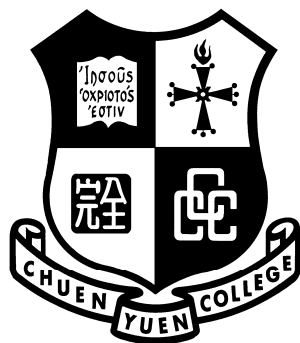


CCC CHUEN YUEN COLLEGE
中華基督教會全完中學



2021- 2022

周年校務報告

Annual School Report

Contents

I. Our School	2
II. Achievements and Reflection on Major Concerns	7
III. Our Teaching and Learning	21
IV. Support for Student Development	31
V. Student Performance	38
VI. Financial Summary	52
VII. Appendices (Reports)	
A) Capacity Enhancement Grant	53
B) Diversity Learning Grant	58
C) School-based After-school Learning and Support Programmes	64
D) Sister School Project	67
E) Life-wide Learning Grant	70
F) Student Activities Support Grant	79

I Our School

(I) School Information

1. Brief History

This school was founded by The Hong Kong Council of the Church of Christ in China, in Kwai Chung, 1969, to meet the need of the community for quality secondary education. With its close ties to Chuen Yuen Church, Chuen Yuen First Primary School, Chuen Yuen Second Primary School and Chuen Yuen Third Primary School, this new school was named Chuen Yuen College.

In 1969, there were altogether four classes in Form One and Form Two. The school had its first Form Five graduates in 1972. In September 1973, CCC Chuen Yuen College started its matriculation classes, with both Arts and Science streams, and developed to its full capacity as a 24-class grammar school. Later, floating classes were introduced in 1976 in response to the request from the Education Department. During the period from 1978 to 1985, the school also offered special education in some classes.

Mr. Cheung Wan Cha, the founding Principal of the school, retired in August 1983. Ms. Yau Oi Nam, Cheung's successor, migrated to Canada in 1992. Mrs. Lee Shek Yuk Yu then became the third Principal and she left the school in 2001. Mr. Wong Wai Yiu took up the principalship as the fourth Principal of the school in 2001 and he retired in August 2019. Mr. Ip Tin Yau joined service in 2019 and he is the fifth Principal of the school.

2. Present Situation

a) Class structure and Curriculum

The school is an aided co-ed school with approximately 730 pupils. There are four classes in each form from Form One to Form Six.

The school is a grammar school offering a broad and balanced curriculum. A total of twelve electives are offered in senior forms to meet students' diversified needs. Other than academic subjects, we offer more than twenty clubs and societies to stretch the potential of our students.

b) Administration

The Incorporated Management Committee (IMC) of the school was established in September 2011 to replace the School Management Committee (SMC). The IMC is led by the Supervisor, sponsoring body managers, parent managers, an alumni manager, an independent manager, teacher managers and the Principal. It replaces the role of the SMC to manage the school. The IMC sets the goals and priorities for the school. It also formulates development directives, management policies and the use of resources according to the priorities.

The daily operation of the school is administered by the Executive Committee, which is headed by the Principal and further supported by two vice-principals and the chairpersons of major functional committees, namely: Academic; Discipline; Guidance; Religion; Extra-curricular Activities; Career Guidance; Moral and Civic Education. Regular meetings are called to plan, implement and evaluate the progress of school work.

c) Church Support

The CCC Chuen Yuen Church works closely with the school in religious missions. Rev Cheung Mun Yee serves as school chaplain to advise the school on evangelical matters. She also helps the school to promote the Gospel among teachers and students on the campus. There are also representatives from CCC Chuen Yuen Church in the IMC of the School.

d) School Facilities

The school is situated in Kwai Chung Estate. It is a six-storey building with about 50,000 square feet. There are twenty-eight classrooms and fourteen special rooms including a multimedia language centre, two computer rooms, four laboratories, a library, a gym room and a big assembly hall. All classrooms and laboratories are air-conditioned and equipped with networked computers, LCD projectors and visualisers. There is also a playground and a car park on the school campus.



(II) Incorporated Management Committee

- 1 Prof. WONG Sing Wing (Supervisor)
- 2 Ms. CHAN Chui Yin (Sponsoring Body Manager)
- 3 Dr. CHEUNG Kwan Hin (Sponsoring Body Manager)
- 4 Ms. IP Shun Tak Andy (Sponsoring Body Manager)
- 5 Ms. HO Mei Fung, Linda (Sponsoring Body Manager)
- 6 Ms. CHIU Mi Ying (Sponsoring Body Manager)
- 7 Rev. CHEUNG Mun Yee (Sponsoring Body Manager)
- 8 Ms. WONG Mei Fung Florence (Alternate Sponsoring Body Manager)
- 9 Mr. CHOU Sing Hong Leo (Independent Manager)
- 10 Mr. IP Tin Yau (Principal)
- 11 Mr. CHAN Ki Yeung (Teacher Manager)
- 12 Mr. HUNG Shu (Alternate Teacher Manager)
- 13 Mr. NG Tak Wai (Parent Manager)
- 14 Ms. LEUNG Kit Yuk (Alternate Parent Manager)
- 15 Mr. LEE Tak Keung, Simon (Alumni Manager)



(III) Staff Profile and Training

1. Staff Profile

Religion	counts	%	Teaching experience	counts	%	Academic qualification	Counts	%
Christianity	36	59.0	Less than 2 years	5	8.2	PHD with PGDE/PCED	2	3.3
Catholic	0	0	2-3 years	5	8.2	Master with PGDE/PCED	33	54.1
Others/ No religion	25	41.0	4-5 years	3	4.9	Bachelor with PGDE/PCED	21	34.4
			6-10 year	6	9.8	Bachelor degree	5	8.2
			11-15 years	9	14.8			
			Above 15 years	33	54.1			
Total	61	100%	Total	61	100	Total	61	100%

In addition, we have two laboratory technicians, two Information Technology technicians, one Executive officer, seven clerical staff, one repair and maintenance technician and nine janitors. They are all well-trained, dedicated, and professional.

2. Staff Turnover

Staff resigned in 2021-2022	Number of staff
Teachers (retired and personal reasons)	6
Educational Psychologist (personal reasons)	1
Laboratory Technician (retired)	1
Janitor (personal reasons)	1

3. Teacher Professional Development

3.1 School-based Training

Date	Theme	Organiser
27 August 2021 (14:00-16:00)	Workshop : 第一次「跨學科英語教學分享會」	Staff Development Team
22 December 2021 (09:00-10:30)	Workshop 2: 第二次「跨學科英語教學分享會」	Staff Development Team
22 December 2021 (11:00-13:00)	Workshop: 「如何辨識青少年情緒問題與及早介入」	Staff Development Team
18 February 2022 (10:30-12:00)	CCC Joint School Staff Development Day	Staff Development Team
22 April 2022 (08:30-10:30)	Workshop: 「教學策略的選取與運用」	Staff Development Team
22 April 2022 (11:00-13:00)	Workshop: 「一國兩制之下的國家安全教育講座」	Staff Development Team

3.2 Other Courses and Seminars

	Courses/Seminars/Workshops related to	No. of Participants
1.	HKDSE/HKEAA	92
2.	Various academic subjects	184
3.	Use of Information Technologies	73
4.	Extracurricular Activities	46
5.	Student Guidance	39
6.	Student Discipline	8
7.	Moral and Civic Education	51
8.	Careers and Life Planning	19
9.	Religious Education	19
10.	School based Assessment	32
11.	Middle Management & Professional Training	9
12.	Master degree courses/PGDE	1
13.	Special Education Needs	216
14.	Collaborative or Peer Teaching	245
15.	National Security	109
16.	Others	9
	Total	1152



II Achievements and Reflection on Major Concerns 2021-2022

Major Concern A : Quality learning Experiences

Targets	Strategies	Success Criteria	Evaluation
1. Students' learning capacity is strengthened to meet the challenges in daily life.	1.1 To adopt various teaching and learning strategies to achieve meaningful learning.		
	1.1.1 Using suitable eLearning teaching/learning strategies to enhance the learning.	<ul style="list-style-type: none"> ✧ Over 75% of students agree those strategies can enhance their learning. 	<p><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Target met. ✧ There were face-to-face lessons using iPads and eBlackboards in various departments. ✧ The iOS apps under VPP in MDM were used by all the departments. Teams and YouTube had the highest frequency. Subject-based apps were used such as iSolution, ChemEye, Desmos, Geogebra, iScienceAR, Pearson eBookshelf. ✧ Most departments reported that over 75% of students agreed those strategies could enhance their learning. <p><u>Reflection</u></p> <ul style="list-style-type: none"> ✧ Instant feedback and 'Task-Based Learning' were still the most common eLearning strategies in our eLearning lessons. To apply these strategies, Kahoot and Nearpod were chosen by most of the teachers. ✧ The effectiveness of eLearning strategies was increased with the use of eBlackboards. ✧ The policy of Zoom in education was changed. Zoom meeting ended after 40 minutes on free education licenses. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ Microsoft Teams was suggested to be one of the LMSs. E-training sessions for the application of the Microsoft Teams were provided to the staff. ✧ Stimulated virtual context and interactive resources would be the focus during the implementation of eBlackboards.

Targets	Strategies	Success Criteria	Evaluation
	1.1.2 Adopt suitable learning strategies to enhance effective learning.	<ul style="list-style-type: none"> ✧ Over 80% of teachers agree that the specific strategies facilitate meaningful learning. 	<p><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Target met. ✧ All subjects followed their annual plan and adopted different strategies to enhance effective learning, including collaborative learning, group strategies, interactive learning, enquiry-based approaches, note taking, in-class exercises and vocabulary approaches. <p><u>Reflection</u></p> <ul style="list-style-type: none"> ✧ Over 80% of teachers agreed that the specific strategies adopted in face-to-face lessons facilitated meaningful learning. ✧ These strategies were effective in motivating the students to be more engaged in the lessons and boosted their understanding in relevant topics. This could build student confidence in learning. ✧ The limited lesson time this year restricted the deepening of the implementation. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ Make adjustments to deepen the implementation in reference to the experience of this year.
	1.2 To enhance assessment policies for further improvement on teaching and learning effectiveness.		
	1.2.1 All subject departments implement the P-I-E policy via the use of internal and external assessment results to improve teaching and learning.	<ul style="list-style-type: none"> ✧ Over 75% of students passed the internal examination. 	<p><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Target met. ✧ HKDSE data was prepared for departments. ✧ KM system provided the data of tests and examination. ✧ Data analysis of HKDSE and Tests was done by the departments to find out the strengths and weaknesses of students. Follow up actions were made.

Targets	Strategies	Success Criteria	Evaluation																					
			<p>◇ Examination results</p> <table border="1" data-bbox="1155 161 1995 509"> <thead> <tr> <th></th> <th colspan="2">No. of subjects with passing rate over 75%</th> </tr> <tr> <th>Class Level</th> <th>HY Exam</th> <th>Annual Result</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>14/15</td> <td>14/15</td> </tr> <tr> <td>S2</td> <td>13/15</td> <td>11/15</td> </tr> <tr> <td>S3</td> <td>14/15</td> <td>13/15</td> </tr> <tr> <td>S4</td> <td>7 /14</td> <td>9/14</td> </tr> <tr> <td>S5</td> <td>9/16</td> <td>13/16</td> </tr> </tbody> </table> <p>With respect to the grand average, over 90% of students passed in final examinations</p> <p><u>Reflections</u></p> <ul style="list-style-type: none"> ◇ The analytical results could help teachers put more emphasis on improving the effectiveness of teaching and learning. ◇ Typical questions and critical techniques should be included in daily practices and assessments to improve students’ examination skills. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ◇ Make adjustment of the implementation with respect to the results of the Examination if necessary. 		No. of subjects with passing rate over 75%		Class Level	HY Exam	Annual Result	S1	14/15	14/15	S2	13/15	11/15	S3	14/15	13/15	S4	7 /14	9/14	S5	9/16	13/16
	No. of subjects with passing rate over 75%																							
Class Level	HY Exam	Annual Result																						
S1	14/15	14/15																						
S2	13/15	11/15																						
S3	14/15	13/15																						
S4	7 /14	9/14																						
S5	9/16	13/16																						
	1.2.2Apply formative assessment to enhance students’ self-reflection on learning.	◇ Over 75% of students show improvement in their learning.	<p><u>Achievements</u></p> <ul style="list-style-type: none"> ◇ Target met. ◇ More quizzes and dictations were done to monitor the learning of students. ◇ Self assessment was provided in some subjects. ◇ Examination results 																					

Targets	Strategies	Success Criteria	Evaluation															
			<table border="1"> <thead> <tr> <th data-bbox="1155 116 1337 220">Class Level</th> <th data-bbox="1337 116 1886 220">No. of subjects with improvement or passing rate over 85%</th> </tr> <tr> <th colspan="2" data-bbox="1155 220 1886 268">Annual Result</th> </tr> </thead> <tbody> <tr> <td data-bbox="1155 268 1337 316">S1</td> <td data-bbox="1337 268 1886 316">12/15</td> </tr> <tr> <td data-bbox="1155 316 1337 363">S2</td> <td data-bbox="1337 316 1886 363">11/15</td> </tr> <tr> <td data-bbox="1155 363 1337 411">S3</td> <td data-bbox="1337 363 1886 411">14/15</td> </tr> <tr> <td data-bbox="1155 411 1337 459">S4</td> <td data-bbox="1337 411 1886 459">11/14</td> </tr> <tr> <td data-bbox="1155 459 1337 513">S5</td> <td data-bbox="1337 459 1886 513">15/16</td> </tr> </tbody> </table>	Class Level	No. of subjects with improvement or passing rate over 85%	Annual Result		S1	12/15	S2	11/15	S3	14/15	S4	11/14	S5	15/16	<p data-bbox="1370 132 1850 212">No. of subjects with improvement or passing rate over 85%</p> <p data-bbox="1518 228 1702 260">Annual Result</p> <p data-bbox="1574 276 1646 308">12/15</p> <p data-bbox="1574 323 1646 355">11/15</p> <p data-bbox="1574 371 1646 403">14/15</p> <p data-bbox="1574 419 1646 451">11/14</p> <p data-bbox="1574 467 1646 499">15/16</p> <p data-bbox="1106 523 1258 555"><u>Reflections</u></p> <ul data-bbox="1106 563 2101 675" style="list-style-type: none"> ✧ Most students showed improvement in learning. ✧ Students will be more confident and motivated in studying if they can see their progress. <p data-bbox="1106 683 1379 715"><u>Follow-up measures</u></p> <ul data-bbox="1106 722 2063 834" style="list-style-type: none"> ✧ Make adjustment of the implementation with respect to the results of Examination if necessary. ✧ More encouragement should be given to students with low motivation.
Class Level	No. of subjects with improvement or passing rate over 85%																	
Annual Result																		
S1	12/15																	
S2	11/15																	
S3	14/15																	
S4	11/14																	
S5	15/16																	
2. Students' horizons are broadened and their innovative potentials are unleashed.	<p data-bbox="293 858 750 1018">2.1 To conduct thematic approaches in cross-curricular reading and other learning activities.</p> <p data-bbox="293 1026 750 1153">2.1.1 LaC group will promote the reading across the curriculum with the support of the library.</p>	<ul data-bbox="786 1026 1043 1185" style="list-style-type: none"> ✧ Over 75% of the participants complete the reading task set. 	<p data-bbox="1106 1026 1299 1058"><u>Achievements</u></p> <ul data-bbox="1106 1066 2123 1361" style="list-style-type: none"> ✧ Target partially met. ✧ 13 e-books were purchased by library. ✧ Online books of National Geographic were chosen for S2 and S3 students to do cross curriculum reading. ✧ Different departments implemented their own reading plan such as Biology, Chinese, English, Geography, Mathematics, Physics and Science departments. Over 75% of students completed the reading task set. <p data-bbox="1106 1369 1258 1401"><u>Reflections</u></p> <ul data-bbox="1106 1409 2112 1449" style="list-style-type: none"> ✧ The suspension of school affected the implementation of the reading plan 															

