

Madam Lau Kam Lung Secondary School Of Miu Fat Buddhist Monastery



School Report
2021-2022

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

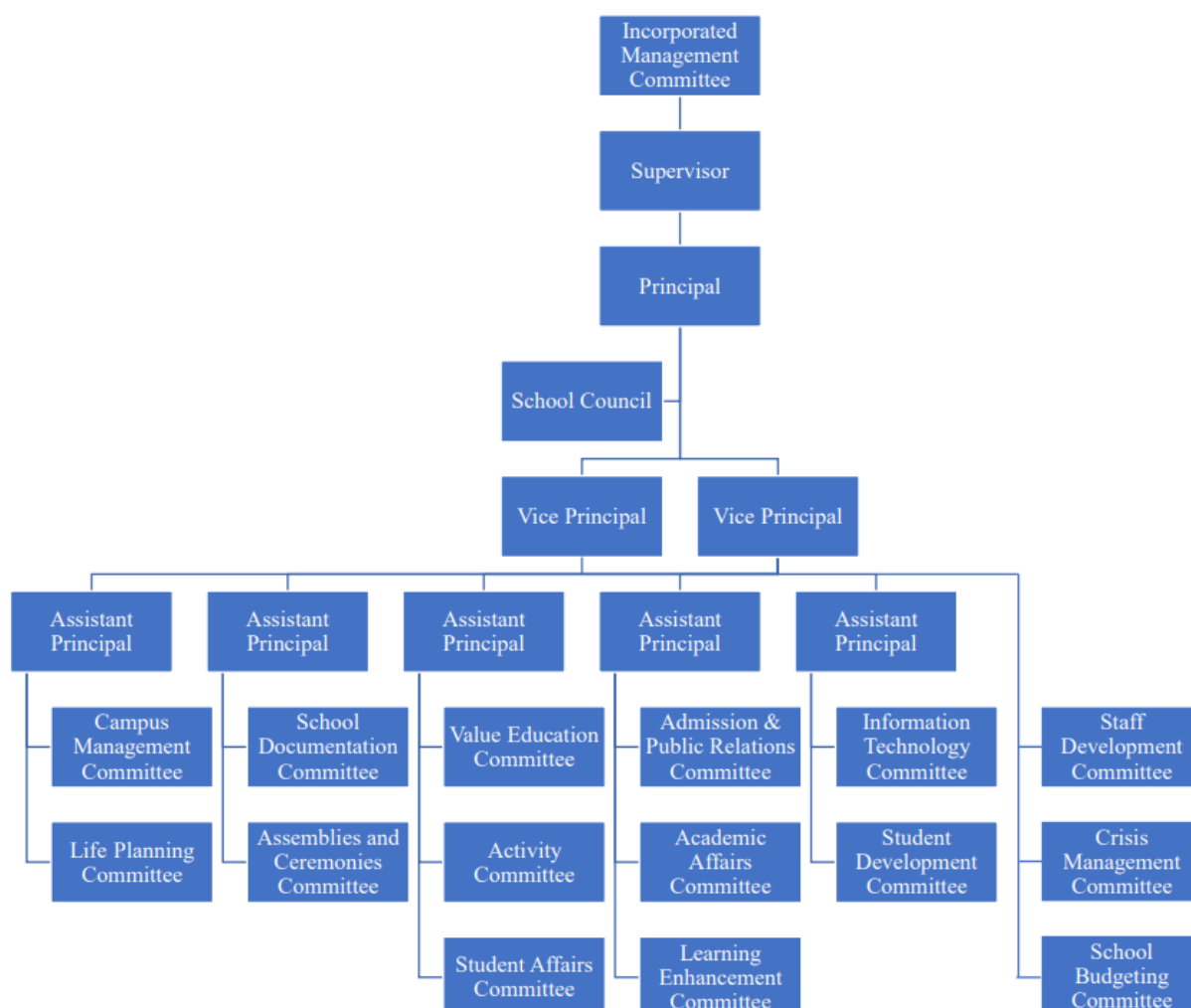
3.1 Basic Information

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 Mei-chu
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, 2021-2022

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. Yeung Yves	Independent Manager
Ms. Wong Mei Chu	Principal, Ex-officio Manager
Ms. Wong Man Ting	Teacher Manager
Ms. Ip Sin Man	Parent Manager
Dr. Lau Sin Nga	Alumni Manager

3.3 Administrative Structure, 2021-2022



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-nine years, our students pursued excellence and got splendid 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.

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 pandemic, Therefore, some tasks stated in the development plan could not be completed. The development plan has 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 in morning assemblies, programmes and activities held by various committees.

3.6 Another Special School Year

2021-2022 was another special school year. The widespread of COVID-19 pandemic since January 2021 has greatly affected Hong Kong, but our school still maintains the quality education in many aspects, including teaching and learning, student development, school activities and crisis management.

Due to COVID-19 pandemic, the Life-wide Learning Day was conducted on a half-day basis. This year, some non-Chinese speaking students and cross-bordary students living in Shenzhen could only attend online lessons. Due to the 5th wave of COVID-19 pandemic, there was a Special Vacation in March and April and there was a face-to-face class resumption and students continued their online lessons after returning home in the afternoon starting from 3 May, 2022. The school year ended on 12 August, 2022. Most scheduled extra-curricular activities, including school anniversary gala, local interflows and excursions outside Hong Kong were cancelled. The Second Uniform Test and the Yearly Examination were postponed to 23rd to 27th May, 2022 and 11th to 27th July, 2022 respectively.

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 for students. Students participated in online lessons actively and the attendance rate was encouraging.

3.7 2022-2023 F.1 Applicants

Several activities were held in 2021-2022 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 F.1 Information Series cum Subject Workshops and the talks held in more than 30 primary schools with the principal as the guest speaker.

With the challenges of the immigration, the issue of the cross-boardary students and the declining student enrollments in Hong Kong, four classes can still be maintained this year.

3.8 Active Participation in Harbour Paddle Race and 6 People Dragon Boat Challenge (Open Tournament)

In recent years, our students are actively participating in water sports such as Dragon Boat Challenge and Harbour Paddle Race (Open Section). This new exposure can show the tenacity and determination of the students as they need to practice under the scorching heat. The awards and recognition gained in these competitions have become the drive for them to have some new attempts and stretch their potential.

3.9 Curriculum Structure, 2021-2022

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

*: 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. Students only take Japanese this year.

3.10 Class Organization, 2021-2022

Level	S1	S2	S3	S4	S5	*S6	Total
No. of Classes	4	4	4	4	4	5	25

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

4. Achievements and Reflection on Major Concerns

(1) A strong language foundation of LKL students

Students were awarded three champions, four first runners-up and five second runners-up in different classes (Solo verse speaking-non-open, prose reading-non-open and public speaking – solo) in Speech Festival. The percentage of Level 4 or above in English Language and Chinese Language are above the percentage of All candidates and Day school candidates in HKDSE 2022. The percentage of getting Level 4 or above in BOTH languages is above the percentage of All candidates and Day school candidates. 80% of the students who took Japanese Language in DSE got Grade A and the credit rate is 100%.

The strong language foundation allows students to develop a wide range of skills that are highly sought after in the workplace such as team working, problem solving, presentation and organizational skills.

(2) Outstanding achievement in aesthetic development

Our students also shine on stage as they have got some impressive awards from Hong Kong Drama Festival and International Drama Competition.

The English drama team who is led by our alumnus Larbi Prudence Jessi had outstanding achievement at the Hong Kong School Drama Festival 2021/22. They presented their original play – *The Becoming of the Mighty Six* and all 12 members of the team ranging from F.1 to F.5 students have obtained “Award for Outstanding Performer”.

The English drama team has also been awarded the following:

Award for Outstanding Script

Award for Outstanding Director (our tutor and old girl Larbi Prudence Jessie)

Award for Outstanding Audio-visual Effects

Award for Outstanding Cooperation

Award for Commendable Overall Performance

The English drama team was also awarded a specially added prize – Bronze Award Plus at the International Drama Competition 2022 in recognition of the members’ remarkable acting of their original play.

Dramatic Arts education is an important means of stimulating creativity in problem solving. It can

challenge students' perceptions about their world and about themselves. Dramatic exploration can provide students with an outlet for emotions, thoughts and dreams that they might not otherwise have means to express.

(3) **LKL Girls' Qualities: Perseverance**

a. The attainment of Level 4 or above in HKDSE 2022

The performance of our girls attained Level 4 or above is above the Hong Kong average in quite a number of subjects most decidedly including English, Chinese, Liberal Studies.

b. A 40% further upsurge in the number of students achieving 20 points or above in the Best 5 subjects in HKDSE 2022

Congratulations to 6E Cheung Yi Wing who has an advance offer from The University of Hong Kong which is the same as 6E Chan Constance Yuk Kau who has two advance offers from The Chinese University of Hong Kong and Hong Kong University of Science and Technology before the HKDSE Result Release Day. There is a huge increasing in admission in top universities.

c. Hong Kong Harbour Paddle Race 2022

Our students got excellent results in the Hong Kong Harbour Paddle Race 2022. Inter-school Girls Team A First runner-up	2C SIU KA YI JOYCE
Inter-school Girls Team A (Age 16-18) Second runner-up	

d. Territory-wide competitions and scholarship

Our students demonstrate the quality of perseverance and tenacity and get an outstanding achievement in the following areas. The students' contribution to the society is recognized and the scholarship can help the elite students to achieve their academic goals and career dreams.

(4) **All round development of student is the key focus of education at LKL**

- Our girls excel in a wide spectrum of disciplines ranging humanities (for example, percentage of Level 5 or above is above Hong Kong average Chinese Literature), language (for example, percentage rate of Level 5 or above attains Hong Kong Average in English Language) to artistic arenas (for example, percentage of Level 5 or above is above Hong Kong Average in Visual Arts) and foreign language (for example, 100% credit rate in Japanese DSE).
- In science aspects, four of our students have got second-runner up in the final presentation contest of Hong Kong Biology Literacy Award. Students received their topics at the beginning of the contest and they only had thirty minutes to prepare their presentation followed by one and a half minutes Question & Answer session. Students showed their great organization, communication and problem-solving skills.

5D Lee Yuen Kuk, Agatha

5D Li Shan Sheng, Tina

5D Mo Yat Laam, Angie

5D Yung Ching Chi, Jay

Major Concern 1
Annual Report, 2021/22

Target 1: To strengthen the learning habits of students

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
Classroom Routine - Remind students of the classroom routines at the start of the new school year - Explain and post the classroom routine by FMs - Uphold the routines throughout the whole school	- Most classroom routines were strengthened and established.	Nil	Nil
Homework Submission Scheme - Encourage students to submit their homework on time - Implement punishment to students for their late submission of homework	- Homework Submission scheme was commenced in order to provide support to teachers. - A trial period was given to F.1 students only in September. - On average, the daily late submission was 53 which was more than that than last year because of the accumulation of late homework submission during the class suspension. The average late submission was reduced to 29 after the exclusion of those late submission during the class suspension.	- Some students failed to submit homework during the class suspension period.	- Students need to submit homework according to the working schedule.
Improve the students' learning ability and learning skills - Invite students or teachers to share good learning skills during morning assemblies	- Some teachers and students shared some good learning skills during morning assemblies. - Some improvements were shown in the results in some subjects in the Uniform Test and examinations.	Nil	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"> - Students' Appreciation Cards were prepared for teachers to encourage students to perform well in quizzes, tests, uniform tests and examinations. - 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"> - More appreciation cards were used this year than last year. - About 3000 appreciation cards were redeemed this year. - Student outstanding achievements were made known through school circulars, school pamphlets and the school homepage. - Furthermore, Principal's List and Academic Head's List and Students with Great Improvement were introduced to recognize students' academic achievements in examinations. 	<p>Nil</p>	<p>Nil</p>
<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, the most perseverant student, the most mannerly student and the most helpful student - Display students' achievements via posters, online display and publication of good work 	<ul style="list-style-type: none"> - Furthermore, Principal's List and Academic Head's List and Students with Great Improvement were introduced to recognize students' academic achievements in Examinations. 	<p>Nil</p>	<p>Nil</p>
<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 and students could make use of the time to have a better preparation for the public examination. - The summer U.T. was not held this year because of the swapping of holidays in March and April. 	<p>Nil</p>	<p>Nil</p>

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<ul style="list-style-type: none"> - 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"> - Academic Weeks could only be held online this year due to the class suspension period. 	<p>Nil</p>	<p>Nil</p>
<ul style="list-style-type: none"> - Language Across Curriculum - Cooperate with HKEdU to prepare materials for F.1 I.S. lessons - Cooperate with HKEdU to prepare materials for F.2 History lessons - Prepare materials to be used in English lessons which require students to make use of the history-related language they have learnt. 	<ul style="list-style-type: none"> - Meetings were held with representatives from HKEdU to talk about expectations, timeline and project details. - HKEdU provided teaching ideas for F.1 I.S. and F.2 history modules. - Lesson observation from HKEdU was conducted through video-recording due to the pandemic. Pre-lesson and post-lesson teacher and student surveys were conducted. 	<ul style="list-style-type: none"> - Due to the different understanding and expectation, representatives from HKEdU could not provide materials we had expected. 	<ul style="list-style-type: none"> - will explore other opportunities to gain support from external organizations. - will try finetuning materials - obtain materials from HKEdU so that they could be used in class.
<ul style="list-style-type: none"> - Teach students pronunciation and the relation between pronunciation and spelling by using vocabulary examples in F.1 I.S. and Geography lessons. 	<ul style="list-style-type: none"> - Phonics were taught in oral lesson. 	<ul style="list-style-type: none"> - Not enough time for practice due to the reduced face-to-face lesson time 	<ul style="list-style-type: none"> - will try to introduce this again in F.1 and reinforce students' learning in F.2.

