

Chiu Lut Sau Memorial Secondary School



Annual School Report (2020 / 2021)

Content

A.	Management and Organization	
1	School Vision and Mission	3
2	School History, Class Structure and Facilities	3
3	Teachers' Professional Development	4
B.	Learning and Teaching	
1	Number of School Days	4
2	Lesson Time for the Eight Key Learning Areas for S1 to S3	4
3	Students' Attendance	5
4	Students' Reading Habit	5 - 7
C.	Student Development	
1	'Fly Up, Brave Waves' Programme 2020 – 2021	8 - 10
D.	Students' Performance	
1	Results of HKDSE 2021	11 - 12
2	Multiple Pathways 2021	12 - 13
3	External Awards	14 - 29
E.	Major Concerns	
1	Major Concern 1: To enhance students' academic performance by raising the effectiveness of learning and teaching	30 - 37
2	Major Concern 2: (a) To promote students' positive thinking and mental health (b) To provide opportunities for students to stretch their potentials	38 - 51
F.	Financial Summary (Government and Non-government Fund)	
1	ESCBG Account (Financial Year 2020/2021) (1/4/2020-31/3/2021)	52
2	Extra-curricular Account (School Year 2020/2021)	53
3	SMI Fund Account (School Year 2020/2021)	53

A. Management and Organization

1. School Vision and Mission

School Vision

We provide students with a balanced education aimed at excellence in moral, intellectual, physical, interpersonal and aesthetic fields as well as at realizing the school motto – Wisdom, Virtue, Honesty and Progress.

School Mission

By means of teaching knowledge and skills professionally in the five fields, through formal curricula and extra-curricular programs, we develop in our students the quality of desirable behaviours and abilities.

2. School History, Class Structure and Facilities

School History

Thanks to one million dollar donation from the late Mr. Chiu Lut Sau, O.B.E, J.P. in 1973 and the land granted by the government, Chiu Lut Sau Memorial Secondary School, a government secondary grammar school, with an area of 5,300 square metres was founded in September, 1980.

Class Structure

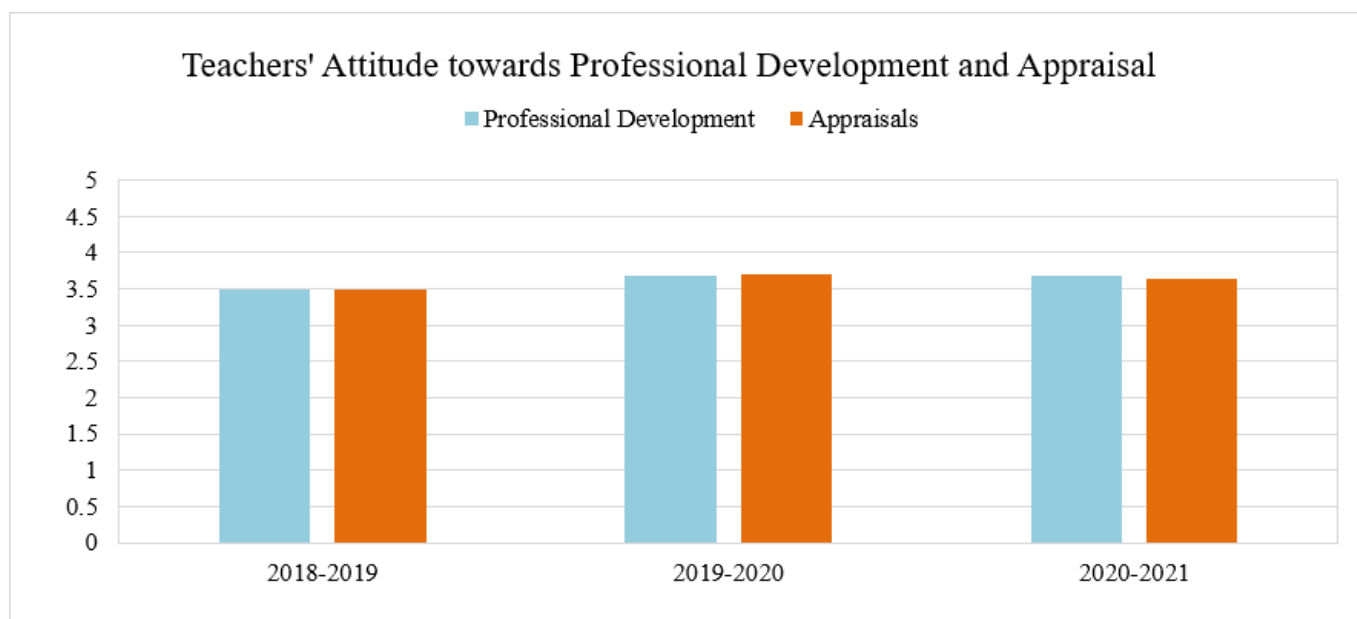
Our school is a grammar school which offers a 6-year diploma-level course with 25 classes. English is the main medium of instruction. The class structure is 5 classes for S1 and 4 classes for S2-S6. A diversified curriculum is offered in S4-S6 with no clear distinction of the main streams of studies.

Facilities

Our school has 28 air-conditioned classrooms and 19 special rooms including 4 Laboratories, 2 Computer Rooms, an English Language Room, an English Reading Room, a Chinese Reading Room, a Geography Room, a Design and Technology Room, a Home Economics Room, a Music Room, 2 Art Rooms, a Lecture Room, a Function Room, a Multi-Purpose Room and an Information Technology Learning Centre. The sports facilities comprise a Table-Tennis Training Room, a Basketball Court, a Volleyball Court as well as a Slip-Proof Playground. Other facilities include the Lut Sau Hall, a Library, a Student Activity Centre, an Instrumental Practice Room, a Band Room, a Rehearsal Room, a Tuck Shop, a Medical Room, a Careers and Life Planning Resources Centre, a Campus Broadcasting Room, an English Resource Centre, 2 School Social Workers' Offices, a Student Union Office, an Alumni Association Office, a PTA Office, a Conference Room, a Meeting Room, a Staff Common Room and 3 Staffrooms.

3. Teachers' Professional Development

The results of the Stakeholders' Surveys conducted over the past three years indicated that our teachers adopt a positive attitude towards the school's professional development and appraisals.

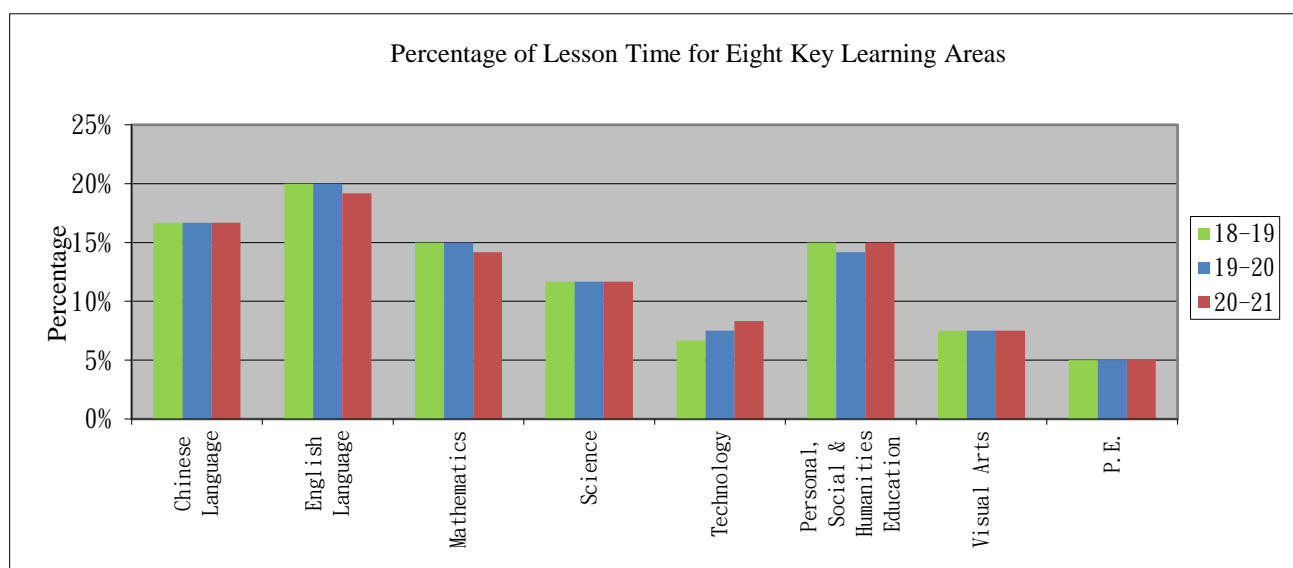


B. Learning and Teaching

1. Number of School Days

School Years	2018-2019	2019-2020	2020-2021
Number of school days	190	202	190

2. Lesson Time for the Eight Key Learning Areas for S1 to S3



3. Students' Attendance

	2018-2019	2019-2020	2020-2021
S1	99.0%	98.3%	99.6%
S2	99.0%	98.4%	99.5%
S3	98.6%	99.3%	99.3%
S4	97.2%	98.1%	98.6%
S5	98.2%	98.0%	97.4%
S6	97.5%	95.8%	97.1%

4. Students' Reading Habit

In order to promote reading across curriculum, which is one of the School's Major Concerns, and arouse students' interest in reading, a series of reading activities were organized by the Reading to Learn Team, such as School-based Reading Across Curriculum Scheme, English Drama, Mid-Autumn Festival Reading Fun, 'Dream readers' Special Assembly & Book Exhibition, Halloween Trivia Quiz, It's Springtime It's Reading Time, Mask Design for Book Characters Competition, Book Sharing with Sister School, Say Happy Birthday to Shakespeare - World Book Day 2021, Mental Health Book Exhibition, Joint School Reading Scheme, 'Read a Book, Share the Love' Programme and OLE Day for S.1 Thematic Reading Workshop. The highlights of the activities are as follows:

- 4.1 School-based Reading Across Curriculum Scheme: Each subject department prepared at least two articles for students' leisure reading. For example, the Science Department prepared articles about Firework, Nuclear Power and High-technology Products for students; the Biology Department and the Reading to Learn Team co-organized a 'Virus Quiz' for senior form students. Many of them completed a online quiz after reading passages which explained the nature and properties of viruses. Top scorers were awarded prizes to praise them for their enthusiasm for reading. The Chinese Department and the English Department participated in the Extensive Reading Schemes, providing a wide variety of reading materials to students. They also organized many reading activities, such as Bookmarks and Book covers Design Competitions, Book Sharing in the Morning Assemblies (Chinese & English) and Thematic Author's Talk to promote leisure reading.