Targets	Strategies	Success Criteria	Evaluation								
			<p>in the 2nd term.</p> <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ Morning reading scheme could be re-conducted in next school year. 								
	<p>2.2 To enrich students' learning experiences by providing learning experiences in authentic contexts.</p> <p>2.2.1 To Implement form-based/cross committee/cross-curricular life-wide learning activities by providing 2 life-wide learning days within the school calendar.</p>	<ul style="list-style-type: none"> ✧ Over 75% of participants will show positive feedback and agree that the activities can enhance their learning experience. 	<p><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Target partially met. ✧ The life-wide learning days were cancelled due to school suspension. ✧ The following activities were done under epidemic prevention measures after the school resumed face-to-face lessons. <table border="1" data-bbox="1160 635 2134 813"> <tbody> <tr> <td>S1</td> <td>Tai O Cultural and Heritage Tour</td> </tr> <tr> <td>S3</td> <td>Outward Bound Training</td> </tr> <tr> <td>S3</td> <td>Leadership training Day Camp</td> </tr> <tr> <td>S4</td> <td>Career Experience Workshop</td> </tr> </tbody> </table> <p><u>Reflections</u></p> <ul style="list-style-type: none"> ✧ Tai O Cultural and Heritage Tour: Over 93% of participants showed positive feedback on the tour. ✧ Outward bound: Over 90% of participants agreed that their skills were strengthened and they became more responsible, motivated and capable leaders. ✧ Leadership training Day Camp: Over 85% of participants agreed that their perseverance and social skills were strengthened. ✧ Career experience workshop: Over 90% of participants enjoyed the workshop and agreed that their minds were opened to a wider range of career possibilities after the activities. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ The planned programme of life-wide learning days will be implemented in 2022-2023. 	S1	Tai O Cultural and Heritage Tour	S3	Outward Bound Training	S3	Leadership training Day Camp	S4	Career Experience Workshop
S1	Tai O Cultural and Heritage Tour										
S3	Outward Bound Training										
S3	Leadership training Day Camp										
S4	Career Experience Workshop										

Targets	Strategies	Success Criteria	Evaluation
	<p>2.2.2 To implement the STEM curriculum to unleash the innovative potential of students. (a) Collaboration of related subjects to carry out STEM activities for all students. (b) Encourage elite students to join interschool competitions.</p>	<p>✧ Over 75% of participants show positive feedback and could demonstrate their innovation.</p>	<p><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Target met. ✧ S2 and S3: STEM project learning in topic ‘Mentoring program of coding for community’ was completed. ✧ A stem elite team was established. Training programs were produced by Mr. CC Leung and Mr. TY Tang. ✧ Five interschool competitions were joined, and our school won 3 champions and 1 merit prize. <p><u>Reflections</u></p> <ul style="list-style-type: none"> ✧ S2 students benefited from the projects with the design and coding skills. They also built a close relationship with the alumni mentors. ✧ The performance of S3 students in the STEM project was good and was appreciated by the Alumni mentors. ✧ More opportunities should be provided to unleash the potential of our students. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ A new school-based stem project will be introduced to S2 students.
	<p>2.2.3 Each department will design at least one learning task related to real-life contexts in the Junior form.</p>	<p>✧ Over 75% of students could apply their learning to real-life contexts.</p>	<p><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Target met. ✧ All departments completed the task. Examples of implementation: Use songs and videos (English); statistical problems (Mathematics); vitamin C in fruit juices (Biology); food problems and natural hazards (Geography), painting exhibition on the 9.18 Incident in City Hall (Chinese History and History), basic law quiz competition (Life and Society). ✧ Over 75% of students could apply their learning to real-life contexts. <p><u>Reflections</u></p> <ul style="list-style-type: none"> ✧ These class activities were generally well-received by students according to teachers’ observations. ✧ The tasks could enhance students’ interest and daily-life learnt experience. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ Refine the learning tasks and carry out in 2022-2023.

Conclusion

In this academic year, we have continued to work on providing quality learning experiences to our students. Inside the classroom, subject departments adopted different strategies to enhance effective learning. It was observed that most students could demonstrate the above skills taught and were better engaged in the lessons. They were well-equipped to face advancement in their academic performance. Outside the classroom, we tried our best to provide form-based, cross-committee and cross-curricular life-wide learning activities under epidemic prevention measures. Through participating in authentic contexts, students were expected to gain a lot of learning experiences, which would be inseparable from daily life. In the coming year, we will continue to provide quality learning experiences both inside and outside the classroom, hoping that our students will develop lifelong learning capabilities that are much needed in our ever-changing society.

Major Concern B: Achieving goals with perseverance

Targets	Strategies	Success Criteria	Evaluation
<p>1. Students are cultivated with positive values and attitudes to enhance their capabilities so as to face the ever-changing society and challenges (<i>Sub-concern B.1 Quality value education</i>)</p>	<p>1.1 Students demonstrate perseverance and show confidence by participating in activities and competitions, attaining suitable levels</p>	<p>✧ 75% or above of students can attain the passing level and show improvement in perseverance.</p>	<p><u>1.1 Achievements</u></p> <ul style="list-style-type: none"> ✧ Target met. ✧ Moral & Civic Education Committee, Discipline Committee & Guidance Committee offered values education lessons /activities to all S1-S6. The survey on S.1 – S.5 students and form teachers showed that nearly 100% of form teachers were satisfied with the performance of students in the MCEd lessons. 92.8% of students were satisfied with their learning in the MCEd lessons. 93.4% of students agreed that the MCEd lessons or activities enhanced their awareness and value on perseverance, respect for others, responsibility, national identity, commitment, integrity or care for others. ✧ New mode of cooperation with Asbury Methodist Social Service Centre provided senior form students with more feasible opportunities of serving the community under the impact of COVID-19 pandemic. The elderly citizens were invited to be interviewed by all S.5 classes in regard to their past, present and future. Most students showed their confidence throughout the activities. ✧ Mental health education lessons were arranged for all S2, S3, and S5. The Mental Health Group by LevelMind at JC were run. The project helps students to enhance their cognitive resources, personal strengths and then build their overall mental wellness. Four workshops were held in September at the hub for our S5-S6. 6 online mental health workshops for senior forms were also set up in May 2022. ✧ Four developmental projects (Online board game Activities, Ratio of School Social Workers, Growth group & “Hope Bubble”) were launched for students in the second term. The programme Hope Bubble cultivated our students the importance of having a grateful heart and giving thanks to others. ✧ Life-wide Experience Day was completed on 3/12/2021. More variety of life-wide learning activities were provided, for instance, fencing, archery, sport climbing, golf, visiting Ocean Park & Hong Kong Disneyland. Positive feedback was received from all forms. ✧ A workshop organised by HKBU with the theme “Biodiversity and Hong Kong Woodland Ecosystem” was arranged for S5 Elite students (Bio/ Geog), Cross curricular activity “Water Quality Survey” was organised for S3 students (Bio/ Geog/ Chem) on 18/12/2021. 18 S4 elite students joined

Targets	Strategies	Success Criteria	Evaluation
			<p>an open forum/ online talk on COVID-19 and living environment organized by HKU. 80% of students showed positive responses towards the activity.</p> <ul style="list-style-type: none"> ✧ As Covid-19 remains a pandemic alert worldwide, all overseas study tours had to be suspended or cancelled. Joint School Exchange Program - Iraq was conducted on Zoom on 31/7/2022. The theme was “Live Across the World – Kurdistan in Iraq.” Ten cultural exchange ambassadors of our school joined the online exchange trip. The Eco-tour in Wan Chai and Lamma Island were conducted by Zoom on 28/5/2022 and 23/7/2022. All S1 students joined the Life-wide learning activity - Tai O eco-tour. As observed, all students showed good responses and actively participated in the activity. <p><u>Reflections</u></p> <ul style="list-style-type: none"> ✧ In view of the new COVID norm, blended mode of activities should be tactfully planned and organized. Since both students and teachers are already used to online mode learning, it is good to make good use of online platform in organizing activities while at the same time creating room for more interaction in a real working environment. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ Adjust the implementation plan to the needs of students if necessary.
	<p>1.2 Through class management, students are better equipped to face challenges with suitable support from Form teachers.</p>	<ul style="list-style-type: none"> ✧ 75% or above of students show good support by Form teachers and show improvement in perseverance. ✧ Above average results in APASO. 	<p><u>1.2 Achievements</u></p> <ul style="list-style-type: none"> ✧ Target met. ✧ Compared to last year, the APASO 2021-2022 results showed improvement. In subscale of (Teacher-student relationship), our school was higher than the norm of Hong Kong. ✧ Goal setting by class teachers & their students were completed in October, 2021. Final review was completed on 30 /7/2022. 23 classes (S1-S5) achieved / partly achieved their targets over 75% in the final review. S1-S5 students were well supported by form teachers and showed improvement in perseverance. ✧ To enable students to reach a higher degree of outward success, “The 7 Habits of Highly Effective People” were introduced. In Phase 1, the first three habits "Be proactive", "Begin with the end in mind", "Put first things first" were taught. The learning materials were delivered in the MCED lesson for all students. Positive feedback was shown on form teachers’ questionnaires.

Targets	Strategies	Success Criteria	Evaluation
			<p><u>Reflections</u></p> <ul style="list-style-type: none"> ✧ Goal setting can help students strive for excellence. Close guidance is crucial for junior form students. The first three habits are intended to help students achieve independence. Book reading can help students gain a deeper understanding of all habits instead of reading notes. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ In Phase 2, four habits "Think win-win", "Seek first to understand, then to be understood", "Synergize" and "Sharpen the saw" will be taught. ✧ Due to reduced school time and other constraints, the collaboration among committees, form teachers and subject teachers was inevitably affected. Strengthening collaboration network would be our focus in the next academic year.
	1.3 Adventures and Leadership training for all junior form students.	✧ 75% or above of students show a good response in these training programmes and show improvement in perseverance.	<p><u>Achievements</u></p> <ul style="list-style-type: none"> ✧ Target met. ✧ S1 and S.2 Adventures and Leadership trainings were completed on 25/9/2021 and 16/10/2021 respectively. The main goals were achieved—enhancing students' ability of self-understanding, communication and collaboration, and encouraging creativity in the adventure games. Both the feedback from teachers and students were very positive. ✧ A number of training sessions were organised to promote character strengths and provide opportunities for students to utilise them, including, Junior form monitors and monitresses, S4 Peer Counsellors, Prefects training and Outward Bound Course. Feedback collected from different activities showed students were also aware of the strengths that they possess and started to serve others. <p><u>Reflections</u></p> <ul style="list-style-type: none"> ✧ All training programs were welcomed by students and teachers. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ S1-S3 Adventures and Leadership training will be arranged in the next academic year.
2. Students are able to master and manage their Career and Life Planning (Sub-concern B.2 Quality)	2.1 Review the curriculum to target future studies.	✧ 75% or above students agree the curriculum is useful in goal setting and	<p><u>2.1 Achievements</u></p> <ul style="list-style-type: none"> ✧ Target met. ✧ Curriculum of S1, S3 and S5 were reviewed in the first term. ✧ S1 Goal setting related attitudes and skills were emphasised in the MCEd lessons. S3: Entrance requirements of UGC funded university were introduced to S3 students. S5: Methods of searching JUPAS and

Targets	Strategies	Success Criteria	Evaluation
<i>Goal-setting, planning and evaluation)</i>		evaluation.	<p>Non-JUPAS programmes were introduced to S5 students. They were asked to complete the drafts of their programme choices. 10 JUPAS programmes and 3 Non-JUPAS programmes were selected by each student.</p> <p>✧ S1: 85%, S3: 90%, S5: 100% - Students agreed the curriculum was useful in goal setting and evaluation.</p> <p><u>Reflections</u></p> <p>✧ The planned programmes facilitated students to master and manage their Career and Life Planning.</p> <p><u>Follow-up measures</u></p> <p>✧ Self-understanding and development, goal setting, career planning and management activities will be implemented for S1, S2 and S4 in the next academic year.</p>
	2.2 Multiple pathways for students with the collaboration with different departments and committees.	✧ 75% or above students agree the activities can explore their horizons.	<p><u>2.2 Achievements</u></p> <p>✧ Target met.</p> <p>✧ Cooperated with the Guidance Committee, Discipline Committee, MCEd Committee and CYAS team. Students in all forms were required to have their goal setting and planning at the beginning of the academic year 21-22. Guidelines for helping S4 and S5 students to set their short-term goals were delivered</p> <p>✧ S3: Cooperated with CT department. The LIFE+ survey was completed in the lesson. The survey enabled students to have better understanding of their connectedness, meaning of life, life skills and career development. Report of each student was sent to their mentors (alumni) for guidance purpose.</p> <p>✧ S3: Cooperated with Alumni association. About 30 alumni were recruited to serve as mentors for S3 students in the Coding for Community Project. Students were divided into groups with the guidance and counselling of alumni.</p> <p>✧ S4: Cooperated with English Department. 58 S4 students joined the Applied Learning (Vocational English) – English for Service Professionals programme. Selected students joined the programme on Saturday regularly. Workshops on writing CV and personal statement were implemented. Information in CV and Personal statement will be used in JUPAS application (OEA).</p> <p>✧ Three S4 and S5 students had been nominated to enroll in the gifted education programme organised by HKCU in December, 2021 and April, 2022. 3 students received offers from The Hong Kong Academy for Gifted</p>

Targets	Strategies	Success Criteria	Evaluation
			<p>Education.</p> <ul style="list-style-type: none"> ✧ S1-2 students attended flight stimulation workshop (Joint activity of Gifted Education Committee and Integrated Education Committee) ✧ Cooperated with Academic Committee. Briefing session on JUPAS OEA additional information was held on 15 /7/2022. <p><u>Reflections</u></p> <ul style="list-style-type: none"> ✧ S3: 100%, S4: 85%, S6: 100% students agreed the workshops / programmes were useful. 100% students showed positive responses towards the gifted education programme. They agreed that the programme broadened their horizons and facilitated career planning. <p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ S3: It was suggested the LIFE+ report could also be used for form teachers and subject teachers in subject selection counseling. ✧ S4: Subject teachers (mainly English teachers, Form teachers and Career teachers) would be invited to provide group counselling for students taking Applied Learning in the second term ✧ S6: Note and examples of CV and personal statement will be amended to suit the needs of JUPAS application. ✧ More students will be nominated to enroll in various programme organized by other organizations or tertiary institutes.
	<p>2.3 Workshops of group and individual counselling are conducted to cater students' diversity.</p>	<ul style="list-style-type: none"> ✧ 75% or above of students agree the workshops are useful and can mostly achieve their goals. 	<p><u>2.3 Achievements</u></p> <ul style="list-style-type: none"> ✧ Target met. ✧ S3 Students joined the project — Jockey Club Coding for Community Project (organised and supported by the Hong Kong Jockey Club Charities Trust, the University of Hong Kong, the Youth Global Network and the Hong Kong Polytechnic University) in the first term. ✧ 3 service sessions completed: Service 1: 30/10/2021 Self-understanding and team building Service 2: 27/11/2021 Gamify your Community Service 3: 11/12/2021 My career pathway and Career exploration (Human Library 真人圖書館) ✧ S3 Students were able to explore the following industries through the sharing of alumni: Engineering, Social Welfare, Medical, Finance, Accounting, Education, Civil Service, Marine, Media Design and Event Management. Job nature, career path, knowledge, skills and attitude towards these industries were introduced and emphasised. Students were interested

Targets	Strategies	Success Criteria	Evaluation
			<p>in knowing the details of their selected industries.</p> <ul style="list-style-type: none"> ✧ S4 Career Live – taster programmes of aviation service, E-sports and engineering, advertising and media, and healthcare industry, were completed on 15 July and 12 August respectively. ✧ Career exploration programme: “Disney’s Foundations for Career Success” for students taking Applied Learning – Vocational English was completed on 22 Aug. ✧ A Non-JUPAS talk was delivered by the School of Continuing and Professional Studies from The Chinese University of Hong Kong (CUSCS) on 25/10/2021. Information related to associate degree and higher diploma was introduced. ✧ Mock interview workshop was held on 25/11/2021. Both individual and group interviews were arranged according to the programme and choices of students in JUPAS application. ✧ Tai Hang Youth Centre was invited to organise the mock release of HKDSE result activity on 13/12/2021. Most students were willing to participate in the arranged activities, especially individual and group interview for JUPAS and Non-JUPAS programmes. ✧ Oral training was arranged for S5 and S6 elite students (in cooperate with speech therapist and Integrated Education Committee). ✧ Cooperated with Guidance Committee and social workers. Mock interview workshops were arranged for S6 students to strengthen their skills for various kinds of interviews. ✧ More individual counselling and referrals provided by School Social Workers for S1- S5 dropouts. More low achievers were accepted to further their study at VTC programmes. <p><u>Reflections</u></p> <ul style="list-style-type: none"> ✧ 100% of S3 students agreed the workshops were useful and they could mostly achieve their goals. 100% students showed a good response and actively participated in the exploration activity. Students agreed that they had a better understanding of both the surrounded community and themselves. 90% of S6 students agreed the Non-JUPAS talk workshops were useful and they could mostly achieve their goals. 100% of students agreed Mock interview workshop and Mock Release of HKDSE Result were useful and they could mostly achieve their goals. 100% of students agreed the oral training could broaden their horizons.