3. To enhance effective and innovative teaching methodologies

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<p>Enhance e-learning</p> <ul style="list-style-type: none"> - At least one e-learning trial experience for each subject was shared among teachers - Carry out online lessons e.g., Zoom during the 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 the platform e.g., Google Classroom was used to upload teaching materials for students online learning and to collect assignments from the students for marking. - Some subjects had one e-learning trial practice during the lesson. 	<p>Nil</p>	<p>Nil</p>
<p>Subject Collaborations</p> <ul style="list-style-type: none"> - Promote collaboration of different subjects and develop students' multiple perspectives - Each subject has to arrange at least 1 teaching collaboration with other subjects. 	<ul style="list-style-type: none"> - L&S and CLA have subject collaborations on Basic Law slogan competition. - Most of the subject collaborations were suspended. - Some subject panels already prepared the collaboration materials. However, there were limited real-time lessons. 	<ul style="list-style-type: none"> - School suspension for the second semester due to the epidemic of Covid-19 	<ul style="list-style-type: none"> - To continue peer lesson observation and collaboration for trying out devised codeveloped lesson plans and effective classroom practices including five-minute surprise and ten-minute peer collaboration
<p>Lesson Observations</p> <ul style="list-style-type: none"> - Promote professional sharing among teachers - 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. - Peer lesson observations were successfully completed. 	<ul style="list-style-type: none"> - There is a school suspension in the second semester due to the epidemic of Covid-19 pandemic. 	<p>/</p>

Target 4: To cater for learner diversity

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<p>Remedial programmes</p> <ul style="list-style-type: none"> - 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. - For those students whose performance was below standard in Uniform Test or Exam had to attend the Zoom Lesson after school. 	<p>Nil</p>	<p>There are perseverance classes for students of weak performance in examination.</p>
<p>Summer Learning Programmes</p> <ul style="list-style-type: none"> - 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 would be held in August. 	<p>Nil</p>	<p>Nil</p>
<p>Appropriate setting of difficulty in U.T. and examination papers</p> <ul style="list-style-type: none"> - 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 level of difficulty of UT and examination papers during the paper review of UT and examination papers. 	<p>Nil</p>	<p>Nil</p>
<p>Gifted Education</p> <ul style="list-style-type: none"> - 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 teacher, 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 students' hidden talent easily. 	<ul style="list-style-type: none"> - Online questionnaire could be used. - More information could be shared with teachers e.g, email so they could know more about the criteria for student nomination.
<ul style="list-style-type: none"> - 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, Master of ceremonies, drafting posters, and the preparation 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 unstable COVID-19 epidemic, many of the activities planned by the committee students could not be held. 	<ul style="list-style-type: none"> - More leadership training can be provided for Gifted Education committee to enhance their capabilities and the sense of belonging of the committee. - More committee-led program 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"> - 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 program held by HKAGE, 1 student was successfully accepted as the member of HKAGE during the term. - Many of the students did not complete the online learning program. 	<ul style="list-style-type: none"> - Students were required to attend and pass certain number of the online courses before they can be successfully nominated to be formal members. It thus discouraged students' participations and increased the teachers' workload. 	<ul style="list-style-type: none"> - Invite teacher members to help reminding and giving guidance to students
<ul style="list-style-type: none"> - Enhance students' participation of elite training programme by promoting an award system 	<ul style="list-style-type: none"> - An award system was set up to encourage students to take the initiative to join the gifted education related activities. - The award scheme could not continue this year because the number of activities held by school or external organizers was insufficient. 	<ul style="list-style-type: none"> - The scheme cannot run this term due to the unstable COVID-19 situation, many activities held by our school 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"> - Develop elite students' potential by providing gifted education - Structured after-school elite programmes 	<ul style="list-style-type: none"> - Two internal science workshops were held. - Neuroscience of drugs - Forensic Science-Fingerprint Identification Workshop - Joint-school Biotechnology Workshop - Students were satisfied and agree that these workshops helped them to explore more. 	<ul style="list-style-type: none"> - Students had online lesson in the afternoon session and thus it was hard to arrange after school activities. 	<ul style="list-style-type: none"> - Try to organize online workshops - Some of the planned activities could continue next year.

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 school library and book corners) and other library collections for the promotion of reading 	<ul style="list-style-type: none"> - More than 500 printed Chinese and English books were purchased. 	<p>Nil</p>	<p>Nil</p>
<ul style="list-style-type: none"> - Subscription to a web-based reading scheme: English Builder 	<ul style="list-style-type: none"> - About 83% of the F.1 – F.5 students got level 2 or above in online exercises. 	<p>Nil</p>	<p>Nil</p>
<p>Reading Activities</p> <ul style="list-style-type: none"> - Conduct Friday morning reading sessions and printing relevant reading materials - Conduct book sharing during morning assemblies - Hire writers or professional storytellers, etc., to conduct talks or workshops for students - Pay the application fees for activities and competitions related to the promotion of reading - Subsidize students for their participation in and application for reading-related activities or courses - Organize theme-based reading activities and visits to libraries or bookstores 	<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. - Three book sharing sessions were held during the morning assemblies. - An author's talk was held on 11 February 2022 for F.1 to F.5 students on Zoom platform and the author invited was Ip Hiu-man. - A reading-related activity was held on Open Day cum F.1 Info Day on 20 November 2021. Participants had fun making 3D bookmarks. - A character design competition was held by the Library Club in the first term. The entries were impressive with beautiful drawings and creative descriptions of characters. For example, the champion changed the protagonist 'Princess Jasmine' in the story <i>Aladdin</i> from a pleasant and nice character who cared about her kingdom, family and friends to an evil character who only cares about herself. 	<ul style="list-style-type: none"> - Students had limited time to read the reading materials due to the many announcements made during the reading periods on Fridays. - An English book fair was scheduled to be held during the English week in late February was canceled because of the suspension of face-to-face lessons and the special vacation. 	<ul style="list-style-type: none"> - There should be no announcements made during the morning reading periods on Fridays. - Instead of holding a book fair in school, other promotion of reading activities such as arranging different classes of students to visit the school library and a theme-based book promotion can be held.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
Reading Award Scheme - The Super Reader Award Scheme	- 4 students won the Super Reader Awards (i.e. two Gold Award, one Silver Award and one Bronze Award)	- Not many students borrowed books from the school library due to the half-day schooling and the sudden special vacation.	- To encourage students to borrow more books from the school library, the F.1-F.2 Chinese and English teachers will arrange one of their lessons to bring the students to visit the school library.
- 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.	- DVDs or VCDs of some popular movies were bought.	Nil	Nil
- Some unserviceable or old books will have to be written off because of the outdated information as well as limited space on the bookshelves.	- Unserviceable or old books were written off. The extra copy/copies of some titles were to be written off and put in the book corners in classrooms.	Nil	Nil

Major Concern 2
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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> <ul style="list-style-type: none"> - Sept & Oct Diligent - Nov & Dec Perseverant - May & June Mannerly - <u>2020/21</u> <ul style="list-style-type: none"> - Sept Mannerly - Oct – Dec Helpful - Feb & March Self-disciplined - April & May Responsible <u>2021/22</u> <ul style="list-style-type: none"> - Sept & Oct Considerate - Nov & Dec Confident - ‘Meeting on Monday’ morning assembly sharing (10 times) - Display board featuring one quality of LKL girls 	<p>Morning assembly sharing and display board were carried out in 2019-2020.</p>	<ul style="list-style-type: none"> - There is a challenge to have the Eight Qualities promoted together. They can be promoted through all departments and committees. 	<ul style="list-style-type: none"> - 4-5 qualities are promoted in the major concern.
<p>Award</p> <ul style="list-style-type: none"> - The Most Mannerly Student (1st term) - The Most Helpful Student (1st term) - The Most Self-disciplined Student (2nd term) - The Most Responsible Student (2nd term) 	<p>Book coupons were given to students that nominated by class teachers in the 2019-2020 academic year.</p>	<ul style="list-style-type: none"> - Due to the classes suspension, lots of students went back to the mainland and some selected students are CBS. - They are unable to receive the book coupons. - The award overlaps with other award systems e.g., Academic Head list, Conduct Award, One Student One Service etc. 	<ul style="list-style-type: none"> - Committees, subject departments and clubs will continue promoting the Eight Qualities in different areas that cover Eight Qualities as a whole via value education and the service learning in Applied Buddhism.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
1B. Students' attendance, punctuality and discipline			
- To embody students' responsibilities through submission of school documents	- Around 70% of students asked their parents to sign the e-circular on time.	- Some parents are not used to checking e-circulars.	- Continue to promote e-circular on the Orientation Day for F.1 parents. - Combine circulars into a monthly one
- Black Mark Offset Scheme	- Only around 10 students who got black mark applied the scheme.	- Class suspension may limit the time for school services.	- Continue this practice next year.
1C. Positive Values			
- Two inter-class board design competitions will be held.	- Only one competition was held in October. All classes finished the class logo design and simple board decoration. Prizes were presented to winners. - The competition in the second term was cancelled.	- The frequency will be increased when full time face-to-face lessons resume.	- Continue this practice next year.
- Sharing in morning assemblies	- One sharing session was done by school prefects to deliver positive values regarding LKL qualities.	- The frequency will be increased when full time face-to-face lessons resume.	- Continue this practice next year.
- Class-based Stamp Design Competition for LKL Qualities (F.1 – F.3)	- Each class submitted one stamp design. - Two designs of F.2 and two designs of F.3 were used to make customized stamps for prizes. - Each student was given a customized stamp in the "A Letter To Myself" activity which was held on 3 August.	- The process of getting approved from the post office was complicated.	- Continue this practice next year.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<p>Form-based Activity</p> <p>F.1:</p> <ul style="list-style-type: none"> - To-tie-a-tie competition - English School Regulation Typing Competition - Homework submission Competition <p>F.2:</p> <ul style="list-style-type: none"> - English School Regulation Typing Competition - Homework submission Competition <p>F.3:</p> <ul style="list-style-type: none"> - Phone Stickers Design Competition - Homework submission Competition <p>F.4:</p> <ul style="list-style-type: none"> - Class T-shirt Design Competition - Life education talk <p>F.5:</p> <ul style="list-style-type: none"> - Class T-shirt Design Competition - Life education talk <p>F.6:</p> <ul style="list-style-type: none"> - DSE Goal Setting - Farewell Assembly 	<ul style="list-style-type: none"> - Only To-tie-a-tie competition was held in F.1. Most of the students learned how to tie-a-tie. - Only Basic Law Typing Competition was held for F.2 and F.3 classes. Students participated actively. - Each F.4 and F.5 class submitted one class T-shirt design. The winners were subsidized to make the T-shirts. - The DSE Goal Setting was held successfully. Students received encouragements and blessings from Principal, Vice-principal and F.6 teachers. - The Farewell Assembly was held successfully on Zoom Platform. Students expressed gratitude to teachers and teachers who gave blessings to F.6 students. - 	<ul style="list-style-type: none"> - Due to the bad weather, the To-tie-a-tie competition was shortened. - Due to class suspension and half-day timetable, some of the activities were cancelled. 	<ul style="list-style-type: none"> - Continue this practice next year

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
1D. Self-confidence and sense of belonging			
- The teachers involved offer opportunities and training for students to serve the school by being the mistresses of ceremony of assemblies, ceremonies and functions.	- The head prefects made speech in Opening Ceremony and Closing Ceremony.	- Nil.	- Continue this practice next year.

