



*Jockey Club Ti-I College*  
賽馬會體藝中學

# ANNUAL SCHOOL REPORT 2020-2021



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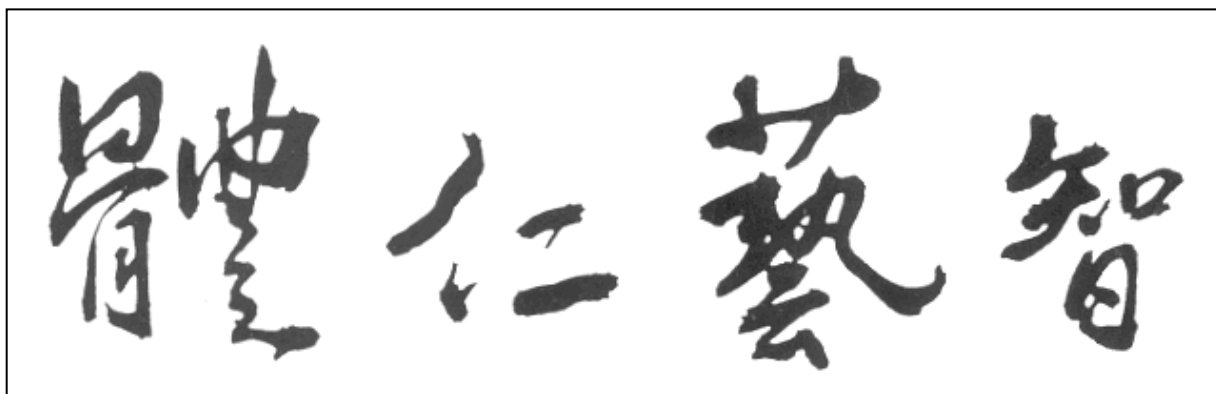
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## SCHOOL

### 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. WOO Mei Hung, 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 |
|---------------|---------------------------|
| 2020-2021     | 170*                      |

\* Examination periods were not included in Active School Days

\* The actual number of days for lessons was affected as there was cancellation of school events due to COVID-19.

## 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 (%) | F.2 (%) | F.3 (%) |
|---|---------|---------|---------|
| (A) Chinese Language Education              | 18      | 18      | 16      |
| (B) English Language Education              | 20      | 18      | 18      |
| (C) Mathematics Education                   | 11      | 13      | 13      |
| (D) Personal, Social & Humanities Education | 16      | 16      | 16      |
| (E) Science Education                       | 9       | 9       | 13      |
| (F) Technology Education                    | 7       | 7       | 7       |
| (G) Arts Education                          | 11      | 11      | 10      |
| (H) Physical Education                      | 9       | 9       | 8       |

Notes:

(A) = Chi + PTH

(B) = Eng

(C) = Math

(D) = Chi.His + Econ + Geo + His + LS

(E) = IS or (Bio + Chem + Phy)

(F) = E&A + ICT + T&L

(G) = Mus + (VA Major + VA Minor)/2

(H) = (PE Major + PE Minor)/2

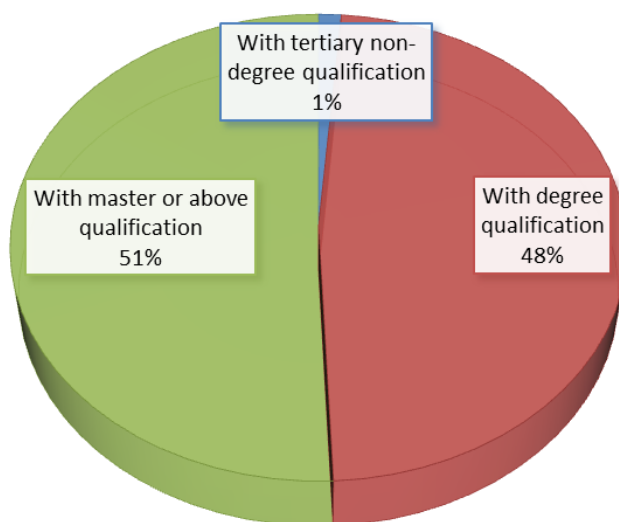


## TEACHERS

Total number of teaching staff in 2020-2021: 73 (including the half-loaded teachers, Assistant Teachers and the Principal)

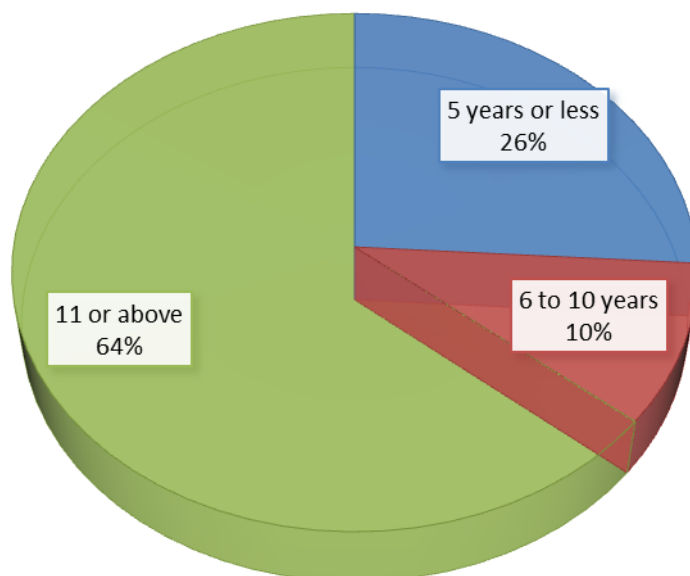
### Teachers' Qualification

#### HIGHEST ACADEMIC QUALIFICATIONS OF TEACHERS



## Teachers' Experience

EXPERIENCE OF TEACHERS



## Teachers' Professional Development

The total time spent on professional development by the staff:

|                        | 2020-2021  |
|------------------------|------------|
| Average Time Per Staff | 18.7 hours |

## STUDENTS

### STUDENTS' ATTENDANCE

| Class Level | 2020-2021 |
|-------------|-----------|
| F.1         | 98.2%     |
| F.2         | 98.6%     |
| F.3         | 97.9%     |
| F.4         | 98.8%     |
| F.5         | 98.6%     |
| F.6         | 99.1%     |
| All Levels  | 98.5%     |

## MAJOR AWARDS OBTAINED

### Physical Education Related Awards:

#### **A. Athletics**

##### 1. HKSSF Shatin and Sai Kung Inter-school Athletic Meet

|       |               |                                      |
|-------|---------------|--------------------------------------|
| Girls | A Grade       | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Girls | B Grade       |                                      |
| Girls | C Grade       |                                      |
| Girls | Overall Grade |                                      |
| Boys  | A Grade       |                                      |
| Boys  | B Grade       |                                      |
| Boys  | C Grade       |                                      |
| Boys  | Overall Grade |                                      |

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

|       |               |                                      |
|-------|---------------|--------------------------------------|
| Girls | A Grade       | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Girls | B Grade       |                                      |
| Girls | C Grade       |                                      |
| Girls | Overall Grade |                                      |
| Boys  | A Grade       |                                      |
| Boys  | B Grade       |                                      |
| Boys  | C Grade       |                                      |
| Boys  | Overall Grade |                                      |

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

|       |               |                                      |
|-------|---------------|--------------------------------------|
| Girls | A Grade       | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Girls | B Grade       |                                      |
| Girls | C Grade       |                                      |
| Girls | Overall Grade |                                      |
| Boys  | A Grade       |                                      |
| Boys  | B Grade       |                                      |
| Boys  | C Grade       |                                      |
| Boys  | Overall Grade |                                      |