Targets	Strategies	Success Criteria	Evaluation
			<p><u>Follow-up measures</u></p> <ul style="list-style-type: none"> ✧ Mock interview workshops and oral training will be arranged for both S5 and S6 students next year. ✧ School social workers will consistently follow up and support the low achievers. Adjustment programme will be provided if necessary.

Conclusion:

A large variety of life-wide learning activities were organized. All programmes and workshops organized by various committees and teams were conducted successfully. The Life-wide experience days (the School Picnic Day) provided new experiences for S1 to S6. The S1 and S2 adventure programmes were well-received by students. Life skills like problem-solving, thinking skills and innovation and cultivating key attitudes were tried out in adventure trips. “7 Habits of Highly Effective People” was introduced and taught to students and a more proactive and positive culture was built among them. An Outward Bound course for S3 was also completed in July. Career and life planning programmes which helped students to equip themselves for the future were run accordingly. We believe students were cultivated with positive values and attitudes (confidence, self-awareness and responsibility).

Compared to last year, the figures of KPM and APASO showed improvement. The 2022 stakeholders’ survey reflects on areas that we still need improvement. We welcome parents to join and participate in school events/learning activities and experience the harmonious campus. We believe that it will be better to strengthen the sense of community and well-being for all Chuen Yuen stakeholders. We will continue to adopt a whole-school approach in launching positive education programmes. We will strengthen communication and collaboration among all committees, form teachers and subject teachers. All committees of student support will do their best to provide efficient services and support to stakeholders.



III Our Teaching and Learning

1. Class Structure and Student Enrollment

Grade	S1	S2	S3	S4	S5	S6	Total
No. of classes	4	4	4	4	4	4	24
No. of students	129	129	125	121	120	107	731

2. Reports from the Academic Committee and Subject Departments

(1) Academic Committee

This was the 3rd year of the 4-year Annual School Plan, which promotes quality classroom learning and quality learning experiences.

This year, under the social distancing restrictions against COVID-19 pandemic, the teaching mode has been switched to half-day face-to-face lessons supplemented with online zoom lessons. We treasure every moment when students can learn through face-to-face lessons because students' intellectual growth is much facilitated by interacting with us in classrooms where we can provide in-person targeted advice and guidance to students.

Inside the classroom, subject departments adopted different strategies to enhance effective learning, including the training of higher-order thinking skills, interactive learning and enquiry approach. Most students could demonstrate the above skills taught and were better engaged in the lessons.

E-learning was well-adopted in all junior forms. The newly installed eBlackboards were fully utilized in S2 and S3 class teaching. With the help of the eBlackboards, subject departments incorporated a variety of e-learning tools in teaching, such as ChemEye, Geogebra, iScienceAR Nearpod, Popplet, Kahoot, and Book Creator. Teachers' competence in using IT tools was also enhanced through experience sharing. In the future, new pedagogical designs using IT facilities will be further explored so that students of diverse learning abilities will be motivated and will probe deeper into the subject matter.

To promote STEM education and to help students establish positive values and attitudes, 'Coding for Community', a STEM Project, consisting of a coding workshop and a mentoring scheme, continued in S2 and was extended to S3. This programme was sponsored by the HK Jockey Club and co-organised by the Alumni Association, the Faculty of Education, HKU and the Youth Global Network.

Outside the classroom, two life-wide learning days were scheduled with form-based, cross-committee and cross-curricular life-wide learning activities. It was expected that students would gain a lot of learning experiences through participating in authentic contexts. Unfortunately, these planned activities were suspended again due to the disruption of the fifth wave of the pandemic.

All in all, we are pleased to see our students practising diligence and make a progress in their academic studies. We will continue to provide quality learning

experiences both inside and outside the classroom, hoping that they will develop lifelong learning capabilities that are much needed in the ever-changing society.

(2) English Department

With the shrunk lessons mandated under the socializing restriction, adverse effects in students' learning has been observed – the lack of speaking practices, the deprivation of getting involved in the integrated use of language so students could apply what they have learned in class. All these have reduced the incentives of learning English in an enjoyable manner and the exposure to the use of language at a higher-ordered level.

The refined writing curriculum in each form has included various language skills and features of text types to facilitate the learning of writing. More samples and notes were provided for students' revision. This helped facilitating teachers' assessments of students' learning against specific objectives. On the other hand, more specific vocabulary lists were provided for students as consolidation of vocabulary building. What should be noticed is that the materials were designed and produced with ideals in mind by teachers. Some need minor adjustment so that the effectiveness will be maximized. Moreover, to balance the functional approaches to the teaching of exam-based and skill-based items, a more sensible balance on the amount of interest and the structured teaching objectives is much needed so as to boost students' autonomy in learning. Such autonomy is especially relevant in junior forms when learning through meaningful and interactive activities is emphasised.

Although students' activities in English learning were considerably reduced, certain activities were conducted online instead to add colour to the school life, e.g. speech recording, drama workshops, debate workshops and contests. The Speech Festival, an assembly themed 'Converse, act and sing', the inter-house speech contest and some Saturday workshops continued in order to replenish the deprivation of language use and exposure.

When it was hectic to administer the adjustment to lessons with various timetables set throughout the year, teachers made operational alterations to the everyday teaching and the continuous assessment modes. Appreciation must be given to Miss Kelly Malone, the NET, who offered timely and professional resources and lesson design in the co-teaching of zoom lessons with S1-3 English teachers as well as the viewing activities (pre, during and post) of 3 Forms in July and August.

(3) Mathematics Department

To promote students' interest in mathematics, the Department organized different activities such as inter-class mathematics competitions, inter-house mathematics

competitions and mathematics enrichment courses for junior and senior form students. Also, students were encouraged to participate in the inter-school mathematics competitions. In this school year, students joined 2021/22 Statistical Project Competition for Secondary School Students, 39th Hong Kong Mathematics Olympiad, CCC Inter-school Number Combination Game 2023, Hong Kong Mathematical Games Open 2022, HuaXia Cup National Mathematical Olympiad Invitational Competition and Mathematics Book Report Competition for Secondary Schools.

For STEM education, a cross-subject STEM project (Coding with Community) was implemented in S2 and S3. For eLearning, more online interactive tools were introduced. Desmos, Edpuzzle, GeoGebra, GeoGebra Classroom, gMath, Google Forms, Kahoot!, Padlet and Quizizz were adopted to increase the learning effectiveness of lessons.

(4) History Department

To enhance teaching and learning effectiveness, various strategies including direct teaching and enquiry learning were implemented in this school year. Real time Zoom teaching was adopted during the class suspension period to facilitate students' proactive learning in the first term. Moreover, templates were developed in all forms to facilitate students' learning and help them strive for improvement. Co-curricular activities were also proposed to unleash students' learning capacity. A Tour of 918 Incident Gallery held in the City Hall was conducted in the first term. In general, further effort should be made to strengthen students' demonstration of subject knowledge along with organizing learning activities in junior forms.

In short, initiatives to enhance students' academic performance were reviewed regularly and further progress is anticipated in the coming year.

(5) Geography Department

Different cross-curricular activities has been organized for students with the cooperation of other departments and societies. PSHE week was organized with the cooperation of departments of PSHE KLA. S1 students took part in the field studies trip to Tai O during Life-wide Learning Day. They learnt about the history, culture and ecological environment of Tai O. S2 students also took part in a quiz activity with the application of different apps, to extend their learning with the cooperation of Life and Society (Junior). S3 students carried out a water quality survey which was organized by Geography, Biology and Chemistry Departments. S4 and 5 attended various on-line talks and seminars to extend their learning. S4 students also attended a virtual field trip about agricultural activities in Hong Kong to strengthen their field work skills. On the other hand, the S1 Mainland field trip was cancelled due to the outbreak of COVID-19.

(6) Integrated Science

The department facilitated students' understanding of the nature of science and the acquisition of science process skills. By implementing various learning activities, students were nurtured to increase their interest, and to enhance their understanding of scientific knowledge. Besides, the department also advocated for them to make informed decisions about science-related issues in their daily life.

Due to the COVID-19 pandemic, the teaching mode was adjusted to consist of both face-to-face lessons and online lessons using Zoom. The teaching schedules were adjusted continuously to suit the different modes of teaching throughout this academic year.

Other than using e-Classroom, teachers have become familiarized with using other various methods such as Microsoft TEAMS to deliver learning materials and collect homework. Students were given a valuable chance to polish their e-learning skills. In order to enhance students' problem-solving skills and creativity while learning science, some small-scale STEM activities could still be done at home. Students' responses were satisfactory.

In November 2021, S1 and S2 students were recruited to demonstrate workshops about electronic blocks, electric circuit, 3D pens and testing for starch to primary six students and their parents during the P6 Open Day. The workshops were completed smoothly and responses from students and parents were very good.

Three science teachers participated in an EMI teaching course organized by the University of Hong Kong in May 2022. This course was comprised of 24 contact hours of taught sessions on four days and 3 hours of post-course support which include advising on curriculum materials/ plans developed by teachers and observing a lesson conducted by the teachers.

(7) Physics Department

As STEM activities could broaden students' horizons in Physics and gain a better understanding on the subject, some activities in lessons or outside the classroom were scheduled. For example, two investigative experiments related to the application of lenses (telescope, camera) in S3 was completed. Moreover, four STEM competitions were joined and two of them had prizes.

Competition	Prize
STEM x Marine Vehicle Design / Construction Competition	Champion (Design)
Remote Control Boat Making Competition	Team A: First Prize Team B: Best Application of Science Principle

(8) Chemistry Department

Despite the constraints resulting from the threat of COVID-19, some activities were held to enrich students' learning experience. During the P6 Parents' Day, eight S4 students demonstrated some hands-on experiments to primary six students and their parents. The activities were completed smoothly and responses of students and parents were good. Moreover, forty S3 students participated in the cross-subject activity to analyse the seawater quality at Tsing Yi Pier. Almost all participants agreed that they enjoyed the activity.

(9) Biology Department

Students with good academic performance in Biology were nominated to join inter-school competitions. However, owing to the pandemic, only the "Hong Kong Biology Literacy Award 2021/2022" organised by H.K. Association for Science and Mathematics Education was successfully held. Eight S.5 students were nominated to join the competition. Two students attained 'Second Class Honour'. Through these challenges, our elite students got valuable experience and their horizons were broadened. Not only were elite students catered for, but opportunities were given to average students to serve as helpers during Open Day for P6 parents and students. Although hands-on experiments were not allowed due to COVID-19, a number of interesting models were exhibited. The performance of student helpers in explaining related biological concepts was good and a satisfactory response was observed from the guests.

(10) Economics Department

To promote self-regulated learning strategies, the department joined the platform "Flipping The Economics Classroom" which was organised by CUHK Programme for Economics Education. The platform provides video clips and a question bank for HKDSE Economics curriculum. Videos were incorporated as our pre-study materials, in-class explanations and after-class consolidation. Students were able to access the on-line videos at their convenience and benefit from developing a deeper understanding of the concepts in economics.

To enrich students' learning experiences through authentic contexts in the subject related profession, S4 students participated in the Public Education Webinar organized by HKMA on 2/12/2021. After attending the webinar, students have a better understanding about national security through the introduction of the Linked Exchange Rate System. Career prospects and opportunities in the banking industry were also introduced. In April 2022, S4 students and S5 students participated in 「網上理財智醒問答比賽」 which was organized by the Hong Kong Family Welfare Society (HKFWS). An award of satisfactory performance was gained. Positive feedback was obtained following both activities.

(11) Computer and Creative Technology Department

The Department encouraged students to take part actively in various IT activities with an aim to exploit and develop their interests and talents. With the ever

advancement of Information Technology, a variety of IT experiences were provided for students through services, courses, and competitions. Wide varieties of programming tools were taught including micro:bit, mBOT, youCodia, Game Factory, and CoSpaces VR Programming. Students experienced the process of investigation, programming and problem-solving in the captioned teaching topics.

Application of design skills and innovation is another focus of our main concern. Students applied technological theories and principles in the Design and Technology topics such as 3D Graphics Design, 4 foot Walking Machine and Robot Finger with micro:bit. Their problem-solving skills were enhanced.

In S2 and S3, the Coding for Community Curriculum was successfully implemented in order to train our students in computational thinking and provide them with value education through the coding curriculum. Our professional partners included The University of Hong Kong (Curriculum), The Hong Kong Polytechnic University (Psychological Development), Youth Global Network (Mentorship Scheme), CYC Alumni Association (Mentor Recruitment and Support) and CYC Careers Committee (Life Planning).

(12) BAFS Department

HK Financial Literacy Championship 2022 全港通識理財問答比賽 2022

15 S4 and 14 S5 BAFS students were encouraged to join the captioned competition organised by the Hong Kong Economic Journal 信報通識. In addition to helping young people make the best use of FinTech to manage personal finance and enhance their sense of cybersecurity, it also aims to educate them to protect personal property and privacy, and plan wisely for the future.

Coding for Community Project (With HKU, POLYU, YGN, CYC Alumni)

The STEM Project about Mobile App Development was launched in S2. For the teaching part, the topics of BBA and CT were be aligned in order to cultivate students for learning the essential knowledge and skills in the project. BBA taught basic marketing strategies (Product, Price, Promotion, Place) while CT taught programming parts (Design Thinking, App Prototyping, Programming with youCodia). Two best groups from each class were awarded.

(13) Physical Education Department

The COVID-19 situation in Hong Kong remained challenging this year. We arranged on-line PE lessons and fitness training for students and athletes. We also taught about sport and health knowledge through e-classroom. We aim to help students not only develop their physical fitness and body co-ordination but also acquire knowledge and cultivate positive values. Finally, we had normal PE lessons after early May this year. Everything was returned to normal. Students finally experienced the inter-class and inter-house competitions afterschool which were held by the PE department.

This year, WU Tsz-yan was nominated by our school to join 2021-22 A.S. Watson Group Hong Kong Students Sports Awards. She exhibited outstanding performance in Javelin and volleyball demonstrated passion in sport.

(14) Library

The second phase of renovation for the library will be implemented. A new reading and learning environment with the elements of STEAM will be developed gradually. Library lessons were conducted for S1 students to help them adapt to an English and eLearning environment with Kindles and eFun Tables.

In order to cultivate students' reading interests and habits, the Cross-Subject Reading Scheme was implemented in S1-3 to promote learning English through reading. The Extensive Reading Scheme was implemented in S1-5 to encourage students to initiate their own learning progress. Three S5 Students were awarded Harvard Book Prizes for their high reading achievements. They were invited to share their reading and learning habits with student librarians.

In order to integrate virtual reality (VR) and e-Learning into Chinese language education. Students were encouraged to do their Chinese reading reports with various ebooks from our online library. Our school also participated in the "Jockey Club VR Project for Enhancing Chinese Language Literacy" which was organised by the Centre for Learning Sciences and Technologies of The Chinese University of Hong Kong (CUHK). The project aims at integrating VR technologies to enhance the effectiveness of learning and teaching Chinese language. Immersed in the virtual literary scenes, students can learn how to observe places, communities and people. It will strengthen their Chinese reading and writing proficiency, literary literacy and humanistic care.

The library will continue to engage in building a reading atmosphere with various activities. Local and overseas cultural tours were expected to be worthwhile because the trip "Culture in Hangzhou" was gratefully experienced in the past. This activity encouraged students to "read the world", showing students how books are not only stories of the past (or future) but are also stories of life experience.

The following subjects were taught in Chinese.