- 4.2 An online reading platform, HyRead, was used to further promote leisure reading. It provided a wide array of books, such as novels, audiobooks, magazines and comics. The topics cover languages, cultures, arts, sciences, religions and business. The usage number on the platform was extremely promising. A record high of 5,180 pieces of materials were read between September 2020 and May 2021. During the online lesson period (between December 2020 and February 2021), students continued to leverage the online platform and reached the reading record of 1,730 times.
- 4.3 CLSMSS Joyful Reading Platform: A school-based reading platform ‘CLSMSS Joyful Reading’ was established during school suspension last year. This year, a ‘Teachers’ Sharing’ column and ‘Reading Activities Review’ column have been set up to further enhance the platform. Up to now, there are 71 videos, audios and book reviews from current students, teachers and alumni.
- 4.4 Sunshine Reading Scheme: The Morning Reading Programme has been renamed as ‘Sunshine Reading Scheme’ with new activities. The scheme focused on cross-curricular reading experience, with a theme selected for each month, such as ‘October: Cultures of the Word’ and ‘November: Life Planning, Health and Sport’. The kick-off activities included Appointment of Ambassadors, Presentation of Badges and Briefing Sessions for Parent Volunteers and Class Teachers in October 2020 (involving 13 student volunteers, 8 parent volunteers, 16 class teachers). Students not only read their theme-related books in their homerooms in the morning, but they also had library tours, eReading and service-related reading experience. Though the frequent school suspension interrupted the Sunshine Reading Scheme, two seasonal activities were organized to develop students’ reading habits. ‘Halloween Trivia Quiz’ and ‘It’s Springtime, it’s Reading Time’ were organized in October 2020 and March 2021 respectively. Students were required to read thematic materials, listen to songs and share their reading habits. 35 winners were selected among 160 entries and were awarded with book coupons and thematic presents.

- 4.5 Read a Book, Share the Love: This programme aims to let students experience the life of the visually impaired and learn about their needs. In the first session, students were blindfolded and tried 'Reading in the Dark'. Then they learned that the visually impaired could still enjoy the leisure of 'reading' by listening to recordings. Students were guided to select appropriate excerpts from books with positive values and made recordings. Class teachers and Reading to Learn Team members selected outstanding sound tracks of books read by students and donated them to Ebenezer School.
- 4.6 Exchange Programmes: Sister school's sharing (姊妹學校網上讀書交流活動 - 「悅」讀 FUN 享會): The event was organized on 7th May 2021 with our sister school Ningbo Zhenhai Jiaochuan College. It was a real-time online book sharing. Our representatives, two S.3 students and two S.5 students, presented their beloved books 'If I Were Given Three Days for Eyesight', 'Hold Onto My Dream', 'Tell Me No Lies' and 'Mindfulness for Busy People' in Putonghua and English respectively.
- 4.7 Joint School Reading Scheme (悅讀跨次元：聯校閱讀推廣計劃): A booklet with outstanding students' Chinese and English book reports was jointly published by CLSMSS and other five secondary schools (Caritas Ma On Shan Secondary School, Fukien Secondary School (Siu Sai Wan), HKTA The Yuen Yuen Institute No. 3 Secondary School, Man Kwan QualiEd College and Shun Tak Fraternal Association Cheng Yu Tung Secondary School). It was a valuable opportunity for students to share their reading tips and polish their writing skills. The booklet allowed readers to know about the current trend in reading and learn some positive values.

C. Student Development - ‘Fly Up, Brave Waves’ Programme 2020 – 2021

The ‘Fly Up, Brave Waves’ Programme 2020 – 2021 aimed at cultivating in our students a sense of self-appreciation and acceptance of others. The Programme also helped our students to realize their own potential, boost their self-confidence, enhance their positive thinking and develop their resilience to adversity. Different functional teams, including Counselling Team, Careers & Life Planning Team, Civic Education Team, Moral Education Team, Environmental Education Team, Health Education Team, Healthy School Programme and Sex & Family Education Team, organized different activities to achieve the various objectives.

The objectives and the descriptions of the related activities of the ‘Fly Up, Brave Waves’ Programme 2020 – 2021 were as follows:

Objective 1: To cultivate in our students a sense of caring and respect for others.

Date	Name of Activity	Details
10/9/2020	Respect Teachers Day (S.1 – S.6)	Students from different classes were invited to prepare video clips to show their respect and gratitude to teachers. The video clips were compiled and edited by the Moral Education Team to produce a short film which was sent to all teachers.
20/11/2020	Seminar on ‘Racial Harmony’ (S.3)	The seminar allowed our students to understand the importance of respecting people of different races and the benefits that a pluralistic society can bring.
5/7/2021	Workshop on ‘Preventing Sexual Harassment’ (S.1)	The first session of the workshop was a talk delivered by social workers and nurses from the Department of Health. It was followed by group discussions and activities which strengthened their understanding about sexual harassment.
Whole year	Audiobook production ‘悅讀 · 傳愛’ (S.1 – S.3)	Through the process of producing audiobooks for the visually impaired, students learnt to care for others and developed a strong sense of empathy.

Objective 2: To strengthen students' self-discipline and self-management skills.

Date	Name of Activity	Details
14/9/2020 to 18/9/2020	Workshops on 'Online Etiquette' (S.1 – S.4) and 'Online Study Skills' (S.5 – S.6)	The workshops provided an opportunity for students to learn more about online etiquette and the different strategies for effective online learning.
23/9/2020	S.1 Adjustment Day (S.1)	Through participating in the activities on the S.1 Adjustment Day, students learnt the various ways to adapt to the secondary school life. These include time-management skills, awareness on self-discipline and rule observance.

Objective 3: To assist students to set their personal goals and unleash their potentials.

Date	Name of Activity	Details
25/9/2020	Talk on JUPAS (S.6)	Speakers from the Hok Yau Club were invited to the school to explain the JUPAS application procedures and the strategies in arranging JUPAS choices to the S.6 students.
10/2020 to 1/2021	'Online Dream Theater' (S.1 – S.3)	The programme aimed to strengthen students' self-confidence and tap their potential through drama training and performance.
6/11/2020 and 14/5/2021	Workshop on 'S.3 Subject Selection and Multiple Pathway' (中三選科攻略及多元升學) (S.3)	The workshop allowed our students to gain a better understanding of their own interests, abilities, strengths and weaknesses, and prepare themselves for making informed choices of S.4 elective subjects.
2/5/2021 and 16/4/2021	Workshop on '我是我想自我認識' (S.1 – S.2)	The workshop aimed to help our students to have a better understanding of their own interests and abilities.

Objective 4: To enhance students' well-being and instill in them positive attitude towards life.

Date	Name of Activity	Details
16/10/2020 and 30/10/2020	Signing of Commitment by Students 'My Pledge to Act – Be Grateful and Treasure What We Have, Stay Positive and Optimistic' (S.1 – S.6)	Each class signed the commitment 'My Pledge to Act – Be Grateful and Treasure What We Have, Stay Positive and Optimistic'. Besides, the students watched the videos 'Treasure, Cherish, Work Together to Fight the Epidemic' and 'Virus without Borders' so as to understand the effects of epidemics and natural disasters on developing countries.
10/2020 to 7/2021	Assessment of Students' Physical and Mental Health '健康放大鏡' (S.1, S.4 and S.5)	Physical fitness tests and emotional tests were conducted to allow an early identification of students with health issues. Students' awareness on both physical and mental health was enhanced with the advice from social workers.
30/3/2021	Workshop on '打造正能量、正向心理' (S.1)	The workshop allowed our students to learn how to relieve stress, thereby helping them to transform negative emotions into positive actions.
20/5/2021 to 26/5/2021	Wellness Carnival (健康生活樂繽紛) (S.1 – S.6)	Different activities, including stall games, song dedication, sharing at morning assemblies, etc., were organized to introduce to students the various ways of maintaining mental health.
28/5/2021	Joyful Fruit Day (S.1 – S.6)	The importance of eating more fruits and a balanced diet were introduced to students on the Joyful Fruit Day. Packs of dried fruits were distributed to our students to encourage them to adopt a regular fruit eating habit.
Whole year	'Monthly Mutual Appreciation / Sharing on One Little Thing That Makes My Day' (S.1 – S.2)	Each Secondary One and Two student shared a pleasant experience with his / her classmates during the class periods, thereby encouraging the student to develop a sense of appreciation for themselves and the others. This activity also allowed students to develop a positive attitude towards life.

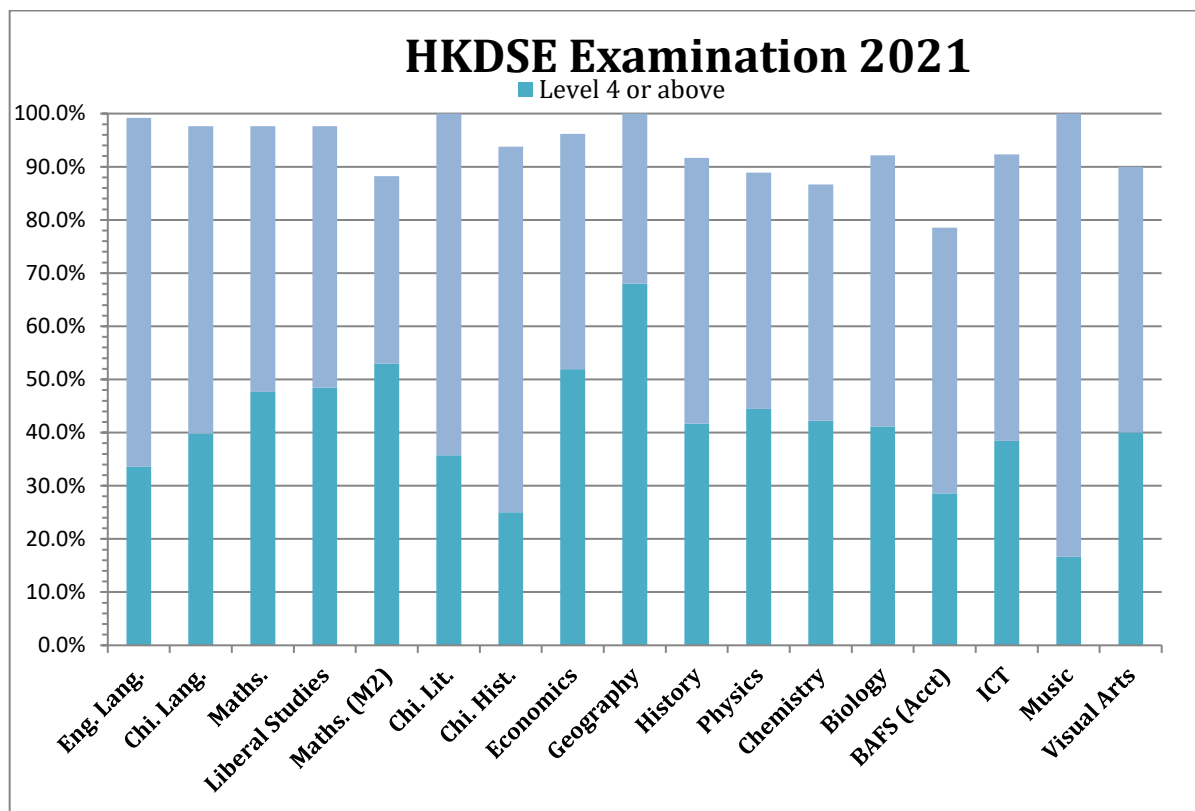
All the above-mentioned activities were successfully conducted and overwhelming positive feedbacks were received from different stakeholders, including teachers, parents, students and external organizers.

