

# **Chiu Lut Sau Memorial Secondary School**



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

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## **A. Management and Organization**

### **1. School Vision and Mission**

#### **School Vision**

We provide students with a balanced education aiming 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**

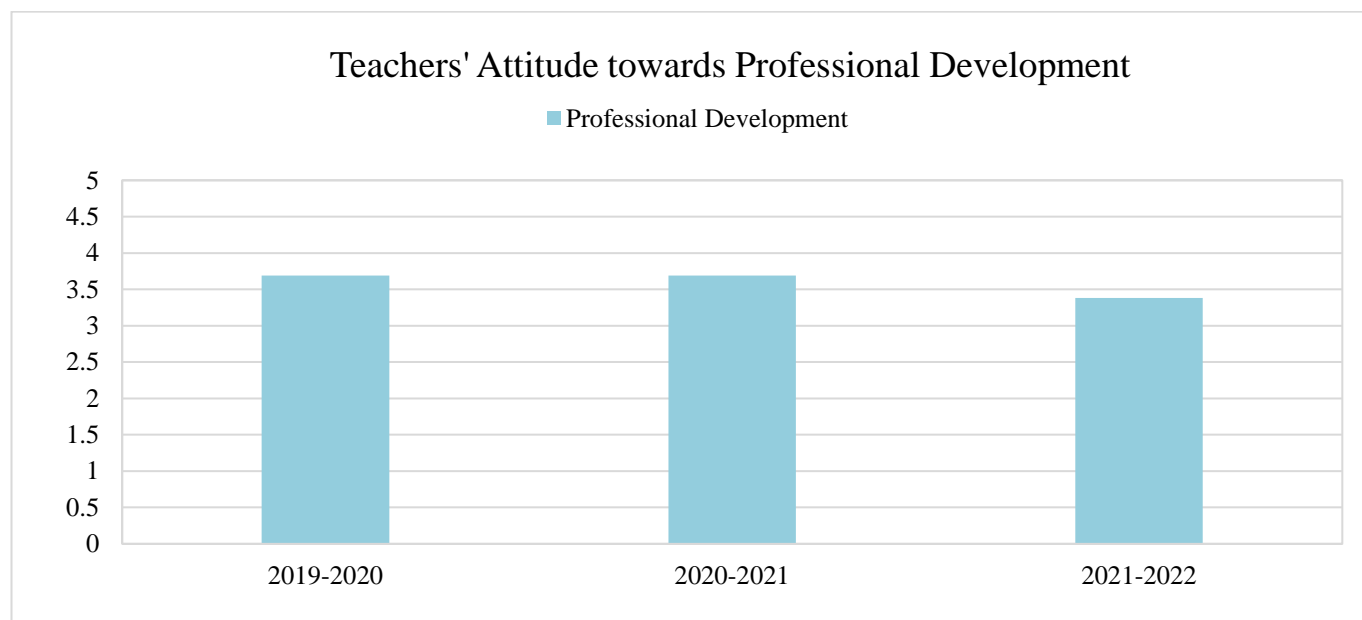
Our school is a grammar school which offers a 6-year diploma-level course with 25 classes. English is the main medium of instruction. The class structure is 4 classes for S1 - S2 and S4 - S6 and 5 classes for S3. A diversified curriculum is offered in S4 - S6 with no clear distinction of the main streams 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

Altogether 3 Staff Development Days, including programmes such as visit to the Hong Kong Polytechnic University, seminar on National Security Law, etc., were organised in the 2021 – 2022 academic year. The results of the Stakeholders' Surveys conducted over the past three years indicated that our teachers possess a positive attitude towards professional development.

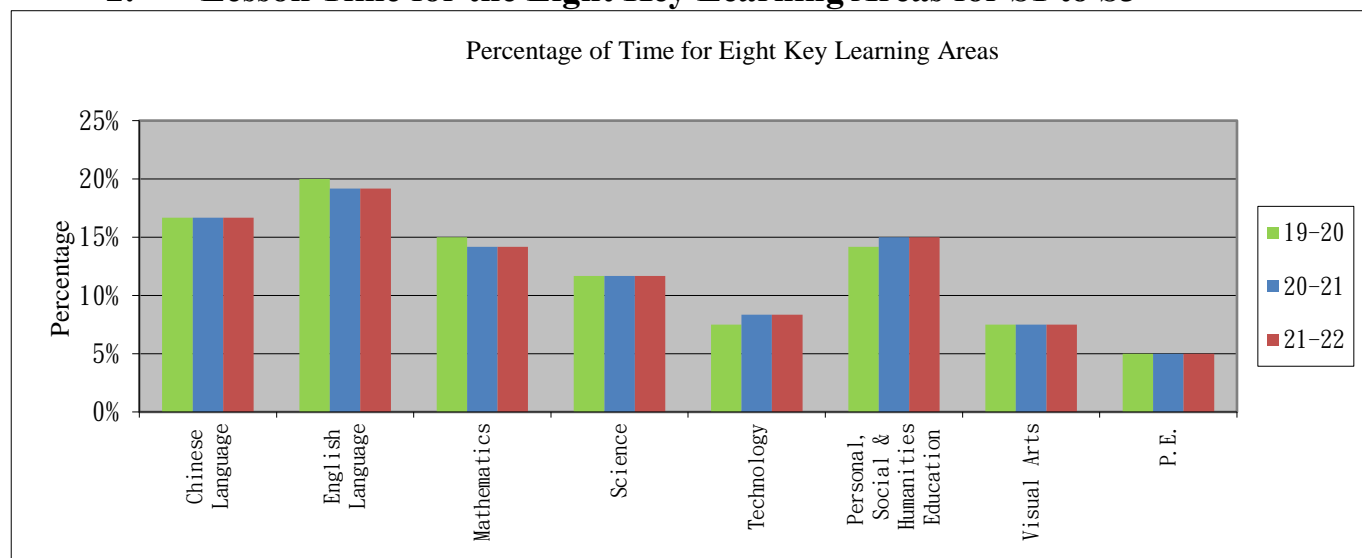


## B. Learning and Teaching

### 1. Number of School Days

School Years	2019-2020	2020-2021	2021-2022
Number of school days	202	190	190

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



### 3. Students' Attendance

	2019-2020	2020-2021	2021-2022
S1	98.3%	99.6%	99.3%
S2	98.4%	99.5%	99.3%
S3	99.3%	99.3%	99.1%
S4	98.1%	98.6%	98.5%
S5	98.0%	97.4%	98.4%
S6	95.8%	97.1%	95.3%

### 4. Students' Reading Habit

One of our school's Major Concerns is to promote reading across curriculum and arouse students' interest in reading. The Reading to Learn Team organized a series of reading activities and collaborated with different departments and external bodies to achieve these aims.

#### 4.1 Cross-curricular reading activities

4.1.1 The Sunshine Reading Scheme continued to provide students with extraordinary reading experience with a selected theme for each month, such as 'October: Cultures of the World' and 'November: Life Planning, Health and Sport'. Not only did students read theme-related books in their homerooms, they also took part in library tours, eReading activities and theme-related reading activities in this scheme, such as participating in an interactive quiz about travelling destinations, reading a leaflet about health tips and putting them into practice. The kick-off ceremony of the scheme including Appointment of Ambassadors, Presentation of Badges and briefing sessions for parent volunteers and class teachers was conducted in October 2021 (involving 19 student volunteers, 8 parent volunteers, 16 class teachers). This year we had recruited more student volunteers as we would like to train them to take up a more important role in leading the scheme in the near future.

4.1.2 In S.6 Chemistry lessons, articles about green matters and technologies were given to students to read in order to let them learn about the development of the issues in China and other countries. Students were able to grasp the ideas of importance of sustainability and their awareness of China's recent development was raised.

- 4.1.3 During the online period, students were encouraged to keep reading so as to keep up with the learning pace. The School Library recommended books for students to read during that period and collected students' book reports when school resumed. Teacher's sharing in Chinese lessons and English Bookmark Design Competition were other activities held to promote reading.
- 4.1.4 In the post-examination period, a newly introduced event was arranged for S.1 students. They visited Legoland Discovery Centre Hong Kong to gain hands-on experience of using blocks to create figures in real life and images in films. Each participant received a story book about blocks after the trip to enhance their imagination, interest in reading and understanding of elements of STEAM in authentic situations.
- 4.1.5 Thematic activities were organized throughout the year with the collaboration of subject departments (Chinese, English, History, Home Economics, Music and Visual Arts) and functional teams (Healthy School Programme and Moral Education). Students immersed themselves in seasonal events at Mid-Autumn Festival, Halloween, Christmas, on Father's Day, Mother's Day and in summer. Games stalls and activities, such as riddles, origami, paper lanterns and resin baubles making, were some of the popular ones among students. Students also read materials such as articles, stories and recipes about particular festivals with a festive music background on campus.

## 4.2 Promotion of Reading

### 4.2.1 HyRead platform

To promote eReading among students, the school subscribed to an online reading platform HyRead with the Reading Grant. An array of books, such as novels, audiobooks, magazines and comics are available for students to borrow anytime and anywhere. The topics cover languages, cultures, arts, science, religions and business. The usage rate of the platform was encouraging. At the beginning of the school year, a record high of 1,288 pieces of materials were borrowed, with most of the borrowers from S.1. 625 visits were recorded on average each month. Throughout the school term, the total usage rate reached 6,257, which was remarkably higher than that of last year (5,180).

- 4.2.2 CLSMSS Joyful Reading Platform: ‘CLSMSS Joyful Reading’ was a school-based reading platform where students and teachers shared their beloved reading materials through video clips. This year, a Parents’ Sharing column has been set up to further enhance the platform and encourage school-parent cooperation. The videos were played in some of the reading sessions, where parent volunteers also took the chance to exchange their views on reading with our students.

#### 4.3 Inter-School Reading Programmes

- 4.3.1 Joint School Reading Scheme (悅讀跨次元：聯校閱讀推廣計劃): Six secondary schools jointly published a booklet showcasing students’ outstanding Chinese and English book reports again this year. The participating schools, apart from our school, are 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 with their counterparts and polish their writing skills through learning from others. Teachers, student writers and readers were all keen to learn more about the current trend towards reading and widen their horizons through this programme.
- 4.3.2 Read a Book, Share the Love: This programme aims to let students experience the life of the visually impaired and learn about their needs. This year, we continued to collaborate with Ebenezer School to publish a booklet for the visually impaired. In the first session, students were blindfolded and tried ‘reading in the dark’. Through this experience, students learned that the visually impaired could also enjoy the leisure of reading by listening to recordings. Students were guided to select and record appropriate excerpts from books with positive values. Class teachers and members of the Reading to Learn Team selected quality sound tracks and compiled a booklet with QR codes for Ebenezer School.

## C. Student Development – ‘Learning Actively, Serving the Community’ Programme 2021 – 2022

The ‘Learning Actively, Serving the Community’ Programme 2021 – 2022 aimed at cultivating in our students a sense of self-discipline. The programme also provided opportunities for our students to serve their community. Besides, it allowed them to have a better understanding of their home country and the current world. 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 of the programme.

The descriptions of the activities related to the ‘Learning Actively, Serving the Community’ Programme 2021 – 2022 were as follows:

Date	Name of Activity	Details
02/10/2021	Ecological Guided Tour ‘遊園學藝’	25 students participated in the Ecological Guided Tour ‘遊園學藝’ organized by the Education University of Hong Kong on 02/10/2021. Students visited the Ecological Park of the university to learn about the principles of maintaining ecological balance. They also attended lectures in which the instructor explained the concept of sustainable development, the importance of biodiversity and the principles of aquaponics. Students were also allowed to assemble their own aquaponic system.
10/2021 to 12/2021	ESG Experience Day @ the Organic Farm organized by the Hong Kong Federation of Youth Groups	Students attended the ESG Experience Day @ the Organic Farm organised by the Hong Kong Federation of Youth Groups, during which students learned about the principles involved in organic farming and the importance of sustainable development. They also attended the closing ceremony on 18/12/2021 and were interviewed by the reporters of the regional newspaper 《我家》 on 07/01/2022.



