

## **S.K.H. TSANG SHIU TIM SECONDARY SCHOOL**

### **Annual School Report (2021-2022)**

#### **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; to cope with stress and the epochal changes 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 to inform parents regularly 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 Lecture Theatre is installed with advanced Hi-Fi, lighting and a LED screen wall, providing yet another optimal environment for students to explore a new way of learning. Another important addition to the school facilities is the newly furnished STEM Innovation Centre which is well-equipped with the state-of-the-art devices which include a racing cockpit, a high-quality laser engraving and cutting machine and a 3D printer to unleash students' potential in innovation.

### 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.

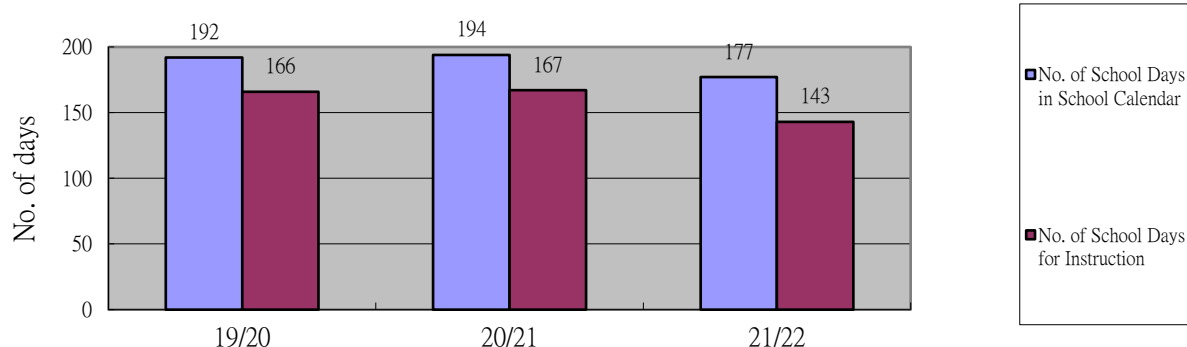
Parents also show much support for our mission. The general openness of the school culture has encouraged parents to volunteer their services, to keep in close contact with the teachers via different means and use school facilities to conduct parent recreational activities. Over 90% of them are pleased that their children are studying in our school.

### 1.4 Incorporated Management Committee Member

	<b>Name of Member</b>	<b>Position</b>
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 Kin Clinton	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.	Ms HUNG Mei Sin	Parent Manager
13.	Ms LAI Ka Wai	Alternate Parent Manager
14.	Mr LAM Chi Keung	Teacher Manager
15.	Mr MA King Man	Alternate Teacher Manager

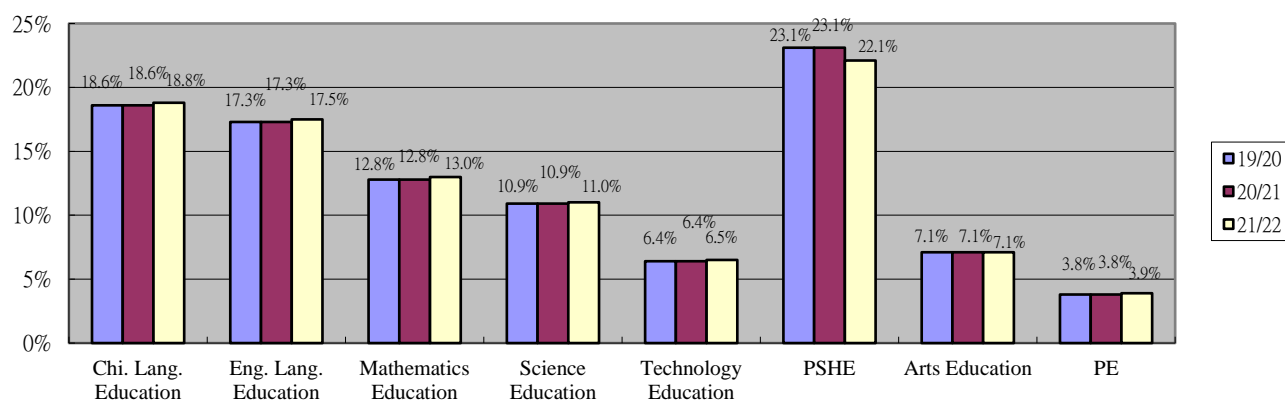
### 1.5 Number of Active School Days

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

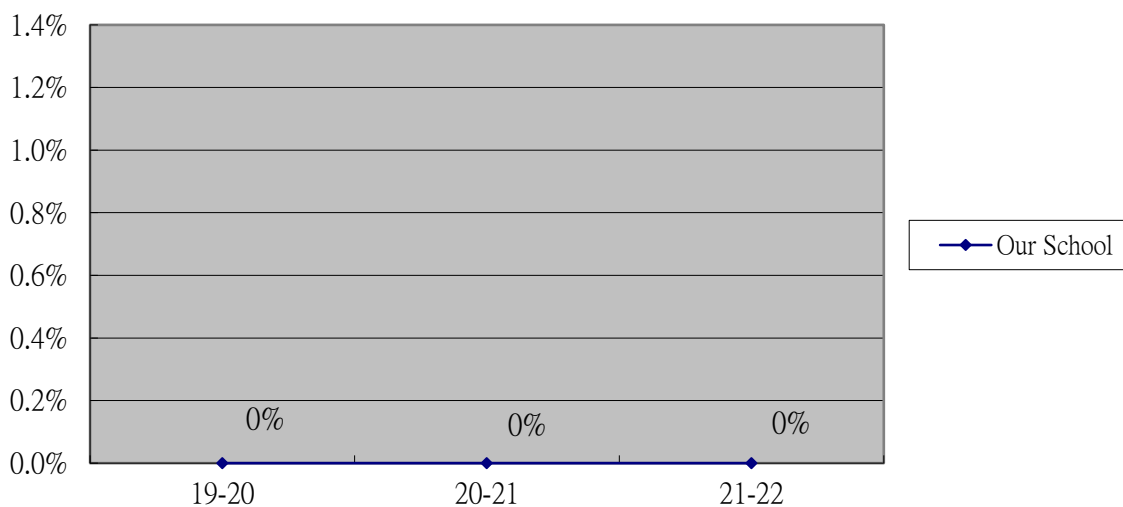
### 2.1 Class Organization

The number of operating classes and the number of students (boys/girls/total) by level in 2021/22 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	86	79	85	76	61	62	449
Girls	67	73	60	72	77	67	416
Total Enrolment	153	152	145	148	138	129	865

## 2.2 Unfilled Places

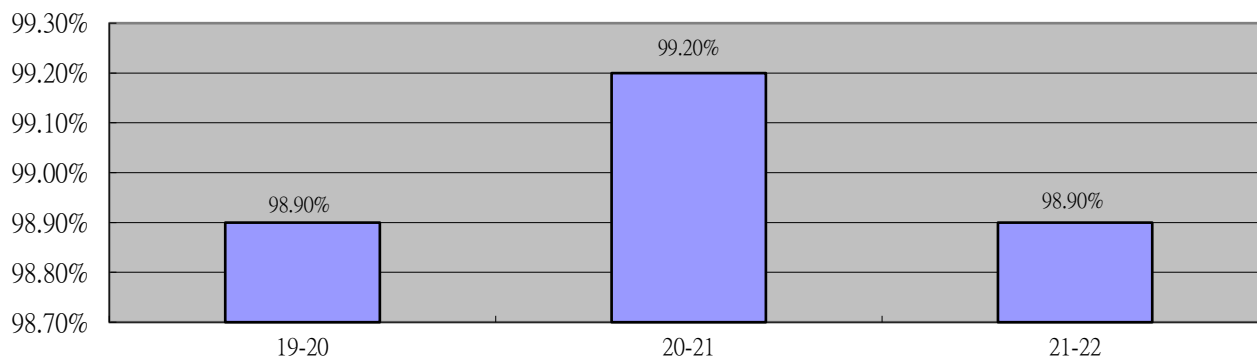
Below is a line graph indicating the percentages of unfilled places in our school in the past 3 years.



