of our school Student counselling Committee, was invited to speak on the topic 《我的學生遇上情緒困擾怎麼辦》 on the Staff Development Day in September 2021.
2. Our school should have a teacher professional development plan on catering for students with special educational needs and mental health needs in order to meet the training targets set by the Education Bureau for the public sector ordinary schools to be achieved by the end of the 2026/27 school year.

4.5 Report on the use of the Capacity Enhancement Grant

Achievements

To provide the capacity to facilitate an enhanced implementation of the Senior Secondary curriculum, additional teachers were employed by means of the Capacity Enhancement Grant (CEG) to reduce teachers' heavy workload. As a consequence, teachers had adequate time to revamp learning packages and teaching aids in line with the SS curriculum developments. They were provided with space to improve the existing curriculum, implement SBA and TSA activities, and develop professionally to teach the SS curriculum. Besides, individual students were provided with more intensive care on a need basis on account of the increased manpower.

Reflections

Beyond any doubt, the CEG provision gave teachers much needed support so that they had the space and capacity to focus their attention on coping with curriculum changes, including optimizing the four senior secondary core subjects, and to help students with special educational needs to meet the demands of different subjects.

Due to COVID-19, face to face lessons and online lessons were held simultaneously. As a result of the grant, teachers' capacity has been enhanced and effective strategies developed to deal with the mixed mode in learning and teaching. Teachers can try new technology such as tablets, teaching apps, online platform etc.

In brief, feedback from teachers and students was generally positive. All teachers unanimously support and demand that similar funding be provided to continue to employ additional teachers to alleviate heavy workloads, develop e-learning and organize programmes and activities to cater for students with special learning needs or mental health needs.