Date	Name of Activity	Details
05/11/2021	Talk on Online Crime	Police officers explained the common features and laws related to online crimes to students. 81% of students mentioned that the talk has enhanced their understanding of online crimes, such as online deception and online bullying.
11/2021 to 12/2021	‘Secondary School Online Quiz Competition on Knowledge of Environmental Pollution’	In order to promote waste reduction in the countryside and coastal areas to students, they were encouraged to participate in the ‘Secondary School Online Quiz Competition on Knowledge of Environmental Pollution’. Altogether 39 students participated in the competition and obtained electronic certificates. Among them, 7 became one of the top 50 students with the highest scores in Hong Kong.
03/12/2021	Class period ‘Understanding the Constitution and the Home Country’	During the class period ‘Understanding the Constitution and the Home Country’ on 03/12/2021, students watched a video which showed the current development of China and participated in an in-class quiz competition. Students were actively engaged in the activity and demonstrated that they have had a better understanding of the topic through doing the quiz. The activity has helped cultivate students’ national identity.
22/04/2022	Class period ‘National Security Education Day’	Videos explaining the relationship between the Constitution and the Basic Law, the situation of energy safety of the Home Country, etc. were played to students, followed by an in-class quiz competition.
06/05/2022	Interactive Theatre on Upholding Integrity	Members of the ICAC were invited to the school to perform a drama which allowed students to understand the importance of integrity to society. Students were involved in the activity and they recognized the importance of integrity and the rule of law after the activity.

Date	Name of Activity	Details
27/05/2022	Workshop on Senior Form Subject Selection for S.3 students	Through the workshop, students acquired a deeper understanding of their own interests, abilities, strengths and weaknesses. This allows them to make sensible decisions on senior form subject selection. According to teachers' observation, students were actively engaged in the activities during the workshop.
08/06/2022	Workshop on 'Resilience and Creating Positive Energy'	The workshop enabled students to learn how to relieve negative emotions or stress, and to transform them into positive energy.
09-10/06/2022 and 13-15/06/2022	Joyful Fruit Days	In order to promote healthy eating habits, the benefits of eating more fruit were introduced to students through booth games during the Joyful Fruit Days.
25/07/2022 to 02/08/2022	Post-Examination Craft Workshops 'Stay Positive and Unleash Potentials'	From 25/07 to 02/08/2022, the Healthy School Programme launched the Post-Examination Craft Workshops 'Stay Positive and Unleash Potentials' with the aim of improving students' resilience. The workshops were divided into two parts: group activities and craft making. The group activities were designed to develop students' sense of team work and positive attitudes to face difficulties. The craft making workshop allowed students to develop personal skills and improve their own self-image. Students actively participated in the workshops and learned to produce 'Cloud-shaped Night Lights' and 'Floral Craft Pens'. They would make use of the skills learned to prepare thoughtful gifts for teachers on the upcoming Teachers' Day.
25/07/2022	Secondary Three 'Basic Law' Inter-class Quiz Competition	The quiz competition enabled students to acquire a better understanding of the 'One Country, Two Systems' policy, the Basic Law, and the relationship between the Central Government and the HKSAR, including the provisions related to the maintenance of National Security.
25/07/2022	Interactive booth game 「國事小專家」	Through an interactive booth game, students were provided with a chance to understand the cultural traditions of their home country in an interesting way.

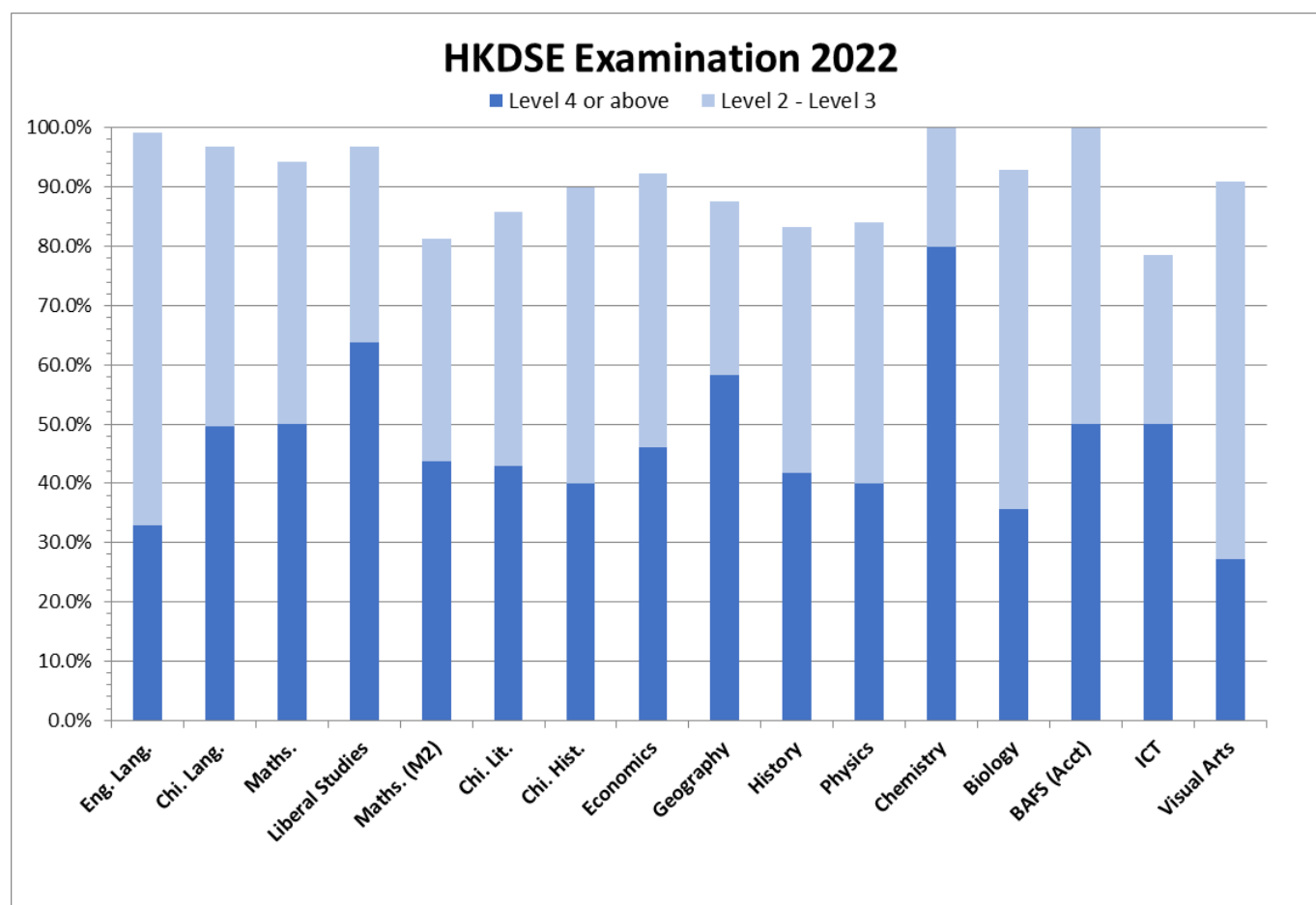
## D. Students' Performance

### 1. Results of Hong Kong Diploma of Secondary Education (HKDSE) Examination 2022

In 2022, among 125 S.6 students, NG Wai-nam of 6A, our top scorer, attained amazing HKDSE results, scoring Level 5\*\* in 4 subjects, Level 5\* in two subjects and Level 5 in one subject. 92.7% of our students attained Level 2 or above in 5 subjects, including Chinese Language and English Language. The overall passing percentage was 94.5% with 48.5% attaining Level 4 or above. 70.2% 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 one elective subject). The overall performance of our students is shown in the table below:

#### Overall Performance

Subject	Level 2 or above	Level 4 or above
Chinese Language	96.7%	49.6%
English Language	99.2%	32.8%
Mathematics (Compulsory Part)	94.4%	50.0%
Liberal Studies	96.8%	63.7%

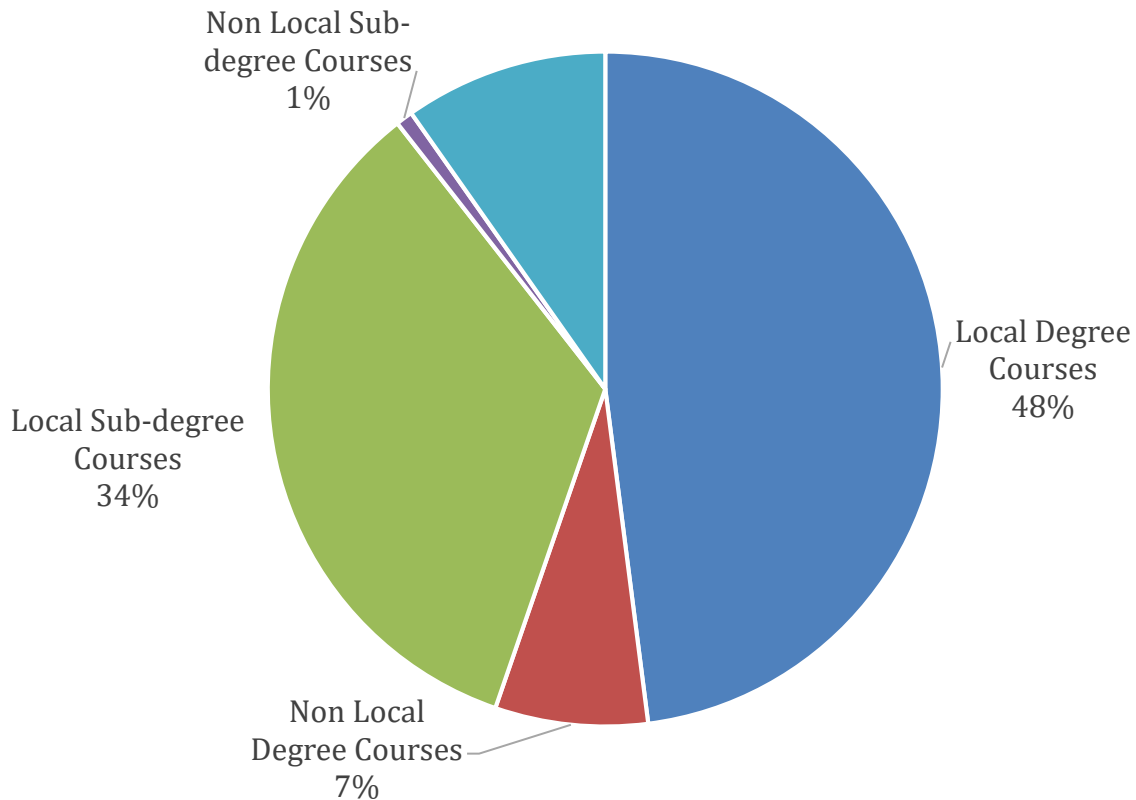


## 2. Multiple Pathways 2022

90% of our S.6 students could further their studies at the tertiary level, with their own diligence and teachers' mentorship. 55% of them are pursuing degree courses while another 35% 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. 8 students were admitted to HKU, 11 students to CUHK and another 4 students to HKUST. Among the courses are coveted programmes such as the Medicine (MBChB) Programme of CUHK, Bachelor of Pharmacy of CUHK, Bachelor of Laws of CUHK, Bachelor of Engineering with an Extended Major in Artificial Intelligence of HKUST, Bachelor of Science (Hons) Scheme in Biomedical Engineering of PolyU, Bachelor of Science (Hons) Scheme in Optometry of PolyU, Bachelor of Arts Programme in Linguistics of CUHK and Bachelor of Nursing (Hons) of HKU.