#### **B. Gymnastics**

##### 1. All Hong Kong Inter-Secondary Schools Gymnastics Competition

|       |         |                                      |
|-------|---------|--------------------------------------|
| Girls | A Grade | <b>CANCELLED DUE TO<br/>COVID 19</b> |
|       | B Grade |                                      |

#### **C. Swimming**

##### 1. HKSSF Shatin and Sai Kung Inter-school Swimming Competition

|       |               |                                      |
|-------|---------------|--------------------------------------|
| Girls | A Grade       | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Girls | B Grade       |                                      |
| Girls | C Grade       |                                      |
| Girls | Overall Grade |                                      |
| Boys  | A Grade       |                                      |
| Boys  | B Grade       |                                      |
| Boys  | C Grade       |                                      |
| Boys  | Overall Grade |                                      |

#### **D. Life-saving**

##### 1. Hong Kong School Life-saving Competition

|       |         |                                      |
|-------|---------|--------------------------------------|
| Girls | A Grade | <b>CANCELLED DUE TO<br/>COVID 19</b> |
|-------|---------|--------------------------------------|

#### **E. Football**

##### 1. HKSSF Shatin and Sai Kung Inter-school Football Competition

|      |          |                                      |
|------|----------|--------------------------------------|
| Boys | AB Grade | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Boys | C Grade  |                                      |

##### 2. HKSSF Inter-school Girls Football Competition

|       |      |                                      |
|-------|------|--------------------------------------|
| Girls | Open | <b>CANCELLED DUE TO<br/>COVID 19</b> |
|-------|------|--------------------------------------|

##### 3. HKSSF Jing Ying Football Competition

|      |          |                                      |
|------|----------|--------------------------------------|
| Boys | AB Grade | <b>CANCELLED DUE TO<br/>COVID 19</b> |
|------|----------|--------------------------------------|

#### **F. Basketball**

##### 1. HKSSF Shatin and Sai Kung Inter-school basketball Competition

|       |         |                                      |
|-------|---------|--------------------------------------|
| Girls | A Grade | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Girls | B Grade |                                      |
| Girls | C Grade |                                      |
| Boys  | A Grade |                                      |
| Boys  | B Grade |                                      |
| Boys  | C Grade |                                      |

##### 2. HKSSF Jing Ying Basketball Competition

|       |      |                                      |
|-------|------|--------------------------------------|
| Girls | Open | <b>CANCELLED DUE TO<br/>COVID 19</b> |
|-------|------|--------------------------------------|

##### 3. HKSSF Inter-school Basketball Marathon

|       |      |                                      |
|-------|------|--------------------------------------|
| Boys  | Open | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Girls | Open |                                      |

#### **G. Volleyball**

##### 1. HKSSF Shatin and Sai Kung Inter-school Volleyball Competition

|       |         |  |
|-------|---------|--|
| Girls | A Grade |  |
|-------|---------|--|

|       |         |                                      |
|-------|---------|--------------------------------------|
| Girls | B Grade | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Girls | C Grade |                                      |
| Boys  | A Grade |                                      |
| Boys  | B Grade |                                      |
| Boys  | C Grade |                                      |

2. HKSSF Volleyball Jing Ying Competition

|       |         |                                      |
|-------|---------|--------------------------------------|
| Girls | A Grade | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Boys  | A Grade |                                      |

3. HKSSF Inter-school Beach Volleyball Competition

|      |            |                                      |
|------|------------|--------------------------------------|
| Boys | Open Grade | <b>CANCELLED DUE TO<br/>COVID 19</b> |
|------|------------|--------------------------------------|

**H. Table Tennis**

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

|       |         |                                      |
|-------|---------|--------------------------------------|
| Girls | A Grade | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Girls | B Grade |                                      |
| Girls | C Grade |                                      |
| Boys  | A Grade |                                      |
| Boys  | B Grade |                                      |
| Boys  | C Grade |                                      |

2. HKSSF Table-tennis Jing Ying Competition

|       |         |                                      |
|-------|---------|--------------------------------------|
| Girls | Doubles | <b>CANCELLED DUE TO<br/>COVID 19</b> |
|-------|---------|--------------------------------------|

**I. Badminton**

1. HKSSF Shatin and Sai Kung Inter-school Badminton Competition

|       |         |                                      |
|-------|---------|--------------------------------------|
| Girls | A Grade | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Girls | B Grade |                                      |
| Girls | C Grade |                                      |
| Boys  | A Grade |                                      |
| Boys  | B Grade |                                      |
| Boys  | C Grade |                                      |

2. HKSSF Badminton Jing Ying Competition

|       |       |                                      |
|-------|-------|--------------------------------------|
| Girls | Group | <b>CANCELLED DUE TO<br/>COVID 19</b> |
|-------|-------|--------------------------------------|

**J. Squash**

1. HKSSF All N.T. Schools Squash Competition

|       |      |                                      |
|-------|------|--------------------------------------|
| Boys  | Team | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Girls | Team |                                      |

**K. Tennis**

1. HKSSF Inter-school Tennis Competition

|       |      |                                      |
|-------|------|--------------------------------------|
| Girls | Team | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Boys  | Team |                                      |

**L. Indoor Rowing**

The New Territories Secondary Schools Fencing Competition

|       |         |                                      |
|-------|---------|--------------------------------------|
| Girls | A Grade | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Girls | B Grade |                                      |
| Girls | C Grade |                                      |

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

|       |         |                                      |
|-------|---------|--------------------------------------|
| Boys  | Overall | <b>CANCELLED DUE TO<br/>COVID 19</b> |
| Girls | Overall |                                      |

**Shatin and Sai Kung District Outstanding Athlete:**

**CANCELLED DUE TO COVID 19**

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

**CANCELLED DUE TO COVID 19**

**HKSSF Grantham Outstanding Student Athlete Awards**

**CANCELLED DUE TO COVID 19**

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

**CANCELLED DUE TO COVID 19**

## Visual Arts Related Awards:

| No. | Competition  | Award                       |
|-----|--|-----------------------------|
| 1   | The SCMP Student of the Year Awards 2019/2020<br>南華早報年度傑出學生年獎 2019/2020                        | Shortlisted                 |
| 2   | Grantham Visual Arts Award 2019/2020<br>葛量洪視覺藝術獎 2019/2020                                     | Finalists                   |
| 3   | Street Sign Design Competition<br>與香港一起成長 – 全港中、小學生街道牌設計比賽 – 灣仔                                | 1st runner-up               |
| 4   | 「印象台灣」徽章設計比賽   | Merit                       |
| 5   | 花鳥蟲魚小伙伴設計比賽  | Merit                       |
| 6   | The Sovereign Art Foundation Students Prize Hong Kong 2020<br>Sovereign 藝術基金會香港學生獎 2020        | Top 20 Finalists            |
| 7   | Creative Micro-Animation Competition - My Future-ready Learning Spaces<br>微動畫創作比賽 – 成就「我的未來」教室 | Champion                    |
| 8   | 第二十二屆全國少年兒童美術作品大賽  | Gold Award                  |
| 9   | 第二屆 Draw My Watch 錶面設計比賽 2020  | Silver Award / Bronze Award |
| 10  | Hong Kong Youth Visual Arts Competition 2021<br>香港青少年視藝大賽 2021                                 | Champion                    |



|    |  |                 |
|----|--|-----------------|
| 11 | 10th World Children Art Awards 2021<br>第十屆 世界兒童繪畫大獎賽         | Bronze Award    |
| 12 | Yau Tsim Mong: In the Eye of the Beholder Photo Competitions | Third place     |
| 13 | International Student Drawing Competition                    | First place 一等獎 |

