

Madam Lau Kam Lung Secondary School Of Miu Fat Buddhist Monastery



School Report
2020-2021

For Public Reference

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1. Mission Statement

Based on Buddha's teaching of relief through mercy and compassion, the mission of the school is to implement moral and educational programmes based on Buddhist principles. Thus, the school aims to nurture the all-round development of students so that they develop a positive attitude towards life and become active, responsible and contributing members of society.

2. School Goals

Upholding Buddha's teaching of relief through mercy and compassion and the school motto, 'Realizing Buddha's Nature through Mind Enlightenment', the school provides quality education for girls in the New Territories West.

The school emphasizes the holistic development and encompasses ethical, intellectual, physical, aesthetic and social development of each student. To meet the different needs of society and to cope with new challenges, students are provided with opportunities to develop multiple intelligences through the school curriculum and co-curricular activities. The school aims to cultivate good citizens and bi-literate and trilingual professionals.

3. Our School

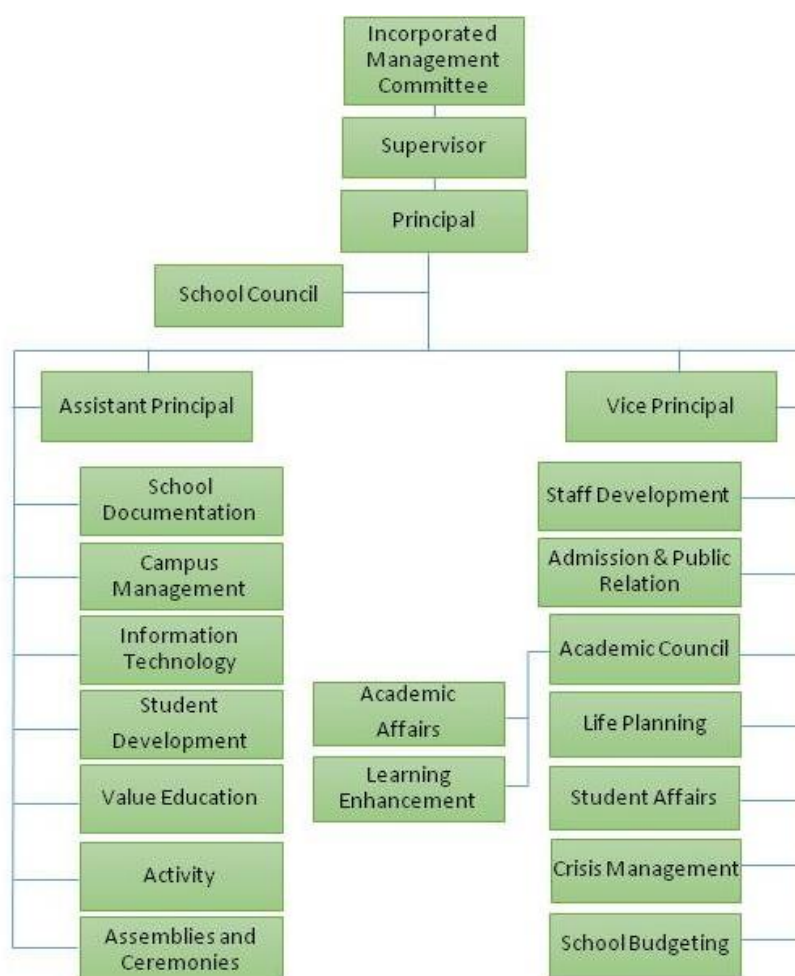
3.1 Basic Information

School type	:	Government Aided Secondary Girl School
Year of foundation	:	1973
Year starting SBM	:	1999
Religion	:	Buddhism
Sponsoring body	:	Miu Fat Buddhist Monastery
Supervisor	:	Mr. Lau Hin Ki Oliver
Principal	:	Mr. Wong Ting Hin
Medium of instruction	:	English
Address	:	22 Castle Peak Road, Lam Tei, Tuen Mun, N. T.
Telephone number	:	2461 9566
Fax number	:	2464 3133
Website	:	https://www.lkl.edu.hk
E-mail address	:	office@lkl.edu.hk

3.2 Incorporated Management Committee, 2020-2021

Rev. Sik Sau Chi	Alternate SSB Manager
Mr. Lau Hin Ki Oliver	Supervisor, SSB Manager
Mr. Mak Phillip	SSB Manager
Mr. Wu Man Yung	SSB Manager
Mr. Ho Lok Sang	SSB Manager
Mr. Hong Po Sum	SSB Manager
Mr. Ng Choi Wah	SSB Manager
Mr. Kwok Yiu Fung	Independent Manager
Mr. Wong Ting Hin	Principal, Ex-officio Manager
Ms Yam Yee	Teacher Manager
Mr. Law Hung Hei	Parent Manager
Ms Lau Sin Nga	Alumni Manager

3.3 Administrative Structure, 2020-2021



3.4 School Spirit

As the only subsidized girls' school in the New Territories West, our school is renowned for having a fine ethos. Our school endeavours to provide opportunities for students to cultivate their leadership.

Our school was founded in 1973. During the past forty-seven years, our students pursued excellence and got excellent results in both academic and non-academic areas. More than 40 students obtained “Hong Kong Outstanding Students Awards”, “New Territories Outstanding Students Awards”, “Tuen Mun Outstanding Students Awards” and “SCMP Student of The Year Awards” in the past years. In addition, many students got excellent achievements in various outstanding student selections, leadership programmes and scholarship selections. Some of them were invited to join exchange tours to Britain, Germany, Australia, Singapore, Indonesia, Tokyo, Korea, Beijing, Shanghai, etc. as Hong Kong representatives.

In “Tuen Mun Outstanding Students Awards 2020”, we have earned numerous awards.

2020 屯門區傑出學生選舉 Tuen Mun Outstanding Student Awards (Top 5)	
<ul style="list-style-type: none"> • 屯門傑出學生 (高中組) • Grand Merit in Senior Form 	6A LIU SUET MING 6A WONG WAI SIN LILIAN
<ul style="list-style-type: none"> • 屯門傑出學生 (初中組) • Grand Merit in Junior Form 	3A RAI SWASTIKA
<ul style="list-style-type: none"> • 屯門優秀學生 (高中組) • Merit in Senior Form 	5E CHAN CONSTANCE YUK KAU 6A CHAUDHRY MAHNOOR 6A TZE MAN YUI 6C LAW YUEN CHUI 6E CHONG WAI LAM
<ul style="list-style-type: none"> • 屯門優秀學生 (初中組) • Merit in Junior Form 	3A RAI SARA

3.5 The 3-year School Development Plan and Qualities of LKL Girls

The new 3-year SDP was started in 2018-2019 with the following major concerns and targets:

- **To develop effective learning and teaching strategies for academic advancement**
 - To strengthen the learning habits of students
 - To create learning atmosphere and to enhance students' learning attitude
 - To enhance effective and innovative teaching methodologies
 - To cater for learner diversity
 - To cultivate students' reading habit

- **To foster the whole-person development of students**
 - To foster students' positive values and attitude
 - To create a caring and supportive environment
 - To enrich students' experience and exposure
 - To nurture student leaders
 - To enhance life planning education

- **To enhance staff development for building a learning community**
 - To promote collaborations among teachers
 - To enrich teachers' experience and exposure

Due to the outbreak of COVID-19, class was suspended for several months since February 2020 and only half-day teaching is allowed on other school days. Some tasks stated in the development plan could not be completed. The development plan is extended to 2021-2022 with the agreement of the IMC and the EDB.

Eight qualities of our students were selected by students and teachers in 2018. They are confident, considerate, diligent, helpful, mannerly, perseverant, self-disciplined and responsible. Promotion of these qualities is incorporated in our major concerns. It is implemented by school publications, sharing of teachers and students at morning assemblies, programmes and activities held by various committees.

3.6 Another Special School Year

2020-2021 was another special school year. The widespread of COVID-19 since January 2020 has greatly affected our school in many aspects, including teaching and learning, student development, school activities and crisis management.

Due to COVID-19, the LKL Gala was suspended but the Speech Day and the Open Day were conducted on a half-day basis.

In the first term, face-to-face classes of the whole school were resumed on 23 September 2020 in phases. However, some non-Chinese speaking students and cross-border students living in Shenzhen could only attend online lessons. Due to the 4th wave of COVID-19, there was a further class suspension from 2nd December 2020 to 21st December 2020. Most scheduled extra-curricular activities, including the school picnic, school anniversary gala, local interflows and excursions outside Hong Kong were cancelled. Some activities such as the talk on F.3 subject choice, interview for F.1 applicants and JUPAS counselling were held by online instant meeting software. The First Uniform Test was postponed for one week. All F.6 students were arranged to have face-to-face lessons from 4th January, 2021 on a half-day basis. Students continued their online lessons after returning home in the afternoon. The Mock Examination, the Second Uniform Test and Yearly Examination were on schedule.

Facing the challenge, staff members and students of the school performed well to minimize the negative effect. During the class suspension periods, the school kept close communication with students and parents; teachers provided online lessons, resources, homework and assessments to students. Students participated in online lessons actively and the attendance rate was encouraging.

3.7 2020-2021 F.1 Applicants

Several activities were held in 2020-2021 to enhance the communication between our school and primary schools and to let stakeholders of primary schools have a better understanding of our school. These activities include School Open Day cum F.1 Information Day.

The number of F.1 discretionary places applications has an increasing trend during recent years. This shows that stakeholders of primary schools recognize the work of our school and many students are eager to study in our school.



School Open Day cum F.1 Information Day

3.8 Medium of Instruction and Policy to Promote Bi-literate and Trilingual Education

Our school adopts English as the medium of instruction in teaching and learning. Several strategies are adopted to strengthen students' English ability:

Cozy English Corner

A normal classroom was renovated as the English corner to provide a cozy learning environment for students. Plenty of resources including books and videos are provided. The room is also used for English learning activities and small class English lessons.



Offering English Literature from F.1 to F.6

In order to strengthen the English ability of higher achievers and to arouse their interest in English learning, we offer the subject English Literature from F.1 to F.6. This policy also provides more flexible subject combinations for senior form non-Chinese speaking students.

AFS Intercultural Exchange Programme

Our school has participated in the AFS Intercultural Exchange Programme actively since 2011-2012. Every year, two foreign students study in our senior form and live with the host families of our students. Their home countries include Iceland, Belgium, Brazil, Finland, France, Germany, Italy, Japan, Thailand, etc.



Foreign Excursions

A summer excursion to English speaking countries is held every year since 2010-2011. Students attend English course and live with local families during the excursion. Over 200 students have participated in excursions to Auckland, Cambridge, Cairns, Dublin, Edinburgh, Liverpool, Melbourne and Perth.

Active Participation in the HK Schools Speech Festival

Our school has a long tradition of participating actively in the Hong Kong Schools Speech Festival and has been making every endeavour to explore and stretch our students' potential in English speaking skills. Since the 1980s, our outstanding achievements in speech events have gained us acclamation.

English Drama Team and Chinese Drama Team

The English Drama Team has been established for many years to enhance students' proficiency in English. They always participate in drama performances and get excellent results in territory-wide competitions including the International Drama Competition, the EMI Drama Fest and the Hong Kong School Drama Festival.

A Chinese Drama Team has been set up since 2018-2019. They also get excellent results in the Hong Kong School Drama Festival.

Public Speaking and Debating

Students' ability in public speaking is trained by project presentations in various subjects and also sharing at morning assemblies and hall assemblies. Students in each class are invited to do sharing in English or Putonghua during the morning assembly at least once a year. In addition, students from different levels are invited and trained to take up the position of the mistress of ceremony at assemblies and various school functions such as LKL Gala, Annual Speech Day, F.1 Info Day, Music Contest, Kam Lung Cup Primary Schools Quiz Competition, etc.

Students participate in inter-school public speaking and debate competitions actively. Our students won best debater awards in the HK Secondary School Debating Competition and Sing Tao Inter-school Debating Competition. Students also got remarkable results in the public speaking item in the Hong Kong Schools Speech Festival, the HKFYG English Public Speaking Competition and "The Speaker" organized by RTHK. A F.3 student was shortlisted as the semi-finalist in the "The Speaker 2021" and a F.5 student was a Top 10 finalist.

3.9 Curriculum Structure, 2020-2021

Subject	F.1	F.2	F.3	F.4	F.5	F.6
Buddhist Studies and Society	✓	✓	✓			
English Language *	✓	✓	✓	✓	✓	✓
English Literature / Literature in English *	✓	✓	✓	✓	✓	✓
Chinese Language	✓	✓	✓	✓	✓	✓
Basic Chinese Language ^	✓	✓	✓	✓	✓	✓
Chinese Literature				✓	✓	✓
Putonghua	✓	✓				
Mathematics *	✓	✓	✓	✓	✓	✓
Mathematics and Technology*		✓				
Liberal Studies	✓	✓	✓	✓	✓	✓
Chinese History	✓	✓	✓	✓	✓	✓
Economics *			✓	✓	✓	✓
Geography *	✓	✓	✓	✓	✓	✓
History *	✓	✓	✓	✓	✓	✓
Computer Literacy *	✓	✓	✓			
Information & Communication Technology *				✓	✓	✓
Business, Accounting & Financial Studies *			✓	✓	✓	✓
Integrated Science *	✓	✓				
Physics, Chemistry, Biology *			✓	✓	✓	✓
Music, Visual Arts	✓	✓	✓	✓	✓	✓
STEM*	✓					
Technology & Living *	✓					
Physical Education *	✓	✓	✓	✓	✓	✓
French, Japanese, Spanish ⁺				✓	✓	✓

*: Subjects using English as the medium of instruction.

^ A grant was provided by the EDB to employ additional teachers to offer Basic Chinese Language classes for non-Chinese speaking students.

+ We subsidize students in senior secondary to attend the following courses with grants provided by the EDB: French, Japanese and Spanish courses in Pui Ching Academy and Applied Learning courses offered by various tertiary institutions.

3.10 Class Organization, 2020-2021

Level	S1	S2	S3	S4	*S5	*S6	Total
No. of Classes	4	4	4	4	5	5	26

* With our resources, the school has offered 5 classes from F.5 to F.6 to enhance the effectiveness of learning and teaching.