## 2.3 Students' Attendance

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

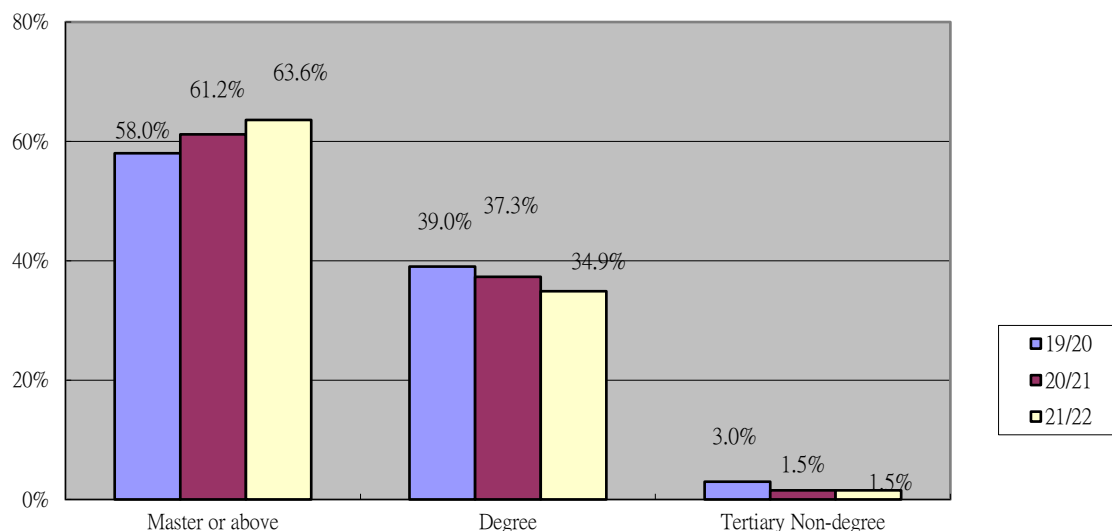
Students' Attendance Rate



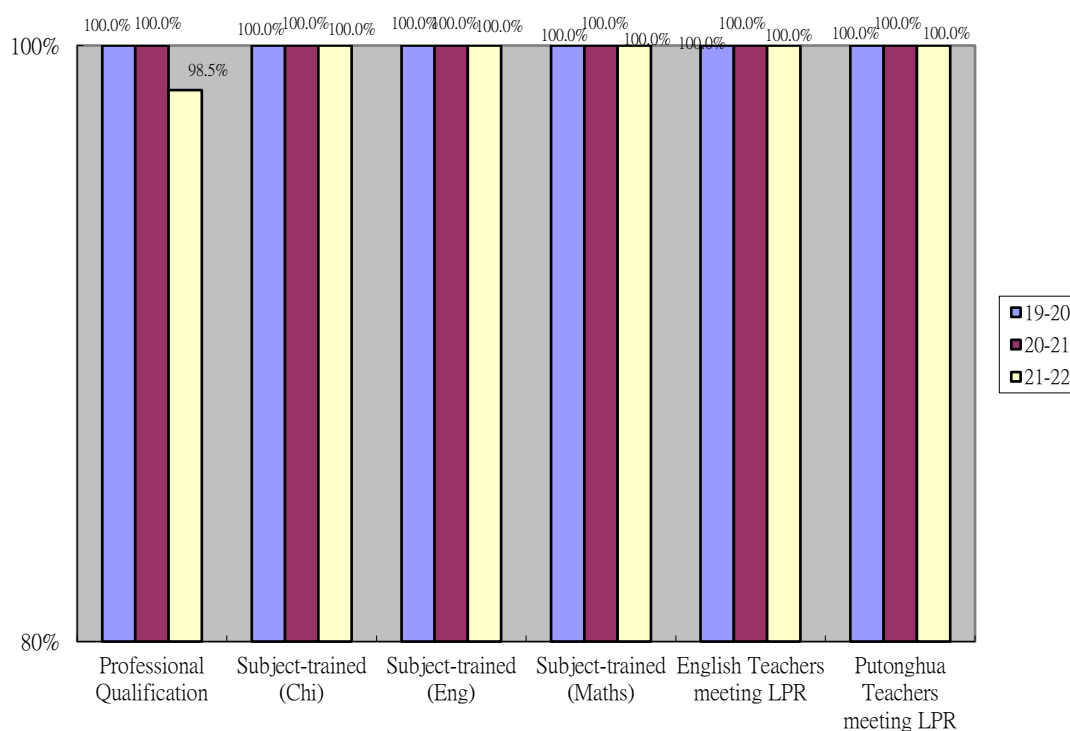
### 3. Our Teachers

#### 3.1 Teachers' qualifications

There were 66 teachers in our school in 2021/22. The percentages of teachers' highest academic qualifications in the past 3 years are shown below:

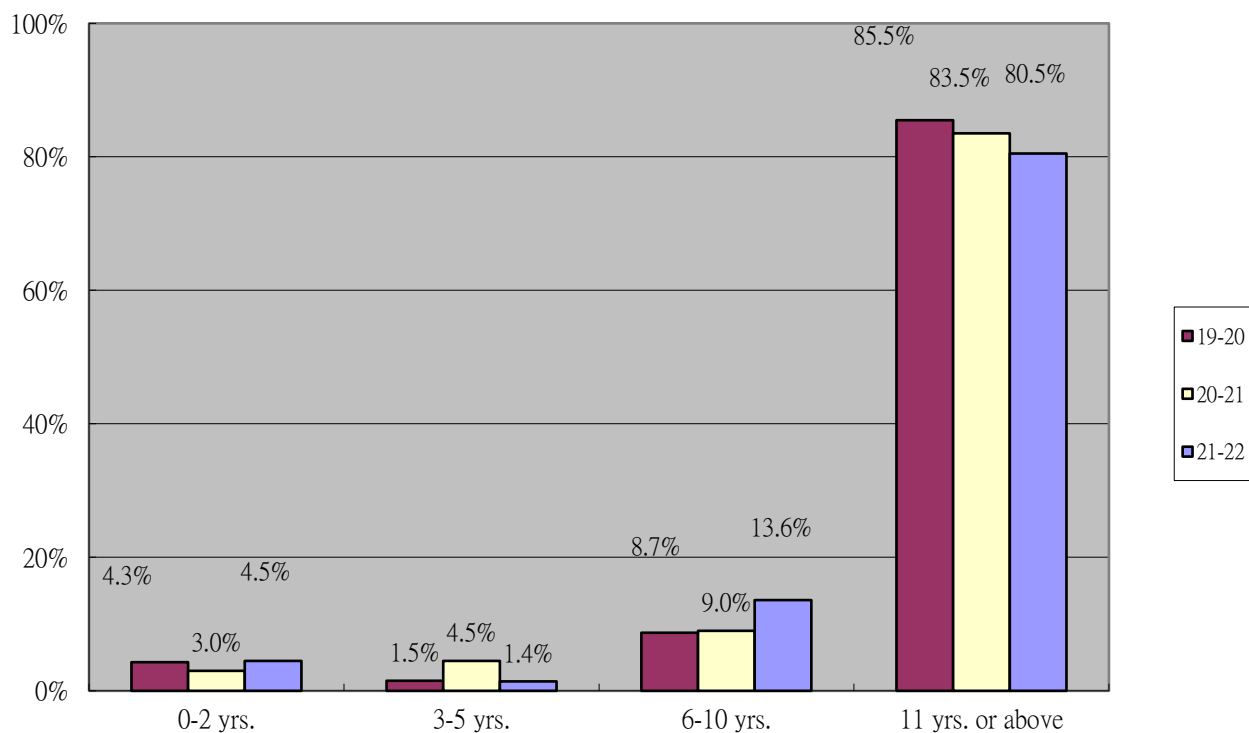


Below is a bar chart indicating the percentages of (i) teachers holding qualified professional status; (ii) subject-trained teachers in the core-three subjects; and (iii) teachers meeting Language Proficiency Requirement in the past 3 years.



### 3.2 Teaching Experience

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

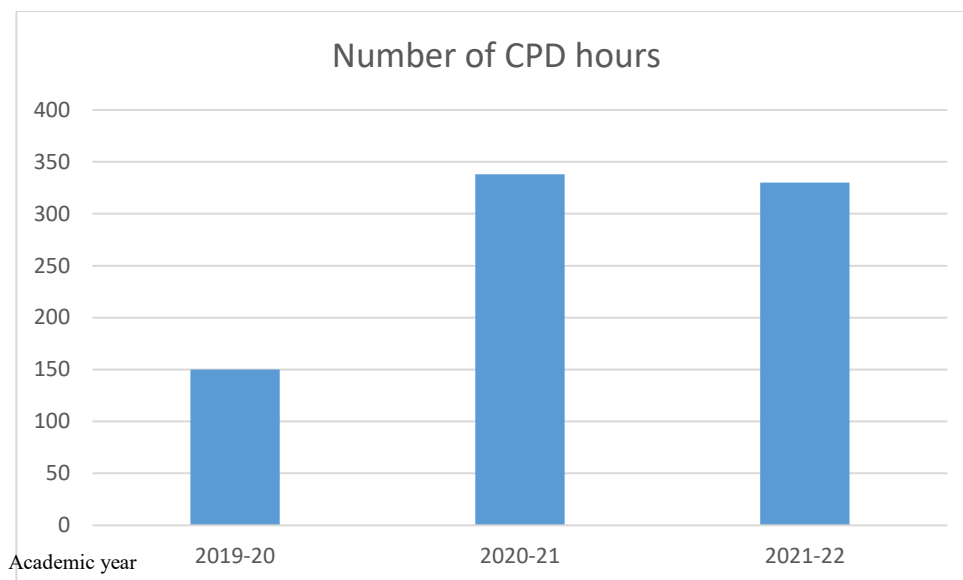




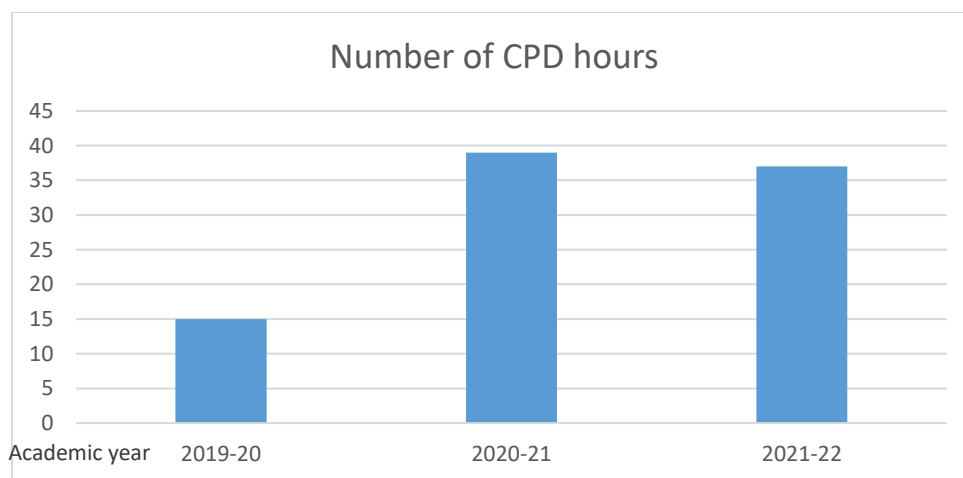
### 3.3 Teachers' Professional Development

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

The principal undertook **330** hours in his CPD consisting of **52** hours of structured learning, **50** hours under action learning and **228** hours of service to education and the community.

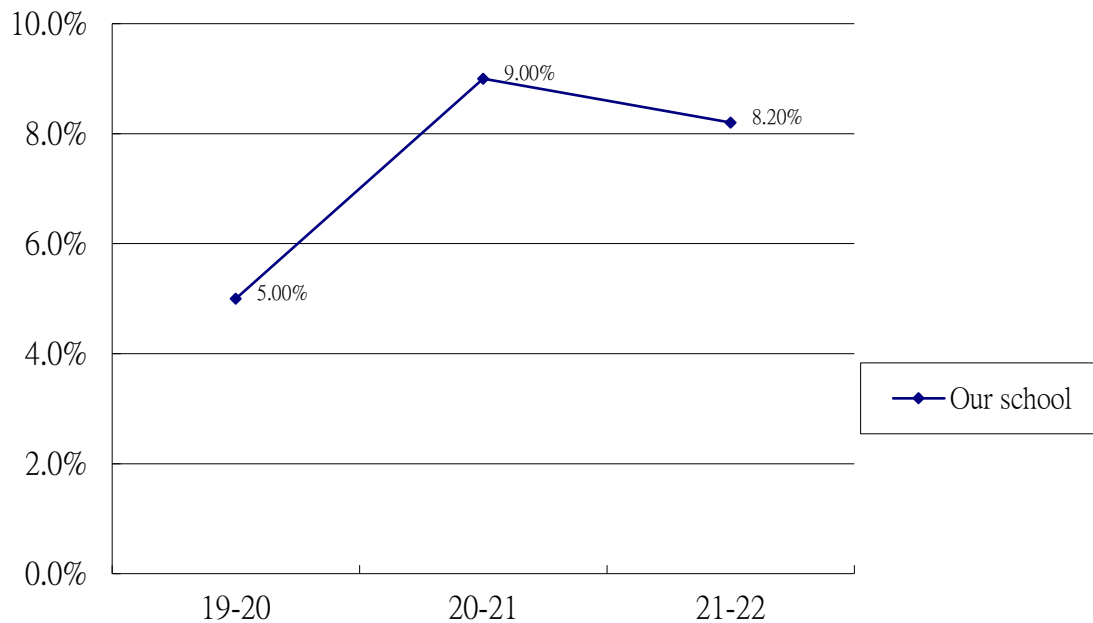


#### 3.3.2 The total number of training hours undertaken by **66** staff members (other than the principal) was **2444** hours, of which **703** hours belonged to courses related to the Senior Secondary Curriculum. The average number of hours undertaken by an individual teacher is **37** hours. A slightly lower number of hours belonging to the Senior Secondary Curriculum was recorded compared with the previous years as the teachers had got 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 these three years:

- Unleash students' potential in Innovation - STEM education (激發學生發揮創意潛能 - STEM 教育)
- Help students build a flourishing life (幫助學生譜寫精彩人生)
- Enable students to gain a variety of experiences beyond the classroom (增加學生多元學習經歷)

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 Major Concern: *Unleash students' potential in Innovation - STEM education* (激發學生發揮創意潛能 - STEM 教育)**
**4.2.1.1 Utilize KLA-based, cross-KLA learning, ECA clubs and teaching resource materials to enhance students' learning interest and effectiveness in STEM education**

Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
Sep. 21 - Aug. 22	<ul style="list-style-type: none"> <li>A 10% increase in the number of students participating in Science, Technology and Mathematics activities</li> <li>Engage students actively in inquiry-based competitions</li> </ul>	<ul style="list-style-type: none"> <li>Surveys</li> <li>Deliverables (assignments, projects, competitions, etc.)</li> <li>Students' participation rates in STEM-related competitions</li> <li>Prizes and awards obtained</li> </ul>	<b><u>Lau Y.K.</u></b> <ul style="list-style-type: none"> <li>STEM teachers</li> <li>VA teachers</li> <li>ECA advisors</li> </ul>	<ul style="list-style-type: none"> <li>LWL Grant</li> <li>Hong Kong Academy for Gifted Education</li> <li>Local tertiary institutes</li> <li>IT companies or organisations e.g. Cisco Networking Academy &amp; AiTLE</li> </ul>

**Conclusion on achievement**

Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
			Level	Number of Participants	
Cosmetic Formulation Competition	Science	Apr 22	F.4	8	Students learnt how to apply chemistry knowledge and experimental skills in developing new cosmetic formulations.
F.5 Field study - Coral communities A field study activity organized for selected F.5 students by the World Wide Fund (Hong Kong). Students rode on a glass-bottomed boat in the Hoi Ha Wan Marine Park to perform qualitative coral study.	Science	27 Jul 22	F.5	24	Over 90% of students thought that the workshop aroused their interest in studying biology, and awareness of protection of the marine environment. Students knew more about the coral ecology in the marine ecosystem in Hong Kong. Some of them did not realise that there are many corals in the Hong Kong waters. Nearly 90% of students recommended organizing similar programmes for form 5 students next year.
MOS World Championship 2022 (held in California, USA)	IT	22 July 22 to 6 Aug 22	F.4 to F.5	2	According to the interview, both students found the competition a fulfilling experience. One F.5 student ranked 5th in the competition (MOS Excel 2016).

Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
			Level	Number of Participants	
AI Training Workshop (1) To learn the structure of AI cars and AI drones. (2) To practise AI programming, such as motion control, QR code recognition.	Cross-Disciplinary (STEM)	13, 20 Aug 22	F.1 to F.3	10	According to the questionnaires, this workshop increased students' interest in AI programming. The students could better understand the structure of AI cars and AI drones. They could also practise AI programming. In addition, most of the students were satisfied with the content of the workshop, the presentation skills of the presenter, the venue and arrangements of the workshop. To sum up, most of the students gave positive feedback to this workshop. They expressed that wanted to learn more about AI. Students won the first runner-up in an AI competition (粵港澳大灣區 STEM/ AI 挑戰賽(聖公會中學))
Smart City IoT Course	Cross-Disciplinary (STEM)	Nov 21 to Jul 22	F.1 to F.3	21	According to the questionnaire, all participants were satisfied with the course.
F.3 STEM Day (Hovercraft Competition)	Cross-Disciplinary (STEM)	26 Jul 22	F.3	130	According to the questionnaires, 92% of students were satisfied with the STEM Day activity.
Robomaster Competition	Cross-Disciplinary (STEM)	Sept 21 - Aug 22	F.1 to F.5	15	According to the questionnaires, all students were satisfied with the activity and competition. Our school ranked 2nd in the group match.

Brief Description and Objective of the Activity	Domain	Date	Target Students	Report and feedback	Brief Description and Objective of the Activity
Tam Wing Fan Innovation Wing Visit	Cross-Disciplinary (STEM)	30 Sep 21	F.4 to F.6	25	According to the questionnaires, all students were satisfied with the visit.
Kerbal Space Program Course & Competition	Cross-Disciplinary (STEM)	Jul 22 - Aug 22	F.3 to F.4	8	According to the questionnaires, all students were satisfied with the activity and competition.
Flight Simulation Experience Program	Cross-Disciplinary (STEM)	Nov 21 - Aug 22	F.3 to F.5	15	According to the questionnaires, all students were satisfied with the activity.
AI Self-Driving Cars Workshop	Cross-Disciplinary (STEM)	20 Dec 21	F.3 to F.5	10	According to the questionnaires, all students were satisfied with the activity.
Python Application Challenge	Cross-Disciplinary (STEM)	May 22 - 10 Jul 22	F.1 to F.4	10	According to the questionnaires, all students were satisfied with the activity and competition. Our school ranked 3rd in the group match.
Python - Coding Fundamental and AI Image Recognition Course	Cross-Disciplinary (STEM)	12 Apr 22 - 21 Apr 22	F.1 to F.5	48	Due to the pandemic, online mode was implemented. According to the questionnaires, all students were satisfied with the activity.
VR Technology Experience Workshop	Cross-Disciplinary (STEM)	Jun 22 - Jul 22	F.1 to F.5	15	Coaches from Air Cadet were invited as the instructors of the course. According to the questionnaires, all students were satisfied with the activity.
Christmas Flower Ring Competition	Cross-Disciplinary (STEM)	20 Dec 21	F.1 to F.5	15	According to the questionnaires, all students were satisfied with the activity and competition.

### Reflections

There are 10% increase in the number of students participating in Science, Technology and Mathematics activities even though the situation of COVID-19 pandemic is still affecting the activities planned.

Moreover, from the above feedback, the students engaged actively in inquiry-based competitions.

**4.2.1.2 Participate in STEM-related professional development programmes**

Time Scale	Success Criteria	Evaluation Method	People Responsible	Resources
Sep 21 - Aug 22	<ul style="list-style-type: none"> <li>Teachers are more actively involved in STEM-related professional development programmes</li> </ul>	<ul style="list-style-type: none"> <li>CPD records</li> </ul>	<u>Lau Y.K.</u> <ul style="list-style-type: none"> <li>All teachers</li> </ul>	<ul style="list-style-type: none"> <li>External resources</li> <li>Hong Kong Education City</li> <li>EDB</li> </ul>

**Conclusion on achievement**

The CPD records pertaining to STEM education for teachers were 1069 hours. The teachers have been more actively involved in STEM-related professional development programmes. Such programmes helped equip the teachers with recent STEM education development. They have become more competent in organizing STEM-related activities in the future.

**4.2.1.3 Equip the STEM room for students to conduct STEM- related activities**

<b>Time Scale</b>	<b>Success Criteria</b>	<b>Evaluation Method</b>	<b>People Responsible</b>	<b>Resources</b>
Sep. 21 - Aug. 22	<ul style="list-style-type: none"> <li>More STEM-related activities to promote students' innovative thinking to be conducted in the STEM room</li> </ul>	<ul style="list-style-type: none"> <li>STEM room QEF Reports</li> </ul>	<u>Lau Y.K.</u> <ul style="list-style-type: none"> <li>STEM teachers</li> <li>Pun K.C. (QEF Project Manager)</li> <li>VA teachers</li> </ul>	<ul style="list-style-type: none"> <li>QEF</li> </ul>



## Conclusion on achievement

Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
			Level	Number of Participants	
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Smart City IoT Course	Cross-Disciplinary (STEM)	Nov 21 to Jul 23	F.1 to F.3	21	According to the questionnaire, all participants were satisfied with the course.
Robomaster Competition	Cross-Disciplinary (STEM)	Sept 21 - Aug 22	F.1 to F.5	15	According to the questionnaires, all students were satisfied with the activity and competition. Our school ranked 2nd in the group match.
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Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
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Christmas Flower Ring Competition	Cross-Disciplinary (STEM)	20 Dec 21	F.1 to F.5	15	According to the questionnaires, all students were satisfied with the activity and competition.

### Reflections

More STEM-related activities to promote students' innovative thinking were conducted in the STEM room.

Moreover, from the feedback collected, our students engaged actively in inquiry-based competitions.

### **4.3 Help students build a flourishing life (幫助學生譜寫精彩人生)**

#### **4.3.1 Help students examine happiness, well-being and appreciate positive traits in self and others**

##### **4.3.1.1 Enhance students' self-understanding and self-esteem to build a happier and healthier lifestyle**

1. The Moral Education lessons provide students with opportunities to learn the right attitude to face difficulties, skills to cooperate with others and to be serving leaders.
2. The Personal and Social Education (PSE) Panel implements the education of values, including self-understanding, gratitude, positive traits, awareness and initiative of building good interpersonal relationships and lifestyle.
3. A Life Education Ambassador Committee has been formed. Consisting of twenty-two students, the committee aims to help organize activities to promote a positive and caring school climate through the implementation of moral and civic education. The Life Education Ambassadors joined the training workshop organized by the Hong Kong Award for Youth People at the Jockey Club Expeditions Centre held on 14 October.
4. The Life Education Week was jointly organized by the Life Education Ambassadors, the Christian Fellowship and the Multimedia and Film Interest Group from 15 to 18 November. Various activities such as a special assembly, a fun fair and theme film appreciation were held to nurture students' positive attitude towards difficulties, helping them build a happier life and healthier lifestyle.
5. Mr Wong Tsan, our alumnus and the principal of Hong Kong Fencing School, had a sharing session on "Fencing and Olympic Spirit" on 26 October during the Assembly.
6. Miss Zoe Siu, a Hong Kong-based knot designer gave a presentation on "A startup journey" on 15 November during the Assembly.
7. Our alumni Miss Yeung Man Ting Emily, a music therapist, and Mr Ma Hong Ki Ivan, a clinical psychologist, had a sharing session on 17 January during the Assembly.
8. Mr Wong Tin Yan, a local sculptural artist, had a sharing session entitled "好好談藝術" organized by the Agent of Change Foundation, in the F.3 Life-Wide Learning lesson on 8 March.
9. The Gospel Drama jointly organized by the Christian Fellowship, the Art Club and the Chinese Drama Club was staged on 29 July. Students were encouraged to reflect on the value of life and experience the healing from God through the message in the Bible.