## GRADUATE PROFILE

|  |              |
|--|--------------|
| <b>Percentage of Students Meeting the General University Entrance Requirements<br/>(Core subjects with 3322 or better)</b>   | <b>56.7%</b> |
| <b>Percentage of Students Eligible to Local Sub-degree Programs / Relevant Civil Service Appointments<br/>(22222 or above in 5 subjects including Chi Lang &amp; Eng Lang)</b> | <b>89.0%</b> |
| <b>Degree Programs Offered in JUPAS</b>  | <b>54.5%</b> |
| <b>Degree / Diploma Programs Offered</b>   | <b>85.2%</b> |
| <b>Further Studies</b>   | <b>98.4%</b> |

## 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"> <li>Despite the pandemic, subjects attempted to adopt ways to improve students' learning attitude inside the classroom or online. Certain improvements were seen among students. However, greater diversities in students' learning attitude and performance were still found when compared with those in normal school years.</li> <li><b>Cross-subject collaborations</b> were conducted. Seven subjects collaborated to improve depth of content. Four subjects collaborate to improve LAC. Six subjects collaborated to run programs. However, collaborations and sharing with teachers of other schools were rendered difficult due to the pandemic.</li> <li>Online lessons were tailored made for cross-boundary students. After-school remedial programs were switched to an online mode. Due to the pandemic, book recommendations to students were conducted via social media platforms instead of being organized in the Reading Periods. Library tours were conducted for some forms only. Many other programs like the "Reading Workshops", "Booking Walking Tour", &amp; "Homework Detention Class", etc. were cancelled.</li> <li>Evaluations of implementation of the revised curriculum were conducted along with the routines of lesson observation, assignment inspection, internal exam evaluation &amp; report writing of AER. However, due to the pandemic, the majority of VA &amp; PE programs for broadening students' exposures were not able to be implemented.</li> </ol> |
| Reflection   |
| <ol style="list-style-type: none"> <li>The school would continue to review the development of students' learning routines and learning effectiveness.</li> <li>The school would further enhance learning across the curriculum &amp; explore learning opportunities for high flyers.</li> <li>The school would promote versatility in learning mode &amp; enhance students' readiness for future challenges.</li> </ol>  |
| Follow-Up  |
| <p>The next school development plan should incorporate measures and strategies in line with the above directions. Stake holders should be invited to contribute their ideas. Departments and committees are to develop their working plans accordingly.</p>  |

Report compiled by: Chow Kwok Lim

## MAJOR CONCERN 2:

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

- To strengthen passion to serve
- To nurture desire to lead
- To inspire courage to dream

| Achievement   |
|---|
| <p>Although under the influence of the pandemic, different committees had successfully conducted various programs to foster the students' development:</p> <ul style="list-style-type: none"><li>• Two Leadership training programs had been successfully conducted for our student leaders focusing on communication skills, problem-solving skills, team building and self-breakthrough.</li><li>• Inter House Talent Quest, a new initiative, had been successfully conducted. Participants not only could have a chance to perform on stage, but also had a chance to be trained by a professional artist before final performance.</li><li>• Student Union election forum and polling had been conducted online successfully and unprecedentedly. The passion and enthusiasm of the students to serve the school and schoolmates were demonstrated throughout the whole election campaign.</li><li>• Form teacher periods and teachers' sharing had been conducted in both online and face-to-face lessons. Teachers had promoted the theme of the year "Pay Forward" by sharing their personal stories and encouraged students to serve others.</li><li>• Activities on life education and moral values were conducted during online lessons and post exam activities to prepare students to handle difficulties and face challenges ahead.</li></ul> |
| Reflection  |
| <p>Due to the prolonged school suspension together with all health protection measures, most of the planned activities and programs had to be cancelled or postponed such as the Grand Tour, Elder Academy and Enhanced Smart Teen Project.</p> <p>It is expected that the health protection measures will persist for a prolonged period. Therefore, modifications on the arrangement of various programs are needed so that the programs can be conducted in the next academic year.</p>  |
| Follow-Up   |
| <p>The schedule and arrangement of various programmes will be adjusted so that the programmes can be conducted even under different health protection measures and restrictions.</p> <p>The possibilities of organizing more internal activities should be investigated if participation of activities organized by external organizations is not possible under the pandemic situation.</p>  |

Report compiled by: Lee Wing Tao

### MAJOR CONCERN 3:

#### Inspire innovation and drive for aesthetic and physical challenge

- To be committed to our passions
- To be courageous in innovation
- To showcase and promote our school

#### Physical Education Aspect:

| Achievement  |
|--|
| <ol style="list-style-type: none"><li>1. In junior form curriculum revision, most of the previous topics were revised and two new topics were added. However, due to the pandemic and discontinuous face to face lessons, the implementation of the revised curriculum couldn't have carried out in full bloom.</li><li>2. New initiatives in skill lessons were planned and introduced through the outsourcing of external services/coaches like Muay Thai, Cycling and Fencing. Similarly, these new items couldn't be fully implemented under pandemic.</li><li>3. The project of the new Sports Centre was completed. A series of training programs were conducted to both staff and students for the proper usage of the centre and its equipment. Clear guidelines and regulations were prepared. It was already opened for staff in April 2021.</li><li>4. First Aid training courses were organized for F.4 and F.5 PE elective students during post exam period.</li><li>5. Extend "Mandatory One Sport Team Engagement Policy" from junior forms to senior form 6, it means all junior form P.E major students and senior form DSE-PE elective students were required to join a school team to widen their exposure in sports and further strengthen the foundation of various grades in school sports teams.</li><li>6. Performance Management System would be applied to external coaches and trainers to maintain a good and satisfactory training standard.</li><li>7. Maintained the school tradition to explore more experienced coaches to help train our school sports teams.</li><li>8. Throughout the year, regular after school team training could not be organized. Instead, junior form team training was conducted in PE lesson and a special summer team training period was arranged in August 2021. The attendance rate was high.</li><li>9. A new project - building a new rock-climbing wall would be conducted. Preliminary feasibility study had commenced since Apr 2020. It is estimated the wall will be completed and able to run in academic year 2021 - 2022.</li><li>10. A series of training and safety precautions will be carried out before the opening of the climbing wall.</li></ol> |
| Reflection   |
| <ol style="list-style-type: none"><li>1. The new revised junior form curriculum will be fully implemented especially those experiential activities when normal face to face lesson is conducted in 21-22.</li><li>2. More new and advanced fitness assessments programs can be introduced to students in the new Sports Centre so that they can enjoy the new facilities during their free time.</li><li>3. Regular introductory workshop of how to use fitness equipment will be arranged for students in order to promote healthy life-style and regular exercise habit.</li></ol>   |
| Follow-Up  |
| <ol style="list-style-type: none"><li>1. Continue to strengthen collaboration and communication among team advisers, coaches, parents and the school.</li></ol>  |

2. 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.
3. Adopt systematic appraisal system for external coaches.
4. Continue to groom the leaders in Sports Association to assist the operational work in the new Sports Centre as well as other panel activities.
5. Teaching materials in the curriculum will need to be updated and revised regularly.
6. More new sports events will be explored and introduced to students to enrich their exposure and knowledge.
7. Continue to keep monitoring the progression of the project - Rock Climbing Wall.