## Multiple Pathways 2021-2022



University / Institute	Degree	Sub-degree	Total
<b>The University of Hong Kong</b>	8	9	17
<b>The Chinese University of Hong Kong</b>	11	0	11
<b>The Hong Kong University of Science and Technology</b>	4	0	4
<b>The Hong Kong Polytechnic University</b>	18	23	41
<b>City University of Hong Kong</b>	6	0	6
<b>Hong Kong Baptist University</b>	4	2	6
<b>Lingnan University</b>	2	0	2
<b>The Education University of Hong Kong</b>	1	1	2
<b>Hong Kong Metropolitan University</b>	3	1	4
<b>Other Local Educational Institutes</b>	2	6	8
<b>Institutes outside Hong Kong</b>	9	1	10
<b>Others</b>	0	0	12
<b>Total:</b>	68	43	123

### 3. Awards of Outside School Competitions

Title of Competition	Organized by	Award	Participant
抗疫徵文比賽	夫子會	妙筆獎	3B 陳曉雪
		翰墨獎	6C 潘綉煒
			6C 官凱程
Canadian Mathematics Competitions	University of Waterloo, Canada	S.3 Champion	3A LAM Tsz-hei
		S.4 Champion	4A SHEA Wing-chun
		S.5 Champion	5A YUAN Chun-ho
第十一屆全港學生中國國情知識大賽	香港特別行政區政府教育局 香港大公文匯傳媒集團 未來之星同學會	最踴躍學校	趙聿修紀念中學
		個人賽優異獎	1A 歐雲菲
			5A 黃偉杰
			6A 曾家裕
ESG 先鋒培訓計劃	香港青年協會 香港銀行公會	積極推動 ESG 參與學校	趙聿修紀念中學
		傑出 ESG 青年大使	2B 鍾鉦琳
			2B 蕭悅彤
			2C 唐熾善
			2D 伍皚頤
Children and Youth Drawing Competition - Butterfly	Global Arts, Sports and Culture Association	2 <sup>nd</sup> Place	2E LING Ho-wun, Darren
The 13th International Youth Arts & Cultural Centre	International Youth Arts & Cultural Centre	Theme Group : Manga 2nd Runner-up	2E LING Ho-wun, Darren
		Theme Group : Love Earth Gold Award	
		Theme Group : Colors of Spring Champion	
Inter-School Badminton Competition (Yuen Long)	The Hong Kong Schools Sports Federation	3rd Runner-up	5B LUK Sin-man
			5D WU Yi-lam
			6D CHAN Hoi-shan, Vivian
2021『國家憲法日』網上問答比賽	教育局課程發展處	中學組－優異獎	3B 陳燊亮

Title of Competition	Organized by	Award	Participant
傑出學生資助 (非學術範疇) 2021-2022	柏立基爵士 信託基金	鋼琴精英課程	2B 鄭熙霖
Music Education Award	Hong Kong Music Talent Award 2021	2nd Priz Recorder Category Secondary School Class	3A YUNG Hoi-ching
73rd Hong Kong Schools Speech Festival	International Youth Arts & Cultural Centre	Solo Verse Speaking 2nd	5D LAU Tsz-ching
		Solo Verse Speaking 3rd	5D LEE Yue
		Solo Verse Speaking 3rd	5A TAI Man-man
		Solo Prose Reading 2nd	
		News Feature Presentation 3rd	
		Public Speaking Solo 3rd	
「愛語·家滿 FUN」 之創作及心聲表達 比賽	元朗區家庭生活 教育宣傳運動 工作小組 元朗區議會	中學組 - 季軍	6A 黃靜怡
Sir Edward Youde Memorial Prizes 2021/22	Sir Edward Youde Memorial Fund Council	Sir Edward Youde Memorial Prizes 2021/22	6A NG Wai-nam
			6A YEUNG Shuk-ting
The Chemists Online Self-study Award Scheme	Hong Kong Virtual University The Science Education Section of the Education Bureau	Diamond	3A YANG Chuyao
			3A ZHANG Ya-li
			3A ZHAO Wing-lee
			4A CHUNG Ka-yan
			4A TAI Man-man
			4A WONG Yuk-ting
			4A YEUNG Ho-shing
		Platinum	4A NG Pui-yu
		Bronze	4A CHOY Long-him
			4D CHEUNG Ching-yiu

Title of Competition	Organized by	Award	Participant
Applied Learning Courses	Law's Charitable Foundation and Education Bureau	Applied Learning Scholarship	6B AU Hoi-ting
HKUST Dual Programme 2020	Gifted Education and Scholar Scheme	Certificate of Completion (Chemistry Level 1)	5A LO Cho-kiu
		Certificate of Merit (Chemistry Level 1)	5A WONG Yuk-ting
			5A YEUNG Ca-ho, Caio
		Certificate of Excellent Performance (Life Science Level 1)	5A HU Mien-feng, Mephisto
思動計劃	香港大學精神醫學系	傑出學校	趙聿修紀念中學
		傑出表現獎	5A 葉慧琳
			5A 趙洵彥
			5D 馮樂瑤
		思動大使	5A 鍾嘉茵
			5A 何恭慧
			5A 劉曉君
			5A 葉慧琳
			5A 趙洵彥
			5D 馮樂瑤
			5D 林嘉慧
			5D 尹佩兒
			5D 黃彩盈
			5D 胡依霖



Title of Competition	Organized by	Award	Participant
第十四屆 「香港盃外交知識 大競賽」	外交部駐 香港特別行政區 特派員公署 教育局 香港明天更好 基金	優異獎	趙聿修紀念中學
第八屆《基本法》暨 慶祝 香港特別行政區 成立二十五周年 全港校際問答比賽	教育局	最積極參與 學校獎	趙聿修紀念中學
第二屆全港中學生 環境污染常識 網上問答比賽	綠色力量	嘉許獎 (第三名)	5A 林程定
		嘉許獎 (第二十二名)	5B 李蔓萱
		嘉許獎 (第三十一名)	4A 梁靖欣
			4D 陸曉慧
			4D 陳心逸
		嘉許獎 (第四十五名)	3A 郭雅晴
			5A 蔡朗謙
Organic Ambassador Training Scheme	Hong Kong Baptist University Hong Kong Organic Resource Centre	Organic Ambassador Gold Award	5A WONG Yuk-ting
			5A NG Pui-yu
			5B NG Man-lung
			5D CHEUNG Ka-kit
			4A YANG Chuyao
		Organic Ambassador Silver Award	4D CHEUNG Tsam-wing, Nicole
		Organic Ambassador Bronze Award	4A ZHANG Ya-li
		Organic Ambassador Certificate of Participation	5A YIP Wai-lam
			5A LAM Ching-ting
			5C LEE Ming-yan
			4B CHING Chung-to

Title of Competition	Organized by	Award	Participant
The 2nd Same Heart HK Chinese Writing Competition	SAME HEART HONG KONG	Merit	4C HUNG Sum-yin
全港中學 「兩文三語」 菁英大比拼 (第十八屆)	香港西區扶輪社 以及香港教育 工作者聯會	高級組複賽 優異嘉許狀	5A 羅楚喬
		優秀英文文章 文集	5A 劉曉君
		優秀學校獎	趙聿修紀念中學
國際漢語節	國際漢語節協會	母語初中組 拼音字詞句段 直讀冠軍	1B 關家璐
		母語初中組 拼音聲母認讀 冠軍	2A 關柳萍
		母語高中組 拼音字詞句段 直讀冠軍	4A 張雅麗
			4A 趙穎莉
			4D 陸曉慧
			5A 鍾嘉茵
			5D 倪倩琳
第二十四屆 全港中小學 普通話演講比賽 2022	新市鎮文化 教育協會	初中組 良好獎	2A 關柳萍
			2D 方蔚澄
			3B 陳珞詩
		高中組 優異星獎	4D 陸曉慧
			5A 鍾嘉茵
			5A 戴文敏
			5A 黃鈺婷
		最傑出 參與學校	趙聿修紀念中學
「華夏盃」全國數學 奧林匹克晉級賽	香港數學 奧林匹克協會	二等獎	2A 黃曉童
		三等獎	1B 鄺浩銘
		三等獎	1B 李翌宸
第 73 屆 香港學校朗誦節 (中文朗誦)	香港學校音樂及 朗誦協會	冠軍	2D 馮詩程
		季軍	2D 黃嘉敏
		優良	1A 張芷晴
			1A 蔡希語

Title of Competition	Organized by	Award	Participant
			1B 楊凱弦
			1D 方凱緯
			1D 李穎琛
			1D 張玉薇
			2A 何芯瑤
			2A 溫蘊楨
			2A 關柳萍
			2D 方蔚澄
			2D 伍皚頤
			4B 何羚嫻
			5A 黃鈺婷
			5A 戴文敏
			5C 劉焯華
		良好	1A 朱雅賢
			1A 張芷晴
			1D 柯詠恩
			2A 方凱熙
Harvard Book Prize	The Harvard Club of Hong Kong	Harvard Book Prize Essay Award	5D LEE Yue
		Harvard Book Prize	5D LAU Tsz-ching
			5D LAU Wing-yin
校園作家大招募計劃 2021-2022	香港青年協會	校園作家大招募計劃 2021-2022 小說組 冠軍	4A 許焯然
AI Innovation Contest	King's College	Merit award	1C LAU Ho-ting, Harry
			1C KAN Hei-long
			1C MAI Ho-yan
Student Hackathon	King's College	First-runner up	1A CHAN Wing-kiu
			1A WU Ka-shuen
			1A LAU Yuk-lun
			1C LAU Ho-ting, Harry
Yuen Long District Youth Network	Yuen Long District Office	Champion	4A YUEN Anrit
		First-runner up	5A YEUNG Ho-shing

<b>Title of Competition</b>	<b>Organized by</b>	<b>Award</b>	<b>Participant</b>
Programme STEM Workshops cum Competition		Merit	5A LEUNG Chun-ho
			5B NG Man-lung
Hong Kong School Drama Festival	Chinese Drama Club	Award for Outstanding Performer	4B TSO Hoi-ting
			5B YANG Cheuk-ho
		Award for Outstanding Cooperation	1D LAW Wai-Ching
			2A CHONG Emma
			3D YIP Tsz-kwan
			4B TSO Hoi-ting
			5A WONG Sin-man
			5B TAM Shun-yu
			5B YANG Cheuk-ho
			5C KWOK Po-lok
			5C WONG Hiu-lam
			5D CHEUNG Ching-yiu
			5D POON Lok-yu
			5D WAN Pui-yee
		Award for Outstanding Audio-visual Effects	5C CHIK Pok-nga
			5C KWOK Po-lok
			5D WONG Tin-yan
Hong Kong School Drama Festival 2021/22	The Musical Club	Award for Outstanding Performer	1A SO Lok-yiu
			3B CHAN Hiu-suet
			3B TONG Sum-yi
		Award for Outstanding Audio-visual Effects	Chiu Lut Sau Memorial Secondary School
		Award for Outstanding Cooperation	
		Award for Commendable Overall Performance	

Title of Competition	Organized by	Award	Participant
第六屆「悠揚古典」 天水圍青少年 中西樂器表演大賽	香港青年協會 賽馬會天悅 青年空間	管樂組 中級組別 高音直笛 冠軍	3A 翁海澄
		鋼琴組 高級組別 亞軍	
		鋼琴組 高級組別 季軍	2B 楊杏妍
2021 香港國際音樂 藝術節	香港國際音樂及 藝術家協會	鋼琴鳴曲組 一等獎	2B 鄭熙霖
		鋼琴自選曲組 季軍	
2021 曼谷國際 鋼琴大賽 香港代表選拔賽	香港學校音樂及 朗誦協會	貝多芬奏鳴曲 亞軍	2B 鄭熙霖
		青年鋼琴 A 組 季軍	
		四手聯彈 亞軍	2D 陳芷彤
74 屆香港學校 音樂節	香港青少年 表演藝術交流 發展協會	高音直笛獨奏 中學 19 歲或以下 亞軍	3B 李芷悠
		四手聯彈 亞軍	3C 許潔欣
The IV International Liszt Ferenc Competition (Hungary-Budapest) (Liszt Ferenc pronounce as Franz Liszt)	Universal Artists Association of China	Third Honorable Award	2B CHENG Hei-lam
Young and Children Musicians Festival 2021	Asia Pacific Talent Migrants Association	Gold Award	2B YEUNG Hang-yin