D. Students' Performance

1. Results of Hong Kong Diploma of Secondary Education (HKDSE) Examination 2021

128 students took the HKDSE Examination 2021. CHIU Ching-fan of 6A, our top scorer, attained pleasing HKDSE results, scoring level 5** in 1 subject, level 5* in two subjects and level 5 in two subjects. 93.8% of our students attained Level 2 or above in 5 subjects, including Chinese, English and Mathematics. The overall passing percentage was 95.7% with 42.5% attaining Level 4 or above. 74.2% of our students met the minimum entrance requirements for degree programmes (Level 3 or above in Chinese Language and English Language and Level 2 or above in Mathematics, Liberal Studies and 1 elective subject). The overall performance of our students is shown in the table below:

Subject	Level 2 or above	Level 4 or above
Chinese Language	97.7%	39.8%
English Language	99.2%	33.6%
Mathematics (Compulsory Part)	97.7%	47.7%
Liberal Studies	97.7%	48.4%

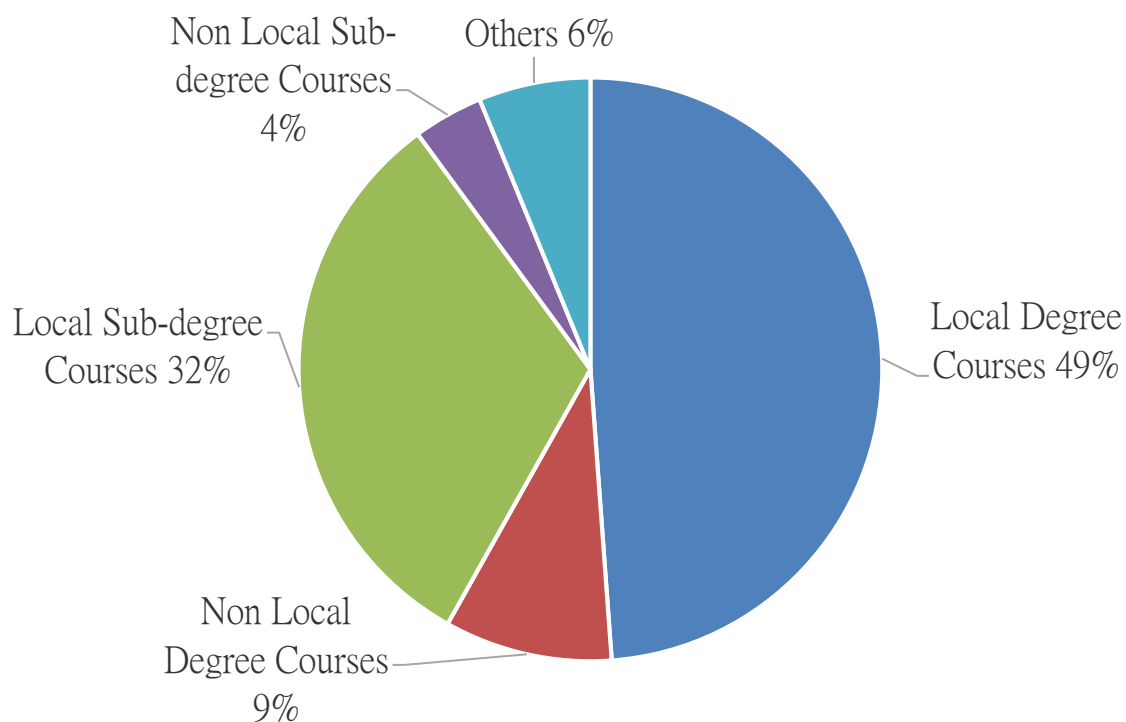


2. Multiple Pathways 2021

94% of our S.6 students could further their studies at the tertiary level, due to their diligence and teachers' mentorship. 58% of them are pursuing degree courses while another 36% are continuing with other pathways towards higher education.

We are very proud of our students' admission to the local renowned universities, The University of Hong Kong, The Chinese University of Hong Kong and The Hong Kong University of Science and Technology. 4 students were admitted to HKU, 13 students to CUHK and another 5 students to HKUST. Among the courses are coveted programmes such as Bachelor of Nursing of HKU and CUHK, Bachelor of Business Administration in Professional Accountancy of CUHK, Bachelor of Engineering with an Extended Major in Artificial Intelligence of HKUST and Bachelor of Business Administration in Economics of HKUST.

Multiple Pathway 2020 - 2021



University / Institute	Degree	Sub-degree	Total
The University of Hong Kong	4	16	20
The Chinese University of Hong Kong	13	0	13
The Hong Kong University of Science and Technology	5	0	5
The Hong Kong Polytechnic University	9	14	23
City University of Hong Kong	7	0	7
Hong Kong Baptist University	5	1	6
The Open University of Hong Kong	6	2	8
Other Local Educational Institutes	14	8	22
Institutes outside Hong Kong	12	5	17
Others	0	0	8
Total:	75	46	129

3. External Awards

Title of Competition	Organized by	Date of Competition	Award	Participant
航天科學家進校園 參與後感寫作比賽	教育局	2020-2021	優異獎	1A 馮詩程
				1A 馮梓翹
				1A 王智恩
				1A 黃舒苗
				1A 黃振軒
				1A 張金煒
				1A 李智權
				1A 陳俊彥
				1B 李菽昕
				1B 羅一淼
				1B 莊雯哈
				1B 鄧可瑩
				1B 鄭雅菁
				1B 溫蘊楨
				1B 黃曉童
				1B 黃嘉敏
				1B 蕭凱軒
				1B 黃文希
				1D 陳詩彤
				1D 李楚詠
				1D 李鍵儀
				1D 梁敏茹
				1D 伍皚頤
				1D 鍾鉦琳
				1E 朱嘉桐
				1E 丁朗宸
				2A 李若琳
				2A 李雨沁

				2A 翁海澄
				2A 林紫滸
				2B 王雅喆
				2C 羅苑君
				2C 楊芷晴
				2C 葉芷穎
				2C 許培俊
				2D 陳鎧瑤
				2D 黎漢順
				3A 張雅麗
				3A 呂芷蕎
				3A 馮天朗
				3B 陳心逸
				3C 林思澄
				3C 陳沛盈
				3D 雷頌欣
				3D 傅泓皓
				3D 羅啟豪
				3D 楊梓泓
				4A 吳佩如
				4A 戴文敏
				4A 黃鈺婷
				4D 胡依霖
				5A 陳嘉慧
				5A 陳綺彤
				5A 黃靜怡
				5A 周俊恩
				5C 莊樂潼

			良好獎	1A 陳靖文
				1A 陳芷彤
				1A 鄭熙霖
				1A 林戴璇
				1A 馮景朗
				1A 湯家樂
				1A 曾奧博
				1A 李枳言
				1A 徐嘉晞
				1B 何芯瑤
				1B 劉栩華
				1B 歐家悅
				1B 陳柏浩
				1B 陳燁初
				1B 王翼濤
				1B 王致翔
				1B 胡瀚文
				1B 翁子晉
				1E 方蔚澄
				1E 黎一嵐
				1E 伍丹揚
				2A 劉邦
				2A 鄧浩然
				2C 陳靜峰
				2C 黎衍堯
				2C 鄧瀚宇
				2C 胡卓峯
				2D 梁健庭
				2D 黃安然
				3A 鍾尚衡
				3A 曾浩銘

				3A 蔡麒麟 3A 袁健朗 3A 鄭浩希 3A 陳頌筠 3A 林盈美 3C 何爾奇 3D 蘇裕龍 3D 郭啟嵐 4B 孟斌 4C 王臻 5A 陳愉媛
「歷史好知味」 全港中學生 網上閱讀問答比賽	長春社文化古蹟 資源中心及 教育局	2020-2021	普及版 嘉許獎	1B 張紫銘 4C 邱聞琛
			普及版 優異獎	1A 鄧俊堯 1B 江蔓晴 1B 溫蘊楨 1B 劉栩華 1E 朱可澄 2D 陳鎧瑤 2D 溫寶誼 3C 陳泓穎 4D 倪倩琳
			挑戰版 嘉許獎	1E 朱可澄 2D 溫寶誼 3C 陳泓穎
EdCity 20 th Anniversary - eLearning Builder Award	HKEdCity	2020-2021	EdCity 20 th Anniversary - eLearning Builder Award	Chiu Lut Sau Memorial Secondary School

善德基金會 2021 年 香港華羅庚金杯少年 數學邀請賽（決賽）	全國華羅庚金杯 少年數學邀請賽 香港賽區 組織委員會	2020-2021	中一組 三等獎	1A 黃量
International Junior Science Olympiad 2021-Hong Kong Screening	EDB, the Hong Kong Academy for Gifted Education and the Hong Kong Association for Science and Mathematics Education	27/09/2020	Third Honour Award	3B YIP Hei-chun
AIMO 晉級賽 2021	香港數學 奧林匹克協會	2020-2021	銀獎 (晉級賽)	1A 曾逸朗
「華夏盃」全國數學 奧林匹克邀請賽 2021 全國初賽、 晉級賽及全國總決賽	香港數學 奧林匹克協會	2020-2021	二等獎 (晉級賽)	1A 曾逸朗
			三等獎 (晉級賽)	1A 黃量 1D 鍾鉉琳
The Hong Kong Mathematics Olympiad	The Education University of Hong Kong	2020-2021	Third-class Honour	5A TSANG Ka-yu
The 7 th Field Report Competition	The Education University of Hong Kong and the Caritas Chan Chun Ha Field Studies Center	2020-2021	Merit Award	4A CHUNG Ka-yan 4A HU Mien-feng, Mephisto 4A YIP Wai-lam