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			
- Pastoral care for F.1 and F.2 students	- School prefects helped junior students before roll call / period and recess.	- The closer relationship between prefects and junior form students can be built when full day face-to-face lessons resume.	- Continue this face-to-face practice next year.
- F.1 Life Camp	- A half-day camp was held at school on 25 September. Pre-camp briefing and post-camp debriefing were conducted. - F.1 students enjoyed the activities. - F.1 students appreciated the care from school prefects.	Nil	- Continue this practice next year.
- Buddy Scheme	- Most of the teachers failed to meet their buddies three times per term, especially for Cross boundary students.	- This program was hindered due to class suspension and half-day timetable. Teachers usually meet buddies during lunchtime as it is difficult to find buddies during recess. In addition, mass activities such as lunch party could not be held.	- Continue this practice next year.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
- Blessing for F.6 students & HKDSE Count-down	- All F.6 classes designed and displayed a banner in their classrooms with teachers' and classmates' blessings.	Nil	- Continue this practice next year.
- Caring Patrol	- Some teachers assisted prefects to deal with school rules offenders and recorded the cases in the caring patrol form. - Lunch time patrol was cancelled due to half-day timetable.	Nil	- Continue this practice next year.
- Build good relationship between F/Ms and students	- Less than half number of classes held class-based activities for team building.	- Some classes failed to hold activity due to the class suspension and half-day timetable.	- Continue this practice next year.
- Teacher-student Activity	- This program was changed to talk/workshop/drama: - F.1 students attended a workshop on life education on 3 Aug. - F.2 students attended a talk on Internet crime on 3 Aug. - F.3 students took part in an art therapy workshop on 3 Aug. - F.4 students attended a talk on life education on 3 Aug. - F.5 students attended a drama on 3 Aug. - Students were attentive.	Nil	- Continue this practice next year.
- Three Parents' Days were held: ● Introduction of different departments and sharing between F/Ms and parents ● Distribution of report cards - Distribution of report cards	- Due to COVID-19 pandemic, the face-to-face meetings were changed to Zoom meetings. - 'Meeting with Principal' was added this year. Around one-fourth of parents attended on Zoom platform, the communication between the school and parents was enhanced.	Nil	- Continue this practice next year.
- Orientation for Newly Admitted F.1 Students and their Parents	- Due to COVID-19 pandemic, it was held online on Zoom platform.	- Students' sharing and art workshops have been cancelled due to the class suspension.	- Continue this practice next year.

<p>- Sunshine Call</p>	<ul style="list-style-type: none">- All class teachers called parents at least once in September or early October and submitted records to Student Development Committee through Google Forms.- Class teachers understood the students and their family background at an early stage.- Some cases were referred to Counselling team or social workers.	<p>Nil</p>	<p>- Continue this practice next year.</p>
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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 Power – Student Gatekeeper Training Programme 學生守護大使計劃 - 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 Power – Student Gatekeeper Training Programme was conducted in Zoom or face-to-face mode. - More than 70% of participants found the programme useful and meaningful. They learnt how to identify symptoms of peers with suicidal risks, listened to and supported them and sought 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 this activity next year.
<ul style="list-style-type: none"> - Recruitment of prefects 	<ul style="list-style-type: none"> - 59 school prefects were recruited. - The recruited Prefects were responsible and helpful. 	<ul style="list-style-type: none"> - Some recruited prefects switched to CBS and could not perform their duties due to class suspension. - Prefects could not be on duty during lunch time due to pandemic. 	<ul style="list-style-type: none"> - Continue this practice next year.
<ul style="list-style-type: none"> - Prefect training 	<ul style="list-style-type: none"> - Only one prefect training was held in early September. 	<ul style="list-style-type: none"> - The training program was hindered by class suspension and half-day timetable. 	<ul style="list-style-type: none"> - Continue this practice next year.

<ul style="list-style-type: none"> - Training of prefects (day camp) 	<ul style="list-style-type: none"> - Prefect training was held during the post exam period (8/8-10/8). - Over 95% of prefects enrolled. 	<p>Nil</p>	<ul style="list-style-type: none"> - Continue this practice next year
<ul style="list-style-type: none"> - Training of prefects for F.1 Life Camp 	<ul style="list-style-type: none"> - Prefect training were held during weekly assembly. - Prefects were well-trained for performing duty for F.1 Life Camp. 	<ul style="list-style-type: none"> - There is feedback from class teachers saying that the prefects were very helpful during the F.1 Life Camp. 	<ul style="list-style-type: none"> - Continue this 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"> - Cooperate with the PTA to organize parental talk for parents in the PTA annual meeting such that parents could exercise their love and care to the students more effectively - Cooperate with the PTA to organize “Meeting with Principal” in the Parents’ Day 	<ul style="list-style-type: none"> - The PTA annual meeting and parental talk of “How to become trendy parents” was successfully conducted on 2 October 2021 with positive comments and encouraging remarks received from the chatroom. All teachers and executive committees of parents attended the talk and about 200 parents attended the talk via Zoom Platform. - Meeting with Principal was conducted on 13 Feb and 13 Aug via Zoom Platform. There were 90 parents on average joining the meeting in these two sessions. 	Nil	Nil
<ul style="list-style-type: none"> - Family education talk - Themes of different forms: - F1: 成長足跡 - F2: 溝通解碼 - F3: P 牌爸媽將來式 	<ul style="list-style-type: none"> - All talks were conducted on Zoom platform. - 70% of students understood the impact of their behaviors on their family and communication patterns of a family and develop positive attitudes towards family relationships. 	<ul style="list-style-type: none"> - The activities were conducted in the format of talk and time for students’ sharing is limited. 	<ul style="list-style-type: none"> - If the talk can be conducted face-to-face next year, teachers can observe students’ responses and approach them if necessary.
2D. Non-academic achievements			
<ul style="list-style-type: none"> - Inform the students and parents by school notice. 	<ul style="list-style-type: none"> - School notice was issued to students and parents. 	Nil	<ul style="list-style-type: none"> - Continue this practice next year.
<ul style="list-style-type: none"> - Collect award nominations from teachers. 	<ul style="list-style-type: none"> - Award nominations were collected from teachers. - Teachers confirmed their submission by Google form. - Reminders were given to teachers for award nominations regarding ECA activities through CCA System. 	Nil	<ul style="list-style-type: none"> - Continue this practice next year.
<ul style="list-style-type: none"> - Input awards to WEBSAMS 	<ul style="list-style-type: none"> - Award nominations were input into WEBSAMS. 	Nil	Nil
<ul style="list-style-type: none"> - Check consistency 	<ul style="list-style-type: none"> - The nomination of conduct awards was held after the conduct grades of students were generated by Excel. 	Nil	Nil

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
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)	<ul style="list-style-type: none"> - Bronze group received 3 gold and 9 bronze awards. - Students received 9 gold, 8 silver and 10 bronze awards in One student One service. - Some students were nominated. 	<ul style="list-style-type: none"> • pandemic /lots of outing / volunteer service have been canceled/ postponed 	<ul style="list-style-type: none"> - encourage more potential students to join
2E. Positive and supportive messages			
<ul style="list-style-type: none"> - Extra mental health workshops for 6E students were organized. - More support was provided for 6E students who are found to be under a lot of study stress. 	<ul style="list-style-type: none"> - Over 70% of 6E students were more aware of their stress levels, learnt ways to cope with DSE stress and faced DSE more positively. 	<ul style="list-style-type: none"> - The workshop was conducted on Zoom platform, which made it difficult to observe students' responses face-to-face and know about their emotional needs. 	<ul style="list-style-type: none"> - Not many 6D students next year will have lots of academic stress and individual counselling will be provided for students who are in need instead of class counselling.

<p>Mental health workshops</p> <p>Themes of different forms</p> <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 survey about their stress levels. - Counselling teachers will receive results of the survey and approach students with high stress levels. 	<ul style="list-style-type: none"> - All workshops were conducted on Zoom platform or face-to-face mode. - More than 60% of students found the workshops useful and they 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.6 students showed high stress levels during the workshops. 	<ul style="list-style-type: none"> - Some workshops conducted on Zoom platform lacked interactions between the speakers and students although the speakers tried to interact with students in various ways, e.g. polling, chat room, etc. - The lack of school time made it difficult to follow up on students who scored high marks in the self-assessment survey promptly. 	<ul style="list-style-type: none"> - More individual counselling and support can be provided for F.6 students who have academic stress. - Inform Counselling Teachers of the students who scored high marks in the self-assessment promptly and encourage them to follow students' cases via phone or Zoom platform.
<p>Relaxation with U</p> <p>Coping with DSE Stress Emotional Support Group</p> <p>同你鬆一 Zone:</p> <p>應對 DSE 壓力情緒小組</p> <ul style="list-style-type: none"> - More support will be provided for Form 6 students who are found to be under a lot of study stress. - Group counselling sessions led by social workers with aims of raising self-awareness of students' stress levels, changing their cognitive distortions and empowering them through cognitive behavioral therapy. 	<ul style="list-style-type: none"> - 70% of participants were more aware of their stress levels, identify and changed their cognitive distortions and developed positive attitudes towards DSE. 	<ul style="list-style-type: none"> - Some students were hesitant to share in the group counselling. 	<ul style="list-style-type: none"> - Individual counselling will be provided for students in need instead of group counselling.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<p>The Pursuit of Happiness Emotional Support Group</p> <p>快樂特攻隊</p> <ul style="list-style-type: none"> - Group counselling sessions were conducted 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. 	<ul style="list-style-type: none"> - Ten group counselling sessions were conducted on Zoom platform. - The social worker tried hard to increase interactions with students in Zoom sessions. - 57% of participants strongly agreed and 43% of participants agreed that this support group was a platform for them to share thoughts and feelings and new perspectives of viewing their experiences were developed through the group sharing. 	<ul style="list-style-type: none"> - Some sessions were conducted during the special vacation, which made it difficult to inform students of the arrangements. 	<ul style="list-style-type: none"> - Continue this Support Group next year.
<ul style="list-style-type: none"> - Finding My True Self Soulcation Soul Collage Emotional Support Group - 尋找“ME”深度遊 - 心靈拼貼情緒支援小組 - Group counselling sessions led by social workers with aims of exploring inner strengths, developing self-care and increasing resilience through soul collage. 	<ul style="list-style-type: none"> - The group was changed to a Pastel Nagomi Art Support Group since it required less materials and tools than collage and it was easier to be conducted on Zoom Platform. - 70% of participants were more aware of their emotions and mental conditions, showed improvement in emotional management and developed positive attitudes towards adversity and life. 	<ul style="list-style-type: none"> - All sessions were conducted on Zoom, which affected the interactions between group members to some extent. 	<ul style="list-style-type: none"> - Continue this group next year.

<p>Sex education workshops</p> <p>Themes of different forms:</p> <ul style="list-style-type: none"> - F1: 論盡性好奇 - F2: 性傾向 - F3: 講愛情 - F4: 性行為抉擇 - F5: 傳媒性意識 - F6: 向性暴力 Say No 	<ul style="list-style-type: none"> - All workshops were conducted in Zoom. - More than 60% of students thought they 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 interactions between the speakers and students through the speakers tried to interact with students in various ways, e.g., polling, chat room, etc. 	<ul style="list-style-type: none"> - Continue this workshop series next year.
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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"> - More than 70% of participants learnt more about love, sexual violence, media and sex. 	<ul style="list-style-type: none"> - The Sex Education Week was cancelled and participants did not have a chance to apply their learning to the design of stall games. 	<ul style="list-style-type: none"> - The Scheme is no longer offered by the organization.
<p>Sex Education Week</p> <ul style="list-style-type: none"> - 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. 	<p>Nil</p>	<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 for 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 every three weeks, to follow up and help with students' problems. - Regular meetings are conducted among counselling teachers, social workers, SDC TIC and Assistant Principals to share case progress and discuss plans of helping students. - Counselling teachers report the case progress to SDC form coordinators, F/Ms and teachers of 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 counselling cases 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., SDC form coordinators, F/Ms, etc., were 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 behaviors and feelings of students with suicidal risks. 	<ul style="list-style-type: none"> - School suspension and special vacation caused emotional problems to and caused difficulties to counselling teachers and social workers in the 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 the early stage of next school suspension or resumption to provide them with more support.
<p>Harmonious Campus Anti-Bullying Campaign</p> <ul style="list-style-type: none"> - Stall games about anti-bullying - Promotion of anti-bullying through distributing leaflets and gifts from the EDB 	<ul style="list-style-type: none"> - Around 100 participants learnt different roles involved in bullying and what they can do to stop bullying. 	<ul style="list-style-type: none"> - The games were conducted during recess and time was quite limited. 	<ul style="list-style-type: none"> - Continue this activity next year.