5. Financial Summary

	Balance B/F	Income \$	Expenditure \$	Surplus/Deficit	Topped-up by EOEBG General	Amount Refundable to EDB	BALANCE C/F	Surplus \$
Government Fund								12,137,453.32
(1) EOEBG Grant								
(a) EOEBG Baseline Reference		2,330,971.09		2,330,971.09				
School & Class Grant		27,431.90	910,870.86	-883,438.96				
Lift Maintenance Grant	-		117,685.00	-117,685.00				
Prog Fund for Whole-Sch Ap to Guidance & Discipline			549.30	-549.30				
Supplementary Grant	-		265,020.60	-265,020.60				
Composite Furniture & Equip. Grant			358,239.22	-358,239.22				
Air Cond. Grant for Prep Room of Lab.	-		3,864.00	-3,864.00				
EOEBG Baseline Ref - Sub-total :	-	2,358,402.99	1,656,228.98	702,174.01				
(b) Specific Grant								
Administration Grant	-	4,551,835.71	4,158,178.13	393,657.58				
Air-conditioning Grant	-	606,863.00	249,739.00	357,124.00				
Capacity Enhancement Grant		638,461.00	551,908.44	86,552.56				
Composite Information Technology Grant	-	552,036.00	609,179.64	-57,143.64				
School-based Speech Therapy Administration Grant		8,056.00	6,428.42	1,627.58				
School-based Management Top-up Grant		50,350.00	40,000.00	10,350.00				
EOEBG Specific Grant - Sub-total :		6,407,601.71	5,615,433.63	792,168.08				
EOEBG General domain	3,335,380.86							
Funds set aside for SP/LSP		746,010.29	946,184.00	-200,173.71				
Δ Topped up the Deficit Bal of ITSSG			66,709.00	-66,709.00				
Δ Topped up the Deficit Bal of Special Anti-epidemic Grant			1,458.90	-1,458.90				
EOEBG General domain - Total :	3,335,380.86	746,010.29	1,014,351.90	-268,341.61				
EOEBG Baseline Ref + Specific Gr + General domain :	3,335,380.86	9,512,014.99	8,286,014.51	1,226,000.48			4,561,381.34	
(2) NON-EOEBG Grant								
Other Recurrent Grant		589,012.00	589,012.00	0.00			0.00	
Committee on Home-Sch Co-op Proj Grant		9,240.00	9,240.00	0.00			0.00	
Salaries Grant		54,944,192.07	54,944,192.07	0.00			0.00	
& Employer's Cont to PF Scheme for NT A/C		534,464.60	522,565.55	11,899.05		-11,899.05	0.00	
Fringe Benefits under Enhan. NET Scheme		108,663.78	108,663.78	0.00			0.00	
# School-based After-school Learning & Support Prog.	47,200.00	90,600.00	0.00	90,600.00		-47,200.00	90,600.00	
Teacher Relief Grant for IMC School	364,152.02	262,187.50	181,491.00	80,696.50			444,848.52	
Learning Support Grant for Secondary School	94,525.20	222,103.00	266,828.40	-44,725.40			49,799.80	
○ Diversity Learning Grant - Other Programmes	105,000.00	105,000.00	91,231.30	13,768.70		-13,768.70	105,000.00	
Fractional Post Cash Grant	49,800.60	321,000.00	307,818.00	13,182.00			62,982.60	
Moral and National Education Subject Support Grant	431,000.00	0.00	0.00	0.00			431,000.00	
Senior Secondary Curriculum Support Grant (SSCSG)	328,147.93	963,000.00	1,064,063.88	-101,063.88			227,084.05	
□ One-off Grant - Promotion of Ch Hist & Culture	63,018.40	0.00	29,106.30	-29,106.30		-33,912.10	0.00	
Δ Information Technology Staffing Support ITSS Grant (ITSSG)		319,559.00	386,268.00	-66,709.00	66,709.00		0.00	
+ Promotion of Reading Grant	72,310.00	72,816.00	0.00	72,816.00		-72,310.00	72,816.00	
School Executive Officer Grant (SEOG)	33,337.83	534,660.00	531,600.00	3,060.00			36,397.83	
^ NCS-SEN Grant	96,480.00	100,700.00	0.00	100,700.00		-96,480.00	100,700.00	
@ Life-wide Learning Grant	1,165,949.22	1,419,870.00	483,884.89	935,985.11		-682,064.33	1,419,870.00	
% Student Activities Support Grant (SAS Grant)		83,200.00	1,738.00	81,462.00		-81,462.00	0.00	
One-off School-based Speech Therapy Set-up Grant		20,140.00	18,648.10	1,491.90			1,491.90	
Δ Special Anti-epidemic Grant	1,441.10	0.00	2,900.00	-2,900.00	1,458.90		0.00	
Special Grant for Book Purchase	27,478.00	0.00	27,478.00	-27,478.00			0.00	
* One-off Special Support Grant-Enhance Cleansing	100,000.00	0.00	87,888.00	-87,888.00		-12,112.00	0.00	
^ Gr for After-Sch Support for NCS Students	23,356.90	0.00	0.00	0.00		-23,356.90	0.00	
HK School Drama Festival Fund		3,600.00	0.00	3,600.00			3,600.00	
QEF - STEM in Practice	-37,369.50	870,891.18	482,152.25	388,738.93			351,369.43	
One-off Partial Subsidy for Sch Bus Fare to CBS	1,780.00	0.00	1,780.00	-1,780.00			0.00	
Sub-total :	2,967,607.70	61,574,899.13	60,138,549.52	1,436,349.61	68,167.90	-1,074,565.08	3,397,560.13	
(3) OTHERS								
Other Charges : Income & Expenditure A/C	290,856.21	0.00	6,342.00	-6,342.00			284,514.21	
Sub-total :	290,856.21	0.00	6,342.00	-6,342.00	0.00	0.00	284,514.21	
SCHOOL FUNDS (GENERAL FUNDS)								
Approved Coll. For Specific Purposes	637,989.17	252,900.00	357,472.90	-104,572.90			533,416.27	
Subscriptions	4,456,639.31	211,740.15	111,794.19	99,945.96			4,556,585.27	
Air-conditioners Fund	40,713.24	0.00	0.00	0.00			40,713.24	
Anniversary	25,754.00	0.00	0.00	0.00			25,754.00	
Fund-Helping students fr underprivileged families	217,435.00	0.00	3,600.00	-3,600.00			213,835.00	
Sustainable Learning Development Fund	165,077.83	2,385.00	0.00	2,385.00			167,462.83	
Sub-total :	5,543,608.55	467,025.15	472,867.09	-5,841.94			5,537,766.61	
Grand Total:	12,137,453.32	71,553,939.27	68,903,773.12	2,650,166.15	68,167.90	(1,074,565.08)	13,781,222.29	
								1,643,768.97
								13,781,222.29

Δ 20-21 Total Deficit Balance of ITSSG (\$66,709) & Special Anti-epidemic Grant(\$1,458.9) were topped up by General Domain of EOEBG.

