



Jockey Club Ti-I College

賽馬會體藝中學

體藝 年報

Annual
Report
2021-2022

Contents

SCHOOL	5
School Mission	5
School History	6
School Management	7
Number of Active School Days	8
Lesson Time for 8 Key Learning Areas	8
TEACHERS	9
Teachers' Qualification	9
Teachers' Experience	10
Teachers' Professional Development	10
STUDENTS	11
STUDENTS' ATTENDANCE	11
STUDENTS' ACEDMIC PERFORMANCE	11
MAJOR AWARDS OBTAINED	12
Physical Education Related Awards:	12
Visual Arts Related Awards:	16
GRADUATE PROFILE	18
EVALUATION ON SCHOOL MAJOR CONCERNS	19
MAJOR CONCERN 1:	19
MAJOR CONCERN 2:	20
MAJOR CONCERN 3:	21
ACHIEVEMENTS & REFLECTION BY ADMINISTRATIVE GROUPS AND	24
SUPPORT FOR STUDENT DEVELOPMENT	24
ACADEMIC AFFAIRS	24
Panel Heads Committee (PHC)	24
Curriculum Development Committee (CDC)	26
Examinations & SBA Committee (ESC)	28
Performance Analysis & Streaming Committee (PAS)	30
Learning Resources Committee (LRC)	31
Gifted Education Committee (GEC)	33
Academic Support Committee (ASC)	36
Student Admission Committee (SAC)	37
Timetabling Committee (TC)	39
COMMUNICATION & DEVELOPMENT	40
School-Home Collaboration Committee (SHC)	40
Alumni Affairs Committee (AAC)	41

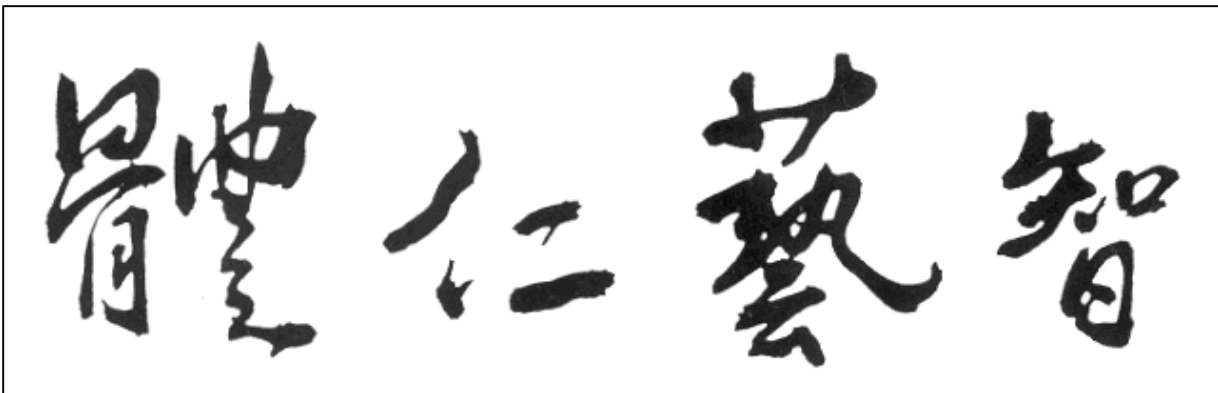
External Communication Committee (ECC)	43
Publication Committee (PC)	45
Image Promotion Committee (IPC)	47
Staff Professional Development Committee (SPD)	49
STUDENT DEVELOPMENT	51
Careers & Life Planning Committee (CLP)	51
Discipline Committee (DC)	53
Guidance & Student Support Committee (GSS)	55
OLE & SLP Committee (OSC)	57
Student Exposure Committee (SEC)	59
Student Growth Committee (SGC)	61
ADMINISTRATION & RESOURCCES	64
Crisis Management Committee (CMC)	64
Estate Management Committee (EMC)	66
Finance Committee (FC)	68
IT Administration Committee (IAC)	70
Major School Events Committee (MSE)	73
Resources Committee (RC)	75
Student Registration & Records Committee (SRR)	77
Supporting Staff Committee (SSC)	78
Staff Welfare Committee (SWC)	80
LEARNING & TEACHING	82
Biology	82
Business, Accounting and Financial Studies	84
Chemistry	87
中國歷史	94
中國語文科	95
中國文學	97
Citizenship & Social Development	98
Economics	100
English Language	101
Geography	104
History	107
Information and Communication Technology	110
Integrated Science	112
Mathematics	115

Music	116
Physics	118
Physical Education	120
普通話科	124
Technology & Living	125
Visual Arts	127
Financial Report	129
Government Funds and School Funds	129
Diversity Learning Grant	131
Report on the use of Life-wide Learning Grant	132
ANNEX – SPECIAL REPORTS	133
維護國家安全及國家安全教育相關措施	133
Capacity Enhancement Grant Evaluation	137
Careers & Life Planning Grant Evaluation	138
Composite Information Technology Grant Evaluation	142
Diversity Learning Grant Evaluation	144
Life-wide Learning Grant Evaluation	150
Non-Chinese Speaking Student Support Grant Evaluation	166
Reading Grant Evaluation	168
School-based After-school Learning & Support Grant Evaluation	170
SEN Support Group Evaluation	171
Sister School Exchanges Evaluation	172
Student Activities Support Grant Evaluation	174
One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development Evaluation	176

SCHOOL

School Mission

The vision and mission of the School are to provide students with the normal grammar school curriculum as well as a better chance to develop their potential in sports or arts. The School puts equal emphasis on academic achievement and the development of students' talent in sports and visual arts. By the time students leave the School, they will have acquired proficient language skills, have an analytical mind, the ability to think for themselves and a sound knowledge in academic subjects as well as in sports or visual arts.



Our School Motto: **Sports, Humanities, Arts & Wisdom**

School History

The idea of founding the school originated from the late governor, Sir Edward Youde. He proposed the setting up of a secondary school in Hong Kong which would not only emphasize academic performance but also provide an opportunity to develop the students' potentials in arts and sports. In November 1985, the Chief Secretary came to an agreement with the Royal Hong Kong Jockey Club (RHKJC) that such a school would be built in Shatin, with above-average standards for its special task. The Education Department established a Steering Committee to oversee the project. A total funding of eighty-four million Hong Kong dollars was established by the RHKJC and from the Government. Fifty-four million of the funding was used as the building fund while some thirty million was used to set up an endowment fund. The Education Department invited professionals and educators to form the School Management Board to manage the Foundation and supervise the school. The founding members were:

Mr. WONG Ping-wai, Samuel, MBE, JP – Supervisor (1 Dec 88 – 28 Feb 93)

Prof. FU Hoo-kin, Frank, J.P. – Supervisor (1 Mar 93 – 21 Apr 2021)

Mr. CHOW Kun-chee, Roland

Mr. Clive William Oxley, J.P.

Mr. David Chalres Meredith

Mr. MA Ning-hei, Nathan, MBE, JP

Mr. SO Fai-cho

Mr. TAM Chi-sing, Laurence

Mr. WONG Man-chiu, Ronnie

Mr. YAO Kang, OBE, JP

Mrs. LAI WEI Kit-lin, Minnie

Mrs. LORD MAK Yee-Fun

The school started in September 1989. It is an EMI school and is now well-established.

School Management

Managers of the Incorporated Management Committee

Mr. TSOI Hak Chiu Herman, School Supervisor, Sponsoring Body Manager

Dr. CHAN Kwok Ki, Deputy School Supervisor, Sponsoring Body Manager

Ms. KWOH So Chi Peggy, Sponsoring Body Manager

Dr. LAU Mun Yee Irene, Sponsoring Body Manager

Mr. CHENG Yuen Shan Vincent, Principal, Ex-officio Manager

Mr. CHAN Kar Lok Ernest, Independent Manager

Mr. HUI Kin Yip John, Independent Manager

Mr. LI Chun Luen Johnny, Independent Manager

Mr. TSANG Kam-sing, Independent Manager

Mr. WONG Man Kin, Teacher Manager

Ms. CHU Po Yee, Alternate Teacher Manager

Ms. CHAN Mun Yee Anita, Parent Manager

Ms. CHAN Man Wai Ruby, Alternate Parent Manager

Dr. LEE Wai Yuk Justin, Alumni Manager

Number of Active School Days

Academic Year	No. of Active School Days
2021-2022	170*

* Examination periods were not included in Active School Days

Lesson Time for 8 Key Learning Areas

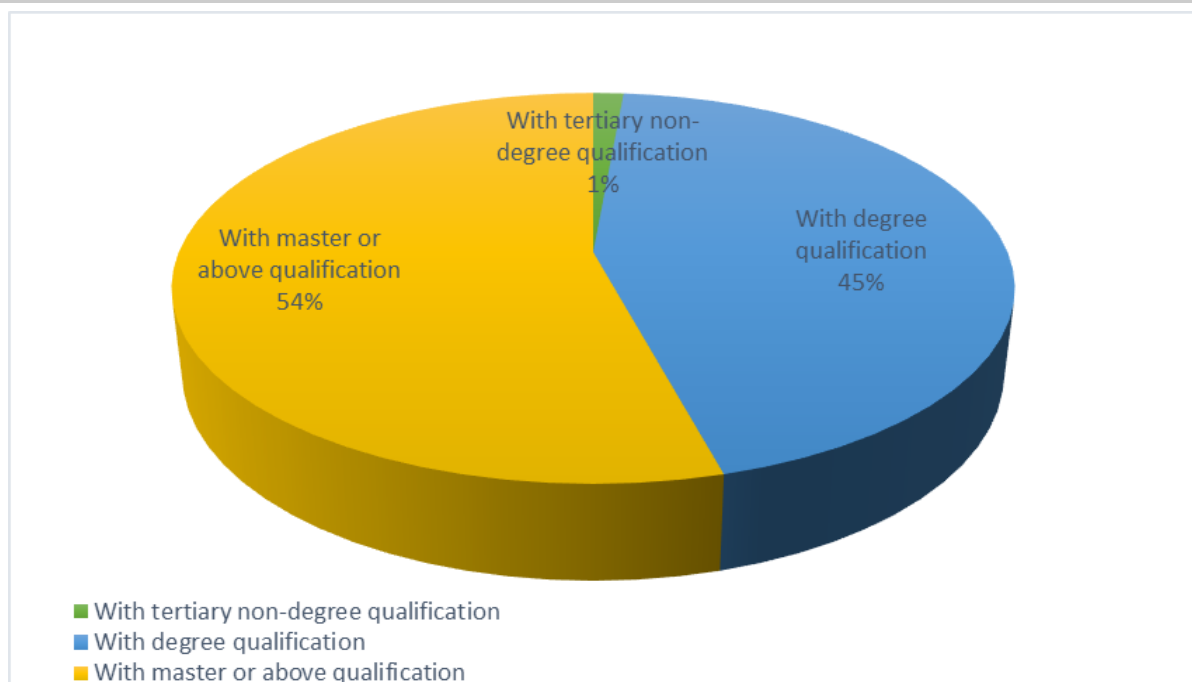
The percentages of the total lesson time of the eight Key Learning Areas in our junior secondary curriculum are listed as follows:

Key Learning Area	F.1-3 (%)
(A) English Language Education	18.5
(B) Chinese Language Education	17.0
(C) Mathematics Education	12.6
(D) Personal, Social & Humanities Education	16.3
(E) Science Education	10.4
(F) Technology Education	5.9
(G) Arts Education	19.2
(H) Physical Education	

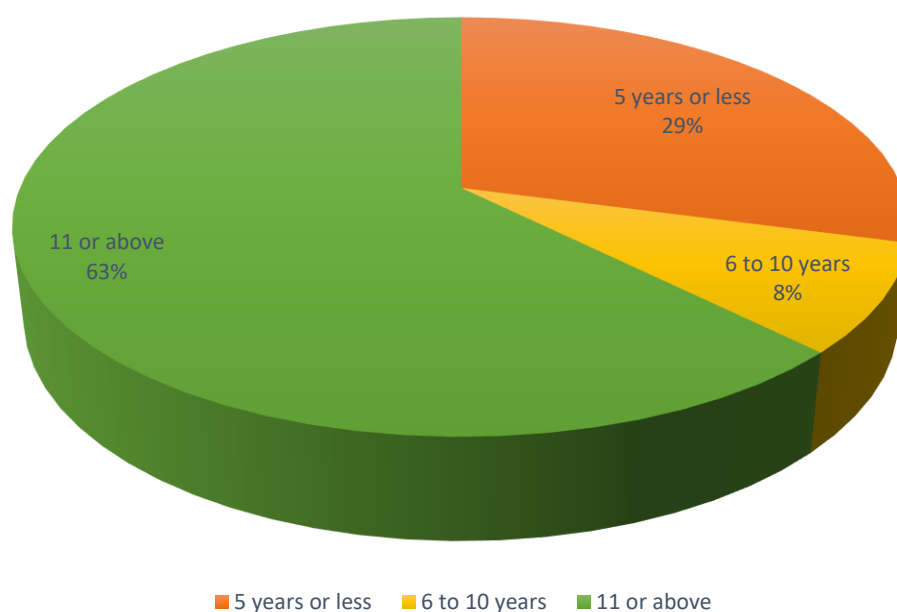
TEACHERS

Total number of teaching staff in 2021-2022: 71 (including the half-loaded teachers, Assistant Teachers and the Principal)

Teachers' Qualification



Teachers' Experience



Teachers' Professional Development

The total time spent on professional development by the staff:

	2021-2022
Average Time Per Staff	30.96 hours

STUDENTS

STUDENTS' ATTENDANCE

Class Level	2021-2022
F.1	98.6%
F.2	97.6%
F.3	98.3%
F.4	97.1%
F.5	96.8%
F.6	96.1%
All Levels	97.6%

STUDENTS' ACEDMIC PERFORMANCE

Hong Kong Diploma of Secondary Education Examination

	2021-2022
Percentage of students meeting the general university entrance requirements	62.3
Percentage of students meeting the entrance requirements for local sub-degree programs	88.7

MAJOR AWARDS OBTAINED

Physical Education Related Awards:

Athletics

HKSSF Shatin and Sai Kung Inter-school Athletics Meet

Girls	A Grade	Champion
Girls	B Grade	1 st runner-up
Girls	C Grade	Champion
Girls	Overall Grade	CANCELLED
Boys	A Grade	4 th Place
Boys	B Grade	2 nd runner-up
Boys	C Grade	Champion
Boys	Overall Grade	CANCELLED

HKSSF Shatin and Sai Kung Inter-school Long Distance Running Competition

Girls	A Grade	CANCELLED
Girls	B Grade	
Girls	C Grade	
Girls	Overall Grade	
Boys	A Grade	
Boys	B Grade	
Boys	C Grade	
Boys	Overall Grade	

HKSSF Shatin and Sai Kung Inter-school Cross Country Running Competition

Girls	A Grade	CANCELLED
Girls	B Grade	
Girls	C Grade	
Girls	Overall Grade	
Boys	A Grade	
Boys	B Grade	
Boys	C Grade	
Boys	Overall Grade	

All HK Schools Jing Ying Athletics Tournament 2021-2022

Girl's 100M Hurdles	Champion
Girl's 800M	4th Place

Gymnastics

All Hong Kong Inter-Secondary Schools Gymnastics Competition

Girls	A Grade	CANCELLED
	B Grade	

Swimming

HKSSF Shatin and Sai Kung Inter-school Swimming Competition

Girls	A Grade	Boys: 6 Gold, 8 Silver, 1 Bronze, 4 4th place
Girls	B Grade	
Girls	C Grade	
Girls	Overall Grade	
Boys	A Grade	Girls: 10 Gold, 8 Silver, 10 Bronze, 3 4th place
Boys	B Grade	
Boys	C Grade	
Boys	Overall Grade	

Life-saving

Hong Kong School Life-saving Competition

Only Individual events		
100m Manikin Tow with Fins	2nd runner-up	
100m Manikin carry with Fins	1st runner-up	
100m Manikin Tow with Fins	1st runner-up	

Football

HKSSF Shatin and Sai Kung Inter-school Football Competition

Boys	AB Grade	Boys Open 1 st runner-up
Boys	C Grade	

HKSSF Inter-school Girls Football Competition

Girls	Open	CANCELLED
-------	------	------------------

HKSSF Jing Ying Football Competition

Boys	AB Grade	CANCELLED
------	----------	------------------

Basketball

HKSSF Shatin and Sai Kung Inter-school Basketball Competition

Girls	A Grade	3 rd runner up
Girls	B Grade	CANCELLED
Girls	C Grade	
Boys	A Grade	5 th
Boys	B Grade	CANCELLED
Boys	C Grade	

HKSSF Jing Ying Basketball Competition

Girls	Open	CANCELLED
-------	------	------------------

HKSSF Inter-school Basketball Marathon

Boys	Open	CANCELLED
Girls	Open	

Volleyball

HKSSF Shatin and Sai Kung Inter-school Volleyball Competition

Girls	A Grade	/
Girls	B Grade	
Girls	C Grade	
Boys	A Grade	Boys Open Champion
Boys	B Grade	
Boys	C Grade	

HKSSF Volleyball Jing Ying Competition

Girls	A Grade	CANCELLED
Boys	A Grade	

HKSSF Inter-school Beach Volleyball Competition

Boys	Open Grade	CANCELLED
------	------------	------------------

Table Tennis

HKSSF Shatin and Sai Kung Inter-school Tennis-tennis Competition

Girls	A Grade	3 rd runner-up
Girls	B Grade	/
Girls	C Grade	/
Boys	A Grade	2 nd runner-up
Boys	B Grade	/
Boys	C Grade	/

HKSSF Table-tennis Jing Ying Competition

Girls	Doubles	CANCELLED
-------	---------	------------------

Badminton

HKSSF Shatin and Sai Kung Inter-school Badminton Competition

Girls	A Grade	/
Girls	B Grade	5 th Place
Girls	C Grade	2 nd runner-up
Boys	A Grade	2 nd runner-up
Boys	B Grade	5 th Place
Boys	C Grade	1 st runner-up

HKSSF Badminton Jing Ying Competition

Girls	Group	CANCELLED
-------	-------	------------------

Squash

HKSSF All N.T. Schools Squash Competition

Boys	Team	1 st Runner-up
Girls	Team	Champion

Tennis

HKSSF Inter-school Tennis Competition

Girls	Team	/
Boys	Team	2 nd Runner-up

Indoor Rowing

The New Territories Secondary Schools Fencing Competition

Girls	A Grade	CANCELLED
Girls	B Grade	
Girls	C Grade	

HKSSF Shatin and Sai Kung Area Committee Inter-school Competition Annual Overall Championship

Boys	Overall	CANCELLED
Girls	Overall	

Shatin and Sai Kung District Outstanding Athlete:

CANCELLED

HKSSF Grantham Outstanding Student Athlete Awards (Ten Sport Excellence Awards)

CANCELLED

HKSSF Grantham Outstanding Student Athlete Awards

CANCELLED

HKSSF N.T Areas (Shatin & Sai Kung District) All Round Athlete

CANCELLED

Visual Arts Related Awards:

Achievements in Art Competition 2021-2022

- Winner in "Stairways Reimagined" Public Space Installation Design Competition
- 「樓梯變身」公共空間裝置設計比賽 - 冠軍
- Winner in IYACC The 13th International Open Visual Arts Competition
- IYACC 第十三屆國際公開繪畫大賽 - 冠軍
- Winner in Hong Kong Youth Visual Arts Competition 2022
- 香港青少年視藝大賽 - 冠軍
- Winner and Merit Award in MTR x Dinosaur Adventure Art Competition 2022
- 港鐵載遇恐龍創意繪畫比賽 2022 - 冠軍及優異獎 (數位繪圖組)
- 1st Runner-up in South China Morning Post - Student of the Year Awards 2020/21 - Visual Artist
- 1st Runner-up and Gold Award in Red Pocket Design Competition - Teen group
- 「利是封」設計比賽 - 亞軍及金獎 (青少年組)
- 1st Runner-up and Merit Award in 11th World Children Art Awards 2022 - Junior Form Division
- 第十一屆世界兒童繪畫大獎賽 2022 - 亞軍及優秀獎 (校際視藝邀請組 - 初中組)
- 1st Runner-up in Hong Kong Junior Arts Awards 2021 - Youth Division
- 香港青少年兒童繪畫大獎賽 2021 - 亞軍 (青少年組)
- 2nd Prize in "2021 Tea Ware by Hong Kong Potters" Competition
- 陶瓷茶具創作比賽 2021 - 亞軍
- 2nd Runner-up in Happy Green Campaign "New Mission for Decarbonisation" Pillar Box Design Competition - Secondary School Category
- 「減碳 New Mission」戶外電箱設計創作比賽 - 季軍 (中學組)
- 2nd Runner-up and Merit Award in MTR x Dinosaur Adventure Art Competition 2022
- 港鐵載遇恐龍創意繪畫比賽 2022 - 季軍及優異獎 (繪畫組)
- Gold Award in Red Pocket Design Competition - Teen group
- 「利是封」設計比賽 - 金獎 (青年組)
- Gold Award in 2021 A Happy Moment Drawing Competition
- 童享快樂一刻繪畫比賽 - 金獎
- Silver Award in 4th Draw my Watch - Silver Award
- 第 4 屆 Draw My Watch 錶面設計比賽 – 銀獎
- Eco together Award in KAO International Environment Painting Contest for Children
- 第十二屆花王國際兒童環境繪畫比賽 - 花王賞
- Creative Award in 6th "Paint it! The coffee Cup Art" Competition - Open Group
- 第 6 屆彩繪杯大募集! - 創意大獎 (公開組)
- Special Honor Award in 2021 Secondary School Contemporary Drawing Competition
- 當代中學生繪畫比賽 - 特別榮譽獎
- Grand Prix in International Competition of Research Papers for School Children and Students "Texto"
- Shortlisted in South China Morning Post - Student of the Year Awards 2020/21 - Visual Artist
- Merit Award in "Control of obscene and Indecent Articles Ordinance" Slogan and Colouring Competition
- 《淫褻及不雅物品管制條例》口號創作及填色比賽 2021 - 優異獎
- Merit Award in MY STAGE - Inter-School Fashion Design Competition 2021
- Merit Award in the 11th Contemporary Youth and Children's Arts Festival Drawing Competition (Teen A group)
- 第 11 屆彩繪夢想香港藝術菁英繪畫大賽 - 優異獎 (少年 A 組)
- Merit Award in Secondary School Korean Culture Drawing Competition
- 中學生韓國文化繪畫比賽 – 優異獎
- Excellent result in MuseTeens: The 15th Youth Leadership Scheme
- 第十五屆「文化新人類」青年領袖計劃 - 榮獲佳績：傑出「文化新人類」獎、熱心推廣文化

獎、「校園全接觸親善大使」獎、積極參與獎

- Premium Arts Education Awards - Most Participation Award in Hong Kong Junior Arts Awards 2021
- 香港青少年兒童繪畫大獎賽 2021 - 優質藝術教育大獎 - 積極參與獎
- 我的夢想職業繪畫比賽 - 冠軍
- 香港青少年視藝大賽 2022 (夏季) - 冠軍
- 2022「保護瀕危動物」繪畫比賽 - 冠軍及季軍
- 招財貓設計比賽 - 金獎
- CBN 2022 賣旗日旗紙設計比賽 - 亞軍
- 第三屆香港紫荊盃繪畫大賽 - 銀獎
- 校園時光繪畫比賽 - 季軍
- 「紀·錄」香港文化系列比賽 2021 - 一等獎 (繪畫 - 初中組)
- 「小改變、大意義」銀髮小物設計微集比賽 - 最美觀大獎 (個人組別)
- 海陸空奇幻之旅 國際兒童及青少年繪畫大賽 2021 - 銀獎 (少年組)
- 都會國際青年藝術節 2021 全港繪畫大賽(第四季) - 銀獎 (繪畫組 / 兒童高級組 B02)
- 「細看童畫」兒童及青少年繪畫大賽 2021 - 銅獎 (少年初級組)
- 都會國際青年藝術節 2021 全港繪畫大賽(第三季) - 銅獎 (繪畫組 / 兒童高級組 B02)
- 活水行動 - 全港學界「活水」攝影比賽 - 優異獎 (中學組)