72 nd Hong Kong Schools Speech Festival	The Hong Kong Schools Music and Speech Association	2020-2021	Solo-verse Speaking 2 nd place	3A CHING Hui-yee
			Solo-verse Speaking 3 rd place	4D LAU Tsz-ching
第七十二屆 香港學校朗誦節 (中文朗誦)	香港學校音樂 及朗誦協會	2020-2021	粵語詩詞獨誦 季軍	1A 馮詩程
			粵語詩詞獨誦 優良	1A 馮詩程 1E 朱可澄
			粵語詩詞獨誦 良好	5D 冼詠恩
			普通話 詩詞獨誦 優良	1E 方蔚澄
第二屆 臥龍盃 官立中學多角辯論賽	臥龍盃 官立中學籌委會	2020-2021	冠軍	5C 張彩方 5C 官凱程 5C 李睿雅
JUMPSTARTER IdeaPOP! 2021	The Alibaba Entrepreneurs Fund	15/12/2021	Automatic Toliet System (Semi Pitch for Top 25 Teams)	4A LIU Hiu-kwan 4A TAI Man-man 4B LUK Sin-man 4D TANG Yuk-ting
			Robot Friend (Semi Pitch for Top 25 Teams)	5A CHAU Chun-yan 5A CHIU Chor-tung 5A WONG Ching-yi 5B LAM Oi-ching

“Play” It Forward HK@APEC Game Design Competition	The Hong Kong Committee for Pacific Economic Cooperation, the Junior Achievement, the Hong Kong 100 Years of Achievement and the People On Board	09/2020 – 12/2020	2 nd Runner-up	5A NGAN Tin-yan 5B LAU Tsz-ching 5B WAN Wing-yi 5C LEE Kwan-ting 5D CHAN Yu-yee
WRO 2020 小創造大挑戰	The World Robot Olympiad	2020-2021	表演獎	3B 陸曉慧 3B 葉熹縉 3D 陳珮喬
俊和 2020 網上虛擬 遙控模型車 精英挑戰賽	香港遙控模型車 總會	2020-2021	團體 全場總季軍	3C 林紀泰 4B 周啟康 4B 樊守峰 4B 李澤銘 5A 陳彥達
			A 組亞軍	4B 樊守峰
			B 組季軍	4B 周啟康
			A 組殿軍	4B 李澤銘
			A 組第九名	3C 林紀泰
元朗區青年網絡 發展計劃 2020-2021 STEM 工作坊暨比賽	元朗民政事務處	2020-2021	季軍	4B 樊守峰 4B 李澤銘 4B 吳浩朗 5A 陳彥達
			優異獎	3B 葉熹縉 3B 陸曉慧 3C 林紀泰 3D 陳珮喬

2021 年穗港澳 青少年科技體育模型 鐵人三項邀請賽	香港遙控模型車 總會	2020-2021	一等獎	3C 林紀泰 4B 周啟康 4B 樊守峰 4B 李澤銘
有機大使培訓計劃 (個人組)	香港浸會大學 及香港有機資源 中心	2020-2021	有機大使培訓 計劃(個人組) 傑出有機大使	5A 楊恩明
			廚餘紮染比賽 冠軍及 最受歡迎獎	5A 楊恩明
			有機事實與 迷思-通訊軟件 貼圖設計比賽 季軍及 最受歡迎獎	5A 楊恩明
			有機大使培訓 計劃(個人組) 金獎	5A 楊尚樺 5D 嚴達俊
			有機大使培訓 計劃(個人組) 銀獎	5A 馮尹唯
Our Ambassadors “Mommy Light” and “Daddy Light” Celebrating the Lunar New Year - Auspicious Messages / Chinese Costume Design Competition	EDB	03/02/2021	Meritorious Prize	3B LAI Wing-yu
「世界心臟日」香港 心臟基金會繪畫比賽	香港心臟專科學 院及世界心臟日	2020-2021	精英獎	5A 黃靜怡

「食物安全 5 要點」 環保袋設計比賽	衛生教育展覽 及資料中心	2020-2021	優異獎	3C 吳璟欣
Sovereign 藝術基金會 香港學生獎	Sovereign 藝術基金會	2020-2021	香港學生獎 最佳 20 名	6C 楊馥瑜
第三十三屆和平海報 設計比賽	國際獅子總會 中國港澳 三 0 三區	2020-2021	優異獎	1A 陳芷彤 1E 朱可澄
“身心健康”2020- 2021 系列全港校際 比賽暨粵港澳大灣區 學生邀請賽	素質教育發展 中心	05/2021	個人 西洋畫比賽 季軍	5A 黃靜怡
元朗區防疫標語 創作大募集	元朗市 分區委員會及 元朗民政事務處	15/01/2021	中學組 優秀作品獎	5A 吳偉南
新春 WhatsApp Stickers 創作比賽	中銀香港	2020-2021	最踴躍參與 學校優異獎	趙聿修紀念中學
國際兒童及青少年 鋼琴大賽 (初中組)	環球藝術體育 文化協會	06/2021	鋼琴初中組 冠軍	1D 楊杏妍
第五屆(台灣)亞洲· 愛琴海藝術講堂及 音樂大賽 - 香港區 選拔賽 2021	香港青少年表演 藝術交流 發展協會	05/2021	鋼琴四手聯彈 C 組 冠軍	1A 陳芷彤 1A 鄭熙霖

「悠揚古典」 天水圍青少年 中西樂器表演大賽 (第五屆)	香港青年協會 賽馬會 天悅青年空間	03/03/2020	管樂組 中級組別 冠軍	2A 翁海澄
			管樂組 中級組別 季軍	1D 楊杏妍
			鋼琴組 中級組別 冠軍	1D 楊杏妍
			鋼琴組 中級組別 亞軍	2A 翁海澄
Hong Kong School Drama Festival 2020/21	The HKAC ART SCHOOL	2020-2021	Award for Outstanding Script (Secondary Cantonese Group)	5D SIN Wing-yan 5D WONG Choi-yee
			Award for Outstanding Director (Secondary Cantonese Group)	5D SIN Wing-yan 5D WONG Choi-yee
			Award for Outstanding Performer (Secondary Cantonese Group)	3D TSO Hoi-ting 5A WONG Chun-kiu 5A YEUNG Shuk-ting 5D WONG Choi-yee
			Award for Outstanding Performer (Secondary English Group)	2A YUNG Hoi-ching 2B CHAN Hiu-suet 2B WONG Nga-chit

			Award for Outstanding Audio-visual Effects (Secondary Cantonese Group)	Chiu Lut Sau Memorial Secondary School
			Award for Outstanding Cooperation (Secondary Cantonese Group)	Chiu Lut Sau Memorial Secondary School
			Award for Outstanding Cooperation (Secondary English Group)	Chiu Lut Sau Memorial Secondary School
			Award for Commendable Overall Performance (Secondary English Group)	Chiu Lut Sau Memorial Secondary School
2018-20 《基本法》 大使培訓獎勵計劃	教育局	2018-2020	獲獎大使	4A 吳佩如 4D 胡依霖 5A 吳偉南 5A 曾家裕 5A 馮尹唯 5A 黃靜怡 5A 楊恩明 5B 龍建豪 5D 陳如儀 5D 黃郢

首屆《國安法、 基本法通通識》 全港中學線上挑戰賽	善德基金會	15/04/2021	最傑出學校 表現獎 季軍	趙聿修紀念中學
			最具人氣 學校獎 季軍	趙聿修紀念中學
			校內最強 知識王 首三位	1A 鄧俊堯 1E 溫鎬謙 3A 趙穎莉
歷史在線問答比賽	善德基金會及 青識教育發展 中心	01/2021- 03/2021	最具人氣 學校獎 季軍	趙聿修紀念中學
			最傑出學校 表現獎 季軍	趙聿修紀念中學
2020 國家憲法日 網上問答比賽	教育局	12/2020	最積極參與 學校獎	趙聿修紀念中學
			全港中學生 優異獎 首十名	2A 林紫滄 6B 蘇德立
校際網上知識產權 問答比賽 2020	知識產權署	01/03/2020	初中組 優異獎	1C 金善美 2A 陳芷晴 2B 王穎文
超凡校園嘉許計劃 2020-2021	生命教育基金會	2020-2021	獎學金	3B 陸曉慧
PolyU HKCC Business Excellence Contest	The PolyU HKCC	19/02/2021	Judges Commendation	4A WONG Sin-man 4C WONG Hiu-lam 4C WONG Sin-man 4D CHAN Yan-yin 4D WONG Tin-yan

FedEx Express / JA International Trade Challenge	The FedEx Express and the JAHK	28/01/2021	Finalist Team	5A 5D	TSANG Ka-yu CHAN Yu-yee
紫燕榮譽女童軍獎章	香港女童軍	2020-2021	紫燕榮譽女童軍獎章	6B	葉卓賢
優秀女童軍獎	香港女童軍	2020-2021	優秀女童軍獎	6B	葉卓賢
「青年好動」體育發展計劃	香港青少年協會及賽馬會	2020-2021	曾一起跑過的 9 分鐘	5A	楊恩明
青協線上背包跑 Run For Wellness 2021-「10 公里自癒之旅」	香港青少年協會及賽馬會	2020-2021	Certificate of Achievement	5A	楊恩明
Building a Financially Capable Generation – Global Innovation Challenge	The JA Worldwide and the HSBC	2020-2021	Global Finalist	4B 4B 4B 4B 4C 4C 4C	CHAN Pui-nam NG Yui-yi PAN Kin WONG Tsz-fei CHENG Uen-kiu, Tiffany KWOK Po-lok LEUNG Yiu-fai
Building a Financially Capable Generation – Innovation Challenge	The JA Worldwide and the HSBC	2020-2021	Champion	4B 4B 4B 4B 4C 4C 4C	CHAN Pui-nam NG Yui-yi PAN Kin WONG Tsz-fei CHENG Uen-kiu, Tiffany KWOK Po-lok LEUNG Yiu-fai