4. Achievements and Reflection on Major Concerns

Major Concern 1
Annual Report, 2020/21

Target 1: To strengthen the learning habits of students

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
Classroom Routine - To remind students of the classroom routines at the start of the new school year - To explain and post the classroom routine by FMs - To uphold the routines throughout the whole school	<ul style="list-style-type: none"> Most classroom routine is strengthened and established. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Nil
Homework Submission Scheme - To enhance students to submit their homework on time - To implement punishment to students for their late submission of homework	<ul style="list-style-type: none"> Homework Submission was commenced in this year in order to provide support to teachers. A trial period was given to F.1 students only in September. In Oct and Nov 2020, there were about 28.8 and 23.3 late submission of HW per day respectively. In June 2021, there was about 22.4 late submission of HW per day. On average, the daily late submission was 33.7, which is more than that of last year. There were no Detention Class in January 2021 because of Class Suspension. 	<ul style="list-style-type: none"> Some students failed to submit HW during the class suspension period. 	<ul style="list-style-type: none"> Students need to submit HW according to the working schedule.
Improve the students' learning ability and learning skills - Invite students or teachers to share good learning skills during morning assembly	<ul style="list-style-type: none"> Some teachers and students shared some good learning skills during morning assembly. Some improvements were shown in the U.T. and examination result in some subjects. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Nil

Target 2: To create learning atmosphere and to enhance students' learning attitude

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<p>Encourage students with good learning attitude</p> <ul style="list-style-type: none"> - To prepare Students' Appreciation Cards for teachers to encourage students to perform well in quizzes, tests, uniform tests and examinations - To recognize students' academic performance with Principal's List, Academic Head's List and Students with Great Improvement for Examinations 	<ul style="list-style-type: none"> • Fewer appreciation cards were used in this year due to Class Suspension. Moreover, no appreciation cards were redeemed in this year. • Student outstanding achievements were made known through school circulars, school pamphlets and the School Homepage. • Principal's List, Academic Head's List and Students with Great Improvement are introduced to recognize students' academic achievements in Examinations. 	<ul style="list-style-type: none"> • No students redeem appreciation cards this year. 	<ul style="list-style-type: none"> • Allow students to redeem the cards in September, 2021
<p>Recognize Students' Achievement</p> <ul style="list-style-type: none"> - Prize presentation to students who have good learning attitude, academic performance or improvement in academic performance, such as the most diligent student, student with the most perseverance, the most mannerly student and the most helpful student - To display students' achievements via posters, online display and publication of good works 	<ul style="list-style-type: none"> • Some prize presentations were held during weekly assemblies. Names of students winning awards were posted on the school webpage and on notice boards. • The effectiveness of prize presentations held in weekly assemblies was good. 	<ul style="list-style-type: none"> • Due to the coronavirus pandemic, students who had won awards were not invited to perform in front of their schoolmates or share their experience. • Due to the coronavirus pandemic, students of interest classes (e.g. drama workshops and dance classes) could not perform during school functions. 	<ul style="list-style-type: none"> • As there are hall assemblies every Friday, some short prize presentations can be held at the beginning or at the end. • The prize presentations can be held at the end of each term.
<p>Restructure supplementary lessons for senior forms</p> <ul style="list-style-type: none"> - Arrange supplementary lessons on Saturdays and post-mock examination tutorials for F.6 students - Arrange and allocate summer tutorials for F.4 and F.5 students - Arrange Summer U.T. for F.5 students during the summer holiday in August 	<ul style="list-style-type: none"> • A schedule for Saturday classes was arranged for Form 6 students to extend their learning time to prepare for the HKDSE examination and students could make use of the time to have better preparation for the public examination. • The DSE result of some subjects show improvement as compared with that of last year. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • Nil

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
Academic weeks - 3 Academic weeks: Liberal Studies Week (Sept), Mathematics Week (Nov) and Chinese Language Week (Mar) were arranged.	<ul style="list-style-type: none"> L.S. week and Mathematics Week were held in September and December respectively. However, Chinese Language Week was cancelled due to class suspension period. Various subject-related activities of L.S. week and Mathematics Week were organized for students to increase their interest. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Nil
Structured Programmes during Lunchtime - To structure subject-based academic programmes/activities/competitions during lunchtime - Programmes can be arranged in a balanced way and minimize clashing.	<ul style="list-style-type: none"> Due to the class suspension and half-day face-to-face class arrangements, there were only some subject-based academic programs/activities/competitions arranged in the afternoon sessions. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Keep observing the class arrangements in the coming year.
Language Across Curriculum - Adopting the F.1 LAC booklet in English lessons	<ul style="list-style-type: none"> Students could complete the worksheets without many problems. 	<ul style="list-style-type: none"> Though students could finish the worksheets, they were not aware that they could use what they had learnt from the worksheets when learning other subjects. 	<ul style="list-style-type: none"> We will join a research project run by EdUHK to develop worksheets and lesson materials to be used in F.1 I.S. and F.2 History lessons, instead of English lessons.
- Preparing the F.2 LAC booklet to provide language support to F.2 students - Discuss with F.2 I.S. and Geography teachers to identify the language support students need. - Prepare reading materials and exercise to help students familiarize with the language needed to learn Geography and Integrated Science.	<ul style="list-style-type: none"> Worksheets were prepared to be used in English lessons. 	<ul style="list-style-type: none"> According to the experience using the F.1 LAC booklet, worksheets prepared may help students with their English reading skills but not their understanding of Geography. 	<ul style="list-style-type: none"> We will make use of what we learn from the coming research project run by EdUHK to finetune our strategies.

3. To enhance effective and innovative teaching methodologies

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
Enhance e-learning <ul style="list-style-type: none"> - At least one e-learning trial for each subject and the experiences are shared among teachers. - Carry out online lessons e.g. Zoom during class suspension. - Homework submission through the e-class e.g. IES Worksheet downloading and project work submission - Posting and submission of assignment through some platforms e.g. Google Classroom 	<ul style="list-style-type: none"> • Some teachers made use of online platforms e.g. Google Classroom to upload teaching materials for students and collect assignments from the students for marking. • Some subjects had one e-learning trial practice during the lesson. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • Nil
Subject Collaborations <ul style="list-style-type: none"> - To promote collaboration of different subjects and to develop students' multiple perspectives - Each subject has to arrange at least 1 collaboration with other subjects. 	<ul style="list-style-type: none"> • Most of the subject collaborations were suspended. • Some subject panels have already prepared the collaboration materials. However, there were limited real-time lessons. 	<ul style="list-style-type: none"> • School suspension due to the epidemic of COVID-19 and limited real-time lessons in the second semester 	<ul style="list-style-type: none"> • We will resume practice next year.
Lesson Observations <ul style="list-style-type: none"> - To promote professional sharing between teachers - To arrange 3 – 4 open lesson observations for teachers, e.g. lessons showing collaboration or e-learning 	<ul style="list-style-type: none"> • All open lesson observations were suspended. 	<ul style="list-style-type: none"> • School suspension due to the epidemic of COVID-19 and limited real-time lessons in the second semester 	<ul style="list-style-type: none"> • We will resume practice next year.

Target 4: To cater for learner diversity

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
Remedial programmes - Remedial programmes for CLA, ELA, L.S. and MAT will be implemented to cater for students' learning diversity.	<ul style="list-style-type: none"> • There were remedial programmes held for CLA, ELA and MAT. • Students of poor performance in the UT or Exam had to attend Zoom lessons afterschool. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • Nil
Summer Learning Programmes - To organize academic and non-academic learning programmes to extend students' learning during summer holiday	<ul style="list-style-type: none"> • School-based summer bridging course for Form 1 newcomers was carried out in July and August. • A summer cake-making workshop was organized for Form 1 students in the middle of July. Students enjoyed the workshop a lot. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • It is recommended to organize more workshops for students.
Appropriate setting of difficulty in U.T. and examination papers - Panel Heads of different subjects assure U.T. and examination papers are well set to cater for different learners' ability.	<ul style="list-style-type: none"> • Panel Heads reviewed the difficulty of the UT and examination papers during the checking of UT and examination papers. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • Nil
Gifted Education - To optimize the Elite Education student database according to their characteristics	<ul style="list-style-type: none"> • The data base was basically optimized with the nominations from class teachers, panel heads and gifted education teachers. 	<ul style="list-style-type: none"> • It takes time to collect all the data from all teachers of different panels so as to have a comprehensive data base. • Teachers might not be aware of the student's hidden talent. 	<ul style="list-style-type: none"> • Online questionnaire could be used. • More information could be shared with teachers (e.g. email) so that they will know more about the criteria for student nomination.
- To set up the Elite Education Student Committee and abilities	<ul style="list-style-type: none"> • Gifted Education Student Committee and working groups were set up. • They were involved in promoting the gifted education activities, e.g. MCs, drafting posters and preparing for the notice board. 	<ul style="list-style-type: none"> • Students are quite responsible but are not experienced enough. Guidance and supervision from the teachers are required. • Due to the unstable COVID-19 epidemic, many of the activities planned by the students could not be held. 	<ul style="list-style-type: none"> • More leadership training can be provided by the Gifted Education Committee to enhance students' capabilities and sense of belonging to the committee. • More committee-led programmes can be included to enhance their experiences.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<ul style="list-style-type: none"> - To invite more students to join the Elites programmes organized by The Hong Kong Academy for Gifted Education 	<ul style="list-style-type: none"> • Over 20 students joined the online learning programme held by the HKAGE. 2 students successfully entered the nomination scheme and finally 1 student was successfully accepted as a member of the HKAGE during the term. • Many of the students did not complete the online learning programme. 	<ul style="list-style-type: none"> • The present system of the Hong Kong Academy for Gifted Education is complicated which increased the administrative work of teachers. • Students were required to attend and pass a certain number of the online courses before they could be successfully nominated to be formal members. It thus discouraged students' participation and enhanced teachers' workload. 	<ul style="list-style-type: none"> • The number of external activities joined by students could be counted into the award system to encourage students to participate in more internal and external activities. • More guidance and reminders could be provided.
<ul style="list-style-type: none"> - To enhance students' participation of elite training programme by establishing an award system 	<ul style="list-style-type: none"> • An award system was set up to encourage students to be more active in joining the gifted education related activities. • The award scheme could not continue this year because the activities held by us or external organizers were insufficient. 	<ul style="list-style-type: none"> • The scheme could not be run in this term due to the unstable COVID-19 situation, many activities held by our unit or external organizers were cancelled. 	<ul style="list-style-type: none"> • Online learning workshops and sharing could be organized.
<p>Stretching student potential</p> <ul style="list-style-type: none"> - To develop elite students' potential by gifted education - Structured after-school elite programmes 	<ul style="list-style-type: none"> • Face-to-face afterschool tutorials could not be held due to COVID-19. • Elite students of CLA, ELA and MAT attended structured afterschool elite programmes. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • Nil

Target 5: To cultivate students' reading habit

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<ul style="list-style-type: none"> Purchase of books (for both the school library and book corners) and other library collections for the promotion of reading 	<ul style="list-style-type: none"> About 450 printed Chinese and English books of various themes and subjects were bought. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Nil
<p>Reading Activities</p> <ul style="list-style-type: none"> Conducting Friday morning reading sessions and printing relevant reading materials Conducting book sharing during morning assemblies Launching and attending a reading forum <p>Holding Book Fairs</p> <ul style="list-style-type: none"> Hiring writers or professional storytellers, etc. to conduct talks or workshops for students Paying the application fees for activities and competitions related to the promotion of reading Subsidizing students for their participation in and application for reading-related activities or courses Organizing theme-based reading activities and visits to libraries or book stores 	<ul style="list-style-type: none"> Different subject panels and functional committees prepared reading materials for students to read during the Friday morning reading sessions. About three book sharing sessions were held during the morning assembly and lunchtime. Two author talks were arranged. One was held during the Chinese week on 12 March 2021. The author invited was Mr. TSUI Cheuk-yin and another was held during the weekly assembly on 19 March 2021. The author invited was Dr. SIU Yan-ho. Reading Forum was held on 7 July 2021. Books of the two major themes: Animals and Japanese Literature were promoted in this school year. Some theme-based activities such as the Kimono origami workshop was conducted on the Information Day. 	<ul style="list-style-type: none"> Some of the scheduled book sharing sessions were cancelled due to the class suspension and half-day schooling. Book fairs were cancelled due to the COVID-19 pandemic. 	<ul style="list-style-type: none"> Nil

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
Reading Award Scheme - The Super Reader Award Scheme	<ul style="list-style-type: none"> The stamp cards were printed out and distributed to all the students in the first term. 	<ul style="list-style-type: none"> Due to the class suspension and the half-day schooling, the number of students who borrowed books from the school library decreased dramatically and none of the students could win the award. 	<ul style="list-style-type: none"> The Super Reader Award Scheme can be refined to make it easier for students to win the awards.
<ul style="list-style-type: none"> Other library collections such as non-print collections like DVDs and VCDs are purchased to facilitate the promotion of reading. Reading and reference books/materials of different subjects are recommended or purchased by teachers. 	<ul style="list-style-type: none"> Books were purchased by different subject panels. DVDs or VCDs of the movies that have the same titles as the books in the school library were bought. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Nil
<ul style="list-style-type: none"> Some unserviceable or old books will have to be written off because of outdated information as well as limited space on the bookshelves. 	<ul style="list-style-type: none"> Unserviceable or old books have been written off. Some books of the same titles have more than two copies in the school library. The extra copy/copies may be written off and put in the book corners in classrooms. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Nil

Major Concern 2
Annual Report, 2020/21

Target 1: To foster students' positive values and attitude

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
1A. Qualities of LKL girls			
<ul style="list-style-type: none"> • 3-year-programme (Focus on 4 qualities in 1 year) <u>2019/20</u> Sept & Oct Diligent Nov & Dec Perseverant May & June Mannerly <u>2020/21</u> Sept Mannerly Oct – Dec Helpful Feb & March Self-disciplined April & May Responsible <u>2021/22</u> Sept & Oct Considerate Nov & Dec Confident - 'Meeting on Monday' morning assembly sharing (10 times) - Display board featuring one quality of LKL girls 	<ul style="list-style-type: none"> • Target: All students • <u>2020/21</u> Sept Mannerly Oct – Dec Helpful Feb & March Self-disciplined April & May Responsible The topics of the morning assemblies were in line with the 4 qualities. 	<ul style="list-style-type: none"> • Insufficient publicity due to limited time of morning assembly 	<ul style="list-style-type: none"> • Suggestion: Will focus on 3 qualities: - Perseverant - Considerate - Confident Will promote the qualities through MCE and Social Service
<ul style="list-style-type: none"> • Award 1. The Most Mannerly Student (1st term) 2. The Most Helpful Student (1st term) 3. The Most Self-disciplined Student (2nd term) 4. The Most Responsible Student (2nd term) 	<ul style="list-style-type: none"> • Target: Form 1 and Form 5 students • Perseverant, diligent (have presented the awards to students) • Mannerly, Helpful, Self-disciplined, Responsible (cancelled) 	<ul style="list-style-type: none"> • Due to intermittent suspension of face-to-face classes 	<ul style="list-style-type: none"> • Suggestion: Whole school approach /cross-curriculum

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<ul style="list-style-type: none"> • Cross-subjects/associations activities <u>Cross-subject/associations collaboration</u> ■ CLA & BSS (F.3A-D, 2nd term) Each student has to borrow a book from the library that is related to the quality of the month and finish a book report for both subjects and conduct a presentation. It aims to promote the qualities of helpful and responsible among students. ■ MATHS (F.1A-D 2nd term) F.1 students are encouraged to complete a challenge of extra 50 questions in a week for one month. The challenge is to promote diligent and self-disciplined in studies. ■ ELA & VA (All forms, 2nd term) Students are encouraged to select their favorite writers' best quote that is related to LKL Qualities to create their unique calligraphy. The best designed calligraphy will be printed out and distributed to all classes. 4 Western calligraphy workshops will be held after school to promote LKL Qualities. ■ SDC (F.1, 2nd term) F.1 students are invited to join the challenge of "Submit Homework Punctually" in March. The challenge aims to promote self-discipline and help F.1 girls to cultivate a good habit of homework submission. 	<ul style="list-style-type: none"> • Target: Forms 1 to 5 students • Cancelled 	<ul style="list-style-type: none"> • Due to conduction of classes on a half-day basis • Due to intermittent suspension of face-to-face classes 	<ul style="list-style-type: none"> • Suggestion: Whole school approach /cross-curriculum
<ul style="list-style-type: none"> • Reading Time • To cooperate with the Reading and Library Committee to promote reading habit and the values of the 8 LKL qualities among students 	<ul style="list-style-type: none"> • Distributed reading materials to students 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • Nil