Title of Competition	Organized by	Award	Participant
The 14th International Children and Youth Piano Competition	Global Arts, Sports and Culture Association	Champion	2B YEUNG Hang-yin
Hong Kong Music Talent Award 2022	Hong Kong Music Talent Award	Champion Recorder category	3A YUNG Hoi-ching
Sustainable Development Goals (SDGs) eLearn Award Scheme 2022	UNICEF	Gold Certificate	2A ZHENG Meiyi
			3A LIN Fong-yee
			3B LAM Tsang
			4A YANG Chuyao
			4A ZHANG Ya-li
			5A TAI Man-man
			5D WONG Yuk-ting
			5D LAU Tsz-ching
		Bronze Certificate	3A CHUNG Yan
Award for Volunteer Service (Individual)	The Hong Kong Federation of Youths Group	Gold Award	4B CHING Chung-to
			5A CHOI Long-him
			5A LAM Cho-yiu
			5C CHENG Uen-kiu Tiffany
			5C KWOK Po-lok
			5D CHEUNG Ching-yiu
			5D WAN Pui-yee
			5D WONG Choi-ying
			5D TSE Ka-chi
			5D LAM Ka-wai
		Silver Award	4A YANG Chuyao
			4A KAN Hei-tung
			5C TONG Fuk-ka
			5C LAU Yan-ho
			5D FUNG Tsz-yi
			5D POON Lok-yu
			5D LIANG Sum-yi

Title of Competition	Organized by	Award	Participant
			5D YAM Ka-man
			5D LAU Tsz-ching
			5D CHAN Yee-ting
		Bronze Award	5B CHIU Lai-on, Athena
			5D CHIU Hoi-lee
			5D LEE Yue
			5D TANG Yuk-ting
			5D LI Uen-ling
			5D CHAN Ling-mei
Student Environmental Protection Ambassador Scheme	Environmental Campaign Committee	Outstanding Student Environmental Protection Ambassador Silver Award	5A WONG Yuk-ting
		Outstanding Student Environmental Protection Ambassador Bronze Award	5D CHEUNG Ka-kit
		Student Environmental Protection Ambassador Merit Award	4A YANG Chuyao
			4A ZHANG Ya-li
			5A NG Pui-yu
			5A YIP Wai-lam
			5A LAM Ching-ting
			5B NG Mam-lung
2021「國慶日」網上問答比賽	教育局	最積極參與學校獎	趙聿修紀念中學
2022 國家安全網上問答比賽	教育局、保安局	最積極參與學校獎(全港)	趙聿修紀念中學
2022 國家安全標語創作及海報設計比賽	教育局、保安局	積極推動學校獎(高中組)	趙聿修紀念中學

Title of Competition	Organized by	Award	Participant
《國家安全教育 通通識》 校際挑戰賽	香港善德基金會	最強知識王 (封神榜) 第二名	4A 趙穎莉
元朗區 傑出義工選舉 2021 (中學生組)	元朗區 推廣義工服務 協調委員會	冠軍	5C 鄭宛蕎
「躍動校園 活力人生」計劃 「發展活躍及健康的 中學校園」 虛擬線上投籃比賽	教育局	女子高中組 「MVPA60 三分球」賽 第三名	4C 黃莉惠
		女子高中組 「MVPA60 三分球」賽 第六名	5C 鄭曉兒
		男子初中組 「MVPA60 罰球」賽 第七名	1D 方程舜
		男子高中組 「MVPA60 罰球」賽 第九名	4C 曹雋謙
		MVPA60 積極參與 罰球獎	趙聿修紀念中學
「印象台灣」團扇 設計比賽	中國文化協會	初中組一等獎	2D 陳芷彤
		初中組優異獎	2A 江蔓晴
「紀·錄」香港 系列比賽	中國文化協會	初中組繪畫 二等獎	2B 朱可澄
		初中組繪畫 三等獎	2A 江蔓晴
		初中組繪畫 優異獎	3A 歐芷穎
IYACC The 13th International Open Visual Arts Competition: Manga	International Youth Arts & Cultural Centre	2nd Runner-Up	2E LING Ho-wun, Darren
香港心臟基金會	香港心臟專科	中學組精英獎	2B 朱可澄



<b>Title of Competition</b>	<b>Organized by</b>	<b>Award</b>	<b>Participant</b>
繪畫比賽 2021	學院	中學組優異獎	1A 陳銘彤
			2A 江蔓晴
			2D 陳芷彤
葛量洪視覺藝術獎 2021/2022	香港美術教育 協會	入選嘉許狀	2A 江蔓晴
			2D 陳芷彤
Global Children and Youth Competitions	International Youth Arts & Cultural Centre	1st Runner-Up	2E LING Ho-wun, Darren
第三屆臥龍盃 官立中學 多角辯論賽 2022	臥龍盃官立中學 多角辯論賽 籌委會	冠軍	5A 李安松
			5C 李明恩
			5D 倪倩琳
			5D 張嘉傑
		最佳辯論員	5D 張嘉傑
Inter-School Badminton Competition	Hong Kong Schools Sports Federation Yuen Long Secondary Schools Area Committee	Girls B Champion	1A SO Lok-yiu
			3A CHUNG Yan
			3B CHEUNG Tsz-yin
			3C CHIU Wing-chin
			4D HO Chi-wai, Twiggy
Promoting Positive Values and Attitudes through English Saying of Wisdom (SOW) Poetry Remake Competition	Education Bureau	Senior Secondary Division Outstanding Award	5C NG Sze-tung

## **E. Major Concerns**

### **Major Concern 1**

#### **Empowering students to become active learners for lifelong learning**

##### **1.1 To create an active learning environment through fostering students' engagement in learning activities**

###### **1.1.1 To elevate students' learning capacity and proactiveness through organising mass training programmes on effective study skills**

- (a) Identifying S1-S3 students' learning styles**
- (b) Enriching S1-S3 students' note-taking skills, memory skills and reading skills**
- (c) Encouraging S1-S3 students to build up the habit of applying the study skills**

###### **1.1.2 To promote active learning during lessons and beyond the classroom**

- (a) Developing S1-S3 students' note-taking skills**
- (b) Cultivating students' habit of pre-lesson preparation**
- (c) Enabling S4-S5 students to use eLearning resources to design self-generated subject-related questions**
- (d) Providing extended learning opportunities for students' self-learning (e.g. English Builder, eLearning platforms, Listening Logbook etc.)**

#### **Areas of Success**

1. Three mass training programmes on effective study skills were smoothly held for all junior form students from September 2021 to February 2022.
2. Apart from identifying students' own learning styles, study skills workshops entitled 'S.1 Note-taking skills, 'S.2 Active Remembering skills' and 'S.3 Reading skills' were organized to foster students' proactive learning culture.
3. The workshops received positive feedback from students. About 96% of S.1 students, and 85% of S.2 and S.3 students agreed that the workshops were inspirational and effective in assisting them with building up better study skills.

A teaching sharing session on proactive learning strategies was organized for all teachers in September 2021. It provided teachers with useful insights into creating an active learning environment.

4. For the sake of elevating the learning capability of junior form students, about 60% of teachers agreed that the contents of the note-taking workshop could be further refined and 55% agreed the memory skills workshop could be adjusted.

5. The English Department and the Chinese Department effectively incorporated the note-taking skills into their learning and teaching activities.
6. The English Department required students to keep an English learning logbook for recording their learning progress, doing self-reflection on their learning, keeping learning notes and evaluating their own learning effectiveness. Chinese Department also required students to make their own notes to facilitate learning.
7. eLearning apps, online platforms or other learning tools were widely used by teachers to facilitate students' self-directed learning and cultivate their habit of doing pre-lesson preparation. For example,

Department	Strategies
English	English Builder and Edpuzzle
History	Frayer Model
Biology	Self-prepared learning and teaching videos
Chemistry	Chemist Online

8. Teachers' feedback on students' habits of doing pre-lesson preparation was diverse. About 68% of teachers agreed that junior form students had inclined to build up this habit whereas 90% of teachers showed that senior form students had inclined to use eLearning platforms to learn.
9. Some subject departments asked students to try to design self-generated questions for peer learning.
10. The logical thinking skills workshop co-organized by Geography and History Departments gained positive feedback from S.5 students. It enlightened their understanding on the use of command words in Bloom's Taxonomy to raise higher-order thinking questions.
11. The LS Department prepared exemplars of higher-order questions with scaffolding structure to assist students in generating challenging questions on their own.
12. The Chinese Literature Department effectively cultivated the more capable students to design self-generated questions. After learning 古詩十九首《戰城南》in the lesson, students were able to design high-quality questions to analyze and compare the contents and writing skills of other Han poems found from online resources.

13. Many departments provided extensive learning opportunities for students to develop their self-learning incentives. For example,

Department	Activities
Biology	A visit to EDUHK for S.4 students: about the application of STEM elements in agriculture and fisheries.
Science	A talk given by EDUHK for S.1 students: about the harmful impacts brought by microplastic
Geography	A talk given by Caritas Chan Chun Ha Field Studies Centre for S.5 students on fieldwork equipment
Chinese Language and Chinese Literature	A writing workshop for elite students
History	An Oral History Workshop given by Lingnam University for 15 S.3 and S.4 students

14. Apart from the above activities, over half of the teachers (55%) nominated students to join the courses and programmes organized by external organizations to widen their learning exposures. Students were interested in joining courses outside the classroom and some even attained remarkable results. For example,

Department	Programmes/ Courses	Results
Mathematics	Huaxiabei National Mathematics Olympic Invitation Competition.	60 S.1 and S.2 students could better master the mathematics theories
Science	International Junior Science Olympiad	3 S.3 students tasted the science curriculum in the senior forms.
Geography	11th Hong Kong Geography Olympiad (via Zoom)	13 S.5 students explored more geographical knowledge and one entered the second round.
Geography	Secondary School Online Quiz Competition on Knowledge of Environmental Pollution	39 students joined the competition and 7 made it to the top 50.
Geography	“ESG Pioneer – Farm-to-Community Project”.	14 S.2 students joined the project and 4 were awarded the Outstanding ESG Pioneers.
Putonghua	全港中學兩文三語菁英大比拼 (第十八屆)	5 students joined the event and 4 attained merit awards.
BAFS	創業@21 世紀	7 S4 students were Second runners-up in Building a “Financially Capable Generation” sponsored by HSBC.

15. Issue-enquiry approach was another means used by some subject departments to promote self-learning. The Science Department, for example, instructed S.2 students to weave popsicle sticks so that they could examine the concepts of potential and kinetic energy through activity. To widen students' perspectives on Hong Kong development in the last century, LS, History and Chinese History Departments led S.4 and S.2 students to visit the Hong Kong Museum of History to explore the changes and continuities of Hong Kong through the displays and exhibits.
16. With the persistent efforts exerted by teachers throughout the year, more students displayed a zest for pursuing knowledge and were inclined to do research with teachers' encouragement.

### **1.1.3 To enhance peer learning culture and intellectual curiosity among students through academic activities and gifted education programmes**

- (a) **Attending the foundation courses offered by the HKAGE**
- (b) **Joining the programmes offered by tertiary institutions**
- (c) **Recommending outstanding student to join "Distinguished Master, Accomplished Students" Mentorship Programme**
- (d) **Encouraging students to join Mathematics training workshops**
- (e) **Inviting S1-S3 students to join the International Junior Science Olympiad**

### **Areas of Success**

1. The majority of participants agreed that the courses organized by tertiary institutions could widen their horizons and nurture the self-directed learning culture of students.
2. The 4 S.5 participants of the Dual Programme organized by HKUST shared their learning experiences on Life Science and Chemistry in the whole-school assembly. They conducted a mini-lecture for their peers and received positive feedback from them.
3. On the other hand, 32 students from S.2 to S.5 joined the programmes organized by different tertiary institutions this year. All participants experienced fruitful learning journeys, discovered new areas of knowledge and gained insights into a particular field.