(15) 中國語文科

初中除恆常單元教學外，特設電子教學。通過電子教學，創設有利即時回饋的教學環境，增加師生討論，從而更深入理解作品的思想和內容，領會當中的意境。高中恆常單元教學，旨在提高學生讀寫聽說能力、思維能力、審美能力和自學能力，培養他們品德，加強其對社群的責任感。

拔尖補底方面，我們邀請語文尖子參加閱讀寫作班，通過評賞優秀的文學作品，提升學生的文學閱讀品味，啟發創意思維，及提升寫作興趣。

延伸學生學習課時亦是我們重點工作之一，我們鼓勵學生參與電子閱讀計劃和網上寫作比賽，提升學生語文自學能力。本年度學校繼續安排中一學生參加「促進學習的評估- STAR 2.0」，照顧學生學習多樣性。

聯課活動方面，我們推薦及指導學生參加不同形式校內、校外比賽及語文活動，讓學生有更多元的學習經歷。

(16) 普通話科

本科透過聆聽、說話、閱讀和拼寫四個學習範疇，培養學生普通話口語溝通能力，以及學習本科的興趣、態度和習慣。聆聽和說話的學習，要求學生能聽能說，能準確地理解和表達，以滿足學習、生活和日後工作的需要。閱讀和拼寫的學習，注重語言的積累，語感和自學能力的培養，以輔助聆聽和說話的學習。

另外，本科組織各種學習活動，例如猜謎語、講故事、角色扮演、做遊戲、聽廣播、朗讀、朗誦、報告、討論及比賽。通過以學生為中心的教學設計，使學生愉快地學習，把所學的语言技能運用於實際生活中。在推廣普通話工作上，本科推動學生參加校際朗誦節比賽及推行每週一次的早會宣佈，並設有學生分享環節，以普通話進行時事、書籍及故事的分享。而在校內舉行普通話日活動中，透過普通話攤位遊戲、短劇表演及壁佈等，延展課堂所學。藉著以上種種活動，務使學生取得良好的學習效果。

(17) 中國歷史科

由於今年香港社會仍然受到新冠狀病毒傳播的困擾，自去年 1 月以來，實體課堂被迫改為網上教學，甚或學校只能分級安排學生回校上半天課節。這段時間，除課時大減影響教學進度之外，部分原定的課堂學習活動亦被迫取消。今年能成功安排同學進行或參與的延展活動包括：參觀 918 事變九十週年紀念畫展、「國慶日網上基本法問答比賽」、認識基本法康樂棋體驗活動、第十一屆全港學生中國國情知識賽、2022 國家安全網上問答比賽、中一級「兵馬俑風采再現」創作、「基本法書籤設計比賽」及中一級大澳歷史文化考察、中二級「基本法標語設計比賽」等。至於初中境外學習計劃：「粵港澳大灣區城市探索之旅」(原訂於 4 月 11 日及 12 日兩天進行)；中五級國內交流考察活動(原訂於復活節假期間進行)；PSHE 活動週(原訂於去年 12 月中旬進行)等則被迫取消。期望新學年能有一個較平穩的社會環境讓學校能夠正常運作，學生能夠好好學習。

(18) 宗教教育科

本科藉著課堂向學生傳遞基督信仰知識，並以聖經為基礎，幫助學生建立正面價值觀。透過各式活動，包括各級的聖經金句實踐計劃、讀經計劃及電影生命教育，鼓勵學生反思生命及實踐基督教信仰。又與宗教組及校牧合作，鼓勵同學參予全完堂教育主日、學校團契及各項福音活動等，讓同學從多方面接觸信仰。本年度在各班邀請及組織福音關懷大使，年中與小火子機構合辦進行多次培訓工作坊，又參與校慶放禮炮環節、製作中一祝福小禮包。另

外科組亦推動中五同學寫下祝福及金句（加力仔），鼓勵中六同學面對公開考試。

在活動方面，本科與視藝科合作舉辦「聖經金句揮春設計比賽」，讓同學發揮藝術天份之餘，更多認識聖經金句。此外，亦嘗試在各級進行「讀經計劃」，培養同學讀經的習慣，從而增加同學在課餘接觸聖經知識的機會，提升學校宗教氣氛。

(19) 視覺藝術科

今年同學參加了一些校外比賽及領袖訓練活動。4B 區青揚同學在第九屆葵青區繪畫比賽，獲中學西畫組冠軍；4D 沈欣慈同學及 3C 潘曉玲獲中學西畫組優異獎。6D 陳芷遙同學在九龍倉全港中學生繪畫比賽 2021-22 獲優異獎。「Showcare 在乎你 II」逆境自強繪畫比賽，譚沛瑩(6B) 獲亞軍；羅卓熙(6B) 及陳芷遙(6D) 獲優異獎。4A 李嘉怡同學及 4B 區青揚同學在 2022 第三屆梁棠杯全港中小學寫生比賽比賽中進入決賽，將於今年 8 月進行比賽。

此外，4A 李嘉怡同學已完成第十五屆「文化新人類」-青年領袖獎勵計劃，獲頒發完成證書及積極參與獎。4A 鄧嘉琦同學及 4B 區青揚同學正參與香港藝術發展第十四屆「校園學生藝術大使計劃」。

(20) 音樂科

本年度音樂科參照衛生防護中心的健康建議，以預防 2019 冠狀病毒病在校園傳播，適當地調整課程內容，配以合適的學習活動，例如安排更多聆聽活動，並運用電子學習工具進行相關活動。課堂外，安排線上口琴班、西樂班及中樂班，讓學生有機會持續學習樂器。此外，推薦學生以錄影方式參加音樂比賽個人項目。成績如下：

班別	學生姓名	比賽項目	成績
4D	張天祐	第六屆香港青少年杯盃國際音樂比賽_銅管樂-圓號-公開組/ 中三或以上	冠軍
3A	劉蕙嘉	第七十四屆學校音樂節_箏獨奏 - 中級組	冠軍
1B	黃靖桐	第七十四屆學校音樂節_笛獨奏 - 中學 - 初級組	亞軍
1D	王映靜	第七十四屆學校音樂節_箏獨奏 - 中級組	銀獎
3C	管朗	第七十四屆學校音樂節_中音薩克斯管獨奏 - 中學 - 初級組	銀獎
5B	許靖晴	第七十四屆學校音樂節_分級鋼琴獨奏 - 七級	銅獎
5D	周志霖	聯校音樂大賽 2022：中學鋼琴獨奏-演奏組	金獎
1A	吳雅琳	聯校音樂大賽 2022：中學鋼琴獨奏-中級組	金獎

(21) 通識教育科

為配合不斷發展的學習需要，本科積極策劃及設計電子學習教材，透過不同類型的教學活動增加課堂的互動性。亦於停課期間利用不同電子平台與同學互動交流，協助學生繼續順利學習，並增潤科本知識及學習技巧。

通識科鼓勵同學積極參與校外比賽及活動，例如：學友社 2020 十大新聞選舉及多項與國安法與基本法相關的網上問答比賽。同學在各活動及比賽中積極參與，並表現理想。

本科亦邀得往屆優秀的畢業生支援學弟妹的通識學習，以同行者角色陪伴面對停課期間的學習及應試，發揮同儕互助共勉之精神。

(22) 生活與社會科

本科積極配合其他個人、社會及人文教育學習領域的科目，教學重點內容涵蓋個人與群性發展、資源與經濟活動及社會體系與公民精神，讓學生在相關的學習領域有整全的學習。同時透過 PSHE 週的班際問答比賽加強同學對學科內容的認識。

在基本法教育的推行方面，本科安排充足的課時讓學生認識基本法，並配以不同課堂活動提升學生對相關內容的了解程度。

本科亦積極策劃及設計電子學習教材，透過不同類型的教學活動增加課堂的互動性。亦於停課期間利用不同電子平台與同學互動交流，協助學生繼續順利學習。

(23) 公民與社會發展科

本科強調幫助同學理解香港、國家及當代世界的狀況，以及其多元化和互相依存的特質。我們課程的設計原則在建立同學應有的知識、技能、價值觀和態度。為此，科任老師致力製作多項適切教材，配合同學的學習需要及滿足本科的教學宗旨。

在基本法及國安教育的推行方面，本科安排國安教育展板的展覽，並配以教育局舉辦的不同校際問答比賽，以提升同學對相關內容的了解程度。多次比賽均見同學的踴躍參與。

本科亦積極策劃及設計電子學習教材，透過不同類型的教學活動增加課堂的互動性。我們於停課期間利用不同電子平台與同學互動交流，包括進行了兩場線上的長洲考察活動「從社區保育看可持續發展」及「太平清醮」的文化活動體驗。課堂上也獲得勵進教育中心的協助，利用網上平台及專家分享更了解中國傳統文化的飲食及服飾的優秀之處。

本校社會科學學會支援公民與社會發展科學習。當中的博文盃社際問答比賽協助同學連繫各科知識，亦更深入了解憲法與香港基本法。另外，透過參與<一帶一路·與我何干>綜合能力比賽，同學對國家成就的認識更為深入。夢境敦煌紗幕投影及盛唐漢服及絲綢之路華服試穿，七彩書法及麵粉公仔製作等試後活動深受同學歡迎，都大大增加他們對本科的學習興趣。



IV Support for Student Development

1. Religious Committee

The Religious Committee plans and organises religious activities for students. The committee works in close collaboration with the CCC Chuen Yuen Church and the School Chaplain on gospel activities.

This year, the theme of the Monday Morning Devotion was ‘Perseverance, Respect for Others and Care for Others’, which were the priority values and attitudes of values education stipulated by the Education Bureau. Bible verses and messages embedded with those values were shared by the teachers and the School Chaplain. ‘Gospel and Caring’ Ambassadors and the committee members of the Student Christian Fellowship joined the training sessions and the inter-school prayer meetings organised by the Little Fire Limited and the U-Fire Networks Limited. They were trained up and encouraged to serve others. Committee members of the Student Christian Fellowships joined the Education Sunday held by the CCC Chuen Yuen Church. Regular meetings of the Student Christian Fellowship were held on Friday and student disciples were involved in leading the meetings with the help of teacher advisors and the School Chaplain. Prayer meetings, religious cell group meetings and teacher fellowship meetings were also held regularly. Owing to the pandemic, the above meetings were mainly held via Zoom. It is hoped that the students would share the love of Jesus Christ and become His disciples.

2. Discipline Committee

The behavior of our students was gratifying in spite of the impact of the COVID-19 pandemic. Most students attended online lessons punctually with engagement. When students attended face-to-face lessons in the school, the campus order was good. Discipline teachers and prefects contributed to maintaining an orderly and harmonious school environment.

To cultivate our students with positive values and attitudes, various tasks were done. The training of monitors was held in collaboration with the Guidance Committee and the SEN Team. Several prefects completed a leadership training course, organized by the Hong Kong Federation of Youth Groups. An adventure training for the Prefect Team was also held at school. Around twenty student volunteers also completed the ‘Smoke-free Elite’ project. Through some online activities, a number of students completed the Demerit Offset Scheme and the discipline-related items in the Chuen Yuen Award Scheme.

3. Guidance Committee

In collaboration with the school social workers from the Hong Kong Christian Service and the educational psychologist of CCC, the Guidance Committee is responsible for the planning and implementation of counselling work.

This year, the Peer Counselling Scheme trained 30 senior form peer counsellors to assist 40 S1 newcomers to adapt to the new school life. In response to one of the foci in the Annual School Plan, 'Achieving goals with perseverance', the Committee worked closely with other committees to formulate and implement classroom management. 7 Habits learning materials were delivered in MCED lesson for all students. All learning materials were tailor-made for different student groups. We also held a positive life assembly 'I Can Be a Winner' for all junior forms. Through these activities, students have become more physically and mentally equipped to face challenges with the support from Form Teachers.

The Guidance Committee also aims to promote students' awareness on mental health. Systematic emotional education was held in MCED lessons continuously. We partnered with Levelmind @JC-Caritas (Kwai Tsing) to provide a series of art Therapy workshops for junior students. The mental health group was set up in a secured environment so that participants could release their stresses with others' understanding, acceptance and sympathy. This particularly strengthened these students during the disrupted learning modes under the unpredictable school suspension and resumption and helped them appreciate the different stages of mental health and the real messages behind these changes. Students were encouraged to release their stresses, to accept, and to learn how to befriend their mental health. An on-line mental health group for senior forms was also set up in May.

To help students acquire problem-solving skills, develop their potential in leadership and strengthen their confidence, concerted efforts were being made by various parties in organizing related activities, such as the training programme for junior form monitors and monitresses and the adventure-based counselling programmes. The performance of students was commendable. When there were no face-to-face classes, the school social workers produced leaflets to share with parents. The leaflets were about the changes about the physical and mental changes in their children from P.6 to S.1. They also took calls from parents to hear their concerns. Regarding senior forms, counsellors provided effective tips on stress relief to help students acquire positive thinking towards examinations. Small souvenirs were prepared for students constantly as a blessing.

The school social workers, Miss Mandy Law, Mr. Peter Ng and Miss Tiffany Wong, provided quality services to students. They helped students to developing their personal growth, particularly in overcoming learning difficulties, and the helped lead to a harmonious family life. Some developmental and socialization projects were launched for students in need and an Instagram platform was developed for students before the epidemic. To help teachers understand the warning signs of youth suicide as well as the protective factors, risk factors and support measures, the educational psychologist had arranged relevant school-based workshops for all teachers in December, May and June.

A whole-school approach was adopted in taking care of the SEN students. Students

with various learning difficulties were identified and referred to specialists for diagnosis and follow-up measures. Individual education programmes, assessment accommodation along with a range of training and activities were provided for those in need, thanks to the help of Mr. TSE Hoi Nang, the educational psychologist, and other professionals.

4. Careers Committee

The Careers Committee organises career planning activities for all students. This year, the Committee collaborated with the HK Jockey Club Charities Trust, the Youth Global Network, the Chinese University of HK School of Continuing and Professional Studies, St. James' Settlement on 'Career Sparkle', HK Association of Careers Masters and Guidance Masters on 'LIFE+ Platform' and some other local and overseas institutes in the delivery of life planning education and career guidance programmes.

The Committee further extended the life planning activities to junior forms, including goal setting lessons in S1, and careers exploration activities in S2 and S3. S3 students joined the project — Jockey Club Coding for Community Project and three service sessions were completed. About 30 mentors from the alumni provided guidance and counselling to all S3 students. In Service 2, students participated in an activity named 'Gamify your community' in November 2021, and explored the nearby districts under the guidance of the mentors. In Service 3, students participated in 'My career pathway and career exploration (Human Library)' in December 2021, and they explored the nature of some industries through the sharing by the alumni, e.g. engineering, social welfare services, health care services, finance, accounting, education, civil service, maritime professions, media design and event management. It was an eye-opening experience for the students.

Senior forms participated in various career-related courses and programmes. Some selected S4 students joined the Applied Learning (Vocational English) – English for Service Professionals programme on Saturday morning. The workshops on 'Career Live' provided the chance for the senior form students to participate in taster programmes of aviation service, e-sports and engineering, advertising media and the healthcare industry. The trial run of drafting JUPAS and non-JUPAS choices enabled S5 students to have better planning for their study path. 'LIFE+ Platform' helped students in examining their connectedness, life skills development, sense of efficacy, sense of achievements and meaning towards life. With the use of data collected from the 'LIFE+' report, individual and group counselling was given to enhance students' abilities in self-understanding, goal setting, career planning and career development. Last but not least, the mock release of the HKDSE results and JUPAS mock interview workshops, non-JUPAS talks and writing workshops on curriculum vitae and personal statements were implemented in S6. All these events were well-received.

5. Extra-curricular Activities Committee

The Extra-Curricular Activities Committee organizes various activities and displays of student achievement, to enrich students' learning experience and instil positive values and attitudes such as responsibility and perseverance.

All students are assigned to four Houses, competing in a range of contests in the academic, cultural and sporting arena. This year, Outward Bound training programme and Leadership training course for all S3 students were held in July to enhance students' sense of perseverance, problem-solving and communication skills.

Life-wide experience Day was completed in December this year. More variety of life-wide learning activities were provided such as Fencing, Archery, Sport Climbing, Golf, visiting Ocean Park and Disneyland. Positive feedback was received about the Life-wide experience Day received from each form.

With 17 school teams and 20 clubs and societies this year, school life was full of fun and joy. The Boys' Volleyball team and the Archery team were established this year. Through these activities, students' talents were unleashed and their potential stretched.

Almost 30 activities were held by different departments during the post-exam period, such as performance workshops, visits and competitions. Students had a fruitful day in a hot summer before the start of a New Term.

6. Moral and Civic Education Committee

Values education was made the focus of Moral and Civic Education (MCED) this year. Positive values and a healthy outlook on life have gradually been fostered among the students under the whole-school approach.

The MCED Committee has updated the present MCED curriculum, holistic and balanced, cultivating the ten priority values and attitudes among students, namely 'Perseverance', 'Respect for Others', 'Responsibility', 'National Identity', 'Commitment', 'Integrity', 'Care for Others', 'Law-abidingness', 'Empathy' and 'Diligence'.

A series of activities were held echoing the theme of the MCED Committee - 'Together, we fight the virus! Be grateful and treasure what we have!' The S1 adventure training, held in September 2021, was one of the highlights. The objectives of enhancing students' ability of self-understanding, communication and collaboration skills and stimulating creativity were achieved. Both teachers and students valued such opportunities.

In addition to the core curriculum, the MCED organised community services and activities to instil a sense of responsibility toward caring for the community among the

students. We have maintained a very good relationship with various voluntary organisations in the district, namely Hong Chi Winifred Mary Cheung Morninghope School, Asbury Methodist Social Service Center and Windshield Charitable Foundation. We have co-organised different school-based elderly academy schemes for many years. To provide senior form students with more feasible opportunities to serve the community under the pandemic, some elderly citizens were invited to the S5 classes to share their past, present and future with the young ones, who later delivered their tailor-made gifts to the neighbouring elderly residents.