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
1B. Students' attendance, punctuality and discipline			
<ul style="list-style-type: none"> To embody students' responsibilities through submission of school documents 	<ul style="list-style-type: none"> Only around 40% of the students failed to ask their parents to sign the eCirculars on time. 	<ul style="list-style-type: none"> Parents are not used to using eCircular. 	<ul style="list-style-type: none"> Continue to promote eCircular in the Orientation for F.1 parents.
<ul style="list-style-type: none"> Black Mark Offset Scheme 	<ul style="list-style-type: none"> Only around 5 students who got a black mark applied for the scheme. 	<ul style="list-style-type: none"> Due to class suspension, students had no time to do the school service. 	<ul style="list-style-type: none"> Continue the practice next year.
1C. Positive Values			
<ul style="list-style-type: none"> Two inter-class board design competitions will be held. 	<ul style="list-style-type: none"> The competitions were cancelled. 	<ul style="list-style-type: none"> Due to class suspension and half-day schooling, students had no time to do it. 	<ul style="list-style-type: none"> Continue the practice next year.
<ul style="list-style-type: none"> Positive Energy Ambassador 	<ul style="list-style-type: none"> The programme was cancelled. 	<ul style="list-style-type: none"> Due to class suspension and social distancing measures, the programme was hindered. 	<ul style="list-style-type: none"> Continue the practice next year.
<ul style="list-style-type: none"> Sharing at morning assemblies 	<ul style="list-style-type: none"> Two sharing sessions was done by school prefects to deliver positive values regarding LKL qualities. 	<ul style="list-style-type: none"> Due to class suspension, some sharing sessions were cancelled. 	<ul style="list-style-type: none"> Continue the practice next year.
<ul style="list-style-type: none"> Class-based appreciation scheme for LKL Qualities 	<ul style="list-style-type: none"> The programme was cancelled. 	<ul style="list-style-type: none"> Due to class suspension and half-day schooling, the programme was hindered. 	<ul style="list-style-type: none"> Continue the practice next year.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
F.1: <ul style="list-style-type: none"> • Homework submission competition • To-tie-a-tie competition • Table manner workshop F.2: <ul style="list-style-type: none"> • Quiz competition about law and legislation • Rope skipping competition F.3: <ul style="list-style-type: none"> • Quiz competition about law and legislation • Impression of my classmates F.4: <ul style="list-style-type: none"> • Visit to local university • Punctual for lesson competition F.5: <ul style="list-style-type: none"> • Visit to local university • Punctual for lesson competition F.6: <ul style="list-style-type: none"> • DSE Goal Setting • Farewell Assembly 	<ul style="list-style-type: none"> • Only To-tie-a-tie competition, Quiz competition about law and legislation, DSE Goal Setting and Farewell Assembly were conducted. • Most of the class teachers agreed that the form-based activities help build positive values. 	<ul style="list-style-type: none"> • Many activities were cancelled due to class suspension and social distancing measures. 	<ul style="list-style-type: none"> • Continue the practice next year.
<ul style="list-style-type: none"> • Kam Lung Adventure 	<ul style="list-style-type: none"> • Target: Form 1 students • Cancelled 	<ul style="list-style-type: none"> • Due to social distancing restrictions 	<ul style="list-style-type: none"> • Hold the adventure next year.
<ul style="list-style-type: none"> • Whole school cleaning day 	<ul style="list-style-type: none"> • Target: Forms 1 – 6 students • Cancelled 	<ul style="list-style-type: none"> • Due to social distancing restrictions 	<ul style="list-style-type: none"> • Hold the cleaning day next year.
<ul style="list-style-type: none"> • Inter-class cleaning competition 	<ul style="list-style-type: none"> • Target: Forms 1 – 6 students • Cancelled 	<ul style="list-style-type: none"> • Due to conduction of classes on a half-day basis 	<ul style="list-style-type: none"> • Hold the cleaning competition next year.
<ul style="list-style-type: none"> • ‘Get to know more about the 2020 United States Presidential Election’ 	<ul style="list-style-type: none"> • Participating students performed unsatisfactorily. • 58 students participated in this activity. Only 13 students answered all the questions correctly. 	<ul style="list-style-type: none"> • Insufficient publicity due to limited time of morning assembly 	<ul style="list-style-type: none"> • None
<ul style="list-style-type: none"> • ‘Top Ten News Election 2020’ 	<ul style="list-style-type: none"> • Cancelled 	<ul style="list-style-type: none"> • Due to suspension of face-to-face classes in December 	<ul style="list-style-type: none"> • Hold the election next year.
<ul style="list-style-type: none"> • ‘Not waste’ Charity bazaar 	<ul style="list-style-type: none"> • Target: Forms 1 – 4 students • Cancelled 	<ul style="list-style-type: none"> • Due to social distancing restrictions 	<ul style="list-style-type: none"> • Hold the activity next year.
<ul style="list-style-type: none"> • ‘Visit a slaughterhouse’ 	<ul style="list-style-type: none"> • Cancelled 	<ul style="list-style-type: none"> • Due to intermittent suspension of face-to-face classes and social distancing restrictions 	<ul style="list-style-type: none"> • Hold the visit next year.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
1D. Self-confidence and sense of belonging			
<ul style="list-style-type: none"> The teachers involved offer opportunities and training for students to serve the school by being the mistresses of ceremony of assemblies, ceremonies and functions. 	<ul style="list-style-type: none"> With the teachers' training, the selected students performed well and made announcements clearly. Weaker students were invited to be the mistresses of ceremony at the morning assemblies on Tuesdays and Thursdays. Although they might not be very fluent, they performed satisfactorily with the help of the teachers. Their confidence in speaking in front of a crowd increased. With the help of teachers-in-charge, the mistresses of ceremony at weekly assemblies served the function as a facilitator and were concise so as to conduct the assemblies smoothly and swiftly. The mistresses of ceremony of the Speech Day were given training to perform their role well. 	<ul style="list-style-type: none"> Occasionally, some students who were assigned by teachers-in-charge to make an announcement did not turn up on time or did not turn up at all. Due to the pandemic, there was a period of time when the teachers hosted the morning assemblies. 	<ul style="list-style-type: none"> Teachers-in-charge were contacted and they followed up. Emails were sent to all teachers to request their help in reminding students to be ready in the Campus TV room before 8:10a.m.

Target 2: To create a caring and supportive environment

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
2A. Positive and supportive teacher-student relationship			
<ul style="list-style-type: none"> Pastoral care for F.1 and F.2 students 	<ul style="list-style-type: none"> This programme was hindered by class suspension and half-day timetable. 	<ul style="list-style-type: none"> Due to class suspension and half-day timetable, lunchtime activities and chat were cancelled. Class prefects failed to build a close relationship with F.1 and F.2 students, especially CBS. 	<ul style="list-style-type: none"> Continue the practice next year.
<ul style="list-style-type: none"> F.1 Life Camp 	<ul style="list-style-type: none"> The life camp was cancelled. Some team building activities were carried out during two weekly assemblies in September & October through ZOOM meetings. 	<ul style="list-style-type: none"> The programme was hindered due to COVID-19. 	<ul style="list-style-type: none"> May organize a half-day camp at school on Saturday if the Life Camp cannot be held next year.
<ul style="list-style-type: none"> Buddy Scheme 	<ul style="list-style-type: none"> Most of the teachers failed to meet their buddies three times per term, especially for CBS. 	<ul style="list-style-type: none"> The programme was hindered due to class suspension and half-day timetable. Teachers usually met buddies during lunchtime as it was difficult to find buddies during recess. In addition, mass activities such as lunch party could not be held. 	<ul style="list-style-type: none"> Continue the practice next year.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<ul style="list-style-type: none"> Blessing for F.6 students & HKDSE Count-down 	<ul style="list-style-type: none"> F.6 students felt the love and care from teachers and F.1 students. All F.6 classes designed and displayed a banner in their classrooms with teachers' and classmates' blessings. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Continue the practice next year.
<ul style="list-style-type: none"> Caring Patrol 	<ul style="list-style-type: none"> Some teachers assisted prefects to deal with school rules offenders and recorded the cases in the caring patrol form. Lunchtime patrol was cancelled due to half-day timetable. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Continue the practice next year.
<ul style="list-style-type: none"> Build good relationship between F/Ms and students 	<ul style="list-style-type: none"> Few classes held class-based activities for team building. 	<ul style="list-style-type: none"> Some classes failed to hold the activity due to class suspension and half-day timetable. 	<ul style="list-style-type: none"> Continue the practice next year.
<ul style="list-style-type: none"> Teacher-student Activity 	<ul style="list-style-type: none"> The programme was cancelled. 	<ul style="list-style-type: none"> The programme was hindered due to social distancing measures. 	<ul style="list-style-type: none"> Continue the practice next year.
<ul style="list-style-type: none"> Three Parents' Days will be held: <ol style="list-style-type: none"> Introduction of different departments and sharing between F/Ms and parents Distribution of report cards Distribution of report cards 	<ul style="list-style-type: none"> Due to COVID-19, the face-to-face meetings were changed to phone calls and ZOOM meetings. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Continue the practice next year.
<ul style="list-style-type: none"> Orientation for Newly Admitted F.1 Students and their Parents 	<ul style="list-style-type: none"> Due to COVID-19, it was held online through ZOOM meetings. 	<ul style="list-style-type: none"> Students' sharing and art workshops were cancelled due to class suspension. 	<ul style="list-style-type: none"> Continue to hold online orientation next year.
<ul style="list-style-type: none"> F.1 F/Ms contact parents by phone 	<ul style="list-style-type: none"> All class teachers called parents at least once in September or early October and submitted records to the SDC through Google forms. Class teachers understood the students and their family background at an early stage. Some cases were referred to the Counselling Team / social workers. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Continue the practice next year.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
2B. Positive and supportive student-student relationship			
<ul style="list-style-type: none"> • LKL Angels Scheme 「金龍小 Teen 使」計劃 - Peer Life Guard Training Programme 朋輩「生命守門員」培訓計劃 - Visit to the elderly with suicidal thoughts • Joy 種生命義工探訪計劃 - LKL Angels form homework tutorial groups with SEN students to provide academic support. - LKL Angels have regular gatherings with junior form students with emotional needs to provide emotional support. - Arts, music or adventure activities are organised for LKL Angels, SEN students and students with emotional needs to strengthen their bonding (two/three sessions). 	<ul style="list-style-type: none"> • Peer Life Guard Training Programme was conducted on Zoom or face-to-face. • More than 70% of the participants found the programme useful and meaningful. They have learnt how to identify symptoms of peers with suicidal risks, listen and support them and seek professional help. • The visit to the elderly with suicidal thoughts, homework tutorial groups and art, music or adventure activities were cancelled due to the half school day arrangement. 	<ul style="list-style-type: none"> • The sessions of programmes were rescheduled for several times due to the school suspension and school resumption. 	<ul style="list-style-type: none"> • Continue the activities next year.
<ul style="list-style-type: none"> • Recruitment of prefects 	<ul style="list-style-type: none"> • 75 school prefects were recruited. • The recruited prefects were responsible and helpful. 	<ul style="list-style-type: none"> • Some recruited prefects are CBS and could not perform their duties due to class suspension. 	<ul style="list-style-type: none"> • Continue the practice next year.
<ul style="list-style-type: none"> • Prefect training 	<ul style="list-style-type: none"> • Only one prefect training was held during post-exam period. 	<ul style="list-style-type: none"> • The training programme was hindered by class suspension and half-day timetable. 	<ul style="list-style-type: none"> • May arrange prefect training on ZOOM next year.
<ul style="list-style-type: none"> • Training of prefects, LKL Angels and MCE Ambassadors (day camp) 	<ul style="list-style-type: none"> • The programme was cancelled. 	<ul style="list-style-type: none"> • The program was hindered by class suspension and social distancing measures. 	<ul style="list-style-type: none"> • Continue the practice next year.
<ul style="list-style-type: none"> • Training of prefects for F.1 Life Camp 	<ul style="list-style-type: none"> • The programme was cancelled. 	<ul style="list-style-type: none"> • F.1 Life Camp was cancelled due to COVID-19. 	<ul style="list-style-type: none"> • Continue the practice next year.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
2C. Home-school collaboration			
<ul style="list-style-type: none"> To organize parental talks for parents so that parents can show their love and care to the students more effectively 	<ul style="list-style-type: none"> The parental talk on Personal Finance of Youngsters was successfully conducted on 18 October 2020. All teachers and executive committees of parents attended the talk in the hall and 165 parents attended the talk via Zoom. The talk on Sharing of Travelling KOL RedisPolly was successfully conducted on 12 July 2021. F.4 and F.5 students attended the talk in the hall while parents and F.1 to F.3 students attended the talk via Zoom. 	Some parents commented that the voice of the guest on Zoom was not clear.	Powerpoint with useful information was uploaded on the school webpage (PTA).
<ul style="list-style-type: none"> To offer scholarships for students with outstanding academic achievement to motivate students to study 	The scholarships were distributed to students on Speech day.	Nil	Nil
<ul style="list-style-type: none"> To organize activities for parents and students to enhance family relationship 	<ul style="list-style-type: none"> The poon choi dinner, Lunar New Year Bazaar and family day trip were suspended due to the pandemic. The newsletters of March were distributed to students. However, the newsletter of July was not published in this academic year since many activities were cancelled. 	Nil	Online certificate courses on parent education were held in July 2021 to replace the usual activities of PTA.
2D. Non-academic achievements			
1. Inform the students and parents by school notice.	<ul style="list-style-type: none"> School notice was issued to students and parents. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Continue the practice next year.
2. Collect award nominations from teachers.	<ul style="list-style-type: none"> Award nominations were collected from teachers. 	<ul style="list-style-type: none"> Some teachers failed to submit the award nominations on time. 	<ul style="list-style-type: none"> Remind teachers to submit the award nominations more frequently.
3. Input awards to WEBSAMS	<ul style="list-style-type: none"> Award nominations were input into WEBSAMS. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Nil
4. Check consistency	<ul style="list-style-type: none"> Around 5% of the award records needed amendments. 	<ul style="list-style-type: none"> Since the nomination of the conduct awards was held in early June, the conduct awards of some classes had to be amended. Some amendments were made due to re-naming of clubs/committees. 	<ul style="list-style-type: none"> The nomination of the conduct awards will be held after the conduct grades of students have been finalized next year.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<ul style="list-style-type: none"> • Award system 1. Volunteer Movement (SWD) <ul style="list-style-type: none"> - Individual (Gold – 200 hrs, Silver – 150 hrs, Bronze – 50 hrs) - Organization (Gold award *complete 2500 hours or above) 2. One Student One Service (school-based) (Gold – 50 hrs, Silver – 30 hrs, Bronze – 20 hrs) 3. Tuen Mun Excellent Volunteer 4. Student of the Year (Community Service) 	Volunteer Movement <ul style="list-style-type: none"> • Individual (7 of them were awarded.) • Organization (the Silver Award for LKL – 700 hours) • One student One Service (school-based) (Gold – 4 students, Silver – 3 students, Bronze – 10 students) • Tuen Mun Outstanding volunteer (4B Chan Cheuk Kei) 	<ul style="list-style-type: none"> • The number of individual & organization hours decreased due to social distancing restrictions. Most NGOs/ elder centers were closed. 	Nil
2E. Positive and supportive messages			
<ul style="list-style-type: none"> • Positive psychology and LKL qualities sharing at morning assemblies 	<ul style="list-style-type: none"> • The sharing was cancelled. 	<ul style="list-style-type: none"> • The school was suspended due to COVID-19 pandemic. • Morning assembly was shortened due to the half school day arrangement and there was not enough time for sharing. 	<ul style="list-style-type: none"> • Resume the sharing next year.
<ul style="list-style-type: none"> • Mental health workshops • Themes of different forms <ul style="list-style-type: none"> - F1: Adaptation stress - F2: Social stress - F3: Subject selection stress - F4: Senior secondary stress - F5: Mental illnesses - F6: DSE stress • Students will complete a self-assessment about their stress levels. • Counselling teachers will receive results of the self-assessment and approach students with high stress levels. 	<ul style="list-style-type: none"> • All workshops were conducted on Zoom or face-to-face. • More than 60% of the students found the workshops useful and they have learned about sources of stress, emotional management, ways of releasing stress and symptoms of common teenage mental problems, i.e. depression and anxiety. • Students did a survey about their stress levels. • It was observed by both teachers and social workers that F.3 and F.6 students showed high stress levels during the workshops. 	<ul style="list-style-type: none"> • Some workshops conducted on Zoom lacked interaction between the speakers and the students though the speakers tried to interact with the students in various ways, e.g. polling, chat room, etc. • The organization was not able to provide summaries of the survey results promptly. 	<ul style="list-style-type: none"> • Two sessions can be arranged for F.3 and F.6 students to release their stress caused by subject selection and DSE respectively. • The organisation should be urged to return the survey results promptly so that counselling teachers can identify students with higher stress levels and have early intervention.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<ul style="list-style-type: none"> • The Pursuit of Happiness Emotional Support Group 快樂特攻隊 - Group counselling sessions led by social workers with the aims of sharing feelings and thoughts about their problems, raising self-awareness of their emotions and mental conditions and developing new perspectives and positive attitudes towards life - Project Step Emotional Health Ambassador Participants will be ambassadors to conduct activities and promote mental health at school. 	<ul style="list-style-type: none"> • Nine group counselling sessions were conducted on Zoom and the last session was conducted face-to-face. • The social worker tried hard to increase interaction with students in Zoom sessions. • More than 80% of the participants agreed that this support group was a platform for them to share thoughts and feelings and new perspectives of viewing their experiences have been developed through the group sharing. 	<ul style="list-style-type: none"> • The sessions were rescheduled for several times due to school suspension, school resumption and changes to timetables. 	<ul style="list-style-type: none"> • Continue the support group next year.
<ul style="list-style-type: none"> • Teenager Mental Health Support Scheme 「凝」相支援青少年情緒健康計劃 - Assessment and counselling - Photography workshop - Mental health workshop - Display and exhibition 	<ul style="list-style-type: none"> • All workshops were conducted on Zoom. • More than 80% of the students thought the workshops developed their interests in photography and they could express their thoughts and feelings through photography. • Participants developed a sense of achievement through organising the exhibition. 	<ul style="list-style-type: none"> • Some students were reluctant to turn on their cameras in the Zoom workshops, which decreased the interaction between the speaker and the students. 	<ul style="list-style-type: none"> • Continue the scheme next year.
<ul style="list-style-type: none"> • Sex education workshops • Themes of different forms: <ul style="list-style-type: none"> - F.1: 論盡性好奇 - F.2: 動漫與電玩的錯誤性觀念& 即食戀愛 - F.3: 性傾向 - F.4: 網絡色情陷阱 - F.5: 傳媒性意識 - F.6: 愛,婚姻與性的關係 	<ul style="list-style-type: none"> • All workshops were conducted on Zoom or face-to-face. • Students showed interests in the themes during the workshops, especially F.1 and F.3 students. • More than 60% of the students thought they had learned about healthy romantic relationships, sexual harassment and sexual abuse through the workshops. The workshops also raised their awareness of self-protection. 	<ul style="list-style-type: none"> • Some workshops conducted on Zoom lacked interaction between the speakers and the students though the speakers tried to interact with the students in various ways, e.g. polling, chat room, etc. 	<ul style="list-style-type: none"> • Continue the workshop series next year.