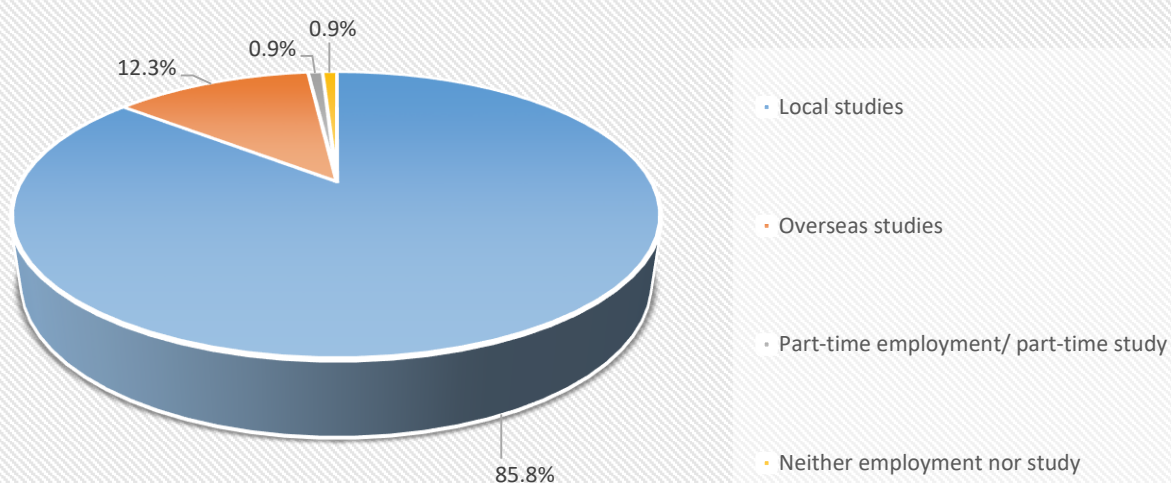
Art Exhibition - Students' artworks showcase in public 2021-2022

- Mid-Autumn Lantern Carnivals 2021 - Lantern Exhibition (17-22/09/2021, Soccer Pitches, Victoria Park)
- 辛丑年中秋綵燈會 2021 - 學生綵燈展覽 (17-22/09/2021, 維多利亞公園, 足球場)
- Hong Kong Jockey Club Community Project Grant: START UP Community Arts Project 2021 - Exhibition (17/03-09/04/2021, Y Platform, Youth Square, Chai Wan)
- 香港賽馬會社區資助計劃：「有種藝術」社區藝術計劃 2021 - 展覽 (17/03-09/04/2021, 柴灣青年廣場, Y 展覽平台)
- Jockey Club Ti-I College Graduation Class Visual Arts Exhibition 21/22 - "THINKING" (30/05-08/07/2022, School Gallery, Jockey Club Ti-I College)
- 賽馬會體藝中學畢業班視覺藝術展覽 21/22 -「諗傾」(30/05-08/07/2022, 賽馬會體藝中學展, 覽廳)
- WeHere: Junior Form Art Exhibition (14-18/10/2021, Central Courtyard and 2/F, Jockey Club Creative Arts Centre)
- WeHere: 初中藝術作品展覽 (14-18/10/2021, 賽馬會創意藝術中心, 中庭及二樓平台)
- The Jockey Club "Project Silver" Intergenerational Arts Project Exhibition (26/10-04/11/2021, G/F, Cityplaza South)
- 賽馬會「銀光一閃」跨代藝術計劃展覽 (26/10-04/11/2021, 太古城中心南座, 地下)
- "The East Rail Line. Fun Fun Art" Colourful Train (7/8-31/12/2022, East Rail Line MTR Train)
- [東鐵綫·Fun 紛藝術] 列車 (7/8-31/12/2022, 港鐵列車 - 東鐵線)
- Jockey Club Augmented Reality in Arts Education – Tai Kwun Exhibition (24/7-5/9/2022, Tai Kwun, Central)
- 賽馬會 AR 藝術教育計劃- 大館展覽 (24/7-5/9/2022, 中環大館)
- Jockey Club ICH+ Innovative Heritage Education Programme Annual Showcase (5/8-28/8/2022, Hong Kong Arts Centre)
- 賽馬會「傳·創」非遺教育計劃 (5/8-28/8/2022, 香港藝術中心)

GRADUATE PROFILE

	Percentage %
Local studies	85.8
Overseas studies	12.3
Part-time employment/ part-time study	0.9
Neither employment nor study	0.9
	100

Survey of F.6 Graduates 2022



EVALUATION ON SCHOOL MAJOR CONCERNS

MAJOR CONCERN 1:

1. Develop attitude to mount intellectual altitude

- To build up good learning habits
- To cultivate a positive learning attitude
- To foster an encouraging learning atmosphere

Achievement
<ol style="list-style-type: none"> 1. Different strategies and arrangements were adopted to cope with the ever changing pandemic situations. Online tools and platforms like kahoot, nearpod, etc on top of google classroom were used by teachers to engage student inside and outside the physical classroom. Under-achievers were also dealt with when situations allow with the provision of detention and remedial classes. 2. Cross-subject collaborations and LAC were continued. Good practices from other schools were also explored during the school visit (6 schools for different theme) during the Staff Development Day. 3. Evaluations of implementation of the revised curriculum were conducted together with the routines of lesson observation, assignment inspection, internal exam evaluation and report writing of AER. Enhancement/trimming in curriculum were suggested/implemented during the exercise.
Reflection
<ol style="list-style-type: none"> 1. The school should continue to review the development of students' learning routines and learning effectiveness and develop ways to nurture self-directed learners. 2. The school would further enhance learning across the curriculum & explore learning opportunities in different areas including STEM. 3. The school should continue to promote self-directed learning such that they can develop their own study routine and become independent learners.
Follow-Up
<p>Departments and committees are to develop their working plans along the above direction and implement corresponding strategies where they see fit. More data-analysis should be done such that future strategies can be more evident-based.</p>

Report compiled by: Hong Chung Yin

MAJOR CONCERN 2:

Enrich exposure to new life experiences with gratitude, initiative and courage

- Instill positive values and morality
- Inject social competency
- Ignite global vision and citizenship

Achievement
<p>Even under the various constraints and restrictions of the pandemic, different committees had successfully conducted various programs to foster students' whole-person development:</p> <ol style="list-style-type: none">1. Inter-house Talent Quest and Fashion Design Competition had been successfully conducted. The Fashion Design Competition had been added this year to create an even more diverse and entertaining experience to the audience.2. Activities related to the themes of the Whole Person Education Framework had been successfully conducted through morning assemblies and Form Teacher Periods. Even though there were a lot of limitations under the pandemic, some guest speakers had been invited to give talks to the students.3. Multiple Exposure lessons had been successfully implemented in F.4. Taster program of different topics had been introduced to the students such as TABATA, Chinese opera handcrafts making and philosophy.4. A 4-Day-3-Night Adventure Camp had been conducted for F.5 students replacing the F.5 Grand Tour.5. Materials for Form Teacher Periods had been developed to introduce the themes of F.1 and F.4 under the Whole Person Education Framework such as Responsibility and Integrity for F.1 and Cultural Diversity and Global Awareness for F.4.6. Two surveys about the Ti-I Happiness Index were conducted for F1 & F.2 students to raise their awareness of mental health and stress management. The program could be extended to F.1 – F.3 next year to track the happiness level of the students.
Reflection
<p>Due to the school suspension and the stringent health protection measures, a lot of the planned activities and programs had to be cancelled or postponed, including the F.4 Grand Tour, part of the Multiple Exposure lessons and Enhanced Smart Teen Project. When the pandemic situation improves, most of the face-to-face activities and programs shall be conducted as far as possible to address the non-academic needs of the students.</p> <p>Limited numbers of service programs had been conducted successfully by Elderly Academy and Peer Counsellors. During the special holiday, a service program had been conducted online. Students produced audio books to help children with eye-sickness to enjoy reading. More collaboration with NGOs was suggested.</p>
Follow-Up
<p>Career visits and job shadowing programs were cancelled due to the pandemic and some of the career related activities were conducted online. The possibility of arranging all these activities in face-to-face mode next year would definitely be explored.</p> <p>The F.4 Grand Tour was rescheduled to next year and different options for the destination will be explored.</p>

Report compiled by: Lee Wing Tao

MAJOR CONCERN 3:

Fulfilling Unique Mission

- Enhance performance and creativity in sports and arts
- Encompass multiple connections
- Enrich campus aesthetic and facilities

Sports:

Achievement
<ol style="list-style-type: none">1. Although the pandemic seriously affected the planned curriculum and activities from Jan 2022 onwards, a number of activities could still be arranged on schedule in the 1st term, e.g. board design and display about Tokyo Olympics 2020 in covered playground for introducing the achievement of HK athletes, fitness games / tests / interesting and interactive activities for students (especially for new F.1 students) in Sports Centre and covered playground etc.2. Organized 3 PE-related lunch programs for F.2 students including indoor rowing in gym, fitness activities in Sports Centre and sports-related film appreciation in Lecture Theatre.3. Clear regulations / guidelines were implemented to guide the entire operation of the Centre. Students were motivated to do exercise and training regularly through lesson/training conducted in the lesson. Staff enjoyed doing exercise in the Centre during free time and 3 “User’s workshop of the Sports Centre” had been arranged successfully for students so that they could also do workout according to their own free time after school.4. A series of functions and programs organized achieved:<ul style="list-style-type: none">- Experiential activities for students including sports climbing, bowling & Muay Thai- Sports-related site visits in HK Velodrome for PE elective students- A cross-curricular learning activities with history panel (HK Golf Club-Heritage & Ecology Tour plus Gold experience) for PE elective students- Multiple Exposure (ME) activities for F.4 students e.g., Olympics Education, Kendo, New Sports Initiatives and indoor rowing competition in school hall- A workshop on “University Sports Scholarships” for student-athletes- An “Injury Prevention Workshop” for sports team captains- “Training Techniques” workshop for team advisers & external coaches- Two “weight lifting” workshops for F.6 PE elective students5. Pandemic affected the progression of “New Rock-Climbing Wall” project to a certain extent. It would be carried on according to an revised schedule. A series of training and safety precautions will be carried out before the opening of the climbing wall.
Reflection
<p>The prolonged pandemic strike had caused major devastating effect on sports development all over Hong Kong. With severely affected school interaction contacts, students were deprived of intensive and regular coaching. The cancellation of almost all sports competitions of all levels also stripped off opportunities for young athletes to shine on their stage. However, teachers have been doing their utmost to keep up the sport vibe of the school and students were provided with exposure and opportunities as much as possible. In the next academic year, whenever situation allows, school events and programs shall be organized as far as possible so that students would regain the momentum of sports development and enjoy the vibrant school life. This shall include implementation program at various curriculum levels including routine class learning, eye-opening outside-class exposure program, extended development program (including PE training camp and overseas tour). The rich provision of new and update sports facilities of the school shall also be fully utilized to allow students (and staff) to promote healthy life-style.</p>

Follow-Up
<ol style="list-style-type: none"> 1. Continue to optimize our PE curriculum by introducing more interesting sports events to enrich students' exposure and knowledge. 2. Teaching materials in the curriculum will need to be updated and revised regularly. 3. Continue to strengthen collaboration and communication among team advisers, coaches, parents and the school. 4. Team advisers play a vital role in the development and achievement of the team, timely and closely follow up team affairs will be vital e.g. maintain good team attendance in training etc. 5. Adopt systematic appraisal system for external coaches. 6. Continue to groom the student leaders in Sports Association to assist the operational work in the new Sports Centre as well as other panel activities. 7. Continue to keep monitoring the progression of the project - Rock Climbing Wall.

Report compiled by: Ho Hon Kin

Arts:

Achievement
<ol style="list-style-type: none"> 1. Under the pandemic, the implementation of the practical component of Visual Arts (VA) lessons and other art events were affected, but students still actively participated in different art competitions and even online art programs. Students showed great achievement in art competitions and events this year. (E.g. Jockey Club Augmented Reality in Arts Education Project, Jockey Club Handmade Wellbeing Youth Craft Education Programme, The "East Rail Line – Fun Fun Art" Train Creation, design competitions, etc.) 2. The Hong Kong Primary School Outstanding Visual Arts Students Election cum Exhibition has been demonstrated effective throughout the past years. It becomes a popular Visual Arts competition among primary senior students. The award ceremony and exhibition have been completed and artworks has been showcased in a bigger area in Dec 2021. 3. New VA curriculum in Junior Form curriculum implemented as planned for the second year. Project-based learning with different teaching and learning strategies have been applied in lessons. 4. Enhancement of Visual Arts Participation - Send art activities & competition information to all VA students via official email. The "Most Active Participation in Visual Arts" in each form encourages students' active participation in VA outside classroom. Marks for active participation in art activities and competitions to be included in Art Portfolio & Participation. 5. Art Portfolio - on top of showcasing students' artworks, it includes self-reflections and review of their own learning. Students' presentation in Art Portfolios helps them to develop in the growth of VA. 6. STEM and the integrated part of the D&T curriculum in VA - Building students' capacity in complex problem solving, critical thinking & creativity via junior form projects. 7. Cross curriculum collaboration - VA activities and learning in cross curriculum collaboration cooperated with other subjects (English, I.S., Music). 8. After-school Talent Program – 7 courses in different art media learning in advance level for students and students get more exposure directly with artists. 9. Connection and collaboration with different VA organizations - Connections between schools, universities and different art parties were established, a good communication platform, to showcase the artistic talents in the art projects that our students participated in.

10. Junior Form Art Exhibition was held in JCCAC in Oct 2021, which is a concrete recognition and affirmation of students' VA talents.
Reflection
<p>While the pandemic severely affected the face-to-face interaction that are essential to promote effective and quality Visual Arts learning, students and teachers did not stop their Visual Arts learning and teaching journeys by adjusting and accommodating themselves for online activities and interaction. Many students are self-motivated to enroll in different online activities and competitions, and they had taken the advantages of more stay-home time to complete and flourish their art creation. Whenever situation allows, teachers also took every effort possible to provide various learning exposure and experiences for students to engage them in the multiple stimulation from all over the society to enrich their creative minds.</p> <ol style="list-style-type: none"> 1. The Hong Kong Primary School Outstanding Visual Arts Students Election cum Exhibition showcases and promotes our school effectively. 2. Teachers reflected that the new VA curriculum in Junior Form implementation was successfully improve students learning in Visual Arts, give incentives to cultivate good learning habit outside classrooms. Students' creativity and motivation were showed in VA daily assignments. 3. Students present diverse development in Visual Arts, participated in competitions and programs in different domains, from traditional art to digital arts. More opportunities for students showcase their VA talents in cross curriculum projects, students enjoyed the learning outcomes. 4. The collaboration with different VA organizations has strengthened the connection between our school and different art parities, increased the exposure of our school, and effectively showcased and promoted our school.
Follow-Up
<ol style="list-style-type: none"> 1. Teaching strategies and materials in the curriculum will be updated and revised from time to time base on the reflection of our teaching. 2. The junior form curriculum included Design & Communication and Creative Practice (F.1 & F.2), Studio (F.3) while Art Appreciation, Design Technology and Open Project have been incorporated in various projects, will be reviewed and revised every year. 3. More Visual Arts learning experiences will be provided for students, to create an artistic atmosphere in the school campus. 4. Different courses will be provided for the After-school talented program. 5. The department will continue the good practice of conducting design programs and further develop a design team to support the school design works. 6. The department will continue the good practice of implementing STEM and D&T learning in VA in junior form curriculum. 7. Continues to strengthen collaboration and communication among artists, art organizations, parents and the school. 8. Apart from regular lessons, more value-added activities outside of the classroom like Artist-in-School programs, art talk and workshops should be encouraged.

Report compiled by: Yip Shing Yan

ACHIEVEMENTS & REFLECTION BY ADMINISTRATIVE GROUPS AND SUPPORT FOR STUDENT DEVELOPMENT

ACADEMIC AFFAIRS

Panel Heads Committee (PHC)

Program Brief: **1. To implement and refine the revised curriculum plan**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To improve teaching effectiveness 	<ul style="list-style-type: none"> Panel heads oversee and refine the implementation of the revised curriculum in its second year Panel heads (in particular PE and VA) along with CDC conduct surveys to collect students' and parents' opinions about the revised curriculum Panel heads continue to collaborate with other panels to maximise teaching effectiveness Time scale: Whole year 	<ul style="list-style-type: none"> Partially achieved Panel heads evaluated the implementation in regard to assignment design, assessment design, co-curricular activities and professional development. Panel heads conducted a survey on the effectiveness of the Revised Curriculum Plans. Maths, BAFS/EA, Biology, Chemistry, I.S. and Physics discussed similar items in the schemes of work in 21-22 and coordinated covering them in 2022-23. 	<ul style="list-style-type: none"> Panel heads will continue to refine the plan and evaluate its implementation in its third year. Maths, BAFS/EA, Biology, Chemistry, I.S. and Physics will implement the discussed coverage in their 22-23 schemes of work to improve teaching effectiveness.

Program Brief:

2. To improve learning attitude

Related Major Concern:

☒ Pursuing Intellectual Excellence

☐ Advocating Holistic Development

☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To improve learning 	<ul style="list-style-type: none"> All panels require students to conduct lesson preparation periodically All panels utilize statistics and data to improve the learning outcome F4-F6 form teachers, with input from subject teachers, guide students to do self-evaluation to develop self-awareness of their ability, which enables them to devise individual study plans Subject teachers using predicted levels help F.6 marginal students to achieve 3322 in the DSE exams. Time scale: Whole year 	<ul style="list-style-type: none"> Partially achieved Most panels required students to do lesson preparation periodically. Most panels utilized statistics and data to improve the learning outcome. F.4-F.5 form teachers went over QPI with the students to discuss their progress in the first term. F.6 Chinese and English teachers, based on the predicted levels, offered marginal students additional help to achieve the basic requirements. 	<ul style="list-style-type: none"> Due to class suspension, not every goal was achieved. All panels will continue to require students to conduct lesson preparation. All panels will continue to utilize statistics and data to improve the learning outcome. Guiding students to do self-evaluation and develop self-awareness of their ability in order to enable them to devise individual study plans will be further implemented. More subject teachers in F.6 and preferably F.5 will use predicted levels to help marginal students.

Working plan compiled by:

Tsao Yu Fang

Curriculum Development Committee (CDC)

Program Brief: **School-based curriculum review**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> Continue the implementation & evaluation of the implementation of the revised curriculum 	<ul style="list-style-type: none"> Monitor the implementation of the revised School-based Curriculum Plans Conduct a survey among students and parents to collect their opinions on the implementation of the revised VA & PE curricula 	<ul style="list-style-type: none"> Wholly achieved Subject panels conducted survey/evaluation based on their revised curriculum Over 60 lessons were observed 	<ul style="list-style-type: none"> Minor adjustments in curriculum should continue to suit different situations (especially during the pandemic) However, record of changes should be properly done and make known to teachers of different levels.

Program Brief: Enhancement of learning attitude of students at different levels

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To devise a plan to improve the learning attitude of students 	<ul style="list-style-type: none"> Lesson observation of all classes by VP to understand the current situation Further observation by CDC members or panel heads to be conducted if necessary 	<ul style="list-style-type: none"> Partially achieved Summary of observation complied and discussions were conducted with panel heads and individual teachers Concrete plan yet to be devised 	<ul style="list-style-type: none"> Teachers should be encouraged to observe more lessons for peer-learning and understanding of students' learning from different angles. Students' strength and weakness should be more thoroughly understood by teachers such that better teaching methodologies can be adopted. Coordination among panel heads to work on under-achievers is needed.

Report compiled by:

Hong Chung Yin

Examinations & SBA Committee (ESC)

Program Brief: **Modification of the Examination settings**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To help students familiarize with the examination routines 	<ul style="list-style-type: none"> Amend the examination handbook for examinations Fine-tune the cover-pages of examination papers and answer books Implement the use of bar code labels for F.6 examinations Arrange the seating plan of the examinations according to student identity numbers for F.1-F.6 	<ul style="list-style-type: none"> Wholly achieved The amendment of the examination handbook was completed The fine-tuning of the examination papers and answer books cover-page for examinations was finished Bar code labels were used in F.6 examinations The seating plan of the examinations was arranged according to the student number Students generally familiarized with the examination routines 	<ul style="list-style-type: none"> The examination handbook can be fine-tuned or different versions of handbook can be made such that it can be used in different situations and venues of examinations A briefing session can be provided for F.1 students to help them familiarize with the examination routines before the 1st examination The information filled in the MC answer sheet should be enhanced among students

Program Brief:

Streamlining of the SBA Archive Process

Related Major Concern:

☐

Pursuing Intellectual Excellence

☐

Advocating Holistic Development

☐

Fulfilling Unique Mission

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To evaluate and streamline the SBA archiving process	<ul style="list-style-type: none">Explore potential new software for speeding up the scanning and archiving procedures of the SBA reports	<ul style="list-style-type: none">Partially achievedThe SBA archiving process was evaluated and potential software was explored but not purchased and installed	<ul style="list-style-type: none">The possibility of purchasing and installing the new software will be discussed with IAC and RC

Report compiled by:

Yip Yuk Ki

Performance Analysis & Streaming Committee (PAS)

Program Brief: **Assignment Collection Policy**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To promote a good habit of handling assignments 	<ul style="list-style-type: none"> The committee will cooperate with IAC for guiding F.1 and F.2 students to collect assignments Time scale: throughout the school year 	<ul style="list-style-type: none"> Partially achieved 	<ul style="list-style-type: none"> The policy was running smooth in the first term. It was affected by pandemic in the second term. More guidance will be given to students and form teachers.

Program Brief: **Better use of school-based value-addedness system**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To use the school-based value-added Analysis System wisely to improve teaching and learning 	<ul style="list-style-type: none"> Subject panels will use the module "Value-Added Analysis" for further analysis and suggestions to improve teaching and learning with the assistance of the committee. Time scale: after each formal assessment 	<ul style="list-style-type: none"> Partially achieved 	<ul style="list-style-type: none"> More promotion and guidelines to subject panels will be given for facilitating the analysis within the subject panels.

Report compiled by: **Wong Yuk Lun**

Learning Resources Committee (LRC)

Program Brief: F.4 Reading Workshops

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To encourage students to learn practical skills from books 	<ul style="list-style-type: none"> Invite speakers to introduce books and teach students some practical skills through the workshops Time scale: 4-5 workshops per term; 2 times a year 	<ul style="list-style-type: none"> Partially achieved Seven workshops were conducted in the first term during the F.4 ME lessons but those in the second term were cancelled due to class suspension. 	<ul style="list-style-type: none"> Reading workshops will be organized for F.4 next year

Program Brief: Promoting the Library

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To attract students to visit the library more often 	<ul style="list-style-type: none"> Organize library tours for different forms Time scale: once per class in F.1 – F.5 	<ul style="list-style-type: none"> Wholly achieved Library tours were arranged for all classes 	<ul style="list-style-type: none"> The loan rate was very low due to the prolonged period of face-to-face class suspension.
<ul style="list-style-type: none"> To create a lively reading atmosphere in the library 	<ul style="list-style-type: none"> Organize lunchtime reading activities Time scale: twice per year 	<ul style="list-style-type: none"> Not achieved 	<ul style="list-style-type: none"> Lunchtime reading activities were not organized due to the prolonged half day school and online lessons.