### **Evaluation**

The special holiday under the 5<sup>th</sup> wave of the COVID-19 pandemic and 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 Gospel Week scheduled to be co-organised with the Christian Fellowship were cancelled either. However, a number of seminars were arranged through live broadcasts. Fortunately, some signature events such as the Life Education Day and the Gospel Drama could be held eventually after the exam. Through these activities, students were invited to reflect on their values, care more about the people in need in society and be courageous to face difficulties with a positive attitude. To conclude, the survey showed that there is still room for improvement for students to build a healthier lifestyle. The daily routine was possibly disturbed due to the suspension of the face-to-face classes this year. Even though there was not much change in the feedback shown in the survey in the terms of students' self-understanding and interpersonal relationships, over 90% of teachers and students appreciated the events and seminars held this year and the activities held on the Life Education Day.

#### **4.3.1.2 Organize different programmes and activities to encourage students to make pledges for better relationships with others**

1. The Moral Education Lessons provide students with opportunities to learn the right attitude to face difficulties, skills to cooperate with others and to be serving leaders.
2. The Personal and Social Education (PSE) Panel implements the education of values, including self-understanding, gratitude, positive traits, awareness and initiative of building good interpersonal relationships and a healthy lifestyle.
3. The Life Education Week, jointly organized by the Life Education Ambassadors, the Christian Fellowship and the Multimedia and Film Interest Group, was held from 15 to 18 November. Various activities such as a special assembly, a fun fair and themed film appreciation were held to build quality relationships with others.
4. An online cheering activity was held by the Life Education Ambassadors on Instagram in late March, supporting the Form 6 students amid their preparation for HKDSE Examinations.
5. The Life Education Day was held on 29 July. Students played a card game about the school life that gave choices to trade the cards in order to make their flourishing life. Students were invited to reflect their priorities, the friendship with classmates and the goal of the life.
6. The Art Fair was held on 5 August. All classes in F.4 and F.5 did a performance combining singing and dancing. It enhanced students' sense of belonging to the class.

#### **Evaluation**

The special holiday under the 5<sup>th</sup> wave of the COVID-19 pandemic and the blended mode of schooling limited the chance for students to participate in different kinds of activities. Events to enhance interpersonal relationships through class management such as Sports Day, the TST Great Relay, etc. were cancelled. Fortunately, some signature events such as the Life Education Day, the Gospel Drama and the Art Fair could be held eventually after the exam. Students were more devoted to their respective classes at the end of the school term. To conclude, even though the survey does not show much change in terms of interpersonal relationships, over 90% of teachers and students appreciated the seminars and events held this year and activities arranged on the Life Education Day.

#### **4.3.1.3 Nurture students to be grateful through different KLAs and social services**

1. The Moral Education Lessons provide students with opportunities to learn the right attitude to face difficulties, skills to cooperate with others and to be serving leaders.
2. The Personal and Social Education (PSE) Panel implements the education of values, including self-understanding, gratitude, positive traits and awareness of the vulnerable people.
3. F.3 students joined the Service Day organized by YWCA on 6 January. Students visited the elderly in Wo Che Estate. Students learned to share love and care with the people who are lonely and in need, especially under the COVID-19 pandemic.
4. 20 students joined the Poverty Experiential Programme organized by the School of Poverty Caring. Through experiencing scavenging and the interviews with some scavengers, students learn to be grateful and care more about the people in need in society. Participants conducted a sharing session on 29 June during the Assembly.
5. 60 students joined the voluntary services organized by the Street Cats Hostel in June, promoting kindness to animals. Students conducted a sharing session on 29 June during the Assembly.

## **Evaluation**

The special holiday under the 5<sup>th</sup> wave of the COVID-19 pandemic and the blended mode of schooling limited the chance for students to participate in different kinds of voluntary services. Even though we were facing a difficult situation, a few services were arranged successfully, giving students the experience to care for the people in need in different contexts and raising their awareness to animal rights. The survey showed that there was no significant change in gratitude among students, properly due to the limited chances of doing voluntary services. To conclude, teachers were delighted to see the growth of students from their participation in voluntary services. Students appreciated the experience of being volunteers which gave them a chance to learn from the vulnerable people in society. The reflections of students after the service revealed that they realized that they were truly blessed and had to cherish what they owned.

### **4.3.2.1 Organize mental health and emotional health seminars and other activities for students, teachers and parents.**

#### **Achievements**

16 students from F.4 to F.5 joined the Student Mental Health Ambassador Training Program. They all helped the school to promote mental health awareness among students. Different kinds of mental health activities were held in 2021-2022. A “Resistance Strength Survey” was held for F.3 students in October 2021. A “Resistance Strength Survey” was also held for F.4 students in January 2022. A school campaign “Days of CareinMind” was held on 19th and 20th January 2022. F.3 Training Workshops 「中三抗壓工作坊」 were held in May and June 2022 for selected students. A Talk “我的朋友患了精神病怎麼辦？” was held for F.1-F.6 in June 2022. Three mental health exhibitions were also held in school in 2021 - 2022. A staff training workshop “我的學生遇上情緒困擾怎麼辦？” was held in September 2021 for all teachers. Three Talks “和孩共處”, “疫情下的挑戰及應對” and “了解子女優點、發掘他們專展” were held for parents in 2021 to 2022.

#### **Reflections**

Through the promotion scheme, students became more aware of their own mental health needs. Moreover, the feedback from questionnaires showed that all teachers agreed that the workshops were useful in equipping them with necessary skills to help with students with mental health needs. The feedback from parents also showed that they became more aware of their children’s mental health and emotional health needs.

### **4.3.2.2 Empower students to cope with different mental and emotional situations**

#### **Achievements**

16 F.4 to F.5 students joined the Student Mental Health Ambassador Training Program. Besides, “Student Mental Health First Aid Training Program” was held for selected F.4 and F.5 students in August 2021.

#### **Reflection**

The feedback from students showed that they have become more confident in helping schoolmates with mental and emotional health needs. They perceive that they have the knowledge, skills and attitude to cope with different emotional situations.

2.2.3 Provide internal and external support to individual students with mental and emotional health needs.

#### 4.3.2.3 Provide internal and external support to individual students with mental and emotional health needs

##### Achievements

One Integrated Education Assistant was employed using the Learning Support Grant to provide support to our SEN students and their parents. Regular meetings with SENCO, 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 and emotional health needs.

##### Reflections

Our school should have a teacher professional development plan to cater for students with special educational needs, including mental health and emotional 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.

#### 4.4 Major Concern: Enable students to gain a variety of experiences beyond the classroom (增加學生多元學習經歷)

##### 4.4.1 Enhance students' physical and aesthetic development.

Time Scale	Success Criteria	Evaluation Method	People Responsible	Resource
Sep. 21 – Aug. 22	<ul style="list-style-type: none"> <li>Over 70% students participate in physical and aesthetical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance record of students in various functions.</li> <li>Annual reports of ECA clubs and societies.</li> </ul>	<u>Fung W.H.</u> <ul style="list-style-type: none"> <li>Chan P.S.</li> <li>Wong K.W.</li> <li>ECA Committee</li> <li>ECA advisors</li> <li>CLP Committee</li> </ul>	<ul style="list-style-type: none"> <li>External resources</li> <li>LWL Grant</li> <li>Alumni network</li> </ul>

##### Conclusion on achievements

- Owing to the regulations of EDB upon the COVID-19 pandemic, only 'One-Sport-Each' activities held on Saturday could be conducted in the first term of 21-22 school year, which included the table-tennis class and the orienteering class.
- After class resumption in May, some 'One-Sport-Each' activities were resumed. Volleyball (boys and girls), athletics, long-distance running, badminton (girls), rope-skipping, dance, lacrosse classes were conducted smoothly.
- For those Form 1 students who could not join the above 'One-Sport-Each' activities, an online physical training class, organized by the Run Our City (全城街馬), was offered in the summer holiday. 29 students participated in the class.

4. Contestants ranging from F.1 to F.6 from four houses (including both boys and girls) participated in the Inter-House Badminton Competition in October 2021, while the Inter-house Volleyball Competitions were held in mid-June 2022.
5. Due to the COVID-19 pandemic, most of the inter-school sports competitions were cancelled. Only badminton, table-tennis and swimming were held under certain limitations. Therefore, only very few students could participate in the competitions. ECA clubs related to sports cancelled some of the planned activities due to the restrictions on activities involving close body contact. Only 633 student-times participated in the limited physical activities held.
6. Owing to the COVID-19 pandemic, the Annual Sports Day was cancelled. The Track and Field Activity Day was held on 13<sup>th</sup> and 14<sup>th</sup> January in replacement of the Annual Sports Day. 760 students (87% of all students) participated in various competitions. It was above our success criteria of 70% participation in physical and aesthetic activities.
7. Around 130 F.2 students participated in the “Jockey Club Row for Future - VR Rowing” activity in the Student Activity Centre in the post-examination period in July 2022.
8. Some ‘One-Art-Each’ activities were resumed in May 2022. There are 421 student-times participated in aesthetic activities of ECA clubs, including Chinese Drama, Music, Orchestra, Ornament Making Class and Dance, etc.
9. The Annual Art Fair organised by the Visual Arts Department was held in August. Students from F.4 and F.5 classes performed singing, dancing, magic, martial arts, etc. on the stage.
10. More students were getting involved in drama education through the Chinese and English Drama Clubs, as well as the annual drama performance on the Life Education Day. The team of the Chinese Drama Club was awarded with the Award for Outstanding Cooperation, the Award for Commendable Overall Performance, and the Adjudicators' Award in the Hong Kong School Drama Festival 2021/22.
11. Many students participated in the 73<sup>rd</sup> Hong Kong Schools Speech Festival. In English events, there are 78 entrants with a total number of 30 prizes. In Cantonese events, there are 31 entrants with a total number of 21 prizes. In Putonghua events, there are 22 entrants with a total number of 6 prizes. The results were encouraging.
12. 21 students were awarded with prizes in the 74<sup>th</sup> Hong Kong Schools Music Festival 2021/22, with two Champions and one Gold Award. Others received Silver or Bronze Awards.
13. With the help of alumni, Toastmasters Youth Leadership Program was established last year. Students under the program were trained by professionals and participated in public speaking events and competitions.

### Reflections

As the situation of COVID-19 pandemic is subsiding, more activities planned by the ECA clubs and societies can be held. Therefore, more students can participate in and enjoy these physical and aesthetic activities in future.