To cultivate students' sense of belonging to the country and an affection to the Chinese people and enhance their sense of national identity, five national flag-raising ceremonies were held for all forms. Starting from 2022, the national flag-raising ceremony is conducted every Thursday morning, New Year's Day, HKSAR Establishment Day and National Day. Meanwhile, the national flag is now hoisted in the playground from Mondays to Saturdays. Talks related to the national flag and anthem, and Nanjing Massacre were also given.

To sum up, the positive values nurtured in students' minds have not only helped them develop a healthier life perspective and a more positive learning attitude, but also equipped them with the adaptability required in future workplaces. It is hoped that the students will become positive and responsible citizens and make the world a better place.

7. Whole School Approach to Integrated Education

The school's Student Support Team is run under the supervision of the vice principal in-charge of student affairs and led by a SENCO. Other members include class teachers and subject teachers of the students with SEN. Working with the Academic Committee, Discipline Committee, Guidance Committee and Examinations Team, the Student Support Team offers cross-functional support to SEN students; and if necessary, school social workers, education psychologists and other professionals provide assistance. There is a speech therapist stationed at our school this year and this service offers further support to students with special education needs.

Based on professional advice and with the consent of parents, the school considers the learning needs of students with SEN, for example: social skills training; speech therapy; reading and writing training; integration activities, and adjustments to assessments. The school has utilised various grants such as the Learning Support Grant to provide support for them. Personalised study plans were also formulated for individual students. Various talks and workshops were held for parents and teachers in order to strengthen the support for students with SEN. The members of the Student Support Team communicated and collaborated closely with parents to understand the needs of the students. The team also invited parents, teachers and other professionals to meetings and interviews to discuss students' progress and gather opinions, which, if necessary, were passed on to the relevant groups for follow-up.

8. Whole School Approach to Cater for Student Diversity

We have a peer counselling scheme to help new S1 students adapt, as soon as possible, to life in secondary school. A SEN support team was established in 2009 to work with an education psychologist to identify and support SEN students. Various teaching strategies like “lesson studies” and “Teaching and Learning in meta-cognition” were employed to cater for different learning needs of students. Starting in 2017, the School Chaplain project was introduced to enhance church and school co-operation in strengthening the spiritual development of students.

9. Education Support for Non-Chinese Speaking (NCS) Students

The school encourages and supports the early integration of non-Chinese speaking (NCS) students. NCS students’ learning of Chinese is facilitated through adaptation to the local education system. Recognized Chinese assessments are arranged for and taken by NCS students according to their needs. In order to provide educational support, the school has spent the Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking Students Funding in various aspects. The school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; and organizing cultural integration activities.

10. Parent and School Connections / Parent-teacher Association

Activities organised by the Parent-teacher Association were categorised as follows:

Date	Content
10th September, 2021	The 27th PTA Committee 4th Meeting
6th October, 2022	Parent Manager Election 2021-22
22nd October, 2022	PTA S1 Parents’ Sharing Session
6th November, 2020	The 28th PTA Annual General Meeting
26th November, 2021	The 28th PTA Committee 1st Meeting
4th December, 2021	PTA Parents’ Workshop (1) - Festive Nail Art Workshop
18th December, 2021	PTA Parents’ Talk (1) - Building families with the power of gratitude and appreciation
21st December, 2021	Taking part in Christmas Service and Christmas Carnival (Parent Committee Members)
14th January, 2022	The 28th PTA Committee 2nd Meeting
6th May, 2022	The 28th PTA Committee 3rd Meeting
4th June, 2022	PTA Parents’ Talk (2) – Understanding youth
25th June, 2022	Preparation and sponsorship of S6 graduation gowns
23rd July, 2022	PTA Conduct Awards Scheme– Scholarship interview
28-29th July, 2022	PTA Promotion Day
5th August, 2022	Publication of PTA newsletter 2021-23
5th August, 2022	‘Parent-Also-Appreciate-Teachers’ Drive
12th August, 2022	PTA Parents’ Workshop (2) – Cake baking class

11. Alumni Association

The Twenty-seventh Chuen Yuen College Alumni AGM was held on 13rd November 2021. The alumni offered over fifty scholarships of about a hundred thousand dollars to students with outstanding performances in academic work, services, or activities. During this year, three newsletters concerning the AGM, the STEM project about Mobile App Development in S.2 and the Mentor Scheme related to Career Planning in S.3 were published. 65 alumni participated in the implementation of the STEM project and Career planning programme. One directors' meeting was held on 13rd November 2021, to discuss the alumni affairs in 2021-22.



V Student Performance

1. Academic Pathway

Grade	S1	S2	S3	S4	S5	S6	Total
Promoted	121	122	118	112	112	107	692
Repeaters	3	4	2	8	0	0	17
Drop out	6	6	4	6	9	0	31

2. Hong Kong Diploma of Secondary Education Examinations 2022

- a. 107 Form 6 students sat the HKDSE 2022, and they performed well.
- b. Average passing percentage of four core subjects and elective subjects are 99.3% and 95.1% respectively. All these figures including the percentage of our students meeting the basic university entrance requirement (33222) are high above Hong Kong averages.
- c. HKDSE Best scores:
 - ★ 2 x 5** + 4 x 5*
 - ★ 1 x 5** + 4 x 5*
 - ★ 3 x 5* + 2 x 5
- d. 27 students scored Level 5-5** in one or more subjects. 14 students scored Level 5-5** in two or more subjects.
- e. Destination of S6 graduates

Destinations	Number of students	Percentage
Local University Degree programme	36	33.6%
Overseas or Mainland Universities	8	7.5%
Associate Degree / High Diploma / IVE	51	47.7%
Diploma / IVE / Vocational training	3	2.8%
Repeat S6 / Retake HKDSE	4	3.7%
Others	5	4.7%

3. Scholarships and Awards

Internal Awards:

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿ Outstanding Performance in HKDSE	CYC Alumni Scholarship	6C	LEUNG SAU CHUNG
		6D	CHAN TSZ YIU
		6D	HO CHI CHUNG
		6D	HO LOK YUNG
		6D	WONG KWAI HUNG
✿ S6 Good Character and Good Academic Performance	Chan Kin Man Scholarship	6A	YEUNG PO SZE
		6B	TSUI KING HO
		6C	LAU WING KI
		6D	WU SZE WAI
✿ S4-S6 First in Form	Tsuen Wan Rural Committee Scholarship	4D	HONG SHUN HEI
		5D	HO TSZ KING SAMUEL
		6D	HO LOK YUNG
✿ S6 First in Class	CYC Alumni Scholarship	6A	TSUI TSZ SIN
		6B	TSUI KING HO
		6C	LEUNG SAU CHUNG
		6D	HO LOK YUNG
✿ S6 Second in Class	CYC Alumni 2013 S.6 Scholarship	6A	YEUNG PO SZE
		6B	WU CHONG KEI
		6C	WOO POK YIN
		6D	HO CHI CHUNG
✿ S4-S5 First in Class	Lo Chit Fung Scholarship	4A	CHAN CHING YEE
		4B	LEUNG MAN CHUNG
		4C	WONG CHUN KIT
		4D	HONG SHUN HEI
		5A	LAM WING TUNG
		5B	WONG LOK YUNG
		5C	CHAN PAK HEI
		5D	HO TSZ KING SAMUEL
✿ S1-S3 First in Form	Lau Chun Kong Scholarship	1C	LIN HONGBIAO
		2A	HUANG CHEUNG TSUN
		3A	HUI TING YAN
✿ S1-S3 Second in Form	Lai Kit Ping Scholarship	1C	AU YEUNG NOK YIN
		2A	CHAN HEI TUNG
		3A	CHU LOK MING
✿ S1-S3 Third in Form	Lai Kit Ping Scholarship	1A	WU CHING YAN
		2A	SO LUI
		3A	HO ON KI WENDY

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S1-S4 First in English	Cheung Yuet Tai Scholarship	1C	KWOK KWAN HO
		2A	CHAN HEI TUNG
		3A	HUI TING YAN
		4D	HONG SHUN HEI
✿S5 First in English	Chan Kin Man Scholarship	5A	CHAN CHIN HANG
✿S6 First in English	Lau Chun Kong Scholarship	6A	SIU HANNAH
✿S1-S6 First in Chinese	Chan Yung Scholarship	1C	MUN CHEUK LAM
		2A	SU MING CHUN
		3A	HUI TING YAN
		4D	CHONG TSZ LOK
		5D	CHAN MAN KI
		6D	HO LOK YUNG
✿S1-S5 First in Mathematics	Lau Chun Kong Scholarship	1C	LIN HONGBIAO
		2A	HUANG CHEUNG TSUN
		3A	HUI TING YAN
		4D	HONG SHUN HEI
		5D	CHU MING YIN
✿S6 First in Mathematics	CYC Alumni Scholarship	6C	LEUNG SAU CHUNG
✿S4-S6 First in Mathematics M1 & M2	CYC Alumni Scholarship	5C	LAU KING TUNG [M1]
		5D	HO TSZ KING SAMUEL [M2]
		6C	LEUNG SAU CHUNG [M2]
✿S4-S6 First in ICT	Lau Chun Kong Scholarship	4C	LEUNG KAM CHING
		5C	CHAN PAK HEI
		6C	TSANG KI YAN
✿S1-S2 First in Integrated Science	Chiu Chun Keung Scholarship	1C	LIN HONGBIAO
		2A	CHEUNG CHI HEI
✿S3-S6 First in Physics	Wong Kai Chiu Scholarship	3A	HUI TING YAN
		4D	HONG SHUN HEI
		5D	CHU MING YIN
		6C	LEUNG SAU CHUNG
✿S3-S6 First in Chemistry	Li Chi Keung Scholarship	3A	HUI TING YAN
		4D	HONG SHUN HEI
		5D	CHAN CHUN FAI
		6D	CHAU SING YU
✿S3-S6 First in Biology	Chiu Chun Keung Scholarship	3A	HUI TING YAN
		4D	TSOI HUNG CHEUNG
		5D	CHAN CHUN FAI
		6D	HO CHI CHUNG

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S1-S4 First in Chinese History	Lo Sau Ling Scholarship	1C	CHEUNG HOI LAM
		2C	HO SIU YUET
		3A	HUI TING YAN
		4C	KWOK PAK MING
✿S5-S6 First in Chinese History	Ho Hon Ting Scholarship	5B	CHAN HOI TUNG
		6D	HO LOK YUNG
✿S1-S3 First in History	Sin Kit Yee Memorial Scholarship	1C	LIN HONGBIAO
		2A	CHAN HEI TUNG
		3A	LIU WAI LAM
✿S4-S6 First in History	Cheung Ka Wong, Cheung Ka Wai Scholarship	5D	LAI WING SUM SAMMI
		6D	HO LOK YUNG
✿S1-S3 First in Geography	Ma Pui Wa Scholarship	1C	LIN HONGBIAO
		2A	HUANG CHEUNG TSUN
		3A	HUI TING YAN
✿S4-S6 First in Geography	Woo Yuen Ching Scholarship	4D	LUI SIN YI
		5D	CHAN CHUN FAI
		6D	CHAN TSZ YIU
✿S1-S3 First in Life & Society	Cheung Ka Wong, Cheung Ka Wai Scholarship	1C	AU YEUNG NOK YIN
		2A	LEUNG CHING YAU
		3A	HUI TING YAN
✿S4 First in Citizenship & Social Development	Cheung Ka Wong, Cheung Ka Wai Scholarship	4D	LUI SIN YI
✿S5 First in Liberal Studies	Cheung Ka Wong, Cheung Ka Wai Scholarship	5D	LAM CHUN PUI
✿S6 First in Liberal Studies	CYC Alumni Scholarship	6D	WU SZE WAI
✿S4-S6 First in Chinese Literature	Leung Yiu Kin Scholarship	4D	LUO WING YEE
		5D	LI CHOI YU
		6D	WONG YAN LING
✿S4-S6 First in Economics	Leung Yiu Kin Scholarship	4D	LAU HOI CHING
		5A	LAM WING TUNG
		6D	HO CHI CHUNG
✿S1-S3 First in Basic Business & Accounting	CYC Alumni Scholarship	1C	LIN HONGBIAO
		2A	SO LUI
		3A	HUI TING YAN
✿S4-S5 First in Business, Accounting & Financial Studies	Poon Kwok Ho Scholarship	4C	LEUNG KAM CHING
		5A	TAM KA HO
✿S6 First in Business, Accounting & Financial Studies	Lau Chun Kong Scholarship	6C	WU TSZ YAN

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S1-S3 First in Putonghua	CYC Alumni 1973 S.5 Arts Scholarship	1C	KWOK YU SHAN
		2C	HO SIU YUET
		3A	TAM LAI HUNG
✿S1-S3 First in Creative Technology	CYC Alumni 1991 S.5 Arts Scholarship	1C	AU YEUNG NOK YIN
		2A	SO LUI
		3A	HUI TING YAN
✿S1-S6 First in Physical Education (Boys)	CYC Alumni Scholarship	1A	YANG ZI LE
		2C	LI CHUN KIT
		3B	CHEN PAK HO
		4D	WONG CHING SHUN
		5A	CHOW CHEUK HIM
		6C	HSU KA FEI
✿S1-S6 First in Physical Education (Girls)	CYC Alumni Scholarship	1B	LAI YU XIN
		2D	LAI CHUI YING CINDY
		3C	LO MUN YU
		4C	CHIN KAR YAN
		5B	HUANG UE CHING
		6C	WU TSZ YAN
✿S1-S6 First in Visual Arts	Szeto Wing Yin Scholarship	1C	KEUNG SUM OI
		2A	SO LUI
		3A	HUI TING YAN
		4D	SUN YAN CHI
		5B	IP KWOK YAN
		6D	CHAN TSZ YIU
✿S1-S6 First in Religious Education	Chuen Yuen Church Scholarship	1C	MUN CHEUK LAM
		2A	CHAN HEI TUNG
		3A	TAM LAI HUNG
		4D	LUI SIN YI
		5D	CHANG HO YIN
		6D	LEE SZE CHUN
✿S1-S3 First in Music	Wong Wing Hung Scholarship	1A	WU NGA LAM
		2A	SU MING CHUN
		3A	LAU WAI KA
✿S4-S6 Second in English	CYC Alumni Scholarship	4C	CHIN KAR YAN
		5D	HO TSZ KING SAMUEL
		6D	HO LOK YUNG
✿S4-S6 Second in Chinese	CYC Alumni Scholarship	4D	SHING SZE YIU MICHELLE
		4D	TSANG KA YI
		5D	LI CHOI YU
		6D	WONG YAN LING
✿S4-S6 Second in Mathematics	CYC Alumni Scholarship	4C	WONG KIN HEI KEITH
		5D	AU TSZ CHING

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S4 Second in Citizenship & Social Development	CYC Alumni Scholarship	4C	KWOK PAK MING
✿S5-S6 Second in Liberal Studies	CYC Alumni Scholarship	5D	LI CHOI YU
		6D	HO LOK YUNG
✿S4-S6 Third in English	CYC Alumni Scholarship	4D	LUI SIN YI
		5A	WONG MAN LONG ELSON
		6D	CHAN TSZ YIU
✿S4-S6 Third in Chinese	CYC Alumni Scholarship	5D	LAM CHUN PUI
		6D	WONG KWAI HUNG
✿S4-S6 Third in Mathematics	CYC Alumni Scholarship	4D	TSOI HUNG CHEUNG
		5D	HO TSZ KING SAMUEL
		6D	WONG KWAI HUNG
✿S4 Third in Citizenship & Social Development	CYC Alumni Scholarship	4D	LIANG CHUN KUEN
✿S5-S6 Third in Liberal Studies	CYC Alumni Scholarship	5B	WONG LOK YUNG
		6D	CHAN TSZ YIU
✿S2 Best Project Work in STEM	Cheung Lui Scholarship	2A	HUANG CHEUNG TSUN
		2A	HUANG CHUN HEI
		2A	KWOK WAI YIU
✿S1-S2 Outstanding Academic Progress Award	Man Ka Fai Scholarship	1A	DENG WING YAN
		1C	LEE PIK KI
		1C	KWOK NGA TING
		1C	KWOK YU SHAN
		2A	HUANG CHUN HEI
		2A	LAU WING SUM
		2A	TSOI HIN YU
✿S3-S4 Outstanding Academic Progress Award	Cho Yee Yung Scholarship	2C	SZE ON KI
		3B	CHEUK YUEN YI
		3B	NG WING YAN
		3C	AU CHEUNG TAI
		3D	LAM CHIN FAN
		4A	LIN KA KIN
		4B	CHENG LOK YIU
		4C	LI CHAK CHUN
✿S5 Outstanding Academic Progress Award	Chiu Chun Keung Scholarship	4D	LI MAN HONG
		5A	TAM KA HO
		5B	SIN LOK HEI
		5C	LAM CHUN YAT DONALD
		5D	LEE CHEUK LUNG