& 20-21 Unspent Balance of Employer's Cont to PF Scheme for NT A/C (\$11,899.05) to be refunded EDB.

20-21 Unspent Balance of School-based After-school Learning & Support Programme (\$47,200) to be refunded EDB.

○ 20-21 Unspent Balance of Diversity Learning Grant - Other Programmes (\$13,768.7) to be refunded to EDB .

□ 20-21 Unspent Balance of One-off Grant - Promotion of Ch Hist & Culture (\$33,912.1) to be refunded to EDB.

+ 20-21 Unspent Balance of Promotion of Reading Grant (\$72,310) to be refunded to EDB .

^ 20-21 Unspent Balance of NCS-SEN Grant (\$96,480) & Grant for After-Sch Support for NCS Students (\$23,356.9) to be refunded to EDB .

@ 20-21 Unspent Balance of Life-wide Learning Grant (\$682,064.33) to be refunded to EDB .

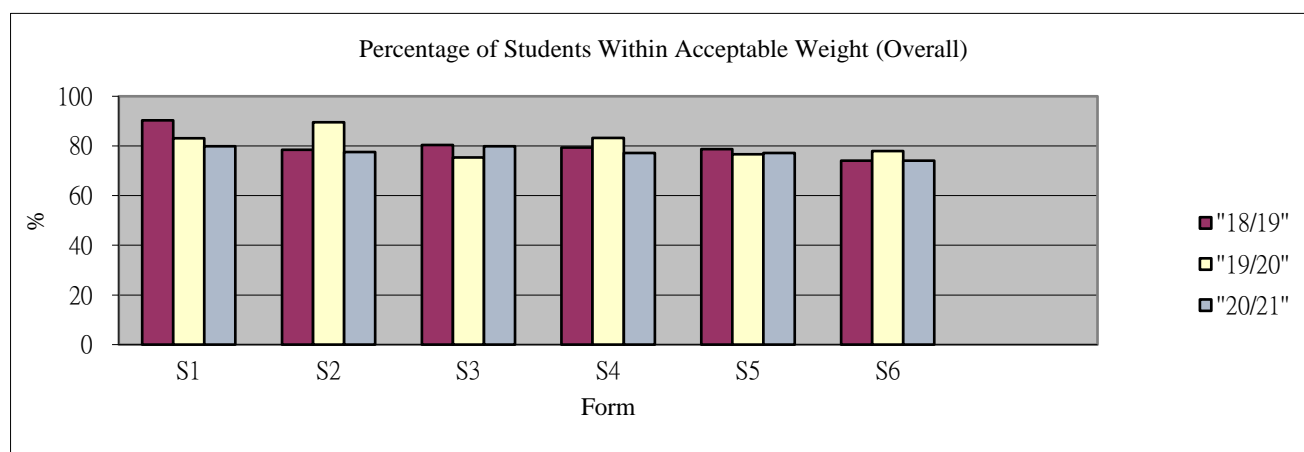
% 20-21 Unspent Balance of Student Activities Support Grant (\$81,462) to be refunded to EDB .

* 20-21 Unspent Balance of One-off Special Support Grant-Enhance Cleansing (\$12,112) to be refunded to EDB .

6. Performance of the Students

6.1 Students' Physical Development Report

Percentage of Students within Acceptable Weight (Overall)



6.2 Library Report 2020-2021

Keeping up with the concept of modern library being the hub of learning, we provide user-friendly services to meet students' and teachers' informational and educational needs with the mission to foster and sustain their reading interest and cultivate their life-long reading habits.