Program Brief: Strengthening the role of Reading Ambassadors

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To raise students' interest in reading by deepening their understanding of a few books 	<ul style="list-style-type: none"> Co-organize a "Book Walking Tour" based on some books with an organization Time scale: once within the school year 	<ul style="list-style-type: none"> Not achieved The activity was cancelled due to the pandemic 	<ul style="list-style-type: none"> The proposed activity will be organized next year
<ul style="list-style-type: none"> To expose students to a wide range of books To award the outstanding Reading Ambassadors 	<ul style="list-style-type: none"> Escort the outstanding Reading Ambassadors to Hong Kong Book Fair and sponsor them to buy a book of their choice Time scale: once in July 2022 	<ul style="list-style-type: none"> Partially achieved 15 Reading Ambassadors went to the Book Fair on their own and they were sponsored to buy a book of their choice 	<ul style="list-style-type: none"> Most students enjoyed the activity
<ul style="list-style-type: none"> To develop students' potential in library professionalism 	<ul style="list-style-type: none"> To provide Reading Ambassadors with library-related knowledge Time scale: twice within per year 	<ul style="list-style-type: none"> Not achieved All after school activities were cancelled due to the pandemic 	<ul style="list-style-type: none"> The proposed activity will be organized next year

Report compiled by: Linder, Brenda Ying

Gifted Education Committee (GEC)

Program Brief: **Nominate and subsidize the top students from F.5 to join Summer Institute from CUHK**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To allow students to explore different subject areas through short courses taught by CUHK To allow students to gain insight into adapting to the university learning environment 	<ul style="list-style-type: none"> Nominate and subsidize the top 5 students from F.5 to apply for the program (based on overall ranking in the first term) Suggested programs or activities: <ul style="list-style-type: none"> 2 academic courses offered by schools or faculties of the following areas: Arts, Business Administration, Education, Engineering, Law, Medicine, Science and Social Science Enrichment activities including "Application of Biomedical Engineering in Orthopaedics", "University Entry Workshop Series – Writing Personal Statements for University Program Applications", "Visit to The Advanced Ophthalmic Training and Education Centre (AOTEC) and CUHK Eye Centre Visit with Ophthalmic Examination", etc. Time: July – Aug 2022 	<ul style="list-style-type: none"> Partially achieved Due to COVID19, the program has been conducted through online mode rather than face-to-face. However, the program fee was not adjusted. Therefore, there was only 1 student who applied for the program. 	<ul style="list-style-type: none"> Will be promoted to the next cohort of F.5 students if the program is conducted face-to-face.

Program Brief:

EACT Jockey Club Active School

Related Major Concern:

☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development

☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To broaden the exposure of the elite PE students by trying non-mainstream sports To allow students to understand more about the sports media industry 	<ul style="list-style-type: none"> Arrange tasting programs (by Hong Kong Elite Athletes Association) of non-mainstream sports during F.4/F.5 PE elective lessons Arrange students to spectate in <ul style="list-style-type: none"> major national sports events held in HK different local sports competitions so as to let students experience and dive in the competition atmosphere Nominate students to join the "Little Reporter Program" by Sports Road, so as to <ul style="list-style-type: none"> equip students with news theories and interview techniques as sports reporters teach students the three aspects of sports news writing, sports photography and sports shooting provide opportunities for students to interview active and retired Hong Kong athletes and Hong Kong sports reporters provide internship opportunities to students in conducting interviews in large scale sports events as sports reporters Time: throughout the second term 	<ul style="list-style-type: none"> Not achieved The program was cancelled due to the pandemic. 	<ul style="list-style-type: none"> To be kept and fully evaluated in the coming academic year.

Program Brief: **Explore the possibility of setting up a scholarship system in the next academic year**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☒ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To encourage students to participate in external programs / competitions 	<ul style="list-style-type: none"> Compile a list of external programs / competitions <ul style="list-style-type: none"> Collect the information of the external programs / competitions from the promotion / leaflet of the external organization <ul style="list-style-type: none"> Time scale: throughout the whole year Request each subject panel to submit a full list of external activities and competitions their students have participated in the past through Google Forms. <ul style="list-style-type: none"> Time scale: Within Sept 2021 Compilation of a mark conversion table for the scholarship system. e.g. National award □ 10 marks Regional award □ 5 marks Time: July 2022 	<ul style="list-style-type: none"> Partially achieved Scholarship system may not be able to start in 2022-23 Has figured out the targets and the financial source for the scholarship system with the help of PHC and Alumni Association. 	<ul style="list-style-type: none"> Aims to kick off the scholarship system in 2023-24. In the coming years, GEC will continue to cooperate with different parties to set the criteria of the scholarship system.

Report compiled by:

Chan Chun Wa

Academic Support Committee (ASC)

Program Brief: **To review Homework Detention Class for better support on the under-performed students**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To help students who have serious problem in assignment submission.To achieve school mission MC 1 by helping students develop better learning habits and able to submit required assignments on time and with quality.To help improve the entire API's performance.	<ul style="list-style-type: none">To set proper criteria and guidelines before initiating detention class.It started in Oct. until collection of API data from PAS with some analysis.Homework Detention Classes are arranged on Tue and Wed per week after school (3:45 pm – 4:45 pm) during full-day class resumption.Maximum number of students in each class was 25.Time scale : All year	<ul style="list-style-type: none">Partially Achieved.The Homework Detention Class could only be arranged in October, November, December and May because of class suspension or half-day school arrangement.Not all the students in the Detention Class could finally be released at the end of the concerned month.	<ul style="list-style-type: none">To coordinate with subject teachers and form teachers concerned to keep track of those students having very poor API record before the end of the Detention Class of the concerned month.To encourage those students to contact subject teachers for any problems about submitting their assignments.

Report compiled by:

Leung Kim Hung

Student Admission Committee (SAC)

Program Brief: **Explore further outreach and promotion programmes**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To explore further new outreach and promotion programmes to extend our presence to P.6 students and parents	<ul style="list-style-type: none">Explore the possibility of arranging day camp / overnight camp for potential P.6 students in Christmas or summer holidaysExplore the possibility of arranging PE activities / competitions for P.6 studentsReview, refine and extend our online promotion strategies	<ul style="list-style-type: none">Not achieved	<ul style="list-style-type: none">No activities could be arranged due to the pandemicSome new ideas brainstormed and may be implemented in 22-23

Program Brief: **Review and explore interview logistics to include interviewing parents**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To gain more comprehensive understanding of the applicants' family background, upbringing and support 	<ul style="list-style-type: none"> Vice-principals will meet the parents of applicants during the Second Interview to acquire more comprehensive and holistic information about the applicants Review and fine-tune existing logistics of the Second Interview to allow a seamless, efficient and smooth operation for all parties involved 	<ul style="list-style-type: none"> Wholly achieved 	<ul style="list-style-type: none"> Second interviews with parents involving Vice-principals were successfully arranged (through Zoom due to the pandemic) The logistics for the second interview were tailored made to cater for online operations

Report compiled by:

CHAN Wai-leung

Timetabling Committee (TC)

Program Brief: Further develop the succession plan

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To strengthen and develop more staff with timetabling skills 	<ul style="list-style-type: none"> Organise at least one training program for members of TC 	<ul style="list-style-type: none"> Wholly achieved 	<ul style="list-style-type: none"> Training program was held during the post-examination period.

Program Brief: Coordination of the timetable under the different class resumption situations

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To fit in the changes of class resumption 	<ul style="list-style-type: none"> Prepare timetables of different situations 	<ul style="list-style-type: none"> Wholly achieved 	<ul style="list-style-type: none"> Different versions of timetables were set to fulfilled different purposes, i.e. 9+3 timetable for different forms resumption Fine-tuning timetable has been done with the regular timetable.

Report compiled by:

Chan Ka Wing

COMMUNICATION & DEVELOPMENT

School-Home Collaboration Committee (SHC)

Program Brief: **Charity Sale Day**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> Cultivate students' benevolence Fundraising for subsidy and award scheme 	<ul style="list-style-type: none"> Details will be discussed in PTA general meeting 	<ul style="list-style-type: none"> Not Applicable 	<ul style="list-style-type: none"> Due to the pandemic situation, the program will be postponed to the next academic year.

Program Brief: **From Teacher Period Lesson Plan(Family Bonding)**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To provide channel for Form Teachers to offer pastoral care and support to students To consolidate the relationship between child and parents / students and teachers. 	<ul style="list-style-type: none"> Form a task group (teachers / parents / social workers) to develop the lesson plan with the main theme of "family bonding" Explain and distribute the teaching materials with the form teachers 	<ul style="list-style-type: none"> Partially achieved According to the form teachers' report, most of the students focused on the lessons and were willing to share their opinions. 	<ul style="list-style-type: none"> Can be replaced if better teaching material is available

Report compiled by:

Wong Man Kin

Alumni Affairs Committee (AAC)

Program Brief: Mentorship Programme

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To expose students to role models so as to learn through the success of mentors 	<ul style="list-style-type: none"> Through experience sharing on yearly basis 	<ul style="list-style-type: none"> Partially achieved Because of the pandemic, the meeting frequency of the events was reduced to one or two times. 3 groups had completed the activities. Positive feedback was reported. Different activities and visits were well-received. Students revealed that they had learnt a lot. The activities of 2 other groups would be conducted by August. 	<ul style="list-style-type: none"> Co-organised with SHC 22/23 to be continued

Program Brief:

Good Morning Alumni

Related Major Concern:

☐

Pursuing Intellectual Excellence

☒

Advocating Holistic Development

☐

Fulfilling Unique Mission

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To enhance students' educational, social and personal growth	<ul style="list-style-type: none">Sharing in the morning assemblies, 3 times in the junior assembly and 3 times in the senior assembly.March 2022	<ul style="list-style-type: none">Not achievedLengthening of the Easter holiday led to the call off of the scheduled program.	<ul style="list-style-type: none">Proposed to be conducted in the second term 22/23, only if the situation allows

Report compiled by:

Man Lai Ying

External Communication Committee (ECC)

Program Brief: Explore new sources and ways of collecting news and media coverage of school events and alumni

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To explore new sources and ways of collecting news and media coverage of school events and alumni 	<ul style="list-style-type: none"> The new sources and ways found are to be assessed and approved by the school for future uses Collected news and media coverage are to be sorted and saved in the Shared drive and media archive of ECC 	<ul style="list-style-type: none"> Wholly achieved Some new sources such popular social media platforms were introduced and covered. Team Drive and media archive were also updated. 	<ul style="list-style-type: none"> Will continue noticing the changes and new trends, facilitating future developments of the committee.

Program Brief:

Coordinate and assist in the drafting of official school announcements

Related Major Concern:

☐

Pursuing Intellectual Excellence

☐

Advocating Holistic Development

☐

Fulfilling Unique Mission

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To coordinate and assist in the drafting of official school announcements	<ul style="list-style-type: none">The committee members concerned will coordinate and assist in the drafting of relevant announcementsOffer suggestions and enhancements to announcements drafted by the SMT	<ul style="list-style-type: none">Wholly achievedThe committee members concerned cooperated and worked on the drafting, suggestions and enhancements throughout the year.	<ul style="list-style-type: none">Will review, explore and fine-tune the current practices (if needed) to offer future assistance in both the existing and other potential aspect(s).

Report compiled by:

Yuen Siu Hon

Publication Committee (PC)

Program Brief: **Enriching the content of the Yearbook**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To record important events in the school year and the talents of students.	<ul style="list-style-type: none">Student editors are required to write captions and paragraphs for various school events.Some descriptions on the artworks will be provided so that readers can have deeper understanding of the pieces.The production period of the yearbook is lengthened so as to record most of the important events happened in the year.	<ul style="list-style-type: none">Partially achievedDue to the special long holiday, a lot of events were cancelled and some contents were cut. As for most of the events included, a short paragraph had been written to give readers more information. An interview with the School Supervisor was carried out so the editors could apply some journalistic skills.	<ul style="list-style-type: none">Same approach will be continued next year.

Program Brief:

"Pride of Ti-I"

Related Major Concern:

☐

Pursuing Intellectual Excellence

☒

Advocating Holistic Development

☐

Fulfilling Unique Mission

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To give recognition and acknowledgement to students who have excellent performance or achievements in their field of strength, or have done good deeds.	<ul style="list-style-type: none">A group of student journalists will interview targeted students, interview them and write articles about them. The articles will be posted up at the Time Tunnel.Journalistic skills and interviewing skills can be learnt by the student journalists.	<ul style="list-style-type: none">Partially achievedOne more set of articles had been done this year after class resumption.	<ul style="list-style-type: none">More articles can be done if normal school time resumes.

Report compiled by:

Li Po Chui

Image Promotion Committee (IPC)

Program Brief: **Updating the campus facilities photos for school webpage**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☒ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To update the photos of our school facilities in school website	<ul style="list-style-type: none">Buy service from professional photographer to take photos of all school facilitiesSelect suitable photos for school websiteTime scale: second term	<ul style="list-style-type: none">Not achievedDue to the serious pandemic situation, photo taking with students' mask off was not available	<ul style="list-style-type: none">Photo taking is suggested to be carried out in the coming academic year when the students were able to take off their masks

Program Brief:

Provide updates of daily school life in school website and/or social media

Related Major Concern:

☐

Pursuing Intellectual Excellence

☒

Advocating Holistic Development

☐

Fulfilling Unique Mission

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To further enrich our school promotion by providing updates of daily school life in school website and/ or social media 	<ul style="list-style-type: none"> Review, refine and revamp the presentation of the school website to provide more timely updates (with IAC) Formulate an event highlight plan to collect activities highlights from different parties consistently Time scale: throughout the whole year 	<ul style="list-style-type: none"> Partially achieved The school webpage has been revamped The promotion materials were posted to the webpage under the platform "Glory" or "Vibrancy". Some materials were posted on Facebook according to their degree of importance Many activities in the event highlight plan did not carry out due to the pandemic. Materials collected from different parties were much less than expected 	<ul style="list-style-type: none"> More promotion materials can be posted to the webpage including the activities organized by the Multiple Exposure department

Report compiled by:

Cheung Fook Lai Foley

Staff Professional Development Committee (SPD)

Program Brief: **Enhancing teachers' assessment literacy**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To acquire a basic understanding of the principles for valid and effective assessmentTo introduce assessment tools to facilitate fair and reliable assessment	Staff Development Day1 <ul style="list-style-type: none">Demonstrate an understanding of the general principles for assessment design	<ul style="list-style-type: none">Partially achieved39% of teachers agreed that the skills that they learnt will be useful in their work49.7% of teachers agreed that they learnt something and benefited from this activity.	<ul style="list-style-type: none">The speaker can use example of other subjectsAdd a discussion/interactive sessionDivide into different groups according to specialties of colleagues

Program Brief: **Reaching Out – Learn from Our Counterparts**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> Expanding knowledge Discovering new interests Experiencing different cultures 	<u>Staff Development Day 2</u> Reaching Out – Learn from Our Counterparts (PART 1) Outreach Visits to Local Schools Teachers are divided into groups according to their specialisation. Each group will be arranged to visit a school which has good reputation / solid experience in delivering educational programs in one of the following areas: <ul style="list-style-type: none"> Academic Enhancement (English Learning and Environment) Academic Enhancement (Strategies of L&T, Self-directed Learning) Student Development (Student Support, Value/Moral Education) Student Exposure & STEM Education (Biotechnology) Green Education (Policy, Programmes and Facilities) STEM Education (External Competitions) 	<ul style="list-style-type: none"> Wholly achieved 75% of teachers agreed that the skills that they learnt will be useful in their work 100% of teachers agree that they learnt something and benefited from this activity. 	<ul style="list-style-type: none"> School visit could be done annually Teachers would like to observe more lessons (both junior and senior forms)
	<u>Staff Development Day 3</u> Reaching Out – Learn from Our Counterparts (PART 2) <ul style="list-style-type: none"> Each group shares what they have learned from the visit to the other teachers and suggests how we may practically implement what we have learned from the visiting school. 	<ul style="list-style-type: none"> Wholly achieved 75% of teachers agreed that the skills that they learnt will be useful in their work 78.6% of teachers agree that they learnt something and benefited from this activity. 	<ul style="list-style-type: none"> Shortening of the sharing time

Report compiled by:

Tse Siu Wah

STUDENT DEVELOPMENT

Careers & Life Planning Committee (CLP)

Program Brief: **Career Visit**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To instill positive attitude and value for working in real life 	<ul style="list-style-type: none"> Careers Visit (for F.5 Students): <ul style="list-style-type: none"> Outsource services from NGOs to arrange 6 -7 visits of different industries Match the industries of the visits with students' preference as much as possible Time scale: April 2022 	<ul style="list-style-type: none"> Not achieved. The program was cancelled due to the outbreak of COVID-19. 	<ul style="list-style-type: none"> N.A.

Program Brief:

Individual Counselling on JUPAS

Related Major Concern:

☐

Pursuing Intellectual Excellence

☒

Advocating Holistic Development

☐

Fulfilling Unique Mission

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To encourage students to face upcoming challenges with positive and constructive attitude 	<ul style="list-style-type: none"> Individual Counseling on JUPAS (for F.6 students) <ul style="list-style-type: none"> All CLP Committee members will participate in the activity as counsellors Match students' JUPAS choices with the expertise of the counsellors as much as possible Time scale: completed at least 7 days before the deadline for the submission of JUPAS choices 	<ul style="list-style-type: none"> Partially achieved Most of the participants found the discussion with teachers was useful. Some students enrolled in the activity but did not show up. 	<ul style="list-style-type: none"> More promotion would be better so as to encourage more students to participate. More time for teachers to conduct individual counseling.

Report compiled by:

Tong Cheong Wing

Discipline Committee (DC)

Program Brief: **Develop Prefect Team members' leadership**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To develop Prefect Team members' leadership 	<ul style="list-style-type: none"> Arrange training camp and training workshops for Prefect Team 	<ul style="list-style-type: none"> Wholly achieved Arranged Prefects to join the following activities with active participation: <ul style="list-style-type: none"> Rehabilitation Pioneer Project by CSD A series of training workshop on 4 Saturdays 2D1N Prefect Camp Head Prefects and Chief Prefect Leaders took the leader roles in organizing Prefect activities. Second-tier Prefects got chances to develop their leadership in team work activities. 	<ul style="list-style-type: none"> More casual gatherings can be arranged or even organized by senior Prefects to exercise their leadership.

Program Brief:

Develop students' positive attitude through experiential training activities

Related Major Concern:

☐

Pursuing Intellectual Excellence

☒

Advocating Holistic Development

☐

Fulfilling Unique Mission

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To develop students 'positive attitude and self-discipline through experiential training activities	<ul style="list-style-type: none">Arrange selected students to join Enhanced Smart Teen Project (ESTP 2021-2022) to develop themselves through the training experiences	<ul style="list-style-type: none">Not achievedEDB finally decided to cancel the project due to the pandemic	<ul style="list-style-type: none">Keep applying for the project for next academic year

Report compiled by:

Lie Chi Wai

Guidance & Student Support Committee (GSS)

Program Brief: **Ti-I Happiness Index**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To raise awareness of mental health and stress management of the entire school 	<ul style="list-style-type: none"> Provide a tracking poll with a series of individual surveys repeated continuously over time to measure changes in level of happiness in our school 	<ul style="list-style-type: none"> Wholly achieved Two surveys were conducted in September 2021 and May 2022 among all F.1 & F.2 students The reports were released online within 2 weeks after the surveys. 	<ul style="list-style-type: none"> The survey may be extended to F.1-3 The questionnaire could include the pandemic or school suspension as a stressor

Program Brief:

Enhanced Smart Teen Project

Related Major Concern:

☐

Pursuing Intellectual Excellence

☒

Advocating Holistic Development

☐

Fulfilling Unique Mission

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To enhance students' self-discipline, self-confidence, team spirit and resilience	<ul style="list-style-type: none">Joint hand with DC to implement the project in school led by EDB and disciplinary forcesParticipating students (max 40) will go to a 5-days training camp held by the Fire Services Department	<ul style="list-style-type: none">Not achievedNot carried out due to the pandemic	<ul style="list-style-type: none">To be continued next year

Report compiled by:

Ng Chi Lam

OLE & SLP Committee (OSC)Program Brief: **Leadership Training Program (collaboration with SEC)**Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To enhance the leadership qualities of student leaders in areas including proactive-ness, self-confidence, readiness to face challenges, communication skills and the spirit of service, etc. To help them gain exposure in settings outside school, such as adventure-based training camps and territory-wide leadership training opportunities To nurture among them a greater sense of belonging to the school, as well as the continuity of the spirits of Ti-lans through their involvement in school functions whichever appropriate 	<ul style="list-style-type: none"> Training activities will be provided for student leaders in school, including interactive training workshops, adventure-based training day camp and a 3-day-2-night Summer Leadership Camp These activities will challenge students' leadership qualities such as endurance, resilience, problem-solving skills and communication skills, as well as grooming potential leaders in academic year 2022-23 	<ul style="list-style-type: none"> Partially achieved About 30 students from different forms were recruited in the leadership training programme, in which they participated in two leadership skills training workshops and one half-day journey conducted by the Adventure Ship (i.e. Life-wide Floating Classroom). Positive feedback has been obtained from participants after the activities. 3-day-2-night leadership training camp was cancelled due to COVID-19. 	<ul style="list-style-type: none"> Should be continued next year Should continue to introduce more new elements to the program, e.g. Adventure Race

Program Brief:

Talent Quest

Related Major Concern:

☐

Pursuing Intellectual Excellence

☒

Advocating Holistic Development

☒

Fulfilling Unique Mission

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To explore, recognise and nurture multiple talents of students in Ti-I, and therefore to uphold the importance of whole-person development To enhance students' proactive-ness, self-confidence and courage to overcome challenges To nurture among students a spirit of appreciating others' strengths and learning from one another 	<ul style="list-style-type: none"> Open audition, knockout round and grand final will be held to select outstanding performers Students will be given advice about their performances during the coaching sessions provided by performing artists (preferably our alumni) Time scale: during post-exam activities in the second term 	<ul style="list-style-type: none"> Wholly achieved Inter-house fashion design competition has been added to the event, creating an even more diverse and entertaining experience to the audience Positive feedback has been obtained from both students and teachers after the activities 	<ul style="list-style-type: none"> Should be continued next year The fashion design competition can become one of the basic components of the talent quest, other than singing and non-singing categories in the existing program

Report compiled by:

Chan Yu Ho

Student Exposure Committee (SEC)

Program Brief: **Ti-I Services Team**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To enhance the educational development of student volunteers To provide an opportunity for team members to participate effectively in volunteering programs To strengthen school and community relationship 	<ul style="list-style-type: none"> Implement different activities for the Elderly Academy, including interest classes, visits, local tours, etc. Provide different kinds of social service opportunities to team members, particularly in collaboration with the PTA and the PE department 	<ul style="list-style-type: none"> Partially achieved Different activities were planned for the Elderly Academy and finally the interest classes on "Organic planting" were held successfully during the first term. 	<ul style="list-style-type: none"> Various kinds of volunteering activity via different modes were provided to team members and other students. Collaboration with NGOs would be suggested, such as "Inspiring HK sports federation" to increase students' exposure.

Program Brief: **Grand Tour - Culture and Services Learning Trip (F.4 & F.5)**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To broaden students' horizons and enable students to take part in visits, cultural learning and service learning outside school To boost class spirit and create pleasant and lasting class memories To train students' skills on self-management, independence and responsibility 	<ul style="list-style-type: none"> Encourage students' interaction with the people at the destination, observation of the environment and surroundings, and understanding and reflection of the destination's developments and cultural features Pre-trip research and planning, interim group presentations, followed by sharing sessions with analysis and in-depth discussion, leading to final project reports to be shared both inside and outside the school 	<ul style="list-style-type: none"> Not achieved Due to the COVID-19 pandemic situation, the format of the event changed as follows : <ul style="list-style-type: none"> -Form 4 : The Grand Tour cancelled -Form 5 : Programs have been changed to a 4 Days 3 Nights Adventure Camp 	<ul style="list-style-type: none"> It is hoped that the study tours for Form 4 and Form 5 will be successfully held next year. We plan for the events to take place in Southeast Asian countries, and next will consider other countries along "the Belt and Road". The content will include cultural exchange, leadership training and volunteer service elements.