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿S6 The Best Improved Academic Award	CYC Alumni 2011 S.7A & S.7S Scholarship	6A	SIU HANNAH
		6A	POON KA FAI
✿S1-S5 Outstanding Progress in Chinese	Cheung Kam Chuen Scholarship	1A	KEUNG HOI CHING SALLY
		1C	CHEUNG HOI LAM
		2B	KWOK CHAK TIN MATTHEW
		2C	SZE ON KI
		3A	HO CHEUK HAY CYRUS
		3B	CHEUK YUEN YI
		4D	CHAN CHIN TUNG BELLA
		4D	LAU TSZ HO
		5C	LAW HOI MAN
		5D	CHAN MAN KI
✿S1-S5 Outstanding Progress in English	Cheung Kam Chuen Scholarship	1D	LIN CHAK FAI
		1D	YIP HO LONG
		2A	HUANG CHUN HEI
		2C	NGAN CHIU SHING
		3A	CHEUNG HIU SUET
		3C	AU CHEUNG TAI
		4C	LEE CHEE WA
		4C	LI CHAK CHUN
		5B	WU ON CHUN
5B	YAU CHEUK YING		
✿S1-S3 Outstanding Progress in Mathematics	Cho Mo Ha Scholarship	1A	CHAN KA KI
		2B	CHAN NGA LAM ELLA
		3C	CHAN POK MAN
✿Student of the Year Award	Lee Chun Yin Joanne Scholarship	5D	LUO JIALUO
✿Head Prefect	Poon Kwok Ho Scholarship	5D	LUO JIALUO
		5D	CHAN MAN KI
✿Outstanding Leadership	Miu Yin Man Scholarship	5D	LEE YUI LING
✿Outstanding Performance in School & Community Service	Miu Yin Man Scholarship	5B	HUI CHING YI
✿Outstanding Chairman, Vice-Chairman (Internal/External Affairs)	CYC 1989 Student Union Alumni Scholarship	5D	LEE YUI LING
		5D	LI YAN YI
		5A	KO SIN SHU
✿Outstanding Christian Leadership	Tsang Yui Fan Scholarship	5D	HO TSZ KING SAMUEL
✿Outstanding Performance of monitor	Fan King-kei, Lee Yuk-yee Scholarship	4D	KWOK TSZ HO
		4D	LUI SIN YI
		5C	CHEUNG CHI CHING

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
✿Tat Tak Award (Remarkable Progress in Behaviour)	Lai Ho Ming, Lai Kai Ming Scholarship	4C	NGAN CHIU CHUN
⊗Outstanding Performance in Ball Games	Lee Tak Keung Scholarship	5B	HUANG UE CHING
⊗Outstanding Performance in Track & Field	Cheung Yuet Tai Scholarship	3B	CHAU HOI TIM
		6C	WU TSZ YAN
⊗Outstanding Performance in Swimming	Chan Wai Leung, Ng Chun Wah, Tse Wai Lam Scholarship	3C	CHAN TSZ HIN
		4D	AU HIU LAM
⊗Outstanding Performance in Chinese Instrument)	Wong Yi Wai, Wong Yi Sui Scholarship	3A	LAU WAI KA
◆Rev. Peter Wong Memorial Scholarship	The Church of Christ in China Hong Kong Council Award	6D	HO LOK YUNG
◆Sir Edward Youde Memorial Prizes	Sir Edward Youde Memorial Fund Council	6C	LEUNG SAU CHUNG
		6D	HO LOK YUNG
◆Chuen Yuen Award Scheme (Silver Medal)	Principal Cheung Wan Cha Memorial Scholarship	5A	CHOW CHEUK HIM
		5B	HUI CHING YI
		5B	IP KWOK YAN
		5B	WONG KA YI
		5D	HUNG YIN YUNG
		5D	LAI WING SUM SAMMI
		5D	LI CHOI YU
		5D	YEUNG SUM WING
		6A	YEUNG PO SZE
◆Outstanding Performance in Conduct Award	Parent and Teacher Association Scholarship	1A	WU NGA LAM
		1B	FONG KA CHUN
		1B	WANG YAT NOK
		1C	MUN CHEUK LAM
		1D	CHEUNG CHI HO
		1D	IP WANG HIM
		1D	LEE HOI CHING
		1D	LING WING LAM
		1D	LUK WING SHAN
		1D	WONG HIU HING
		1A	WU NGA LAM
		1B	FONG KA CHUN
		1B	WANG YAT NOK
		1C	MUN CHEUK LAM

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
◆ Outstanding Performance in Conduct Award	Parent and Teacher Association Scholarship	1D	CHEUNG CHI HO
		1D	IP WANG HIM
		1D	LEE HOI CHING
		1D	LING WING LAM
		1D	LUK WING SHAN
		1D	WONG HIU HING
		1A	WU NGA LAM
		2D	PI KAM CHING
		2D	SUNG KA YU
		3A	CHAN YEE TUNG
		3A	CHOI TSZ KWAN
		3A	HUI TING YAN
		3A	KO HO WAN VINCENT
		3A	LAM CHEUK HEI
		3A	LAU WAI KA
		3A	TAM LAI HUNG
		3A	TSANG MAN CHUN
		3A	WU TSZ KWAN
		3D	LAU YAN KI
		4D	CHONG TSZ LOK
		4D	KWOK TSZ HO
		4D	LEE PO YING
		4D	LUI SIN YI
		4D	LUO WING YEE
		4D	SHING SZE YIU MICHELLE
		4D	SIU WING YEE
		4D	SUN YAN CHI
		4D	WONG CHOI MEI
		5A	IP KA MEI
		5A	KO SIN SHU
		5A	LAM WING TUNG
		5A	SUNG KA SIN
5B	AU KA HEI		
5B	CHAN HOI TUNG		
5B	CHAN YUEN YAT		
5B	HUANG UE CHING		
5B	HUI CHING CHING		
5B	HUI CHING YI		

<u>Achievement / Award</u>	<u>Scholarship</u>	<u>Awardees</u>	
		5B	LAM CHUI YI
		5B	WONG KA YI
		5B	WONG LOK YUNG
		5B	YAU CHEUK YING
		5C	CHAN YAN CHIT
		5C	CHEUNG CHI CHING
		5C	LAM CHUN YAT DONALD
		5C	LAM CHUNG HIM
		5C	LAU KING TUNG
		5C	MAK KA HO
		5D	CHAN CHUN FAI
		5D	CHAN MAN KI
		5D	CHANG HO YIN
		5D	CHEUNG HYMNMAN
		5D	CHU MING YIN
		5D	HO TSZ KING SAMUEL
		5D	LAI WING SUM SAMMI
		5D	LAM CHUN PUI
		5D	LEE CHEUK LUNG
		5D	LEE YUI LING
5D	LI CHOI YU		
5D	LUO JIALUO		
◆ Distinctive Progress in Conduct Award	Parent and Teacher Association Scholarship	1D	FONG VIBRATO
		1D	YIP HO LONG

External Awards:

Intellectual Development

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
The Hong Kong Council of the Church of Christ in China	Joint School Number Combination Game 2022	Third prize	6A	TONG LUEN YAM
		First prize	6D	LEE SZE CHUN
		Second prize	6D	LEUNG KING CHIT
Arts and technology education centre	Eco Home design competition	Merit award	2A	LI HIU YAN
			2B	CHAN KA WING
			2B	CHEUNG KA MING
			2C	LO TSZ KI
The University of Hong Kong	Creative Coding Competition 2021 - Design Thinking Group	Champion	3A	HUI TING YAN
			3D	KWONG TSZ YAU

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Development Bureau	CSDI Ambassador Naming Competition	Champion	6D	WU SZE WAI
The University of Hong Kong	Creative Coding Competition 2021 - Computational Thinking Group	Champion	3A	WU TSZ KWAN
			3A	YAU CHEUK YING
			3A	ZHENG CHAO YUE
		Best Function and Interface Design Award	3A	WU TSZ KWAN
			3A	YAU CHEUK YING
			3A	ZHENG CHAO YUE
The Federation of Tsuen Wan Youth	Tsuen Wan, Kwai Chung & Tsing Yi District Outstanding Student Award	Junior Form Merit Prize Senior Form Winning Prize	4D	TSANG KA YI
			6D	CHAU SING YU
Hong Kong Kaekwondo Unicorn Club	2021 Unicorn Cup	Individual Second	1A	CHAN LO WAH
Arup Group Limited	Envisioning a sustainable Hong Kong' Video Competition	Most-Liked Video Award	3A	TAM LAI HUNG
			4A	LEE KA YI
			4D	LAW KA CHUNG
			4D	LEE PO YING
			5C	MAK SHIU YIN
Hong Kong Federation of Education Workers	STEM for Youth Quiz Competition	Merit Prize (Junior Secondary Individual)	3A	WU TSZ KWAN
		Top Participation Award	3A	WU TSZ KWAN
Hong Kong News-Expo Limited	「我從香港運動員身上學習到.....」徵文比賽	Merit	3A	TAM LAI HUNG

Aesthetic Development

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Schools Music And Speech Association	73th Hong Kong Music Festival -Piano Solo - Grade Five	Silver Award	3D	WONG MAN CHING
Joint School Music Association	Joint school Music Competition 2021: Scondary School Piano Solo -Senior	Gold Award	5D	CHAU CHI LAM
International Fringe Association	International Fringe Music Competition 2021-Virtuoso Brass Class	Second Honour	4A	CHEUNG TIN YAU

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong DanceSport Association	Hong Kong Squad 2020	Hong Kong Squad 2020	1C	KWOK NGA TING
Hong Kong Ballroom Dancer International	9th Handover Cup DanceSport Championships	Pair group 12 age or below Waltz Champion		
		Children -Waltz/Tango 12 age or below Champion		
Hong Kong Ballroom Dancing Council	Hong Kong District DanceSport Hong Kong Open 2021 (First Station)	Pair group 12-13 age Waltz Third		
Come Dancing Studio Academy	28th Come Dancing Cup HK Open DanceSport Championship	Children Standard U14 or below Pair Waltz/Tango/Quickstep Champion		
Hong Kong DanceSport Association	The 13th DanceSport Open (Wan Chai District)	Children Standard U12-15 or below Pair Waltz/Tango/Quickstep Champion		

Physical Development

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Association of Principals of Secondary Schools, The Hong Kong Council of the Church of Christ in China	CCC Inter-School Table Tennis Competition	Girls Individual 2nd Runner-up	5B	HUANG UE CHING
Hong Kong China Swimming Association	HKGSA Age Group Long Course Championship 2021-22	Boys Age 11-13 50m Breaststroke Third	1A	HUANG CHUN KWAN
Hong Kong Schools Sports Federation	Kwai Tsing Inter-School Swimming Competition	Boys C Grade Individual Medley Champion	1A	HUANG CHUN KWAN

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Hong Kong Schools Sports Federation	Kwai Tsing Inter-School Swimming Competition	Girls C Grade 200M Freestyle Third	1A	KEUNG HOI CHING SALLY
		Boys C Grade 50M Breaststroke Champion		YANG ZI LE
		Boys C Grade 200M Freestyle Third	2D	AU YEUNG SIU LOK ALVIN
		Boys B Grade 50M Butterfly 2nd Runner-up	3A	TSANG MAN CHUN
		Boys B Grade 100M Backstroke Champion (New Record)	3C	CHAN TSZ HIN
		Girls B Grade 50M Freestyle Fourth	4B	CHENG LOK YIU
		Girls B Grade 200M Individual Medley Third	4D	AU HIU LAM
		Boys A Grade 200M Individual Medley Third	5D	TANG KA HO
Hong Kong Schools Sports Federation	Kwai Tsing Inter-School Athletics Championships 2021-2022	Boys C Grade High Jump Forth	1A	YANG ZI LE
		Boys B Grade 400m Champion	3B	CHAU HOI TIM
		Girls B Grade 100m Forth	3D	LAU YAN KI
		Girls A Grade Javelin Throw Champion	6C	WU TSZ YAN

<u>Organisation</u>	<u>Competition</u>	<u>Awards</u>	<u>Class</u>	<u>Student Name</u>
Chinese YMCA of Hong Kong	The 30th YMCA Volleyball Competition	3rd Runner-up	2B	WU WAI CHING
			2D	LAI CHUI YING CINDY
			3A	CHOI TSZ KWAN
			4D	WU LAI MAN
			5B	AU KA HEI
				HUANG UE CHING
				HUI CHING CHING HUI CHING YI
			5C	HUI SHEUNG YING LAW HOI MAN
				6C
			6D	IP WING YAN
				MOK YU FEI
				NG PIK YIU



VI Financial Summary (September 2021-August 2022)

	Balance B/D	Income up to 31.08.2022	Budget 2021-22	Actual Expenditure up to 31.08.2022	%
Government Fund			(I)	(II)	(III)=(II)/(I)
Grant in EOEBG	6,116,062.28				
Baseline Reference		2,580,015.98	2,180,630.00	4,442,726.66	203.74
Administration Grant/Revised Administration Grant		4,072,524.00	3,701,147.00	3,790,893.00	102.42
Composite Information Technology Grant		651,380.00	907,000.00	1,023,002.83	112.79
Air-conditioning Grant		561,947.00	330,000.00	561,947.00	170.29
Capacity Enhancement Grant		642,934.00	786,762.00	368,557.20	46.84
SB Ed Psychology Service Grant		109,517.00	110,000.00	82,500.00	75.00
SB Speech Therapy Administration R Grant		8,112.00	8,000.00	582.00	7.28
SB Management Top-up Grant		50,702.00	40,000.00	43,000.00	107.50
Sub-total	6,116,062.28	8,677,131.98	8,063,539.00	10,313,208.69	127.90

Amount carried forward: 4,479,985.57

Grant Outside EOEBG			(I)	(II)	(III)=(II)/(I)
Teacher Relief Grant (Annual)	748,205.36	222,335.00	444,000.00	2,273.00	0.51
Teacher Relief Grant (Optional Vacant Post)	704,900.29	4,892,129.11	3,760,782.00	4,763,174.77	126.65
Committee on Home-School Co-operation Project	0.00	25,780.00	21,740.00	17,858.20	82.14
School-based After-school Learning and Support Programmes	114,603.03	177,000.00	230,000.00	283,860.00	123.42
Learning Support Grant for Secondary Schools (LSGSS) (SEN)	126,901.85	593,229.00	617,100.00	615,602.67	99.76
Diversity Learning Grant (DLG)	85,000.00	87,900.00	105,900.00	78,565.00	74.19
Diversity Learning Grant (DLG) - Applied Learning Course	0.00	807,195.00	738,995.00	807,195.00	109.23
Provision to Support NCS Student to learn Chinese History & Culture	116,446.00	151,050.00	128,500.00	268,592.64	209.02
Information Technology Staffing Support Grant	76,773.00	321,796.00	452,787.00	453,648.00	100.19
Grant for Sister School	156,035.00	157,127.00	150,000.00	160.00	0.11
Promotion of Reading Grant	62,138.31	62,851.00	140,800.00	65,270.70	46.36
Life-wide Learning Grant	1,075,535.20	1,174,267.00	1,589,410.00	1,038,942.57	65.37
Student Activities Support Grant	0.00	157,300.00	147,330.00	120,992.00	82.12
School Executive Officer Grant	66,355.50	540,268.60	552,600.00	558,235.00	101.02
1-off Senior Secondary Citizenship & Social Development Grant	0.00	300,000.00	191,600.00	34,767.30	18.15
Sub-total	3,332,893.54	9,670,227.71	9,271,544.00	9,109,136.85	98.25

Amount carried forward: 3,893,984.40

Total Surplus for Government Fund: 8,373,969.97

Subscription : Income & Expenditure A/C	3,345,338.34	162,809.75	10,000.00	311,172.90	3111.73
Approved Collection for Specific Purposes A/C	745,010.25	0.00	159,000.00	34,720.00	21.84
Council Fund	71,403.46	1,000.00	1,000.00	600.00	60.00
Quality Education Fund	432,223.00	327,900.00	437,200.00	664,823.00	152.06
Alumni Assn. Scholarship Fund	187,259.61	84,600.00	140,000.00	35,903.00	25.65
Electronic Toll	62,286.00	437,446.40	420,000.00	442,967.80	105.47
Sub-total	4,843,520.66	1,013,756.15	1,167,200.00	1,490,186.70	127.67

Amount carried forward: 4,367,090.11



VII Appendices

Appendix A

Report on the Use of Capacity Enhancement Grant

Area	Method	Content	Evaluation
Speaking & acting	Conducted a Saturday workshop 8 times (16/10, 23/10, 30/10, 6/11, 13/11, 27/11, 4/12 & 11/12/2021)	Worksheets: Book 1 Part A & Part B were made by the provider.	<ul style="list-style-type: none"> ● No. of participants: 18 Attendance: 100% (excluded S3 attending the Code Community activities for 2 times) ● Outcomes / Objective(s) obtained: A mini-video performance has been done. But the props and costume could be improved. ● Students' performance: attentive and enjoyable ● Remarks (irregularities / recommendation, if any) The course provider has changed the coordinator three times that might affect communication and take time for following some administration work.
S1 speaking skills	A workshop training techniques of reading loud, speaking and confidence building.	<ul style="list-style-type: none"> ● 8 1.5-hr lessons on speaking with common daily-life topics ● Vocabulary and guidance on pronunciation, stress, intonation, pause and clarity were provided. 	<ul style="list-style-type: none"> ● No. of participants: 20 Attendance: 90% ● Outcomes / Objective(s) obtained: Participating students were given opportunities to speak in public and were exposed to input of topics and language. 95% of the participating students agreed that the tutor was helpful and the materials and the experience had sharpened their speaking skills. 85% of them agreed that their speaking proficiency had improved. ● Students' performance: satisfactory ● Remarks (irregularities / recommendation, if any): Clash of activities happened when S1-3 had to take part in tutorial classes of the Core 3 on some Sat.