Summary of library services and activities in 2020-2021

The school library consists of the Main Library and the Reading Lounge, both offering user-friendly services and up-to-date information to meet students' and teachers' informational and educational needs. Our services include lending library materials, newspapers and periodicals. We also provide professional guidance and support for teachers and students. Besides, 30 dedicated student librarians strive to uphold the motto "We are brothers and sisters serving brothers and sisters." To empower team members, we offer special training programmes and workshops for the student librarians to develop their leadership and a sense of responsibility.

In 2020-21, our Main Library collections including those of the Reading Lounge encompassed a stock of 16,905 Chinese books, 9,280 English books and around 703 multimedia items. In addition, our library subscribes to 48 local and overseas periodicals and 5 local newspapers. We also subscribe the "South China Morning Post", "The Economist", "星島教育網", "明報新聞網" and the "Hong Kong Economic Times" digital version in support of the development of the Senior Secondary Curriculum. In addition, we also joined the HKEdCity eReading Scheme this year. Students and teachers can enjoy unlimited access to the selected eBooks at HKEdCity eBookShelf. Teachers can also learn about the reading habits of their students by viewing the reading data provided by the platform to develop reading strategies in school.

To encourage students to make frequent visits to the library and cultivate their reading interest and habit, we also organize a wide range of activities every year. From September 2020 to early July 2021, the library activities included:

1. The Classroom Library Scheme
2. Enthusiastic Borrower Billboard Competition
3. Monthly New Book Display and New Book Recommendations
4. The 32nd Annual Book Report Competition
5. Joint Schools Teachers and Students Good Books Sharing Online Workshop
6. Thematic Book Exhibition at the library 「美術素描技法書展」
7. Thematic Book Exhibition at the library 「人物傳記書展」
8. Thematic Book Exhibition at the library 「數學閱讀報告展覽」
9. Promotion of 2021 World Book Day on the theme 《**Exploring the New Frontiers of Reading**》
10. Arousing students' awareness of the 2021 World Copyright Day through activities
11. International Library Tours and books sharing from three schools in Hong Kong and Japan

Some library activities have been cancelled this year because of the territory-wide class suspension due to COVID-19. But we have worked hard to make sure teachers and students can still get their books in the library and reading lounge. We believe that through reading, we can open ourselves to others despite the distance and we can also travel via imagination.

Library use distribution

According to the library record, the total number of books borrowed during the academic year was 2261. In 2020-21, our Main Library opened for 93 days and on average our daily borrowing record was around 25 items per day.

Teacher reference has been largely re-catalogued to provide better and more logical groupings of resources. At the same time, extended loans have been generated for curriculum materials.

New Initiatives 2021-2022

With a view to building and maintaining a comprehensive library collection and improving the reading culture at school, the initiatives for the new academic year 2021-2022 are as follows:

Programmes
1. Collaborate with Chinese and English Panels to notify students of good books recommended by teachers and students via the Day 1 Assembly, the E-class library system, the library Facebook page and books sharing workshop (圍讀)
2. Collaborate with the Chinese Panel and the Chinese Literature Panel to promote the school's reading culture by means of Books Sharing Workshops 【作家讀書會及講座】
3. Collaborate with the English Panel and the Chinese Panel to promote the reading culture
4. Collaborate with the Mathematics Panel to promote the reading culture through books exhibitions and activities
5. Collaborate with the Chinese Panel and the Chinese Literature Panel using the theme of 【人生整理師】 to promote mental health and positive life education in school
6. Collaborate with the Religious and Ethics Panel to promote mental health and positive life education in school through books exhibition (屬靈書籍展覽)