### Visual Arts Aspect:

| Achievement   |
|---|
| <ol style="list-style-type: none"> <li>1. Nominated students to participate in different kinds of visual arts awards to widen their exposure and experiences. Students have great achievement in different art competitions and events. (E.g. SOTY-SCMP, Sovereign Award, etc.)</li> <li>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.</li> <li>3. Strengthen Digital and Media Literacy - Media Lab programs have been conducted effectively.</li> <li>4. New VA curriculum in Junior Form curriculum implemented as planned, and student engaged and interacted with genuine daily life. Project based learning with different teaching and learning strategies have been applied in lessons.</li> <li>5. Enhancement of Visual Arts Participation - Send art activities &amp; 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 of the classroom. Marks for active participation in art activities and competitions to be included in Art Portfolio &amp; Participation.</li> <li>6. Art Portfolio - on top of showcasing students' artworks, it includes self-reflections and review of their own learning. Students' presentation in Art Portfolios will help them develop in the growth of VA.</li> <li>7. STEM and integrate part of the D&amp;T curriculum in VA - Building students' capacity in complex problem solving, critical thinking &amp; creativity via junior form projects.</li> <li>8. More VA activities and learning in Cross curriculum collaboration, cooperated with other subjects (English, I.S., Music).</li> <li>9. After-school Talent Program – More art media learning in advance level for students and students may get more exposure directly with artists.</li> <li>10. Collaborate with different VA organizations – established connections between the school and different art parties, build up a communication platform, and showcase the artistic talents in the art projects that our students participate in.</li> </ol> |
| Reflection  |
| <ol style="list-style-type: none"> <li>1. The Hong Kong Primary School Outstanding Visual Arts Students Election cum Exhibition showcases and promotes our school effectively.</li> <li>2. Students' Digital and Media Literacy has been enhanced via the Media Lab programs.</li> <li>3. Teachers reflected that the new VA curriculum in Junior Form implementation was successfully improve students learning in Visual Arts, give impetus to learning habit outside</li> </ol>  |

classrooms.

4. The policy successfully arouses students' interest in Visual Arts Participation.
5. STEM and D&T curriculum in VA effectively develops students' competences of problem solving, critical thinking & creativity.
6. More opportunities for students showcase their VA talent in cross curriculum projects, students enjoyed the learning outcomes.
7. 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**

1. Teaching materials in the curriculum will be updated and revised from time to time.
2. A new 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 review and fine-tuned every year.
3. More courses will be provided for the After-school talented program for junior form students.
4. The department will continue the good practice of organizing The Hong Kong Primary School Outstanding Visual Arts Students Election cum Exhibition.
5. The department will continue the good practice of conducting Media Lab programs.
6. The department will continue the good practice of policy to enhance Visual Arts participation.
7. The department will continue the good practice of implementing STEM and D&T learning in VA in junior form curriculum.
8. Continues to strengthen collaboration and communication among artists, art organizations, parents and the school.
9. 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: Ho Hon Kin, Yip Shing Yan

# ACHIEVEMENTS & REFLECTION BY ADMINISTRATIVE GROUPS AND SUPPORT FOR STUDENT DEVELOPMENT

## ACADEMIC AFFAIRS

### 1. Panel Heads Committee (PHC)

Program Brief:

Cross-subject Collaboration

Related Major Concern:

☒ Develop Learning Attitude   ☐ Enrich Exposure   ☐ Inspire Innovation & Drive   ☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>To improve teaching effectiveness.</li> </ul> | <ul style="list-style-type: none"> <li>Two subjects as partners collaborate to improve teaching effectiveness in terms of depth of content or LAC.</li> <li>Two subjects as partners collaborate to run a program.</li> <li>Whole year.</li> </ul> | <ul style="list-style-type: none"> <li>Partially.</li> <li>7 subjects collaborated to improve depth of content.</li> <li>Four subjects collaborated to improve LAC</li> <li>Six subjects collaborated to run programs.</li> </ul> | <ul style="list-style-type: none"> <li>Panel heads will roll out the collaboration plan for 21-22, which will be included in the PHC annual plan.</li> <li>Subjects will continue to look for schools to collaborate in sharing and improve teaching effectiveness.</li> </ul> |



Program Brief:

Improving Learning Attitude

Related Major Concern:

☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|--|---|---|
| <ul style="list-style-type: none"><li>To enhance teaching and learning.</li></ul> | <ul style="list-style-type: none"><li>Panel heads work with members to adopt ways to improve students' learning attitude inside the classroom or online.</li><li>Panel heads evaluate the effectiveness of the measures in panel meetings.</li><li>Whole year.</li></ul> | <ul style="list-style-type: none"><li>Partially.</li><li>All panels worked with their members to improve students' learning attitude inside the classroom or online.</li><li>All panels evaluated the effectiveness of the adopted measures in panel meetings.</li><li>Not all remedial measures worked well.</li></ul> | <ul style="list-style-type: none"><li>Panel heads will continue to work out preventive and remedial measures with members to improve teaching and learning in 21-22, which will be included in the PHC annual plan.</li><li>Fine-tuning the measures whenever necessary will be the goal next year.</li></ul> |

Report compiled by:

Tsao Yu Fang

## 2. Curriculum Development Committee (CDC)

Program Brief:

School-based Curriculum Review

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☒

Inspire Innovation & Drive

☐

N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance                            | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>Implementation &amp; evaluation of implementation of the revised curriculum.</li> </ul> | <ul style="list-style-type: none"> <li>Compile the School-based Curriculum Handbook (based on the Curriculum Plans from Departments).</li> <li>Fine tune the arrangements for lesson observation, assignment inspection, internal exam evaluation and report writing of AER to incorporate evaluations of implementation of the revised curriculum.</li> <li>Conduct a survey among students to collect their opinions on the implementation of revised VA &amp; PE curricula.</li> </ul> | <ul style="list-style-type: none"> <li>Wholly Achieved.</li> <li>Wholly Achieved.</li> <li>Not Achieved.</li> </ul> | <ul style="list-style-type: none"> <li>The compilation of handbook completed.</li> <li>Evaluations of the implementation of the revised curriculum conducted along with the corresponding routines, with revisions in the templates of concerned documents.</li> <li>Due to the epidemic, the majority of VA &amp; PE programs for broadening students' exposures were not implemented. The survey would be conducted after the programs could be implemented as planned.</li> </ul> |

Report compiled by:

Chow Kwok Lim

### 3. Examinations & SBA Committee (ESC)

Program Brief:

Coordination of Uniform Test System

Related Major Concern:

☒ Develop Learning Attitude

☐ Enrich Exposure

☐ Inspire Innovation & Drive

☐ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance                        | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>To help coordinate the uniform tests given by different subjects.</li> </ul> | <ul style="list-style-type: none"> <li>Gather assessment data from panels in Sept and Oct.</li> <li>Coordinate the dates and frequency of different subject tests.</li> <li>Announce test dates to students and parents after class resumption.</li> <li>Help rearrange the test dates if necessary.</li> </ul> | <ul style="list-style-type: none"> <li>Partially.</li> <li>Wholly.</li> <li>Wholly.</li> <li>Wholly.</li> </ul> | <ul style="list-style-type: none"> <li>It is important that teachers should follow the regulation of not giving too many tests or quizzes within a short period.</li> <li>Use of Google Sheets can facilitate collection of information.</li> <li>Uniform tests in the first term were arranged based on the assigned schedule.</li> <li>Uniform tests other than core subjects (F.1 – F.3) were assigned within a specified period in the second term due to half-day-school timetable.</li> </ul> |

Report compiled by:

Leung Kim Hung

#### 4. Performance Analysis & Streaming Committee (PAS)

Program Brief: Using Data Analysis Tools in Improving Teaching and Learning

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☒ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|--|--|--|--|
| <ul style="list-style-type: none"><li>To promote a good habit of handling assignments.</li></ul> | <ul style="list-style-type: none"><li>The committee will cooperate with IAC in guiding F.1 students collect assignments.</li><li>Time scale: throughout the school year.</li></ul> | <ul style="list-style-type: none"><li>Not Achieved.</li></ul>                            | <ul style="list-style-type: none"><li>Due to half-day timetable, form teacher period time was reduced, and the practice was suspended.</li></ul> |