Area	Method	Content	Evaluation
Reading, social issues and pop culture	A workshop to expose students to more reading texts of social issues and pop culture. Discussion was conducted based on the reading.	<ul style="list-style-type: none"> ● 8 1.5-hr lessons on techniques of reading newspaper articles ● Participants were given a set of current affairs newspaper articles to read and analyze. ● Views on the social issues were discussed in the lessons. 	<ul style="list-style-type: none"> ● No. of participants: 20 Attendance: 90% ● Outcomes / Objective(s) obtained: Participating students were given opportunities to read different newspaper articles. 94% of the participants agreed that the tutor had provided quality coaching to their learning. 85% of them agreed that their speaking proficiency had improved. All of them were satisfied with the course and 72% thought the duration was optimal. ● Students' performance: satisfactory ● Remarks (irregularities / recommendation, if any): A mix of S2 and S3 students created the different levels of abilities encouraging interaction. However, clash of activities happened when S1-3 had to take part in tutorial classes of the Core 3 on some Sat.
Debate	Introduced debating to potential students using 6 lessons of 1.5 hours each in the form of zoom lessons	<ul style="list-style-type: none"> ● What debating is ● What the roles are for each speaker ● How to write with evidence ● How to write rebuttals ● A small debate match 	<ul style="list-style-type: none"> ● No. of participants: 17 Attendance: 80% Lateness: 15% ● Outcomes / Objective(s) obtained: Students were able to hold a small debate match against each other in the end of the course with basic understanding of what debating is. Suitable debaters were recommended to join the school team. ● Students' performance: Satisfactory ● Remarks (irregularities / recommendation, if any) Reduce class size next year

Area	Method	Content	Evaluation
Debate	Zoom lessons	<ul style="list-style-type: none"> ● A motion analysis workshop ● Editing of speeches ● Post-editing Debriefing session 	<ul style="list-style-type: none"> ● No. of participants: 15 Attendance: 90 % Lateness: 0% ● Outcomes / Objective(s) obtained: The Junior's Grand Final was successfully held with the coach's assistance. ● Students' performance: Good. ● Remarks (irregularities / recommendation, if any) This coach is recommended to continue next year.
Enhance teacher capacity by reducing teaching load	Clerical assistants were employed to help prepare teaching materials and non-teaching chores.	<ul style="list-style-type: none"> ● Two clerical assistants were employed to support E-learning, sport teams and OLE, conducting afterschool sport team practices and life-wide learning activities. ● CAs assisted teachers in non-teaching routines, such as serving as collecting OLE records and reply proforma, and other administrative works. ● CAs assisted teachers in outside classroom activities. 	<ul style="list-style-type: none"> ● The service of CAs was highly commendable. Both of them showed enthusiasm at works. ● Workload of teachers was reduced as CAs shouldered some non-teaching duties, for example, printing and binding teaching materials, collection of reply slips and general affair works of teachers. ● CAs also provided much help in organizing sport teams practices, moral and civic education activities and OLE activities after school or during weekends. Learning experiences of students outside classrooms were enriched. Also, they provided substantial help in sharing the workload of teachers during outings. ● The CAs passed the performance appraisal and were recommended for extension of services.

Area	Method	Content	Evaluation																								
To relieve teachers' workload so that teachers can concentrate on curriculum development	Mathematics Enrichment Classes	<ul style="list-style-type: none"> ● S1-S3 Mathematics Enrichment Classes 	<ul style="list-style-type: none"> ● First Term: <table border="1" data-bbox="1420 261 2078 437"> <thead> <tr> <th></th> <th>Number of students</th> <th>Passing Percentage</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>16</td> <td>68.8%</td> </tr> <tr> <td>S2</td> <td>13</td> <td>75.0%</td> </tr> <tr> <td>S3</td> <td>12</td> <td>91.7%</td> </tr> </tbody> </table> ● Second Term: <table border="1" data-bbox="1420 481 2078 657"> <thead> <tr> <th></th> <th>Number of students</th> <th>Passing Percentage</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>14</td> <td>78.6%</td> </tr> <tr> <td>S2</td> <td>12</td> <td>83.3%</td> </tr> <tr> <td>S3</td> <td>7</td> <td>100%</td> </tr> </tbody> </table> ● 85.7% of S1 participants and 100% of S2-S3 participants agreed that the course could help them to improve their academic result. ● 85.7% of S1 participants and 100% of S2-S3 participants agreed that the course could raise their problem solving skills. 		Number of students	Passing Percentage	S1	16	68.8%	S2	13	75.0%	S3	12	91.7%		Number of students	Passing Percentage	S1	14	78.6%	S2	12	83.3%	S3	7	100%
	Number of students	Passing Percentage																									
S1	16	68.8%																									
S2	13	75.0%																									
S3	12	91.7%																									
	Number of students	Passing Percentage																									
S1	14	78.6%																									
S2	12	83.3%																									
S3	7	100%																									
	Mathematics Enrichment Classes	<ul style="list-style-type: none"> ● S2 Mathematics Team Training 	<ul style="list-style-type: none"> ● Number of competitions joined: 5 ● Number of prizes: 5 ● 76.2% of participants agreed that the course could raise their problem solving skills. 																								

Area	Method	Content	Evaluation
中文	初中閱讀寫作班	<ul style="list-style-type: none"> ● 教授學生不同的寫作技巧，培養其創意和邏輯思維；透過欣賞不同文章，從而提升其寫作能力和內涵。 	<ul style="list-style-type: none"> ● 課程順利完成。 ● 課程完結後，學校負責老師向學生進行問卷調查，結果如下： <ol style="list-style-type: none"> 1. 100%同學認同課堂老師教授的基本創作技巧，令他們建立創作基礎。 2. 95%同學認同課堂互動，啟發他們創意思維，提升寫作興趣。 3. 100%同學認同導師對他們的作品的評語，能幫助他們改善文寫作技巧。 4. 95%同學認同導師評賞優秀的文學作品（全篇或節錄），能提升他們的閱讀品味。 5. 100%同學認同導師講解清晰。 6. 100%同學認同導師能解答他們的疑問。



Programme Evaluation Report for DLG-funded Other Programme (Gifted Education) 2020-21

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Teacher i/c & Service provider	Expenditure
S6 JUPAS Interview Workshop	To enhance students' discussion skills and critical thinking skills in preparing for university (JUPAS) entrance interviews through: <ul style="list-style-type: none"> • Learn self-introduction and sample questions of JUPAS interviews. • Language input on interviewing and individual presentation. • Conduct one-to-one individual presentation, JUPAS interviews, group discussion using current social issues (at least 50% of the class time) • Individual feedback given to students on their performance 	24 S6-to-be (2 classes held)	Four 2-hour lessons from 25-30 August 2021	Sample scripts of introduction, interview questions of JUPAS, one-to-one interview experience and tutor's comments	<ul style="list-style-type: none"> • The attendance was 100%. • Rates of satisfaction on various items ranged from 57 – 96%. • The items with lower rating were the interview part. Some students expected more specific university programme-based interview questions whereas more general questions were given. • Students valued the experience of conducting interviews. • The tutor was enthusiastic and devoted to the teaching. He gave individuals comments on their own performance in limited time. 	Miss Leung Po Ling Service provider : Headstart Group	\$7,200
S4 DSE Read and Discuss Workshop	<ul style="list-style-type: none"> • To expose students to reading texts of various topics • To allow students to try out DSE reading papers 	14 S4 students	25/9/21-4/12/21 (8 Sat mornings)	<ul style="list-style-type: none"> • A reading and writing booklet with samples, notes and writing topics 	<ul style="list-style-type: none"> • The attendance of students was high (95%). • Over 80% of students agreed that the tutor could enhance their 	Miss Ng Pui Yan Service provider: Headstart Group	\$7,800

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Teacher i/c & Service provider	Expenditure
	<ul style="list-style-type: none"> To enhance students' speaking skills and confidence in speaking 			(Eight 1.5 hr workshop conducted)	<p>reading and discussion skills.</p> <ul style="list-style-type: none"> The tutor was energetic, inviting and knowledgeable in the respective area. 70% of students found the course helpful for English learning. Good interaction between teacher and students was observed. Participating students were cooperative and responsible. However, they should construct more effective arguments for debating. 	Tutor: Mr. Rod Mak	
S5 DSE Read and Write workshop	<ul style="list-style-type: none"> To expose students to reading texts of various topics To allow students to try out DSE reading papers To expose students to different models for writing, and practice writing of different genres and language use. 	<ul style="list-style-type: none"> 19 S5 students 	25/9/21-4/12/21 (8 Sat mornings)	<ul style="list-style-type: none"> A reading and writing booklet with samples, notes and writing topics Eight 1.5 hr workshop conducted 	<ul style="list-style-type: none"> Attendance: more than 95 % Lateness: less than 5% Completion of writing tasks: 80% Most students completed 3 different pieces of writing in different text types It is reflected that more reading elements should be added together with 	<p>TIC: Miss Su Mei Kee</p> <p>Service provider : Headstart Group</p> <p>Tutor: Mr. Shakoo Ace Mohamed</p>	\$9,750

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Teacher i/c & Service provider	Expenditure
					<p>the writing components.</p> <ul style="list-style-type: none"> • Students were attentive but not interactive enough. • 70.6% of the participating students found the course content good /very good; 94.1% thought that the tutor was helpful /very helpful; 65% found the course quite useful. 		
HKDSE Physical Education (Network Programme)	In view of the small number of students opting for Physical Education, this Network Programme can help to cater students' diverse needs.	<ul style="list-style-type: none"> • 2 students • 1 S4 and 1 S5 student 	Whole year	Student will take the HKDSE Examination	<ul style="list-style-type: none"> • Students were attentive and willing to participate in lessons. • Satisfactory attendance and academic result was attained. 	Ms. Wong Ka Man Service provider: True Light Consultant	\$16,000 (\$8,000 for each student)
Category C: Other Language - Japanese	To enhance students' competitiveness in the 21st Century and increase their chances for tertiary education	<ul style="list-style-type: none"> • 1 student • Students who have potential in language 	Whole year	Students will take the AS-level examination offered by the Cambridge International Examinations and administrated by the HKEAA	<ul style="list-style-type: none"> • Excellent result a(a) for student on the Cambridge International Examinations (CIE) Advanced Subsidiary (AS) level (Japanese). • Scholarship of 2021-2022 Academy of The Baptist Convention of Hong Kong NSS (OL) was granted to appreciate her impressive HKDSE achievement and class 	Ms. Wong Ka Man Service provider: Academy of the Baptist Convention of Hong Kong, Pui Ching Academy previously	\$3,900

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Teacher i/c & Service provider	Expenditure
					performance during the academic year.		
Mathematics Enrichment Course	To enhance students' ability on problem solving and logical thinking.	<ul style="list-style-type: none"> • 34 students • S4 students • Nominated by Mathematics subject teachers based on the result of the first term examination. 	<ul style="list-style-type: none"> • 9 lessons • 14/5/2022-24/6/2022 	Note and assignments in each lesson	<ul style="list-style-type: none"> • The attendance of students was satisfactory (89.7%). • 100% of participants agreed that the course could raise their problem solving skills. • By observation, all of them were active in class. 100% of participants agreed that they were conscientious in class. 	Ms. Shum Pui Man	\$2,415
Mathematics Enrichment Course	To consolidate students' ability on problem solving and logical thinking.	<ul style="list-style-type: none"> • 37 students • S5 students • Nominated by Mathematics subject teachers based on the result of the first term examination. 	<ul style="list-style-type: none"> • 9 lessons • 14/5/2022-24/6/2022 	Note and assignments in each lesson	<ul style="list-style-type: none"> • The attendance of students was satisfactory (87.1%). • 94.7% of participants agreed that the course could raise their problem solving skills. • By observation, most of them were active in class. 94.7% of participants agreed that they were conscientious in class. 	Ms. Shum Pui Man	\$1,890

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Teacher i/c & Service provider	Expenditure
中四級 中文閱讀寫作班	教授學生不同的寫作技巧，培養其創意和邏輯思維；透過欣賞不同文章，從而提升其寫作能力和內涵。	<ul style="list-style-type: none"> • 15 位中四學生 (2019-2020) • 14 位中四學生 (2020-2021) *2019-2020 年度因社會事件及疫情同學只上了一節課，餘下七節課安排在本年度進行。	<ul style="list-style-type: none"> • 14-12-2019 • 22-5-2021 - 21-8-2021 	<ul style="list-style-type: none"> • 學生每節課需分析不同文學作品，並進行不同學習活動。 • 課程完結前需完成作文兩篇。 	<ul style="list-style-type: none"> • 100%同學同意導師教授基本創作技巧，令他建立創作基礎。 • 100%同學同意課堂互動，能啟發他創意思維，提升寫作興趣。 • 100%同學同意導師對他的作品評語，能幫助他改善作文寫作技巧。 • 100%同學同意評賞優秀的文學作品(全篇或節錄)，提升他的文學閱讀品味。 • 100%同學同意導師講解清晰。 • 100%同學同意導師的教學技巧引起他的學習興趣。 	黎美鳳老師 曾淦賢導師	\$11,655
中五級 中文閱讀寫作班	教授學生不同的寫作技巧，培養其創意和邏輯思維；透過欣賞不同文章，從而提升其寫作能力和內涵。	<ul style="list-style-type: none"> • 15 位中五學生 (2019-2020) • 19 位中五學生 (2020-2021) *2019-2020 年度因社會事件及疫情同學只上了一節課，餘下七節課安排在本年度進行。	<ul style="list-style-type: none"> • 14-12-2019 • 22-5-2021 - 21-8-2021 	<ul style="list-style-type: none"> • 學生每節課需分析不同文學作品，並進行不同學習活動。 • 課程完結前需完成兩篇作文。 	<ul style="list-style-type: none"> • 100%同學同意導師教授基本創作技巧，令他建立創作基礎。 • 94.5%同學同意課堂互動，能啟發他創意思維，提升寫作興趣。 • 100%同學同意導師對他的作品評語，能幫助他改善作文寫作技巧。 • 100%同學同意評賞優秀的文學作品(全篇或節錄)，提升他的文學閱讀品味。 • 100%同學同意導師講解清晰。 • 88.9%同學同意導師的 	黎美鳳老師 曾淦賢導師	\$11,655

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Teacher i/c & Service provider	Expenditure
					教學技巧引起他的學習興趣。		
中五級中文應試寫作班	提升學生作文立意、審題和佈局謀篇的技巧	25 位中五學生	10-4-2021 - 18-8-2021	<ul style="list-style-type: none"> 六堂內容中，記敘抒情文佔三課，論說佔三課，務求照顧不同文體的需要。 學生在課程完結前先後完成六篇短寫及兩篇長文。 	<ul style="list-style-type: none"> 學生整體表現良好，縱使鮮有主動答題者，但大部分參與者也樂於參與課堂討論。 導師上課認真，課前已把六節課的課堂筆記電郵給我，上課時導師亦用心講解。 課堂完結後，學生完成網上問卷，具體結果如下： <ol style="list-style-type: none"> 95.7%同學認同課堂老師教授的基本創作技巧，令他們建立創作基礎。 87%同學認同課堂互動，啟發他們創意思維，提升寫作興趣。 73.9%同學認同導師對他們的作品評語，能幫助他們改善文寫作技巧。 95.7%同學認同導師評賞優秀的文學作品(全篇或節錄)，能提升他們的閱讀品味。 95.7%同學認同導師講解清晰。 95.7%同學認同導師能解答他們的疑問。 	黎美鳳老師 吳俊賢導師	\$6,300

**School-based After-school Learning and Support Programmes 2021/22 s.y.
School-based Grant - Programme Report**

Name of School: CCC Chuen Yuen College

Project Coordinator: CHEUNG Ka-lok

Contact Telephone No.: 24205050

A. The number of students (count by heads) benefitted under this programme is 213 (including A. 23 CSSA recipients, B. 140 SFAS full-grant recipients and C. 50 under school's discretionary quota).