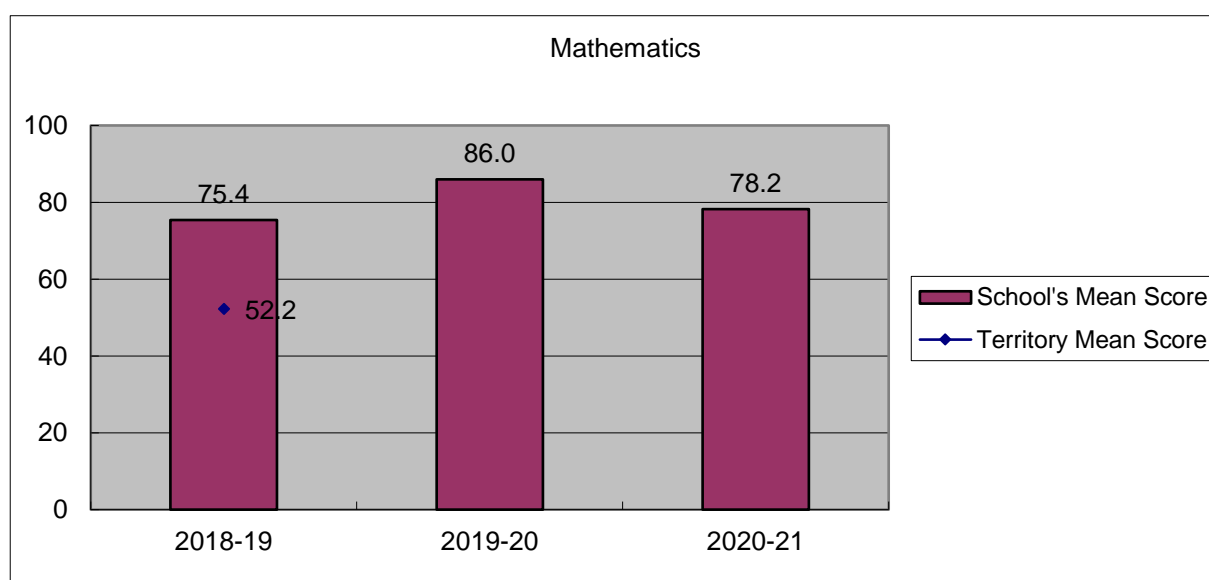
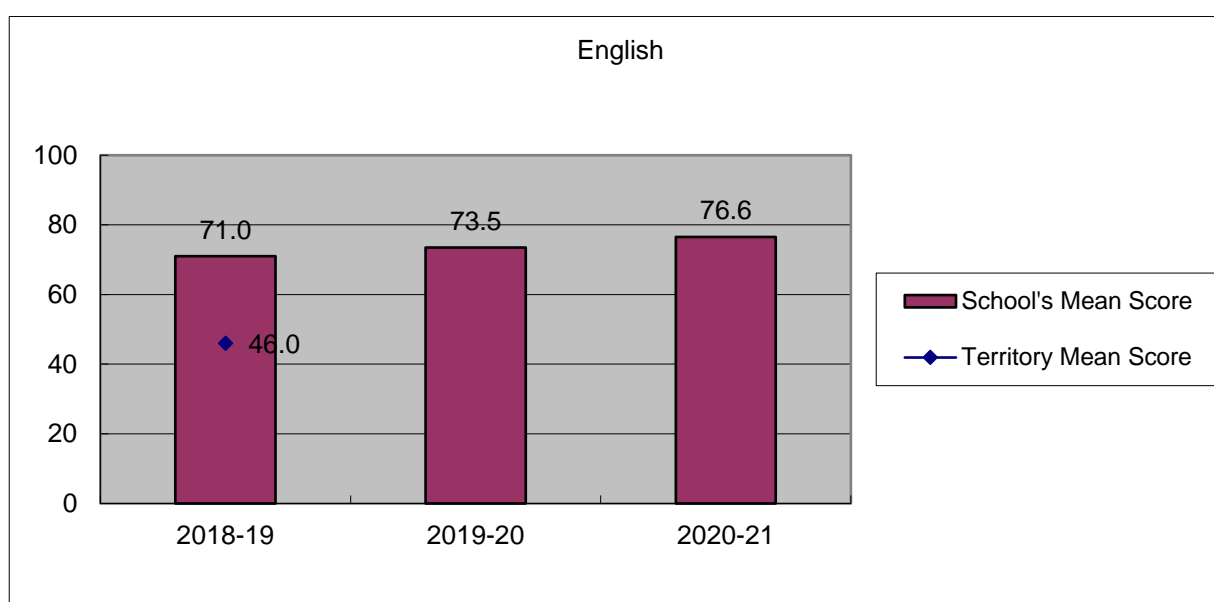
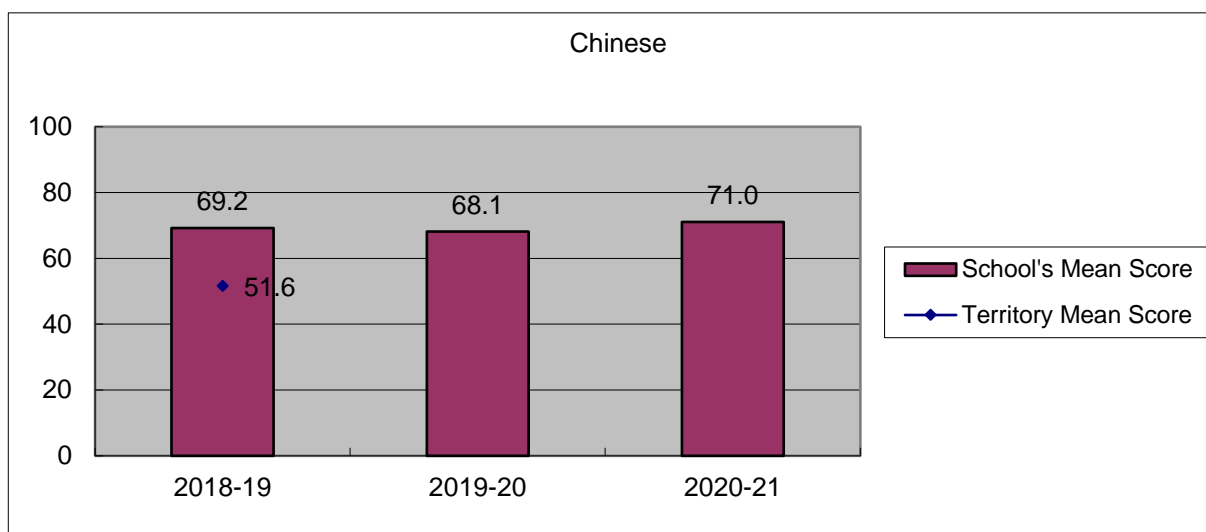
7. Organize a F.1 Library Workshop
8. Organize the annual Book Fair at least once a year
9. Organize “Thematic Book Exhibitions” to support project-based learning program
10. Organize a Parents’ Workshop 和「孩」共處
11. Build up an attractive stock by purchasing more new books and discarding out-dated and damaged book
12. Display an average of 70 new items each month during school days
13. Participate in the World Book Day activities
14. Collaborate with Career and Life Planning Team by stocking up the career-related books, prospectus of tertiary educational programmes and good magazines
15. Join the 'HKEdCity Reading Package 2021 to 2022 of eReading Scheme
16. Collaborate with the Chinese Panel using the theme of 【治癒角落】 in each classroom library to enhance students’ self-esteem and also to promote their mental and emotional health
17. Collaborate with the Chinese Panel in the theme of 【香港書店地圖】 to promote students’ cultural literacy and also to cultivate a vibrant reading atmosphere