Report compiled by: Wong Yuk Lun

## 5. Learning Resources Committee (LRC)

Program Brief: **Organizing Reading Workshops**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))                        |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>To allow students to learn practical skills from books.</li> </ul> | <ul style="list-style-type: none"> <li>To invite speakers to introduce books and teach students some practical skills through the workshops.</li> <li>Three times a year.</li> </ul> | <ul style="list-style-type: none"> <li>Not achieved.</li> <li>All the workshops were cancelled due to class suspension.</li> </ul> | <ul style="list-style-type: none"> <li>Reading workshops will be organized next year.</li> </ul> |

Program Brief: **Promoting the Library**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))                                    |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>To attract students to visit the library more often.</li> </ul> | <ul style="list-style-type: none"> <li>Organize library tours for different forms</li> <li>Time scale: six times a year.</li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved.</li> <li>Library tours organized for F.5 only due to the pandemic.</li> </ul> | <ul style="list-style-type: none"> <li>Library tours will be organized for other forms next year.</li> </ul> |

Program Brief:

**Recommending Suitable Reading Texts to Students**

Related Major Concern:

☒ Develop Learning Attitude

☐ Enrich Exposure

☐ Inspire Innovation & Drive

☐ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>To shape students' moral values.</li> </ul>        | <ul style="list-style-type: none"> <li>To provide F.4 &amp; F.5 students with meaningful stories/ texts during Reading Period.</li> </ul>  | <ul style="list-style-type: none"> <li>Partially achieved.</li> <li>Only a few texts were used due to class suspension.</li> </ul>  | <ul style="list-style-type: none"> <li>Shorter texts will be explored for students.</li> <li>The unused texts will be used next year.</li> </ul> |
| <ul style="list-style-type: none"> <li>To raise students' interest in reading.</li> </ul> | <ul style="list-style-type: none"> <li>Recommend books to F.1-3 students according to their interest.</li> <li>Co-ordinate 6 teachers' book sharing sessions for F.1-3 students during Reading Period.</li> <li>Invite teachers and students to produce book recommendation videos and show them to students during Reading Period.</li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved.</li> <li>Books were recommended to students through social media platform.</li> <li>Almost all of the Reading Periods and Teachers' book sharing sessions were cancelled due to class suspension.</li> </ul> | <ul style="list-style-type: none"> <li>Book sharing sessions will continue next year.</li> </ul>   |

Program Brief: **Strengthening the Role of Reading Ambassadors**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))                            |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>To raise students' interest in reading by deepening their understanding of a few books.</li> </ul>             | <ul style="list-style-type: none"> <li>Co-organize a "Book Walking Tour" based on some books with an organization.</li> <li>Time scale: once a year.</li> </ul>   | <ul style="list-style-type: none"> <li>Not achieved.</li> <li>The activity was cancelled due to the pandemic.</li> </ul>                 | <ul style="list-style-type: none"> <li>The proposed activity will be organized next year.</li> </ul> |
| <ul style="list-style-type: none"> <li>To expose students to a wide range of books.</li> <li>To award the outstanding Reading Ambassadors.</li> </ul> | <ul style="list-style-type: none"> <li>Escort the outstanding Reading Ambassadors to Hong Kong Book Fair and sponsor them to buy a book of their choice.</li> <li>Time scale: once in July 2021.</li> </ul> | <ul style="list-style-type: none"> <li>Not achieved.</li> <li>The activity was cancelled due to the pandemic.</li> </ul>                 | <ul style="list-style-type: none"> <li>The proposed activity will be organized next year.</li> </ul> |
| <ul style="list-style-type: none"> <li>To develop students' potential in library professionalism.</li> </ul>  | <ul style="list-style-type: none"> <li>Train up Reading Ambassadors with library-related knowledge.</li> </ul>  | <ul style="list-style-type: none"> <li>Not achieved.</li> <li>All after school activities were cancelled due to the pandemic.</li> </ul> | <ul style="list-style-type: none"> <li>The proposed activity will be organized next year.</li> </ul> |

Report compiled by: Linder Brenda Ying

## 6. Gifted Education Committee (GEC)

Program Brief: **STEM@體藝 - The Process and the Way Forward**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement<br>and follow-up work (if any))   |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>To further establish the STEM Room.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Continue the installation of equipment for the STEM Room with QEF funding.</li> <li>Equipping the STEM Room with mechanical and electronic equipment.</li> <li>Setting up a booking system for the STEM Room.</li> </ul>  | <ul style="list-style-type: none"> <li>Fully Achieved.</li> <li>Progress on schedule.</li> <li>Curricular, co-curricular, and extra-curricular utilization plans devised.</li> </ul> | <ul style="list-style-type: none"> <li>Online booking system to be installed after completion of establishment.</li> </ul> |
| <ul style="list-style-type: none"> <li>To expose students to STEM@體藝 through afterschool STEM@體藝 activities.</li> </ul> | <ul style="list-style-type: none"> <li>Encourage students to take part in various STEM@體藝 activities or competitions throughout the school year to enhance their interest in STEM@體藝 e.g. Micro:bit model hovercraft competition.</li> </ul>   | <ul style="list-style-type: none"> <li>Not Achieved.</li> <li>Cancelled due to the COVID19 pandemic.</li> </ul>  | <ul style="list-style-type: none"> <li>To be kept and evaluated in the coming school year.</li> </ul>                      |
| <ul style="list-style-type: none"> <li>To organize a STEM@體藝 Week.</li> </ul>   | <ul style="list-style-type: none"> <li>Cooperate with various STEM@體藝 related subjects to promote STEM@體藝 with the theme "Electricity". Activities include:               <ul style="list-style-type: none"> <li>Talk by CLP under the program "Engineer in School".</li> <li>Design and making of fitness bike electricity generator.</li> <li>Drone activities: joint ventures with IAC and ICT.</li> <li>Time scale: 08~12 Mar 2021.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Not Achieved.</li> <li>Cancelled due to the COVID19 pandemic.</li> </ul>  | <ul style="list-style-type: none"> <li>To be kept and evaluated in the coming school year.</li> </ul>                      |



|  |  |  |   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>• To expose students to STEM@體藝 through cross-discipline projects.</li> </ul> | <ul style="list-style-type: none"> <li>• Coordinate various projects among different STEM@體藝 related subjects.</li> <li>• F.1 - model thermometer: <ul style="list-style-type: none"> <li>- I.S. - the measurement theories and the particle theory.</li> <li>- Mathematics - calibration graphs.</li> <li>- ICT - Measuring scientific quantities through Micro:bit.</li> <li>- VA - design and construction of the thermometer.</li> <li>- Time scale: Jan 2021.</li> </ul> </li> <li>• F.2 - model breathing system: <ul style="list-style-type: none"> <li>- I.S. - the breathing theories.</li> <li>- Mathematics - handling of errors.</li> <li>- ICT - measure lung pressure/volume with Micro:bit.</li> <li>- PE - related physiology theories in sports.</li> <li>- Time scale: Nov 2020.</li> </ul> </li> <li>• F.3 - model pinhole camera: <ul style="list-style-type: none"> <li>- Physics - Optical theories behind a camera.</li> <li>- VA - design and construction of the camera.</li> <li>- Time scale: second term.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Partially Achieved.</li> <li>• Due to the COVID19 pandemic, only the IS and VA parts were completed in F.1; and only the IS and PE parts in F.2.</li> <li>• F.3 project cancelled.</li> </ul> | <ul style="list-style-type: none"> <li>• To be kept and evaluated in the coming school year.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• To expose students to STEM@體藝 through the sailing sports.</li> </ul>        | <ul style="list-style-type: none"> <li>• Booth on water safety day or other similar promotion activities.</li> <li>• Recruit helpers from primary school.</li> <li>• Explore Coding × Sailing.</li> <li>• Other science-based activities for sailing.</li> <li>• Time Line : Mar 2021.</li> </ul>  | <ul style="list-style-type: none"> <li>• Not Achieved.</li> <li>• Cancelled due to the COVID19 pandemic.</li> </ul>  | <ul style="list-style-type: none"> <li>• The external organizer will review the development program. Further possible cooperation opportunities still exist.</li> </ul> |