B. Information on Activities under the Programme

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$) (cost X no. of eligible students)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
1. Mentor Scheme (Type: Tutorial service, Learning skill training, Self-confidence development, Sense of belonging)	23	140	50	100%	From Sept. 2021 to August. 2022	\$282,232.5	- attendance - mentors' observation - questionnaires	Mentor Scheme TIC: Mr. Cheung Ka-lok	The mentorship scheme aimed to provide care and guidance to mentees as well as providing tutorial classes for improving academic performance. (Mentors: alumni)
Total no. of activities: <u>1</u>									
@No. of man-times	184	840	300		Total Expenses (finalised on 23/8/2021)	\$282,232.5			
**Total no. of man-times	1324								

Note:

* Name/type of activities are categorised as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom						✓
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others			✓			
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities			✓			
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community			✓			
q) Your overall view on students’ community involvement			✓			

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick “✓” more than one box)

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers’ workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

1. Discretionary quota really helps those students in need.

2. Students and parents were satisfied with the online programmes and activities, which were made up for the suspended face-to-face ones.

姊妹學校交流報告書
2021 – 2022 學年

Appendix D

學校名稱：	中華基督教會全完中學		
學校類別：	中學	負責老師：	陳其暘先生

本學年已與以下內地姊妹學校進行交流活動：

本學年，我校計劃和鼎湖區實驗中學進行音樂科的交流活動，兩地學生均可以於網上實時學習及進行交流活動。因人事更替，新校長把計劃暫緩，所以活動將安排在明年進行。

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (已舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A4	☑	與姊妹學校商討交流計劃	B1	☑	增進對內地的認識和了解
			B2	☑	增加對國家的歸屬感/國民身份的認同
			B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
			B6	☑	建立友誼/聯繫
			B7	☑	訂定交流細節/ 活動詳情

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 □ 大致達到	C3 □ 一般達到	C4 □ 未能達到
------------------	-----------	-----------	-----------	-----------

乙. 教師層面 (*已舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
D1	☑	音樂科的交流活動	E1	☑	增進對內地的認識和了解
			E2	☑	增加對國家的歸屬感/國民身份的認同
			E4	☑	促進專業發展
			E6	☑	擴闊視野
			E7	☑	建立友誼/聯繫

教師層面 達至預期目標程度	F1 □ 完全達到	F2 ☑ 大致達到	F3 □ 一般達到	F4 □ 未能達到
------------------	-----------	-----------	-----------	-----------

丙. 學生層面 (*已舉辦) (*請刪去不適用者) 因新冠肺炎影響，本年度本校未能到鼎湖區實驗中學(肇慶)進行學生交流活動。

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input type="checkbox"/>	擴闊視野
			H4	<input type="checkbox"/>	建立友誼
			H5	<input type="checkbox"/>	促進文化交流
			H6	<input type="checkbox"/>	增強語言/表達/溝通能力
			H7	<input type="checkbox"/>	提升自理能力/促進個人成長
			H8	<input type="checkbox"/>	豐富學習經歷

學生層面 達至預期目標程度	I1 <input type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

丁. 家長層面 (*未有舉辦) (*請刪去不適用者)

(註:學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

監察/評估方法如下:

編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告：			
編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input checked="" type="checkbox"/>	交流物資費用 (音樂樂器物資)	HK\$ 160
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 160
N10	<input type="checkbox"/>	沒有任何開支	HK\$

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O2	<input checked="" type="checkbox"/>	<p><u>兩校在交流活動上擬定以下方向：</u> 時間：2022 年 12 月 或 2023 年 4 月 初步擬定主題：文藝活動交流</p> <p><u>活動型式</u> 方案一：全完鼎湖音樂會(重點為共同編曲與演奏) 方案二：同曲同奏(重點為兩校挑選同一曲目，各自練習；於大匯演當日合奏，增加音樂交流元素) 方案三：參與音樂課（重點為全完同學到姊妹學校上音樂課，學習音樂新課題）。</p>

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	總人次: 2
P5	<input type="checkbox"/>	本校學校管理人員參與交流的總人次	總人次

Life-wide Learning Grant
Report on the Use of the Grant
2021-2022 School Year

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
1	Online programme - Cross Curricular i-Learner (S1 & S3) 2021-22	English Language	Oct 2021 - June 2022	S1, S3	255	Each Eng. Teacher checked the students' performances each month. Completion rates were set for different forms. Top scorers were announced bimonthly.	\$8,542.00	E8	✓				
2	Online programme - National Geographic KIDS Club e-book platform	English Language	Oct 2021 - June 2022	S2	132	Each Eng. Teacher checked the students' performances each month. Completion rates were set for different forms. Top scorers were announced bimonthly.	\$7,918.00	E8	✓				
3	Subsidy for Speech Festival	English Language	Oct -Dec 2021	S1 - 5	31	Each participating student was coached by Eng. Teachers before taking part in the competitions.	\$5,010.00	E1			✓		

4	參觀 "九一八事件專題展覽" 車費	Chinese History	28/9/2021	S1-S4	30	參觀期間，觀察同學聆聽講解及投入情況	\$1,400.00	E2	✓	✓			
5	Entry fee for music competition:	Music	Mar to May 2022	S1-5	7	Prize awarded	\$2,640	E1			✓		
6	Instrumental classes	Music	Sept to Jun 2022	S1-3	16	100% students with attendance over 85%	\$22,288.00	E6			✓		
7	Concert	Music		S1-5	21		\$2,380.00	E6			✓		
8	Purchase of instruments	Music		S3	1		\$170.00	E7			✓		
9	"A Step Forward 'Youth Music Project-Music editing and composition with Mr. CHIU TSANG HEI	Music	18/7/2022 - 9/8/2022	S1-4	14	14 participants. 13 have certificates. 12 participants completed their work in the foundation session, 8 in the advanced session. 3 would like to have individual coaching with Mr. Chiu Tsang Hei.	\$6,000.00	E6					
10	MO(Mind Operative) Learning Group(提升學習技能小組) To enhance learning skills of low achievers.	Guidance	22/7/2021 - 30/7/2021	S1-S3	11	Good attendance.By teacher observation,all participants showed good response in the training session.	\$8,800.00	E5		✓			
11	Peer Counselling Scheme leadership training To provide additional training to peer counsellors.	Guidance	11/9/2021	S4	20	By teacher observation,all participants showed good response in the training session.	\$4,950.00	E5		✓			

12	S2 Adventure Based Training Experiential Learning	Guidance	16/10/2021	S2	129	By teacher observation, students are highly involved in the training session. In overall, 85% of students are satisfied with the training.	\$13,338.00	E1		✓			
13	S3 Life Education Filling Lives with Joy Zoom Lesson 「愛、挑戰」生命教育講 (Suicide Prevention Services) To help students establish a positive outlook in life.	Guidance	25/5/2022	S3	125	100% of S3 class teachers are very satisfied with the life education lesson.	\$1,000.00	E5		✓			
14	Subject Selection Talk: To emphasis the factors to be considered in subject selection and equip parents and students to make a well-informed choice.	3	6/11/2021	S3	125	Activity report , Questionnaire	\$1,500.00	E6					✓
15	Mock Interview Workshop: To consolidate the interview skills and help students to build confidence in interview	3	25/11/2021	S6	17	Activity report , Questionnaire	\$2,800.00	E6					✓
16	Mock Release of HKDSE results: To familiarize students with the entrance requirement and	3	13/12/2021	S6	107	Activity report , Questionnaire	\$6,393.00	E6					✓

	application procedure of post-secondary and tertiary education programme To encourage students to get well prepared for HKDSE												
17	Career Live (Career exploration activity): To motivate students in career planning and to nurture positive work value through career exploration activities.	3	15/7/2022, 21/7/2022	S4	121	Activity report , Questionnaire	\$13,431.00	E1					✓
18	Career visit coach fee / Transportation fee (Career Live): To broaden students' horizon by firm visit and participation in taster programme	3	15/7/2022, 21/7/2022	S4	121	Activity report , Questionnaire	\$3,400.00	E2					✓
19	Disney'sb Foundations for Career Success : To broaden students' horizon by participating career related programme	3	22/8/2022	S4 (For students taking Applied Learning - Vocational English)	46	Certificate of participation	\$17,940.00	E1					✓

20	Modern Dance Practice Project: Enabling students to take a fresh look on themselves, to consider their innate infectious appeal, to cultivate team spirit and empathy, and to learn about respecting, accepting and embracing themselves and others.	4	1/9/2021 - 31/10/2021	S1-S5	18	Certificate of completing the project	\$7,560.00	E1			✓		
21	Modern dance training, appreciation ,performance and related activities: To broaden students' horizons for the art of dance, and to nurture their interest in art appreciation	4	1/7/2022	S1-S5	16	Performance and activity record	\$2,240.00	E1			✓		
22	Spiritual Leadership Training (provided by Little Fire Limited): To provide training of spiritual leadership techniques for Gospel and Caring Ambassadors in creating a vision and establishing the school's spiritual culture	Religious committee	15/10/2021, 29/10/2021, 19/11/2021, 17/12/2021, 11/2/2022, 4/3/2022, 8/4/2022, 17/6/2022	S1-S6	39	By teacher observation, students showed good response in the training sessions.	\$4,000.00	E1		✓			

23	Membership of the Hong Kong Girl Guides Association To provide various resources, training programmes and activities to both Girl Guide leaders and students.	Girl Guides	12/4/2020	S1-S6	21	80% attendance	\$350.00	E1				✓	
24	School team training and competitions: Hiring sports coach Stretching students' potential	PE	Sep 2021 - Jul 2022	S1-S5	150	Monitoring by PE mistress/Questionnaire	\$208,697.17	E5			✓		
25	Life wide learning experience day: Transport fee	EAC	3/12/2021	S1-S6	750	Monitoring by EAC mistress/Questionnaire	\$16,957.00	E2			✓		
26	Junior mentee Activity course fee and other expense	Mentorship Programme	1/8/2021 - 9/8/2021	S1-S3	60	Monitoring by Assistance Vice Principal	\$25,486.00	E1		✓			
27	Life wide learning activities	EAC	Jul 2021 – Jun 2022	S1-S6	900	Monitoring by EAC mistress/Questionnaire	\$143,287.40	E1			✓		
28	EAC and Sports team helper	PE	Jul 2021 – Jun 2022	S1-S6	750	Monitoring by PE mistress/Questionnaire	\$16,506.00	E5			✓		
29	Competitions: HuaXia Cup National Mathematical Olympiad Invitational Competition (China, Final Round)	Mathematics	24/7/2022	S2	2	100% of participants agreed that the competitions can enhance their learning experience. Both of them got the Third Honour in the Second Round Competition and were selected to join HKMO Pioneer.	\$700.00	E1	✓				

30	S6 Ocean Park Life-wide Learning Journey	EAC	7/4/2022	S6	77	All S6 participants agreed that the journey could integrate knowledge and skills acquired so as to enrich their learning experiences.	\$7,925	E1		✓			
31	Learning the basic principle of drones	STEM & CT	18/7/2021 - 11/8/2022	S1	130	Students have to complete and control a drone for achieving specific targets.	\$4,000.00	E1	✓				
32	Leadership Certificate Course organized by The Hong Kong Federation of Youth Groups	Discipline Committee	22/5/2022	S4-S5	7	Participants reflected that they had a better understanding of problem solving and communication skills.	\$1,820.00	E6		✓			
33	Adventure Training	Discipline Committee	13/8/2022	S4-S5	61	Respondents of questionnaire agreed that the activity had enhanced their self-confidence (75%), problem solving ability (82%) and team spirit (81%).	\$15,000.00	E6		✓			
34	International Chemistry Quiz	Chemistry	12/7/2022	S5	9	Performance analysis would be available in October 2022.	\$810.00	E6	✓				
35	HKCU Gifted education course "Biochemistry and disease"	Gifted Education	12/2021	S4-S5	2	Discussion and observation	\$3,000.00	E6	✓				
36	2022 中史凡科模擬考試報名費	中史科	18/2/2022	S6	5	同學完成有關模擬考試	\$500.00	E1	✓				
37	第73屆香港學校朗誦節(中文朗誦)	中文科	23/12/2021	S1-S5	13	同學表現投入; 12名同學獲得優良成績; 1名同學獲得良好成績	\$2,025.00	E1			✓		

(Please insert rows above if the space provided is insufficient.)

Sub-total of Item 1.1							\$590,763.57						
------------------------------	--	--	--	--	--	--	---------------------	--	--	--	--	--	--

1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
1												
2												
(Please insert rows above if the space provided is insufficient.)												
Sub-total of Item 1.2										\$0.00		
Expenses for Category 1										\$590,763.57		

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1	Parts for micro:bit (Smart City IOT Starter Kit for Micro:bit) x 2 sets	Cross-Disciplinary (STEM)	Materials for designing a micro:bit device	\$1,396.00
2	School Team Training: Uniform and training equipment	Physical Education	Training	\$81,239.00
3	Dobot Magician Robotic Arm	STEM	Demonstration of 3D Printing, lazer engraving, robotics simulations and manufacturing design on STEM education	\$26,344.00
4	Unitree A1 Robot Dog	STEM	Demonstration of artificial intelligent, robot simulation, sensors control on STEM education	\$98,000.00
5	eBlackboards	Gifted Education	Coduct interactive teaching & Learning	\$241,200.00
(Please insert rows above if the space provided is insufficient.)				
Expenses for Category 2				\$448,179.00
Expenses for Categories 1 & 2				\$1,038,942.57

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	731
Number of student beneficiaries:	731
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post):	Mr. Tang Shu Yan (VP)
---------------------------------------	-----------------------

* : Input using the following codes; more than one code can be used for each item.

Code for Expenses

- | | | | |
|----|--|----|--|
| E1 | Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.) | E6 | Fees for students attending courses, activities or training organised by external organisations recognised by the school |
| E2 | Transportation fees | E7 | Purchase of equipment, instruments, tools, devices, consumables |
| E3 | Fees for non-local exchange activities / competitions (students) | E8 | Purchase of learning resources (e.g. educational softwares, resource packs) |
| E4 | Fees for non-local exchange activities / competitions (escorting teachers) | E9 | Others (please specify) |
| E5 | Fees for hiring expert / professionals / coaches | | |

**Report on the Use of the Student Activities Support Grant
2021-2022 School Year**

I. Financial Overview

A	Allocation in the Current School Year:	\$157,300
B	Expenditure in the Current School Year:	\$120,992
C	Unspent Amount to be Returned to the EDB (A – B):	\$36,308

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	101	\$10,614
Full-grant under the School Textbook Assistance Scheme	751	\$72,809
Meeting the school-based financially needy criteria	140	\$37,569 (capped at 25% of the total allocation for the school year)
TOTAL	992	\$120,992 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Junior mentee Activity course fee	Mentorship Programme	62	23,525		✓			

No.	Brief Description and Objective of the Activity	Domain (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
2	S2 Adventure Based Training Experiential Learning	Guidance	56	10,062		✓			
3	S5 Life wide learning experience day	EAC	55	4,950			✓		
4	S6 Life wide learning experience day	EAC	51	17,390			✓		
5	S1 & S3 Online programme - Cross Curricular i-Learner	English Language	69	5,958	✓				
6	S2 Life wide learning experience day: Transport fee	EAC	33	1,330			✓		
7	S1 Fencing Lesson	EAC	31	1,538			✓		
8	Christmas Fun Day (electronic darts machine)	EAC	209	8,510			✓		
9	Christmas Fun Day (dodgeball game)	EAC	209	4,347			✓		
10	S3 Life wide learning experience day: Transport fee	EAC	38	1,173			✓		
11	"Mock Release of HKDSE results: To familiarize students with the entrance requirement and application procedure of post-secondary and tertiary education programme To encourage students to get well prepared for HKDSE"	Career	31	2,607					✓

No.	Brief Description and Objective of the Activity	Domain (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
12	S2 Online programme - National Geographic KIDS Club e-book platform	English Language	33	2,722	✓				
13	S1 大澳歷史生態遊	EAC	62	17,280			✓		
14	S3 歷奇活動	EAC	53	19,600			✓		
		Expenses for Category 1		120,992					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Nil								
		Expenses for Category 2		0					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Nil								
		Expenses for Category 3		0					
		Total		120,992					

Contact Person for LWL (Name & Post): Mr. Tang Shu Yan (Vice Principal)

❧❧❧ END OF REPORT ❧❧❧