Conclusion

The promotion of a reading culture has been identified as one of the key tasks for enhancing life-long learning and to support students’ all-round development. Thanks to the support from the school authority, teachers and parents, we have worked in close collaboration to promote the reading culture at school. Our school library also provides a wide range of quality reading materials and support for both teachers and students. Hopefully, we can continue to widen our students’ horizons and support teachers in teaching and learning activities.

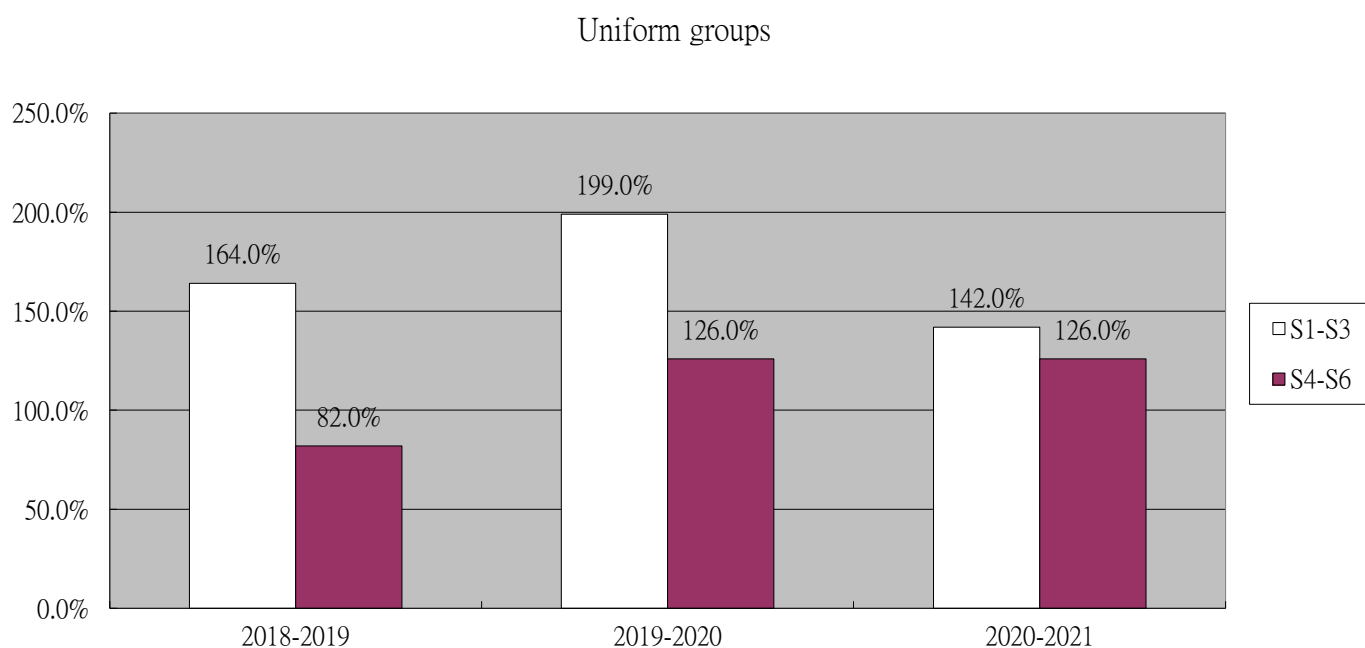
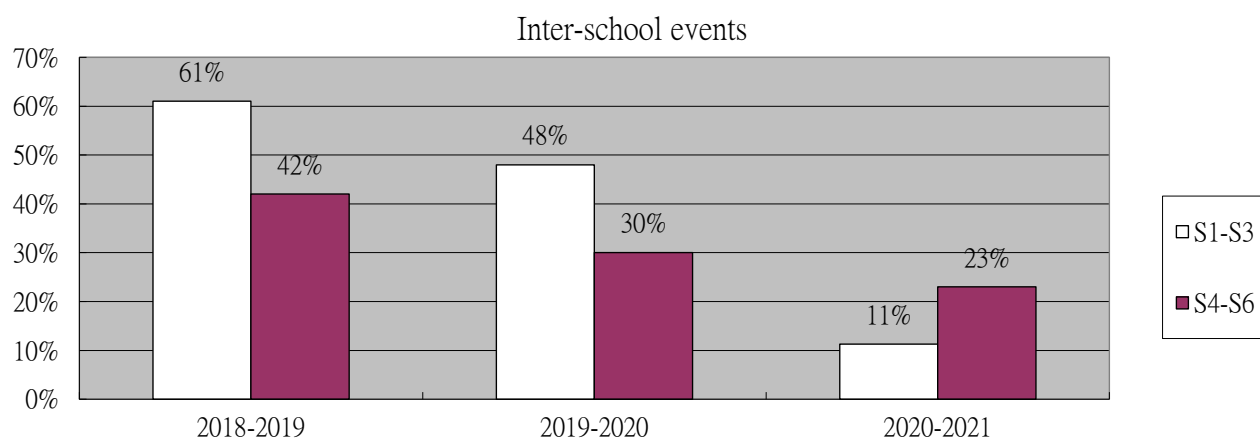
6.3 HKAT (Pre-S1)

The average HKAT (Pre-S1) scores of students in the three core subjects in the past 3 years are shown below: (*19-20, 20-21 Score converted based on 18-19)



6.4 Student Participation in Inter-school Events and Uniform Groups

- (a) The following bar charts report the participation rates (number of participating students divided by the total number of students in the school) for S1-3 and S4-6 inter-school events and uniform groups in the past 3 years. Inter-school events included Schools Music, Speech and Dance Festivals and inter-school/inter-sports events organized by the HK Schools Sports Federation. Uniform groups included Scouts, Girl Guides and Air Cadets and Red Cross Youth.