<p>Talk on internet use</p> <p>Themes of different forms:</p> <ul style="list-style-type: none"> - F1: 力處理與危機 - F2: 不再「迷」惘 (網絡文化/電竟熱潮) - F3: 法網無邊 - F4: 明辨網絡資訊真偽 - F5: 網絡同溫層 	<ul style="list-style-type: none"> - The talks were conducted in Zoom Platform or face-to-face mode. - More than 70% of students found the talks useful and informative and they learned ways to develop healthy netsurfing habits and identified sensational news and fake news. They became more aware of the impact of the Internet on their life and the society. 	<p>Nil</p>	<p>Nil</p>
<p>Training for guide dog volunteers</p>	<ul style="list-style-type: none"> - At least 65% of the students were satisfied with the programme. - The teacher observer agreed that the content was appropriate and useful after teachers's reflection. - Attendance rate reached 70%. - The social worker thought that students made progress in self-care ability, moral sentiment, and emotional management. - Students' satisfaction rate reached 65%. 	<p>Nil</p>	<p>- Continue this practice next year.</p>
<p>Board Game Group</p>	<ul style="list-style-type: none"> - Students' satisfaction rate reached 65%. - The teacher observer agreed that the content was appropriate and useful. - Attendance rate reached 70%. 	<p>Nil</p>	<p>- Continue this practice next year</p>

Target 3: To enrich students' experience and exposure

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
3A. External activities, competitions, workshops and visits			
F.4 Service Learning 4A – 4D, 4 classes periods 8 – 9 during assembly on Friday - 4 training sessions (7/10, 16/10, 16/4, 14/5) - 1 visit (21/5) - 1 evaluation and debriefing (28/5)	- Trainings were carried out smoothly - The visit was canceled due to the pandemic	- visit has been canceled due to the pandemic	- try to plan something to compensate that

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
3B. Participation in school activities and services			
- 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.	- 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.	- 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 classes and dance classes) could not perform as much during school functions.	- 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, Masters of ceremony 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 were given chances to contribute to the school, boost their confidence and broaden their horizons. - Students from Form 1 to 5 were recruited as MCs in different school functions (e.g. Speech Day, Prize Presentation, Info Day etc.) or assemblies. - Students from Form 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 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 a 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"> - The target was achieved. Over 80% students submitted parents' letter, reply slips and other school documents on time. - There was over 80% attendance rate in major school functions and activities 	<ul style="list-style-type: none"> - Some students still could not hand in reply slips to TIC on time. Some even lost their reply slips the very next day and asked the TIC to reissue for them. 	<ul style="list-style-type: none"> - TIC of each association / club / house /society should remind students to hand in the reply slip. - It is hard for TIC to collect all the reply slips on / before deadline. TA can help to collect reply slips for TIC.

3C. 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 Form 2 to 4 could be the committee members. F.4 students could also be the chairladies of clubs and houses. - The target was achieved. 	<ul style="list-style-type: none"> - F.3 & F.4 students were not mature and experienced enough. 	<ul style="list-style-type: none"> - F.2, F.3 and F.4 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. -
3D. 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"> - Students were taken to art exhibitions, drama, music, open days and seminars held by experts of various fields. Please refer to the CCA system for details. - External organizations specializing in various fields were invited to perform or have sharings during school hours e.g., drama, dance performance, workshops, seminars. 	<ul style="list-style-type: none"> - Free performances with high quality were usually very popular among schools. It was not easy to invite them successfully as application results would mainly be decided through drawing lots. - Many quality performances charged a large amount of production fee, especially for drama performances. - The sound system is not in a proper condition and students sitting in the middle or at the back of the hall could not hear clearly. 	<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
<p>3E. OLE days</p> <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 5 August 2022. The one on 1 April 2022 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. Activity Committee had to assign activities to them. - The responsibility of some students is highly concerned. They could not remember what they chose for the OLE Day, the time and gathering place. The punctuality of a minority is what we need to follow up. Some were not punctual for outings. Some students even gave unreasonable reasons for not coming for 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 reason for not coming to OLE day or other ECAs should be recorded. They should not have priority to join certain kind of activities at school. There should also be a conduct downgrade. - The IT Department, TA and staff in 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"> - Prefect Team handover in May 	<ul style="list-style-type: none"> - This arrangement has to be postponed. 	<ul style="list-style-type: none"> - Due to the pandemic, this arrangement has to be postponed. 	<ul style="list-style-type: none"> - Continue this practice when the pandemic is over.
<ul style="list-style-type: none"> - Nominate school prefects to participate in external leadership training. 	<ul style="list-style-type: none"> - Nominated head prefects joined 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 programs were cancelled due to class suspension. 	<ul style="list-style-type: none"> - Continue this 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 students enjoyed participating in Music Contest, OLE Day and Talent Show. - Some junior form students seemed not to understand their role in these activities and did not take their participation in competitions seriously. - Due to the coronavirus pandemic, parents and former students were not invited to the Music Contest. - The Speech Day was held on Saturday, and many students came. - The Lunar New Year Bazaar and Annual Athletic Meet were canceled due to the coronavirus pandemic. - Talent Show could be organized on 11 Aug 2022. Teachers and students were very excited. 	<ul style="list-style-type: none"> - We divided the show into two sessions. The first session was for junior form and the second session was for senior form. - Only 3 forms could watch live in the school hall for each session. - The other students and CBS had to watch the show through Zoom. Watching the show through Zoom platform was totally different from watching it live. The quality of the audio and video were 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 inter- house activities were suspended due to the coronavirus pandemic. - Only a few inter-house activities were held (e.g., Disneyland visit was held on 5 Aug 2022) 	<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.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<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 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. - House boards (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 canceled due to the coronavirus pandemic. - Athletic Meet and Cheerleading Competition were canceled due to COVID-19. 	<ul style="list-style-type: none"> - Annual House Meeting was canceled due to the coronavirus pandemic. - Athletic Meet and Cheerleading Competition were canceled due to COVID-19. 	<ul style="list-style-type: none"> - House boards (G/F) introducing Houses members and activities will also be established. - Annual House Meeting will be held before Annual Athletic Meet. - Cheerleading Competition will be held in April, 2023.

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 Stage 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 Program was temporarily suspended due to the epidemic. 	<ul style="list-style-type: none"> - Limited face-to-face lessons were conducted to continue training.
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 and competitions, e.g. fund raising activities, writing competitions, drama competitions, dragon boat race (28 Aug 2022) 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 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 timeslot after school for holding activities so as to avoid time clashes. - Two OLE days will also 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"> - 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 counseling sessions, academic institutions visits, etc. 	<ul style="list-style-type: none"> - Five JUPAS talks were held during weekly assemblies from Sep to Jan in order to assist F.6 students throughout the application process of JUPAS, EAPP, SNDAS and SPN nomination schemes. 	<ul style="list-style-type: none"> - NIL 	<ul style="list-style-type: none"> - The talks were useful in delivering information. Regular time slots in weekly assemblies will be reserved for JUPAS talks.
	<ul style="list-style-type: none"> - 48 alumni were invited to serve as mentors and conduct sharing sessions with 190 F.5 and F.6 students in the Mentorship Scheme in Oct. Most students gave positive responses in the questionnaires. 	<ul style="list-style-type: none"> - NIL 	<ul style="list-style-type: none"> - NIL
	<ul style="list-style-type: none"> - Mock Interview Workshop was organized for 103 F.6 students in Jan. 10 teachers and 5 NGO social workers were invited to be the interviewers. Most students gave positive responses that the workshop could help them prepare for the admission interviews. 	<ul style="list-style-type: none"> - 33 students were absent on that day due to the outbreak of the pandemic. Some were reported to have the intention to skip the workshop as they felt too stressful about the interview. 	<ul style="list-style-type: none"> - It is suggested that the interview should emphasize the self-introduction part, instead of the sample questions from different faculties. This could help prevent students from over-preparation / feeling too stressful.
	<ul style="list-style-type: none"> - Individual counseling was provided for all F.6 students. Advice on learning strategies and prioritization of JUPAS choices has been given based on students' predicted levels. 	<ul style="list-style-type: none"> - A lot of manpower was required to conduct individual counseling. 	<ul style="list-style-type: none"> - Briefing sessions will be conducted for F.6 class teachers. Relevant information related to further studies will be explained to class teachers.
<ul style="list-style-type: none"> - Meet students' needs for further education, applying for scholarships/awards, etc. 	<ul style="list-style-type: none"> - All students' requests on letter of certificates, transcripts, SLPs, testimonials and reference letters can be fulfilled within the required time. 	<ul style="list-style-type: none"> - NIL 	<ul style="list-style-type: none"> - NIL
<ul style="list-style-type: none"> - Advise F.3 students in the process of choosing elective subjects through individual/group counseling, 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 the sharing on 14 elective subjects in the F.3 Subject Selection Talk. The curriculum of ApL courses was introduced to students in the talk. 	<ul style="list-style-type: none"> - NIL 	<ul style="list-style-type: none"> - NIL
	<ul style="list-style-type: none"> - 30 senior form students were recruited to assist in the Assignment Display Sessions. 14 booths were set up in the school hall to allow senior form students to share their advice and learning experiences with F.3 students. Students were engaged very actively in the activities. 	<ul style="list-style-type: none"> - Due to school suspension, this activity could only be held in June. 	<ul style="list-style-type: none"> - The Assignment Display Sessions will be conducted earlier in around Feb / Mar in the next academic year.

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
5B. Visits and summer internship programmes			
<ul style="list-style-type: none"> - 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. - 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"> - 17 F.4 students were enrolled in the ApL Courses (2022-24 Cohort). 	<ul style="list-style-type: none"> - Nil 	<ul style="list-style-type: none"> - We will continue to encourage students to join the ApL courses as the courses can help them explore their career interests.
	<ul style="list-style-type: none"> - 61 F.4 and F.5 students attended Pre-internship workshops to learn the interview and resume writing skills. - 30 students joined the 5-day internship programme in August. 	<ul style="list-style-type: none"> - Students were eager to participate in the Summer Internship Programme. The no. of applications far exceeded quota. 	<ul style="list-style-type: none"> - It is suggested to organize this activity again in the coming year in order to provide more opportunities for students.
5C. Understanding the qualities needed in working environment			
<ul style="list-style-type: none"> - 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"> - Students participated actively even though some of the workshops were conducted on Zoom platform. They were responsive to teachers' sharing. 	<ul style="list-style-type: none"> - Nil 	<ul style="list-style-type: none"> - It is very important to have support and resources from external organizations. - Funding Scheme for Youth Life Planning Activities were successfully applied for 2022-2025 academic years.
	<ul style="list-style-type: none"> - Two 8-hours careers certificate workshops were organized for F.3-F.5 students. 24 students joined the Health Care Certificate Workshop, while 21 students joined the Early Childhood Education Certificate Workshop. 	<ul style="list-style-type: none"> - The no. of applications exceeded quota. 	<ul style="list-style-type: none"> - We will continue to explore different career-related workshops to assist students to gain more experiences.
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 effectively disseminate 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 were posted regularly through the Careers Display Board. - In order to facilitate communications, useful information was provided via emails and WhatsApp to students. 	<ul style="list-style-type: none"> - Nil 	<ul style="list-style-type: none"> - Careers prefects could be recruited and trained to help deliver information to students.