Report compiled by:

Woo Mei Hung

Student Growth Committee (SGC)

Program Brief: **1. F.4 Form Teacher Period Teaching Pack for whole-person education**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To shape and nurture students' personal growth and development based on the new curriculum framework of whole-person education. 	<ul style="list-style-type: none"> A teaching pack with a given theme and guidelines will be provided to form teachers to carry out in Form Teacher Periods. A concluding task is expected from each class. 	<ul style="list-style-type: none"> Partially achieved The proposed teaching pack was produced and taught by SGC with adjustments. A sharing and debriefing session was conducted. Positive responses and participation from students and colleagues were obtained. 	<ul style="list-style-type: none"> More time will be required to conduct all form-based activities in one go. F.4 FTP might take place in ME lessons or be extended to the end of Period 2 to allow more time for activities and debriefing.

Program Brief: **2. Organizing student growth programs, activities, talks, visits and competitions with the collaboration of other committees and subjects**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To shape students' moral values. To provide various stimuli and exposure to students with the collaboration of different committees and subjects. To enhance student development from different areas. To raise students' awareness of civic and national education, as well as national security education. 	<ul style="list-style-type: none"> To co-organize/ collaborate programmes, activities, talks, visits and competitions with other committees and subjects. (At least once a year) To induce civic and national education with other subjects and committees, e.g. Topics on National Flag, National Flag raising ceremony. (As needed) Board displays of related themes and topics. (Year round) 	<ul style="list-style-type: none"> Wholly achieved A few morning programmes with the collaboration of other subjects or committee were held. E.g. Topics on National Flag, National Flag raising ceremony (Chinese History), Alumni sharing (AAC). Students' knowledge on related nature and civic and national education was deepened. 	<ul style="list-style-type: none"> Programs, activities, talks, visits and competitions on related nature with the collaboration of other subjects or committees will be conducted in the future.

Program Brief: **3. Providing and exploring more moral, civil and national education, life education and value education, health education and sex education related stimulus and exposure for students**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To provide and explore new and various exposure of related nature for student development. 	<ul style="list-style-type: none"> To promote external activities and competitions of related nature for students to take part. To source a list of new potential organizations to work on for future consideration. (Year round) To organize visits, outing and day camps of related nature for students. (At least once a year) 	<ul style="list-style-type: none"> Partially achieved Some new and potential organizations were sought for future consideration. Very few viable external activities and competitions were available due to the pandemic. No outing or day camp of related nature was held due to the pandemic. 	<ul style="list-style-type: none"> To promote external activities and competitions of related nature for students to take part next year.

Report compiled by: Ho Ho Shuen

ADMINISTRATION & RESOURCCES

Crisis Management Committee (CMC)

Program Brief: Provide training on the use of fire extinguishers to school janitors

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To provide training on the use of fire extinguishers to janitors. 	<ul style="list-style-type: none"> Arrange training workshop on the use of fire extinguishers to janitors Time scale: once within the school year 	<ul style="list-style-type: none"> Wholly achieved All janitors and some of the clerical staff had attended the training workshop on Staff Development Day 2 	<ul style="list-style-type: none"> Nil

Program Brief: **Provide training on the use of AED to all staff**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To provide training on the use of AED to all staff	<ul style="list-style-type: none">Arrange training workshop on the use of AED to all staffTime scale: once within the school year	<ul style="list-style-type: none">Wholly achievedAll staff had completed the online training programme and passed the assessment required.	<ul style="list-style-type: none">Training can be provided on handling other crisis in the future.

Report compiled by:

Lee Wing Tao

Estate Management Committee (EMC)

Program Brief: **Campus Renovation Project**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To provide support to the 3 working groups of the Campus Renovation Project. 	<ul style="list-style-type: none"> To support and facilitate the rebuild of Rock Climbing wall. To support and facilitate the rebuild of Chinese Center. To support and facilitate the disable ramp. To support and facilitate the elevator. 	<ul style="list-style-type: none"> Partially achieved Tender for rock climbing wall was drafted and ready to proceed to next stage. Chinese Center was under construction. Drawings of disable ramp and elevator were approved by Building Department and were scheduling for construction. 	<ul style="list-style-type: none"> The projects have been run smoothly as planned. Some unforeseeable problems and difficulties were tackled swiftly and promptly by various concerned parties. Outdoor renovation can be arranged during other holidays if possible to avoid rainy seasons.

Program Brief:

Technical support to the establishment of the Green Corner

Related Major Concern:

☐

Pursuing Intellectual Excellence

☒

Advocating Holistic Development

☒

Fulfilling Unique Mission

☒

N/A

Objectives	Strategies / Time Scale	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To provide technical support for the building of the Green Corner	<ul style="list-style-type: none">Provide technical support for the establishment of the Green Corner (collaboration with the various subject departments and committees)Time scale: initial design: Dec 2021 construction: before Aug 2022	<ul style="list-style-type: none">Not achievedThe project was suspended due to lack of funding.	<ul style="list-style-type: none">Nil

Report compiled by:

Chiu Hayes

Finance Committee (FC)

Program Brief: Follow-up and revitalization of e-Financial System

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To enhance financial management efficiency and effectiveness by fine-tuning and revitalizing the eFinancial System.	<ul style="list-style-type: none">To fine-tune and enhance the interface and procedures as appropriateTime scale: throughout the school year	<ul style="list-style-type: none">Wholly achievedSmall problems arose occasionally but the system in general ran smoothly	<ul style="list-style-type: none">The system has been running quite smoothly, any bugs arisen or suggestions for improvement to the system will be reflected to the service provider on a timely basis.

Program Brief:

RFID Asset Management System

Related Major Concern:☐

Pursuing Intellectual Excellence

☐

Advocating Holistic Development

☐

Fulfilling Unique Mission

☒

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To enhance financial management efficiency and effectiveness in asset management. 	<ul style="list-style-type: none"> Set up an RFID Asset Management System utilizing the existing software and hardware of the RFID system available in the library circulation system Time scale: pilot testing in 3 phases: ICT – Dec 21 IAC – Feb 21 Other parties – May to July 2022 	<ul style="list-style-type: none"> Partially achieved Technical problems arose in trying out the RFID system. The original plan of “free riding” the existing RFID system in the library didn’t seem to work. Hence, the progress was way behind schedule. 	<ul style="list-style-type: none"> The team will continue to explore the feasibility of using freeware to run RFID Asset Management System in the coming year.

Report compiled by:

Poon Sinn Ching Anita

IT Administration Committee (IAC)

Program Brief: **Review and enhance the presentation of the school website**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To review and enhance the presentation of the school website 	<p>In collaboration with IPC:</p> <ul style="list-style-type: none"> Review and transfer appropriate content from the Virtual Open Day portal to the school website Revamp the presentation of the front page of the school website to include the display of more events of daily school life Time scale: review and initial design: Oct 2021 website structure modification: Dec 2021 new content & design: mid Feb 2021 	<ul style="list-style-type: none"> Wholly achieved Virtual Ceremonial Events, JCTIC 30th Anniversary are transferred to school website. Glory and Vibrancy sections are added to the front page to display more events of daily school life. 	<ul style="list-style-type: none"> Will continue to enhance the presentation of the school website. The linkage for PTA and Alumni will be added under "About JCTIC".

Program Brief:

Projection Mapping and Multimedia Courses for IT/AV Team (IT Innovation Lab Project)

Related Major Concern:

☐

Pursuing Intellectual Excellence

☒

Advocating Holistic Development

☐

Fulfilling Unique Mission

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To integrate and extend student's VA talents through new creative media with modern/up-trend technologies To provide new platforms to unleash student's innovative ideas and creativity 	<p>In collaboration with the ICT department:</p> <ul style="list-style-type: none"> Immerse students to new technologies and skills (3D Projection Mapping, media projection, hand-crafting, etc.) through seminars, workshops, competitions, performances, etc. Arrange training courses (around 36 hours) to 80 students (mainly F.1 and F.2) from the IT/AV Team Train up potential students to participate in the Hong Kong Projection Mapping Festival Time scale: Feb to Aug 2022 	<ul style="list-style-type: none"> Partially achieved Funding application approved by OGCIO. Tendering procedure completed for the computer hardware and training courses. Due to the pandemic situation, there is no activity organized this school year. 	<ul style="list-style-type: none"> Training courses for students will be arranged in 2022-2023.

Program Brief:

New iPads for eLearning

Related Major Concern:

☒ Pursuing Intellectual Excellence

☐ Advocating Holistic Development

☐ Fulfilling Unique Mission

☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To facilitate eLearning through the provision of more iPads 	<ul style="list-style-type: none"> Purchase a new set of 30 iPads with associated MDM Explore, procure, install and manage popular learning apps (Kahoot!, NearPod, etc.) on the iPads through the MDM centrally Enhance the Mobile Device Booking system in the intranet to cope with the new service Arrange user training workshops for teachers Time scale: delivery: before Apr 2022 training: around May 2022 	<ul style="list-style-type: none"> Partially achieved New iPads were delivered to the school in May. It was delayed due to the school suspension in April 2022. 	<ul style="list-style-type: none"> Training workshops for staff will be arranged in September 2022. Mobile Device Booking system will be available in September 2022.

Report compiled by:

Leung Li Yick

Major School Events Committee (MSE)

Program Brief: **Improvise to deliver major school events online if needed**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To organise major school events through online mode if needed To support the continuation of some major school events under limitations imposed by the pandemic 	<ul style="list-style-type: none"> Timely fine-tune and adjustment of the content of major school events to prepare for online or physical delivery of major school events Enrich the IT literacy and technical knowledge of MSE members to cope with the online delivery of events and enhance the efficiency and workflow of major tasks of MSE Time scale: throughout the whole year 	<ul style="list-style-type: none"> Wholly achieved The Admission Information Day and the Parents' Day was conducted successfully MSE should take a more active part in cooperating with IAC. 	<ul style="list-style-type: none"> The IT knowledge of MSE should be strengthened.

Program Brief: **Fine-tune awards presentation and operation of various ceremonies**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To recognize students' achievements appropriately in a timely manner To fine-tune the presentation of awards among various ceremonies. 	<ul style="list-style-type: none"> Review the presentation, types and frequency of various awards. Explore new type of rewards other than trophies Fine-tune the rundown, format and items in major school events (e.g. distribution of different student speeches in events, mode of presentation etc.) Provide more MC training and opportunities for more students 	<ul style="list-style-type: none"> Partially achieved Scholarships for academic achievers are to be discussed with SHC. Presentation to DSE High Achievers were rearranged to the Closing Ceremony which is more effective. Student MCs were recommended by various English teachers. New MCs were trained and partnered with an experienced MC as a mentor. 	<ul style="list-style-type: none"> Effective communication with SHC.

Report compiled by:

Lau Yuk Zin

Resources Committee (RC)

Program Brief: **Plan and procure furniture for book corners**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To renew some furniture in different areas of the school campus for Book Corner use 	<ul style="list-style-type: none"> To locate some areas of the school campus for Book Corner use To renew/buy some suitable furniture for setting up of Book Corner Time scale: 1 year 	<ul style="list-style-type: none"> Not achieved More discussions about the settings and the requirements of the book corner are needed. 	<ul style="list-style-type: none"> Need further study

Program Brief: **Enhancement of audio-visual facilities in teaching venues**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To enhance and upgrade the audio-visual facilities in all teaching venues 	<ul style="list-style-type: none"> Procure / relocate visualizers to all teaching venues In collaboration with IAC, inspect and upgrade associated components (e.g. HDMI matrices, touch panels, wirings, etc.) Time scale: throughout the whole year 	<ul style="list-style-type: none"> Partially achieved Visualizers will be installed and tested from mid of August to end of August in classrooms. 	<ul style="list-style-type: none"> Visualizers will be installed in December 2022 in other special rooms.

Program Brief: **Set up an Electronic Print Form and streamline the workflow of mass printing**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To set up an Electronic Print Form and streamline the workflow of mass printing for the new printing system 	<ul style="list-style-type: none"> Design and set up an Electronic Print Form for direct sending of mass print jobs to the Printing Room Provide clear online guidelines for teachers to follow Time scale: beta test within the first term, full implementation within the second term 	<ul style="list-style-type: none"> Wholly achieved E-print form has been set for use starting from October onwards. Guidelines have been uploaded into the intranet for teacher reference. Work flow is smooth. 	<ul style="list-style-type: none"> Members of Math, IS, Eng., LS, ICT, Eco. Used e-print form frequently. More encouragement to teachers to use e-print form is suggested to save paper.

Report compiled by:

Lee Tim Cheung

Student Registration & Records Committee (SRR)

Program Brief: Establishing a mechanism of FTs' perusal on the student record folders

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To ensure Form Teachers have greater awareness on students' profile, especially some of the important information 	<ul style="list-style-type: none"> Request Form Teachers to peruse the folders of their class after the General Office has finished filing Time scale: by the end of Sept 2021 	<ul style="list-style-type: none"> Partially achieved F1's folders needed more time than expected to prepare, FTs were invited to peruse the folders in early October 	<ul style="list-style-type: none"> Streamlining the F1 registration may help to speed up the process of preparing the folders

Program Brief: Reviewing the flow of students' health records

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To ensure all concerned parties are well informed of students' health records 	<ul style="list-style-type: none"> Coordinate with SEN coordinator, PE department and the General Office to establish a standard procedure of handling students' health records 	<ul style="list-style-type: none"> Wholly achieved 	N/A

Report compiled by:

Leung Yat Hin

Supporting Staff Committee (SSC)

Programme Brief: Evaluate and fine-tune the duties and roles of supporting staff

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To evaluate the effectiveness and roles of supporting staff in various subject panels/committees To further explore the talents and expertise of supporting staff and provide opportunities for them to contribute further to the school in different school functions 	<ul style="list-style-type: none"> Assess and evaluate existing duties of supporting staff Interview and discuss with staff regarding their expectations and their scope of work If needed, meetings with some committee/panel heads to fine-tune the scope of work of concerned supporting staff Time scale: Interview with supporting staff: within the first term meeting with committee/panel heads: Jan to Feb 2022 	<ul style="list-style-type: none"> Partially achieved Individual interviews with clerical staff and attendants. Meetings and discussion with SSC members. New trial and tasks completed with other committees i.e. F.1 admission zoom interviews, F.1 Registration, new attendance system. Positive and practical achievement attained. Flexibility in manpower management allows better support among supporting staff team. Improved relationship and more collaboration can be observed among staff. 	<ul style="list-style-type: none"> More communication with major staff in SSC. Coordinate and team up members in order to protrude their role and responsibilities.

Programme Brief: **Enhance support for dormitory administration**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☒ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">• To enhance administrative support to dormitory management.• To further refine the duty allocation of staff supporting the dormitory.	<ul style="list-style-type: none">• Review and enhance the administrative support to assist DMC in the daily operation and running of the dormitory.• Review and refine the dormitory related duty allocation of the accounting officers, janitors, etc. to provide better services to support the dormitory.	<ul style="list-style-type: none">• Partially achieved• Limitation and difficulties in communication with numbers of part-time wardens and their unstable duty schedule.• Sufficient admin and team labour support to dorm in various activities i.e. CBS materials and resources.	<ul style="list-style-type: none">• Further discussion will be arranged once dorm movement is stabilized.

Report compiled by:

Chui Leung Kam

Staff Welfare Committee (SWC)

Program Brief: Short courses (e.g. Yoga, knitting, etc.)

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To provide a platform for the staff to relax and learn new skills or sports To provide channels for communications among the staff To promote work-life balance 	<ul style="list-style-type: none"> Arrange courses on leisure or well-being for all staff Time scale: during PM sessions of Staff Development Days, exam. or post-exam. periods 	<ul style="list-style-type: none"> Partially achieved Due to pandemic, the number of participants was limited. Concerned colleagues enjoyed the course very much. Harmonious and relaxing atmosphere could be found during the course. 	<ul style="list-style-type: none"> One crocheting class was held in this academic year. More short courses with more participants can be held next academic year.

Program Brief: **Social gatherings outside school campus (e.g. barbecue, dining, etc.)**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">• To provide a platform for the staff to relax and learn new skills or sports• To provide channels for communications among the staff• To cultivate a relaxing work atmosphere	<ul style="list-style-type: none">• Arrange social gathering outside school campus• Time scale: during PM sessions of Staff Development Days, exam. or post-exam. periods	<ul style="list-style-type: none">• Partially achieved• A social gathering with lucky draws was held in school due to pandemic.• The staff enjoyed the gathering very much and it was a good chance for communications.	<ul style="list-style-type: none">• Hopefully, with the improvement in pandemic, the social gathering can be held outside school.

Report compiled by: Chu Po Yee

LEARNING & TEACHING

Biology

Program Brief: Providing learning opportunities outside classrooms for students in different forms

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To arouse students' interests in Biology To maintain students' curiosity for living things To enrich students' exposure in Biology 	<ul style="list-style-type: none"> Organise field trips and field camp for F.4 and F.5 students Time scale: Jan and May 2022 Encourage students to participate in interschool competitions or activities Time scale: throughout the whole year 	<ul style="list-style-type: none"> Wholly achieved The field trip programme: Coastal Ecologist at Ho Ha Wan was organized for F.4 Biology students The field trip programme: Mangrove Ecology at Mai Po was organized for F.5 Biology students Field study workshop was organized instead of the Field Camp at Caritas Chan Chun Ha Field Studies Centre for F.5 Biology students due to the pandemic Ten F.5 students participated in the International Biology Olympiad 2021 	<ul style="list-style-type: none"> Field trips visiting different habitats can be explored and organized for students More students can be invited to participate in Biology-related competitions or activities, e.g. Hong Kong Biology Literacy Award

Program Brief: **Arranging learning activities and routines for students to help maintain the solar hydroponic culture and fish farming systems**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To develop students' respect for living things To build up students' sense of responsibility to serve the school 	<ul style="list-style-type: none"> Design learning activities and routines for F.3 and F.5 students to assist the management of the solar hydroponic culture system Design learning activities and routines for F.4 students to assist the management of the fish farming system Time scale: throughout the whole year 	<ul style="list-style-type: none"> Partially achieved F.5 students and members from Science Society assisted the management of the solar hydroponic culture system Learning activities and routines of managing the solar hydroponic culture system for F.3 students were not carried out due to the pandemic Due to the pandemic, the fish farming system was not set up 	<ul style="list-style-type: none"> Learning activities and routines for managing the solar hydroponic culture system will be implemented in the coming year The fish farming system will be set up in the coming year

Report compiled by:

Yip Yuk Ki

Business, Accounting and Financial Studies

Program Brief:

Integration of the elements of national security education into the relevant topics

Related Major Concern:

☐

Pursuing Intellectual Excellence

☒

Advocating Holistic Development

☐

Fulfilling Unique Mission

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To integrate the elements of national security education into the subject To enhance students' awareness of the closer tie between Mainland and Hong Kong and develop a sense of national identity. 	<ul style="list-style-type: none"> Introduce the following topics in the area of closer tie between Mainland and Hong Kong: <ul style="list-style-type: none"> Greater Bay Area Development One Belt One Road Impact of Sino-US Trade Conflict on Hong Kong Develop new teaching and learning resources related to national security education Time frame: within the first term in F.4 	<ul style="list-style-type: none"> Partially achieved students have more understanding of the closer tie between Mainland China and Hong Kong although the knowledge is somewhat "superficial". By observation of the students' attentiveness and level of participation in class. 	<ul style="list-style-type: none"> It is hoped that students will be more engaged by working on a case study question about the GBA in the coming year.

Program Brief:

To implement and refine the revised curriculum plan

Related Major Concern:

☒ Pursuing Intellectual Excellence

☐ Advocating Holistic Development

☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To improve teaching effectiveness 	<ul style="list-style-type: none"> Review and oversee the implementation of the revised curriculum plan Collaborate with other panels, e.g. Economics to maximise teaching effectiveness 	<ul style="list-style-type: none"> Partially achieved The assignments and assessment were designed to make students give more elaborated and well-organised answers. More students wrote in paragraphs instead of in point form. Most students did not elaborate not because they did not know they had to, but because they did not know the answer. Some, however, just did not care to write more, and it is an attitude issue. The local field trip / visit with Economics and VA did not take place as scheduled due to the pandemic. 	<ul style="list-style-type: none"> It is hoped that a local visit can be organized with Economics in the coming year. Students will be encouraged to elaborate their answers / rewrite their answers where practicable to do so.

Program Brief:

To improve learning attitude

Related Major Concern:

☒ Pursuing Intellectual Excellence

☐ Advocating Holistic Development

☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To improve learning outcomes 	<ul style="list-style-type: none"> Require students to conduct lesson preparation periodically <ul style="list-style-type: none"> Time scale: at least twice a year Adopt different strategies to address learner diversity Utilize statistics and data to improve learning outcome of different groups of students 	<ul style="list-style-type: none"> Partially achieved Pre-tasks were given periodically to enhance self-directed learning. 50% to 70% of the students were able to complete the pre-tasks before coming to class. Different strategies were adopted to address learner diversity. For example, weak students were encouraged to watch revision videos before attempting supplementary exercises given to all. Reference books were available for loan to high achievers to provide additional exercises for drilling. In spite of this, the performance of students in HKDSE was unsatisfactory. The statistics were monitored and students were made aware of their ranks in class after each uniform test. 	<ul style="list-style-type: none"> More pre-tasks would be given in the coming year.

Report compiled by:

Poon Sinn Ching

Chemistry

Program Brief: **(1) To improve our academic achievements through evidence based practice**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To improve academic achievements of students through evidence based practice (API and QPI) 	<ul style="list-style-type: none"> All F.3 – F.6 Chemistry Teachers will use the API & QPI to motivate their student's work effort, including setting regular assignments and assessments, providing timely feedback and monitoring and chasing up students with poor API and or QPI scores. 80% of student API will not exceed 3.0 per month as measured by API aggregated data. 80% of Student QPI (on form basis) will be targeted at 50 (F.3) and 40 (F.4 – F.6), teachers concerned will monitor the progress. 	<ul style="list-style-type: none"> Partially achieved This meets the "Success Criteria" based on form API records (not online mode). This does not meet the "Success Criteria" based on form QPI records and evaluation of second examination results. 	<ul style="list-style-type: none"> The performance of submitting online assignments of F.3 – F.6 students was generally unsatisfactory (API records) due to class suspension. Subject teachers could not monitor and chase up students with very poor API easily. The performance of students was generally satisfactory in the first term examination and was generally not satisfactory in the second term examination. The effectiveness of learning through online lessons was not quite high because S-T and S-S interaction in the online lessons were greatly reduced. Students will be reminded about some basic experimental skills involved from the assigned pre-experimental tasks (watching experimental video) before doing experiments since lesson time may be greatly reduced due to half school day policy.

Program Brief: **(2) To engage in lesson observation and peer sharing processes for implementation of teaching and learning practices**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To engage in lesson observation and peer sharing processes for implementation of teaching and learning practices 	<ul style="list-style-type: none"> All F.3-F.6 Chemistry Teachers will engage in lesson observation and peer sharing for professional learning. Lesson Observation and Peer Sharing Records will be kept. 	<ul style="list-style-type: none"> Wholly achieved This can meet the “Success Criteria” based on lesson observation record and exercise book inspection record. 	<ul style="list-style-type: none"> Subject teachers can conduct peer sharing and lesson observations this academic year after class resumption in May to June. Subject teachers are encouraged to serve as markers in DSE and to share about experience on marking in panel meeting.

Program Brief:

(3) To implement the EDB's 4th Strategy for IT to enhance teaching and learning and the attainment of 21st Century Learning Skills

Related Major Concern:

☒ Pursuing Intellectual Excellence

☐ Advocating Holistic Development

☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To implement the EDB's 4th Strategy for IT to enhance teaching and learning and the attainment of 21st Century Learning Skills 	<ul style="list-style-type: none"> All F.3-F.6 Chemistry Teachers will plan and detail the use of online learning resources in their Schemes of Work. [Schemes of Work are approved and signed off by the Panel Head, the principal or delegate] F.3-F.6 Chemistry Teachers will promote self-directed learning by uploading teaching resources to the google classroom. E.g. Sorted past paper questions, supplementary worksheet, notes, etc..... 	<ul style="list-style-type: none"> Wholly achieved This meets the “Success Criteria”. Students are encouraged to access all the learning materials such as supplementary exercises/notes/sorted past paper questions/useful websites/etc... about chemistry. 	<ul style="list-style-type: none"> Subject teachers could teach students to master some basic experimental skills through experimental video in the online lesson. Subject teachers could also use some animations to show about particles/atoms. Subject teachers concerned may explore more on-line resources for students to arouse their interest of studying Chemistry and to teach them how to plan or design an experiment.