#### 4.4.2 Enrich and extend students' intellectual abilities in different KLAs for further development

Time Scale	Success Criteria	Evaluation Method	People Responsible
Sep. 21 -Aug. 22	Each KLA organizes one LWL activity	<ul style="list-style-type: none"> <li>• Surveys conducted among students and teachers</li> <li>• Annual plans</li> <li>• Evaluation reports</li> <li>• Deliverables (e.g. presentations, board displays, etc.)</li> </ul>	Chan P.S. <ul style="list-style-type: none"> <li>• Fung W.H.</li> <li>• Wong K.W.</li> <li>• Subject Panel Heads</li> <li>• Ma W.L.</li> <li>• Alumni</li> </ul>

#### Background

To enrich and extend students' intellectual abilities in different KLAs for further development, each KLA planned to organize one life-wide learning (LWL) activities. Despite the suspension of face-to-face classes in the second term and half-day class arrangements, each KLA could still organize at least one LWL activity. The following table show some activities:

KLA	Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
				Level	Number of Participants	
Chinese Language Education	「啟動閱讀」講座(由作家鮑國鴻先生以「閱讀」為主題與學生進行分享)	中國語文	2021 年 11 月	初中	150	師生課堂回饋分享，學生反應正面積極。
	「語文文學與人生」講座	中國語文	2022 年 3 月	高中	150	師生課堂回饋分享，學生反應正面積極。
	圍讀活動	中國語文	2022 年 3 月	初中	20	師生課堂回饋分享，學生反應正面積極。
	文學賞析及實地寫作計劃	中國語文	2022 年 3 月至 4 月	中四	15	因應疫情改以視像形式上課，學生反應一般，繳交作品欠積極，需要改進。



KLA	Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
				Level	Number of Participants	
English Language Education	Toastmasters Youth Leadership Programme (1) To enhance students' English proficiency (2) To develop students' language skills including reading, writing, speaking and listening (3) To boost students' confidence in public speaking (4) To develop students' leadership and communication skills	English Language	28 Jan 11 Feb 18 Feb 4 Mar 11 Mar 25 Mar 29 Apr 6 May 20 May and 6 Aug 22	F.1 to F.5	34	<p>According to the interviews with some participants, students reflected that they had made great improvement in their English writing and speaking skills. Participants also found it a good opportunity to challenge themselves and step out of their comfort zone. They have become more confident in public speaking.</p> <p>In the Inter-school Speaking Contest on 6 August, our TYLP participants competed with students from other schools. In the junior section, the winners were as follows:</p> <p>First Place - Jerry Zhao (La Salle College)</p> <p>Second Place - Justin Liu (Baptist (Sha Tin Wai) Lui Ming Choi Primary School)</p> <p>Third Place - Sunny Mak (Pentecostal Lam Hon Kwong School)</p> <p>In the senior section, the winners were as follows:</p> <p>First Place - Ricky Zou (TWGHs Li Ka Shing College)</p> <p>Second Place - Karena Ip (SKH Tsang Shiu Tim Secondary School)</p> <p>Third Place - Hayley Wong (Pentecostal Lam Hon Kwong School)</p>

KLA	Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
				Level	Number of Participants	
Mathematics	Poly U Gifted Education Programme 2022	Mathematics	Aug 22	F.1 to F.3	15	According to the questionnaires, more than 92% students agreed that the course could help them to improve their knowledge in mathematics.
Science	Cosmetic Formulation Competition	Science	Apr 22	F.4	8	Students learnt how to apply chemistry knowledge and experimental skills in developing new cosmetic formulations.
	F.5 Field Study - Coral communities A field study activity organized for selected F.5 students by the World Wide Fund (Hong Kong). Students rode on a glass-bottomed boat in the Hoi Ha Wan Marine Park to perform qualitative coral study.	Science	27 Jul 22	F.5	24	Over 90% of students thought that the workshop aroused their interest in studying biology, and awareness of protection of the marine environment. Students knew more about the coral ecology in the marine ecosystem in Hong Kong. Some of them did not realise that there are many corals in the Hong Kong waters. Nearly 90% of students recommended organising similar programmes for form 5 students next year.

KLA	Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
				Level	Number of Participants	
Technology Education	Business competitions-未來企業家 MEP 1. To enhance students' interests in the business world, to strengthen their ability to integrate and apply knowledge and skills to solve authentic problems, as well as to foster innovation and entrepreneurial spirit as required in the 21st century, so that students are better equipped for further studies and careers in meeting the changes and challenges in the contemporary world. 2. To improve students' self-confidence. 3. To nurture students' values such as commitment, responsibility and caring for others.	BAFS	Mar 22 to May 22	F.4 to F.5	12	Students learnt a lot about business knowledge through the competition.
	MOS World Championship 2022	IT	22 July 22 to 6 Aug 22	F.4 to F.5	2	According to the interview, both students were satisfied with the competition. One F.5 student ranked 5th in the competition (MOS Excel 2016).

KLA	Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
				Level	Number of Participants	
Technology Education	AI Training Workshop (1) To learn the structure of AI cars and AI drones. (2) To practise AI programming, such as motion control, QR code recognition.	Cross-Disciplinary (STEM)	13, 20 Aug 22	F.1 to F.3	10	According to the questionnaires, this workshop increased students' interest in AI programming. The students could better understand the structure of AI cars and AI drones. They could also practise AI programming. In addition, most of the students were satisfied with the content of the workshop, the presentation skills of the presenter, the venue and arrangements of the workshop. To sum up, most of the students gave positive feedback to this workshop. They expressed that wanted to learn more about AI. Students won the first runner-up in an AI competition (粵港澳大灣區 STEM/ AI 挑戰賽(聖公會中學))
	Smart City IoT Course	Cross-Disciplinary (STEM)	Nov 21 to Jul 22	F.1 to F.3	21	According to the questionnaire, all participants were satisfied with the course.
	F.3 STEM Day (Hovercraft Competition)	Cross-Disciplinary (STEM)	26 Jul 22	F.3	130	According to the questionnaires, 92% of students were satisfied with the STEM Day activity.
	Robomaster Competition	Cross-Disciplinary (STEM)	Sept 21 - Aug 22	F.1 to F.5	15	According to the questionnaires, all students were satisfied with the activity and competition. Our school ranked 2nd in the group match.
	Tam Wing Fan Innovation Wing Visit	Cross-Disciplinary (STEM)	30 Sep 21	F.4 to F.6	25	According to the questionnaires, all students were satisfied with the visit.
	Kerbal Space Program Course & Competition	Cross-Disciplinary (STEM)	Jul 22 - Aug 22	F.3 to F.4	8	According to the questionnaires, all students were satisfied with the activity and competition.

KLA	Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
				Level	Number of Participants	
	Flight Simulation Experience Program	Cross-Disciplinary (STEM)	Nov 21 - Aug 22	F.3 to F.5	15	According to the questionnaires, all students were satisfied with the activity.
	AI Self-Driving Cars Workshop	Cross-Disciplinary (STEM)	20 Dec 21	F.3 to F.5	10	According to the questionnaires, all students were satisfied with the activity.
	Python Application Challenge	Cross-Disciplinary (STEM)	May 22 - 10 Jul 22	F.1 to F.4	10	According to the questionnaires, all students were satisfied with the activity and competition. Our school ranked 3rd in the group match.
	Python - Coding Fundamental and AI Image Recognition Course	Cross-Disciplinary (STEM)	12 Apr 22 - 21 Apr 22	F.1 to F.5	48	Due to the pandemic, online mode was implemented. According to the questionnaires, all students were satisfied with the activity.
	VR Technology Experience Workshop	Cross-Disciplinary (STEM)	Jun 22 - Jul 22	F.1 to F.5	15	Coaches from Air Cadet were invited as the instructors of the course. According to the questionnaires, all students were satisfied with the activity.
	Christmas Flower Ring Competition	Cross-Disciplinary (STEM)	20 Dec 21	F.1 to F.5	15	According to the questionnaires, all students were satisfied with the activity and competition.

KLA	Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
				Level	Number of Participants	
Personal, Social and Humanities Education	F.2 PSE Day Camp : To implement Value Education, including self understanding, awareness and initiative of building good interpersonal relationships and lifestyle	PSE	6 Jan 22	F.2	152	According to the questionnaire, 97% of students were satisfied with the activity.
Arts Education	Music Day Camp Venue: Wu Kai Sha Youth Village Objective : The Music Day Camp provides life-wide learning experience in music for the students. It includes orchestra lessons, choir training, and an “Expressive Art & Pop-Music Composition Workshop”. Students had good opportunities to advance their musical abilities and to play music beyond the school.	Arts (Music)	20 Dec 21	F.1 to F.5	88	According to the questionnaire, more than 90% of students were satisfied with the activity.
	Visiting Photography Studio	Arts (Visual Arts)	18 Jun 22	F.2	14	All students were satisfied with the activity.
	Ceramics Class: Students will learn hand-building skills, throwing, coiling, slab building, etc.	Arts (Visual Arts)	9 Oct 21 to 6 Nov 21	F.4 to F.5	12	All students were satisfied with the activity.
	Ceramic Throwing Trial Workshop	Arts (Visual Arts)	18 Jul 22, 22 Jul 22	F.1 to F.6	30	All students were satisfied with the activity.

KLA	Brief Description and Objective of the Activity	Domain	Date	Target Students		Report and feedback
				Level	Number of Participants	
Physical Education	PE lessons: Dance	PE	Sep 21 - Jul 22	F.6	150	Students had very good performance and enjoyed the lessons very much.
	PE lessons: Archery	PE	Sep 21 - Jul 22	F.4 to F.5	300	Students had very good performance and enjoyed the lessons very much.
	PE lessons: Lacrosse	PE	Sep 21 - Jul 22	F.4 to F.5	300	Students had very good performance and enjoyed the lessons very much.
	PE lessons: Fencing	PE	Sep 21 - Jul 22	F.6	150	Students had very good performance and enjoyed the lessons very much.

### **Reflections**

All KLAs organized at least one life-wide learning activity in the 2021-22 school year. The success criterion was satisfied. All students in the school had opportunities to gain a variety of experiences in different KLAs beyond the classroom. Most of the students were satisfied with the activities and some of them won different awards in competitions. Due to the support from the Life-wide Learning Grant, KLAs could organize different activities to enrich and extend students' intellectual abilities. More departments will be encouraged to hold LWL activities in the coming school year.

**4.4.3 Nurture students' interest and habits in serving others.**

Time Scale	Success Criteria	Evaluation Method	People Responsible	Resource
Sep. 21 – Aug. 22	<ul style="list-style-type: none"> <li>All F.3 students must participate in service work at least once.</li> <li>Senior students must participate in work attachment or workplace visits on top of voluntary services.</li> </ul>	<ul style="list-style-type: none"> <li>Surveys</li> <li>Questionnaires</li> <li>Deliverables (e.g. presentations, board displays, etc.)</li> </ul>	<b><u>Fung W.H.</u></b> <ul style="list-style-type: none"> <li>Chan P.S.</li> <li>Wong K.W.</li> <li>Yiu K.W.</li> <li>CLP Committee</li> <li>Alumni</li> </ul>	<ul style="list-style-type: none"> <li>External resources</li> <li>LWL Grant</li> <li>Social Workers</li> <li>Alumni network</li> </ul>

**Conclusion on achievements**

1. Social workers from the YWCA (香港基督教女青年會) offered workshops on voluntary work and elderly services, as well as preparing F.3 students for their Service Day in the Life-wide Learning Lessons in November. Students visited the elderly living in Wo Che Estate. Students made souvenirs, as well as prepared presents for the elderly. Through experiential learning and social service, students knew more about the daily lives of the elderly and learnt how to communicate with them with empathy.
2. All F.4 students joined a project called IA-Career Video Mentorship. They were divided in groups of three to five to interview an alumnus about career exploration in the project. 15 groups of students even had a workplace visit while conducting the interview with the alumnus. They had an overview of the alumnus' job nature.
3. Due to the COVID-19 pandemic and class suspension, most class-based voluntary services were cancelled. However, class 5D joined a volunteer service called “愛心送暖行動” which was organized by YWCA and HK Elite Athletes Association. They visited the underprivileged families in Shum Shui Po.
4. 18 students joined a flag-selling activity and raised funds for the Community Chest of Hong Kong. 16 students joined another flag-selling activity and raised funds for “Principal Chan Free Tutorial World”.
5. 20 students from F.3 to F.5 joined a programme called “Poverty Experiential Programme-experiencing scavenging “. The programme was organised by the Mission to New Arrivals Limited. Through the programme, students experienced scavenging by helping scavengers. Students got to know more about difficulties faced by scavengers and learnt how to be patient and caring for others. They also understood more about people with different socio-economic statuses.