Major Concern 3
Annual Report, 2021/22

Target 1: To promote collaborations among teachers

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<p>Subject Collaborations</p> <ul style="list-style-type: none"> - 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"> - L&S and CLA had subject collaborations on Basic Law slogan competition. - Most of the subject collaborations were suspended. - Some subject panels already prepared the collaboration material. However, there were limited real-time lessons. 	<ul style="list-style-type: none"> - School suspension for the second semester due to the epidemic of Covid-19. 	<ul style="list-style-type: none"> - continue peer lesson observation and collaboration for trying out devised codeveloped lesson plans and effective classroom practices including five-minute surprise and ten-minute peer collaboration.
<p>Lesson Observations</p> <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. - Peer lesson observations were successfully completed. 	<ul style="list-style-type: none"> - School suspension for the second semester due to the epidemic of Covid-19 	<p style="text-align: center;">- /</p>
<p>Professional Sharing</p> <ul style="list-style-type: none"> - 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"> - We had a deliberate focus on peer learning, tapped into the experience of practitioners to move from pre-defined teaching goals/ outcomes to more applied and context-specific approaches to public exam skills delivery. It worked through and experiments with lesson observation/ assignment inspection approaches to peer learning. Under the collaboration among committees/ subject departments, different tools were developed to help teachers think through key stages of peer learning processes and use a principles-based approach to effective peer-to-peer support and learning. 	<ul style="list-style-type: none"> - Nil 	<ul style="list-style-type: none"> - Individual teachers should see what is available in terms of peer learning online.

Target 2: To enrich teachers' experience and exposure

Strategies/Tasks	Evaluation	Problems encountered / Reasons for being unsuccessful	Follow-up actions / Suggestions
<ul style="list-style-type: none"> - Teaching strategies to cater for National Education was introduced and addressed where appropriate, through staff development activities, including staff development day, staff meetings, seminars, Collaborative Lesson Planning (CLP) and Lesson Observation (LO) 	<ul style="list-style-type: none"> - Panels were also invited to work with the other panels or other educational institutions on specific programmes and schemes to cater for the implementation of National education, so as to widen their understanding and develop their abilities and potentials to adapt to the new education agenda. 	<ul style="list-style-type: none"> - Nil 	<ul style="list-style-type: none"> - Nil
<ul style="list-style-type: none"> - Teaching strategies to new 3 year school development plan was introduced and addressed where appropriate, through staff development activities, including staff development day, staff meetings, seminars, Collaborative Lesson Planning (CLP) and Lesson Observation (LO) 	<ul style="list-style-type: none"> - Panels were also invited to work with the other panels or other educational institutions on specific programmes and schemes to prepare for the new 3 years school development plan, so as to widen their understanding and develop their abilities and potentials to adapt to the new education agenda. 	<ul style="list-style-type: none"> - Nil 	<ul style="list-style-type: none"> - Open and close communication between teachers and School has been maintained through the regular meetings and open-door policy, with teachers being well informed of the school policies, events and recent development.
<ul style="list-style-type: none"> - Appropriate measures were also formulated for teachers to handle students with special educational needs (SEN). 	<ul style="list-style-type: none"> - The provision of different therapeutic services, small group teaching, after-school homework classes and curriculum and assessment adaptations were in place to support students with different abilities in learning. 	<ul style="list-style-type: none"> - Nil 	<ul style="list-style-type: none"> - Nil

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 well 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, Korean 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. STEM and Technology & Living are extended to F.2 and F.3 respectively.
- 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, Citizenship and Social Development (English) 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.
- 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.

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

A comprehensive development concern that is overseen by the committee, and that provides a context for staff whole-person development, ratification and review, informs the education trend of Hong Kong. National Security Education and associated Basic Law initiatives inform the developmental agenda of the school. Organising more team building activities is clearly an area of concern for the committee. There was an evident decrease in the numbers of the staff development day (from 3 times to 2 times), combined with incremental increases in social uncertain and no. of cases of covid-19. Still timing and initiatives that have been introduced are clearly supported by staff.

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.

Various activities and programmes are held, including Parents' Days, mental health workshops, life education workshops, sex education workshops, family education talks, Internet use workshops, LKL Angels Scheme, The Pursuit of Happiness Emotional Support Group, Acrobatics Training Programme, Harmonious Campus Anti-Bullying Campaign, Sexuality Pioneer Training Scheme, Sex Education Counselling Group, Healthy Lifestyle stall game, Social Skills Enhancement Group, Pastel Nagomi Art Therapy Group, Cardboard Games group, Lego Communication Skills Group, F.1 Day Camp, DSE Goal Setting, Class-based Stamp Design Competition for LKL Qualities, To-tie-a-tie competition, Basic Law Typing Competition, Class T-shirt Design Competition, visit to Tuen Mun Police Station, Anti-drug Drama & videos sharing, Farewell Assembly, caring patrol, Awards Scheme, reading & writing class for SEN students, training for guide dogs volunteer, Know Oneself Life Planning, etc. However, many programmes like prefect training, Buddy Scheme, external leadership trainings, etc. were hindered due to the epidemic, only parts of the scheduled activities were held. Some programmes like Positive Energy Ambassador, day camp for prefects, inter-class board design competition, class team building activities, Mother's Day DIY gift stall and workshop, Teacher's Day, etc. were cancelled due to the epidemic.

Facing the challenge of epidemic, special measures have been taken. Mental Wellness Award Scheme and Vote for Positivity were held to motivate students to make good use of the special holidays. Talks were given on developing healthy netsurfing habits and identifying sensational news and fake news. 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 Staff Development Day.

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 2021 - 2022:

Activity	Aim
Bridging Course for Early Adaption	In order to let our newly admitted Form 1 students adapt to and prepare their coming secondary school life, our teachers will conduct a 5-day summer bridging course in August to let students taste what lies ahead and build their confidence in using English.
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 2021, the Orientation Day was conducted online.
Parents' Day	Three Parents' Days was held on 3 October 2021, 13 February 2022 & 13 August 2022. Parents discussed learning problems of their daughters with class teachers. Because of the COVID-19, the Parents' Days were 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.

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, Internship Programme for Rehabilitation Units and Dementia Friends Community Campaign to serve the needy and the community. For the “Cherish your Food” Student Service-Learning Project, we have helped to promote inter-generational harmony through organizing different activities, for example coffee zen workshop.

6.5 Life Planning

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

- Assist F.6 students to formulate their further study path. Various programmes, including JUPAS talks, mock interview workshops and mentorship schemes, are organized to help students make optimal choices in JUPAS and applications for tertiary institutions.
- Individual counselling sessions are conducted for F.6 and F.3 students. Advices on further studies plans and learning strategies are provided based on their academic performances, personal interests and aspirations.
- Develop students’ life planning skills in order to become a life-long learner. Workshops held together with 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. Career exploration certificate workshops are held for both junior form and senior form students after school.
- 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

Good results in core subjects are well balanced with elective subjects

- The percentage of Level 4 or above in various subjects including Chinese Language, English Language and Liberal Studies is above the percentage of All candidates in Hong Kong.
- 100% of our girls passed in subjects such as Liberal Studies, Chinese History and Music.
- There is a huge increase in the intake of students in top universities including The University of Hong Kong, The Chinese University of Hong Kong and The Hong Kong University of Science and Technology, etc.

Level 5 or above in other subjects

- Our girls achieved Level 5 or above in numerous subjects including Chinese Language, English Language, Mathematics (Core), Liberal Studies, Biology, Chemistry, Chinese History, Chinese Literature, Physics and Visual Arts, etc.



(from left to right) 6A Khadija Bibi 6E Limbu Sarika 6E Cheung Yi-wing 6B Ng Michelle



6E Cheung Yi-wing

6E Chan Constance Yuk-kau

7.2 Achievements in External Life-wide Learning Activities

Outstanding Students and Leadership	
Outstanding Student Election of Tuen Mun District 2021 <ul style="list-style-type: none"> Grand Merit 	6E Chan Constance Yuk Kau (Senior Section) 6E Cheung Yi Wing (Senior Section)
<ul style="list-style-type: none"> Merit 	4C Yuen Pok Yin (Senior Section) 6E Chan Ling Lee (Senior Section) 6E Cheung Cheuk Ying Tracy (Senior Section) 6E Lee Yuet Yeung (Senior Section)
Tuen Mun District Excellent Students Award 2021/22 <ul style="list-style-type: none"> Merit 	3A Ghafoor Asmah 6E Cheung Yi Wing
The Harvard Club of Hong Kong <ul style="list-style-type: none"> Credit 	5D Yung Ching Chi 5D Li Shan Sheng 5D Lee Yuen Kuk Agatha
Ven Siu Kun Charitable Foundation Limited Scholarship	3B Poon Yee Man
Outstanding Achievements in International Events	
21st Century Talents Keyboard Competition Summer 2021, Ottawa, Canada Intermediate, 15-16 years old, General, Piano <ul style="list-style-type: none"> First 	4D Tsui Wing Tung
Faber Piano Competition (HK Division) Senior Class <ul style="list-style-type: none"> First 	4D Tsui Wing Tung
Faber Piano Competition (HK Division) Jazz Music Advanced Class <ul style="list-style-type: none"> First 	4D Tsui Wing Tung
Wien 2021 International Young Musicians Music Competition, Age 13-15, Piano <ul style="list-style-type: none"> First 	4D Tsui Wing Tung
Scholarship	
Sir Edward Youde Memorial Prizes 2021/22 <ul style="list-style-type: none"> Merit 	6A Ho Lau Yu 6A Khadija Bibi
Future Stars - Upward Mobility Scholarship 2022 <ul style="list-style-type: none"> Merit 	6B Cai Yan Ngai 6D Law Hoi Tung Gigi 6E Yeung Pui Ki
Ng Teng Fong Scholarship 2021 <ul style="list-style-type: none"> Merit 	5D Tang Ka Yan
Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2021-22 <ul style="list-style-type: none"> Merit 	5D Chen Hong Kwai

Language Education	
Hong Kong School Drama Festival 2022 <ul style="list-style-type: none"> Award for Outstanding Performer Award for Outstanding Script Award for Outstanding Director Award for Outstanding Audio-visual Effects Award for Outstanding Cooperation Award for Commendable Overall Performance 	1A Gill Komalpreet Kaur 1A Pun Sum Ying 1A To Hay Yeuk Charisse 3A Ghafoor Asmah 3A Lovepreet Kaur 4B Panaligan Noelle Angelique Lelis 4C Sylva Chioma Sheryl 4D Zainab Noor 5A Aimen Wazir 5A Ng Tsz Yau 5A Sohail Aribah 5A Sunwar Diya
International Drama Competition <ul style="list-style-type: none"> Bronze Award Plus 	1A Gill Komalpreet Kaur 1A Pun Sum Ying 1A To Hay Yeuk Charisse 3A Ghafoor Asmah 3A Lovepreet Kaur 4B Panaligan Noelle Angelique Lelis 4C Sylva Chioma Sheryl 4D Zainab Noor 5A Aimen Wazir 5A Ng Tsz Yau 5A Sohail Aribah 5A Sunwar Diya
The 73rd Hong Kong Schools Speech Festival 2021 <ul style="list-style-type: none"> Champion 	5A Sohail Aribah (Solo Verse Speaking- Non-Open) 4D Maheen Komal (Prose Reading-Non-Open) 5D Yung Ching Chi (Public Speaking-Solo)
The 37th Sing Tao Inter-school Debating Competition <ul style="list-style-type: none"> Best Interrogative Debater Best Debater 	4C Rai Swastika 4C Yuen Pok Yin (1st preliminary) 4C Yuen Pok Yin (1st preliminary)

Liberal Studies and Humanities Subjects	
Hong Kong Army Cadets Association Basic Law Poster Competition <ul style="list-style-type: none"> 1st Runner-up 	1C Tsang Ka Ying
Youth Travel Basic Law Poster Competition <ul style="list-style-type: none"> 2nd Runner-up 	2A Yung Yin Tung

Science and Mathematics	
2021 International Genetically Engineered Machine (iGEM) Competition: Presentation and Q&A Session <ul style="list-style-type: none"> • Bronze Award 	4C Yuen Pok Yin 5A Razzaq Kinza 5D Chen Hong Kwai
HKASME Hong Kong Biology Literacy Award (2021/2022) Final Presentation Contest <ul style="list-style-type: none"> • 2nd Runner-up 	5D Yung Ching Chi 5D Lee Yuen Kuk Agatha 5D Li Shan Sheng 5D Mo Yat Laam 5D Ng Lai Yin
HKASME Hong Kong Biology Literacy Award (2021/2022) Writing Contest <ul style="list-style-type: none"> • First Class Honours 	5D Yung Ching Chi
Aesthetic Education	
74th Hong Kong Schools Music Festival 2022 <ul style="list-style-type: none"> • 1st Runner-up • 2nd Runner-up 	3A Liu Wang Hei (Flute Solo – Junior) 4A Wen Tsz Ying Tiffany (Pipa Solo – Senior)
PLEYEL Piano Competition <ul style="list-style-type: none"> • 2nd Runner-up 	1D Yip Yu Sze
The 4th Hong Kong Youth Cup International Music Contest <ul style="list-style-type: none"> • Silver Award 	2A Lau Sin Yu
2021 Hong Kong Youth Music Interflows <ul style="list-style-type: none"> • Bronze Award 	1A Leong Wai Yin 1B Chow Ka Ying 2A Lan Min Yue 2A Wong Yuk Yin 3A Chen Tsz Yin 3C Chan Sze Ki 3D Law Hoi Ching 4A Wen Tsz Ying Tiffany 4C Wong Hoi Yiu 4D Wong Sum Yuet 5A Fan Hiu Tung