Program Brief:

(4) To strengthen the use of English across the college both inside and outside the classroom

Related Major Concern:

☒ Pursuing Intellectual Excellence

☐ Advocating Holistic Development

☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To strengthen the use of English across the college both inside and outside the classroom 	<ul style="list-style-type: none"> All F.3-F.6 Chemistry Teachers will require students to speak English to them at all times, both in and outside of the Classroom. All F.4-F.6 Chemistry Teachers will assign some writing tasks such as planning of an experiment (use of School LAC handbook) and essays (past papers) to develop their skills of using appropriate English subject language in chemistry. 	<ul style="list-style-type: none"> Partially achieved This partly meets the "Success Criteria". Only a very low % of students would like to answer questions or communicate with subject teachers in English in the online lesson or outside the classroom. This partly meets the "Success Criteria" based on performance in writing essays in the examination. 	<ul style="list-style-type: none"> Subject teachers concerned may explain about importance of speaking English in the online lesson or outside classroom by Introducing "daily mark" scheme or TAI. Subject teachers concerned could not train students to write their procedures using appropriate English subject language because most of the experiments originally arranged cannot be conducted in the online lesson or even limited lesson time after class resumption.

Program Brief: **(5) To help reinforce students' self-disciplinary ability**

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To help reinforce students' self-disciplinary ability 	<ul style="list-style-type: none"> All F.3-F.6 Chemistry Teachers will instruct students to handle some glassware and apparatus correctly and carefully when performing experiment (including ALL SBA). Time scale: All Year 	<ul style="list-style-type: none"> Partially achieved This can meet the "Success Criteria". (First term and part of Second term) of less than 5 % of students taking Chemistry to be recorded for handling glassware or apparatus not carefully. Only 8 students could not handle glassware or apparatus carefully when performing experiments in the whole term and there was no breakage record of the same students after following up by subject teachers concerned. 	<ul style="list-style-type: none"> Some of the experiments could not be arranged due to pandemic. The breakage record kept may not be used to fully evaluate the students' ability of handling glassware and apparatus correctly and carefully especially involving titrations in SBA. Subject teachers concerned will spend more time to explain very clearly about correct skills of handling glassware and apparatus involved in titrations when SBA can be conducted.

Program Brief: **(6) To organize some visits at local universities or educational organizations about modern development or STEM in Chemistry**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To allow students to explore more about Chemistry outside classroom 	<ul style="list-style-type: none"> All F.4-F.5 Chemistry Teachers will nominate OR encourage students to attend assigned activities Time scale: Second Term (Feb to May) 	<ul style="list-style-type: none"> Not achieved This does not meet the "Success Criteria". 	<ul style="list-style-type: none"> All the visits/activities could not be conducted due to pandemic and special requirements about visits/activities.

Program Brief: (7) To develop student's learning habits by assigning online pre-study tasks

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To help students develop better learning habits and able to master key concepts in the lesson very well. To use lesson time more effectively to introduce some basic or important skills before performing experiments. 	<ul style="list-style-type: none"> All F.4-F.5 Chemistry Teachers will use online learning resources to assign some pre-study tasks. <u>Time scale: All Year</u> 	<ul style="list-style-type: none"> Partially achieved The performance of students in performing experimental tasks after class resumption was assessed and more than 90% of students could carry out their experiments quite smoothly to have correct results to match with key concepts for those chemical reactions involved. The performance of students in uniform tests (QPI) and second term examination was generally NOT good and less than 80% of students could pass in the concerned assessments. 	<ul style="list-style-type: none"> The performance of students in performing experimental tasks after class resumption was assessed and more than 90% of students could carry out their experiments quite smoothly and carefully based on the breakage record. However, most of the experiments in F.5 and F.6 were not conducted due to cancellation of SBA.

Report compiled by:

Leung Kim Hung

中國歷史

項目簡介： 與世界歷史科作聯科考察

相關關注事項： ☒ 天行健，止於至善 ☐ 不言倦，發展全面 ☐ 言必行，信守使命 ☐ 不適用

目標	策略	成效	反思
加強跨科合作	與世界歷史科共同策劃及帶領中四及中五學生前往中西區文物徑	<ul style="list-style-type: none"> 未能達標 因疫情關係未能舉辦 	可考慮線上形式進行

項目簡介： 提升學生對中國歷史科學習興趣

相關關注事項： ☒ 天行健，止於至善 ☐ 不言倦，發展全面 ☐ 言必行，信守使命 ☐ 不適用

目標	策略	成效	反思
通過課堂以外的學習活動，增加學生對中國歷史的興趣及理解	組織有興趣的初中同學，參加最少一個校外舉辦的中史比賽。	<ul style="list-style-type: none"> 達標 中三同學參加了國史教育中心舉辦的「年度中國歷史人物選舉 2021」 	可考慮把對象擴展至高中同學

報告者： 黃家樂

中國語文科

項目簡介：高中新課程

相關關注事項：☒ 天行健，止於至善 ☐ 不言倦，發展全面 ☐ 言必行，信守使命 ☐ 不適用

目標	策略	成效	反思
<ul style="list-style-type: none"> 因應高中新課程編訂中四教學計劃 	<ul style="list-style-type: none"> 按部就班編入白話文篇章，提升白話文閱讀理解及寫作能力。 編訂實用文寫作進度。 	<ul style="list-style-type: none"> 成效甚佳，學生分別從文言(例如立意)及白話(例如行文)吸取不同養料，除了擴闊閱讀層面，提升閱讀能力，並能增進寫作能力。 學生能循序漸進掌握寫作實用文能力。 	<ul style="list-style-type: none"> 中四於下年度轉用新版本課本，可從本年度吸取經驗，參考本年度實用文寫作進度及摘星秘笈，為下年度編訂教學進度表及製作教材。

項目簡介：全校訂閱報章

相關關注事項：☐ 天行健，止於至善 ☒ 不言倦，發展全面 ☐ 言必行，信守使命 ☐ 不適用

目標	策略	成效	反思
<ul style="list-style-type: none"> 定期閱讀報章，增廣見聞；結合寫作，鍛煉文筆 	<ul style="list-style-type: none"> 每星期訂閱《星島日報》悅讀語文》(初中)/《明報》語文同樂》(高中)，選取合適篇章為題材寫作(仿作/續寫/改寫/評論等，約每月一篇)。 	<ul style="list-style-type: none"> 成效不錯，學生增加了閱讀量，並能擴闊視野及思維，留心社會時事，對提升閱讀及寫作能力均有幫助。 	<ul style="list-style-type: none"> 下年度可以繼續推行。

項目簡介：

善用資訊科改善學習態度

相關關注事項：☒ 天行健，止於至善 ☐ 不言倦，發展全面 ☐ 言必行，信守使命 ☐ 不適用

目標	策略	成效	反思
• 改善學生學習態度	• 鼓勵教師善用 kahoot, google classroom 等軟件，上載問題、動畫、預習筆記等學習材料，讓學生於課堂前自學。	• 成效不錯，適當運用資訊科技，學生於課堂前自學的動機較大，教師亦較易掌握學生的學習進度。	• 下年度可以繼續推行。

報告者：

黃文堅、劉育善

中國文學

項目簡介：

調適統測分數及題目類型

相關關注事項：

☒ 天行健，止於至善 ☐ 不言倦，發展全面 ☐ 言必行，信守使命 ☐ 不適用

目標	策略	成效	反思
<ul style="list-style-type: none"> 鞏固文學常識基礎。 引發動機及學習興趣。 	<ul style="list-style-type: none"> 在統測增設額外加分題，題目與文學常識有關。 	<ul style="list-style-type: none"> 在中五級試行，成效不俗。 大部分學生能在額外加分題取得合格或以上成績。 學生較前重視文學常識，亦對文學常識產生好感，引發學習動機。 	<ul style="list-style-type: none"> 因應學生特質及水平，在統測分數及題目類型方面作出調適，能激活學習動機。

項目簡介：

文學分享環節

相關關注事項：

☒ 天行健，止於至善 ☐ 不言倦，發展全面 ☐ 言必行，信守使命 ☐ 不適用

目標	策略	成效	反思
<ul style="list-style-type: none"> 增進中三級學生對中國文學科的認識 	<ul style="list-style-type: none"> 與中文科合作 師兄姐現身說法 	<ul style="list-style-type: none"> 因疫情取消。 	<ul style="list-style-type: none"> 雖未能按計劃邀請師兄姐現身說法，改以在中文課播放相關影片介紹，加上老師現身說法，以及傳閱師兄師姐文學筆記、創作文集，能提升學生對文學科的認識及了解。

報告者：

文麗英

Citizenship & Social Development

Program Brief: Implementing the new CS curriculum in F.4

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To increase the teaching and learning effectiveness so as to enhance students' interest in learning the subject To strengthen the support for teachers in teaching the subject 	<ul style="list-style-type: none"> Implement the new curriculum in Form 4 only in 2021-22 and eventually replace LS by 2023-24 Introduce textbook so as to provide more teaching and learning materials for both teachers and students Solicit and deploy various resources (e.g. one-off CS grant and subsidies from external organisations for study tours in the Bay Area) Develop or procure relevant learning and teaching resources Organise learning activities in Hong Kong or Mainland China 	<ul style="list-style-type: none"> Partially achieved Textbooks approved by the EDB will be introduced to both F.4 and F.5 CS Positive feedback has been gained from the students after local learning activities (e.g. Prosecution Week 2022 - Briefing and Guided Visit organised by the DOJ) Learning activities (e.g. study tour) in the Bay Area could not be organised due to the COVID-19 	<ul style="list-style-type: none"> Should make better use of the CS grant to organise more learning activities to raise students' interest in the subject

Program Brief: Organizing co-curricular activities for different forms

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To arouse students' interest in learning the subjects (i.e. L&S, CS and LS) To increase students' exposure through first-hand experiences related to the social issues concerned To nurture students' inquiry mindset and critical thinking skills through the discussions during or after the activities To enhance students' understanding of the country and their national identity 	<ul style="list-style-type: none"> Co-curricular activities may include school talks, visits or experiential activities within or outside the campus (e.g. seminar on Hong Kong history, ethnic minorities discovery tour, visits to waste management infrastructure) Organise activities for separate classes for the whole form in the afternoon session on school days If possible, arrange activities after the related topics are taught 	<ul style="list-style-type: none"> Partially achieved Positive feedback has been obtained from the students in post-activity evaluation Many outing activities could not be held under pandemic situation 	<ul style="list-style-type: none"> Co-curricular activities have been proven effective in raising students' interest in the topics related to the subject and more chances shall be given to students to take part in these meaningful activities, in collaboration with various external parties, e.g. DOJ

Report compiled by: Chan Yu Ho

Economics

Program Brief: **Ti-I Economics YouTube Channel**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> Promote self-directed learning through tailor-made online resources 	<ul style="list-style-type: none"> Throughout the year, produce short videos about different economics topics and upload them to YouTube Encourage F.4-6 students to make use of the online resources 	<ul style="list-style-type: none"> Partially achieved with two videos uploaded to YouTube and a total viewership of 30 counts 	<ul style="list-style-type: none"> Technical problems encountered in video shooting and uploading due to lack of experience It's important to keep the video short (around 5 minutes) for easy uploading

Report compiled by:

Ng Chi Lam

English Language

Program Brief: **Inter-school speaking practice**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To improve students' speaking skill	<ul style="list-style-type: none">Teachers bring F.5 and F.6 students to the partner school(s)Students interact with their counterparts in groupsTime scale: 2-3 times throughout the whole year	<ul style="list-style-type: none">Not achievedThe activity was cancelled due to the pandemic.	<ul style="list-style-type: none">The panel will continue to liaise with some schools to provide inter-school speaking practice for F.5-F.6 students.

Program Brief:

One-minute impromptu speech about social issues

Related Major Concern:



Pursuing Intellectual Excellence



Advocating Holistic Development



Fulfilling Unique Mission



N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To enhance students' immediate oral responses 	<ul style="list-style-type: none"> F.4 students learn social issues in CS lessons F.4 students learn individual response skills in English lessons F.4 students practice responding to questions regarding social issues in CS lessons Top F.4 students join the competition in English Centre Time scale: April 2022 	<ul style="list-style-type: none"> Not achieved due to the pandemic 	<ul style="list-style-type: none"> The two panels will plan to carry out the program next year.

Program Brief:

Strengthening Learning and Teaching

Related Major Concern:

☒ Pursuing Intellectual Excellence

☐ Advocating Holistic Development

☐ Fulfilling Unique Mission

☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To improve students' DSE exam results 	<ul style="list-style-type: none"> Revise the F.4 speaking and writing curricula in response to the optimization initiative Provide various forms of support to public exam classes Time scale: throughout the whole year 	<ul style="list-style-type: none"> Wholly achieved The F.4 Speaking and writing curricula were revised accordingly 7 marginal students were selected to join a tutorial class focusing on writing and listening skills. 4 of them got Level 3 in the DSE English result. 	<ul style="list-style-type: none"> Similar remedial classes will be conducted to support F.4 – F.6 marginal students

Report compiled by:

Linder Brenda Ying, Tsao Yu Fang

Geography

Program Brief: Outings and field trips organized by different parties and NGOs

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To exemplify students' talents and creativity in different social innovation projects To apply knowledge to real-life issues and the use of problem-solving skills 	<ul style="list-style-type: none"> Take part in open class organized by Mad school and drainage department in Sept, 2021 Outreach programme organized by planning department Field trips to Ho Koon Nature Education Cum Astronomical Centre Field trip to Kadoorie farm 	<ul style="list-style-type: none"> Partially achieved Only the trip to Ho Koon for F.4 students was cancelled Positive feedbacks from students 	<ul style="list-style-type: none"> Could allow students to share more on their reflection and insights after the trips in different occasions as to sharpen their presentation skills Could organize one to two overnight camp(s) to strengthen the bonding among teachers and students

Program Brief:

Mountain craft level 1 training for F.4 and F.5 students

Related Major Concern:☐

Pursuing Intellectual Excellence

☒

Advocating Holistic Development

☐

Fulfilling Unique Mission

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To introduce to students the technique of actualizing map reading skills, using compass, journey planning and basic hiking skills To assist students in answering map reading questions and HKDSE FBQ question 	<ul style="list-style-type: none"> Throughout the year 	<ul style="list-style-type: none"> Not achieved The training was cancelled due to the pandemic 	<ul style="list-style-type: none"> Could incorporate the map reading training in other field trips as to save time and resources Majority of students are not willing to pay extra fee and allocate extra time to attend the training

Program Brief:

Collaboration with different committees in organizing environmental education activities

Related Major Concern:☐

Pursuing Intellectual Excellence

☒

Advocating Holistic Development

☐

Fulfilling Unique Mission

☐

N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> Promote collaboration among committees Raising students' social awareness Enrich students' exposure 	<ul style="list-style-type: none"> To observe the ecological interaction by visiting amphibians and reptiles To explore the biodiversity via mini-games and information about common species in lecture To explore in the countryside, while explaining their habitats and techniques to identify species 	<ul style="list-style-type: none"> Partially achieved Positive feedbacks from students Infographics work done by students 	<ul style="list-style-type: none"> More in-school activities would be conducted to allow more students to participate in the next academic year

Report compiled by:

Li Hiu Lam

History

Program Brief: **Accommodate/ review on the use of new textbook**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Scale	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">Ensure and enhance the learning effectiveness of the students with the change of textbooks	<ul style="list-style-type: none">Make special arrangements to accommodate the new-implemented curriculum. (E.g. Extra assignments and notes to help students consolidate learning output.)	<ul style="list-style-type: none">Wholly achievedThe new textbooks are aligned with the new curriculum.	<ul style="list-style-type: none">May directly use the set of textbooks of the publisher instead of the school-based one.

Program Brief: Include a new element in the exam paper (5% bonus- challenging question)

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Scale	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To develop students' historical skills by encouraging them to write more in the exam paper To arouse students' interest 	<ul style="list-style-type: none"> 5% bonus- A challenging question is added to the exam paper. The challenging question is open-ended and it requires students to answer in complete sentence. 	<ul style="list-style-type: none"> Partially achieved Most of the students attempted to answer the question while the avg. mark was low. 	<ul style="list-style-type: none"> Teachers should explain the question type and its requirements to students more clearly before exam.

Program Brief: History-P.E. cross-curricular learning program

Related Major Concern: ☐ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☒ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Scale	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To promote cross-subject activity 	<ul style="list-style-type: none"> Visit Hong Kong Golf Club – Fanling with the P.E. students to enrich students' exposure. Cooperation of the P.E. Panel. 	<ul style="list-style-type: none"> Wholly achieved Students enjoyed the activity and knew more about the historical development of Hong Kong. 	<ul style="list-style-type: none"> Could extend the programme to other sports.

Program Brief: Joint-school DSE mock exam with St. Marks School

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Scale	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To exchange learning experience with students from other school To polish students' exam skills 	<ul style="list-style-type: none"> Joint-school DSE mock exam with St. Marks School around March Exam papers will be designed by teachers from both schools. Students will share their learning experience and teachers will talk about the exam skills. 	<ul style="list-style-type: none"> Wholly achieved There were 9 schools participated in the programme at last. The mock exam was shifted to online mode due to the pandemic. All students took the mock. 	<ul style="list-style-type: none"> Could arrange a review section to discuss students' performance.

Report compiled by:

Man Kwun Hang Gary

Information and Communication Technology

Program Brief: Enhance students' awareness on threats and security on the internet

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To enhance students' awareness on threats and security on the internet 	<ul style="list-style-type: none"> Raise students' awareness on threats and security on the internet through the teaching of possible security threats in users' perspective Arrange talks/webinars related to internet threats and security to equip students with up-to-date information from professionals of the IT industry Time scale: throughout the whole year 	<ul style="list-style-type: none"> Partially achieved Teaching of security threats was conducted through the topic "social issues" in junior ICT Related webinars were promoted to senior ICT students while talks were not arranged due to the uncertainty of the pandemic situation 	<ul style="list-style-type: none"> Try to make it compulsory for senior ICT students to enrol the related webinars

Program Brief: Enrich students' exposure on ICT applications

Related Major Concern: ☒ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To enrich students' exposure on ICT applications in both daily life and industrial sectors 	<ul style="list-style-type: none"> Arrange various talks/visits/external competitions to expose students to more ICT applications Time scale: Junior forms: two times throughout the whole year Senior forms: two times throughout the whole year 	<ul style="list-style-type: none"> Partially achieved Due to the pandemic situation, only one time visit was arranged for the whole F.2 students and one time external competition (Cisco NetCad) was arranged for senior ICT students 	<ul style="list-style-type: none"> May explore online workshops/seminar for students even in the current pandemic situation

Program Brief: Organise co-curricular activities related to STEM

Related Major Concern: ☒ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To arrange co-curricular activities related to STEM 	<ul style="list-style-type: none"> Expose students to various joint-departmental STEM activities to equip them with knowledge and skills to solve daily life problems 	<ul style="list-style-type: none"> Partially achieved Some junior form students participated as the helpers of STEM Room for the school information day. They attended a series of training workshop of STEM equipment 	<ul style="list-style-type: none"> May further collaborate with science subject panels to enhance students' exposure

Report compiled by: Lie Chi Wai

Integrated Science

Program Brief: **Reforming and refining the curriculum of Integrated Science in Junior Form**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To strength the linkage between junior form and senior form science subjects 	<ul style="list-style-type: none"> To refine the current curriculum by reconstructing the learning topics with the agreement of panel chairperson of Physics, Chemistry and Biology. <p>Time scale: 2021 – 2022</p>	<ul style="list-style-type: none"> Partially achieved The current curriculum in junior form has been refined and implemented in F.1 (2021-2022). Some learning topics were trimmed with the consent of the Biology panel. The learning content that was trimmed in this academic year were filed and passed to the respective panel heads and shared with the subject teachers in the next academic year. 	<ul style="list-style-type: none"> The refine and reconstruction of the curriculum content should be done continuously in F.2 (2022-2023). Agreement with all Science panels should be done in reconstructing the curriculum content of science in junior form.
<ul style="list-style-type: none"> To enhance the learning outcome in science subjects 	<ul style="list-style-type: none"> To provide resources (e.g. video recording) for talent students in learning special topics / topics to be trimmed in the normal teaching schedule. <p>Time scale: 2021 - 2023</p>	<ul style="list-style-type: none"> Not achieved Due to the pandemic and arrangement of the special holiday, the teaching schedule was greatly affected. Not much time was allowed to gather the talented students. 	<ul style="list-style-type: none"> This action should be launched next year, so as to enhance the learning motivation and readiness to acquire more content knowledge for those more-abled students.

Program Brief: **Implementation of Practical Examination in Form 1 and Form 2**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To enforce students' scientific skills To stress the importance of manipulating practical set-up in science learning 	<ul style="list-style-type: none"> To implement practical examination in both Form 1 and Form 2 Time scale: 1st term examination and 2nd term examination for Form 1, while only 2nd term examination for Form 2 	<ul style="list-style-type: none"> Partially achieved The practical examination was only held in the second term. As the teaching time was too little which hindered the teaching schedule in the first term, the practical examination was not able to implemented. 	<ul style="list-style-type: none"> The practical examination should be conducted in the examination period in both first term and second term examination.

Program Brief: **Encouraging students in conducting lesson preparation**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To build up a proper learning habit To motivate students to be self-directed learner To motivate students' learning 	<ul style="list-style-type: none"> To set different tasks for pre-lesson learning To raise challenging / interesting issues before teaching Time scale: 2021 - 2022 	<ul style="list-style-type: none"> Partially achieved Pre-lesson preparation (e.g. filling in Google Form after watching a certain video) was done for some of the lessons. 	<ul style="list-style-type: none"> Not much follow-up works were done to enhance the use of lesson preparation (e.g. pre-lesson quiz, or discussion / sharing among students about the prepared materials). Emphasis can be put on the better use of lesson preparation for the next academic year.

Program Brief:

Widening students' horizon in learning science

Related Major Concern:

☒ Pursuing Intellectual Excellence

☐ Advocating Holistic Development

☐ Fulfilling Unique Mission

☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To motivate students in learning scienceTo enrich students' knowledge in scienceTo arouse students' interest in scientific inventions	<ul style="list-style-type: none">To join competitions / activities related to Science / STEM contentTo organize training to junior form students with potential in ScienceTo prepare for joining STEM activities / competitions in the next academic year	<ul style="list-style-type: none">Partially achievedHad joined some science competitions, yet not for STEM content.A group of students in F.2 level had been gathered and partially trained for participating science activities and competitions next year.	<ul style="list-style-type: none">A pool of more-abled students in science should be grouped.Routine training program / lesson should be given to them.Explore the possibilities to join or participate meaningful science activities and competitions next year.

Report compiled by:

Chan Chun Kit Ben

Mathematics

Program Brief: **Small group tutorial classes with weakest or slowest learners**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To raise the academic standard of weak students and prepare them to cope with the requirements of DSE 	<ul style="list-style-type: none"> Select target students based on past UT and exam results Equip students with basic concepts and techniques to handle section A1 questions in HKDSE Deliver simple practice questions to students and provide feedback and suggestions for improvement 	<ul style="list-style-type: none"> Partially achieved 	<ul style="list-style-type: none"> Some assigned after school practices were affected due to pandemic. An additional period before F6 first term exam will be added next year.