			First Runner-up	5A CHAN Lok-yi 5A HO Yan-yuet 5B TANG Chiu-yee, Annabelle 5B WAN Wing-yi 5B WANG Minyi 5C CHAN Lok-yiu 5D LEE Yu-ching
“星夢劇場 – 健康校園計劃”	教育局訓育及輔導組	2020-2021	嘉許狀	1B 鄭雅菁 1C 鍾子琪 1E 張子陽 1E 朱嘉桐 1E 凌浩桓 1E 尹蔚鏗 2D 韓韓 2D 李智聰
學生環境保護大使計劃	環境運動委員會	2020-2021	傑出學生環境保護大使金獎	5A 楊恩明
			傑出學生環境保護大使銀獎	5D 嚴達俊
			學生環境保護大使優異獎	4A 葉慧琳 4A 吳佩如 4A 黃鈺婷 4D 張嘉傑 5A 馮尹唯 5A 譚浩源 5A 楊尚樺

全港中學生環境污染 常識網上問答比賽	綠色力量	2020-2021	嘉許獎 第三名	5D 李燁森
			嘉許獎 第二十三名	5A 楊恩明
			嘉許獎 第二十六名	4C 吳思潼
			嘉許獎 第八十九名	2A 鍾欣
			嘉許獎	1E 陳力豪 3C 范良諺 4D 鄧鈺婷 6B 林澤鈞 6D 陳穎嫻
			表現優異	1E 陳力豪 2A 鍾欣 3C 范良諺 4C 吳思潼 4D 鄧鈺婷 5A 楊恩明 5D 李燁森 6B 林澤鈞 6D 陳穎嫻
「歷史好知味」之 全港中學生 廚神烹飪比賽	教育局及長春社	2020-2021	冠軍	2D 韓韓
2020-2022 年 VTC 應用學習 「西式食品製作」 競技大賽	職業訓練局	2020-2021	甜品分流 「最具創意 特色獎」	5B 區凱婷

All Hong Kong Schools Jing Ying Table Tennis Tournament 2020-2021	The Hong Kong Schools Sports Federation	2020-2021	Boys - Singles Seventh Place	5C LAW Chun-kin
A.S. Watson Group HK Student Sports Award	The A.S. Watson Group	2020-2021	2020-2021 A.S. Watson Group HK Student Sports Award	6C LAW Chun-ho
Millennium Entrepreneurship Programme	The Wofoo Social Enterprises	12/2020- 04/2021	Merit Award	5A CHAN Lok-yi 5A CHIU Chor-tung 5C CHAN Lok-yiu 5C WONG Hiu-tung
「卓越今天，成就將來」青少年領袖 獎勵計劃 2021	馮漢柱教育 信託基金及 萬鈞教育基金	2020-2021	優秀學生	5A 吳偉南

E. Major Concerns

Major Concern 1

To enhance students' academic performance by raising the effectiveness of learning and teaching

1st Objective

To enhance students' confidence and strategies in learning

Areas of Success

1. Students were equipped with diversified learning strategies.

- 1.1 During the on-line lesson period, all teachers made use of different learning tools such as eLearning apps, self-prepared videos, voice recordings, cloud-based platforms, flipped classroom, google classroom and websites to facilitate students' self-directed learning and their completion of the learning tasks.
- 1.2 In order to enrich the students' exposure to different learning strategies, Subject Departments arranged various kinds of activities beyond the classrooms. For instance, 13 Chemistry students visited the Laboratory of HKBU, BAFS students attended seminars about virtual banking and virtual company tour, Visual Arts organized Visual Arts Graduation Exhibition 2021, Geography students learnt fieldwork skills from Ho Koon Nature Education cum Astronomical Centre and 4 students participated in Putonghua Speech Festivals.

2. Academic Month, Scholar Scheme and Students' Sharing Sessions were organised.

- 2.1 9 Subject Departments (Chinese Language, English Language, Mathematics, Liberal Studies, Science, Biology, Chinese History, History and Visual Arts) and Reading to Learn Team put together a rich variety of engaging and interesting activities in the Academic Month held in May 2021. Apart from deepening the subject knowledge, the learning carnival provided opportunities for the students to apply the knowledge learnt to their daily lives.

- 2.2 A pilot ‘Scholar Scheme’ was tried out in Biology and ICT. 4 S.4 students who completed HKUST Dual Programme 2020 shared the knowledge learnt with the peers in July. 1 student in S.3 and 1 student in S.5 demonstrated the operation of ‘Smart Mini Greenhouse’ to S.2 students in May. A peer learning culture was promoted to enhance active learning.

3. Junior Form students were provided with opportunities to develop their learning skills and to cultivate good learning habits.

- 3.1 A mass programme on study skills, mainly note-taking, memory and reading skills were held for Junior Form students in the First Term. 15 students in senior forms joined a pilot scheme about logical thinking skills. With the positive feedback from the participants, the programme would continue to be provided in the next school year. Subject teachers were encouraged to adopt such skills and incorporate them in their teaching.
- 3.2 Apart from the mass programmes, various strategies were adopted by different subject departments to enhance students’ learning skills. For the English Department, Junior Form students were required to keep a learning logbook and complete their reflection on journal writing. Science Department provided more scenario-based experiments to motivate the students’ inquiry skills. History and Chinese History Departments asked students to watch videos and search online information to enrich their understanding of various topics.

4. Reading was promoted across the curriculum.

- 4.1 Subject related reading materials were prepared by different departments to broaden the students’ horizons about the topics covered in the curriculum.
- 4.2 The English Department joined the ‘32nd Annual Book Report Writing Competition for Secondary School Students’. 10 entries with 2 from each level were submitted. The Chinese Department encouraged students to use HyRead platform to read extensively. The History Department integrated ‘Reading to Learn’ with the school-based learning materials of ‘The Golden Age of Islamic Civilization’.
- 4.3 The Reading to Learn Team collaborated with different Subject Departments and Functional Teams to promote reading across curriculum. With the provision of subject-based reading texts and book sharing on positive thinking, students could widen their perspectives and make reflections of themselves.

2nd Objective

To cater for students' diversity

Areas of Success

1. Appropriate strategies were employed to cater for students' diversity.

All Subject Departments adopted different strategies to cater for learners' diversity, such as preparing graded learning tasks for students of different abilities (English Department, Music Department and LS Department); Buddy System (Mathematics Department) and Cooperative Learning (LS Department) were also adopted to cater the students of mixed abilities. In addition, Adaptive Blended Learning (BAFS), a combination of classroom teaching and online learning was tried out to encourage students to adopt self-learning. A total of 354 self-prepared videos, covering 43 chapters of the Biology Curriculum, were uploaded to a platform for students to access and review at their own learning pace. An active learning culture was promoted to cater for the student' learning needs.

2. Students were provided with enrichment and enhancement programmes.

- 2.1 All Subject Departments provided enrichment and enhancement programmes for the senior form students to better equip them for the internal and external assessments.
- 2.2 102 students in S.1-S.3 and 10 students in S.4-S.5 took initiative to join tutorial classes (功課研習班) taught by alumni in the Second Term to enhance their academic performances.
- 2.3 To help the S.1 and S.2 students who got unsatisfactory results in three core subjects in the First Term Examination, enhancement programmes consisting of six 1.5 hours sessions were held on Saturday mornings from April 2021 to May 2021. There were 55 participants in S.1 and 69 participants in S.2.
- 2.4 The tutors agreed the students were generally obedient but passive in learning. They could attain better results, particularly the S.2 students, if they exerted greater efforts to enrich their vocabularies and develop their generic skills. Guidance and support were promptly offered to improve their learning habits and learning strategies.
- 2.5 To evaluate the students' performance, a post-test was held to compare the results of the previous assessments. Most students showed slight improvement.

Subjects	No. of Participants	%. of students showed improvement	Average score in post-test (100%)	Highest score in post-test (100%)
Chinese	15	80%	56	79
English	28	36%	46	62
Mathematics	12	67%	48.5	86

The evaluation of the S.1 Enhancement Programme

Subjects	No. of Participants	%. of students showed improvement	Average score in post-test (100%)	Highest score in post-test (100%)
Chinese	21	100%	57	85
English	26	85%	50	71
Mathematics	22	67%	40	67

The evaluation of the S.2 Enhancement Programme

The percentage of S.1 students who agreed to these statements.				
Subject	No. of Participants	The performance of the tutor was satisfactory.	The course could help to improve my academic performance.	The course could arouse my interests and build up my confidence on the subject.
Chinese	15	93%	93%	73%
English	28	96%	86%	79%
Mathematics	12	100%	92%	100%

The results of a student survey about the S.1 Enhancement Programme

The percentage of S.2 students who agreed to these statements.				
Subject	No. of Participants	The performance of the tutor was satisfactory.	The course could help to improve my academic performance.	The course could arouse my interests and build up my confidence on the subject.
Chinese	21	100%	100%	100%
English	26	100%	100%	100%
Mathematics	22	95%	91%	82%

The results of a student survey about the S.2 Enhancement Programme

- 2.6 To widen the gifted students' exposure, 15 students in S.4 and S.5 were nominated to join the summer courses organized by HKUST and CUHK respectively. They attended courses related to science, engineering, law, medicine, business management and social sciences. Students enriched their learning experiences and better prepared themselves for tertiary education.
- 2.7 1 S.2 student won the Third Prize in the International Junior Science Olympiad, and 1 S.5 student won the Third Prize in the Biology Olympiad. The scientifically gifted students were encouraged to receive training in advanced science subjects.

3rd Objective

To promote STEM education

Areas of Success

1. More subjects were included in promoting STEM education.

6 Subject Departments (Science, Computer Literacy, D&T, H.E., V.A. and Geography) were involved in STEM Project-based Learning for Junior Form students. Students completed different learning tasks including S.1 Smart Desk Tidy, S.2 Smart Mini Greenhouse and S.3 Smart Solar-cell Powered Floating Platform.