|   |   |   |   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• To respond to EdB's Consultation Document, "Task Force on Review of School Curriculum".</li> </ul> | <ul style="list-style-type: none"> <li>• Each member would take up at least 1 CPD program related to STEM education [timeline: between Sep 2019 and Aug 2021].</li> </ul> | <ul style="list-style-type: none"> <li>• Partially Achieved.</li> <li>• Due to the COVID19 pandemic, much fewer suitable CPD programs were available.</li> <li>• Members still strived to enrol in relevant CPD programs, including: <ul style="list-style-type: none"> <li>- EdB's seminar on Strategies for Enriching the Learning and Teaching of STEM in Science subjects.</li> <li>- an AR &amp; VR Workshop at Osage Gallery- Jockey Club Augmented Reality in Arts Education Project.</li> <li>- licensing training courses provided by the PE department on the use of Dr. Stephen Hui Sports Centre's facilities, including the electronic sports-training machines like the cycling machine.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• To respond to EdB's Consultation Document, "Task Force on Review of School Curriculum".</li> </ul> |
|---|---|---|---|

Program Brief:

Measures against Prolonged School Suspension

Related Major Concern:

☒ Develop Learning Attitude

☐ Enrich Exposure

☐ Inspire Innovation & Drive

☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>To develop contingent committee strategies against extended school suspension.</li> </ul> | <ul style="list-style-type: none"> <li>External Gifted Education Opportunities.               <ul style="list-style-type: none"> <li>all applications need to be made online.</li> </ul> </li> <li>STEM@體藝 Activities:               <ul style="list-style-type: none"> <li>decisions (continue or cancel) need to be made at least 2 weeks in advance.</li> </ul> </li> <li>Honours List:               <ul style="list-style-type: none"> <li>all procedures needs to be continued online.</li> </ul> </li> <li>Appreciation Night:               <ul style="list-style-type: none"> <li>to be decided by the School Executive Committee.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Wholly Achieved.</li> <li>School-based Elites Advancement Scheme (EAS) postponed to and successfully launched in the post-examination period.</li> <li>30+ external opportunities offered; 85+ head-counts joined; 50+ certificates, prizes, awards, medals, etc. obtained. All data showed marked improvement from last academic year.</li> <li>51 students receiving altogether 75 internal/external awards on the Honours List.</li> <li>Appreciation Night cancelled due to the pandemics.</li> </ul> | <ul style="list-style-type: none"> <li>Under present uncertainties, very much advisable to keep the preparation well in advance.</li> </ul> |

Report compiled by:

Tsung Pui Sum

## 7. Academic Support Committee (ASC)

Program Brief:

Elite Athlete Program 2.0

Related Major Concern:

☒ Develop Learning Attitude

☒ Enrich Exposure

☐ Inspire Innovation & Drive

☐ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>To further enrich the already well-developed Program so as to provide all-rounded support to our elite athlete students in terms of further studies.</li> <li>To assist students to strike a better balance between their academics and competitions / trainings.</li> <li>To introduce "Workshop on University Sports Scholarship Scheme".</li> </ul> | <ul style="list-style-type: none"> <li>Organize workshop on "University Sports Scholarship Scheme" .</li> <li>Disseminate information about Sports Scholarship Schemes from different universities.</li> <li>Train students to prepare personal CVs specific to Sports Scholarship Schemes</li> <li>Drill interview skills in Sports Scholarship Scheme.</li> <li>Provide individual counselling from mentors concerning tertiary studies.</li> </ul> | <ul style="list-style-type: none"> <li>Two seminars on University Sports Scholarship Scheme were held.               <ul style="list-style-type: none"> <li>- Poly U (School hall), 4th November, 2020<br/>20 students</li> <li>- UST (Zoom), 21st December, 2020<br/>7 students</li> </ul> </li> <li>6 students received conditional offers from Poly U while 1 student received a conditional offer from UST.</li> <li>In addition, individual counselling on JUPUS choice and preparation on sports CV were conducted.</li> </ul> | <ul style="list-style-type: none"> <li>The Committee would continue to organize more workshops to equip our elite athletes. More opportunities would be explored, such as seminars by different universities.</li> <li>In addition, starting from the next academic year, a timetable including all university sports scholarship schemes would be prepared and disseminated to our students.</li> </ul> |

Program Brief:

**Coordination of Study Room During Class Suspension**

Related Major Concern:

☒ Develop Learning Attitude

☐ Enrich Exposure

☐ Inspire Innovation & Drive

☐ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance | Reflection<br>(include areas for improvement and follow-up work (if any)) |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>To align with school mission MC1:               <ul style="list-style-type: none"> <li>a) to develop students' good learning habits;</li> <li>b) to support students who put effort in studies.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Online booking should be done by F.6 students through the google form at least one day prior to use and Parents' consent must be sought.</li> <li>Students must stay in school for lunch.</li> <li>Opening hours of study room:               <ul style="list-style-type: none"> <li>Monday to Friday: 1 pm to 6 pm (25/1-9/2 and 27/2 – mid May)</li> <li>Monday to Friday: 9 am to 1 pm (10/2 – 26/2)</li> <li>Saturday: 9 am to 12:30 pm</li> <li>Sunday &amp; Public Holiday: Closed</li> </ul> </li> <li>Students who have mock exams in the school campus in the morning would not be allowed to use the Study Room in the afternoon.</li> <li>*Students will come back to have script reviews in the morning. They can book the study room until 1 pm. (*According to the most recent guideline from the EDB, students are NOT allowed to attend school for both am &amp; pm sessions.)</li> </ul> | <ul style="list-style-type: none"> <li>Wholly.</li> </ul>                                |   |

Program Brief:

Summer Academic Enhancement Program and School Team Training Coordination

Related Major Concern:

☒ Develop Learning Attitude

☒ Enrich Exposure

☐ Inspire Innovation & Drive

☐ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>To align with school mission MC1:               <ul style="list-style-type: none"> <li>a) to develop students' good learning habits;</li> <li>b) to support students who put effort in studies and Team Training.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>To collect information from different subject panels or individual subject teachers in around March/April, 2021 and arrange all related academic activities systematically and smoothly during summer vacation for students.</li> <li>To study and amend accordingly regarding the change of student promotion criteria.</li> <li>To prepare timetable and guidelines for SAEP and STT and to inform parents and students about the arrangement.</li> </ul> | <ul style="list-style-type: none"> <li>Wholly.</li> </ul>                                | <ul style="list-style-type: none"> <li>Some subjects did not provide clear instructions / guidelines of completing assignments and there was even no space on the first page of answer books for students to write their names, classes and class numbers.</li> <li>All the subject panel heads will be informed and ASC will follow up after collecting the information about assignments In March/April 2022.</li> </ul> |

Report compiled by:

Yeung Pui San Lucia, Leung Kim Hung

## 8. Student Admission Committee (SAC)

Program Brief: **Conduct English Oral Interviews by English Teachers for F.1 Admission**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>To enhance the reliability of the assessment of the applicants' language ability.</li> </ul> | <ul style="list-style-type: none"> <li>The F.1 First Admission Interview, each of the applicants' English oral interviews will be conducted by English teachers working in pairs, to provide a more reliable assessment of the applicant's language ability.</li> </ul> | <ul style="list-style-type: none"> <li>Wholly Achieved.</li> <li>The English oral interviews were successfully conducted.</li> </ul> | <ul style="list-style-type: none"> <li>Some of the interviews were conducted by one English teacher only due to limitation of manpower; the objectiveness of assessment is to be reviewed.</li> </ul> |