Report compiled by:

Wong Yuk Lun

Music

Program Brief: **New programs for F.4 multiple exposure lessons**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To improve teaching effectiveness in F.4 multiple exposure lessons 	<ul style="list-style-type: none"> Arouse students' awareness and interest in different cultures and industries (e.g. music entertainment, magic performance, etc.) Invite external speakers of different expertise to share with students Time scale: throughout the whole year 	<ul style="list-style-type: none"> Wholly achieved Students had fruitful and interactive interaction with the speakers. Some students enlightened 	<ul style="list-style-type: none"> A 12-lesson magic lessons will be considered in F.5 multiple exposure lessons.

Program Brief:

National anthem and national identity in music lessons

Related Major Concern:

☒ Pursuing Intellectual Excellence

☒ Advocating Holistic Development

☒ Fulfilling Unique Mission

☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To promote national education through the national anthem 	<ul style="list-style-type: none"> Arouse students' awareness of their national identity <ul style="list-style-type: none"> F.1: Proper attitude in singing the national anthem F.2: Composers' stories in composing the national anthem F.3: Law related to the national anthem in Hong Kong 	<ul style="list-style-type: none"> Students' national identity reinforced Students showed respect in the ceremonies in national flag raising ceremonies 	<ul style="list-style-type: none"> Students performed well in singing the national anthem in their music lesson. Keep on arousing students' awareness of their national identity with more encouragement.

Report compiled by:

Lee Suk Han

Physics

Program Brief: **Developing positive attitude on doing experiment / scientific investigation**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To develop positive attitude on doing experiment or scientific investigation 	<ul style="list-style-type: none"> Design school-based assessment experiments for F.3 students Enforce F.3 students to complete the school-based assessment worksheet in class Time scale: throughout the whole year 	<ul style="list-style-type: none"> Wholly Achieved Over 90% students able to complete school-based assessment worksheets in class Positive feedback is received from subject teacher 	<ul style="list-style-type: none"> Completing school-based assessment worksheets in class for F3 students is a good practice which should be kept Adjusted worksheets should be used to fit the revised curriculum

Program Brief: **Subject collaboration with mathematics department**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To bridge F.2 mathematics knowledge on unit conversion with F.3 physics	<ul style="list-style-type: none">Physics teachers provide suggestions on designing handouts for F.2 mathematics students on unit conversionPhysics teachers design 2 multiple-choice questions in F.2 Mathematics final examination for the concerned topic to fit the curriculum of F.3 PhysicsTime scale: second term	<ul style="list-style-type: none">Wholly achievedPhysics department discussed with Math department and produced handouts concerning unit conversionOver 50% correct for the concerned MC question in the final exam	<ul style="list-style-type: none">The collaboration with mathematics department can be further extended to other topics including graphical skills and data treatments

Report compiled by:

Cheung Fook Lai Foley

Physical Education

Program Brief: **Implementation of Junior Form Curriculum**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☒ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To help students apply sports knowledge in their daily life and make use of various training principles in daily training programs To construct students' knowledge by linking the understandings in PE and other disciplines, to have further education and career development To demonstrate appropriate etiquette and sportsmanship in physical activities and to develop positive values and attitudes towards life To broaden students' exposure to new areas of sports & nurture their positive values under the whole-person education framework 	<ul style="list-style-type: none"> Implement a new junior form curriculum, establish a self-study atmosphere Develop students' good learning habits, routine time-management skill, e.g. submit assignments on time. Add new topics in theory, revised and re-arrange most of the previous topics Help students to learn in a more comprehensive, effective and systematic manner, and be able to grasp the most updated information and sports knowledge. Add new initiatives in skill lesson through the outsourcing of external services/coaches to introduce new and innovative sports events for students Organize learning activities for junior form students via cooperation from senior form students, e.g. circuit training, sports competitions 	<ul style="list-style-type: none"> Although the COVID 19 seriously affected our planned curriculum and activities in 2nd term, a no. of activities could still be arranged successfully in the 1st term to arouse students' learning motivation, e.g. to design two informative boards of Tokyo Olympics 2020 in covered playground and introduce the achievement of HK athletes. To arrange fitness games / tests / interesting activities for students especially for new F.1 students in Sports Centre and covered playground. And to organize 3 times of PE related lunch programs for F.2 students including rowing in gym, fitness activities in Sports Centre and sports related Film appreciation in LT. 	<ul style="list-style-type: none"> Continue to carry out the on-going evaluation on effectiveness of the new curriculum Continue to coordinate the outsourcing activities and coaches for better preparation of school resumption Continue to explore any interesting sports items for students

Program Brief:**Operation of the New Sports Centre****Related Major Concern:**☐ Pursuing Intellectual Excellence☒ Advocating Holistic Development☒ Fulfilling Unique Mission☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To upgrade our sports facilities to widen students' exposure to sports To provide more advanced facilities and equipment for students' training and learning purpose To develop students' physique and entire body development To enrich students' knowledge in the aspect of physical fitness 	<ul style="list-style-type: none"> Establish clear guidelines and regulation of using the New Sports Centre Train teachers and relevant staff about the operation and management of new facilities and equipment Arrange systematic lessons / training sessions for students Adopt a well- structured and systematic plan for maintenance work Continue installing suitable equipment for teaching and training purpose 	<ul style="list-style-type: none"> The objectives were wholly achieved via the following activities: <ul style="list-style-type: none"> Clear regulations / guidelines were implemented to guide the entire operation of the Centre. Students were motivated to do exercise and training regularly through lesson/training conducted in the lesson. To keep opening the centre for staff use before pandemic To organize another 'User's workshop of the Sports Centre" in Dec 20, 2021 for students. 	<ul style="list-style-type: none"> Continue to prepare time table for Sports Centre's operation e.g. sports team training and opening for staff and students etc. Continue to monitor closely the operation and make necessary improvement

Program Brief:**Enrich Students' Exposure by the New Bouldering Wall****Related Major Concern:**☒ Pursuing Intellectual Excellence☒ Advocating Holistic Development☒ Fulfilling Unique Mission☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To broaden students' exposure in sports climbing activities To help students gain enjoyment and satisfaction through participating in sports climbing To train students' physical fitness in term of strength and stamina To cultivate students a sense of perseverance when facing difficulties 	<ul style="list-style-type: none"> Preliminary feasibility study has commenced since Apr 2020 It is estimated the wall will be completed and able to use in 21-22 academic year A series of training and safety precautions will be carried out before the opening of the climbing wall 	<ul style="list-style-type: none"> A meeting was held on Mar 24, 2021 regarding the progression of the construction. It was planned to complete the installation by Mar to Apr 2022, but due to pandemic situation, related preparation work was affected. The project would also involve the Building Department of Government and required their approval, it was predicted to take a longer time to complete the whole project. 	<ul style="list-style-type: none"> Continue to monitor the project closely and follow required steps accordingly.

Program Brief: **Flourish students' sports talents and create a vibrant PE atmosphere in school campus**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☒ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To extend students' talents and contributing their talents to community service To enrich school vibe in PE To introduce new ideas and experiences from external parties for broadening students' exposure for whole person development To offer students chance to develop skills to handle difficulties and unfamiliar situations To explore more opportunity by strengthening the connections with outside resources 	<ul style="list-style-type: none"> Coordinate "Student Leadership Training" through School Sports Program of LCSD Organize alumni / elite athletes' sharing in school functions Organize local/oversea sports training for school team members Arrange value added course/workshop e.g. first aid, life-saving bronze and fitness room user's course etc. Enrich students' understanding of various "University Admission Schemes" and related interview skills Strengthen students' capabilities by outdoor challenging activities like hiking, AYP badge scheme and "Cycling Fund Raising" activity. Organize "Specific Sports Week" and inter-class competition e.g. rowing. Upgrade facilities by installing protective barrier on tennis court near highway and golf driving range etc. 	<ul style="list-style-type: none"> A series of functions and programs organized: <ul style="list-style-type: none"> Experiential activities for students included sports climbing, bowling & Muay Thai. Sports-related site visits in HK Velodrome for elective groups in Oct 20, 2021 A cross-curricular learning activities with history panel (HK Golf Club-Heritage & Ecology Tour plus Gold experience) for elective in Nov 11, 2021 Multiple exposure (ME) activities for F.4 students e.g. Olympics Education, Kendo, New Sports Initiatives & Rowing competition etc. A workshop on "University Sports Scholarships" for student-athletes in Nov 2021. An "Injury Prevention Workshop" for sports team captains in Oct 22, 2021. "Training Techniques" workshop for team advisers & external coaches in Aug 9, 2021. Two "weight lifting" workshops for F.6 elective on Oct 29 and Nov 1 2021. 	<ul style="list-style-type: none"> Continue to monitor the project closely and follow required steps accordingly.

Report compiled by: **Ho Hon Kin, Wong Wing Sheung**

普通話科

工作簡述:

多方位推廣普通話

相關關注事項：

☐ 天行健，止於至善

☒ 不言倦，發展全面

☐ 言必行，信守使命

☐ 不適用

目標	策略/ Time Frame	成功準則 及 檢討	反思 及 改進
<ul style="list-style-type: none">在課堂以外進行普通話推廣	<ul style="list-style-type: none">在語文軒進行普通話朗讀活動鼓勵同學參與校外普通話朗誦比賽 或 爭取機會在學校週會推廣普通話	<ul style="list-style-type: none">同學反應踴躍，參加人數超出預期有兩位中一級同學榮獲學校朗誦節普通話朗誦優異成績(季軍及優異)	<ul style="list-style-type: none">可在悅文軒進行多元化的普通話活動，適合不同年級的同學參加加強校內普通話推廣，如週會以普通話舉行 或 舉行「普通話週」

報告者:

羅健明

Technology & Living

Program Brief: **STEM workshop on essential oil / soap bar**

Related Major Concern: ☒ Pursuing Intellectual Excellence ☒ Advocating Holistic Development ☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To promote STEM elements in Technology & Living in daily life products To create occasions of valuable parent-child quality time between students and their parents 	<ul style="list-style-type: none"> Co-organise (with GEC and SHC) a workshop on essential oil or soap bar for students and parents 	<ul style="list-style-type: none"> Not achieved 	<ul style="list-style-type: none"> Due to the pandemic (i.e. the limitation of the people gathered), the workshop was canceled. It is hope that the workshop can be held next academic year.

Program Brief:

Creative cooking competition

Related Major Concern:

☒ Pursuing Intellectual Excellence

☒ Advocating Holistic Development

☐ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To create occasions of valuable parent-child quality time between students and their parentsTo enhance the co-operations between students and their parents	<ul style="list-style-type: none">Co-organise with SHC a cooking competition for students and their parents	<ul style="list-style-type: none">Not achieved	<ul style="list-style-type: none">Due to the pandemic (i.e. the limitation of the people gathered), the workshop was canceled.It is hope that the workshop can be held next academic year.

Report compiled by:

Chu Po Yee

Visual Arts

Program Brief: Design thinking strategies in project learning

Related Major Concern: ☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development ☒ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none">To adopt new design thinking strategies that focus on students as active and engaged learners	<ul style="list-style-type: none">Adopting design thinking strategies in projectsTime scale: throughout the whole year	<ul style="list-style-type: none">Partially achievedDesign thinking strategies shown in part of the project learning	<ul style="list-style-type: none">The prolonged class suspension affected the effectiveness of the design thinking strategies.The plan will be continuous to conducted in the coming academic year.

Program Brief:

Set up a Visual Arts talent pool

Related Major Concern:

☒ Pursuing Intellectual Excellence ☐ Advocating Holistic Development

☒ Fulfilling Unique Mission ☐ N/A

Objectives	Strategies / Time Frame	Level of Achievement (Wholly / Partially / Not Achieved) & Evidence of Performance	Reflection (include areas for improvement and follow-up work (if any))
<ul style="list-style-type: none"> To support and facilitate the development of our talented VA students 	<ul style="list-style-type: none"> Set up a student Visual Arts talent pool, collect the information about individual expertise, skills and experiences or areas that students would like to explore. The information will be collected from students' portfolios or survey. Facilitate target students to participate in specific competition, activities or scholarships, to provide diversified development for students with different VA talents areas. Time scale: throughout the whole year 	<ul style="list-style-type: none"> Partially achieved Number of VA competition awards and participations increased 	<ul style="list-style-type: none"> The prolonged class suspension affected the effectiveness. It is good and should be continued. Students have more motivations and confidence in joining different VA competitions. Change to use google form as a platform to collect the information.

Report compiled by:

Yip Shing Yan

Financial Report

Government Funds and School Funds

	Income (\$)	Expenditure (\$)
I. Government Funds		
(1) Expanded Operating Expenses Block Grant		
(a) School Specific Grant		
- Administration Grant	5,276,167.00	5,189,232.10
- Air Conditioning Grant	745,582.00	402,050.49
- Composite Information Technology Grant	555,900.00	594,388.00
- Capacity Enhancement Grant	642,934.00	642,934.00
- Life-wide Learning Grant	1,429,807.00	944,880.14
- School-based Management Top-up Grant	50,702.00	0.00
(b) Non-School Specific Grant		
- School and Class Grant	941,605.00	1,325,424.49
(Daily running cost: electricity charges, cleaning materials, postage, printing, repairs & maintenance, etc.)		
- Composite Furniture and Equipment Grant	625,478.00	712,136.10
- Programme Fund – WS Approach to Guidance & Discipline	9,147.00	1,830.00
- Lift Maintenance Grant	31,799.00	107,800.00
- Consolidated Subject Grants (for various subjects)	167,800.00	128,549.20
- Other Grants	253,829.77	22,244.95
(including Air-condition for Lab Room, Enhancement, SBM Supplementary Grant, Training and Development Grant)		
	10,730,750.77	10,071,469.47

	Income (\$)	Expenditure (\$)
(2) Special Grant		
- School-based After-school Learning Scheme	106,200.00	0.00
- Teacher Relief Grant	666,972.50	511,503.29
- Senior Secondary Curriculum Support Grant	963,000.00	972,844.67
- Learning Support Grant	91,266.00	90,625.00
- Diversity Learning Grant	124,685.00	144,066.33
- Fractional Post Cash Grant	0.00	82,669.51
- Moral and National Education Grant	0.00	9,950.00
- Career & Life Planning Grant	642,000.00	976,463.22
- Non-Chinese Speaking Students	800,000.00	800,000.00
- One-off Promotion of Chi Hist & Culture	0.00	0.00
- Information Technology Staffing Support Grant	321,796.00	451,668.80
- Sister School Scheme	157,127.00	144,740.00
- School Executive Officer Grant	540,268.60	535,235.54
- Student Activities Support Grant	37,375.00	153,710.00
- The Promotion of Reading Grant	73,326.00	70,561.96
- Hong Kong School Drama Festival	3,600.00	0.00
- Special Anti-epidemic Grant	37,500.00	20,251.00
- One-off Senior Secondary Subject Citizenship & Social Development	300,000.00	0.00
Subtotal:	4,865,116.10	4,964,289.32

Government Funds Surplus for the year: 560,108
 Accumulated Surplus for Government Funds as at 31 August 2022: **5,339,569**

	Income (\$)	Expenditure (\$)
II. School Funds		
Tong Fai & Miscellaneous	1,256,715.20	1,351,459.97
Subtotal:	1,256,715.20	1,351,459.97

School Funds Deficit for the year: (94,745)
Accumulated Surplus for School Funds as at 31 August 2022: 1,738,927

Diversity Learning Grant

Type	Item	Income (\$)	Expenditure (\$)
	Subsidy of 2021-2022	124,685.00	
	Tutorial Program for Elite Advancement Scheme (EAS)		4,800.00
	Enriched Activities for P.E. Elective		18,121.00
	CUHK Summer Institute Program & Autumn Course, HKUST Dual Program and Leadership Project Training		6,390.00
	Art & Design Tours and Art Basel		8,596.00
	VTC Applied Learning Course		15,785.00
	Senior Form Mathematical Olympiad Course		6,000.00
	HKDSE Music Programme and Other Languages Program (Japanese)		20,515.40
	Total:	124,685.00	80,207.40*

*The amount of \$63,858.93 clawed back by EDB was not included.

Report on the use of Life-wide Learning Grant

Type	Item	Income (\$)	Expenditure (\$)
	Subsidy of 2021-2022	1,429,807.00	
	Biology - Visit		9,130.00
	CLP - Career visit & CV Writing Skill Workshop		38,600.00
	CS - F.4 Co-curricular activity		1,000.00
	Communi-arties - Christmas Open House (Workshop with NGO & Schools)		3,926.00
	Dance - Membership fee		6,275.00
	DC - Prefect training camp		66,600.00
	GEC - Awards & competitions		1,740.54
	GSS - Training Camp & Co-curricular activities		4,881.10
	Math Society - Mathematical Course		4,050.00
	Multiple Exposure - ME Lessons		6,508.00
	Music Club - Instructor fee, membership fee		39,698.00
	OSC - Inter-House Talent Quest Coach		33,000.00
	P.E. - Coach fee, Experiential activities, Korfbal training		386,610.00
	Rope Skipping Club - Regular Training, Training Camp		16,746.50
	Sailing Club - Coach fee		54,432.50
	SEC, OSC - Activities, Training camp		115,593.50
	VA - After-school Talent Program, Exhibition visit		156,089.00
	Total:	1,429,807.00	944,880.14

ANNEX – SPECIAL REPORTS

維護國家安全及國家安全教育相關措施

範疇	措施	施行概況	成效及反思
學校行政	成立「維護國家安全及國家安全教育」工作小組： <ul style="list-style-type: none"> 策劃及統籌有關政策； 協調及督導各科組落實有關措施及計劃；及 促進不同持份者的溝通和協作。 	已成立「維護國家安全及國家安全教育」工作小組，並落實相關政策。	運作良好，各科組積極配合。
人事管理	檢視員工聘任過程及評估機制	已檢視現有員工聘任過程及評估機制，確保學校聘任的所有教職員（包括專責人員例如學校社工、教育心理學家、言語治療師、教練、興趣班導師等）操守符合所有香港法律以及「資助則例」和教育局發出的相關指引辦理。	已落實及推行相關機制。
教職員培訓	透過教師發展日，讓教職員接受國家安全教育培訓，並正確了解《香港國安法》，以及增進對國家安全的認識。	<ol style="list-style-type: none"> 教育局德育、公民及國民教育組於 2021 年 8 月 25 日在教師發展日進行半天的國家安全教育到校教師工作坊，以互動及交流模式，分享在校內開展國家安全教育的經驗。 校長於第四次教職員會議中，向全體教職員介紹教育局有關教師持續專業發展的要求，包括：「新入職教師培訓課程」、「優化在職教師培訓」及「優化晉升培訓安排」。 教職員專業發展組負責人於第三次教師發展日簡介教育局有關教師持續專業發展的要求，包括：「新入職教師培訓課程」、「優化在職教師培訓」及「優化晉升培訓安排」，當中包括「本地、國家及國際教育議題」。負責人鼓勵教師就國家安全擬定進修計劃，主動參加教育局培訓行事曆有關國家安全相關培訓課程，並紀錄在「教師評核報告」內。 	<ol style="list-style-type: none"> 教師積極參與工作坊，部分教師更就在校內開展國家安全教育的教學策略提出不少建議。 及 3. 教師知悉教育局有關國家安全相關培訓要求，並擬定相關的國家安全進修計劃。

範疇	措施	施行概況	成效及反思
教職員培訓	協助各科組，讓教職員進行適當的國家安全教育培訓。	1. 透過學校電郵及內聯網學校通告，向各科組及教職員推介國家安全教育培訓課程。 2. 個別科組教師參加由教育局舉辦的《基本法》和《香港國安法》課程。	1. 及 2. 部份教職員已經參與國家安全教育培訓課程。 已提醒個別教師擬定個人國家安全進修計劃，並在下學年開展計劃。
學與教	設立機制檢視學與教內容和質素符合要求	已在內聯網建立平台，讓各科組上載相關教學資源，供跨科統籌組查閱。	運作良好；學與教統籌組可進一步跟進各科教授內容。
	確保圖書館藏書適合學生閱讀	圖書館書籍上架前，均已進行由學習資源組負責人檢視程序，確保所有資源適合學生閱讀。	運作良好。
	舉辦有關基本法教育或有助學生認識國情之考察活動	課堂上，與基本法相關的教學內容順利施教。至於大型考察活動，鑑於疫情關係，未能如期進行。	繼續收集考察活動資料，以便疫情舒緩時，可盡快舉行相關活動。
	繼續與內地學校進行交流活動——「端州中學學術文化考察之旅」：約 30 名學生及 3 名老師與端州中學師生進行 4 日 3 夜交流活動。	鑑於疫情關係，未能如期進行。	繼續收集考察活動資料，以便疫情舒緩時，可盡快舉行相關活動。
	於特定日子奏唱國歌及 / 或舉行升國旗儀式。	除了每周舉行升國旗儀式外，開學禮、中六畢業禮、結業禮亦已舉行升國旗儀式。	運作良好，學生能以莊重的態度參與升旗儀式。
	透過音樂課，培養學生唱國歌時應有的態度及行為。	初中各級已於上學期在音樂課上進行相關培訓。	學生唱國歌時能表現出應有的態度及行為。

範疇	措施	施行概況	成效及反思
學生訓輔及支援	透過活動，培養學生正確的價值觀，提升他們自律及守規的意識。	透過早會，班主任課培養及加強學生守規守法的意識。	能有效預防或減少違規行為。
	加強訓導組及輔導組的老師培訓，讓老師有效處理不同的突發情況。	透過第二至第四次教職員會議及第一次教師發展日加強訓輔老師，以及全體老師的培訓。	透過定期培訓，讓老師溫故知新，並提升應對突發情況的能力。
	完善學校的獎懲制度及處理學生違規行為的機制	已檢視及完善學校的獎懲制度，並透過恰當的機制處理違規學生，亦透過個案會議讓相關老師達成共識。	老師採取一致的處理手法，讓學生明白守規的意義。
	完善支援及跟進出現不當行為學生的制度	已檢視及完善相關制度及跟進流程，確保班主任，訓輔老師及社工作出適當的支援。	加強訓、輔導組合作，讓有需要的學生獲得適切的支援。
家校合作	舉辦家長教練課程及親子義工活動	分別於 21 年 8 月、10 月、11 月及 12 月舉辦家長教練課程及義工活動	家長教練課程及親子義工活動有助家長培養孩子品格及改善親子關係。
	舉辦國家安全教育家長講座	因疫情未舉辦	下學年鼓勵家長參與外界相關講座。
	適時派發國家安全教育家長資料	參與第 28 屆「家長也敬師活動」，派發家長也敬師卡，讓家長表達對老師的敬意。	培養家長及學生感恩之心，以及弘揚尊師重道的傳統文化。

範疇		措施	施行概況	成效及反思
其他	其他校舍管理方面	制定相關批審程序及注意事項，讓相關團體依從。	已檢視及落實相關批審程序及注意事項，讓相關團體依從。	審批程序已加入相關條款。
	校內或校園附近被入侵或騷擾	制定校內或校園附近被入侵或騷擾處理機制。	已檢視及落實校內或校園附近被入侵或騷擾處理機制。	若出現校內或校園附近被入侵或騷擾情況，可立刻啟動相關機制。
	學校名稱未經授權下被個人或團體使用	制定相關處理機制。	已完善及落實相關處理機制。	已制定相關危機處理機制以防萬一。

報告者:

文麗英

Capacity Enhancement Grant Evaluation

Item	Major Area(s) of Concern	Implementation Plan	Benefits Gained	Resources Used	Performance Indicators	Assessment Mechanism	Evaluation
1	<ul style="list-style-type: none"> ● Create more space for teachers to enhance their teaching quality ● Provide teaching support for subject panels (Chi Lang, Eng Lang., Math, Geog., C.S. & P.E.) ● Promote the moral and national education ● Enhance students' language proficiency 	<ul style="list-style-type: none"> ● Together with other share of grants from EDB such as SSCSG, CLPG & TRG to employ 8 teachers to share teachers' teaching load, administration work and other school affairs. 	<ul style="list-style-type: none"> ● Teachers' teaching and non-teaching workload will be reduced ● Teachers may spare more time in planning and preparing for their teaching. ● Provision of after school academic and OLE programs for students ● Provide pastoral care to students 	Total: <u>\$642,934</u>	<ul style="list-style-type: none"> ● Formal class teaching of Chi Lang, Eng. Lang., Math, Geog., C.S. & P.E. were conducted. ● Supports in organizing school functions were provided. 	<ul style="list-style-type: none"> ● Feedback from staff ● Observation 	<ul style="list-style-type: none"> ● The appraisal reports show that their performances were good. Most of the comments were positive. ● All teachers completed their contracts. Three of them were transferred to the established positions and the contracts of the other five were renewed.