Strategies / Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<ul style="list-style-type: none"> • Sexuality Pioneer Training Scheme 性教育先鋒訓練計劃 - Participants will learn about four themes of sex education: love, sexual violence, media and sex. - They will be trained with skills of organizing activities to promote sex education at school. - They will organise activities in the Sex Education Week. 	<ul style="list-style-type: none"> • The scheme was cancelled due to school suspension. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • Resume the training next year.
<ul style="list-style-type: none"> • Sex Education Week - Mar 1 – 5: Video sharing about sex education at morning assemblies - Mar 1 – 3: FPAHK School Sexuality Education Integrated Program: Resource Days 家計會賽馬會青春斗教學車 - Mar 4 – 5: Anti480 exhibition and stall games about sexual violence - Mar 5 weekly assembly: F.1 – 3: Drama about sexual abuse 有舞性騷擾 F.4: Sex education workshop 網絡色情陷阱 F.5: Sex education workshop 傳媒性意識 • Visit to Anti480 Resource Centre and Moot Court on sexual violence 	<ul style="list-style-type: none"> • The Sex Education Week was cancelled due to the half school day arrangement. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • Conduct the Sex Education Week next year.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<ul style="list-style-type: none"> • One counselling teacher is assigned to each form to care for and provide guidance and support for students with emotional needs and mental health problems. • Counselling teachers and social workers have regular meetings with students, at least once three weeks, to follow and help with students' problems. • Regular meetings are conducted among counselling teachers, social workers, the SDC TIC and the Assisting Principal to share case progress and discuss plans of helping students. • Counselling teachers report case progress to SDC Form Cos, F/Ms and teachers of the SEN team. • Counselling teachers hold case meetings with social workers to share case progress with F/Ms and subject teachers and give advice to them to provide whole-school support. 	<ul style="list-style-type: none"> • Counselling teachers were able to provide guidance and support for students with emotional needs. • More than 70% of the students of the counselling cases have developed trust and bonding with counselling teachers and they took the initiative to seek help from counselling teachers. • The communication among counselling teachers, social workers and other parties, e.g. the SDC Form Cos, F/Ms, etc., was strengthened and updates about counselling cases were shared promptly. • Case meetings were held to provide updates about counselling cases and support for subject teachers to raise their awareness of behaviours and feelings of students with suicidal risks. 	<ul style="list-style-type: none"> • School suspension caused difficulty for counselling teachers and social workers in following cases. • School suspension and school resumption affected students' learning motivation and family relationships, which had a negative impact on their emotions and mental health. 	<ul style="list-style-type: none"> • Counselling teachers and social workers arranged phone calls and Zoom meetings with students and parents. • Students who are easily affected by school suspension and school resumption have been identified and early intervention can be made at an early stage of next school suspension or resumption to provide them with more support.
<ul style="list-style-type: none"> • Harmonious Campus Anti-Bullying Campaign • Stall games about anti-bullying • Promotion of anti-bullying through distributing leaflets and gifts from the EDB 	<ul style="list-style-type: none"> • The activity was cancelled due to the half school day arrangement. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • Resume the activity next year.
<ul style="list-style-type: none"> • Class team building activities <ul style="list-style-type: none"> - Master Archer (F.2 & F.4) - Bubble soccer (F.3 & F.5) 	<ul style="list-style-type: none"> • The activities were cancelled since no team sports were allowed under the EDB policies about schools' preventative measures towards the COVID-19 pandemic. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • Resume these activities next year.

Target 3: To enrich students' experience and exposure

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
3A. Overseas tours			
<ul style="list-style-type: none"> Organize different education excursions. Joining education excursions can help students broaden their horizons and achieve life-wide learning goals. A list of education excursions throughout this academic year will be given to parents in late September or early October. 	<ul style="list-style-type: none"> All the education excursions were suspended due to the coronavirus pandemic. 	<ul style="list-style-type: none"> All the education excursions were suspended due to the coronavirus pandemic. 	<ul style="list-style-type: none"> It is almost impossible to hold education excursions in the coming school year due to the coronavirus pandemic.
3B. Whole-form tours			
<ul style="list-style-type: none"> Organize a F.4 tour. This excursion can help students broaden their horizons and achieve life-wide learning goals. 	<ul style="list-style-type: none"> The trip was originally organized from 29 March 2021 to 31 March 2021. 	<ul style="list-style-type: none"> The trip was suspended due to the coronavirus pandemic. 	<ul style="list-style-type: none"> It is almost impossible to hold a trip in the coming school year due to the coronavirus pandemic.
3C. External activities, competitions, workshops and visits			
<ul style="list-style-type: none"> F.4 Service Learning 4A – 4D, 4 classes periods 8 – 9 during assembly on Fri <ul style="list-style-type: none"> 4 training sessions (7/10, 16/10, 16/4, 14/5) 1 visit (21/5) 1 evaluation and debriefing (28/5) 	<ul style="list-style-type: none"> Social workers and teachers' feedback was positive. Some class teachers agreed that the students were attentive and willing to share during most activities. 	<ul style="list-style-type: none"> The face-to-face visit activity was cancelled due to social distancing restrictions. 	<ul style="list-style-type: none"> Suggestion: will be continued next year
<ul style="list-style-type: none"> Elder Academy – Kam Lung Evergreen (3-year-programme – 12 activities – \$120,000 funding) <p><u>2020/21</u></p> <ol style="list-style-type: none"> STEM workshop x 2 Sign Language course x 10 Healthcare workshop x 1 Mindfulness painting x 4 	<ul style="list-style-type: none"> Target: F.1 – F.5 students and the elderly from the Elder Academy – Kam Lung Evergreen The workshops and courses were cancelled due to social distancing restrictions. 	<ul style="list-style-type: none"> Class suspension and social distancing restrictions 	<ul style="list-style-type: none"> The 3-year Elder Academy programme finished. Some of the activities from the Elder Academy will continue in the next school year. Co-operate with other organizations in the coming school year.
<ul style="list-style-type: none"> Dementia Friendly Programme A group of Community Service Group members from both junior and senior forms are formed to promote a dementia friendly community and join different kinds of activities organized by SWD throughout the year. 	<ul style="list-style-type: none"> Target: Community Service Group members Cancelled 	<ul style="list-style-type: none"> Class suspension and social distancing restrictions 	<ul style="list-style-type: none"> Suggestion: will be continued next year

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<ul style="list-style-type: none"> • Community Service Ambassadors Recruit new members to promote volunteer services and values to students. 	<ul style="list-style-type: none"> • There were about 50 students applying for the posts of our committee last year. 35 girls were selected. They helped promote volunteer services and positive values to the whole school. • Some of them have become active volunteers. 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • The Community Service Ambassadors will combine with the MCE Ambassadors to form the Value Education Team. • Expand the target group to F.2 students to let them gain more exposure.
3D. All students should participate in at least one external event			
<ul style="list-style-type: none"> • All students should participate in at least one external event. 	<ul style="list-style-type: none"> • Most of the activities were cancelled due to the coronavirus pandemic. 	<ul style="list-style-type: none"> • Most of the activities were cancelled due to the coronavirus pandemic. 	<ul style="list-style-type: none"> • Nil
3E. Online platform to disseminate activity information to students			
<ul style="list-style-type: none"> • To develop an online platform to disseminate activity information to students 	<ul style="list-style-type: none"> • Most of the activities were cancelled due to the coronavirus pandemic. 	<ul style="list-style-type: none"> • Most of the activities were cancelled due to the coronavirus pandemic. 	<ul style="list-style-type: none"> • Nil
3F. Participation in school activities and services			
<ul style="list-style-type: none"> • Recognize students' achievements by providing more chances for them to show their products or effort and holding more prize presentations, and making announcements through the Campus TV/ central broadcast system/ LCD display boards/ school webpage. 	<ul style="list-style-type: none"> • Some prize presentations were held during weekly assemblies. Names of the students winning awards were posted on the school webpage and on notice boards. • The effectiveness of prize presentations held in weekly assemblies was good. 	<ul style="list-style-type: none"> • Due to the coronavirus pandemic, students who had won awards were not invited to perform in front of their schoolmates or share their experience. • Due to the coronavirus pandemic, students of interest classes (e.g. drama workshops and dance classes) could not perform during school functions. 	<ul style="list-style-type: none"> • As there are hall assemblies every Friday, some short prize presentations can be held at the beginning or at the end. • The prize presentations can be held at the end of each term.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<ul style="list-style-type: none"> Provide more chances for students, especially weaker students, to serve the school, e.g. serving as helpers during major school functions, committee members of various clubs, MC of assemblies, cheer leaders, etc. 	<ul style="list-style-type: none"> Students from different classes in junior forms were recruited as helpers to assist the smooth running of activities like Speech Day, Info Day, etc. Students from weaker classes or junior forms had chances to contribute to the school, boost their confidence and broaden their horizons. Students from forms 1 to 5 were recruited as MCs in different school functions (e.g. Speech Day, prize presentations, Info Day, etc.). Students from forms 1 to 5 were recruited as MCs for morning assemblies or weekly assemblies. 	<ul style="list-style-type: none"> It was not easy to recruit student helpers as students were occupied by various activities (e.g. interest classes, tutorial classes), especially at weekends. The performances of the MCs were good, but they were not good at handling unexpected situations or changes. 	<ul style="list-style-type: none"> May consider the rearrangement of activities/ supplementary classes during the final preparation period of major school functions. Ask MCs to do more rehearsals on stage beforehand. Equip them with the basic knowledge about the way to handle unexpected situations. Ask for backup from the Chinese Department and English Department for the training of MCs. Recruit students to form an MC team and have training with them.
<ul style="list-style-type: none"> To teach students the importance of responsibility, all clubs and houses have to keep a full attendance record of their activities. Students absent from activities have to provide reasonable explanation and supporting documents. 	<ul style="list-style-type: none"> Almost all the activities were suspended due to the coronavirus pandemic. 	<ul style="list-style-type: none"> Almost all the activities were suspended due to the coronavirus pandemic. 	<ul style="list-style-type: none"> Activities will be resumed in the coming school year.
3G. Opportunities for new activities			
<ul style="list-style-type: none"> Provide more opportunities for students from various forms to participate in school activities and services by being the committee members of the Students' Council, clubs and societies to get the experiences in planning activities. 	<ul style="list-style-type: none"> Students from forms 2 to 4 could be the committee members. F4 students could also be the chairladies of clubs and houses. The target was achieved. 	<ul style="list-style-type: none"> F3 & F4 students were not mature enough and not experienced. 	<ul style="list-style-type: none"> F2, F3 and F4 students can be the committee members of the Students' Council, clubs and houses in the coming year. TIC of clubs and houses had to provide extra help and guidance to the chairladies.
3H. Subject-based visits, external activities			
<ul style="list-style-type: none"> Expose students to different cultural activities by inviting external organizations to hold performances/workshops or taking students to watch free/discounted shows arranged especially for schools, e.g. Internship Programme for Rehabilitation Units service. 	<ul style="list-style-type: none"> Due to the coronavirus pandemic, students were not taken to art exhibitions, drama, music, open days and seminars held by experts of various fields. Due to the coronavirus pandemic, external organizations specializing in various fields were not invited to perform or have sharing during school hours e.g. drama, dance performances, workshops, seminars. 	<ul style="list-style-type: none"> Almost all the activities were suspended due to the coronavirus pandemic. 	<ul style="list-style-type: none"> Try to look for reviews and comments before inviting external organizations. If possible, try to attend previews to ensure the quality. Look for more external resources and subsidies.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
3I. OLE days			
<ul style="list-style-type: none"> Encourage associations, clubs, houses and societies to organize various activities by offering financial subsidy. Two OLE Days will be organized by clubs and houses. Students will then have better development in OLE. 	<ul style="list-style-type: none"> Clubs could benefit from the subsidies from the Activity Committee and more teachers were willing to organize external activities. Only one OLE Day was organized on 2 July 2021. The one on 29 March 2021 was cancelled due to the coronavirus pandemic. There were a lot of limitations for organizing activities due to COVID-19. 	<ul style="list-style-type: none"> Some students still did not choose the activity they wanted to join through the Google form. The Activity Committee had to assign activities to them. Some students were irresponsible. They forgot what they chose for the OLE Day, the time and the gathering place. Some were late for outings. Some students even gave unreasonable explanation for not attending the OLE Day. Manpower for handling the system and data was not enough. Almost all the activities and one OLE Day were suspended due to the coronavirus pandemic. 	<ul style="list-style-type: none"> To avoid the possible drawback of the loss of students' motivation to join, activities to be held must be chosen very carefully. Inform students about different financial aids available to them. More financial subsidy from school is needed. Students who are late, absent without any proof or give unreasonable explanation for not coming to OLE Day or other ECAs should be recorded. They should not have priority to join certain kinds of activities at school. There should also be a conduct downgrade. The IT Department, TA and staff in the General Office can help to handle the system and data.