6. 16 students from F.3 to F.5 joined a programme called Caturday (animal service) organised by Street Cats Hostel (a recognised charitable NGO). Through this activity, students understood the plight of stray animals in HK and the job nature of related NGOs. They helped the NGO with clean-up work. Also, students realised that people should think seriously before making a decision to keep pets.
7. 44 students from F.5 and F.6 participated in the Blood Donation Day, while 42 of them successfully donated blood for the community under the supervision of medical staff from the Hong Kong Red Cross.
8. Subsidized by the LWL Grant, 50 F.4 to F.6 students participated in the Standard First Aid Course organized by the Hong Kong Red Cross. 44 out of 50 passed the examination and were awarded the Standard First Aid Course Certificate.
9. 12 students from F.4 to F.5 joined the voluntary service in the activity “Minion Run 2021”. On the other hand, 8 students from F.2 to F.5 joined a voluntary service called “青少年同心同根(大檢閱及嘉年華)”. These students helped run the game booth organized by the Hong Kong Award for Young People.
10. 22 students from F.4 to F.5 joined the activity Sport ZERO in late August. Students learned canoeing skills in the HKAYP Jockey Club Expeditions Centre in the morning, and travelled on the sea to remote areas for coastal cleaning activities. In the afternoon, students recycled plastic bottles collected to make useful tools or products.
11. Under the project called “Project SLASH 2021”, 10 students from F.3 to F.4 joined a visit to the Siu Lek Yuen Fire Station. They also participated in a job shadowing activity in the Sha Tin Police Station. Students followed firemen and policemen at the Stations respectively and experienced their daily work. Students were even able to follow policemen to go to the crime scene for investigations.

### Reflections

With the easing of the COVID-19 pandemic, students have more chances to join programmes or voluntary services organized by different NGOs. Students can also go to the NGOs in person for job shadowing and workplace visits.

#### **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**

There is no doubt that the CEG provision gave teachers the 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, making it possible for them to devise effective strategies to deal with the mixed mode of learning and teaching. Teachers can try new technology such as tablets, teaching apps, online platforms, etc.

In conclusion, feedback from teachers and students was generally positive. Teachers unanimously supported and demanded that similar funding be provided continuously 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.

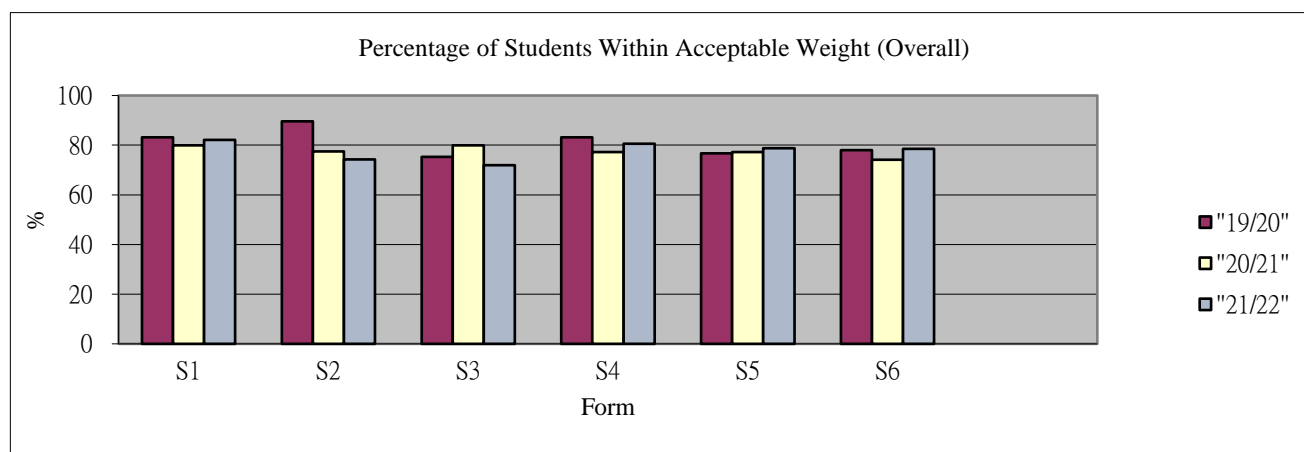
## 5. Financial Summary

		Balance B/F	Income \$	Expenditure \$	Surplus/Deficit	Topped-up by EOEBG General Domain	Amount Refundable to EDB	BALANCE C/F	Surplus \$
									13,781,222.29
Government Fund									
(1)	EOEBG Grant								
	(a)	EOEBG Baseline Reference	2,347,287.89		2,347,287.89				
		School & Class Grant	3,383.60	975,179.62	-971,796.02				
		Lift Maintenance Grant		83,760.00	-83,760.00				
		Prog Fund for Whole-Sch Ap to Guidance & Discipline		2,760.00	-2,760.00				
		Supplementary Grant		11,250.00	-11,250.00				
		Composite Furniture & Equip. Grant		469,422.55	-469,422.55				
		Air Cond. Grant for Prep Room of Lab.		4,546.00	-4,546.00				
		EOEBG Baseline Ref - Sub-total :	2,350,671.49	1,546,918.17	803,753.32				
	(b)	Specific Grant							
		Administration Grant	4,547,488.80	4,186,058.00	361,430.80				
		Air-conditioning Grant	619,893.50	300,772.00	319,121.50				
		Capacity Enhancement Grant	642,934.00	134,016.72	508,917.28				
		Composite Information Technology Grant	555,900.00	1,082,117.06	-526,217.06				
		School-based Speech Therapy Administration Grant	8,112.00	4,418.40	3,693.60				
		School-based Management Top-up Grant	50,702.00	40,500.00	10,202.00				
		EOEBG Specific Grant - Sub-total :	6,425,030.30	5,747,882.18	677,148.12				
		EOEBG General domain	4,561,381.34						
		Funds set aside for SP/LSP		946,184.00	995,051.00	-48,867.00			
		Δ Topped up the Deficit Bal of SSCSG			5,063.87	-5,063.87			
		Δ Topped up the Deficit Bal of ITSSG			81,020.00	-81,020.00			
		Δ Topped up the Deficit Bal of SEOG			1,402.17	-1,402.17			
		Δ Topped up the Deficit Bal of SAE/G (Mar 22)			1,760.00	-1,760.00			
		EOEBG General domain - Total :	4,561,381.34	946,184.00	1,084,297.04	-138,113.04			
		EOEBG Baseline Ref + Specific Gr + General domain :	4,561,381.34	9,721,885.79	8,379,097.39	1,342,788.40		5,904,169.74	
(2)	NON-EOEBG Grant								
		Other Recurrent Grant	0.00	556,012.00	556,012.00	0.00		0.00	
		□ Committee on Home-Sch Co-op Proj Grant	0.00	9,280.00	0.00	9,280.00	-9,280.00	0.00	
		Salaries Grant	0.00	54,969,112.70	54,969,112.70	0.00		0.00	
		& Employer's Cont to PF Scheme for NT A/C	0.00	556,636.30	546,144.51	10,491.79	-10,491.79	0.00	
		Fringe Benefits under Enhan. NET Scheme	0.00	78,237.61	78,237.61	0.00		0.00	
		# School-based After-school Learning & Support Prog.	90,600.00	96,000.00	1,013.00	94,987.00	-89,587.00	96,000.00	
		Teacher Relief Grant for IMC School	444,848.52	510,401.32	368,226.55	142,174.77		587,023.29	
		Learning Support Grant for Secondary School	49,799.80	197,743.00	233,986.00	-36,243.00		13,556.80	
		○ Diversity Learning Grant - Other Programmes	105,000.00	105,000.00	76,086.20	28,913.80	-28,913.80	105,000.00	
		Fractional Post Cash Grant	62,982.60	324,350.00	343,599.40	-19,249.40		43,733.20	
		Moral and National Education Subject Support Grant	431,000.00	0.00	0.00	0.00		431,000.00	
		Δ Senior Secondary Curriculum Support Grant (SSCSG)	227,084.05	963,000.00	1,195,147.92	-232,147.92	5,063.87	0.00	
		Δ Information Technology Staffing Support ITSSG Grant (ITSSG)	0.00	321,796.00	402,816.00	-81,020.00	81,020.00	0.00	
		+ Promotion of Reading Grant	72,816.00	73,326.00	500.00	72,826.00		73,326.00	
		Δ School Executive Officer Grant (SEOG)	36,397.83		37,800.00	-37,800.00	1,402.17	0.00	
		^ NCS-SEN Grant	100,700.00	0.00	0.00	0.00		-100,700.00	0.00
		@ Life-wide Learning Grant	1,419,870.00	1,429,807.00	855,474.42	574,332.58	-564,395.58	1,429,807.00	
		% Student Activities Support Grant (SAS Grant)	0.00	85,800.00	7,160.00	78,640.00	-78,640.00	0.00	
		One-off School-based Speech Therapy Set-up Grant	1,491.90	0.00	1,491.90	-1,491.90		0.00	
		One-off Citizenship & Social Develop Grant	0.00	300,000.00	6,715.00	293,285.00		293,285.00	
		Δ Special Anti-epidemic Grant (March 2022)	0.00	37,500.00	39,260.00	-1,760.00	1,760.00	0.00	
		AEF 6.0 - Cleansing & Security Workers Subsidy	0.00	128,000.00	128,000.00	0.00		0.00	
		HK School Drama Festival Fund	3,600.00	3,600.00	0.00	3,600.00		7,200.00	
		QEF - STEM in Practice	351,369.43	696,711.76	600,601.75	96,110.01		447,479.44	
		QEF eLearning FP-Mobile Computer Devices		57,968.00	57,968.00	0.00		0.00	
		Sub-total :	3,397,560.13	61,500,281.69	60,505,352.96	994,928.73	89,246.04	-954,324.17	3,527,410.73
(3)	OTHERS								
		Other Charges : Income & Expenditure A/C	284,514.21	0.00	16,402.11	-16,402.11		268,112.10	
		Sub-total :	284,514.21	0.00	16,402.11	-16,402.11	0.00	0.00	268,112.10
SCHOOL FUNDS (GENERAL FUNDS)									
		Approved Coll. For Specific Purposes	533,416.27	240,150.00	124,364.00	115,786.00		649,202.27	
		Subscriptions	4,556,585.27	148,357.10	87,766.74	60,590.36		4,617,175.63	
		Air-conditioners Fund	40,713.24	0.00	0.00	0.00		40,713.24	
		Anniversary	25,754.00	1,250.00	0.00	1,250.00		27,004.00	
		Fund-Helping students fr underprivileged families	213,835.00	0.00	12,247.50	-12,247.50		201,587.50	
		Sustainable Learning Development Fund	167,462.83	5,221.30	0.00	5,221.30		172,684.13	
		Sub-total :	5,537,766.61	394,978.40	224,378.24	170,600.16		5,708,366.77	
		Grand Total:	13,781,222.29	71,617,145.88	69,125,230.70	2,491,915.18	89,246.04	-954,324.17	15,408,059.34
									1,626,837.05
									15,408,059.34
Δ 21-22 Total Deficit Balance of SSCSG (\$5,063.87), ITSSG (\$81,020), SEOG (\$1,402.17) & Special Anti-epidemic Grant Mar 22 (\$1,760) were topped up by General Domain of EOEBG.									
□ 21-22 Unspent Balance of Committee on Home-Sch Co-op Proj Grant (\$9,280) to be refunded to EDB.									
& 21-22 Unspent Balance of Employer's Cont to PF Scheme for NT A/C (\$10,491.79) to be refunded EDB.									
# 21-22 Unspent Balance of School-based After-school Learning & Support Programme (\$89,587) to be refunded EDB.									
○ 21-22 Unspent Balance of Diversity Learning Grant - Other Programmes (\$28,913.8) to be refunded to EDB .									
+ 21-22 Unspent Balance of Promotion of Reading Grant (\$72,316) to be refunded to EDB .									
^ 21-22 Unspent Balance of NCS-SEN Grant (\$100,700) to be refunded to EDB .									
@ 21-22 Unspent Balance of Life-wide Learning Grant (\$564,395.58) to be refunded to EDB .									
% 21-22 Unspent Balance of Student Activities Support Grant (\$78,640) 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 2021-2022