2. Collaboration of subjects on selected topics/themes on STEM education was promoted.

- 2.1 A new STEM education curriculum involving various departments was formulated. For example, VA teacher enriched the students with freehand sketching and perspective drawing skills, Computer Literacy teachers taught Micro:bit programming and D&T teachers taught the use of hand tools for making the prototypes.
- 2.2 Students were encouraged to participate in external STEM competitions and got remarkable achievement. 7 BAFS students were awarded Championship in an inter-school competition organized by JA. They put forward the ideas of integrating the digital games with the financial knowledge to make a product to promote financial planning for teenagers. Computer Literacy teachers led students to participate in the 2021 穗港澳青少年科技體育模型鐵人三項邀請賽 organized by Popular Science Education Foundation Limited (科普教育基金有限公司). 4 students were awarded 一等獎 in recognition of their talents to apply STEM knowledge and skills to complete challenging tasks. 5 students (1 S.3 student, 3 S.4 students and 1 S.5 student) won the first runner-up in 俊和 2020 網上虛擬遙控模型車精英挑戰賽 organized by Hong Kong Remote Controlled Car Association Limited (香港遙控模型車總會有限公司).

4th Objective

To enhance teachers' professional competency

Areas of Success

1. Professional sharing among teachers and collaboration exercise through curriculum study were strengthened.

- 1.1 At least one sharing session was conducted in each Subject Department to promote a sharing culture.
- 1.2 3 in-house sharing sessions, two on SEN Thematic Courses and one on 'Hong Kong Society' by teachers were held during the Staff Meetings to enhance teachers' professional competency.

- 1.3 Due to the prolonged suspension of face-to-face lesson, only 78% of teachers completed the collaborative exercises as scheduled. The details were as follows:
- VA and PE
(Physical Fitness)
 - Geography, Science, Visual Arts and Computer Literacy
(Smart Greenhouse)
 - Computer Literacy and Chemistry
(Micro:bit programming and Neutralization Experiment)
 - History and English Language
(The Greek Mythology)
- 1.4 87.8% of teachers attended professional training programmes. 86.1% of the courses were about learning and teaching whereas 55.6% was about students' development.

2. Peer lesson observation was conducted.

92.7% of teachers completed their lesson observation. Some peer lesson observations were cross subjects, such as:

- Mathematics teacher observed English lesson.
- History teacher observed Geography lesson.
- Liberal Studies teacher observed History and Economics lessons
- Physics Teacher observed English, Chinese History and Music lessons

3. Knowledge management was enhanced by building up teaching resource banks.

A resource bank for lesson plans and learning and teaching materials was set up in the Departmental Folder in T drive so as to facilitate professional sharing.

Reflections

1. According to the results of an online survey completed by S.3-S.5 students, all students got used to adopt different strategies to facilitate their studies. About 91% of students preferred to use note-taking whereas about 56% of students liked to have group discussion and pre-lesson preparation. About 94% of students were interested in learning new strategies to enhance their learning capabilities. Mass programmes can be organized to further refine the students' study skills next year.
2. As a pilot scheme to create a rich academic atmosphere at school, an Academic Month was held in May. 90% of teachers and 64% of students agreed the learning activities in the Academic Month could enhance the students' learning curiosity. 56% of teachers agreed it was better to organise the programme in the Second Term and 43% agreed it was good for different Subject Departments to design their own interactive activities to enhance students' learning capacity. As an effective means

to extend learning beyond the classroom, the Subject Departments nurtured the elite students to be Academic Ambassadors to promote and share the inspiring and pleasurable learning experiences with their peers in the Academic Month.

3. According to the online survey completed by S.3-S.5 students, students appreciated the school's efforts to promote reading culture. They agreed that reading lessons (48%), sharing by teachers and peers (46%), cross curricular reading activities (44%) and library tour and thematic book display (41%) were effective means to arouse their reading interests.
4. Teachers were advised to further make use of online platforms to facilitate student learning, particularly the cross-boundary students who needed extra effort to adapt to the new normal.
5. To promote Innovative IT and AI-related activities and competitions, the school would apply for the IT Innovation Laboratory in Secondary School Programme and strengthen the professional network by joining the Government School Learning Circle of Artificial Intelligence to cultivate students' creativity and innovative thinking.
6. A cross-subject peer lesson observation culture was built up. Teachers refined their learning and teaching strategies with more professional interflow.
7. Teachers refined and modified their lesson plans with reference to the comments given by the Principal, Assistant Principals and colleagues in the post-lesson observation meetings.
8. To help the Junior Form students adapt to an English learning environment, forming study groups of selected subjects can be launched to provide intensive care and support to the students of average ability.
9. The school can cultivate the students' reading habit to enhance their learning capacities. Reading across curriculum can be further promoted by providing reading texts with learning tasks to develop students' generic skills.
10. As both positive feedback from the participants and high effectiveness on the improvement of students' academic result were observed, the enhancement programmes can be continued next year.
11. More sharing sessions can be organized for gifted students to showcase their talents and create a rich learning environment.
12. To promote and share good practices, for example, active learning strategies, Subject Departments can engage in theme-based collaborative exercise.
13. Sharing of teaching strategies and lesson plans can be conducted in departmental meetings to enhance the effectiveness of learning and teaching.

Major Concern 2

(a) To promote students' positive thinking and mental health

1st Objective

To provide a healthy school environment and promote positive minds through developing in students a positive thinking attitude

Areas of Success

- 1. A whole school approach was adopted to carry out programmes to help students develop positive core values.**
 - 1.1 77% of Subject Departments and Units/Teams organized programmes to help students develop positive core values.
 - 1.2 Class periods/OLE periods were allocated for the Moral and Civic Education curriculum. Talks and workshops were organized, covering topics of Moral Education, Civic Education, Health Education, Sex & Family Education and Environmental Education. 81.2% of students agreed that the curriculum can foster their positive values.
 - 1.3 Lateness record decreased from 477 to 458 during face-to-face lessons compared to the same period of last year (23.09.2020-1.12.2020). More supervision and pastoral care for our students were reinforced after the resumption of face-to-face classes.
 - 1.4 Misconduct record decreased from 152 to 28 during face-to-face lessons compared to the same period of last year (23.09.2020-1.12.2020). The record of improper uniform was reduced from 533 to 126. In fact, our students behaved well in half-day lessons at school.
 - 1.5 The positive core value 'Care for Others' was instilled in our students despite a prolonged face-to-face class suspension. Their effort in maintaining the classroom cleanliness helped create a positive learning environment.
 - 1.6 Class teachers made 'Sunshine Calls' to students and parents during the suspension of face-to-face classes to show care and encouragement, and to discuss matters such as the on-line lesson performance, needs of technical support, students' emotion and behaviour, etc. Teacher-student relationship was enhanced and students' positive thinking attitude was developed.
 - 1.7 According to the results of the stakeholder survey, 70.2% of students agreed that the school actively fostered their virtues.

2. Relevant programmes and/or competitions, such as services and Healthy School Programme etc. were organized by Community Service Team, subject departments, teams under the Student Development Committee.

- 2.1 14 Subject Departments conducted lessons, arranged various assignments and learning activities to help students develop positive core values and positive thinking attitude. Positive values and attitudes like positive mind, a sense of tolerance and acceptance of others, appreciation, punctuality, responsibility, commitment, care for others, national identity, law-abidingness, concerns for the community and society, care for environment, forgiveness and love, gratitude, perseverance, and healthy lifestyles were introduced through reading and studying about mythology and historical figures, discussing social issues, issue-enquiry, speaking practice, wall painting design, singing, online reading scheme, online quiz competition and drama appreciation, etc.
- 2.2 Online Workshop on ‘Online Etiquette’ for S.1-S.4 students (學習有法。愉快學習工作坊：網上學習守則) (14-18.09.2020) was jointly arranged by Counselling Team and Healthy School Programme. 94% of students showed understanding of the importance of personal data and privacy protection in online learning. 96.3% of students agreed that the workshop reminded them of the importance of mutual respect and support among classmates.
- 2.3 21 Morning Assembly Sharing Sessions were conducted by student representatives of different teams under the Student Development Committee, covering topics of Happiness, Healthy Eating, Reading, Mental Health, Appreciation, Good Family Relationships, Kindness and Care for the Environment, etc.
- 2.4 Flag-raising Ceremonies were held and speeches were delivered by student representatives to enhance the sense of belonging towards the country and sense of national identity among students.
- 2.5 Students attended a series of programmes and competitions, such as 第七屆《基本法》全港校際問答比賽、「基本法 15 小時」課程中三「《基本法》班際問答比賽」、「國事小專家」互動問答遊戲攤位、首屆「國安法、基本法通通識」全港中學線上挑戰賽 and 《基本法》大使培訓計劃 to promote students' understanding of the Basic Law.
- 2.6 Workshop and Talk on “Prevention of Sexual Harassment” were arranged for S.1 students in the post-examination period. (05.07.2021)

- 2.7 Blood Donation Day (15.10.2020) was arranged for our senior form students. 28 students took part in the event. They showed understanding and development of altruism through donating blood to the needy.

3. Life Education Programmes were organized by Counselling Team and other units for students.

- 3.1 S.1 Adjustment Day (中一適應日) (23.09.2020) was arranged by Counselling Team. All students actively participated in the team building activities. S.1 subject teachers reflected that better self-discipline and learning attitude were observed.
- 3.2 Students signed 'My Pledge to Act - Be Grateful and Treasure What We Have, Stay Positive and Optimistic' (我的行動承諾 — 感恩珍惜 · 積極樂觀) to show their commitment to adopt a positive and optimistic attitude towards life, when facing challenges and difficulties.
- 3.3 Positive Thinking Workshop (28.05.2021) was arranged for S.1 students. Students learned more about positive thinking and the skills to cope with negative emotions.
- 3.4 Students joined different voluntary service activities, such as 「元」途有義。「疫」境同行, 「敬老護老愛心券」2020 慈善籌款運動, 2020 「國際義工日」and Volunteer Service Programme held by Health Education Exhibition and Resources Centre. Students exhibited the values of respect for others when participating in those activities.
- 3.5 Students from the two sister schools, Shenzhen Fuyuan School 深圳市富源學校 and Ningbo Zhenhai Jiaochuan College 寧波市鎮海蛟川書院, were invited to write their reflection on how COVID-19 affected their learning and daily life. Our school also selected 5 students in S.4 and S.5 to write how they adapted to the new learning mode and deal with the unexpected challenges. Our students admitted that the pandemic period was a hard time, but they all reflected that online learning might benefit their studies if they possess a grateful and hopeful attitude. Our students also showed gratitude for the government and the specialists' efforts to save the lives of patients.

4. A new Student Handbook ‘Create My Own Sunshine’ was published for junior form students to develop their positive mindset.