Target 4: To nurture student leaders

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
4A. Students taking up posts of clubs and societies earlier			
<ul style="list-style-type: none"> Recruit MCE Ambassadors (Leaders for promoting MCE) 	<ul style="list-style-type: none"> Target: Forms 3 – 5 students Satisfactory response was received. There were 66 applicants competing for 35 places. 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> The MCE Ambassadors will combine with the Social Service Group Members to form the Value Education Team. Expand the target group to F.2 students to let them gain more exposure.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
4B. Leadership training programmes			
<ul style="list-style-type: none"> Nominate school prefects to participate in external leadership training. 	<ul style="list-style-type: none"> Encouraged school prefects to join the online Anti-Scam Quiz held by The Hong Kong Police District. Three school prefects got awards. Nominated head prefects to join the Student of the Year – Best Devotion to School Award and the Tuen Mun District Outstanding Students Award. 	<ul style="list-style-type: none"> Many external training programmes were cancelled due to class suspension. 	<ul style="list-style-type: none"> Continue the practice next year.
4C. Strengthen the role of houses			
<ul style="list-style-type: none"> Organize whole-school functions, such as Music Contest, Annual Athletic Meet, Open Day cum Info Day and so on. Encourage more students to join house activities, e.g. all form one students have to join the Cheering Team. 	<ul style="list-style-type: none"> Most of the activities were suspended due to the coronavirus pandemic. Talent Show was organized on 9 July 2021. Teachers and students were very excited as we had not had any whole-school functions for a long time due to the coronavirus pandemic. 	<ul style="list-style-type: none"> We divided the show into two sessions. The first session was for junior forms and the second session was for senior forms. Only 3 forms could watch it live in the school hall for each session. The other students and CBS watched the show through Zoom. Watching the show through Zoom was totally different from watching it live. The quality of the audio and video was not good. 	<ul style="list-style-type: none"> Optimization of our AV system is a must.
<ul style="list-style-type: none"> Organize inter-house functions, such as Ball Game Contest, Quiz Competition, etc. Enhance the spirit of cooperation, sportsmanship and loyalty among students. 	<ul style="list-style-type: none"> Most of the activities were suspended due to the coronavirus pandemic. Only a few inter-house activities were held (e.g. Dyeing workshop was held on 2 July 2021). 	<ul style="list-style-type: none"> A lot of house activities were suspended due to the coronavirus pandemic. 	<ul style="list-style-type: none"> More house activities will be held in the coming school year.
<ul style="list-style-type: none"> Provide more chances for house members (especially weaker students) to develop a sense of belonging to the house so that students can be more willing to participate in house activities or serve as helpers during house functions. An annual house meeting will be held in September to enhance house cohesion and promote house activities. Houses board (G/F) introducing houses, members and activities All form one students must be the members of cheering teams. 	<ul style="list-style-type: none"> Annual house meeting was cancelled due to the coronavirus pandemic. Athletic Meet and Cheerleading Competition were cancelled due to COVID-19. 	<ul style="list-style-type: none"> Annual house meeting was cancelled due to the coronavirus pandemic. Athletic Meet and Cheerleading Competition were cancelled due to COVID-19. 	<ul style="list-style-type: none"> Houses board (G/F) introducing houses, members and activities will be established. Annual house meeting will be held on 2 September 2021. Cheerleading Competition will be held in March 2022.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
4D. More opportunities for students to organize and lead activities/programmes			
<ul style="list-style-type: none"> The Backstage Production Team fulfills backstage needs, including moving furniture, handing out microphones, etc. before, during and after ceremonies and functions. 	<ul style="list-style-type: none"> The Backstage Production Team was efficient and helpful in fulfilling backstage needs, including operating video-recorders, handing out microphones, etc. before, during and after ceremonies and functions. 	<ul style="list-style-type: none"> The Backstage Production Programme was temporarily suspended due to the epidemic. 	<ul style="list-style-type: none"> Zoom lessons were conducted to continue training. However, only the theory part could be covered. The scheduled intern part was cancelled.
4E. Joint-school functions			
<ul style="list-style-type: none"> Introduce students to external activities, competitions and training programmes which are generally recognized in HK/worldwide. Encourage students to join inter-school activities and competitions. 	<ul style="list-style-type: none"> Students participated in inter-school activities, e.g. fundraising activities, writing competitions, drama competition, dragon boat race (29 Aug 2021), etc. Training courses, leadership programmes and seminars, charities and other organizations were introduced to students. 	<ul style="list-style-type: none"> Students were involved in too many activities and therefore could not be fully dedicated to an activity after enrolling. Besides, students had compulsory supplementary lessons after school (Zoom) and felt frustrated when they knew they had to give up activities that they were interested in. It was a difficult task for teachers to hold activities after school as we could only have half-day school due to the coronavirus pandemic. Almost all the activities, competitions, training programmes, foreign excursions and exchange programmes were suspended due to the coronavirus pandemic. 	<ul style="list-style-type: none"> Students should be reminded to have better time management and avoid enrolling themselves in competitions when potential time clashes can be foreseen. Teachers responsible for school teams or interest classes held regularly should be reminded to ask students about their involvement in other activities. They should not recruit students who are already involved in too many activities. The school could try to reserve a time slot after school for holding activities so as to avoid time clashes. Two OLE Days will be held next year. All clubs have to organize activities for all students.

Target 5: To enhance life planning education

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
5A. Make optimal choices among the multiple pathways			
<ul style="list-style-type: none"> To guide HKDSE students to make an informed and responsible choice in JUPAS/E-APP based on the strength of their abilities/interests. Various programmes will be conducted to assist HKDSE students, including mentorship scheme, JUPAS seminars, mock interview workshop, individual/group counselling sessions, academic institutions visits, etc. 	<ul style="list-style-type: none"> The JUPAS Briefing was held during a weekly assembly in Sep and 4 mini talks were given to F.6 students during morning assemblies from Oct to Jan in order to assist them throughout the JUPAS/E-APP application process. 30 alumni were invited to conduct sharing with 208 F.5 and F.6 students in the Mentorship Scheme through Zoom in Oct. Most students gave positive response in the questionnaires. Mock Interview Workshop was organized for 99 F.6 students in Nov. 10 teachers and 5 NGO social workers were invited to be the interviewers. Most students gave positive response in the questionnaires. 	<ul style="list-style-type: none"> There was not enough time to explain all details to students within the morning assemblies. Students were observed to be rather passive during the online mentorship sharing. Nil 	<ul style="list-style-type: none"> Three more time slots in weekly assemblies were requested to conduct JUPAS talks to F.6 students It is suggested to organize face-to-face Mentorship Scheme if situation allows. NIL
<ul style="list-style-type: none"> To meet students' needs for further education, applying for scholarships/awards, etc. 	<ul style="list-style-type: none"> All students' requests on certificates, transcripts, SLPs, testimonials and reference letters were fulfilled within a few working days. 	<ul style="list-style-type: none"> The number of requests on various students' references has increased significantly. 	<ul style="list-style-type: none"> More manpower could be assigned to handle students' references.
<ul style="list-style-type: none"> To advise F.3 students in the process of choosing elective subjects through individual/group counselling, sharing from senior form students in career talks and disseminating subject selection booklets. 	<ul style="list-style-type: none"> 8 senior form students were invited to give sharing on 14 elective subjects in the F.3 Subject Selection Talk. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Some students are interested in the ApL Courses. We could deliver more information about ApL to F.3 students and encourage them to join the ApL Taster programme.
5B. Visits and summer internship programmes			
<ul style="list-style-type: none"> To assist senior form students to set study targets, career plans or life goals with feelings of confidence and self-worth. Various programmes will be conducted, including summer internship programmes, workplace visits, etc. To assist students in the enrollment of Applied Learning Courses, which consist of practical elements linked to broad professional and vocational fields 	<ul style="list-style-type: none"> 13 F.4 students were enrolled in the ApL Courses (2021-23 Cohort). 35 F.4 and F.5 students attended three Summer Internship Preparation Workshops and joined 5-day internship programme in July and August. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> NIL Students are eager to participate in Summer Internship Programme. The no. of applications far exceeded the no. of quota. It is suggested to organize this activity again in the coming year in order to provide more opportunities for students.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
5C. Understanding the qualities needed in working environment			
<ul style="list-style-type: none"> To assist junior form students in understanding self and the world of work Two life planning workshops co-organized with NGOS will be organized for F.1 and F.2 classes respectively, and five workshops will be organized for F.3 students to support their developmental needs. Interest classes with NGOs / business sectors will be organized to help students explore the world of work. 	<ul style="list-style-type: none"> All F.1 and F.2 students attended two life planning workshops, while all F.3 students attended five workshops organized by Yan Oi Tong in this academic year. Two 10-hour online Careers Certificate workshops were organized for junior form students. 20 students joined the Korean Course, while 17 students joined the Japanese Course. 	<ul style="list-style-type: none"> Nil Only online workshops could be organized due to COVID-19. 	<ul style="list-style-type: none"> NIL If possible, face-to-face workshops could be organized for students as there is more variety of courses available.
5D. Visits/tours to local/overseas tertiary education institutions			
<ul style="list-style-type: none"> To provide students with a wide breadth of career and tertiary options To disseminate effectively all kinds of career information through careers talks, campus TV announcements, booklets, webpage, display board, etc. 	<ul style="list-style-type: none"> All kinds of career information was posted regularly through the Careers Display Board. In order to facilitate communication, useful information was provided via emails and WhatsApp to F.6 students. 	<ul style="list-style-type: none"> Nil 	<ul style="list-style-type: none"> Careers prefects could be recruited and trained to help deliver career information to students.

Major Concern 3
Annual Report, 2020/21

Target 1: To promote collaborations among teachers

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
Subject Collaborations - To promote collaboration of different subjects and to develop students' multiple perspectives - Each subject has to arrange at least 1 collaboration with other subjects.	<ul style="list-style-type: none"> • Most of the subject collaborations were suspended. • Some subject panels have already prepared the collaboration materials. However, there were limited real-time lessons. 	<ul style="list-style-type: none"> • School suspension due to the epidemic of COVID-19 and limited real-time lessons in the second semester 	<ul style="list-style-type: none"> • We will resume practice next year.
Lesson Observations - To promote professional sharing between teachers. - To arrange 3 – 4 open lesson observations for teachers, e.g. lessons showing collaboration or e-learning	<ul style="list-style-type: none"> • All open lesson observations were suspended. 	<ul style="list-style-type: none"> • School suspension due to the epidemic of COVID-19 and limited real-time lessons in the second semester 	<ul style="list-style-type: none"> • We will resume practice next year.
Professional Sharing - Good practices, both teaching (e.g. classroom teaching) and non-teaching (e.g. tours and exchange activities) are shared in staff meetings, subject department meetings, and on Staff Development Days.	<ul style="list-style-type: none"> • Due to class suspension, most of the sharing and meetings were suspended. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • It is recommended to resume this programme next year.
Cross-subject Assignment Sharing - To arrange one cross-subject assignment sharing so that teachers can have more collaboration and mutual sharing among colleagues - A variety of differentiated tasks and assignments can be arranged.	<ul style="list-style-type: none"> • Due to class suspension, the assignment sharing was suspended. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • It is recommended to resume this programme next year.

Target 2: To enrich teachers' experience and exposure

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<p>Professional Development Programmes To encourage teachers to enrich their skills and knowledge by joining courses such as</p> <ul style="list-style-type: none"> - Elites education - Counselling - SEN <p>offered by the EDB, tertiary institutions and joint-school interflows</p>	<ul style="list-style-type: none"> • Not many teachers joined seminars/workshops. 	<ul style="list-style-type: none"> • There were time clashes of the EDB courses and teachers' lessons so they could not join the EDB courses in the afternoon. • Due to the unstable COVID-19 epidemic, most of the courses or sharing held by the EDB were cancelled or postponed. 	<ul style="list-style-type: none"> • Teachers are encouraged to join the online gifted education programme. • More sharing can be included in the meeting so that other member teachers can share their experiences.
<p>Public Examination Personnel</p> <ul style="list-style-type: none"> - More teachers serving as setters, markers or oral examiners in the HKDSE Examination will raise teachers' awareness of the latest requirements of assessments in the public examination. 	<ul style="list-style-type: none"> • Teachers were invited to serve as public examination personnel in the public examinations such as the HKDSE, the TSA, mock examinations conducted by educational institutions such as Hok Yau Club, etc. to raise teachers' awareness of the latest requirements of assessments. • Teachers concerned could apply not more than 3 half-day off to facilitate their work. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • Keep the practice next year.
<p>Teacher Exchange Programme</p> <ul style="list-style-type: none"> - To arrange teacher exchange programme with other schools for 1 week so that teachers can have more exposure of the curriculum, pedagogy and assessment of the other schools 	<ul style="list-style-type: none"> • Due to COVID-19, the teacher exchange programme was suspended this year. 	<ul style="list-style-type: none"> • Nil 	<ul style="list-style-type: none"> • It is recommended to resume this programme next year.

5. Our Learning and Teaching

5.1 Curriculum Characteristics of Our School

The 6-year-in-1 school-based curriculum is an important strategy of our school. Many subject curricula and teaching schedules in lower forms have been modified so that students can have a better understanding of the senior curriculum and get prepared for their subject selections.

We also have strategies in curriculum to enhance students' language abilities:

- Offering of the subject English Literature / Literature in English.
- As enrichment to the new senior secondary curriculum, students in senior forms are subsidized to attend French, Spanish and Japanese courses offered by external institutions. Starting 2018 - 2019, foreign language courses are also held in school for junior form students.

We also pay much effort and resources to cater for students' different needs:

- Two new subjects, STEM and Technology & Living, are offered in F.1 since 2020 - 2021 to enhance students' learning in the technology KLA in junior forms. These two subjects will be extended to F.2 in 2021 - 2022.
- Students in senior forms are subsidized to attend Applied Learning courses offered by tertiary institutions.
- Additional resources are provided by the EDB to support the learning of non-Chinese speaking students. The subject Basic Chinese Language and Liberal Studies (English) with customized curriculum for NCS students are offered from F.1 to F.6.

5.2 Learning Enhancement Committee

The Committee, composed of 5 sub-committees, has been established to enhance students' learning by various strategies:

- Improve students' language ability across curriculum by collaborations across subjects. For example, the language support needed by F.1 and F.2 students was identified by Geography and Integrated Science teachers respectively and then English teachers fine-tuned their syllabus to support the two subjects.
- In addition to language support, subject collaborations were also implemented by pairing subjects in teaching. Topics with cross-subject contents, for example, Chinese Language and Liberal Studies were paired up to teach the topic "green burial"; Chinese History and History were paired up to teach the topic "The Second World War", etc. All subjects were involved in at least one collaboration.
- Various lesson observations were held, including observations by teachers of the same subject and cross-disciplinary observations. All teachers participated in all the two types of observations.
- Promoting reading atmosphere is one of our focuses. A morning reading session is arranged every Friday. The Reading and Library Committee holds several activities to cultivate students' reading habit. These include providing more books in the book corner of each classroom, teachers' book sharing in morning assemblies, book fairs, talks by Chinese authors, reading award schemes, reading forum, etc.

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- To promote gifted education, a committee with various working groups has been formed. Students of the committee actively participate in gifted education programmes and also organize activities for other students. A gifted student database has been developed to store student records according to their characteristics and abilities.

5.3 Whole School Approach to Catering for Student Diversity

In addition to programmes organized by the Gifted Education Committee, our school stretches potential of higher achievers by offering structured afterschool elite programmes and nominates students to attend training courses offered by the Hong Kong Academy for Gifted Education, the EDB and tertiary institutions.