Report compiled by: Wong Ka Wing

## 9. Timetabling Committee (TC)

Program Brief: **Coordination of Timetabling Arrangement to Facilitate Online Teaching and Support to CBS**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☒ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance | Reflection<br>(include areas for improvement and follow-up work ( if any))  |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>To facilitate online teaching and provide support to CBS.</li> </ul> | <ul style="list-style-type: none"> <li>Prepare timetables of online lessons to support the learning of CBS.</li> </ul> | <ul style="list-style-type: none"> <li>Wholly achieved.</li> </ul>                       | <ul style="list-style-type: none"> <li>Up-to-date CBS information could be helpful so as to avoid the cases of lacking lunch break, just a short lunch time break, or more than 10 lessons in a day.</li> </ul> |

Program Brief: **Implementation and Fine-tuning of the Timetable Under the New Curriculum**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☒ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>To fine tune the timetable after the departure of the F.6 cohort.</li> </ul> | <ul style="list-style-type: none"> <li>Explore the possibility of improving the timetable after the leave of the F.6 cohort.</li> </ul> | <ul style="list-style-type: none"> <li>Not achieved.</li> </ul>                          | <ul style="list-style-type: none"> <li>Due to the changes of the COVID-19 situation, different timetables were devised and followed in addition to the original regular timetable.</li> <li>Fine-tuning of the timetable may be necessary for the next year. Therefore, fine-tuning timetable should be done if necessary together with the regular timetable.</li> </ul> |

Report compiled by: **Chan Ka Wing**



## COMMUNICATION & DEVELOPMENT

### 1. School-Home Collaboration Committee (SHC)

Program Brief: **Study Tour Subsidy Scheme**

Related Major Concern: ☐ Develop Learning Attitude ☒ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance                              | Reflection<br>(include areas for improvement and follow-up work (if any)) |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>To subsidise students in joining study tour.</li> </ul> | <ul style="list-style-type: none"> <li>The amount of subsidy will be assessed by responsible teachers and PTA.</li> </ul> | <ul style="list-style-type: none"> <li>Due to COVID-19, all scheduled study tours of 20-21 were cancelled.</li> </ul> | <ul style="list-style-type: none"> <li>N.A.</li> </ul>                    |

Program Brief: **Creative Cooking Competition**

Related Major Concern: ☐ Develop Learning Attitude ☒ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance                                      | Reflection<br>(include areas for improvement and follow-up work (if any)) |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>To cultivate students' creativity</li> <li>To consolidate the relationship between child and parents / students and teachers.</li> </ul> | <ul style="list-style-type: none"> <li>Organize a Creative Cooking Competition for parents, students and teachers</li> <li>Time scale: during post-exam activity period.</li> </ul> | <ul style="list-style-type: none"> <li>Due to COVID-19, the activity has been postponed to the next academic year.</li> </ul> | <ul style="list-style-type: none"> <li>N.A.</li> </ul>                    |

Report compiled by: **Wong Man Kin**

## 2. Alumni Affairs Committee (AAC)

Program Brief:

Mentorship Program

Related Major Concern:

☐

Develop Learning Attitude

☐

Enrich Exposure

☐

Inspire Innovation & Drive

☒

N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>To enhance students' educational, social and personal growth.</li> </ul> | <ul style="list-style-type: none"> <li>Through experience sharing on yearly basis.</li> </ul> | <ul style="list-style-type: none"> <li>Not achieved.</li> </ul>                          | <ul style="list-style-type: none"> <li>Co-organized with SHC.</li> <li>To be extended to F4 &amp; F5 20/21.</li> </ul> |

Program Brief:

Good Morning Alumni

Related Major Concern:

☐

Develop Learning Attitude

☐

Enrich Exposure

☐

Inspire Innovation & Drive

☒

N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>To expose students to role models so as to learn through the success of mentors.</li> </ul> | <ul style="list-style-type: none"> <li>Sharing in the morning assemblies; 3 times in the junior assembly and 3 times in the senior assembly in March 2021.</li> </ul> | <ul style="list-style-type: none"> <li>Not achieved.</li> </ul>                          | <ul style="list-style-type: none"> <li>Proposed to be conducted in the second term 21/22 if situation allows.</li> </ul> |

Program Brief:

Alumni Profiles Collection

Related Major Concern:

☐

Develop Learning Attitude

☐

Enrich Exposure

☐

Inspire Innovation & Drive

☒

N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance                                 | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|--|--|--|
| <ul style="list-style-type: none"><li>To collect information of the alumni.</li></ul> | <ul style="list-style-type: none"><li>Through collecting data from alumni.</li></ul> | <ul style="list-style-type: none"><li>Partially achieved.</li><li>The data of around 234 alumni was collected.</li></ul> | <ul style="list-style-type: none"><li>The cancellation of the Open Day made it difficult to collect data from the alumni.</li><li>The collection process should go on.</li><li>Email will be sent to graduates of DSE2021.</li></ul> |

Report compiled by:

Man Lai Ying

### 3. External Communication Committee (ECC)

Program Brief:

Further Enrich the Media Archive and Collect Information About Alumni and Other Latest School Events

Related Major Concern:

☐

Develop Learning Attitude

☐

Enrich Exposure

☐

Inspire Innovation & Drive

☒

N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>To further enrich the media archive and collect information about alumni and other latest school events.</li> </ul> | <ul style="list-style-type: none"> <li>Collect news and information.</li> <li>Classify and upload to the school archive and Team Drive periodically.</li> </ul> | <ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>The collected news articles and information were checked, sorted and saved in Team Drive from time to time.</li> </ul> | <ul style="list-style-type: none"> <li>Will keep on looking for new sources to further update the media archive and team drive.</li> </ul> |

Report compiled by:

Yuen Siu Hon

#### 4. Publication Committee (PC)

Program Brief: **Production of Yearbook**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☒ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))                    |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>To enrich the content of the yearbook.</li> </ul> | <ul style="list-style-type: none"> <li>Student editors are required to write short paragraphs for various school events.</li> <li>Student editors will apply their journalistic skills to include some interviews in the yearbook.</li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved due to school suspension. A lot of events were cancelled, so some contents were cut. As for most of the events included, a short paragraph had been written to give readers more information. Some interviews were carried out with new teachers, so the editors could apply some journalistic skills.</li> </ul> | <ul style="list-style-type: none"> <li>Same approach will be continued next year.</li> </ul> |

Program Brief: **"Pride of Ti-I"**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☒ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))                                  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>To give recognition and acknowledgement to students who have excellent performance or achievements in their field of strength or have done good deeds.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved due to school suspension. Interviews could only be carried out through email.</li> </ul> | <ul style="list-style-type: none"> <li>More articles can be done if normal school time resumes.</li> </ul> |

Report compiled by: **Li Po Chui**

## 5. Image Promotion Committee (IPC)

Program Brief: **Photo Taking for New Facilities in School Campus**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☒ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>To update the photos of our school facilities in the school website.</li> </ul> | <ul style="list-style-type: none"> <li>Buy service from professional photographer to take photos of all school facilities.</li> <li>Select suitable photos for the school website.</li> <li>Time scale: 2nd Term.</li> </ul> | <ul style="list-style-type: none"> <li>Not Achieved.</li> <li>Photo taking with students' mask off was not available.</li> </ul> | <ul style="list-style-type: none"> <li>Photo taking is suggested to be carried out in the coming academic year when the students are allowed to take off their masks.</li> </ul> |