A new Student Handbook ‘Create My Own Sunshine’ was published for S.1, S.2 students and used in class periods and English lessons to develop their positive mindset. 82.9% of S.1 and 66.4% of S.2 students agreed that they were more aware of the concepts ‘Happiness, Eat Well, Kindness, Respect, Appreciation, Gratitude and Dreams’.

2nd Objective

To provide a healthy school environment and promote positive minds through developing in students a sense of tolerance and acceptance of others

Areas of Success

1. Students were encouraged to participate in social/voluntary services.

1.1 With the concerted effort of CYC, Girl Guides and Counselling Team, Sign Language Workshop (24.03, 26.03, 09.04.2021) was smoothly conducted by The Hong Kong Society for the Deaf. 96% of students agreed that they realized the needs of the target groups.

1.2 ‘Read a Book, Share the Love’ Project (《悅讀傳愛》計劃) was carried out by the Reading to Learn Team. Soundtracks of books were produced by students and donated to Ebenezer School & Home for the Visually Impaired.

2. Students were provided with opportunities to understand and learn to accept others that are different from them.

A talk on ‘Racial Harmony’ (族裔共融講座) (20.11.2020) delivered by the Publicity Officers of Home Affairs Department was arranged to help students understand and accept the lifestyles and cultures of different ethnic minorities.

3. Community service was organized for different levels of students.

Service-learning programmes (28.05.2021) were organised for S.2 and S.5 students who were given real-life opportunity to apply their knowledge and skills to serve the needy.

4. The culture of appreciation and recognition was fostered among the students.

- 4.1 A video clip showing respect to teachers was produced by students from different levels and sent to all teachers by Moral Education Committee on Respect Teachers' Day.
- 4.2 'Monthly Mutual Appreciation / Sharing on One Little Thing That Makes My Day' (每月互賞/分享一件令我快樂的事) of S.1 and S.2 students was organized. 69.6% of students agreed that the sharing sessions encouraged them to appreciate themselves, their classmates and surroundings.
- 4.3 Online Christmas Singing Contest (網上聖誕歌唱比賽) (21.12.2020) was successfully held. Participants were given an opportunity to demonstrate their talent in music and students were keen to show appreciation for others' performances.
- 4.4 Exhibition, displays of students' good work, peer assessment, oral presentation in lessons, presentations in the morning assemblies were organized by some Subject Departments, for example, Chinese Language, English Language, History, Liberal Studies, Putonghua and Visual Arts. Students appreciated the hard work of others.
- 4.5 According to the APASO results, the average score of the Subscale 'Respect for Others (尊重他人)' was higher than (S.1, S.2, S.5 & S.6) or equivalent to (S.3 & S.4) the HK norm. The average score of the Subscale 'Care for Others (關愛)' was higher than the HK norm in all levels except S.2.
- 4.6 According to the results of the Stakeholder Survey, 80.1% of students agreed that they got along well with their classmates. It reflected that a harmonious and positive school climate was built.

3rd Objective

To equip students with resilience to adversity

Areas of Success

1. Class-teacher periods were refined to cater for the needs of student growth and help students learn to deal with adversities.

9 sets of Class-teacher period teaching materials were revised, namely 「大義滅友」, 「吸煙可能是吸毒的前奏」(S.2), 「我懂得自律地上網」, 「從應節食物看傳統節日的文化」(S.3), 「我的情緒管理」(S.4), 「誠信無價」, 「輕狂少年時」, 「我要挑戰 DSE」(S.5) and 「輸多贏少」(S.6). 5 new topics ('Online Etiquette', 'Study skills', 'Racial Harmony', '感恩珍惜。同心抗疫' and '從自己到他人：接納與包容') were introduced to suit the needs of students.

2. Relevant programmes were organized by the Counselling Team, School Social Workers and Careers & Life Planning Team, such as workshops on dealing with adversities and on understanding one's strengths and weaknesses.

- 2.1 Online 'Dream Theater' (星夢劇場) Programme organized by the EDB was completed. 6 S.1 students and 2 S.2 students received a 10-hour training conducted by professional tutors. They co-acted a short play to show their understanding of drug harms and their firm resistance against drug temptation.
- 2.2 Online Workshop on 'Study skills' (學習有法 - 愉快學習工作坊：學習技巧) (14-18.09.2020) for S.5-S.6 students was jointly arranged by Counselling Team and Healthy School Programme. 92% of students agreed that they had learnt various note-taking skills which could enhance learning effectiveness.
- 2.3 English Department conducted the Penmanship Writing Competition in S.2 with the theme of gratitude and thankfulness in November 2020 to encourage students to be grateful and thankful, leading to a more positive attitude towards adversity.
- 2.4 An online interflow about reading culture and book sharing with Shenzhen Fuyuan School 深圳市富源學校 was held on 07.05.2021. Following an introduction about how to promote reading at school, 2 students in S.3 and 2 students in S.5 exhibited their reading capability and presentation skills in Putonghua and English respectively while they reported their reflections on the Chinese books 《假如給我三天光明》 and 《把夢留住》 and English books 'Tell Me No Lies' and 'Mindfulness for Busy People'. The students' book sharing could help to empower the audience to think positively while facing challenges and difficulties.

3. Bridging Programme for S.4 to ease students' transition from junior to senior secondary curriculum was conducted. S.5 or S.6 students shared their learning experiences with S.4 students.

- 3.1 '中三選科攻略' (06.11.2020)及 '多元升學工作坊' (14.05.2021) were conducted by The Friends of Scouting. Simple Aptitude test was introduced for students to understand themselves and the ways to choose S.4 electives with reference to their strengths and weaknesses.
- 3.2 Class period 'Knowing the World of Work' (04.12.2020) was arranged for S.4 students. Through card game for character analysis and discussion on values of work, students understood more about their strengths and interests.

- 3.3 S.4 Team Building Day (28.05.2021) was arranged by the Counselling Team. Class-based team-building activities were used to enhance a supportive culture in class.
- 3.4 To facilitate a smooth transition for our S.4 students, the Bridging Programme and a sharing session with S.5/S.6 students was held during the post-examination period.
- 3.5 According to the APASO results, the mean score on 'Perseverance (堅毅)' was higher than (S.1-S.3, S.5 & S.6) or equivalent to (S.4) the HK norm. The average score of the subscale 'Problem Solving (解難技巧)' in all levels was higher than the HK norm. It reflected that our students were willing to exert continued effort in pursuit of their goals despite difficulties and failure.

4th Objective

To promote students' mental wellness

Areas of Success

1. Programmes were organized by the Health Education Committee and the Healthy School Programme to promote mental health.

Under the Healthy School Programme, assessment of students' physical and mental health (健康放大鏡：學生身體健康狀況評估) (14, 19 & 20.10.2020) for S.1 and S.5 students was arranged by the Friends of Scouting. 97.3% of participants agreed that the activity helped them realize their condition of physical and mental health. 92.9% of participants agreed that their awareness of personal physical and mental health management was raised. Some cases were referred to School Social Workers, Counselling Team and Class Teachers. Assessment for S.4 students was conducted during the post-examination period.

2. The Counselling Team and the School Social Workers organized relevant talks/workshops for students, for example, Stress Management and Time Management Workshops.

2.1 Online Workshop on Time and Stress Management for S.1-S.5 students (減壓妙法工作坊) (21-25.09.2020) was jointly arranged by the Counselling Team and the SEN Team. 92.2% of students agreed that they were more aware of the effects of emotion on learning and 91.7% students would try different ways to release their stress.

2.2 Online Workshop on Time and Stress Management for S.6 students (壓力 Tap & Go) (18.12.2020) was organised. 96.7% of students agreed that they were more aware of the pressure from studying. 94.4% agreed that the activities helped them learn to release their stress from studying.

3. Subject Department organized other activities to promote mental wellness for our students.

Liberal Studies Department incorporated the promotion of mental wellness into the S.4 curriculum. In Module 5 Public Health, students were asked to write an essay on how to maintain mental wellness.

4. Mindshift Programme (思動計劃) under the EDB School-based Support Services was launched by the Student Development Committee.

10 Student Ambassadors were recruited to join the Mindshift Programme (思動計劃) under the School-based Support Services (SBSS) of the EDB, which aims to promote youth mental health education in our school. They learned various stress coping skills and the knowledge of mental illnesses; they created the Instagram 'clsmss_mindshift' to share inspiring quotes, information about mental health and stress coping strategies; they also shared information on mental wellness at the Morning Assemblies. A Whatsapp Stickers Caption Writing Competition was held in January to raise our students' awareness of different emotions. The Ambassadors composed a song to promote mental wellbeing and joined a yoga class. A talk arranged by the Department of Psychiatry (HKU) for S.4 students was conducted on 26.03.2021.

5. Wellness Carnival was organised by the Student Development Committee.

Wellness Carnival (健康生活樂繽紛) (21-22 & 24-26.05.2021) was jointly organized by the Counselling Team, the Reading to Learn Team, the Health Education Committee, the Home Economics Department, the Healthy School Programme and the Mindshift Programme. Various activities, including Song Dedication, Sharing at Morning Assemblies, Handicrafts for S.4 and S.5, Game Booths for S.1 to S.3, 5-min Relaxation Tips, Fitmind Exercise conducted by the Mindshift Ambassadors, Distribution of Cheer-up Kit and Dried Fruits, etc. were arranged. 75.7% of students agreed that they were more concerned about the importance of mental wellness. 72% of students agreed that a more positive and supportive atmosphere in school had been created.

5th Objective

To provide more guidance on life planning

Areas of Success

1. Individual life planning was provided to students.

- 1.1 A class period about 'Individual Planning Portfolio' (26.03.2021) was arranged by the CLP Team for the S.5 students. Students knew more about the JUPAS application procedures and programmes entry requirement. They were also guided to meet their careers goals through choosing and taking suitable programmes at tertiary institutions.
- 1.2 In order to provide the general information of the JUPAS system, a JUPAS Talk offered by the Hok Yau Club (25.09.2020) was arranged. Very positive feedbacks were received from students as well as class teachers. Both teachers and students acquired more knowledge about the JUPAS system and admission requirements of different tertiary institutions.
- 1.3 To allow students to make informed programme choices, Class Teachers offered guidance and counselling to individual students in the Class Period 'JUPAS Programme Choices' (20.11.2020). Students knew more about the JUPAS Score Calculator which helped them to prioritize their JUPAS choices. Students also learned more about the admission requirements of different programmes offered by the tertiary educational institutions. With all these information, student could better plan for their future studies.
- 1.4 Compass Programme, conducted by the School-based Educational Psychologist, was jointly organised by the Counselling Team and the CLP Team. 7 S.5 boys joined the programme. All of them agreed that they had a better understanding of their own capabilities and career/academic aspirations.
- 1.5 English Teachers taught S.5 students to write their own self-account in the second term, which allowed them to reflect on their learning and make their life planning.
- 1.6 S.4 students wrote an article titled 'Planning for the Gap Year' in a Chinese Language lesson to reflect on their future planning to pursue their dreams.