Keeping up with the concept of the 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. The first part of the report is a brief summary of our library services and activities during the 2021-22 academic year. The second part is our new Initiatives to be implemented in 2022-2023.

#### Summary of library services and activities in 2021-2022

The school library plays an active role in supporting teachers and students in both teaching and learning activities. Professional guidance and support is also provided for teachers and students throughout the year.

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.

This year, our Main Library collections (including the Reading Lounge collection) encompass a stock of 13,654 Chinese books, 9,880 English books and around 1409 multimedia items. In addition, our library subscribes to 47 local and overseas periodicals and 4 local newspapers. We also subscribe to 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 eBook at HKEdCity eBookShelf. Teachers can also learn about the reading habits of each student 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 2021 to June 2022, the library activities organized included:

1. The Classroom Library Scheme
2. Enthusiastic Borrower Billboard Competition
3. Monthly New Book Display and New Book Recommendations
4. 【香書店地圖之旅】
5. Thematic Book Exhibition at the library 「我喜愛的小說書展」
6. Thematic Book Exhibition at the library 「數學閱讀報告展覽」
7. Promotion for the 2022 World Book Day on the theme “Surrounded by the Scent of Books · Joy of Reading in 60 Years” and the 2022 World Copyright Day to arouse students’ awareness of copyright laws

Though many library activities were cancelled this year with the territory-wide class suspension due to the COVID-19 pandemic, we worked hard to make sure teachers and students could 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.

The library team consists of one chief librarian, one assistant librarian and 25 dedicated student librarians. To empower and inspire team members, we offer special training programs and workshops for the student librarians to develop their leadership and a sense of responsibility. We uphold the motto “We are brothers and sisters serving brothers and sisters” and we are privileged to have this opportunity to serve our brothers and sisters in school. In addition, from 2019 we have developed a Reading Core Group committee to promote a reading culture in school. We are looking forward to arrange different interesting and creative reading programs in the coming years.

#### Library use distribution

According to the library record, the total number of books borrowed during the 2021-22 academic year was 3271 items. In 2021-22, our Main Library opened for 98 days and on average our daily borrowing record was around 33.37 items per day.

Teacher reference was largely re-catalogued to provide better and more logical groupings of resources. At the same time, extended loans were arranged for teachers and students due to class suspension during the COVID-19 pandemic.

#### New Initiatives 2022-2023

To maintain and build up a comprehensive library collection and improve the reading culture at school, the initiatives for the new academic year 2022-2023 are as follows:

Programmes
1. Collaborate with the Chinese, Chinese Literature and English Panel to notify students of good books recommended by teachers and students via the Day 4 Assembly, the E-class library system, the library Facebook page and book sharing workshops (圍讀).
2. To collaborate with the Chinese Panel and the Chinese Literature Panel to promote the school’s reading culture by means of Writers Sharing Workshops 【作家講座】.
3. To collaborate with the English Panel and the Chinese Panel to promote the reading culture.
4. To collaborate with the Mathematics Panel to promote the reading culture through book exhibitions and related activities.

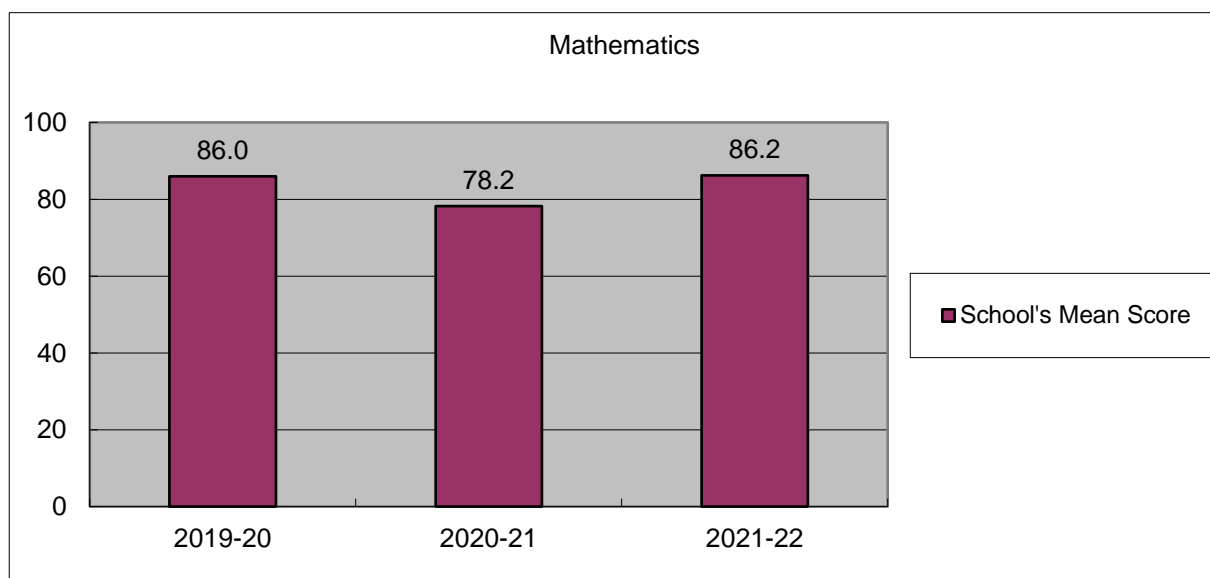
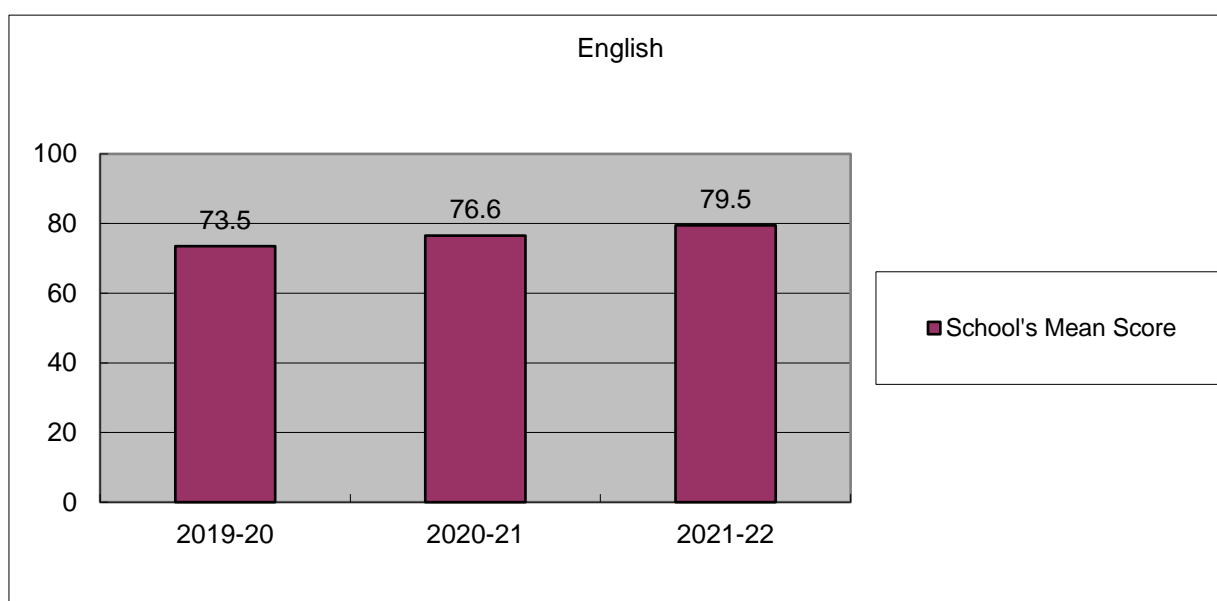
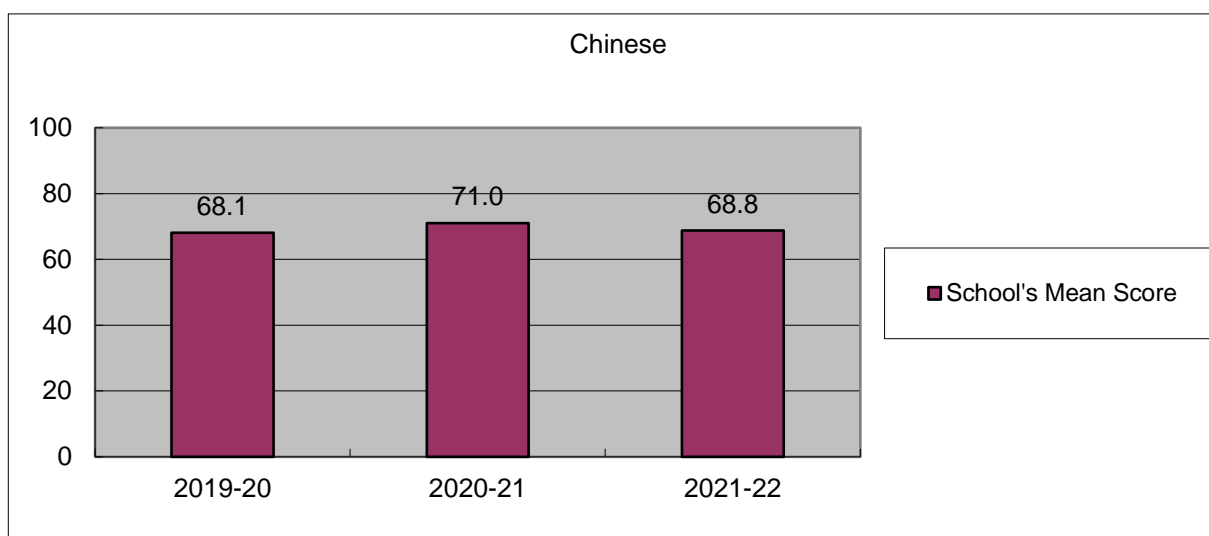
5. To collaborate with the Chinese Panel based on the theme of 《肇添事》 to celebrate the School's 45th Anniversary and to promote mental health and positive life education in school.
6. To collaborate with the Religious and Ethics Panel to promote mental health and positive life education in school through book exhibitions. 《心靈成長書籍展覽》.
7. To organize a F.1 Library Workshop.
8. To organize the Annual Book Fair at least once a year.
9. To organize "Thematic Book Exhibition" to support Project-based Learning programs.
10. To organize a Parents' Workshop 《風雨同路》.
11. To provide an attractive stock of books by purchasing more new books and discarding out-dated and damaged ones.
12. To display an average of 70 new items each month during school days.
13. To participate in the World Book Day activities.
14. Collaborating with the Career and Life Planning Committee by stocking up career-related books, prospectus of tertiary educational programmes and good magazines.
15. To collaborate with the Chinese and Chinese Literature Panels based on the theme of 《香港書店地圖 II》 to promote students' cultural literacy and also to cultivate the reading atmosphere.
16. To collaborate with the Counselling Committee and build up a 《治癒角落》 in the library to enhance students' self-esteem and also to promote their mental and emotional health.
17. To follow the requirements of the Hong Kong National Security Law, the school library will remove books and A.V. materials suspicious of violating the law from the shelves.
18. To enhance the students and teachers' understanding of the Hong Kong National Security Law, the school library will increase the collections of related books and A.V. materials.