Sports	
Girls A Grade Discus of Inter-School Athletics Championships of Tuen Mun District 2021 <ul style="list-style-type: none"> • 2nd Runner-up 	6D Yu Ka Yiu
Girls A Grade Shot Put and Javelin of Inter-School Athletics Championships of Tuen Mun District 2021 <ul style="list-style-type: none"> • 3rd Runner-up 	5D Tang Ka Yan
Girls B Grade Shot Put of Inter-School Athletics Championships of Tuen Mun District 2021 <ul style="list-style-type: none"> • 2nd Runner-up 	4C Rai Sara
Girls B Grade Shot Put and Discus of Inter-School Athletics Championships of Tuen Mun District 2021 <ul style="list-style-type: none"> • Champion 	4A Ng Cheuk Yiu
Girls B Grade Discus of Inter-School Athletics Championships of Tuen Mun District 2021 <ul style="list-style-type: none"> • 3rd Runner-up 	2C Siu Ka Yi Joyce
Girls C Grade High Jump of Inter-School Athletics Championships of Tuen Mun District 2021 <ul style="list-style-type: none"> • 2nd Runner-up 	1B Xu Xin Yue
Value Education	
Outstanding Happy Green Ambassadors 2021 <ul style="list-style-type: none"> • Gold Award 	4D Liu Chau Yee
The Award of the Politest Student (Tuen Mun District Civic Education)	5A Shresth Shreena
	3A Chen Tsz Yin

7.3 Awards Presented by the School

Outstanding Academic Performance

Class	Name of students	Academic Achievement
1C	FAN KELLY	First in Form Second in Chinese Language First in Mathematics First in Putonghua
1A	TONG KA MAN	Second in Form First in Chinese Language Third in Mathematics
1A	DHALIWAL MEHAK PREET	Third in Form First in Basic Chinese Language Third in English Language
1A	DURA AYESHA	Third in Basic Chinese Language Second in English Language First in English Literature Second in Mathematics First in Integrated Science
1A	LEUNG YIP	First in Chinese History First in Life and Society
1A	TO HAY YEUK CHARISSE	First in English Language
1B	YU XIN HUI	First in Buddhist Studies and Society
1C	HUANG SIQING	Third in Chinese Language
1A	GILL KOMALPREET KAUR	Second in Basic Chinese Language
1A	LU LIANG PING SUSAN	First in Geography

Class	Name of students	Academic Achievement
2A	LEUNG ON YEE	First in Form First in Buddhist Studies and Society Second in Mathematics First in Integrated Science First in History
2A	LAN MINYUE	Second in Form Third in Mathematics First in Life and Society
2A	SAJJAD YUSRA	Third in Form Second in Basic Chinese Language
2B	GURUNG SUMI	First in English Language
2B	GURUNG ROSENI	Third in English Language
2A	LAM WAI YING	Second in Chinese Language
2A	LAW HEI LAM	Third in Chinese Language
2C	WU PIK YAN	First in Chinese Language
2C	DIA CHEUK WING	Second in English Language
2B	SHAHID KASHIF	Third in Basic Chinese Language
2A	HO CHEUK LAM	First in Mathematics
2A	AMOAKOHENE MATILDA	First in Basic Chinese Language
2B	MAN HUEN YUNG	First in Chinese History
2B	SO TSZ NOK ZANETA	First in Putonghua
2A	AKHTAR RUKHSAR	First in English Literature First in Geography

Class	Name of students	Academic Achievement
3A	YE TSZ KING	First in Form First in Mathematics First in Chinese History First in History First in Economics First in Business, Accounting & Financial Studies First in Physics First in Chemistry First in Biology
3A	GHAFOOR ASMAH	Second in Form First in Basic Chinese Language First in English Language First in English Literature First in Geography
3A	WONG TING SUM	Third in Form Second in Mathematics
3A	SAHER AISHA	Second in English Language
3A	HUI HIU WA	Third in English Language
3A	XIONG CHUN NGA	First in Buddhist Studies and Society Third in Mathematics
3A	CHEN TSZ YIN	Second in Chinese Language First in Life and Society
3A	CAI HUI YI	Third in Chinese Language
3A	GURUNG NELISA	Second in Basic Chinese Language
3A	ZHANG SZE KI	First in Chinese Language
3B	FATIMA BI BI	Third in Basic Chinese Language

Class	Name of students	Academic Achievement
4C	RAI SWASTIKA	First in Form First in Biology First in Chemistry First in Citizenship and Social Development First in English Language First in Physics
4C	YUEN POK YIN	Second in Form Second in Mathematics
4C	MOK HOI KIU RUBY	Third in Form First in Mathematics First in Mathematics Module 2
4A	CHAN FEI YI	Second in Chinese Language First in Chinese History
4B	CHAN FONG YU	First in Business, Accounting & Financial Studies First in Chinese Language Second in Citizenship and Social Development First in Economics
4B	HUANG WAN	First in Mathematics Module 1
4B	YE WING YU	Third in Mathematics
4C	LAW HAU CHING	First in History
4C	NGAN PUI KI PINKY	First in Literature in English
4C	RAI SARA	Third in English Language
4C	SYLVA CHIOMA SHERYL	Second in Basic Chinese Language
4C	WONG HOI YIU	First in Information & Communication Technology
4C	ANNA VAREKOVA	Second in English Language
4D	CHEUNG CHEUK YIU	First in Geography
4D	CHONG WING YAN	First in Visual Arts
4D	LIU CHAU YEE	Third in Chinese Language
4D	SHUMAILA	First in Basic Chinese Language
4A	NG CHEUK YIU	First in Chinese Literature
4A	YIP NGA SZE	Second in Mathematics
4A	YUEN WAI MING	Third in Citizenship and Social Development
4B	BIBI FIZZA	Third in Basic Chinese Language

Class	Name of students	Academic Achievement
5D	YUNG CHING CHI	First in Form First in Chemistry First in Liberal Studies First in Mathematics First in Physics First in Mathematics Module 1
5D	LI SHAN SHENG	Second in Form Second in English Language
5D	LEE YUEN KUK AGATHA	Third in Form First in Biology Third in Chinese Language Second in Liberal Studies Second in Mathematics First in Mathematics Module 2
5A	CHAN HIU CHING	First in Chinese Language First in Chinese History First in Chinese Literature
5A	LI YAT TING	First in Business, Accounting & Financial Studies Second in Chinese Language First in Economics
5A	RAZZAQ KINZA	Third in Basic Chinese Language First in English Language
5A	NG TSZ YAU	Third in English Language First in Literature in English
5A	SOHAIL ARIBAH	First in Geography
5A	THAPA SALINA	First in Basic Chinese Language
5A	UM E HAMARA	Second in Basic Chinese Language
5B	LAM SZE NOK	First in Visual Arts
5D	LAM THERESIA SRI ANDRIANI	First in History
5A	FATIMA-TUL-ZAHRA	First in Information & Communication Technology
5A	LAU CHI CHING	Third in Liberal Studies
5D	NG LAI YIN	Third in Mathematics

Principal's List

Class	Name of Student
2A	LEUNG ON YEE
3A	YE TSZ KING
3A	GHAFOOR ASMAH
4C	RAI SWASTIKA
4C	YUEN POK YIN
4C	MOK HOI KIU RUBY
4B	CHAN FONG YU
5D	YUNG CHING CHI
5D	LI SHAN SHENG
5D	LEE YUEN KUK AGATHA

Academic Head's List

Class	Name of Student
1A	DHALIWAL MEHAK PREET
1A	DURA AYESHA
1A	LEUNG YIP
1A	LU LIANG PING SUSAN
1A	TONG KA MAN
1C	FAN KELLY
2A	LAN MINYUE
2A	SAJJAD YUSRA
3A	CHEN TSZ YIN
3A	WONG TING SUM
4B	HUANG WAN
4B	YE WING YU
5A	LI YAT TING
5A	RAZZAQ KINZA
5D	LAM THERESIA SRI ANDRIANI
5D	MO YAT LAAM

Top 3 in Junior Forms

Class	First in Class	Second in Class	Third in Class
1A	TONG KA MAN	DHALIWAL MEHAK PREET	DURA AYESHA
1B	YU XIN HUI	CHAN LOK HEI	TONG WAI SZE
1C	FAN KELLY	HUANG SIQING	LEUNG CHEUK HANG
1D	HE PEILIN	PAN LILY	YANG YI TING
2A	LEUNG ON YEE	LAN MINYUE	SAJJAD YUSRA
2B	MAN HUEN YUNG	YAU YAN YAN	BABAR AISHA HUSSAIN
2C	SIU KA YI JOYCE	WONG YIN KIU	CHAN CHING YING
2D	LEUNG CHING CHING	CHENG TSZ YING	LI WING CHI
3A	YE TSZ KING	GHAFOOR ASMAH	WONG TING SUM
3B	LEE HIU YEUNG	LAM KWAN TING	GURUNG RITIKA
3C	LIU MEI YI	WONG CHILLI	YOUNG KA SIN
3D	CHEN DONG YIN	TSANG HO YAN	CHOW KA YIU

Student with Great Improvement

Class	Name of Student
1B	CHIU HEI TUNG
1D	HE PEILIN
1D	MAK HEI YAU
2B	CHAN YEE CHING JOSIE
2B	LAM WING YI
2C	SE HAU YUI
3A	LEUNG MAN HEI
3A	ZHANG XIAOJING
3B	LAM KWAN TING
4A	LEUNG HUEN TUNG ZIRENA
4A	ZHOU SIN YI
4B	HO CHEUK YING
5A	SOHAIL ARIBAH
5C	YIU WING KA
5D	YIP WING LAM

Youth Arch Student Improvement Award

1A	1B	1C	1D
CHEUNG HIU TUNG	CHIU HEI TUNG	HO YEE MAN	HE PEILIN

2A	2B	2C	2D
LAM HOI YING	LAM WING YI	SE HAU YUI	FOK CHING YEE

3A	3B	3C	3D
ZHANG XIAOJING	LAM KWAN TING	POON HIU NAM AIKO	TSANG HO YAN

4A	4B	4C	4D
LEUNG HUEN TUNG ZIRENA	HO CHEUK YING	MAK SIN YAU	FUNG PUI YI

5A	5B	5C	5D
SOHAIL ARIBAH	WONG YUET YAU	YIU WING KA	YIP WING LAM

Class of 1996 Scholarship

5A Razzaq Kinza

6E Cheung Yi Wing

4C Rai Swastika

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 Cheung Hiu Tung

1B Yu Xin Hui

2A Lan Minyue

2A Leung On Yee

3A Chen Tsz Yin

3A Xiong Chun Nga

3A Ye Tsz King

F.4 – F.6 Chinese Literature

4A Ng Cheuk Yiu

4A Mak Nga Man

5A Chan Hiu Ching

5A Chen Cheuk Kei

6A Ho Lau Yu

6E Cai Yuen Ki

Dr. Lau Sin Nga Scholarship for Biology

劉善雅博士生物科獎學金

4C Rai Swastika

4C Mok Hoi Kiu Ruby

5D Lee Yuen Kuk Agatha

5D Yung Ching Chi

6A Lau Yam Lam Cherry

6E Limbu Sarika

6E Saleem Yusra

6E Thapa Sawarni

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 Khadija Bibi

6E Cheung Yi Wing

6A Ng Ka Yui

6E Cheung Cheuk Ying Tracy

6B Ng Michelle

6E Limbu Sarika

Outstanding Achievements of the Year

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

Class	Name	Award / Achievement
5D	YUNG CHING CHI	Head Prefect
		Harvard Book Prize 2022
5A	FATIMA-TUL-ZAHRA	Head Prefect
5A	LI YAT TING	Deputy Head Prefect
5A	SUNWAR DIYA	Deputy Head Prefect
5B	LAM SZE NOK	Deputy Head Prefect
5D	CHEN HONG KWAI	Deputy Head Prefect
		Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2021-22
5D	LEE YUEN KUK AGATHA	Deputy Head Prefect
		Harvard Book Prize 2022
5D	TANG KA YAN	Deputy Head Prefect
		Ng Teng Fong Scholarship 2021
6A	HO LAU YU	Sir Edward Youde Memorial Prizes 2021/22
6A	KHADIJA BIBI	Sir Edward Youde Memorial Prizes 2021/22
6E	CHAN CONSTANCE YUK KAU	Tuen Mun Outstanding Student (Senior Section)
		New Territories Outstanding Student Merit Award
6E	CHEUNG YI WING	Tuen Mun Outstanding Student (Senior Section)
4C	YUEN POK YIN	Tuen Mun Outstanding Student Merit Award (Senior Section)
6E	CHAN LING LEE	Tuen Mun Outstanding Student Merit Award (Senior Section)
6E	CHEUNG CHEUK YING TRACY	Tuen Mun Outstanding Student Merit Award (Senior Section)
6E	LEE YUET YEUNG	Tuen Mun Outstanding Student Merit Award (Senior Section)
5A	SHRESTH SHREENA	The Award of the Politest Student
4A	WEN TSZ YING TIFFANY	Outstanding Musician
5D	LI SHAN SHENG	Harvard Book Prize 2022