<b>Level and No. of Participants</b>	<b>Institution</b>	<b>Name of the Programme</b>
S.2/2 S.4/5 S.5/1	HKAGE	Online screening courses
S.4/5	HKUST	Dual Programme
S.4/2	CUHK	Winter Programme
S.3/3	HKU	Summer Institute in Arts and Humanities
S.3-S.5/6	HKUST	Summer Institute

S.5/2	HKUST	Enrichment programme
S.5/6	CUHK	Social Science summer programme

Apart from subject knowledge, all participants were inspired by the instructors and motivated to enrich their self-directed learning skills.

4. One student in S.4 joined the “Distinguished Master, Accomplished Students” Mentorship Programme this year. The programme would finish in March 2023. He was particularly impressed by the rigorous attitude of the mentor and was grateful for his support to expand his world view.

### Way Forward

1. More exemplars or directions on how to organize the study materials systematically will be provided so that students could be better equipped with the note-making skills.
2. To develop students’ habit of applying the study skills, subject teachers will be encouraged to design learning tasks related to concept maps, mind maps or flow charts to enhance students’ capability. Good exemplars will be discussed to promote peer learning.
3. Varied learning tasks will be designed to cater for students’ different learning needs so as to encourage them to develop self-learning habits.
4. More efforts can be exerted to stimulate students’ capabilities to design self-generated questions, such as providing templates for them to identify the characteristics of higher-order questions, collecting students’ questions and discussing some of the more challenging ones in groups. Learning tasks which incorporate student-generated questions can reinforce their motivation to learn.
5. To promote active learning beyond the classroom, more diverse learning activities will be designed. Apart from encouraging students to join external competitions or courses, guided tours or virtual tours with specific learning objectives, such as heritage local tour can be arranged to deepen students’ understanding of Hong Kong.
6. A resource bank can be set up to better record the external activities co-organized with external institutions so that the school could have a full picture of students’ participation rate and their feedback on the activities. Teachers could refer to students’ feedback to formulate learning activities or programmes for the next school year.
7. More departments can help to promote self-directed learning through Academic Week. It could help to develop students’ enquiry skills through the game booths or interactive activities.
8. Further collaboration with tertiary institutions on providing gifted education programmes for students is necessary as it can help the school acquire professional expertise and advice to enhance students’ learning capabilities.
  - (i) More subject departments can involve in nominating eligible students to join the learning programmes so as to allow them to have a chance to enroll for gifted courses.

- (ii) Apart from peer sharing in the assemblies, participants' reflections could be put on school news or webpage to promote the pursuit of academic excellence at school.

## **1.2 To cultivate reading to learn culture to enhance students' capacity for life-long learning**

### **1.2.1 To broaden students' reading experiences by organising reading activities cater for their need and interests**

- (a) Promoting book sharing by students and teachers to promote peer sharing culture**
- (b) Designing the higher order thinking questions to deepen the students' understanding about the reading texts**
- (c) Organising library tour and thematic book display**
- (d) Launching cross-curricular reading activities**

### **Areas of Success**

1. The Reading to Learn Team has developed a platform for alumni, teachers and students in the school web to recommend good books to each other. The PTA was invited to join this practice this year to further promote the reading culture via collaboration with parents.
2. More students were inclined to read through the HyRead platform, which provides 2500 books and 400 audio books. There was about 21% of increase in the number of loans as compared with that of last year. There were 2,730 loans during the special holiday.
3. The English science books were the most popular ones and about 100 students took the initiative to complete the reading reports during the special holiday. About 40 students used English to write their reflection. 168 students joined the 423 World Book Day activities and exhibited their creativity through writing slogans to promote reading. According to the APASO results this year, the performance of our school in reading strategy was higher than all schools in Hong Kong. It showed a reading culture is being steadily built up.
4. The Sunshine Reading Scheme was successfully held to encourage students to borrow books about world culture, health and sports, science and nature. Positive value was instilled in students while they learned from peoples' efforts in sustainable development.
5. The school library organized thematic book displays and collaborated with different subject departments to extend the reading culture. A typical example included 'Along the River During the Qingming Festival' (清明上河圖) with the Chinese History Department. Students could read the ebook to broaden their understanding of the landscapes and the livelihood in the Northern Song Dynasty. It aroused students' learning interests.
6. Two large-scale cross curricular reading activities were smoothly held and gained positive feedback

from students.

7. The Chinese KLAs (Chinese Language, Chinese Literature and Putonghua), the Visual Arts Department and the Reading to Learn Team jointly organized an activity during the Mid-Autumn Festival to enhance students' understanding of the traditional festival from multi-perspectives. Students learnt the Chinese ethnic values and poems from the reading texts provided by the Chinese KLA and the aesthetic skills in lantern design from VA.
8. Reading to Learn Team, English Department, Music Department and Healthy School Programme organized an activity in late October 2021 to celebrate Halloween. Students had fun while they attempted tongue twisters, riddles, origami (with English instructions) and learnt thematic vocabulary items to enhance their reading capacity.
9. To deepen students' understanding of reading texts, several subject departments began to integrate higher-order thinking questions in the reading assignments. For example,
  - (i) identify the positive values and traditional virtues embedded in the articles  
(Chinese Language)
  - (ii) compare the viewpoints of the different stakeholders  
(Liberal Studies)
  - (iii) analyze the effectiveness of the policies to deal with the national crisis  
(History and Chinese History)

## **Way Forward**

1. Collaboration with Sister Schools on book sharing can help to promote peer sharing culture and broaden students' horizons about the reading culture in Mainland.
2. More subject departments can assign students learning tasks via the HyRead platform to promote reading. Students' outstanding work can be displayed on the school platform to help introduce the good books to their peers.
3. Apart from house sharing, students are encouraged to join various reading competitions or cooperate with external organizations to share their self-reflections on reading with each other.
4. Apart from the Chinese and English KLAs, further collaboration between other KLAs and Reading to Learn Team can be launched to promote reading activities, for example, scientific research (Science KLAs), information literacy (ICT and DT) and national and global identity (PSHE).
5. The ten priority values and attitudes, and seven learning goals can be embedded in the reading texts and developed into higher-order thinking questions to nurture students' positive values.



**1.2.2 To promote reading across curriculum through collaboration of the school library, different KLAs and functional teams**

- (a) Strengthening reading across curriculum by providing reading texts of different types and themes**
- (b) Setting up a RAC materials corner in the library and a Resource Bank with RAC articles and learning tasks**

**Areas of Success**

1. The History Department and the English Department jointly carried out a RAC practice and it was smoothly conducted.
2. After learning how the First World War brought political changes to the international order in History lessons, students further explored the social and cultural impact brought by it through reading online texts in English lessons. Students were taught to use reported speech to summarize the impact of WWI in their group projects. The collaborative exercise assisted students in enhancing their comprehensive and presentation skills.
3. Preparation work for S.5 RAC lessons in the coming school year has started. Different types of reading materials were collected and follow-up tasks were under preparation. This school-based curriculum aims at lifting students' abilities to
  - (i) make connections and locate topic sentences
  - (ii) use diagrams or annotation to strengthen their logical thinking skills
  - (iii) appreciate the values embedded in the reading materials

**Way Forward**

1. To strengthen the collaboration across curriculum, a resource bank can be set up so that reading texts or themes assigned by different KLAs can be easily accessed. It can help teachers to design learning tasks and cross-subject activities.
2. The school library can purchase thematic books and update subject teachers on the latest books purchased so that they could get more reading resources to design learning tasks for students.
3. The reading lessons for S.5 involve Chinese and English KLAs because they will help devise assessments of students' reading capability and literacy.

**1.3 To encourage active learning by promoting STEM education & Innovative IT-related activities among junior form students**

**1.3.1 To incorporate STEM education in the junior form curriculum through cross-curricular project learning and competitions**

**1.3.2 To promote Innovative IT-related activities & competitions**

- (a) setting up the IT Innovation Lab to facilitate students' self-learning skills and create capacity for creativity and innovation
- (b) Organising IT-related and AI-related workshops and training courses, such as drone coding for aerial mission, advanced drone coding swarm fly project, motion sensing & capture production course, etc.
- (c) Arranging participants to showcase their learning outcomes through sharing

**Areas of Success**

1. A cross-curricular learning programme about “Financial Technology” and “Stock Trading” targeting for S.4 BAFS and ICT students was developed. There were regular meetings with the project officers of e-Learning Development Laboratory and Professor Wilton Fok, Assistant Dean of Faculty of Engineering, University of Hong Kong. To promote mutual learning, students from the 2 elective subjects, ICT and BAFS, were required to form cross-subject groups to work on the projects so that BAFS students could learn more technical knowledge from ICT students while ICT students could learn more about financial knowledge from BAFS students.
2. Apart from the programmes above, three more STEM education projects were carried out this year.

Departments	Learning Focus	Level of Students Involved
ICT D&T	Curriculum Integration on Coding	S.2 and S.3
ICT BAFS	Curriculum Integration on Coding	S.4
Chemistry	Hong Kong Chemistry Olympiad (Alcohol)	S.5

3. IT Innovation Lab has been set up this year. Different levels of training courses, ranging from whole form experiential courses to individual team training were organized. Experiential learning for the whole form was carried out on OLE Day. S1 students learned Drone Coding for Ariel Mission while S3 students learned Robomaster.

4. An advanced training course about Robomaster was conducted in the post-exam activity period to get students well-prepared for the open competition coming up in August.
  5. Two primary schools YLGPS and TSWGPS visited the IT Innovation Lab in December. Under the guidance of our students, the primary students had a chance to experience the operation of Robomaster and learned basic programming skills during the visit. The IT student ambassadors won positive feedback and comments from the teacher-delegates of the two primary schools.
- For “Motion Capture”, the course content had been examined by Department of Computing, Hong Kong Polytechnic University. Experiential and advanced courses would be introduced to students when related hardware was ready.

## **Way Forward**

1. Apart from Drone Coding and Robomaster, there would be more elements such as motion capture and VR/ AR added to the IT Innovation Lab next year. It is expected that students can have more chances to explore different technologies by attending different training courses.
  2. Information literacy could be added while the STEM activities are held. Students should learn how to use information technology ethically and effectively as responsible citizens and lifelong learners. Incorporation of information literacy in the whole-school curriculum would provide authentic contexts for students to apply the skills and benefit their learning in relevant KLAs.
- Due to the uncertain effect of COVID-19 on the school timetable, cross-subjects STEM projects “Green House Effect” and the ‘Solar-powered Floating Platform Project’ could not be held as scheduled. To accomplish cross-subject collaboration, the two projects could be scaled down next year so that the students could complete the learning tasks on their own and taste STEM education.

## **1.4 To elevate teachers’ professionalism through promoting collaborative culture and tapping external resource**

### **1.4.1 To enhance teaching strategies through collaborative planning of lessons and engaging in school-based support services**

- (a) **Organising theme-related collaborative exercise across different subject departments to reinforce professional interflow**
- (b) **Refining teaching pedagogies through engaging in school-based support services in English Language and STEM education**

## Areas of Success

1. Some subject departments and functional teams organized theme-related collaborative exercise to reinforce professional interflow successfully, such as cross curriculum activity of the Astronomy Club, Physics Department and VA Department to deepen students' understanding about science, the solar-powered floating platform project among the Science Department, D & T Department and ICT Department, etc.
2. A cross-curriculum activity co-organized by the Astronomy Club, the Physics Department and the Visual Arts Department 「星夜漣漪」 was held in December 2021. The activity consisted of three parts: watercolor bookmark painting (organised by the Art Club), Magic Super Absorbent Polymers star bottle making and Interactive Quiz on Astronomy knowledge (organised by the Astronomy Club and the Physics Department). The aim of the activity was to let students learn more about science, astronomy and art in an interactive and fun way. 200 students participated in it and enjoyed the hands-on experience of learning the three domains.
3. The Students Exchange Team joined with Shenzhen Fuyuan School, our sister school, to participate in the 粵港澳大灣區姊妹學校中華經典美文誦讀比賽 in April 2022. 7 students from our school together with their buddies from the sister school recited an extract of 中華少年 in Putonghua. The professional interflows between teachers of the two schools provided them with inspiration to organize educational activities for students.
4. To elevate teachers' professionalism, the English Department joined the Enhancing Assessment Literacy of Teachers in Secondary Schools programme offered by HKU this year. Teachers attended monthly meetings and clusters meetings with the HKU officers to discuss the design of learning and teaching materials. Lesson observations were conducted for teachers to learn from each other's good practices as well. As a whole, English Department regarded the programme was beneficial to enhance their professional knowledge as it had effectively helped with
  - (i) enhancing scholastic exchange and sharing with other schools
  - (ii) getting to know more varied teaching pedagogies / software
  - (iii) using assessment tools to help students learn
  - (iv) encouraging collaboration in the level and then cross-levels
5. The STEM Team received professional services provided by E-learning Development Laboratory of the University of HK. The school-based support services had effectively helped with
  - (i) introducing school-based STEM projects on Smart Devices and IoT, Coding and Computational Thinking, Science PBL, A.I., Fintech, etc.
  - (ii) strengthening curriculum leadership, fostering collaboration across STEM-related KLAs / subjects.
  - (iii) enhancing teachers' professional capacity to adopt self-directed learning and e-learning as a strategy to promote STEM education.