For low achievers, small-class teaching is implemented in Chinese Language, English Language, Mathematics and Liberal Studies from F.1 to F.6. Chinese Language, English Language and Mathematics remedial classes, which are taught by our teachers, are offered to facilitate students' learning. Students who cannot meet the benchmark set for uniform tests and examinations are required to attend afterschool remedial classes.

5.4 Extended Learning Time

Plenty of afterschool supplementary lessons and long holiday supplementary lessons are offered by respective subject teachers. Although classroom teaching is greatly affected by COVID-19, teachers have arranged plenty of online lessons in addition to those scheduled by the school.

We also arrange summer school days for all F.5 and F.6 students during the last two weeks of the summer vacation. In addition, teachers of senior forms, especially those of elective subjects, also arrange tutorial classes for students.

5.5 Overseas and Local Interflows

In addition to regular curriculum teaching, various local and overseas interflows were held to broaden the horizons of students. Because of COVID-19, the Primary Schools Music Contest was conducted by submitting a performance video. All overseas interflows and many local interflows were cancelled due to COVID-19.

5.6 Continuing Professional Development

Our school always encourages teachers to participate in training courses and seminars held by external organizations. They are invited to share their experience in staff meetings and on staff development days.

Many of our teachers are also personnel of the Hong Kong Examinations and Assessment Authority (HKEAA) in the HKDSE examination. They participate in the setting and marking of the HKDSE papers in order to be more familiar with the requirements of the examination.

We also have school policies to build a learning community. Teachers share teaching experience by lesson observations and subject collaborations. Staff development days are held regularly every year. Moreover, interflows with local schools are always held by school visits, subject panel visits, collaboration of lesson planning, etc.

6. Support for Student Development

6.1 Student Development Committee

The Student Development Committee (SDC) emphasizes the united effort of all school personnel who, under the leadership of the school head, work together to create a positive learning atmosphere enriched with care, trust and mutual respect. Diversified activities for different levels are held to help our students realize and maximize their potential, acquire social skills, distinguish right from wrong, develop appropriate values and be better equipped for future challenges.

Regular activities and programmes are held, including Teenager Mental Health Support Scheme, The Pursuit of Happiness Emotional Support Group, Parents' Days, Internet use workshops, mental health workshops, life education workshops, sex education workshops, Acrobatics Training Programme, DSE Goal Setting, Farewell Assembly, caring patrol, Awards Scheme, academic-based memory enhancement class for SEN students, reading & writing class for SEN students, training for guide dogs volunteer, Know Oneself Life Planning (Project Bridge), internship for SEN students, etc. However, many programmes like prefect training, Buddy Scheme, external leadership training, LKL Angels Scheme, etc. were hindered due to the epidemic, only parts of the scheduled activities were held. Some programmes like art therapy for SEN students, Positive Energy Ambassador, day camp for prefects, F.1 Life Camp, inter-class board design competition, class team building activities, Mother's Day DIY gift stall and workshop, Cardboard Games group, Teacher's Day, Sexuality Pioneer Training Scheme, VR Anti-drug Experiential Activity, Harmonious Campus Anti-Bullying Campaign, etc. were cancelled due to the epidemic.

Facing the challenge of social events and the epidemic, special measures have been taken. Talks were given on developing healthy netsurfing habits and identifying sensational news and fake news. The SDC teachers and social workers maintained close contact with and provided counselling sessions for students who went on strike and participated in social movements throughout the year. Social workers educated parents in need to facilitate parent-child communication. Counselling teachers provided guidance and support to students and mediated between students and their parents. Case meetings were held by form coordinators, social workers, counselling teachers, education psychologist and subject teachers for students with emotional problems. Regular counselling meetings were held to review the action plan and progress. SDC teachers attended several talks and workshops provided by external parties to enhance their ability to support students. Useful experience and information were shared with all teachers in form meetings and staff meetings.

6.2 Guidance for F.1 Students

In order to help F.1 students to adapt to their secondary school life, our school arranged the following activities in 2020 - 2021:

Activity	Aim
English Bridging Course	It was supposed to be held in the early stage of the summer vacation and it aimed at enhancing students' ability to learn in English. However, because of COVID-19 in August 2020, the English Bridging Course was suspended.
Bridging Course for Early Adaption	Students were supposed to attend three school days in late August so that they could adapt to secondary school life at an earlier time. However, because of the COVID-19 in August 2020, the bridging course was suspended.
Orientation Day for Students and Parents	Its objective was to promote a better understanding of the school to students and parents before the start of the school year. However, because of the COVID-19 in August 2020, the Orientation Day was conducted online.
Parents' Day	A Parents' Day was held on 18 October 2020. Parents discussed learning problems of their daughters with class teachers. Because of the COVID-19 in August 2020, the Parents' Day was conducted online.
Afterschool Homework Guidance Class	Teachers of our school helped low achievers by adopting afterschool small class teaching.
Buddy Scheme	Each teacher and the Principal took care of two to three F.1 students. They met with their students regularly and gave advice and support to them.
Class Prefects	Class prefects helped F.1 students to adapt to their secondary school life.
Team Building Activity	Team building activities were held through the ZOOM platform during two weekly assemblies in late September and early October so that F.1 students could be more familiar with one another.

6.3 Support Measures for SEN

A special team including teachers and social workers has been set up to help students with special needs. Counselling services for SEN students, including regular meetings, small group activities and medical follow-up are provided by social workers. External bodies were employed to provide support services. These included:

- Know Oneself Life Planning (Project Bridge)
- Concentration, Executive Skills, Emotion Management – Leather Group (Link Education)
- Employ counsellors (HKSEF)
- School-based speech therapy service
- Jockey Club Autism Support Network
- Training for guide dogs volunteer (Yang Memorial Methodist Social Service)
- Academic-based memory enhancement class (Link Education)
- Chinese reading and writing class (Link Education)
- English reading and writing class (Edvenue)

6.4 Service Learning

The aim of service learning in our school is to encourage students to participate in voluntary services with a view of establishing a culture of lifelong volunteerism. We have provided opportunities for students to participate in sustainable volunteer programmes, i.e. F.4 Service Learning, Elder Academy, Internship Programme for Rehabilitation Units, Orbis Ambassador and Dementia Friends Community Campaign to serve the needy and the community. For the Elder Academy, we have helped to promote inter-generational harmony through organizing different activities, for example, tea ceremony course, meditation class and healthcare workshop.

6.5 Life Planning

The Life Planning Committee organizes diversified activities and programmes aiming at the following targets and strategies:

- Formulate students' further study path by helping F.6 students make optimal choices in JUPAS and applications for tertiary institutions.
- Develop students' life planning skills in order to become a life-long learner. Workshops held by NGOs and business sectors are offered to junior form students. Summer job schemes are provided for senior form students.
- Guide students in career planning by exploring their personality traits. Afterschool activities are held for both junior form and senior form students.
- Help students to identify their goals and interests so as to optimize their higher education and career choices. Career information of tertiary institutions is displayed regularly. The information is also shared with students via morning assemblies and emails.

7. Student Performance

7.1 Academic Performance

Our students got good results in the 2021 Hong Kong Diploma of Secondary Education (HKDSE) Examination. Nine subjects got the passing rate of over 90%. The overall passing rate of all subjects was 87.7%.

The best individual result was obtained by 6A Liang Yingshan. She got 5** in five subjects and 5* in one subject. She will continue her study at the University of Cambridge (Natural Sciences Programme), United Kingdom. She also received an offer from the LKS Faculty of Medicine, The University of Hong Kong.



6A Liang Yingshan

7.2 Achievements in External Life-wide Learning Activities

Outstanding Students and Leadership	
2020 屯門區傑出學生選舉 <ul style="list-style-type: none"> 屯門區傑出學生 	3A RAI SWASTIKA 6A LIU SUET MING 6A WONG WAI SIN LILIAN
<ul style="list-style-type: none"> 屯門區優秀學生 	3A RAI SARA 5E CHAN CONSTANCE YUK KAU 6A CHAUDHRY MAHNOOR 6A TZE MAN YUI 6C LAW YUEN CHUI 6E CHONG WAI LAM
2020-2021 學年屯門區學生飛躍表現獎勵計劃 <ul style="list-style-type: none"> 學業獎 	6A GURUNG BINTI 6A MAHMOOD HAJRA 6C TANG WING HEI
<ul style="list-style-type: none"> 服務獎 	4B CHEN CHEUK KEI 6B LAI CHING WAN
<ul style="list-style-type: none"> 操行獎 	6E CHENG YEE LAM
Tuen Mun District Excellent Student <ul style="list-style-type: none"> Senior Secondary Junior Secondary 	6A LIANG YINGSHAN 3A YUEN POK YIN
Harvard Book Prize 2021 <ul style="list-style-type: none"> Champion 1st Runner-up 2nd Runner-up 	5E CHU NGA CHING 5A HO LAU YU 5E CHEUNG YI WING
Outstanding Achievements in International Events	
2021 國際太極-功夫網路大賽 <ul style="list-style-type: none"> 42 式太極拳 金牌 自選太極拳金牌 	6C LAW YUEN CHUI
International Young Musicians Music Competition, Wien 2021 <ul style="list-style-type: none"> Champion 	3A TSUI WING TUNG
2021 The First International Faber Piano Competition-Hong Kong Division-Senior Class <ul style="list-style-type: none"> First 	3A TSUI WING TUNG
2021 The First International Faber Piano Competition-Hong Kong Division-Jazz Music Advanced Class <ul style="list-style-type: none"> First 	3A TSUI WING TUNG
International Young Musicians Music Competition-Piano-Age Group 13-15 <ul style="list-style-type: none"> First place 	3A TSUI WING TUNG
21st Century Talents Keyboard Competition-Intermediate 15-16 years old-General-Piano <ul style="list-style-type: none"> First Place 	3A TSUI WING TUNG

Scholarship	
Sir Edward Youde Memorial Prizes 2020/21	6A CHEUNG CHING TUNG 6A LAU KA YU
Future Stars - Upward Mobility Scholarship 2021	6A YEUNG YEE TING 6E LIN TSZ IN 5E CHAN LING LEE
Applied Learning Scholarship	5C NG TSZ YU
Voluntary Services	
Volunteer Movement	
<ul style="list-style-type: none"> (Group award) Sliver Prize 	MADAM LAU KAM LUNG SECONDARY SCHOOL OF MIU FAT BUDDHIST MONASTERY
<ul style="list-style-type: none"> (Individual award) Bronze awards 	5D HO HIU LAAM 5E CHAN YING LAM 5E LIMBU SHREYA 5E NAMRA 5E SALEEM YUSRA 5E THAPA SAWARNI 5E TSANG YUEN SHUN
Language Education	
Hong Kong School Drama Festival 2021	
<ul style="list-style-type: none"> Award for Outstanding Audio-visual Effects Award for Outstanding Cooperation Award for Commendable Overall Performance 	2A AU HOI LAAM 2A GHAFOR ASMAH 2A LAM KWAN TING 2A LOVEPREET KAUR 2A TO PUI TSUN SABRINA 2A YEUNG SUET MAAN 3A PANALIGAN NOELLE NGELIQUE LELIS 3A SYLVA CHIOMA SHERYL 3B ZAINAB NOOR 4A FATIMA-TUL-ZAHRA 4A NG TSZ YAU 4A SUNWAR DIYA
<ul style="list-style-type: none"> Outstanding Performers 	4A FATIMA-TUL-ZAHRA 4A SUNWAR DIYA 3A SYLVA CHIOMA SHERYL 2A AU HOI LAAM
The Speaker 2021	
<ul style="list-style-type: none"> Finalist Semi-Finalist 	5A THAPA ALISA 3A PANALIGAN NOELLE ANGELIQUE LELIS
13th English Radio Drama Competition 2020-2021 for Schools (Secondary Section)	
<ul style="list-style-type: none"> Semi-finalist 	3A SYLVA CHIOMA SHERYL 3A RAI SWASTIKA 3A RAI SARA 3A YUEN POK YIN
The 72nd Hong Kong Schools Speech Festival 2020	
<ul style="list-style-type: none"> Champion 	5A THAPA ALISA 5E LIMBU SARIKA 5E SALEEM YUSRA
Certificate of Good Performance in The HKFYG English Public Speaking Contest 2021	5E NAMRA

Liberal Studies and Humanities Subjects	
JA Company Programme	
<ul style="list-style-type: none"> • Award of Most Valuable Player of Junior Achievement Company Programme • Award of Most Improved Player of Junior Achievement Company Programme 	4A SUNWAR DIYA 6D HUNG CEWING 4D LI SHAN SHENG 5C LAM YUEN LEE
Inter-school Accounting Competition	
<ul style="list-style-type: none"> • Champion • First-runner up 	4B WONG WING KA 4B WONG YUET YAU 4D LI SHAN SHENG 4D LAU CHI CHIN
Hong Kong Buddhist Association Buddha Birthday Card Design Competition	
<ul style="list-style-type: none"> • Merit Prize 	3A WONG HOI YIU
Essay Competition	
<ul style="list-style-type: none"> • Merit Prize 	3A HUANG WAN 3A LAW HAU CHING 3A TSUI MAN NGAI
Science and Mathematics	
Hong Kong Biology Literacy Award	
<ul style="list-style-type: none"> • Third Class Honours • Merit 	6E Chong Wai Lam 6E Ng Cheuk Yiu 6A Lau Ka Yu
Aesthetic Education	
73rd Hong Kong Schools Music Festival 2021	
<ul style="list-style-type: none"> • Champion • 2nd Runner-up 	5B LAM UE MAN 5E CHU NGA CHING 5B LAM UE MAN 3B WEN TSZ YING TIFFANY
Value Education	
Online Anti-Scam Quiz	
<ul style="list-style-type: none"> • Gold Award • Merit Award 	3B WONG SUM YUET 5E YUEN YEE CHING 3A RAI SWASTIKA
The Award of the Politest Student	
	6A LAU KA YU 3A YUEN POK YIN

7.3 Awards Presented by the School

Outstanding Academic Performance

Class	Name of Student	Academic Achievement
1B	LEUNG ON YEE	First in Form
		First in Buddhist Studies and Society
		First in Mathematics
		First in Integrated Science
		First in Putonghua
1A	NG HIU YAN	Second in Form
1A	AMOAKOHENE MATILDA	Third in Form
		First in Basic Chinese Language
1A	AKHTAR RUKHSAR	First in English Literature
1A	LAW HEI LAM	First in Chinese Language
1B	HARMANPREET KAUR	First in Liberal Studies
		First in Geography
1B	LU YUK	First in Chinese History
1B	SHAHI DIYA	First in English Language
2B	TSUN WAI YIU	First in Form
		First in Chinese Language (Putonghua)
		First in Liberal Studies
		First in Integrated Science
2A	WONG OI YAU	Second in Form
		First in Mathematics
		First in Chinese History
2A	CHEN TSZ YIN	Third in Form
		First in Buddhist Studies and Society
		First in Chinese Language (Cantonese)
		First in Putonghua
2A	GHAFOOR ASMAH	First in English Language
		First in Basic Chinese Language
		First in Geography
2A	SAHER AISHA	First in English Literature