- (b) Participation rates (in terms of student-times) of our students (all levels) in co-curricular activities and uniform groups in the past 3 years

Activities	2018/2019	2019/2020	2020/2021
Inter-school sports events	312	158	0 (Covid-19)
Schools Dance Festival	350	200	200
Schools Music Festival	154	215	16
Schools Speech Festival	116	129	90
Scouts	600	600	1200
Girl Guides	328	296	298
Air Cadets	625	1020	284
Red Cross Youth	670	929	605

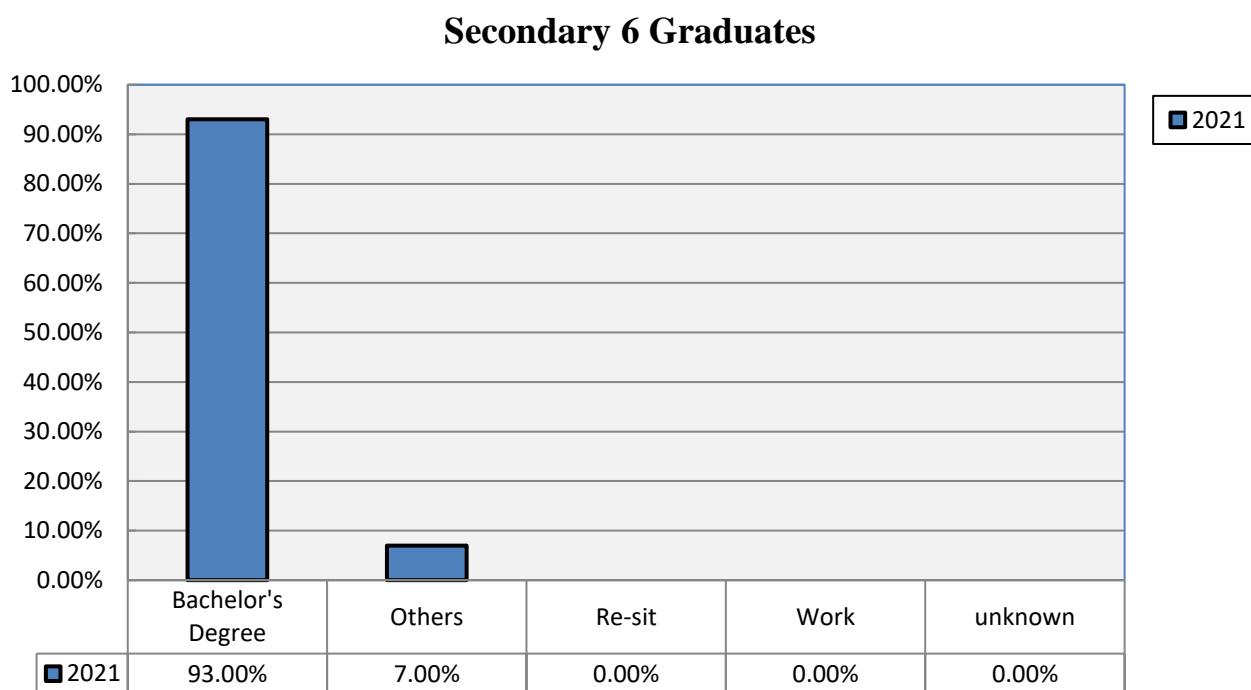
6.5 HKDSE

Our school attained the following results in the Hong Kong Diploma of Secondary Education Examination (HKDSE) in the past 3 years:

	2018/19	2019/20	2020/21
No. of students sat	143	139	141
Average % of subjects awarded level 2 or above	99.7%	99.7%	99.9%
Average % of subjects awarded level 4 or above	85.0%	79.8%	78.7%
Average % of subjects awarded level 5 or above	48.6%	42.8%	42.6%

6.6 Destination of exit students

The following bar chart shows the percentages of academic and other final destinations of our S6 in the year of 2021.



- End of Report -