- (iv) providing consultancy service for setting up STEM Lab / IT Innovation Lab of STEM education
- 6. The AI learning circle of the Government Schools and the 「T-卓越@hk」 of COTAP was effective to uplift teachers' professionalism. Regular meetings were held to review the school-based STEM education curriculum, self-directed learning strategies and the ways to promote learning effectiveness.

## **Way Forward**

Collaboration with tertiary institutions on learning and teaching strategies could be further strengthened. Departments could acquire more professional advice to deal with the diverse learning needs of students and make use of assessment tools to evaluate students' performances. Such kind of good practices could be continued and extended to other KLAs next year.

### **1.4.2 To develop students' active learning strategies through adopting eLearning and conducting peer lesson observation**

- (a) **Designing student-centered lessons with eLearning elements and focus of generic skills**
- (b) **Conducting peer lesson observation to enhance teaching effectiveness in developing active learning skills**

## **Areas of Success**

- 1. Some subject departments made use of eLearning elements to design student-centered lessons.
- 2. The Mathematics Department joined the programme 'Developing Active Learning Pedagogies and Mobile Applications in Secondary School Mathematics Education' organized by PolyU. The programme could effectively raise students' interest in learning Mathematics by using mobile applications, concept board, etc.
- 3. The Science Department used Phet webpage to do virtual experiments such as connecting electric circuits for S.2 students during online lessons when face-to-face classes were suspended.
- 4. The BAFS Department set up a question bank of Accounting Module in Google Form that facilitated S.5 and S.6 students to collect teacher's feedback on their learning performances. Students would be directed to the relevant teaching videos if they were not able to give the correct answers in assessments. This helped students consolidate their concepts and allowed the teacher to monitor their learning progress effectively.
- 5. The LS Department made use of Breakout Rooms on Zoom and Google Documents to facilitate students' learning when they were having discussions and doing group learning tasks. Peer learning culture was cultivated when students exchanged their viewpoints with each other.

## Reflections

1. More professional sharing on how to use eLearning to promote self-directed learning could be held so as to update the teachers' knowledge in this aspect and promote interflow culture.
2. More cross-subject peer lesson observation could be arranged next year to widen teachers' perspectives on school curriculum, and learning and teaching strategies.
3. A resource bank could be built up to keep the lesson plans and learning tasks on active learning skills properly.

### **1.4.3 To encourage teachers to attend courses related to eLearning / STEM / RAC / new education trend & pedagogical skills**

- (a) **Attending seminars & workshops to polish the learning & teaching strategies**
- (b) **Inviting teachers from different subject departments to open their classrooms for lesson observation with focus on active learning**
- (c) **Sharing good practices with panel members during departmental meetings**

## Areas of Success

To adapt to the current education needs, all teachers were eager to attend professional courses about eLearning, STEM, National Security Education, values education, and learning and teaching. Some examples included

1. eLearning  
Using EduVenture in Online Lessons to Enhance Learning and Teaching Effectiveness  
Use of 360-degree panoramic videos, photos and virtual reality technology to enhance learning and teaching effectiveness.
2. STEM  
Using a Variety of Differentiated Instructional Strategies to cater for the learning needs of the gifted / more able students in STEM education.
3. National Security Education  
All teachers attended the seminars and workshops about National Security Education held at school. After training, teachers had a better understanding of how to integrate the learning elements of National Security Education in their subject curriculum, and learning and teaching activities.

## Way Forward

1. Due to the uncertain impact brought by COVID-19 on learning and teaching activities, some teachers were unable to organize collaborative exercise as scheduled.
2. More cross-subjects in-house sharing among teachers could be held to exchange strategies of developing students' active learning.

3. Teachers should continue to join courses in National Security Education, values education and STEM so as to better equip themselves with the new education trend and pedagogical skills.

## **Major Concern 2**

### **Nurturing students' positive values and attitude for personal growth**

#### **2.1 To enhance students' self-management skills and to foster the quality of self-respect and self-discipline among students**

##### **2.1.1 To enhance students' personal growth by developing their self-management skills (e.g. time management, emotional management, health management, etc.)**

**S1 Adjustment Day and sessions will be arranged. Self-discipline and appropriate learning attitude will be emphasized**

**Talks / workshops / class periods will be organized to enhance students' self-management skills**

#### **Areas of Success**

1. 125 students participated in the S.1 Adjustment Day programme (27 & 30/08/2021) organised by the Counselling Team to learn about the importance of self-discipline and time management.
2. The Craft Workshop (21/12/2021) and the Archery Tag Programme (23/12/2021) both helped students to wind down and enhance their problem-solving skills.
3. A computer programme was set up by the Discipline Team for systematizing all records related to students' behavioural problems, e.g. lateness and uniform violation.
4. The Healthy School Programme arranged Student Health Assessment (健康放大鏡) for S.1, S.3 and S.4 students in the first term. Among the 391 students surveyed, 97% of them agreed that the assessment could help them get a better understanding of their physical and mental statuses. 95.3% agreed the assessment could arouse their awareness of the importance of personal health management. Due to the suspension of face-to-face lessons in the second term, health assessment for S.2 and S.5 students was postponed to the next academic year. The Healthy School Programme also arranged workshops '壓力 Tap and Go' for S.6 students (18 & 22/10/2021 and 04/01/2022). 96% of students agreed that the workshops could help them better master the ways to relieve stress and to think positively.
5. The Environmental Education Team and the Health Education Team both arranged students to serve as ambassadors to promote various learning activities and campaigns related to self-management, including green life, waste recycling, oral health, etc., to their schoolmates. The Sex and Family Education Team arranged three class periods: 「預防性騷擾」 (03/09/2021), 「私相簿」

(22/10/2021) and 「節日狂歡」 (26/11/2021) in the first term that allowed students to understand the importance of a respectful relationship between different genders and the ways of protecting themselves against sexual harassment.

6. The English Department required all S.1 to S.5 students to keep an English learning logbook for recording their learning progress.

### **Way Forward**

1. The S.1 Adjustment Day can be merged with the S.1 Bridging Programme, with follow-up activities to be conducted during the first term class periods to further enhance S.1 students' self-management skills.
2. The Craft Workshop and the Archery Tag Programme will continue to be held in the next academic year.
3. With a clear record of students' misbehaviour, remedial measures, including timely guidance and penalty, could be carried out promptly. The computer programme will continue to be adopted in the next academic year.
4. Health assessment for S.3 and S.6 students will be given the priority at the beginning of the next academic year.
5. All the above learning activities / programmes will continue in the next academic year.
6. Students were trained to take responsibility of their own learning and thus their sense of self-discipline can be nurtured. This practice will continue in the next academic year.

#### **2.1.2 To reinforce students' sense of self-respect and self-discipline through refining school regulations and inter-class competitions**

**School regulations and dress code are refined to strengthen students' sense of rule-following**

**Assemblies related to self-respect and self-discipline will be organized**

**Inter-class punctuality competition, inter-class cleanliness competition, inter-class energy-saving competition, etc. will be held**

### **Areas of Success**

1. The Discipline Team arranged teacher members and prefects to give sharing to students during assemblies, explaining to them the proper behaviour a good student should have and thus enhancing their sense of self-discipline.
2. An Inter-class Punctuality Award Scheme was organized by the Discipline Team in the first term to arouse students' awareness of punctuality. Awards were presented to classes with the best performance during September and October. An Inter-class Cleanliness Award Scheme was also



scheduled. However, the scheme was postponed due to the suspension of face-to-face lessons.

3. An Inter-class Energy Conservation Award Scheme was organized by the Environmental Education Committee. Student committee members were arranged to patrol all classrooms before and after lessons. They recorded any violations of the charter in relation to energy conservation and report to the respective class teachers for follow-up action. The best-performing classes in each school term would be awarded.

## **Way Forward**

All the sharing sessions and inter-class competitions will continue to be held in the next academic year.

## **2.2 To develop students' careers aspirations and foster their life-planning skills**

### **2.2.1 To develop junior form students' abilities in self-understanding and goal-setting**

**Helping students make realistic self-assessment of personal qualities, abilities and personal goals through workshops and Class Teacher Periods**

**Assisting S.3 students to explore elective options and study / career goals through individual career guidance**

## **Areas of Success**

1. 14 S.1 students participated in four sessions of online board games (from 10/2021 to 12/2021) organised by the Counselling Team. The activity aimed at enhancing students' communication skills and peer relationship. Over 85% of the participants agreed that their problem-solving skills had been enhanced through the activity. Over 70% agreed that the activity had promoted peer interaction. In addition, the Counselling Team organized an S.4 Bridging Programme on 30/10/2021, during which 125 students participated in class-based learning activities that enhanced their collaboration and problem-solving skills. Students were also briefed about the 'Plan-Do-Check-Act' (PDCA) Cycle and required to set their own 'Specific-Measurable-Attainable-Relevant-Timely' (SMART) Goals so as to better prepare themselves for their learning in senior secondary levels.
2. The Career and Life Planning Team arranged a workshop '我是...我想~自我認識' for S.2 students. With teachers' guidance, S.2 students set their own short-term and long-term study goals. This workshop allowed students to understand the importance of and the skills involved in goal setting. A programme called 'Career Explorer (I) & (II)' was also arranged by the Career and Life Planning Team for S.2 students. The programme assisted students in assessing the feasibility of their personal goals. Also, a variety of occupations were introduced to S.2 students, and they showed great interest in exploring the job nature of different occupations.

S.3 Subject Selection Talks were organized on 29/10/2021, 21/2/2022 and 9/4/2022 to familiarize

students with the senior curriculum and university entrance requirements. This assisted students in making informed decision in their career and life planning.

3. Students were asked to write about goal setting in one of their English journal entries at the beginning of a new year. It was hoped that students could realise their own strengths and weaknesses, thus setting realistic academic goals.
4. S.3 students were required to write a review on the topic ‘How I’ll fight for my dream career.’, whereas S.4 students were required to write an essay to describe their plans for pursuing their dreams during the Chinese lessons. All these learning activities were designed to foster students’ life planning skills.
5. Career-related and self-understanding related topics were included in students’ presentation sessions in Putonghua lessons. In general, students performed well and they demonstrated reflections on themselves and their ideal career.

### **Way Forward**

1. Online board games will continue next year. School social workers can collaborate with the CLP Team to organize the activities (online board games and S.4 Bridging Programme) so that correct attitudes related to career can be fostered in students.
2. All these programmes / activities will continue in the coming academic year.
3. English journal writing with the topic goal setting will continue in the coming academic year.
4. Through such learning activities, teachers realized that some students have detailed and feasible plans for their future, whereas others are confused about the way forward. Teachers can provide suggestions based on the individual circumstances of the students. These learning activities will continue in the coming academic year.
5. Career and self-understanding related topics will continue to be included in student presentation sessions of the Putonghua lessons in the coming academic year.