3A	RAI SWASTIKA	First in Form
		First in English Literature
		First in Geography
		First in Economics
		First in Business, Accounting & Financial Studies
		First in Biology
3A	YUEN POK YIN	Second in Form
		First in English Language
		First in Mathematics
		First in Chemistry
3A	CHAN FONG YU	Third in Form
		First in Chinese Language
		First in Liberal Studies
		First in Chinese History
3A	RAI SARA	First in Physics
3A	BIBI FIZZA	First in History
3A	YUEN WAI MING	First in Buddhist Studies and Society
3A	SYLVA CHIOMA SHERYL	First in Basic Chinese Language
4A	CHAN HIU CHING	First in Chinese History
		First in Chinese Literature
		Second in Chinese Language
4A	FATIMA-TUL-ZAHRA	First in Information & Communication Technology
4A	LAU CHI CHING	First in Business, Accounting & Financial Studies
		Second in Liberal Studies
4A	NG TSZ YAU	First in Literature in English
4A	RAZZAQ KINZA	First in English Language
4A	SOHAIL ARIBAH	Second in English Language
4A	SUNWAR DIYA	Third in English Language
4A	THAPA SALINA	First in Basic Chinese Language
4B	LAM SZE NOK	First in Visual Arts
4C	CHEUNG NGA TAI	First in Geography
4D	LAM THERESIA SRI ANDRIANI	First in History

4D	LEE YUEN KUK AGATHA	First in Liberal Studies
		First in Mathematics Module 2
		Second in Mathematics
		Third in Chinese Language
4D	LI SHAN SHENG	First in Chinese Language
		First in Economics
4D	NG LAI YIN	Third in Mathematics
4D	YUNG CHING CHI	First in Mathematics
		First in Mathematics Module 1
		First in Physics
		First in Chemistry
		First in Biology
		Third in Liberal Studies
5A	CHAN NGA NOK	First in Economics
5A	FUNG OI YI	Second in Chinese Language
5A	HO LAU YU	First in Chinese Language
		First in Chinese Literature
		First in Chinese History
5A	KHADIJA BIBI	Third in English Language
		First in History
5A	NG KA YUI	First in Geography
		First in Visual Arts
5A	THAPA ALISA	Second in English Language
5D	LEE YUK HEI	First in Liberal Studies
5E	CHAN LING LEE	Third in Chinese Language
5E	CHAN YING LAM	First in Business, Accounting & Financial Studies
5E	CHEUNG YI WING	First in English Language
		First in English Literature
5E	CHU NGA CHING	First in Mathematics
5E	HSU KA YAN	Third in Mathematics
		First in Physics
		First in Chemistry
		First in Biology
5E	KUNG SIN YIN	Third in Liberal Studies

5E	LIMBU SARIKA	First in Basic Chinese Language
		First in Information & Communication Technology
5E	YEUNG PUI KI	Second in Mathematics
		First in Mathematics Module 2
		Second in Liberal Studies
6A	CHAUDHRY MAHNOOR	Third in English Language
6A	CHEUNG CHING TUNG	First in Chinese Language
		Third in Liberal Studies
6A	LAU KA YU	Second in Chinese Language
		First in Biology
6A	LIANG YINGSHAN	First in English Language
		First in Mathematics
		First in Mathematics Module 2
		First in Physics
		First in Chemistry
6A	TZE MAN YUI	First in English Language
		Third in Chinese Language
		First in English Literature
6A	WONG WAI SIN LILIAN	Second in Mathematics
		First in Mathematics Module 1
		Second in Liberal Studies
		First in Geography
6A	ZOYA-AKHTAR	First in Visual Arts
6B	NG KA YAN	First in History
6B	WONG SIN YEUNG	First in Chinese Literature
		First in Chinese History
6C	FAN SZE WING	First in Information & Communication Technology
6E	CHEUNG YEE LAM	First in Liberal Studies
6E	CHOW YUEN SIN	First in Economics
6E	LI CHING YI	Third in Mathematics
6E	NG CHEUK YIU	First in Business, Accounting & Financial Studies

Principal's List

Class	Name of Student
1B	LEUNG ON YEE
2A	WONG OI YAU
2B	TSUN WAI YIU
3A	RAI SWASTIKA
3A	YUEN POK YIN
4A	RAZZAQ KINZA
4D	LEE YUEN KUK AGATHA
4D	LI SHAN SHENG
4D	YUNG CHING CHI
5A	HO LAU YU
6A	LIANG YINGSHAN
6A	WONG WAI SIN LILIAN

Academic Head's List

Class	Name of Student
2A	CHEN TSZ YIN
2A	GHAFOOR ASMAH
3A	CHAN FONG YU
3A	MOK HOI KIU RUBY
3A	RAI SARA
4A	CHAN HIU CHING
4A	LAU CHI CHING
4D	LAM THERESIA SRI ANDRIANI
4D	MO YAT LAAM
4D	NG LAI YIN
5A	KHADIJA BIBI
5E	CHAN YING LAM
5E	CHEUNG YI WING
5E	HSU KA YAN
5E	LIMBU SARIKA
5E	YEUNG PUI KI
6A	CHEUNG CHING TUNG
6A	LAU KA YU
6A	TZE MAN YUI

Top 3 in Junior Forms

Class	First in Class	Second in Class	Third in Class
1A	NG HIU YAN	AMOAKOHENE MATILDA	LAW HEI LAM
1B	LEUNG ON YEE	SHAHI DIYA	TUNG HOI NAM
1D	CHAN HAU WING DOROTHY	YONG CHANG NEE	YUNG YIN TUNG
2A	WONG OI YAU	CHEN TSZ YIN	GHAFOOR ASMAH
2B	TSUN WAI YIU	LIU WANG HEI	CHEUNG YAN YUET JENNIFER
2D	WONG TSZ CHIN	CHU HAI MAN HAILEY	CHEN CHUNG YI
3A	RAI SWASTIKA	YUEN POK YIN	CHAN FONG YU
3B	SAFA-ISHTAIQ	LAW JANE	POON WING HEI
3C	CHEUNG CHEUK NAM	YIM LOK YIU	FUNG PUI YI
3D	TANG KELLY	LEUNG HUEN TUNG ZIRENA	PO YI CHING

Student with Great Improvement

Class	Name of Student
1D	YONG CHANG NEE
1D	CHAN WING TUNG VICTORIA
1D	LI SUET LING
2A	LI PUI WAN
2B	PHAGAMI SUMINA
2D	CHAN CHING YING
3B	LIU CHAU YEE
3C	KWOK YI SAU
3D	LEUNG HUEN TUNG ZIRENA
4A	SHRESTH SHREENA
4A	SOHAIL ARIBAH
4C	TANG CHING TUNG PHOEBE
5A	TAMANG REEYA
5A	TSE MAN YAN
5D	YEUNG CHEUK YING

Youth Arch Student Improvement Award

Class	Name of Student
1A	YIP MAN WING
1B	MAN HUEN YUNG
1D	CHAN WING TUNG VICTORIA
2A	LI PUI WAN
2B	PHAGAMI SUMINA
2D	CHEN CHUNG YI
3A	CHEUNG SIU MAN
3B	LIU CHAU YEE
3C	KWOK YI SAU
3D	LEUNG HUEN TUNG ZIRENA

Class	Name of Student
4A	SHRESTH SHREENA
4B	CHENG PUI LOK
4D	TANG CHING TUNG PHOEBE
4E	LAM THERESIA SRI ANDRIANI
5A	TSE MAN YAN
5C	SIN OI YIN
5D	LEUNG HIU CHING
5E	YEUNG CHEUK YING
5E	LEE YUET YEUNG
6A	YEUNG YEE TING
6B	WU CHEUK HEI
6C	FAN SZE WING
6D	AU TSZ YU CLARICE
6E	CHOW YUEN SIN

Class of 1996 Scholarship

4A RAZZAQ KINZA

5E CHEUNG YI WING

Chong Sung Wo & Wong Chiu Lan Memorial Scholarship

莊宋和、黃照蘭紀念獎學金

F.1 – F.3 Buddhist and Society

1A NG HIU YAN

1B LEUNG ON YEE

2A CHEN TSZ YIN

2A YE TSZ KING

3A CHAN FONG YU

3A YUEN WING MING

F.4 – F.6 Chinese Literature

4A CHAN HIU CHING

4B O PUI YAN

5A HO LAU YU

5D LEE YUK HEI

6C CHAN YUNG YUNG

6E CHENG YEE LAM

Dr. Lau Sin Nga Scholarship for Biology

劉善雅博士生物科獎學金

4D YUNG CHING CHI

4D LEE YUEN KUK AGATHA

5E HSU KA YAN

5E LIMBU SARIKA

6A LAU KA YU

6E CHONG WAI LAM

Parents-Teachers Association Scholarship for Excellent Public Examination Results

家長教師會公開試成績優異獎學金

6A CHEUNG CHING TUNG

6A LAU KA YU

6A LIANG YINGSHAN

6A LIU SUE'T MING

6A TAM CHING

6A T'ZE MAN YUI

6A YEUNG YEE TING

6E LAM WAI CHING

6E YIU YIU LAM

Outstanding Achievements of the Year

(based on students' performance in extra-curricular activities and service)

Class	Name	Award / Achievement
5B	WONG PO LEE	Head Prefect
5E	CHAN LING LEE	Head Prefect Future Stars-Upward Mobility Scholarship 2021
5E	CHEUNG YI WING	Chairlady of Students' Council
5B	NG CHUI MAN	Deputy Head Prefect
5E	CHAN YUK KAU	Deputy Head Prefect
5E	CHENG CHEUK GI	Deputy Head Prefect
5E	IP SAU WAN	Deputy Head Prefect
5E	KUNG SIN YIN	Deputy Head Prefect
5E	LEE YUET YEUNG	Deputy Head Prefect
5B	NA KA YING	Vice Chairlady of Students' Council
5B	WONG YI TING	Vice Chairlady of Students' Council
6A	CHEUNG CHING TUNG	Sir Edward Youde Memorial Prizes 2020/21
6A	LAU KA YU	Sir Edward Youde Memorial Prizes 2020/21
3A	RAI SWASTIKA	Tuen Mun Outstanding Student (Junior Section)
6A	LIU SUET MING	Tuen Mun Outstanding Student (Senior Section)
6A	WONG WAI SIN	Tuen Mun Outstanding Student (Senior Section)
3A	RAI SARA	Tuen Mun Outstanding Student Merit Award (Junior Section)
6A	TZE MAN YUI	Tuen Mun Outstanding Student Merit Award (Senior Section)
6C	LAW YUEN CHUI	Tuen Mun Outstanding Student Merit Award (Senior Section)
6E	CHONG WAI LAM	Tuen Mun Outstanding Student Merit Award (Senior Section)
5E	CHAN YUK KAU	Tuen Mun Outstanding Student Merit Award (Senior Section)
6A	CHAUDHRY MAHNOOR	Tuen Mun Outstanding Student Merit Award (Senior Section)
3A	YUEN POK YIN	The Award of the Politest Student Tuen Mun District Excellent Student Award (Junior Secondary)
6A	LIANG YING SHAN	Tuen Mun District Excellent Student Award (Senior Secondary)
6A	YEUNG YEE TING	Future Stars-Upward Mobility Scholarship 2021
6E	LIN TSZ IN	Future Stars-Upward Mobility Scholarship 2021
5E	NAMRA	Harmony Scholarship
5E	SALEEM YUSRA	Harmony Scholarship
5B	LAM UE MAN	Outstanding Musician

Certificate of Distinction

(based on students' performance in extra-curricular activities and service)

2A AU HOI LAM
2A GHAFOOR ASMAH
2A LAM KWAN TING (KODY)
2A LOVEPREET KAUR
2A TO PUI TSUN SABRINA
2A YEUNG SUET MAAN (KIMMY)
3A PANALIGAN NOELLE
3A ANGELIQUE LELIS
3A SYLVA CHIOMA SHERYL
3B ZAINAB NOOR
4A FATIMA-TUL-ZAHRA
4A NG TSZ YAU (YUVEN)
4A SUNWAR DIYA
4B CHEN CHEUK KEI
4C MA TSZ SHAN
4D CHOI YAN TUNG
5A HO LAU YU
5A THAPA ALISA
5B LAM UE MAN
5B WONG PO LEE
5C YIP LAI CHING
5E CHAN LING LEE
5E CHEUNG YI WING
5E CHU NGA CHING
5E HSU KA YAN
6A GURUNG BINTI
6A LAU KA YU
6A MAHMOOD HAJRA
6B LAI CHING WAN
6C TANG WING HEI
6E CHENG YEE LAM
6E CHONG WAI LAM
6E NG CHEUK YIU

Certificate of Honour

(based on students' performance in extra-curricular activities and service)

2D LAW HOI CHING
3A GU MING SHAN
3A WONG HOI YIU
3A YUEN POK YIN
3B WEN TSZ YING TIFFANY
3B WONG SUM YUET
3C HO SUM YAN PEONY
4B CHOW HOI LAM
4B TANG WING TUNG
4D LI SHAN SHENG
5B NA KA YING
5B NG CHUI MAN
5B WONG LING CHI
5B WONG YI TING
5C CHUNG SZE YU
5E CHAN YING LAM
5E CHAN YUK KAU
5E CHENG CHEUK GI
5E IP SAU WAN
5E KUNG SIN YIN
5E LEE YUET YEUNG
5E LIMBU SARIKA
5E NAMRA
5E SALEEM YUSRA

8. Financial Summary (1 Sept 2020 – 31 Aug 2021)

Name of Grant	Grant Received	Actual Expenditure	Balance
A. EXPANDED OEB GRANTS			
Non-School Specific Grant (Baseline Reference)	1,967,794.57	2,263,490.57	(295,696.00)
School Specific Grants :			
Administration Grant	3,853,020.00	3,614,127.55	238,892.45
Composite Information Technology Grant	491,617.60	488,835.90	2,781.70
Capacity Enhancement Grant	638,461.00	626,553.00	11,908.00
Air-conditioning Grant	543,410.00	387,727.00	155,683.00
Total :	7,494,303.17	7,380,734.02	113,596.15
B. GRANTS OUTSIDE OEBG #			
Committee on H/S Co-operation Grant	29,175.00	55,018.80	25,843.80
Grant for Fringe Benefits under the Enhanced NET Scheme	559,160.97	559,160.97	0.00
Cash Grant for S/B After-school Learning & Support Programmes	235,847.00	81,781.00	154,066.00
Other Recurrent Grants (Government Rates and Rent)	409,599.75	409,600.00	(0.25)
Grant for S/B Support for NCS Students	1,500,000.00	1,500,000.00	0.00
Learning Support Grant for Secondary Schools	451,773.00	410,034.00	41,739.00
Diversity Learning Grant (DLG) for for Other Languages	85,800.00	85,800.00	0.00
Diversity Learning Grant (DLG) for for Other Programmes	97,164.00	97,164.00	0.00
Diversity Learning Grant (DLG) for Applied Learning Courses	143,140.00	143,140.00	0.00
Fractional Post Cash Grant	342,340.00	339,460.00	2,880.00
Moral and National Education Support Grant	14,094.96	0.00	14,094.96
Student Activity Support Grant	143,000.00	11,234.00	131,766.00
Life-wide Learning Fund	1,873,388.97	714,017.00	1,159,371.97
Grant for Supporting NCS Students with Special Educational Needs	200,700.00	0.00	200,700.00
Non-recurrent Grant for Supporting NCS Students to learn Chinese History and Culture	100,000.00	9,520.00	90,480.00
Information Technology Staffing Support Grant	333,161.10	331,080.00	2,081.10
One-off Grant for the Promotion of Chinese History and Culture	85,848.70	18,910.00	66,938.70
Promotion of Reading Grant	91,328.10	44,721.91	46,606.19
Hong Kong School Drama Festival	10,604.10	0.00	10,604.10
Special Anti-epidemic Grant	4,324.40	4,324.40	0.00
One-off Special Support Grant	100,000.00	100,000.00	0.00
Total :	6,810,450.05	4,914,966.08	1,947,171.57
C. OTHER GRANTS #			
Teacher Relief Grant - Annual Cash	1,461,197.34	202,108.00	1,259,089.34
Teacher Relief Grant - Optional	1,588,857.18	2,629,255.55	(1,040,398.37)
Total :	3,050,054.52	2,831,363.55	218,690.97