Report compiled by:

Lee Wing Tao

Careers & Life Planning Grant Evaluation

Objectives:	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
Provision of Career Planning & Counseling to Students	Provide career planning and career counseling service to students via the Career and Life Planning Committee (CLP) of 13 teachers and Form Teachers	A substantial number of students seek career advices and support	Teaching Staff salary component to provide career planning service to students
To organize F.6 JUPAS Day on 12/10/2021	Organize a workshop on alternative pathways for F.6 students and offer counseling for JUPAS (by CLP Committee)	Teacher's observation: Successfully aroused students' awareness and provided information on JUPAS.	Teaching Staff salary component to provide career planning service to students
To organize Individual Counselling on JUPAS Program Choice from 2/11/2021 to 8/12/2021	Provide career counseling service for JUPAS program choice to students (by CLP Committee)	Teacher's observation: Most of the participants found the discussion with teachers was useful.	Teaching Staff salary component to provide career planning service to students
To organize Mock Release of HKDSE Results for F.6 students on 10/3/2022	A workshop for F.6 students, with prior arrangements made with subject teachers, to predict students' performance in HKDSE. Based on the predicted scores, advise students to develop their own strategies in response to the release of HKDSE results.	Due to COVID-19, the activity was changed to "Online Mode". Survey by questionnaire: the attendance rate was satisfactory but students' participation in zoom meeting was passive.	NIL
To organize Mock Interview for F.6 students in May 2022	A mock interview for F.6 students featuring detailed instruction and interactive practice in interview skills.	Cancelled due to COVID-19.	N.A.
To offer Careers Counseling for Release of HKDSE Results on 20/7/2022	A counseling session on HKDSE results for F.6 students.	Teacher's observation: Majority students found the activity helpful.	Teaching Staff salary component to provide career planning service to students

Objectives:	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
To organize Careers Visit for F.5 students in April 2022	Work experience visits for F.5 students in which students visit work places such as shops, factories, offices.	Cancelled due to COVID-19.	N.A.
To organize Interview Skills and Career Counseling Workshop for F.5 students on 2/8/2022	A workshop for F.5 students featuring detailed instructions and interactive practices on interview skills.	Survey by questionnaire: Majority students found the activity useful.	Refer to the "Report on the use of LWL Grant 2021-22"
To organize F.5 Parents' Night (Careers Planning) on 24/6/2022	A program for F.5 students and their parents on multiple pathways	Due to COVID-19, the activity was changed to "Online Mode". Teacher's observation: Online format provided an alternative channel to share update careers planning information with parents and students.	Teaching Staff salary component to provide career planning service to students
To provide Individual Counseling (Career Counseling Services) for F.5 students Feb - Apr, 2022	A counseling session for F.5 students on understanding their career and life planning development	Cancelled due to COVID-19.	N.A.
To organize Careers Visit (Career Counseling Services) for F.3-F.5 students on 5/8/2022	A visit for F.3-F.5 students on understanding the job world.	Teacher's observation: Most of students found the activity interesting and useful.	NIL
To offer Employment, Careers, and Pathways Workshop for F.4 students on 22/1/2022	A workshop for F.4 students on the work experience program	Due to COVID-19, the activity was changed to "Online Mode". Survey by questionnaire: the attendance rate was satisfactory but students' participation in zoom meeting was also satisfactory.	Refer to the "Report on the use of LWL Grant 2021-22".

Objectives:	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
To offer CV Writing and Job Application Skills Workshop for F.4 students on 3/8/2022	A workshop for F.4 students on CV writing, developing a portfolio and job finding skills.	Survey by questionnaire: Majority students found the workshop useful.	Refer to the "Report on the use of LWL Grant 2021-22".
To organize Self-understanding Workshop (Career Counseling Services) for F.4 students on 27/5/2022	A workshop for F.4 students on self-understanding	Survey by questionnaire: Majority students found the program/workshop useful.	NIL
To organize CLP Education Programs/Workshops for F.3 students on 27/11/2021	A workshop for F.3 students on the choice of F.4 streaming.	Survey by questionnaire: Majority students found the program/workshop interesting and useful.	External consultant cost: \$27000
To conduct F.3 Parents' Night (on F.4 Streaming) on 6/5/2022	A program for F.3 students and their parents on F.4 subject selection.	Due to COVID-19, the activity was changed to "Online Mode". Teacher's observation: Online format provided an alternative channel to share F.4 streaming with parents and students.	Teaching Staff salary component to provide career planning service to students
To offer Individual Counseling on F.4 Subjects for F.3 students from 9/5/2022 to 8/7/2022	To provide career planning and career counseling service to students by F.3 Form Teachers.	Teacher's observation: Most of students found the activity useful.	Teaching Staff salary component to provide career planning service to students
To organize CLP Education Programs/Workshops for F.2 students from Apr to May 2022	Two Friday assemblies (about 120 mins in total) for F.2 Classes on career education program/workshop.	Cancelled due to COVID-19.	N.A.
To organize Careers Video Show for F.2 students on 7/7/2022	A video show for F.2 students on exploration of the job world.	Teacher's observation: Most of students found the activity useful.	Teaching Staff salary component to provide career planning service to students

Objectives:	Strategies	Monitoring / Evaluation	Allocation of the CLP Grant
To organize CLP Education Programs/Workshops for F.1 students on May 2022	Two Friday assemblies (about 120 mins in total) for F.1 Classes on career education program/workshop.	Cancelled due to COVID-19.	N.A.
To organize Careers Video Show for F.1 students on 7/7/2022	A video show for F.1 students on exploration of the job world.	Teacher's observation: Most of students found the activity useful.	Teaching Staff salary component to provide career planning service to students

Overall balance:

Teaching Staff Salary
Component:
\$867,866.22

External Consultant Cost
component:
\$27,000

Total Expenditures:
\$894,866.22

Fund Available: last year's surplus and this year's
grant less clawback:
 $\$334,463.22 + \$642,000 - \$81,597 = \$894,866.22$

Balance:
 $\$894,866.22 - \$894,866.22$
= \$0

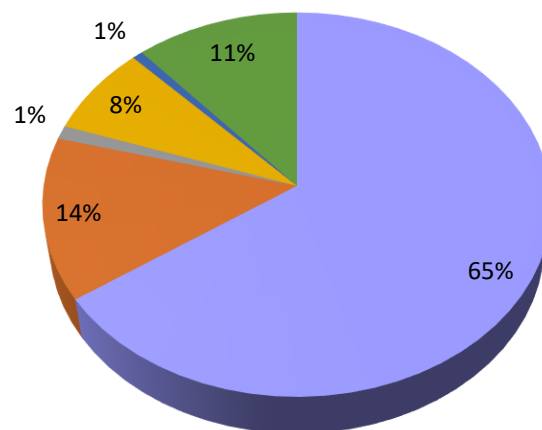
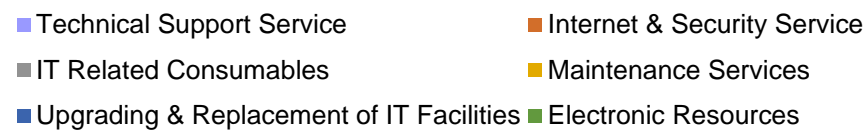
Report compiled by: Tong Cheong Wing

Composite Information Technology Grant Evaluation

Type	Item	Income (\$)	Expenditure (\$)
	Subsidy of 2021-2022	555,900.00	
	1) For provision of Technical Support Services to schools		467,629.05
	2) For Internet Services & License		97,345.00
	3) I. T. related consumables		8,097.00
	4) Repair & Maintenance for school's facilities		54,138.00
	5) Upgrading and replacement of I.T. facilities		5,265.00
	6) Purchase of digital resources		81,799.00
	Total:	555,900.00	714,273.05

The deficit will be covered by other government fundings (e.g. OEBG, CFEG, etc.) and partly by a contribution from the Dormitory for the provision of Wi-Fi access in the Dormitory areas.

Composite Information Technology Grant 2021-2022



Diversity Learning Grant Evaluation

Other Programmes (OP)

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Elite Advancement Scheme (EAS)	<ul style="list-style-type: none"> - To foster a very positive learning atmosphere amongst higher achievers in F.4 & F.5 - To update the higher achievers the most recent criteria for university admission 	Top 20 higher flyers in F.4, and top 20 higher flyers in F.5	A half-day programme in the second term	<ul style="list-style-type: none"> - More than 85% of the selected students join the scheme. - More than 80% of the students find that they obtain more knowledge about the university, including its entrance requirement which help them better plan their careers & further studies 	<ul style="list-style-type: none"> - 41 students joined the visit to the University of Hong Kong. - Most of the students agree that this program is useful for their career planning. 	\$2,400
CUHK Summer Institute	<ul style="list-style-type: none"> - Students can gain insight into adapting to the university learning environment - engage in academic and cultural exchange with students of different backgrounds - explore different subject areas through short courses 	Top 5 high achievers in F.5	11-day programme (online / face to face) in the summer holiday	certificates, prizes, awards, medals, etc.	<ul style="list-style-type: none"> - Only 1 student joined the program as the program had changed from face-to-face to online mode due to the pandemic - A certificate was received 	\$1,400

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
CUHK Science Academy for Young Talent (Autumn Course)	- The program can nurture scientifically talented students and provide secondary school students with rigorously and systematically developed enrichment courses	<ul style="list-style-type: none"> - 3 students - F.4 – 6 - Top 20% students in the reference subjects (e.g. maths / physics / chemistry / biology) 	4-6 lessons Nov 2021 to Dec 2021	Certificates	<ul style="list-style-type: none"> - 1 student joined the program - A certificate was received 	\$1,000
HKUST Dual Program	Students can devote part of their time at HKUST studying subjects of their interest at an accelerated pace and earn university credits.	<ul style="list-style-type: none"> - 5 students - F.4 – 6 - Top 20% students in the reference subjects (e.g. maths / physics / chemistry / biology) 	Oct 2021 - Mar 2022 (Once a week)	certificates, prizes, awards, medals, etc.	<ul style="list-style-type: none"> - 3 students joined the program - Certificates were received 	\$3,000
Off-site pull-out gifted education programmes/ competitions (e.g. programmes/ competitions organized by HKAGE, tertiary institutes, etc.)	<ul style="list-style-type: none"> - To stretch the performances of students with varied abilities and talents - To cope with the diverse learning needs of students with varied abilities and talents - To improve students' academic achievements 	40(approx.)/F.4-F.6/ subject/committee selection	Varied	certificates, prizes, awards, medals, etc.		\$0

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Mathematical Olympiad Course	To arouse students' interest in mathematics, improve students' IQ, logical thinking, reasoning, analytical and problem-solving abilities	For 10-20 F.4 & F.5 students (nominated by maths teachers)	10 lessons from October 2021 to April 2022 (2 lessons/ month)	For external competitions	<ul style="list-style-type: none"> - 8 training sessions were completed via online. - Five F5 students got 1 gold, 1 silver and 3 bronze awards from the Thailand International Mathematical Olympiad Heat round 2021-2022. 	\$750/hr x 8 = \$6,000
Enriched Activities for P.E. Elective	To provide a variety of activities for students apart from traditional DSE-PE sports items in exam syllabus	<ul style="list-style-type: none"> - 110 students - F.4-6 P.E elective 	Whole year	Attend enriched activities: <ul style="list-style-type: none"> 1) Bowling 2) Fencing 3) Muay Thai 4) Rowing 5) Sports climbing 6) Karting 7) BMX 8) Body building 9) Guided Tour (facility management) 10) First Aid course for F.4 - F.5 11) Fitness User workshop for F.4 - F.5 	<ul style="list-style-type: none"> - Some of the activities could not be arranged due to class suspension. - All F.4 PE elective students joined the first aid course . - A majority of the F.4 PE elective students completed the fitness user workshop. 	\$21,371
Elite athlete program	Tutorials will be organized for the elite athletes to enhance their academic performance.	<ul style="list-style-type: none"> - 30 students - All levels - Elite athletes 	Oct 2021 to May 2022	Attend tutorial lesson (1.5 - 2 hours per week, \$140 per hour)	<ul style="list-style-type: none"> - Due to long term class suspension, elite athlete tutorial classes did not take place. 	\$ 0

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Annual P.E. training camp	P.E Camp is one of the core training items for all P.E. senior form elective students, they will learn practical skills through examination and certification and at the same time their collaboration skills, team spirit and other key learning areas can also be enhanced.	<ul style="list-style-type: none"> - 50 students - F.5 P.E elective - All F.5 elective PE students will be required to attend 	4 days 3 nights In Apr to May 2022	Attend: 1) Canoe training 2) Windsurfing training 3) Hiking Complete: P.E. Camp log book	- All government sports facilities were closed because of the pandemic. With to social distancing and hygiene consideration, the annual P.E. camp was forced to be cancelled.	\$0
Artist-in-school programs	<ul style="list-style-type: none"> - To broaden students' perspective in different art/ design domains - Communicate and interact with artists and designers directly 	<ul style="list-style-type: none"> - 90 students - Nomination from Visual Arts teachers with specific criteria 	Workshops throughout the year (Around 6 workshops)	<ul style="list-style-type: none"> - Students' artworks - Students' reflection 	- Not completed due to class suspension and unstable situation because of the pandemic	\$0
Art Camp (Pre-camp + 3D2N Camp + Post-camp)	<ul style="list-style-type: none"> - The camp aims to give students a taste of contemporary art creation. - The program includes a series of sharing sessions, talks and practical workshops during which students meet HK artists and designers 	<ul style="list-style-type: none"> - 35 F.4 Visual Arts elective students 	- 3 days 2 nights in Feb/Mar 2022	<ul style="list-style-type: none"> - Art camp log book - Students' artworks 	- Not completed due to class suspension and unstable situation because of the pandemic	\$0

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Art and Design Tours in University	<ul style="list-style-type: none"> - To foster a positive learning atmosphere and plan for their future paths in the arts and design field - To update the high achievers with the most recent criteria for university admission 	<ul style="list-style-type: none"> - 90 F.4 – F.6 students - Nomination from Visual Arts teachers with specific criteria 	A half-day programme (2 tours)	- Students' reflection	<ul style="list-style-type: none"> - 56 senior form students (F.4 – F.6) participated in two art and design tours. (HKPU Design, AVA HKBU) - Students completed a self-reflection report after the visit 	\$600
Art Basel (International Art Week in HK)	<ul style="list-style-type: none"> - To broaden students' perspective in modern and contemporary art - To promote insights through worldwide young and talented artists and to understand the artists' careers and creation in particular themes 	<ul style="list-style-type: none"> - 60 students - All F4 - F5 Visual Arts elective students 	Exhibition in Mar 2022	- Students' reflection	<ul style="list-style-type: none"> - Senior form VA students (F.4 – F.5) participated in the exhibition visit. - Students completed a self-reflection report after the visit 	\$7,996
Enriched Activities for History and P.E. Elective Visit Hong Kong Golf Club - Fanling	<ul style="list-style-type: none"> - To provide activities to enrich students' learning experience through different outings. - To construct students' knowledge by linking the understandings in PE and other disciplines. 	<ul style="list-style-type: none"> - 40 students - F.4 - 6 History and P.E. elective 	Whole year	Students' attendance and reflection	<ul style="list-style-type: none"> - 40 F.4 History and PE elective students participated in the visit. - Students completed site visit reports after the visit. 	\$1,550

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
In-School Programme for HKDSE Music (2021-2024) Programme	- Support two Music elite students to participate in the DSE Music course & prepare them for taking the DSE Music Exam	- Two F.4 students	The whole course lasts for 3 academic years (21/22 to 23/24)	- Progress to be overseen by the Music teacher - HKSDE results	- 2 students completed the first year of the course.	\$16,615.4
					Total:	\$61,932.4

Other Languages (OL)

Program	Objective(s)	Targets (No./Level/ Selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
NSS-Other Languages Program organized by Pui Ching Academy	To prepare for DSE (Category C: Other Language Subjects – Japanese Language)	1 F.6 student	Mid July – late Sept 2021	Attend lessons	- The student completed the program, sat for the DSE Japanese Language examination and got grade A.	\$3,900

Report compiled by: Poon Sinn Ching

Life-wide Learning Grant Evaluation

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses* (Refer to the code on the last page)	Essential Learning Experiences					
				Level	Number of Participants				(Please put a ✓ in the appropriate box(es); more than one option can be selected)					
									I	M	P	S	C	
									I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Category 1	To organise / participate in life-wide learning activities													
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students’ interests and abilities for stretching students’ potential and nurturing in students’ positive values and attitudes													
1	Outing – transportation costs: To widen the horizon of students	BAFS	Second Term	F.4 / F.5 BAFS students	40	Cancelled due to the pandemic	\$0	N.A.	✓					
2	Field Studies Course for SS Biology 2021-2022 at Caritas Chan Chun Ha Field Studies Centre: To equip students with scientific investigation skills through field studies in the habitat of freshwater stream	Biology	30 – 31 May 2022	F.5 Biology students	43	The mode of field studies has changed into laboratory work	\$0	N.A.	✓					
3	Visiting the mangrove at Mai Po Nature Reserve: To observe and study the mangrove habitat	Biology	24 Jan 2022 and 25 Jan 2022	F.5 Biology students	41	Completed	\$3200	E2	✓					
4	Visiting the Hoi Ha Marine Life Centre: To observe and study the rocky shore habitat	Biology	13 May 2022 and 20 May 2022	F.4 Biology students	45	Completed	\$3300	E2	✓					
5	F.1 Co-curricular Activities: - Enhancing students’ interest in the subject content through participating in related outing activities - Increasing students exposure and their understanding about social issues	CS	Nov 2021	All F.1 students	158	Canceled due to the pandemic	\$0	N.A.	✓					

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses* (Refer to the code on the last page)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
6	F.2 Co-curricular Activities: - Enhancing students' interest in the subject content through participating in related outing activities - Increasing students exposure and their understanding about social issues	CS	To be confirmed	All F.2 students	146	Canceled due to the pandemic	\$0	N.A.	✓				
7	F.3 Co-curricular Activities: - Enhancing students' interest in the subject content through participating in related outing activities - Increasing students exposure and their understanding about social issues	CS	Nov 2021 or Jan 2022	All F.3 students	138	Canceled due to the pandemic	\$0	N.A.	✓				
8	F.4 Co-curricular Activity: - Enhancing students' interest in the subject content through participating in related outing activities - Increasing students exposure and their understanding about social issues	CS	To be confirmed	All F.4 students	141	Completed	\$0 (free of charge)	N.A.	✓				
9	F.5 Co-curricular Activity: - Enhancing students' interest in the subject content through participating in related outing activities - Increasing students exposure and their understanding about social issues	CS	Nov 2021	All F.5 students	123	Completed (i.e. a history seminar)	\$1,000	E5	✓				
10	2-3 whole-day trainings (theory and practicum): Use compass, read terrain/coordinates, understand basic hiking equipment and how to send out a distress signal; to consolidate map reading skills and apply in reality	Geography	Dec 2021	F.4 – F.5 students	30	Canceled due to pandemic	\$0	N.A.	✓				
11	Exploring the Urban Ant Diversity: To understand Hong Kong's biodiversity and achieve subject learning and environmental education; to enhance students' interest in the subject content	Geography	July 2022 (Post exam period)	F.1 – F.3 students	30	Canceled due to pandemic	\$0	N.A.	✓				
12	Outings: Help enrich students' understanding of the historical development of Hong Kong through enriched activities outside school	History	May 2022	F.1 – F.5	160	Canceled due to the pandemic	\$0	N.A.	✓				

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses* (Refer to the code on the last page)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
13	Micro:bit 模型氣墊船比賽 2021-22 Program 3: To promote STEM@體藝 education through project learning and external competition. Application of programming knowledge Foster the creativity of the students	ICT	Second Term	F.1 – F.3 students	30	Not completed due to the pandemic	\$0	E6	✓				
14	STEM@體藝 Week Materials for the Science Activity Booths: To promote STEM@體藝	IS	7 - 11 Mar 2022	whole school	817	Not completed due to the pandemic	\$0	N.A.	✓				
15	Multiple Exposure Lessons: Extend students' horizons	Multiple Exposure	Sep 2021 – Jun 2022	F.4 Students	141	Due to class suspension, only limited programs have been arranged	\$4,700	E1			✓		
16	School Team (category A) coaching fee: To conduct sport team's training	PE	1 Sep 2021 - 31 Aug 2022	F.1 – F.6 students	500	Due to class suspension, only limited school team training could be arranged.	\$577,500	E5			✓		
17	Experiential activities for F.1 to F.3 P.E. major students: To introduce new sports items and nurture students' life wide learning pursuits	PE	1 Sep 2021 - 31 May 2022	F.1 – F.3 P.E. major students	297	Due to class suspension, only limited activities could be arranged.	\$7,400	E1			✓		

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses* (Refer to the code on the last page)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
18	Workshops on Injury Prevention: To arrange workshops conducted by sports trainers on injury prevention that incorporate different strategies to enhance their performance and promote self-protection awareness among students.	PE	Oct – Dec 2021	School team members	300	Only 1 session was arranged for the team captains.	\$2,000	E5			✓		
19	Mini Sports Day (F.1 – F.2): To let more F.1 and F.2 students take part in physical activities.	PE	4 Aug 2022	F.1 – F.2 students	96	To be arranged	\$5,000	E1			✓		
20	Mini Sports Day (F.3 – F.4): Involve more students in participating physical activities.	PE	5 Aug 2022	F.3 – F.4 students	96	To be arranged	\$5,000	E1			✓		
21	Artist / Designer Talk for F.1 – F.3 VA Minor students (Double lessons): To broaden students' perspective in different art / design domains.	VA	Oct 2021 – Jun 2022	F.1 – F.3 students (VA Minor)	300	Not completed due to the pandemic	\$0	E5			✓		
22	Artist / Designer Talk for F.1 – F.3 VA Major students (Triple lessons): To broaden students' perspective in different art / design domains.	VA	Oct 2021 – Jun 2022	F.1 – F.3 students (VA Major)	150	Two talks were arranged for F1 & F2 students	\$2,100	E5			✓		
23	Art / Design Exhibition Visit: To broaden students' perspective in different art / design domains.	VA	Oct 2021 – Jul 2022	F.1 – F.3 students (VA Major)	150	Art / Design exhibition visits arranged	\$ 3,400	E2			✓		
24	Art Day: Learning art with fun Experience arts outside the classroom To learn and interact with local artists	VA	Oct 2021 – Apr 2022	F.1 – F.2 students (VA Major)	100	One mini art day arranged	\$2,300	E2			✓		
25	F.4 Art Camp (3-day-2-nite): - Provide an unique experience and venue for students learning arts - To learn, share and interact with local artists	VA	Feb – Mar 2022	F.4 students	35	Not completed due to the pandemic	\$0	E1			✓		