#### **2.2.2 To help senior form students set their study/career plan and make informed choices of further studies and careers**

**Arousing students’ awareness of multiple pathways for further studies and career development through mass programmes and workshops**

**Providing students with individual and group guidance on further education opportunities**

**Enriching students’ work-related experiences by organising workplace visits, internship, career talks, workshops through support from alumni and community resources and external organizations**

## Areas of Success

1. The Career and Life Planning Team arranged various programmes for students in the first term.
  - The 'S.6 JUPAS Talk', which was jointly organised by the Hok Yau Club, helped the senior form students set their further study / career plan. Students became more familiar with the JUPAS system and the choices of tertiary education programmes after the talk.
  - The workshop 'JUPAS Programme Choice' enabled students to know more about the JUPAS Choice Calculator and the strategies in prioritizing their JUPAS choices.
  - An 'Internal Mini Career Fair' was held on 26/11/2021. Alumni from different professions (such as law, accounting and nursing sectors) shared their academic and career pathways with S.6 students, which enabled them to do wise study and career planning.
2. The Business Partnership Programme of EDB and NGO 'Innovative Technology in Construction' was jointly organised by the Gammon Construction Limited and CLAP@JC. The 2-hour experiential and sharing session allowed S.4 to S.6 students to understand the innovative technology used in the construction industry, e.g. 360 VR Toolbox demonstration on safety management as well as hybrid reality platform and integrated digital technology in project management. Students had deepened their understanding of different careers e.g. civil engineering, mechanical engineering as well as other IT professions after the talk.
3. The Joint School Career and Life Development Club was established and a team of student career ambassadors were recruited. The student career ambassadors gave sharing during the morning assemblies, with topics including 'Good Time Management Laid a Better Future', 'Good Goal Setting is a Way to Success', etc. The student ambassadors were also invited to participate in live interviews organised by CLAP with professionals from different industries 「打破性別定型：拆解女性在男性主導行業發展實況」 on 07/06/2022.
4. The Careers and Life Planning Team and the Civic Education Team co-organised a workshop to introduce the job nature of the commissioner of the Independent Commission Against Corruption (ICAC) to S.5 students on 05/11/2021.
5. The Business, Accounting and Financial Studies Department arranged 60 students to attend a workshop named '創業@21 世紀' (02/2022), under the Student Training in Entrepreneurship Programme organized by Jockey Club CoCoon Foundation. During the workshop, entrepreneurs shared with students their perspectives on entrepreneurship and their journey of starting a business. Students learned about entrepreneurship, which is a life skill for everyone in the ever-changing 21<sup>st</sup> century. A team of 7 S.4 students became the Second Runner-up in 'Building a Financially Capable Generation Competition' sponsored by HSBC. They had designed an innovative promotion campaign for a Podcast programme to promote personal financial management amongst youngsters. After the workshop, students understood that having an entrepreneurial mindset could help them navigate in an unpredictable future.

## **Way Forward**

1. The 'S.6 JUPAS Talk', the 'JUPAS Programme Choice' and the 'Mini Career Fair' will continue in the next academic year.
2. The Business Partnership Programme of EDB and NGOs will continue in the next academic year.
3. The CLAP professionals gave positive feedback to the performance of the student ambassadors. The student ambassadors agreed that they had had a better understanding of different careers after the programme. The Student Career Ambassadors Team will be continued next year with different students.
4. The workshop co-organised by the Careers and Life Planning Team and the Civic Education Team for introducing the job nature of the commissioner of the Independent Commission Against Corruption (ICAC) will continue to be held in the next academic year.
5. Though our students did not attain many prizes this year, they were encouraged to continue to participate in various competitions and workshops, so as to broaden their horizons and get more real life experiences through communications with mentors in the future.

## **2.3 To inculcate in students' positive values through formal curriculum and mass programmes**

### **Highlights on the positive values and themes of the school years:**

**2021- 2022: Perseverance & Resilience**

**2022-2023: Respect & Responsibility**

**2023-2024: Serving the school and community**

### **2.3.1 To build a positive school culture through formal curriculum and mass programmes**

**Fine-tuning Class Teacher Period materials for all levels to integrate positive value education**

**Developing positive values and a growth mindset through school-based handbook 'Create My Own Sunshine' for S1 – S3**

**Subject departments integrate positive values in class teaching**

**Functional teams promote positivity through assemblies and organising activities and programmes (e.g. Wellness Carnival, Art therapy, Healthy School Programmes, etc.)**

## **Areas of Success**

1. A lot of programmes were carried out by the Student Development Committee to instill positive values in students:
  - The committee revised the school-based Moral and Civic Education Curriculum according to the results of the student survey conducted in the last academic year. New topics such as 「國家憲法日之‘認識憲法，了解國家’」，「德育大使：跳出框框」，「廉政大使生涯

規劃分享 - 影片觀賞及反思」,「網上罪行講座」 etc., were included in the new school-based curriculum. By the end of the first term, 71.5% of the students agreed that the Moral and Civic Education lessons could strengthen their positive values, including integrity, law-abidingness, anti-corruption, appreciation of the latest development of National Aerospace Science and Technology, etc.

- The student handbook 'Create My Own Sunshine', which aims at promoting positive thinking and values, was distributed to all S.1 to S.3 students at the beginning of this academic year. 62.2% of the students believed that the handbook, together with the class periods, helped them understand the importance of goal setting, time management, cultivating good habits, attitudes and beliefs, and self-commitment to face adversity.
- Through the 'WE Positive Motivation Programme - A Thing that Makes Me Happy' (10/2021 to 05/2022), S.1 and S.2 students were invited to share their happy events during the class periods. 64.4% of the students agreed that the sharing sessions provided an opportunity for them to appreciate themselves and others, and inspired them to treat other people from a positive perspective.
- Mr. CHAN Ho-yuen, Daniel, the 2020 Tokyo Paralympic Games Badminton WH2 Men's Singles Bronze Medalist, was invited to give the school a talk on '逆境自強、堅毅積極' on 02/12/2022. Mr. CHAN shared with all students how he faced the great changes in his life after an accident. This strengthened students' positivity, perseverance and ability in facing adversity. All students enjoyed the talk very much.
- The Student Development Committee, the Moral Education Team and the Art Club jointly organised the '3-D Paper Flower Card Workshop' on 13/05/2022. Through the workshop, more than 40 students prepared their own '3-D Paper Flower Cards', with words of thanks to their mothers printed inside. The cards then served as a present for their mothers on Mother's Day.
- The Student Development Committee and the Art Club jointly organised the 'Father's Day Frosted Etching Glass Workshop' on 17/06/2022. Teachers taught students to carve pattern templates and to make frosted pattern glass cups, which served as a present for their fathers on Father's Day.

2. The Counselling Team organised various activities which contributed to building a positive school culture:

- Mental Health Ambassadors Training Scheme  
Students were elected as ambassadors to deliver messages about mental health to their schoolmates. The attendance rate of the training sessions was high, reaching 85%. All students agreed that they were more aware of their emotions and had a deeper understanding of mental health. More than 70% of them were more willing to promote the concept of

resilience at school. Mental Health Ambassadors shared the mental health issues (i.e. stress coping skills and agoraphobia) in the morning assemblies and helped to conduct handicraft workshops during the Wellness Carnival.

- Wellness Carnival

Wellness Carnival was jointly organized by the Counselling Team, the Health Education Committee, the Healthy School Programme Team, the VA Department, the Home Economics Department, the Music Department, the P.E. Department, and the Photography Club. Various activities, including song dedication, sharing in morning assemblies, handicraft workshops for S.4 and S.5, game booths for S.1 to S.3, 5-min relaxation tips, instant photo-taking with cheering backdrops, distribution of cheer-up kit and dried fruits, etc. were arranged to introduce to students various ways of maintaining good mental health. In the post-activity survey given to students, 93.8% of the students agreed that they loved the activities organized, while none indicated they disliked them. Handicraft-making and photo-taking activities were highlighted. Meanwhile, 83.1%, 81.5%, and 83.1% of the students respectively agreed that they learnt more about mental health, were more aware of their own emotions, and were more concerned about their mental wellness. Overall, 92.3% of them agreed that Wellness Carnival was able to cultivate a positive and encouraging school environment. 75% agreed that they would use the stress coping strategies.

- Peer Counsellors Training Workshops and Angels Programme

2 workshops were organized in order to help Peer Counsellors understand how to express one's concern to students in need:

- Welcome Back Day was organized in May and Peer Counsellors agreed that it helped promote a supportive and caring environment on campus.
- Peer Counsellors met S.1 students in June. S.1 students talked about their difficulties in school life. Peer Counsellors shared personal experiences with them and encouraged them to have a positive attitude when facing challenges. Both agreed that a good rapport was built.

3. The Civic Education Team played the video clip 'The True Taste of Shrimp Paste' (My Pledge to Act - Be Grateful and Treasure What We Have, Stay Positive and Optimistic, Education Bureau) during the class periods on 24/09/2021 and 15/10/2021. The video encouraged students to adopt a positive and optimistic attitude towards life, which helped elevate their resilience against life-time challenges. All classes watched the video clip and signed the action pledge of 'Be Grateful, Treasure What We Have, Stay Positive and Optimistic', which was then posted on each classroom's noticeboard.
4. In order to foster a sense of perseverance among students, a slogan design competition 「逆流而上」 was organised by the Moral Education Team. Altogether 209 and 117 entries were received

from the junior and senior form students respectively and students who produced excellent entries were awarded prizes.

5. On the Teachers' Day, student ambassadors of the Moral Education Team and the Healthy School Programme presented small gifts to teachers of CLSMSS, expressing their gratitude to and demonstrating their respect for their teachers.
6. 32 students and 4 teachers took part in the Blood Donation Day co-organised by the Hong Kong Red Cross and the Health Education Team. Students showed understanding and development of altruism through donating blood to the needy.
7. In order to cultivate the spirit of benevolence of Chinese culture among students, the Reading to Learn Team launched the 'Read a Book, Share the Love' programme this school year. Students first made verbal recordings of the contents of selected books. Outstanding recordings selected by teachers were then donated to Ebenezer School and Home for the Visually Impaired so as to share with them the joy of reading.
8. The UNICEF Club set up by the Community Service Team provided students with a platform on which student leaders were encouraged to care about children as global citizens. They were empowered to play a vital role in promoting self-respect and children's rights through organizing different kinds of school activities (5 activities were held), e.g. Christmas card writing to orphans, fundraising campaigns, etc.

Through such activities, students exhibited **respect for others and empathy** for the children in need during the pandemic period. They also sent warm regards to the orphans with handmade craft gifts. All participating students agreed that their positive values were fostered through the activities organized.

9. On the OLE Day (Community Service Learning Programme), S.5 students were divided into groups and encouraged to engage in voluntary services by producing an educational video for primary school students. Most of the S.5 students agreed that their positive values, such as willingness to help, empathy, etc. were greatly enhanced through this activity.
10. The Community Service Team arranged the Hong Kong Federation of Youth Groups to conduct the Barista Latte Workshop to introduce the coffee industry to students on 13/06/2022. A chief executive from Kaffejen shared his career story on overcoming challenges in studying and running the café business. All student participants agreed that they had gained insight into how to foster perseverance and resilience in times of challenge.
11. A Fitness Class was organised by the SEN Team. The attendance rate of the participating students was 83%. It was surprising to find that some less active students had enrolled in the class. All students agreed that they had enjoyed the activity and learnt some useful fitness skills.
12. Different subject departments integrated various virtues in their learning and teaching activities:
  - The English Department required students to design a recipe for their parents / family

members to bring out the message of caring for family members. Students were asked to do presentations based on the themes of ‘gratitude’, ‘happiness’ and ‘positive values’ as well.

- Values education, such as law-abidingness and safeguarding national security, were integrated into the Citizenship and Social Development Curriculum. The legal basics of ‘One Country, Two Systems’, ‘Basic Law’ and ‘National Security Law’ were introduced to students during lessons so as to foster their understanding of the importance of law-abidingness.
- Geography and History teachers delivered the messages of developing positive values including perseverance, resilience and empathy to students through various topics including climatic change, famine, poverty, historical events, etc. Students were required to think about the ways to build up a more peaceful and harmonious world and these learning activities could definitely inculcate positive values into students.
- Songs with messages promoting positive values were chosen by the Music Department to instill the positive values in students via lyrics appreciation and singing practices.
- Through the designing of the mural located outside the planned School History Gallery, Visual Art teachers fostered the development of aesthetic appreciation and perseverance among students.
- Students were required to give short lectures carrying positive values to their classmates during the Putonghua lessons. They performed well and their messages were well received by their classmates.
- Using the stories of Hong Kong athletes, Physical Education teachers encouraged students to develop positive values and attitudes, such as striving for improvement and respecting others, and helped students understand the spirit of Olympic Games.