2. Goal setting and life planning sessions were provided to junior form students.

- 2.1 A class period on the theme of ‘Knowing Yourself - My Interest and Potential’ (16.10.2020) was arranged by the CLP Team for S.1 students. Class teachers instructed students to review their own personality, ability and interest. Most students set their own short-term and long-term study goals. Students had a better self-understanding about their own interest and potentials.
- 2.2 Class periods about ‘Occupational Choices - Walk of Life’ (16.10.2020) and ‘Career Explorer’ (11.12.2020) were arranged for S.2 students. Through reading, group assignment and presentation, students knew more about a variety of professions.
- 2.3 A class period on the theme of ‘Working and Learning Attitude’ (27.11.2020) was arranged by the CLP Team for S.3 students. Students knew more about the connection between senior secondary subjects and career paths. Students got a good understanding of their own strengths and weaknesses, which let them make clever subject choices amongst the S.4 electives.
- 2.4 According to the APASO results, our students’ average mark in the subscale ‘Goal setting’ (目標設定) was higher than the HK norm.

Major Concern 2

(b) To provide opportunities for students to stretch their potentials

Areas of Success

1. **A whole school approach was adopted to provide opportunities for students to understand their strengths and weaknesses so as to stretch their potentials. Students were encouraged to participate in various inter-school and intra-school competitions and activities to stretch their potentials.**
 - 1.1 CLSMSS Visual Arts Exhibition 2019-2021 was held at the Yuen Long Theatre from 23rd to 26th March 2021. Different forms of drawing including painting, sketching, watercolouring, design, combination of media, etc. were displayed to demonstrate students’ talents in visual arts.
 - 1.2 S.6 Graduation Visual Arts Exhibition 2021 was held at Hong Kong Cultural Centre to showcase graduates’ aesthetic achievements.

- 1.3 Some Subject Departments nominated and trained students to participate in activities and competitions so as to stretch their potentials. Activities and competitions included:
 - 1.3.1 Sovereign Art Foundation Students Prize Hong Kong 2020
 - 1.3.2 Positive Parents Campaign: ‘Mommy Light’ and ‘Daddy Light’ Celebrating the Lunar New Year — Chinese Costume Design Competition (正向家長運動：親善大使「媽咪 Light」、「爹哋 Light」過新年 — 華服設計比賽)
 - 1.3.3 Biology Olympiad
 - 1.3.4 Respect · Tolerance · Responsibility · Care Slogan Writing Competition 2020 (尊重 · 包容 · 負責 · 關愛標語創作大賽 2020)
 - 1.3.5 WROHK 小創造大挑戰 Competition 2020
 - 1.3.6 International Junior Science Olympiad (IJSO) - HK Screening Test 2021 (2021 國際初中科學奧林匹克 – 香港選拔賽)
 - 1.3.7 Chemist Online Scheme
 - 1.3.8 7th Field Report Competition
 - 1.3.9 Secondary School Online Quiz Competition on Knowledge of Environmental Pollution
 - 1.3.10 Organic Ambassador Training Scheme
 - 1.3.11 全港青年演講比賽
 - 1.3.12 「寫意存情」全港原子筆中文書法比賽
 - 1.3.13 國史教育中心（香港）歷史短文創作大賽
 - 1.3.14 香港大學中國歷史研究文學碩士課程同學會青年史學家年獎
 - 1.3.15 粵港澳大灣區學生邀請賽個人西洋畫比賽
 - 1.3.16 2 S.1 students, 9 S.2 students, 4 S.3 students, 4 S.4 students and 5 S.5 students joined the mathematics training courses offered by our Mathematics teachers.
- 1.4 Our students achieved outstanding results in the above-mentioned activities:
 - 1.4.1 1 S.6 student won the Top 20 of the Sovereign Art Foundation Students Prize Hong Kong 2020.
 - 1.4.2 1 S.5 student won the Third Prize in 粵港澳大灣區學生邀請賽個人西洋畫比賽.
 - 1.4.3 1 S.5 student won the Third Prize in the Biology Olympiad while 1 S.2 student won the Third Prize in the International Junior Science Olympiad.

- 1.4.4 10 students joined the Secondary School Online Quiz Competition on Knowledge of Environmental Pollution and were awarded Certificate of Appreciation. 4 of them attained the Top 100 Highest Scores. 1 S.5 student won the Second Runner-up in the competition.
- 1.4.5 In 73rd School Music Festival, we had 29 entries. Our students were awarded Certificate of Honour (1), Certificate of Merit (17) and Certificate of Proficiency (6). One student was the 1st runner-up and three students were the 2nd runner-up.
- 1.4.6 1 S.2 student was nominated to join the International Junior Science Olympiad (IJSO) 2020 - Hong Kong Screening and he won the 3rd Honour. He got an opportunity to join a training programme to be the representative of HKSAR in the International Competition. This student was also nominated to join the Pilot Scholar Scheme. He will share the topic about AI with other students.
- 1.4.7 3 S.3 students were nominated to partake in the WROHK 小創造大挑戰 Competition 2020. Participants successfully finished the scheduled tasks such as making a video clip and a model LEGO machine for troubleshooting the natural problems. Our team won the Presentation Award in the Junior Secondary Section.
- 1.4.8 8 S.3 - S.5 students were nominated to join the 元朗區青年網絡計劃 STEM 工作坊暨比賽.
- 1.4.9 4 students from S.4 joined the 7th Field Report Competition organized by Caritas Chan Chun Ha Field Studies Centre and EdUHK. They worked as a team to make a proposal for fieldwork in Nam Sang Wai. They entered the final round and presented their report to the judges. They received the Merit Award.
- 1.4.10 1 student was awarded 'The Most Outstanding Organic Ambassador' (Individual Group) of the Organic Ambassador Training Scheme organized by Hong Kong Organic Resource Centre and HKBU.
- 1.4.11 The English Drama Team joined the Hong Kong School Drama Festival and received the Award for Outstanding Performer, the Award for Outstanding Cooperation and the Award for Commendable Overall Performance. The team also joined the Improvised Drama Competition, the Inter-Government Drama Festival and produced a DVD for sharing.

- 1.4.12 A Talent On-line Platform was created for the S.1 students to input their interests, talents and achievements.
- 1.5 According to the results of the Stakeholder Survey, 70.5% of students agreed that through participation in the school's extra-curricular activities, their life skills were enhanced.
2. **HODs spotted out and nominated gifted students to participate in Gifted Education Programmes and Competitions such as Mathematics Olympiad, Chemistry Olympiad, etc. Scholar Scheme (精英培訓計劃) for students with excellent performance in different aspects was launched to enhance their sense of achievement and satisfaction.**
- 2.1 1 and 8 S.4 students were elected to join 校園作家大招募計劃 and 全港校園導讀比賽及工作坊 organized by the Hong Kong Federation of Youth Groups respectively.
- 2.2 Selected S.4 students regularly attended on-line Biology or Chemistry lessons offered by the HKUST Dual Programme 2020. They conducted sharing sessions for their peers according to the requirements of the Scholar Scheme.
- 2.3 1 S.4 student and 1 S.5 student completed the on-line screening programme and would be admitted to the HKAGE regular courses in the next academic year.
3. **Teacher-in-charge of clubs and committees were encouraged to appoint S.2 - S.4 students as committee members.**
- 64.3% of committee members of various Teams and Clubs, and student ambassadors were recruited from S.2 - S.4. They organized a wide array of activities for their schoolmates which helped stretch their talents and potentials.

Reflections

1. Due to class suspension and half-school day mode resulted from the COVID-19 pandemic, many programmes and activities were cancelled or postponed to the next school year.
2. A new student Handbook titled 'Create My Own Sunshine' for all Junior Form Students will be published to help students develop positive core values.
3. The themes and contents of the Moral and Civic Education Curriculum will be fine-tuned to meet the needs of students.
4. After a long period of on-line learning, students' sense of self-discipline and self-management skills need to be reinforced in the next academic year. More supervision and pastoral care should be provided for the students. Discipline Team will fine-tune the school regulations.
5. Service-learning programmes will be strengthened to promote students' sense of respect for others and care for others.
6. Wellness Carnival will be continued next year, preferably in autumn or winter so that a wider range of activities can be offered.
7. More external resources and support, for example, the 'CLAP for Youth @ JC', can be deployed to provide a wider range of life planning programmes.
8. A workshop about the writing of Self-Account was organised for S.5 students during the summer tutorials.
9. To encourage students' participation in other learning experiences, subject teachers can provide more information about competitions, events or activities organized by external parties.

F. Financial Summary (Government and Non-government Fund)

1. ESCBG Account (Financial Year 2020/2021) (1/4/2020 – 31/3/2021)

	Income \$	Expenditure \$
Balance B/F from 2019/2020 Financial Year	744,721.00	- - -
(a) Non-school-specific grants		
- Subject Grants	610,918.00	101,984.00
- Other Education Purposes	0.00	300,000.00
- Baseline adjustment - GSS	(77,271.00)	
Sub-total:	533,647.00	401,984.00
(b) School-specific grants		
- Composite IT Grant	497,293.00	350,311.00
- Extra Recurrent grant under ITE4 - GSS	27,808.00	27,808.00
- Capacity Enhancement Grant	936,610.00	672,440.00
Sub-total:	1,461,711.00	1,050,559.00
(c) SBM Top-up grants	50,204.00	0.00
Sub-total:	50,204.00	0.00
Surplus C/F for 2021/2022 Financial Year	1,337,740.00	- - -

2. Extra-curricular Account (School Year 2020/2021)

	\$
Balance B/F from 2019/2020 School Year	372,557.44
Income	617,572.10
Expenditure	612,082.70
Year Surplus	5,489.40
Total Balance C/F for ECA A/C in 2020/2021 School Year	378,046.84

3. SMI Fund Account (School Year 2020/2021)

	\$
Balance B/F from 2019/2020 School Year	201,751.56
Income	114,000.97
Expenditure	212,647.00
Year Excess	(98,646.03)
Total Balance C/F for SMI Fund A/C in 2020/2021 School Year	103,105.53