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses* (Refer to the code on the last page)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
26	Art Workshops in Open Project: To boarden students' perspective in hands on experience of technical processes in interaction with local artists	VA	Oct 2021 – Jun 2022	F.1 – F.3 students	150	Arranged for F1 students. Not completed in F2-3 due to the pandemic	\$9,600	E5			✓		
27	After-school Talent Program: Offers students the opportunity to immerse themselves in a range of highly pecialized studio disciplines during regular workshops conducted by professional artists.	VA	Sept 2021 – Jun 2022	F.1- F.3 students (VA Major)	120	Basically completed	\$138,967	E5			✓		
28	Hong Kong Flower Show – Jockey Club Student Drawing Competition: Students represent school to join the competition	VA	Mar 2022	F.1 – F.5 students	12	The competition was canceled	\$0	E2			✓		
29	Art Leaders Training Day: Offer leadership training to VA leaders	VA	Nov 2021	F.3 – F.4 students	20	The competition was canceled	\$0	E1			✓		
30	Art Basel (International Art Week in HK): To broaden students' perspective in modern and contemporary art	VA	Mar 2022	F.4 – F.5 Visual Arts elective students	60	Completed, visit arranged	\$872	E1			✓		
31	Careers Visit (for F.5 students): Work experience visits for F.5 students of which students visit work places such as shops, factories, offices.	CLP	Feb/Mar/ Apr 2022	All F.5 students	123	The activity was canceled due to the pandemic	\$0	N.A.					✓
32	Employment, Careers and Pathways Workshop (for F.4): A workshop for F.4 students on the work experience program.	CLP	Jan/Feb/ Mar 2022	All F.4 students	141	The Online workshop was completed on 22/1/2022	\$17,000	E6					✓
33	Interview Skills and Career Counseling Workshop (for F.5):	CLP	Jul 2022	All F.5 students	123	The workshop was completed	\$10,800	E6					✓

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses* (Refer to the code on the last page)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
	A workshop for F.5 students featuring detailed instructions and interactive practices on interview skills.					on 2/8/2022							
34	CV Writing and Job Application Skills Workshop (for F.4): A workshop for F.4 students on CV writing, developing a portfolio and job finding skills.	CLP	Jul 2022	All F.4 students	141	The workshop was completed on 3/8/2022	\$10,800	E6					✓
35	Mock Release of HKDSE Results (for F.6): A workshop session for F.6 students, with prior arrangements made with subject teachers to predict students' performance in HKDSE. Based on the predicted scores, students are advised to develop their own strategies in response to the release of HKDSE results.	CLP	Mar 2022	All F.6 students	111	The Online workshop was completed on 10/3/2022	\$0	/					✓
36	Prefect Training Camp: For building up friendship, team spirit and leadership	DC	Second Term	F.2 – F.5 Prefects	38	Prefect Training Camp was completed	\$39,500	E6			✓		
37	Prefect Training Day Camp: Orientation programme for new prefects	DC	First Term	F.2 – F.5 Prefects	60	The Day Camp was completed.	\$29,000	E6			✓		
38	Tour bus for prefect camp: For travelling between the school and the campsite	DC	Second Term	F.2 – F.5 students	60	Prefect Training Camp was completed	\$4,300	E2			✓		
39	DC training workshop for Prefect: For training up prefects to perform duties effectively	DC	All year round	F.2 – F.5 students	60	Canceled due to pandemic	\$0	N.A.			✓		
40	Training and debriefing workshop for “Enhanced Smart Teen Project” participants: To prepare and equip participants before the camp and to consolidate what they	DC	All year round	F.2 – F.3 students	40	Canceled due to pandemic	\$0	N.A.			✓		

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses* (Refer to the code on the last page)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
	have learnt after the camp												
41	local and/or non-local awards and/or competitions: to subsidize students' participation in local and/or non-local awards and/or competitions by covering the expenses incurred for registration, transportation, accommodation, and procuring materials for the awards and/or competitions.	GEC	All year round	whole school	817	Canceled due to pandemic	\$0	N.A.	✓				
42	Off-site pull-out gifted education programmes/ competitions (e.g. programmes/ competitions organized by HKAGE, tertiary institutes, etc.): To stretch the performances of students with varied abilities and talents and cope with the diverse learning needs of students with varied abilities and talents	GEC	Throughout the academic year of 2021-22	F.1 – F.5 students	30	Programs have been arranged	\$2,000	E6	✓				
43	Training Camp for PCS (2-day-1-nite): 1. Leadership, organization, communication and collaboration skills training for Peer Counselors 2. Team building	GSS	Oct 2021	F.3 – F.5 students	30	Due to the pandemic, a day camp was arranged instead on 19 Dec.	\$4,885	E1		✓			
44	PCS Cup: 1. Team building for F.1 students and PCS 2. Develop students' sense of belonging to the school	GSS	Nov – Dec 2021	All F.1 students and PCS	188	Canceled due to the pandemic	\$0	N.A.		✓			
45	PCS – F.1 Activities/Outings: 1. Team building for F.1 students and PCS	GSS	Mar – Apr 2022	All F.1 students	188	Canceled due to the pandemic	\$0	N.A.		✓			

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses* (Refer to the code on the last page)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
	2. Develop students' sense of belonging to the school			and PCS									
46	PCS – F.1 Gatherings: 1. Team building for F.1 students and PCS 2. Develop students' sense of belonging to school	GSS	Jan – Feb 2022	All F.1 students and PCS	188	Classroom activities were arranged during lunch programmes in Nov and Dec	\$893.7	E7		✓			
47	PCS Training Fees / Fees for TWGHs: To cover fees for training PCS	GSS	All year round	F.3 – F.5 students	30	completed	\$500	E6		✓			
48	Board decoration/publicity: To promote PCS	GSS	All year round	All students F.1 – F.6	817	completed	\$98.9	E7		✓		✓	
49	Summer Leadership Training Camp (3-day-2-nite): Enhancing the leadership qualities and skills of student leaders	OSC	July 2022	F.2 – F.5 students	50	Canceled due to pandemic	\$0	N.A.	✓				
50	Talent Quest: 1. To explore, recognise and nurture multiple talents of students in Ti-I, and therefore to uphold the importance of whole-person development 2. To enhance students' proactiveness, self-confidence and courage to overcome challenges 3. To nurture among students a spirit of appreciating others' strengths and learning from one another	OSC	11-Aug-22	F.1 – F.5	170	To be arranged	\$36,000	E5, E7			✓		

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses* (Refer to the code on the last page)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
51	龍舟訓練計劃: 1. 擴闊學生視野 2. 籌組體藝龍舟隊參加學界賽 3. 中四 ME 堂延伸學習	SEC	Apr – Jul 2022	F.1 – F.5 (mainly F.4)	20	Cancelled due to the pandemic	\$0	N.A.			✓		
52	Public Speech Contest: Train up students' confidence and speech skill	SEC	Jan – Apr 2022	F.1 – F.5	40	Completed AARON-SMITH Eunice Onyiyechi from 2E won the merit award in Finals	\$720	E6	✓				
53	Ti-I Service Team – Service Learning: Develop students' confidence and empathy	SEC	Feb 2022	Service Team members	30	Cancelled due to the pandemic	\$0	N.A.				✓	
54	Outward Bound Training: Leadership Training	SEC	Mar or Apr 2022	F.4 – F.5	6	Programs have been arranged on 1-5/8	\$7,560	E5			✓		
55	中二級「全人領袖」培訓: 通過特別設計的遊戲活動,讓同學明白每個人都可以成為領袖,那是「選擇」、「學習」和「堅持」的課題。讓學生於中學階段(特別在初中階段)開始建立清晰而穩固的領袖概念,為自己的	SEC	Feb – Mar 2022	F.2	150	Cancelled due to the pandemic	\$0	N.A.					✓

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses* (Refer to the code on the last page)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
	人生創造更佳的结果。												
56	Adventure-based training day camp: Leadership Training	SEC & OSC	Jan/Feb 2022	Students leaders	45	Cancelled due to the pandemic	\$0	N.A.			✓		
57	Adventure-based summer training camp: To help students leaders(next academic year) gain exposure in settings outside the school and to nurture their leadership qualities through adventure-based training activities.	SEC & OSC	2022 summer - Jul or Aug 2022	F.3 – F.5	45	Cancelled due to the pandemic	\$0	N.A.			✓		
58	Leadership Training Workshop (2 full days): To enhance the leadership qualities of students leaders in areas including pro-activeness, self-confidence and communication skills, etc.	SEC & OSC	Sept and Oct 2021	F.3 – F.5	45	Leadership Training - Adventure Ship (Life-wide Floating Classroom)(全方位海上教室) (23/10 , 31/10 , 6/11)	\$0	N.A.			✓		
59	Outdoor obstacles training and team building day camp: For resilience and endurance training, team building	SGC	Second Term	F.4 – F.5 students	30	Called off due to the pandemic	\$0	N.A.			✓		

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses* (Refer to the code on the last page)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
60	Christmas Open House 2021 – Workshops with NGOs and schools: To encourage students to have concern for our society through social services.	Communities	Sep – Dec 2021	F.1 – F.5 students	30	Workshops with NGOs were canceled due to the pandemic	\$0	N.A.				✓	
61	Regular Training program: Training	Dance Team	Sep 2021 – May 2022	F.1 – F.5	25	Team training could be arranged	\$11,050	E5			✓		
62	Inter-school Dance Competition: Competition	Dance Team	Feb 2022	Dance Team members	25	Cancelled due to the pandemic	\$0	N.A.			✓		
63	Training Day Camp – T-shirt: Raising team spirits	Dance Team	Mar or Apr 2022	Team members	25	Cancelled due to the pandemic	\$0	N.A.			✓		
64	Visits or English activities outside school campus: Visiting and learning	English Society	Second Term	English Society Committee Members	30	Called off due to the pandemic	\$0	E1	✓				
65	Regular Training: -To enhance students' Korfball skills and fitness level -To build team bonding among team members -To develop sense of belonging to the school	Korfball	Sep 2021 – Jun 2022	Korfball team members	30	Due to the pandemic, only limited training sessions could be arranged.	\$5,400	E5			✓		
66	Mathematical Olympiad Course: To arouse students' participation and interest in mathematics, improve students' IQ, logical thinking, reasoning, analytical ability and problem-solving ability.	Math Society	Oct 2021 – May 2022	F.1 – F.3	8 – 20	12 training sessions were completed via online. Three F.2	\$4,050	E1	✓				

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses* (Refer to the code on the last page)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
						students got 2 silver and 1 bronze awards from the Thailand International Mathematical Olympiad Heat round and Semi - Final 2021-2022.							
67	School Music Festival Membership Fee: For English Speech Festival, Chinese Speech Festival and Music Festival	Music Club	Mar 2022	Whole School	817	Completed	\$250				✓		
68	School Choir Competition e.g. HKSMF: Competition application fee	Music Club	Mar 2022	Whole school	817	Cancelled due to the pandemic	\$0	N.A.			✓		
69	Competition application fee for Chinese Drum Class (e.g. Hong Kong Chinese Drum Festival, Hong Kong Association Chinese Drum Competition etc.): Competition application fee	Music Club	Nov 2021 – Aug 2022 (to be confirmed)	F.1 – F.5 students	30	Continue	\$400	E1			✓		
70	Competition transportation fee: Transportation fee and meals for Choir and Chinese Drum Class in competitions	Music Club	Whole year	F.1 – F.5 students for two events	60	Cancelled due to the pandemic	\$0	N.A.			✓		
71	Tutor fee for Chinese Drum Class: Regular training and performances	Music Club	Sep 2021 – Aug 2022	F.1 – F.5 students	20	15 lessons were held throughout the school year till August.	\$20,800	E5			✓		

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses* (Refer to the code on the last page)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
72	Instructor fee for School Choir: Regular training and performances	Music Club	Sep 2021 – Aug 2022	F.1 – F.5 students	30	15 lessons were held throughout the school year till August.	\$18,000	E5			✓		
73	Regular rope-skipping training: 1. To train the students to have basic rope-skipping skills 2. To promote team spirit 3. To prepare for the competitions 4. To promote sportsmanship	Rope-skipping Club	1 Sep 2021 – 31 Aug 2022	F.1 – F.5 students	50	13 lessons were held throughout the school year because of pandemics. Students joined in different lessons because of meeting vaccination requirements.	\$9,483	E5			✓		
74	Annual training camp: 1. To promote team spirit 2. To prepare for the competitions 3. To promote sportsmanship 4. To raise the standard of rope-skipping skill 5. To improve problem-solving skill	Rope-skipping Club	Feb 2022 (3-day-2-nite)	F.1 – F.5 students	50	The camp will be held from 31/7/2022-2/8/2022. 15 students will join the camp.	\$6,915	E1, E2			✓		
75	Sailing Team/Club Training: Develop School sailing Team Increase the number of sailing hours for team members Develop the responsibility of students	Sailing Club	All Saturdays for 2021/22 (Total 52 training days)	F.1 – F.5 students	30	Organized 40 days of training in this school year.	\$58,632.50	E1 & E5			✓		
76	Public speaking and etiquette training: Acquiring the knowledge and etiquette for delivering speeches and presentations in a confident and decent	School Ambassador	Nov – Dec 2021	F.1 – F.4 students	30	Canceled due to pandemic	\$0	N.A.		✓			

No.	Brief Description and Objective of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses* (Refer to the code on the last page)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				I	M	P	S	C
	way. To raise the confidence of the participants in public speaking.												
77	Regular training program: To provide training to students to enhanced their talents and abilities	Taekwondo	Oct 2021-Jun 2022	F.1 – F.6 students	30	19 lessons were held throughout the school year because of pandemics. Students joined in different lessons because of meeting vaccination requirements.	\$6,120	E5			✓		
78	F.5 Grand Tour (4D3N camp): To enhance students' relationships with their peers and teachers; To train students' interpersonal and leadership skills, such as creative problem solving, collaboration and communication skills; To create collective memories and for both students and teachers.	OSC / SEC	14 -17 Aug 2022	F.5	120	Programs have been changed to a 4 Days 3 Nights Adventure Camp -Date: 14-17/8 -Venue: HK Adventure Corps	\$195,446	E1		✓			
				Expenses on Item 1.1			\$1,266,943						

No.	Brief Description and Objective of the Activity	Domain* (Please refer to the remark for examples of domain)	Date	Target Students		Evaluation Results	Actual Expenses	Nature of Expenses * (Refer to the code on the last page)	Essential Learning Experiences				
				Level	Estimated Number of Participant s				(Please put a ✓ in the appropriate box(es); more than one option can be selected)				
									I	M	P	S	C
I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences													
1.2	<u>Non-Local</u> Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons												
1	F.4 Grand Tour: To raise students' global and cultural awareness. To nurture students' moral values. To provide assistance to people in need. To enhance students' communication skills through the school visit. To create collective memories for students and teachers.	SEC	April / July	F.4	141	Canceled due to pandemic	\$0	N.A.				✓	
2	Experience the training of Taiwan Top High Schools Volleyball Teams: 1. Enhance physical, mental and intellectual development of students; 2. Understand and appreciate the cultural differences; 3. Enhance Team cohesion	Volleyball Team	8 – 12 Aug 2022 (5-Day, 4-Night)	F. 2- F.6 Team Members	27	Due to COVID-19 pandemic, the tour was canceled.	\$0	N.A.			✓		
				Expenses on Item 1.2			\$0						
				Expenses for Category 1			\$1,266,943						

No.	Item	Domain* (Please refer to the remark for examples of domain)	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting life-wide learning			
1	Music Scores	Music	Performance	\$248
2	Performance necessity (e.g. ribbon, bandage and plastic boxes, etc.)	Music Club	Performance	0
3	Music study package	Music	Teaching materials to widen students' horizon	0
			Expenses for Category 2	\$248
			Expenses for Categories 1 & 2	\$1,267,191

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

Code for Expenses

- E1** Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)
- E2** Transportation fees
- E3** Fees for non-local exchange activities / competitions (students)
- E4** Fees for non-local exchange activities / competitions (escorting teachers)
- E5** Fees for hiring expert / professionals / coaches

- E6** Fees for students attending courses, activities or training organized by external organisations recognized by the school
- E7** Purchase of equipment, instruments, tools, devices, consumables
- E8** Purchase of learning resources (e.g. educational softwares, resource packs)
- E9** Others (please specify)

Category 3 Number of Student Beneficiaries

Total number of students in the school:	817
Number of student beneficiaries:	817
Percentage of students benefitting from the Grant (%):	100%

Report compiled by: Poon Sinn Ching

Non-Chinese Speaking Student Support Grant Evaluation

Responsible Party	Name of program(s)/ Objectives	Strategies & benefits anticipated	Duration of the programme	Target students	Expenditure	Evaluation
中文科	小組學習— 減少師生比例， 提升相關學生的 中文能力	安排非華語學生與中 文能力稍弱的學生同 組，每組 20 人	全學年	非華語學生(常規 中文課程)及中文 能力稍弱的學生	兩名合約學 位教師薪 金： \$849,710	小組學習能因應非華語學生程度 作調適，與其他中文能力稍弱學 生共同學習，水平相近，學習動 機較強。
	抽離教學— 讓非華語學生依 據中文能力調適 課程	安排非華語學生學習 GCSE / GCE 中文課 程	全學年	非華語學生 (GCSE/GCE 中文 課程)		讓程度較低的非華語學生學習 GCSE/GCE 中文課程，程度適 切，亦能為他們未來經聯招報讀 大學作鋪排。
	協作教學— 減少師生比例， 提升相關學生的 中文能力	調配老師與科任老師 於說話教學上協作， 加強對學生指導	全學年	非華語學生(常規 中文課程)及中文 能力稍弱的學生		學生說話及寫作能力略見提升。

Responsible Party	Name of program(s)/ Objectives	Strategies & benefits anticipated	Duration of the programme	Target students	Expenditure	Evaluation
	課後支援	安排非華語學生參加課後支援課程，每周1節，每節1小時	全學年	非華語學生		因應防疫措施，以網課形式支援，相對實體課，學習效果稍遜。
	文化活動	安排非華語學生參加中文學會辦的文化活動	-----	非華語學生		因應防疫措施，延至下學年舉行

Report compiled by: Poon Sinn Ching

Reading Grant Evaluation

Part 1: Evaluation of the Effectiveness

The major objective for Promotion of Reading: Creating a pleasant and enjoyable reading culture at school

1. Evaluation of the objective: (e.g. evaluating if the objective of “creating a reading culture” is achieved and any change is required based on student attitude, loan of books, engagement in reading activities)

The objective of creating a pleasant and enjoyable reading culture at school was partly achieved as some reading activities were organized to arouse students’ interest in reading. Unfortunately, a number of activities were cancelled due to the pandemic.

2. Evaluation of strategies: (e.g. evaluating the effectiveness of strategies employed to create a reading culture based on the change of number of books borrowed by students, the scope of the reading activities)

A number of reading activities were cancelled due to the pandemic. We will implement the programs and carry out the activities next year.

Part 2: Financial Report

	Item	Actual Expenses (\$)
1	Purchase of Printed Books and E-books <input type="checkbox"/> Printed books and e-books - regular printed books and e-books purchases - purchase of books recommended by F.5 students (Legacy of Reading Program)	\$10,652.1 \$6,052.8
2	Reading Activities <input type="checkbox"/> Reading workshops <input type="checkbox"/> Book sharing activities by teachers <input type="checkbox"/> Subsidizing student representatives’ transportation fee to participate in Reading Forum <input type="checkbox"/> Souvenirs designed by the prize winners of reading activities <input type="checkbox"/> HK Book Fair Visit <input type="checkbox"/> Author's Talk <input type="checkbox"/> F.5 Legacy of Reading- Eslite bookstore visit transportation fee	\$30,200 Cancelled Cancelled \$6,994 \$1,542.4 \$1,000 Cancelled

3	Reading Award Scheme	\$3,990
4	“Read to Breathe” Reading Program	\$3,991.11
Total:		\$64,422.41
Unspent Balance:		\$65,861.59

Report compiled by: Linder Brenda Ying

School-based After-school Learning & Support Grant Evaluation

Due to the preventive measures of COVID-19 in 2020-2021, the activities subsidized by the School-based after-school Learning and Support Programs have been cancelled.

Income	HK\$	Expenditure	HK\$
Balance bought forward	175,694.1	Aesthetic development activity	0
20-21 funding	102,600	Physical development activity	0
		Study tour outside HKSAR	0
Total Income	278,294.10	Total Expenditure	0
Balance	\$278,294.10		

Report compiled by: Wong Man Kin

SEN Support Group Evaluation

	Item	Task	Name of Company	Implementation time	Target students	Success criteria	Effectiveness	Actual Amount Spent
1.	Employment of teacher (partially funded by LSG)	Providing support for SEN students and their parents and teachers		Academic year 2021-2022	All SEN students	Feedback from parents/teachers		Total amount: \$ 40,000
2.	Speech therapy for students with SLI and reading & writing training sessions for students with SpLD	Supporting students' language development	Hong Kong Oral Motor Reconstruction Therapy Ltd	No. of sessions: 110 Session length: ~40 min Total time: 67.5 hr.	5 SEN students + 1 non-SEN student	Assessments by speech therapist and feedback from students/parents	Improvement in students speech/reading/writing performance shown	Price per hour: \$750 Total amount: \$ 50,625
3.	Social and emotional management skills workshop for students with ASD/ADHD	(Cancelled due to class suspension)						Total amount: \$ 0
4.	Workshop for students with ADHD	(Cancelled due to class suspension)						Total amount: \$ 0
Total amount:								\$ 90,625

Report compiled by: Ip Chu Ching

Sister School Exchanges Evaluation

Name of the Mainland Sister School : Duan Zhou Middle School 肇慶端州中學

Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1.	Online Exchange Program	Enhance the instant communication and response between the two schools through an enhanced school-based live broadcasting and display system	<ul style="list-style-type: none"> Due to the pandemic, the summer vacation of all schools in Hong Kong started early in mid-March, so the online Talent Show originally scheduled to be held in April was cancelled. However, the format of the event was changed to video production :肇慶市教育局 2022 年粵港澳姐妹學校中華經典美文誦讀比賽 An online lesson originally scheduled to be held in May was canceled. In Progress 	<ul style="list-style-type: none"> School-based live broadcasting and display system will start in 2022-2023 when the LED Wall is set up in the School hall. We can officially conduct the live broadcasting communication with our sister school. Class-based lesson interaction and cultural exchange through Smart TV when the TV is set up in the in Chinese Cultural Centre 悅文軒.
2.	Online Exchange Archive	Facilitate and provide a platform for online-exchange exchange, communication and interflow among students and teachers of both schools		

Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount	Remarks
1	Online Exchange Program	LED Wall	\$289,480	
		Total:	\$289,480	
		Annual Balance of Grant:		

Report compiled by: WMH / ICH

Student Activities Support Grant Evaluation

I. Financial Overview

A	Allocation in the Current School Year:	\$37,375.00
B	Expenditure in the Current School Year:	\$15,175.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$22,200.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	2	\$725.00
Full-grant under the School Textbook Assistance Scheme	15	\$9,050.00
Meeting the school-based financially needy criteria	15	\$5,400.00 (capped at 25% of the total allocation for the school year)
Total	32	\$15,175.00

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ü the appropriate box(es); more than one option can be selected)				
					Intellectual Development	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Maths Olympiad Training	Mathematics	1	225.00	✓				
2	Sailing Team Training	Physical Education	3	3,225.00			✓		
3	F.5 Adventure Camp	Values Education	26	11,340.00		✓			
4	Peer Counsellors Training Day Camp	Leadership Training	1	185.00		✓			
Expenses for Category 1			31	14,975.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	女足學界球衣	Physical Education	1	\$200.00			✓		
2									
Expenses for Category 3			1	\$200.00					
Total			32	\$15,175.00					

One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development Evaluation

Program	Objective(s)	Targets (level and estimated no. of participants)	Duration/ Start Date	Monitoring / Evaluation Mechanism	Evaluation	Expenditure
Procuring relevant learning and teaching resources	- Enhancing learning and teaching effectiveness	F.4 (150 students)	1 year	- Teachers' observation - Students' feedback	- Not spent yet as the money is reserved for 2022-23 and 2023-24.	0
School-based learning activities relating to the CS curriculum	- Enhancing students' interest in the subject content - Increasing students' exposure and their understanding of social issues relating to the CS curriculum	F.4 (150 students)	1 year	- Teachers' observation - Students' feedback in evaluation survey	- Not spent yet because many activities including the Mainland study tour were cancelled or postponed.	0
Total:						0

Report compiled by: Chan Yu Ho