Certificate of Distinction

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

1A	GILL KOMALPREET KAUR
1A	PUN SUM YING
1A	TO HAY YEUK CHARISSE
3A	GHAFOOR ASMAH
3A	LOVEPREET KAUR
4B	CHAN FONG YU
4B	PANALIGAN NOELLE ANGELIQUE LELIS
4C	RAI SWASTIKA
4C	SYLVA CHIOMA SHERYL
4D	ZAINAB NOOR
5A	AIMEN WAZIR
5A	FATIMA-TUL-ZAHRA
5A	NG TSZ YAU
5A	RAZZAQ KINZA
5A	SOHAIL ARIBAH
5A	SUNWAR DIYA
5D	LI SHAN SHENG
5D	MO YAT LAAM
5D	YUNG CHING CHI
6B	LAM UE MAN
6E	LEE YUET YEUNG

Certificate of Honour

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

1A	CHEUNG HIU TUNG
1A	LEONG WAI YIN
1C	HO YEE MAN
1D	HE PEILIN
2A	NG WAI LAAM
2A	WENG SHI TONG
2B	YIP WING YI
2C	WU PIK YAN
3A	CHEN TSZ YIN
3B	LEE HIU YEUNG
3C	LAM SUM MEI
3D	LAW HOI CHING
4B	HUANG WAN
4B	KEUNG SHEUNG YU SHEREE
4C	GU MING SHAN
4C	WONG HOI YIU
4C	WONG YAN TING
5A	CHEN CHEUK KEI
5A	CHENG PUI LOK
5A	LI YAT TING
5B	LAM SZE NOK
5B	LAUW CHEUK NAM
5C	MA TSZ SHAN
5D	CHEN HONG KWAI

8. Financial Summary (1 Sept 2021 – 31 Aug 2022)

Name of Grant	Grant Received	Actual Expenditure	Balance
A. EXPANDED OEB GRANTS			
Non-School Specific Grant (Baseline Reference)	1,981,569.13	2,054,355.85	(72,786.72)
School Specific Grants :			
Administration Grant	3,879,984.00	3,793,040.46	86,943.54
Composite Information Technology Grant	494,422.20	491,479.12	2,943.08
Capacity Enhancement Grant	642,934.00	651,520.75	(8,586.75)
Air-conditioning Grant	547,202.00	473,256.00	73,946.00
Total :	7,546,111.33	7,463,652.18	82,459.15
B. GRANTS OUTSIDE OEBG #			
Committee on H/S Co-operation Grant	45,780.00	11,910.78	25,843.80
Grant for Fringe Benefits under the Enhanced NET Scheme	51,250.00	51,250.00	0.00
Cash Grant for S/B After-school Learning & Support Programmes	211,605.00	43,605.00	168,000.00
Other Recurrent Grants (Government Rates and Rent)	389,199.75	389,200.00	(0.25)
Grant for S/B Support for NCS Students	1,250,000.00	1,250,000.00	0.00
Learning Support Grant for Secondary Schools	286,636.00	286,636.00	0.00
Diversity Learning Grant (DLG) for for Other Languages	58,500.00	58,500.00	0.00
Diversity Learning Grant (DLG) for for Other Programmes	93,600.00	93,600.00	0.00
Diversity Learning Grant (DLG) for Applied Learning Courses	146,180.00	146,180.00	0.00
Fractional Post Cash Grant	132,620.00	132,620.00	0.00
Moral and National Education Support Grant	14,094.96	0.00	14,094.96
Student Activity Support Grant	130,650.00	9,937.50	120,712.50
Life-wide Learning Fund	2,333,638.97	1,195,541.78	1,138,097.19
Grant for Supporting NCS Students with Special Educational Needs	101,405.00	0.00	101,405.00
One-off Gr for Support the Implement of the Citizenship & Social Development	300,000.00	9,914.00	290,086.00

Information Technology Staffing Support Grant	323,877.10	323,417.33	459.77
Promotion of Reading Grant	109,457.19	77,347.36	32,109.83
Hong Kong School Drama Festival	14,204.10	0.00	14,204.10
Special Anti-epidemic Grant	37,500.00	37,500.00	0.00
Total :	6,030,198.07	4,117,159.75	1,905,012.9
C. OTHER GRANTS #			
Teacher Relief Grant - Annual Cash	1,572,529.54	123,010.05	1,449,519.49
Teacher Relief Grant - Optional	1,035,892.51	2,365,501.32	(1,329,608.81)
Total :	2,608,422.05	2,488,511.37	119,910.68

Grant received include balance brought forward from previous year

9.1 Report on the use of various grants

Report on the Use of the Capacity Enhancement Grant, 2021/22

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 	<ul style="list-style-type: none"> ● The personnel provided daily oversight of the related programs and considered key staff including the panel chairperson. ● The personnel coordinated project services and project activities, including training, communication and information dissemination within and outside School. ● Panel chairperson provided necessary enhancement direction and guidance to staff for more than 100 students served under this project. 	Nil	The key staff positions identified in Teacher's Handbook Expectations must be included in the Personnel section and/or the Organizational Section. In addition, the Project chairperson must be the same as the Panel chairperson.	594,520.75
To employ instructors for interested enhancement classes such as Language Classes, Mathematics Classes and Liberal Studies workshops	<ul style="list-style-type: none"> ● The clerical support will process paperwork, payroll, and expense reports which is not included in the indirect cost pool. ● Project Director provided daily oversight of the instructors and grant and will be considered key coordinators. ● The instructors provided staffing support to the panel/ work council. ● The peer helpers were responsible for peer recruitment, coordination and support. ● The clerical/ instructional support processed paperwork and expense reports which were not included in the indirect resources pool. 	Nil	Explain needs for the external officer of the School other than that required by this application. This mechanism shall prevail.	57,000

Report on the Use of the
School-based After-school Learning and Support Programmes 2021/22

A. The number of students (count by heads) benefitted under the Grant is 89 (including A. 8 CSSA recipients, B. 70 SFAS full-grant recipients and C. 11 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
F.4 Effective Study Skills Training course		45	11	100%	Oct to Nov 2021	26,605	Student's opinions Lesson Observation	N/A	
Chinese Musical Instrument Programme	5	11		90%	Oct 21 to Aug 22	8,000	Student's opinions Lesson Observation	N/A	
Western Musical Instrument Programme	3	14		98%	Oct 21 to Aug 22	9,000	Student's opinions Lesson Observation	N/A	
Total no. of activities:									
@No. of man-times									
**Total no. of man-times									
					Total Expenses	43,605			

Note:

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

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

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

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

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

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

D. Comments on the project conducted

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

unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant); difficult to select suitable non-eligible students to fill

- the discretionary quota;
- eligible students unwilling to join the programmes (Please specify: _____);
- the quality of service provided by partner/service provider not satisfactory; tutors inexperienced and student management skills
- unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload; complicated to fulfill the requirements for handling funds
- disbursed by EDB;
- the reporting requirements too complicated and time-consuming; Others (Please specify):
-

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

**Programme Evaluation Report for
DLG – Other Programme: DSE and Gifted Education for the 2021/22 school year**

Programme title	Objective	Target (No./ level/ selection)	Duration / Start Date	Deliverable	Evaluation	Expenditure
<p>Category C subjects in the 2024 HKDSE and Beyond (Japanese)</p>	<p>Foreign languages expand one’s view of the world, liberalize one’s experiences, and make one more flexible and tolerant. Foreign languages provide a competitive edge in career choices.</p>	<p>12 students (4 S.4 students + 3 S.5 students + 5 S.6 students) Students with gifts and talents perform or have the capability to perform at higher levels compared to others of the same amount of electives.</p>	<p>9/2021 – 8/2022 90 lessons, 3 hours per lesson</p>	<p>Question papers of the Advanced Subsidiary (AS) level from Cambridge Assessment International Education (Cambridge International) are used for the examinations of these six subjects. Marking and grading are conducted by Cambridge International. Results are reported in five grades (a-e) on the HKDSE certificate, with grade 'e' being the lowest and grade 'a' being the highest. Achievement below grade 'e' is designated as 'Ungraded' and is not reported on the certificate.</p>	<p>It appears to agree that the students and the school management in the school are in favour of student’s performance in foreign language programmes with 41.2% and 58.8% in strong agreement and agreement, respectively. The satisfaction by parents may also be a reflection on other language teaching and learning and ability of their children, of the schools’ reputation for producing high numbers of students able to attain good result in public exams.</p>	

<p>Category A subject (PE) in the 2024 HKDSE and Beyond</p>	<p>Physical Educations enhance principles regarding self enhancement, body maintenance, and caring for the community, for which increasing the chance that our student to become involved in the communities, take leadership roles</p>	<p>1 student (1 S.4 student) For the student who is interested in studying the sub-disciplinary aspects of sport including athletic coaching (Certification), psychological performance enhancement, and career-related perusal.</p>	<p>9/2021 – 8/2022 90 lessons, 3 hours per lesson</p>	<p>The theoretical examination serves to assess the knowledge candidates have acquired in the course of studying PE. Different kinds of items will be used to assess students' performance in a broad range of abilities. The practical examination serves to assess candidates' competence in two selected physical activities and the level of physical fitness attained.</p>	<p>It appears to demonstrate competency in a variety of motor skills and movement patterns assessment. Student applies knowledge of concepts, principals, strategies, and tactics related to movement and performance in the portfolio, and demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness in the assignments, showing a 93.5% of satisfaction that students are attaining set objectives</p>	
<p>Category A subject (Music) in the 2024 HKDSE and Beyond</p>	<p>Music is the fabric of our society, and music can shape abilities and character. Students who are in band or orchestra are less likely to abuse substances over their lifetime. Musical education can greatly contribute to children's intellectual</p>	<p>9 Students (5 S.4 students + 3 S.5 students + 1 S.6 students) For those students who would like to peruse a career such as music education, music therapy, and arts management</p>	<p>9/2021 – 8/2022 90 lessons, 3 hours per lesson</p>	<p>Students demonstrating listening skills in music can identify and respond critically to diverse music genres and styles, analyse their artistic qualities in relation to the historical and cultural contexts in the assignments. They perform different types of music accurately and gracefully using appropriate styles and expression, and explain</p>	<p>Students' self-esteem is increased. The programmes help students to feel more confident about themselves and the contribution they can make and this in turn helps them to feel more positive about themselves as learners. From observation, plenty of positive reinforcement: wherever possible, negative behaviour is ignored (unless it interferes with the work of</p>	

	<p>development as well. Investing in creative education can prepare students for the 21st century workforce. The new economy has created more artistic careers, and these jobs may grow faster than others in the future.</p>			<p>the interpretations of the music being performed during different school events. They also create and arrange music using appropriate compositional devices, and explain the use of music elements in compositional devices of their compositions for their portfolios.</p>	<p>the group). A kind of ‘time out’ during activities is accepted. Students are not forced to join in all the time, and students are engaged in ‘authentic’ activities in which they are often working towards the public Presentation, with 49.1% in strong agreement and 28.1% in agreement with such arrangement.</p>	
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Report on the Use of the Life-wide Learning Grant, 2021/22