## Way Forward

1. The new school-based Moral and Civic Education Curriculum will continue to be adopted in the next academic year.

A new edition of the student handbook ‘Create My Own Sunshine’ will be distributed to all S.1 to S.3 students in the new academic year.

According to the evaluation from students, teaching materials related to the class period ‘Create My Own Sunshine: Be a Cheerful Me’ (Junior Forms) will be revised.

In the next academic year, the class period ‘WE Positive Motivation Programme - A Thing that Makes Me Happy’ will be conducted through thank you letter / article writing, so that S.2 students will not experience repeated contents.

The video clip of the talk given by Mr. CHAN Ho-yuen, Daniel, can be played to the new S.1 students in the next academic year. Similar talks given by excellent local athletes can also be held.



The '3-D Paper Flower Card Workshop' and the 'Father's Day Frosted Etching Glass Workshop' will continue to be held in the next academic year.

2. The Mental Health Ambassadors Training Scheme can be held in the next academic year. The following organizations also provide related services:

- School-based Educational Psychology Service (SBEPS),
- The New Life Psychiatric Rehabilitation Association,
- The Society of Rehabilitation and Crime Prevention,
- S.H.I.E.L.D.S. (HKU), and
- The Friends of Scouting.

A carnival will be held next year echoing the Annual School Plan 2022-2023. Some activities will be regularly held to promote mental well-being.

Peer Counsellors Scheme will be continued next year. Students will be invited to help coordinate different activities, especially to promote a caring campus for S.1 students.

3. Exchanges with Ebenezer School and Home for the Visually Impaired will be strengthened if the pandemic ceases in the next academic year.
4. The UNICEF Club will continue in the next academic year with new student committee members.
5. OLE Day (Community Service Learning Programme) will continue as a regular mass programme for S.5 students as overwhelming positive feedback from students was received.
6. As students gave very positive feedback to the Barista Latte Workshop, it will be conducted 1 to 2 times in the next academic year.
7. Various group activities can be held to cater for the needs of some introvert students.
8. All the mentioned learning activities will be constantly incorporated into the curricula of the respective subjects.

### **2.3.2 To create a positive classroom climate through inter-class management, positive reinforcement and class activities**

**Providing support to teachers on good practices of class management**

**Cultivating a positive culture of appreciation and strengthening unity through class-based activities (e.g. A Date with Class Teacher, Inter-class Busker Competition, Inter-class Academic Quizzes, "One-student-one-position in class" Programme, etc.)**

### **Areas of Success**

1. In the first term, class teachers arranged casual meetings (與班主任有個約會) with students before lessons, during recesses and after school to show concern and care for them.
2. In order to have a better understanding of students' mental and physical statuses during the special vacation, class teachers gave sunshine calls to their students and parents. Students with learning and

emotional issues were identified and referred to the relevant school teams, so that timely professional support could be provided for them.

3. Level meetings with class teachers of the same levels, discipline teachers and counselling teachers were held. The professional dialogues enabled class teachers to acquire effective skills in handling students' behavioural and emotional issues, and adopting good class management practices as well.
4. From 16/05/2022 to 17/06/2022, 'Afternoon Extracurricular Activities' (Dodgebee and Team Building) were arranged for all S.1 to S.5 classes. Such activities aimed to strengthen unity among students of the same classes and to provide them with a variety of learning opportunities outside the classroom so as to relieve their mental stress, thus enabling them to cope with future challenges.

### **Way Forward**

1. The casual meetings between class teachers and students will continue in the next academic year.
2. Class teachers will continue to give sunshine calls to their students if suspension of face-to-face lessons takes place.
3. Regular level meetings will continue to be held in the next academic year. Special meetings for handling cases of individual students will be held when necessary.
4. 'Afternoon Extracurricular Activities' can be organised if the school cannot resume whole-day face-to-face lessons in the next academic year.

### **2.4 To provide opportunities for students to enhance their understanding of community and the home country.**

**2.4.1 To enhance students' understanding of the community through visits, project-based learning and cultural activities. Subject departments, ECA clubs and functional teams organize workshops, visits, field trips, project-based learning and cultural activities to enhance students' understanding of community, society and the home country**

### **Areas of Success**

1. The Community Service Team arranged 52 S.4 and S.5 students to serve as volunteers during the Yuen Long District Arts and Culture Promotion Month. Through participating in different traditional cultural activities, students' understanding of the community was strengthened. They were also equipped with the knowledge and skills in inheriting the traditional cultures of Yuen Long.
2. A lot of activities were carried out by the Citizenship and Social Development / Liberal Studies Department to enhance students' sense of national identity with global perspectives:
  - A brief introduction of the contemporary national conditions was incorporated into the S.4 Citizenship and Social Development curriculum whereas discussions on social development

and progress after Reform and Opening Up in Mainland was incorporated into the S.5 Liberal Studies curriculum.

- The department arranged many activities in relation to the 2021 Policy Address for students, including class discussions, board exhibition and joint-schools online forum ‘Discussion with the Chief Executive about the 2021 Policy Address’ (05/11/2021). All these activities encouraged students to have a thorough understanding of the visions, aspirations and focuses of the Policy Address so that they could have a clear picture of the current development of Hong Kong.
- Students were arranged to join various competitions related to National Constitution, Basic Law and National Security, including:
  - 「2021『國慶日』網上問答比賽」,
  - 「憲法、基本法問答、國安教育比賽」,
  - 「第十一屆全港學生中國國情知識大賽」,
  - 「2021年《國家憲法日》網上問答比賽」(教育局主辦),
  - 「國家安全教育通通識 - 校際挑戰賽全港中學線上挑戰賽」,
  - 「第八屆《基本法》暨慶祝香港特別行政區成立二十五周年全港校際問答比賽」,
  - 「第十四屆香港盃外交知識大競賽」,
  - 「2022國家安全網上問答比賽」, and
  - 「2022國家安全標語創作及海報設計比賽」

They had won various prizes in the above competitions. Through the above-mentioned competitions, students were able to understand the constitutional basis of the HKSAR, its relationship with and the latest development of our home country.

3. The Business, Accounting and Financial Studies Department arranged three teams of 21 students in total to join the ‘JUMPSTARTER IdeaPOP! 2022 全港中學生創業比賽’ (09/2021 – 11/2021). Student participants were required to identify a community issue and provide a creative way to tackle it. They were also required to explain to the judges their views on the selected issue and how their solutions would benefit the community.
4. The Geography Department arranged an S.4 student to share the ‘National Parks in China’ in the Flag-raising Ceremony on 03/12/2021 with her schoolmates. The sharing helped strengthen students’ understanding of environmental conservation practices in Mainland China.
5. During the Music lessons, classical Chinese instrumental music and famous Chinese composers were introduced to the junior form students. An article on the lyrics setting of the National Anthem was prepared for students to enhance their understanding of the spirit behind the lyrics.
6. The Visual Arts Department worked collaboratively with the Chinese Department, the Chinese Literature Department, the Putonghua Department, the Library and the Reading to Learn Team to organize the 「中秋花燈彩繪、燈謎、詩詞及普通話歌曲賞析活動」 and the

「小說角色面譜設計及創作教學單元」。All the above-mentioned activities helped enhance students' understanding of their community, society, home country and our traditional culture.

### **Way Forward**

1. More students will be encouraged to participate in the district cultural activities in the future.
2. - 3. Students will continue to be encouraged to join all the external competitions / programmes in the next academic year.
4. Sharing of a new topic related to the achievements in the environmental conservation of our Home Country will be offered to students in the next academic year.
5. This learning activity will continue in the next academic year.
6. Activities related to other aspects of the traditional cultures of our Home Country will be organized in the next academic year.

#### **2.4.2 To enhance students' understanding of the home country through Civic Education programmes and Sister School Scheme, including exchange programmes, visits and a variety of activities**

**To organize a series of activities through Civic Education programmes and visits, lesson observations and virtual exchange activities with sister school students to broaden students' horizons and deepen their understanding of the home country**

### **Areas of Success**

1. The National Flag-Raising Ceremony was held regularly. The speech under the National Flag with topics on 'National Development', 'Good Daily Practice', 'National Parks', 'Reviewing the Past', 'Looking to the Future', 'Perseverance from the Perspective of Our Home Country' and 'Making Good Use of Hong Kong's Advantages, Better Prospects for Development' were presented by students to enhance their schoolmates' sense of national identity and civic awareness.
2. Boards displaying information related to National Constitution and development, the achievements of our athletes in the 2020 Olympic Games, etc. were placed near the main entrance of the school to strengthen students' understanding of our home country.
3. 20 Basic Law Student Ambassadors were elected by the teachers of the Civic Education Team. The student ambassadors participated in the Ambassador Recognition Ceremony and Legal Lecture conducted by Dr. Simon Hoey LEE, M.H., JP in the first term. The lecture strengthened students' understanding of the background and the importance of the Basic Law to Hong Kong.
4. Subject departments incorporated learning elements related to the National Security Education (NSE) into their respective curricula.
5. Student Exchange and Sister Schools Programme

The original planned activities, lesson observation with 深圳市富源学校 and Discussion Forum with 鎮海蛟川書院 were cancelled due to the suspension of school in Hong Kong from March to April. Both sister schools could not arrange any time to have the above activities after face-to-face lessons were resumed in Hong Kong as they had to prepare for the public examinations for their S.3 and S.6 students.

### **Way Forward**

1. New topics in relation to the latest development of our Home Country will be incorporated into the speech under the National Flag.
2. Other achievements of our home country, e.g. science and technology, economy, environmental protection, etc. will be introduced to students through board displays.
3. Basic Law Student Ambassadors will help to promote education about the Basic Law to their schoolmates in the next academic year.
4. Learning elements related to the National Security Education (NSE) have become regular components of the curricula of subject departments.
5. It was suggested that preparation for the exchange programmes be ready during the summer vacation, so that activities could be held in the First Term of the next academic year.

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

### 1. ESCBG Account (Financial Year 2021/2022) (1/4/2021 – 31/3/2022)

	Income \$	Expenditure \$
<b>Balance B/F from 2020/2021 Financial Year</b>	1,337,740.00	- - -
(a) Non-school-specific grants		
- Subject Grants	615,194.00	143,069.80
- Other Education Purposes	0.00	200,000.00
- Baseline adjustment - GSS	(70,789.00)	
<b>Sub-total:</b>	544,405.00	343,069.80
(b) School-specific grants		
- Composite IT Grant	554,290.00	456,020.00
- Capacity Enhancement Grant	841,070.00	804,784.47
<b>Sub-total:</b>	1,395,360.00	1,260,804.47
(c) SBM Top-up grants	50,555.00	1,800.00
<b>Sub-total:</b>	50,555.00	1,800.00
<b>Surplus C/F for 2022/2023 Financial Year</b>	1,722,385.73	- - -

## 2. Extra-curricular Account (School Year 2021/2022)

	\$
<b>Balance B/F from 2020/2021 School Year</b>	377,338.84
<b>Income</b>	645,187.24
<b>Expenditure</b>	663,457.24
<b>Year Surplus</b>	(18,270.00)
<b>Total Balance C/F for ECA A/C in 2021/2022 School Year</b>	359,068.84

## 3. SMI Fund Account (School Year 2021/2022)

	\$
<b>Balance B/F from 2020/2021 School Year</b>	103,105.53
<b>Income</b>	112,651.15
<b>Expenditure</b>	1,520.00
<b>Year Excess</b>	111,131.15
<b>Total Balance C/F for SMI Fund A/C in 2021/2022 School Year</b>	214,236.68