### 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 of 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 in support of teachers and students, teaching and learning. Hopefully, we can continue to widen our students' horizons and support teachers in teaching and learning activities.

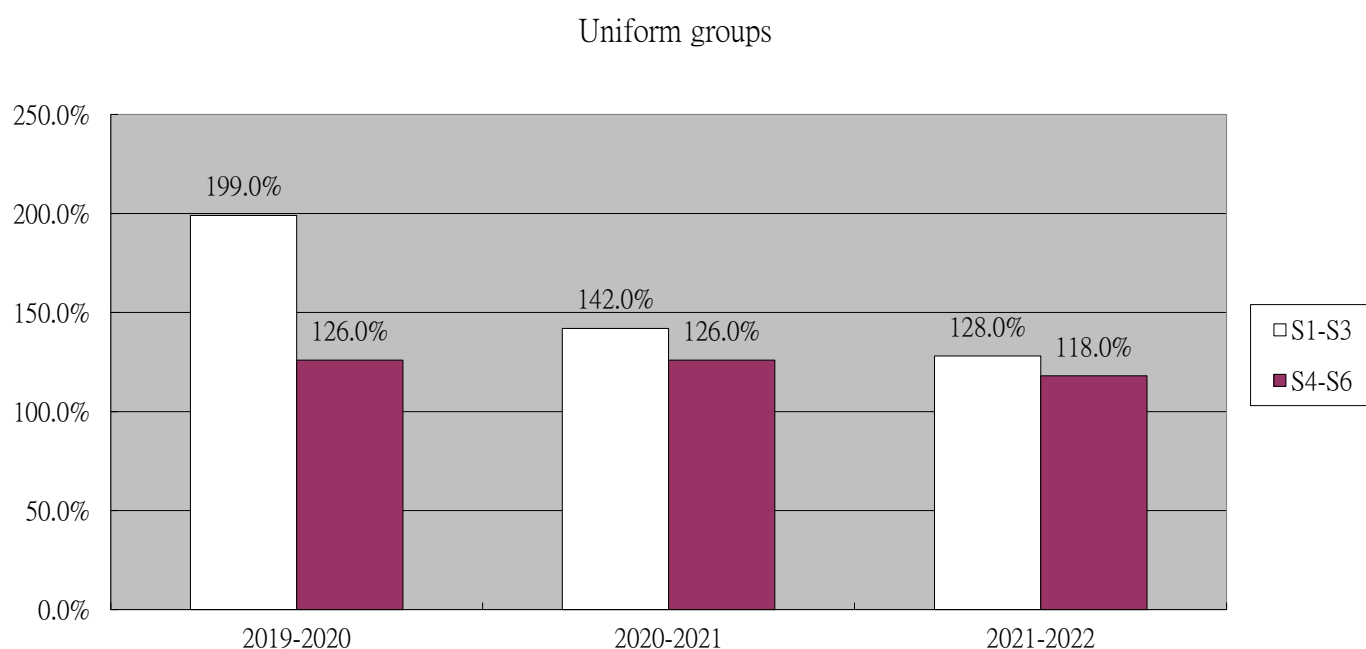
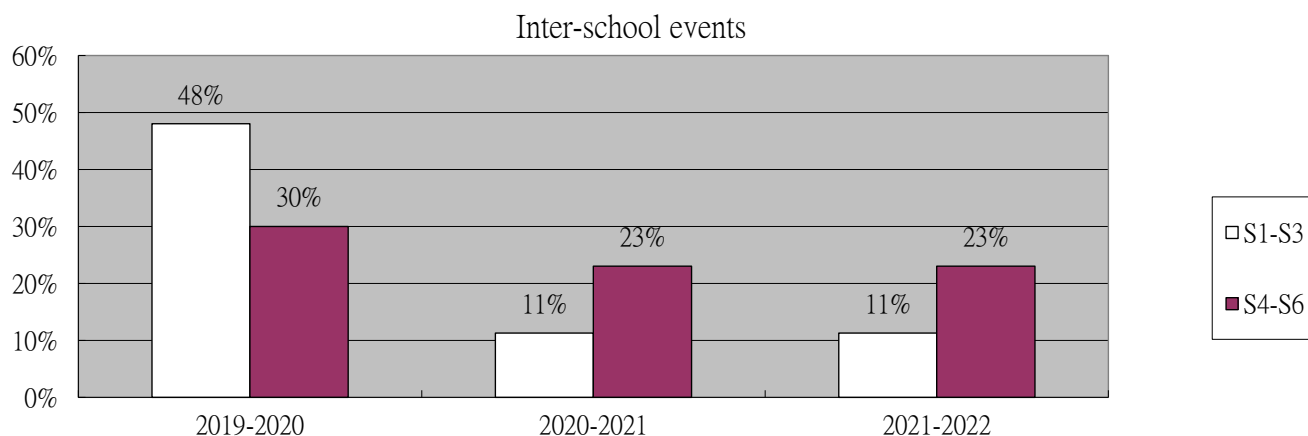
### 6.3 HKAT (Pre-S1)

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 and 21-22 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/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	2019/2020	2020/2021	2021/2022
Inter-school sports events	158	0 (Covid-19)	48 (Covid-19)
Schools Dance Festival	200	200	100
Schools Music Festival	215	16	21
Schools Speech Festival	129	90	131
Scouts	600	1200	510
Girl Guides	296	298	420
Air Cadets	1020	284	150
Red Cross Youth	929	605	756

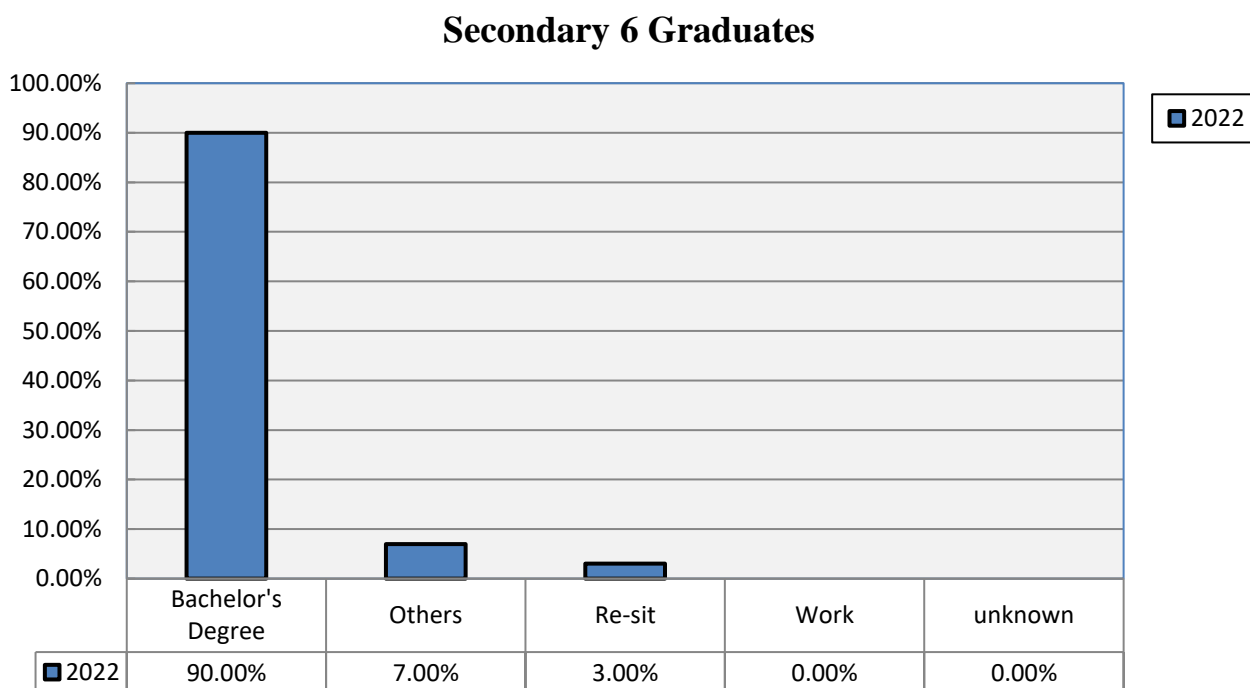
## 6.5 HKDSE

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

	2019/20	2020/21	2021/22
No. of students sat	139	141	128
Average % of subjects awarded level 2 or above	99.7%	99.9%	99.5%
Average % of subjects awarded level 4 or above	79.8%	78.7%	78.9%
Average % of subjects awarded level 5 or above	42.8%	42.6%	42.4%

### 6.6 Destinations of exit students

The following bar chart shows the percentages of academic and other final destinations of our S6 in the year of 2022.



- End of Report -