Category 1: To organise / participate in life-wide learning activities

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness · or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
1	普通話朗誦班	Arts (Others)	18/10,20/10,26/10,5/11,11/11,15/11,	S1	15	觀課表現	\$4,550.00	E1	✓				
2	English Magic Show (3 sessions of interactive magic show conducted in English)(Objective: providing opportunities for students to respond to instructions in English)	Arts (Others)	22/10/2021	S1	108	Observation/ Checking students' attendance/ Collecting of feedback from participating students and teachers	\$6,000.00	E5		✓			
3	English Drama Training Workshop (14 sessions of 3-hour sessions)(Objectives: 1.To strengthen students' acting skills and English-speaking proficiency 2. To prepare them for drama competitions)	Arts (Others)	11/2021 - 04/2022	S1-5	12	Observation/ Collecting of feedback from participants/ Comparing competition results	\$26,650.00	E5		✓			
4	Entry fee of International Drama Competition (Objective: To showcase students' talents and effort)	Arts (Others)	16/12/2021	S1-5	12	Comparing competition results	\$1,500.00	E1		✓			

5	Service fee to HK Shark Foundation's Shark Ambassador education program for F.2 students	Moral, Civic and National Education	24/11/2021	S2	120	Observation/ Checking students' attendance/ Collecting of feedback from participating students and teachers	\$1,500.00	E5		✓		
6	Paddle Race Training	Physical Education	24/7/2022	S2	1	Observation/ Collecting of feedback from participants/ Comparing competition results	\$340.00	E6		✓		
7	Flag Raising Team On-site training course service fee (9.5hr @\$560, 1.5hr @280)	Moral, Civic and National Education	05/2022-07/2022	S1-5	20	Observation/ Checking students' attendance/ Collecting of feedback from participating students and teachers	\$5,740.00	E6		✓		
8	External Competition (CLP)	Cross-Disciplinary (STEM)	09/2021-08/2023	S4-5	8	Count Number of participant	\$1,022.00	E1		✓		
9	Board Game Workshop	Cross-Disciplinary (STEM)	8/2022	S1-5	60	Count Number of participant	\$5,882.28	E1		✓		
10	3D Printer Maintenance	Cross-Disciplinary (STEM)	8/2022	S1-6	600	Count Number of participant	\$900.00	E1		✓		

11	CNC and Laser Workshop	Cross-Disciplinary (STEM)	Aug 2021 - Dec 2022	S3-5	35	Count Number of participant	\$3,377.00	E1			✓		
12	Mastering Microbit	Cross-Disciplinary (STEM)	Sep 2021 - Aug 2022	S1	120	Count Number of participant	\$26,100.00	E1			✓		
13	Mobile Learning Support	Cross-Disciplinary (STEM)	Sep 2021 - Aug 2022	S1-5	600	Count Number of participant	\$11,970.00	E1			✓		
14	F.4 Service learning training service fee	Values Education	Sep 2021 - July 2022	S4	110	Observation/ Checking students' attendance/ Collecting of feedback from participating students and teachers	\$16,212.00	E6		✓		✓	
15	Pre-internship Workshops The workshops aim to equip students with essential job-hunting skills, such as resume writing and job interview skills.	Cross-Disciplinary (Others)	22.06.2022-29.06.2022	S4-5	61	The attendance rate is over 90%. Students were successfully matched to suitable organizations for their summer internship scheme.	\$12,200.00	E5, E6					✓

16	Summer Internship Programme This programme aims to assist students to explore their career paths and get a 5-day real world work experiences.	Cross-Disciplinary (Others)	15-08-2022 - 26-08-2022	S4-5	30	The attendance rate is over 90%. This activity is beneficial to students as they could gain valuable work experience and explore their career interests.	\$48,000.00	E2, E5, E6							✓	
17	F.5 Life Education workshop service fee	Values Education	10/9/2021	S5	86	Count Number of participant	\$4,800.00	E5		✓						
18	F.4-6 Life Education with VR experience activities	Values Education	1/8/2022-10/8/2022	S4-6	30	Observation/ Checking students' attendance/ Collecting of feedback from participating students and teachers	\$16,400.00	E5		✓						
19	Backstage Production Programme Arrange face-to-face/online workshops for students to learn to stage production works with multimedia elements, such as video, stage and lighting effects.	Arts (Music)	9/2021-8/2022	S3-4	10	Since most activities cancelled, only theory part covered.	\$51,300.00	E5			✓	✓			✓	
20	English Musical Theatre Singing Programme Arrange online lessons for students to learn singing and performing skills.	Arts (Music)	9/2021-8/2022	S1-4	12	Count Number of participant	\$92,280.00	E5			✓	✓			✓	
21	Chinese & Western Music Instrument Programme Provide training for students to improve their performing skills.	Arts (Music)	9/2021-8/2022	S1-4	120	Count Number of participant	\$159,340.00	E5			✓	✓			✓	

22	Badminton Team Training	Physical Education	Sept 21-Aug 22	S1-6	25	Count Number of participant	\$29,505.00	E5			✓			
23	Table-tennis Team Training	Physical Education	Sept 21-Aug 22	S1-6	10	Count Number of participant	\$17,640.00	E5			✓			
24	Jazz Class	Physical Education	Sept 21-Aug 22	S1-6	14	Count Number of participant	\$25,500.00	E5			✓			
25	Chinese Dance Class	Physical Education	Sept 21-Aug 22	S1-6	16	Count Number of participant	\$20,267.50	E5			✓			
26	Basketball Training	Physical Education	Sept 21-Aug 22	S1-6	30	Count Number of participant	\$6,720.00	E5			✓			
27	Handball Training	Physical Education	Sept 21-Aug 22	S1-6	25	Count Number of participant	\$1,680.00	E5			✓			
28	HK Biology Literacy Award	Gifted Education	15/1/2022	S4-5	8	Count Number of participant	\$1,000.00	E1	✓					
29	Forensic Science Workshop	Cross-Disciplinary (Others)	14/12/2021	S1-3	30	Count Number of participant	\$3,050.00	E6	✓					
30	CUHK Robotics Engineering course	Gifted Education	2022 Jan- Apr	S1-6	2	Count Number of participant	\$4,310.00	E6	✓					
31	CUHK Quality Education Summer Programme	Gifted Education	1/8/2022-31/8/2022	S1-6	1	Count Number of participant	\$2,450.00	E6	✓					
32	S1-4 Science Workshop	Cross-Disciplinary (Others)	21/8,5/10,30/8,25/8	S1-6	188	Count Number of participant	\$14,209.00	E1,E7	✓					
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1							\$622,394.78							

1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1													
2													
3													
4													
5													
(Please insert rows above if the space provided is insufficient.)													
Sub-total of Item 1.2											\$0.00		
Expenses for Category 1											\$622,394.78		

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

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1	Light microscope	Arts (Others)	Used in OLE Day to observe plant cells found in school campus	\$2,500.00
2	National flag stand set, flag size: 64 x 96 cm, stand height: 3.5 m	Moral, Civic and National Education	Flag Raising Team	\$6,800.00
3	Uniforms for flag-guards	Moral, Civic and National Education	Flag Raising Team	\$24,654.00
4	Rope for National flag stand set	Moral, Civic and National Education	Flag Raising Team	\$400.00
5	Water training centre booking fee	Physical Education	Dragon Boat Team	\$16,300.00
6	iPad with Apple Pencil	Cross-Disciplinary (STEM)	Design activities throughout school year and for activities organized by different entities of school	\$63,689.00

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	650
Number of student beneficiaries:	650
Percentage of students benefitting from the Grant (%):	100%

7	Drawing Pad	Cross-Disciplinary (STEM)	For activities organized by different entities of school	\$25,300.00
8	Mosaic Platte 3 Pro	Cross-Disciplinary (STEM)	Learning Advance 3D Printing	\$6,680.00
9	Toolkit for STEM	Cross-Disciplinary (STEM)	For joining STEM Competitions	\$399.00
10	Oculus Quest 2	Cross-Disciplinary (STEM)	Experience VR	\$50,000.00
11	Computer Numerical Control machine	Cross-Disciplinary (STEM)	Learning CAD	\$42,000.00
12	Large towels for Zen classes	Values Education	Zen Classes	\$3,600.00
13	Cushions for Zen classes	Values Education	Zen Classes	\$4,760.00
14	Campus TV equipment maintenance	Cross-Disciplinary (Others)	Campus TV Team training	\$11,800.00
15	Portable CD players	Cross-Disciplinary (Others)	Assembly Team training	\$696.00
16	North Bayou TV cart	Cross-Disciplinary (Others)	Campus TV Team training	\$1,020.00
17	Wireless microphone, SOUND PATH AT-MX104S	Cross-Disciplinary (Others)	Assembly Team training	\$3,880.00
18	SD card, card reader	Cross-Disciplinary (Others)	Assembly Team training	\$695.00
19	Camera, Nikon Z6II	Cross-Disciplinary (Others)	Assembly Team training	\$23,490.00
20	TV cart, North Bayor AVA I500-60-1p	Cross-Disciplinary	Assembly Team training	\$1,020.00

21	Broadcasting system, 8x8 HDMI Matrix	Cross-Disciplinary (Others)	Campus TV Team training	\$8,800.00
22	High definition 31-Band Stereo Graphic Equalizer, FBQ-FBQ6200HD	Cross-Disciplinary (Others)	Campus TV Team training	\$3,800.00
23	Mipro Wireless Mic, ACT-62H	Cross-Disciplinary (Others)	Assembly Team training	\$10,400.00
24	Mipro Wireless Mic, Mipro MR823V	Cross-Disciplinary (Others)	Assembly Team training	\$4,000.00
25	iPad Wi-Fi 64GB for Assembly and Campus TV Team Training	Cross-Disciplinary (Others)	Assembly and Campus TV Team Training	\$10,980.00
26	Data logger, PASCO 550	Cross-Disciplinary (Others)	Physics Club Members Training	\$7,210.00
27	Hercules Music Stand Cart	Arts (Music)	Musical Instrument Programme (training)	\$1,800.00
28	Repairs and Maintenance of musical instruments	Arts (Music)	Musical Instrument Programme (training)	\$9,600.00
29	Enhancement of Lighting System	Arts (Music)	Backstage Production Programme Training	\$200,000.00
30	MacBook Pro 13"	Arts (Music)	Backstage Production Programme Training	\$23,574.00
31	Marquee rental	Physical Education	Canoe Training	\$3,300.00

(Please insert rows above if the space provided is insufficient.)	
Expenses for Category 2	\$573,147.00
Expenses for Categories 1 & 2	\$1,195,541.78

* : 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

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

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

I. Financial Overview

A	Allocation in the Current School Year:	\$ 130,650
B	Expenditure in the Current School Year:	\$ 9,937.5
C	Unspent Amount to be Returned to the EDB (A – B):	\$ 120,712.5

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	10	\$ 4,944
Full-grant under the School Textbook Assistance Scheme	38	\$ 4,993.5
Meeting the school-based financially needy criteria (capped at 25% of the total allocation for the school year)	Nil	\$ 0
TOTAL	48	\$ 9,937.5 <small>(Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)</small>

III. Details of Expenses

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries	Essential Learning Experiences I: Intellectual Development M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences
1.1	To subsidize students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises)			
Speech Festival (Chinese Speech) (English Speech)	Participants were introduced and assigned to various speaking events in English and Chinese, received different training from our teachers for the best way to deliver a citation/ speech in one of Hong Kong's largest inter-school competitions. This provided the opportunity to shine our students in the community and they look forward to continuing their friendship with other competitors from different schools in Hong Kong.	\$1,143.5	15	I: Intellectual Development P: Physical and Aesthetic C: Career-related Experiences
1.2	To subsidize students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)			
Lessons on range of musical instruments	To promote the instruction of brass, strings and selected woodwind instruments, we arranged these specific instruments lessons to	\$5,354	3	I: Intellectual Development P: Physical and Aesthetic C: Career-related Experiences

	students who participate in the peripatetic music programme.			
1.5	Others			
	We collected lots of memories during the picnic in Ocean Park. Every year we eagerly wait for the picnic time. It is one of the day's enjoyment but the impact remains for the whole year of our school life. In the Ocean Park, every small learning opportunity of nature preservation made our students happy. Remembering those games still gave my students goosebumps and happiness.	\$3,416	29	M: Moral and Civic Education
	Total	\$9913.5	47	