Grant received include balance brought forward from previous year

**Report on the Use of the
Capacity Enhancement Grant, 2020/21**

Strategies / Tasks 策略 / 工作	Evaluation 評估	Problems encountered/ Reasons for being unsuccessful 問題 / 失敗原因	Follow-up actions / Suggestions 跟進行動 / 建議	Actual Expenditure 實際支出
<ul style="list-style-type: none"> - To employ 1 Chinese Language (CLA) teacher to provide support to teachers - To implement the curriculum plans, e.g. to organize learning activities, revise learning materials and evaluate the learning process and outcomes - To reduce teacher-class ratio so as to arouse students' interest in CLA 	<ol style="list-style-type: none"> 1. One CLA teacher shared the workload among other CLA teachers so that they can cater the students better in teaching. 2. In addition, CLA teachers were relieved to have more time on the planning and development of CLA curriculum 3. Students' learning diversity could be catered by employing the part-time teacher. 	Nil	Because of the good performance of the teacher, it is recommended to offer a regular post to the teacher concerned.	TBC
To employ instructors for interested enhancement classes such as Language Classes, Mathematics Classes and Liberal Studies workshops	- Enhancement classes including English Language, Chinese Language, Mathematics, Liberal Studies have been arranged with positive feedback from teachers and students.	Nil	The arrangement could be maintained in the coming year.	TBC

**Report on the Use of the
School-based After-school Learning and Support Programmes 2020/21**

A. Information on Activities under the Programme

Name of activity	Actual no. of Target students benefitted #	Average attendance rate	Period /Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
Chinese & Western Instrumental Training Courses	46	90%	Sep 2020 - Aug 2021	62,040.00	Student's opinions Lesson Observation	N/A	
Leadership Training Classes	11	80%	Sep 2020 - Aug 2021	15,085.00	Student's opinions Lesson Observation	N/A	
Interest Classes (Study Skill Workshops)	22	100%	Sep 2020 - Aug 2021	3,116.00	Student's opinions Lesson Observation	N/A	
			Total Expenses	80,241.00			

Note:

Target students: students in receipt of CSSA/SFAS full grant and disadvantaged students identified by the school under the 10% discretionary quota

B. Project Effectiveness

To the benefitted students, achievements of the activities conducted are rated as follows:

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 involvements		✓				

C. Comments on the project conducted

*Problems/difficulties encountered when implementing the project
(You may tick more than one box)*

- unable to identify the target students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the 10% discretionary quota;
- target 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): _____

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

**Report on the Use of the
School-based Support for Enhanced Chinese Learning and Teaching for Non-Chinese Speaking Students (NCSSG), 2020/21**

Strategies / Tasks 策略 / 工作	Evaluation 評估	Problems encountered / Reasons for being unsuccessful 問題 / 失敗原因	Follow-up actions / Suggestions 跟進行動 / 建議	Actual Expenditure 實際支出
<p>To employ 3 GM teachers</p> <ul style="list-style-type: none"> - to implement intensive learning mode for pull-out learning and after-school support to help NCS students learn Chinese systematically with a view to bridging over to mainstream Chinese Language classes. - to develop resource packages and promote a culturally inclusive school environment through various modes. - to enhance communication with NCS parents 	<ol style="list-style-type: none"> 1. NCS students overcome the difficulties of learning Chinese as a second language. 2. NCS parents can communicate with the school better. 3. Teachers' workload can be relieved by reducing the class-student ratio. 4. Teachers can concentrate on curriculum development and implementation. 	<p>Nil.</p>	<p>Because of the good performance of the teachers, it is recommended to offer regular posts to the teachers concerned.</p>	<p>TBC</p>

**Report on the Three-year plan - Measures to broaden students' choices of elective subjects
and provision of gifted education programmes for the eleventh cohort of SS students
(from the 2020/21 to 2021/22 school years)**

Strategies / Tasks 策略 / 工作	Evaluation 評估	Problems encountered / Reasons for being unsuccessful 問題 / 失敗原因	Follow-up actions / Suggestions 跟進行動 / 建議	Actual Expenditure 實際支出
<p>Other Languages To enhance students' competitiveness in the 21st century and increase their chances for tertiary education</p>	<ol style="list-style-type: none"> Students' learning diversity can be catered. Students can broaden their learning opportunities 	<p>Nil</p>	<p>The arrangement could be continued in the coming year.</p>	<p>TBC</p>
<p>Other Programmes In view of the small number of students opting for PE and Music, this Network Programme with Tuen Mun District Secondary School Heads Association (TMDSSHA) can help to cater for students' diverse needs</p>	<ol style="list-style-type: none"> Students' learning diversity can be catered. Students can broaden their learning opportunities 	<p>As the courses are mainly run by an outside company, it is relatively difficult for the school to monitor students' learning progress, class discipline, attendance, etc.</p>	<ol style="list-style-type: none"> The school could set the entry requirement for students who wish to opt for the course, e.g., students should at least passed Grade 5 Music Theory examination and Grade 6 practical exam. The school may seek other service provider so as to improve the coordination with the school 	<p>TBC</p>

**Report on the Use of the
Teacher Relief Grant (TRG), 2020/21**

Strategies / Tasks 策略 / 工作	Evaluation 評估	Problems encountered / Reasons for being unsuccessful 問題 / 失敗原因	Follow-up actions / Suggestions 跟進行動 / 建議	Actual Expenditure 實際支出
<ul style="list-style-type: none"> - To employ 1 Biology & Integrated Science teacher to provide support to teachers. - To implement the curriculum plans, e.g., to organize learning activities, revise learning materials and evaluate the learning process and outcomes - To reduce teacher-class ratio so as to arouse students' interest in science learning 	<ol style="list-style-type: none"> 1. One GM teacher shared the workload among other science teachers so that they can cater the students better in teaching. In addition, science teachers were relieved to have more time on the planning and development of science curriculum. 2. The teacher taught many IS classes to relief some teachers to teach IS subject and to develop the IS curriculum. 	Nil	Because of the good performance of the teacher, it is recommended to offer a regular post to the teacher concerned.	TBC
<ul style="list-style-type: none"> - To employ 2 Liberal Studies teachers to provide support to teachers - To implement the curriculum plans, e.g. to organize learning activities, revise learning materials and evaluate the learning process and outcomes - To reduce teacher-class ratio so as to arouse students' interest in liberal studies 	<ol style="list-style-type: none"> 1. Two GM teachers shared the workload among other L.S. teachers so that they can cater the students better in teaching. In addition, L.S. teachers were relieved to have more time on the planning and development of the curriculum. 2. The teachers taught many L.S. classes to relief some teachers to teach L.S. subject and to develop the L.S. curriculum. 	Nil	<ol style="list-style-type: none"> 1. It is recommended that the school will continue to keep the post to relief teachers' workload in order to concentrate on the curriculum development. 2. Two GM Liberal Studies teachers are proactive, enthusiastic and helpful in both teaching and administrative tasks assigned by the school. We look forward to arrange regular posts for them once the school has relevant vacancies 	TBC

Strategies / Tasks 策略 / 工作	Evaluation 評估	Problems encountered / Reasons for being unsuccessful 問題 / 失敗原因	Follow-up actions / Suggestions 跟進行動 / 建議	Actual Expenditure 實際支出
<ul style="list-style-type: none"> - To employ 1 Mathematics (MAT) teacher to provide support to teachers - To implement the curriculum plans, e.g. to organize learning activities, revise learning materials and evaluate the learning process and outcomes 	<ol style="list-style-type: none"> 1. One GM teacher shared the workload among other MAT teachers so that they can cater the students better in teaching. In addition, MAT teachers were relieved to have more time on the planning and development of the curriculum. 2. The teachers taught many MAT classes to relief some teachers to teach MAT subject and to develop the MAT curriculum. 	Nil	Nil	TBC
<ul style="list-style-type: none"> - To employ 1 part-time Chinese Language teacher to provide support to teachers - To implement the curriculum plans, e.g. to organize learning activities, revise learning materials and evaluate the learning process and outcomes - To reduce teacher-class ratio so as to arouse students' interest in science learning 	<ol style="list-style-type: none"> 1. One CLA teacher shared the workload among other CLA teachers so that they can cater the students better in teaching. 2. In addition, CLA teachers were relieved to have more time on the planning and development of CLA curriculum 3. Students' learning diversity could be catered by employing the part-time teacher. 	Nil	The school should deploy the teaching load to regular teachers in the coming year.	TBC

**Report on the Use of the Life-wide Learning Grant
2020-2021 School Year**

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
Category 1	To organise / participate in life-wide learning activities												
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	Chinese Dance Practice	Physical Education	Aug 2020 (Every Thurs), March - July 2021	F.1 - F.5	16	Satisfactory	\$16685	E1, E5			✓		
2	Jazz & Street Dance Practice	Physical Education	May - July 2021	F.1 - F.5	12	Satisfactory	\$17000	E1, E5			✓		
3	Cornhole Workshop	Physical Education	02/07/2021	F.1 - F.5	20	Satisfactory	\$4980	E1, E5			✓		
4	F.6 Effective Skills Building Workshop	Cross-Disciplinary (Others)	01/09/2020	F.6	99	Satisfactory	\$10836	E1, E5	✓				✓
5	F.4 Effective Skills Building Workshop	Cross-Disciplinary (Others)	02/09/2020	F.4	89	Satisfactory	\$9484	E1, E5	✓				✓

* Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
6	Pre-S1 Effective Skills Building Workshop	Cross-Disciplinary (Others)	25/8/2020	Pre - S1	124	Satisfactory	\$29200	E1, E5	✓					✓
7	<u>Drama Training workshop</u> - To strengthen students' acting skills and English-speaking proficiency - To prepare them for drama competitions	Arts (Others) & English Language	7/11/2020 14/11/2020 28/11/2020 5/12/2020 12/12/2020 19/12/2020 20/2/2021 27/2/2021 6/3/2021 13/3/2021	F.2 - F.4	12	Satisfactory	\$18000	E5			✓			
8	<u>Cooking class</u> To learn the cooking skills of making pumpkin soup and cream cakes.	General Studies	13/7/2021	F.1	16	Satisfactory	\$7000	E1, E5						✓
9	Prefect Training and workshop	Leadership Training	2/7/2021	F.2 - F.5	77	Students participated actively	\$15000	E6		✓				
10	Basic Law Ambassador Programme Training Fee	National Security	7/2021	F.4	5	Programme Completed	\$1000	E1		✓				

11	<u>F.6 Mock Interview workshop</u> The purpose of this workshop is to prepare students for universities admission interview.	Life Planning	20/11/2020	F.6	99	The attendance rate is about 95%. Positive feedback was received.	\$2000	E6						✓
No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				Level	Number of Participants				I	M	P	S	C	
12	<u>Pro-vocational workshops</u> The workshops aim to equip students with essential job - hunting skills, such as resume writing and job interview skills.	Life Planning	11/05/2021 18/05/2021 25/05/2021	F.4 - F.5	35	The attendance rate is 100%.	\$12200	E5, E6						✓
13	<u>Summer Internship Program</u> This program aims to assist students to explore their career paths and get a 5-day real world work experience.	Life Planning	12/07/2021 - 06/08/2021	F.4 - F.5	35	The attendance rate is 100% and the program is beneficial for the students.	\$42950	E2, E5, E6						✓
14	<u>Backstage Production Programme</u> Arrange face-to-face/online workshops for students to learn to stage production works with multimedia elements, such as video, stage and lighting effects.	Career-related	9/2020 - 7/2021	F.3 - F.4	20	Since most activities cancelled, only theory part covered.	\$38700	E1, E5			✓	✓	✓	

15	<u>English Musical Theatre Singing Programme</u> Arrange online lessons for students to learn singing and performing skills.	Arts (Music)	9/2020 - 7/2021	F.1 - F.4	15	Good attendance	\$61500	E1, E5			✓	✓	✓
16	<u>Chinese & Western Music Instrument Programme</u> Provide training for students to improve their performing skills.	Arts (Music)	9/2020 - 7/2021	F.1 - F.4	150	Competitions and performances were cancelled.	\$117887.5	E1, E5			✓	✓	✓
17	F4 Service Learning Programme	Value Education	9/2020 - 6/2020	F.4	89	Satisfactory	\$20350	E1, E5	✓		✓	✓	
No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
18	Gifted Ed S1-S4 Science Workshop Fee	Gifted Education	22/3/2021 - 26/3/2021	F1 - 4	60	Over 95% students attended the workshops	\$5460	E1	✓				
19	International Genetically Engineered Machine (iGEM) Competition entry fee	Gifted Education	1/4/2021 - 4/11/2021	F4 - 5	3	Bronze Award	\$15400	E3	✓				
20	Course fees for student admitted to CUHK Quality Education Summer	Gifted Education	1/7/2021 - 31/8/2021	F1 - 4	8	All the students completed the course from CUHK	\$26560	E6	✓				

					Expenses on Item 1.1	\$472192.5		
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1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons									
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1										
2										
3										
4										

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses^	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)								
				Level	Number of Participants				I	M	P	S	C				
5																	

					Expenses on Item 1.2			
					Expenses for Category 1			

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning			
1	Jazz & Street Dance Teaching Video production	Physical Education	Jazz & Street Dance Teaching video (Zoom) for all the students	\$1133
2	Mobile phone stand	Cross-Disciplinary (STEM)	STEM Activity accessory	\$100
3	Scissors, cutter, screw set	Cross-Disciplinary (STEM)	STEM Activity tools	\$112
4	AI Learning kit	Cross-Disciplinary (STEM)	Teaching materials for AI learning & VR experience	\$36580
5	Accessory kits for activities	Cross-Disciplinary (STEM)	Programming tools for learning	\$20960
No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
6	Chinese and Western Musical Instrument	Arts (Music)	Chinese and Western Music Instrument Programme	\$147232.3
7	Dragon Boat Rental	Physical Education	Dragon Boat Team Training	\$1600
8	Double-door steel cabinet	Physical Education	To store life-jackets, paddles and Dragon Boat Team resources	\$2098
9	Skipping Ropes	Physical Education	PE lessons & Rope Skipping Team Training	\$3350
10	Portable Amplifier	Physical Education	Dance Practice & Performance	\$3980
11	Volleyballs	Physical Education	PE lessons & Volleyball team training	\$5600
12	Basketballs & Handballs	Physical Education	PE lessons & School teams training	\$6879.2
13	Aluminium Handball goals	Physical Education	Handball Team Training	\$11500

14	Handball Goal Nets	Physical Education	Handball Team Training	\$700
			Expenses for Category 2	\$241824.5
			Expenses for Categories 1 & 2	\$714017

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

Category 3: Number of Student Beneficiaries

Total number of students in the school:	658
Number of student beneficiaries:	658
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post): Tsang Yue Man (Vice Principal)

**Report on the Use of the
Fractional Post Cash Grant (FPCG), 2020/21**

Strategies / Tasks 策略 / 工作	Evaluation 評估	Problems encountered/ Reasons for being unsuccessful 問題 / 失敗原因	Follow-up actions / Suggestions 跟進行動 / 建議	Actual Expenditure 實際支出
To employ a native English teacher (NET) to teach Literature in English (ELI) in Forms 4 to 6 Students can have more exposure to English used by a native English speaker - Students can broaden their experience of western culture the NET shares with them	<ol style="list-style-type: none"> 1. Teachers are of the opinion that the NET teacher performed well in helping students to build a strong foundation in Literature in English. The proficiency in English helps students to learn better in other subjects. 2. Students can broaden their experience of western culture the NET shares with them. 	Nil	It is recommended that the school will continue to solicit help from the NET next year and invite her to help for longer hours if more funding is available.	TBC