Program Brief: **Exploration of New Promotion Media**

Related Major Concern: ☐ Develop Learning Attitude ☒ Enrich Exposure ☒ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>To explore new promotion opportunities through other methods / media.</li> </ul> | <ul style="list-style-type: none"> <li>Search information on different promotion methods / media.</li> <li>Cost assessment of the new methods / media.</li> <li>Recommend new promotion methods / media to the SMT.</li> <li>Time scale: throughout the school year.</li> </ul> | <ul style="list-style-type: none"> <li>Partially.</li> <li>Current promotion methods and media in our school have been reviewed.</li> </ul> | <ul style="list-style-type: none"> <li>The promotion through the school website is should be strengthened by reformatting the homepage and frequent upload of the event highlights.</li> </ul> |

Report compiled by: **Cheung Fook Lai Foley**

## 6. Staff Professional Development Committee (SPD)

Program Brief:

Reaching Out - Learn from Our Counterparts

Related Major Concern:

☒ Develop Learning Attitude

☒ Enrich Exposure

☒ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>To learn from other schools which have experiences and good reputation in the areas that our school would like to improve or develop.</li> <li>To build relationship and consolidate collaboration with our counterparts.</li> <li>To broaden teachers' horizon.</li> </ul> | <ul style="list-style-type: none"> <li>Staff Development Day 2 (15/3)               <ul style="list-style-type: none"> <li>Teachers are divided into a few groups according to their specialties. E.g. Science, English Lang., Moral Education, STEM education etc.</li> <li>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:                   <ol style="list-style-type: none"> <li>Academic enhancement                       <ol style="list-style-type: none"> <li>English T&amp;L</li> <li>Self-directed learning</li> </ol> </li> <li>Student growth and moral education</li> <li>STEM/STREAM education</li> <li>Data analysis management</li> <li>Environmental-friendly measures in schools</li> </ol> </li> <li>Well before the visits, each group conducts pre-visit discussion to prepare a "wish list" on what the group would like to get or learn from the visit. E.g. Lesson visit, teacher sharing, meeting with students, visiting facilities, etc.</li> </ul> </li> <li>Staff Development Day 3 (11/6)               <ul style="list-style-type: none"> <li>Each group presents what they have learned from the visit to the other teachers.</li> <li>Each group shall suggest how we may practically implement what we have learned from the visiting schools.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Not achieved.</li> <li>The plan was not carried out due to class suspension caused by the COVID-19 pandemic.</li> </ul> | <ul style="list-style-type: none"> <li>It was the third time that the program had to be postponed. Hopefully, the program can be carried out smoothly in 2021-2022.</li> </ul> |

Report compiled by:

Tse Siu Wah

## STUDENT DEVELOPMENT

### 1. Careers & Life Planning Committee (CLP)

Program Brief:

Careers Visit

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☐

Inspire Innovation & Drive

☐

N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any)) |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>To help students explore various career options and gain some job experiences.</li> </ul> | <ul style="list-style-type: none"> <li>Careers Visit(for F.5 Students).</li> </ul> | <ul style="list-style-type: none"> <li>Not Achieved.</li> <li>The program was cancelled due to the outbreak of COVID 19.</li> </ul> | <ul style="list-style-type: none"> <li>N.A.</li> </ul>                    |

Program Brief:

Careers Workshop (for F.3 Students)

Related Major Concern:

☐

Develop Learning Attitude

☐

Enrich Exposure

☒

Inspire Innovation & Drive

☐

N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any)) |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>To provide students with platforms to develop decision-making and problem-solving skills.</li> </ul> | <ul style="list-style-type: none"> <li>Careers Workshops (for F.3 Students).</li> </ul> | <ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>The workshop was useful to students in making rational decision on F.4 subject choice.</li> </ul> | <ul style="list-style-type: none"> <li>N.A.</li> </ul>                    |

Report compiled by:

Tong Cheong Wing



## 2. Counselling Committee (CC)

Program Brief:

Ti-I Happiness Index

Related Major Concern:

☐

Develop Learning Attitude

☐

Enrich Exposure

☒

Inspire Innovation & Drive

☐

N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>To raise awareness of mental health and stress management of the entire school.</li> <li>To help PCS members build relationships with F.1 students and facilitate timely interventions.</li> <li>To provide information for formulating guidance policies.</li> </ul> | <ul style="list-style-type: none"> <li>It is a tracking poll with a series of individual surveys repeated continuously over time to measure changes in level of happiness in our school.</li> <li>As a pilot scheme, PCS members will conduct the survey 4 times a year to F.1 students.</li> <li>Report the findings through morning assemblies.</li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved. The first survey was conducted as planned in November 2020 and reported in Staff Meeting and through Intranet. However, the 2nd and 3rd rounds were not carried out because of the COVID-19 pandemic.</li> </ul> | <ul style="list-style-type: none"> <li>The findings of November's survey were useful as an indicator of mental health of students. However, the follow-up actions were very limited due to school suspension. Besides, a trend could not be established without the other 2 rounds of surveys. May continue the program next year with some improvements on how the survey should be conducted.</li> </ul> |

Program Brief:

PCS 2.0

Related Major Concern:

☐

Develop Learning Attitude

☐

Enrich Exposure

☒

Inspire Innovation & Drive

☐

N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>To promote a caring and supportive atmosphere in campus.</li> </ul> | <ul style="list-style-type: none"> <li>A class-based approach to run PCS with regular class visits.</li> <li>Peer groups supervised by teacher advisors.</li> <li>Training focused more on communication and basic counselling skills.</li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved. Class visits, Ti-I Happiness Index survey and post-exam activities for F.1 were organized on class basis. However, the frequency was limited due to class suspension. Personal bonding between PCS and F.1 students was not fully formed.</li> <li>Teacher advisors were assigned for each Peer group.</li> <li>Basic counselling skills were included in October's training. Additional training was provided in July on 'Personality Dimensions' which was about self-understanding and team work.</li> </ul> | <ul style="list-style-type: none"> <li>Given the program was only partially achieved, the full benefit of it was yet to be uncovered. The program will be continued with some adjustment. The role of teacher advisors in PCS trainings and F.1 activities was not very clear and might overlapped with the teacher-in-charge. The problem should be addressed next year in the first meeting.</li> </ul> |

Report compiled by:

Ng Chi Lam

### 3. Discipline Committee (DC)

Program Brief: **Provide Systematic Training to Prefects and Class Monitors/Monitresses**

Related Major Concern: ☐ Develop Learning Attitude ☒ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>To guide and support prefects and class monitors / monitresses so that they can perform duties effectively.</li> </ul> | <ul style="list-style-type: none"> <li>Arrange regular meetings with Prefects and class monitors / monitresses.</li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved.</li> </ul>                    | <ul style="list-style-type: none"> <li>Due to the pandemic, the guidance and support for prefects and class monitors / monitresses could only be provided through teacher advisors and form teachers instead of mass meetings.</li> </ul> |

Program Brief: **Enhance Preventive Measures and Educational Strategies to Develop Students' Positive Behaviour.**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☒ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>To arrange preventive measures to develop students' positive behaviour.</li> </ul> | <ul style="list-style-type: none"> <li>Conduct speeches during school assemblies to promote self-discipline and other positive values.</li> <li>Arrange students to join Enhanced Smart Teen Project (ESTP 20/21) to develop themselves through the training experiences.</li> </ul> | <ul style="list-style-type: none"> <li>Not achieved.</li> </ul>                          | <ul style="list-style-type: none"> <li>Due to the pandemic, most of the school assemblies were suspended. Only a few speeches by DM could be conducted at school hall towards the end of the school term and some crucial reminders to students were conducted through email or by FTs during form teacher period.</li> <li>The school didn't join the ESTP 20/21 due to the undesirable revised format (5 day-camps instead of an overnight camp).</li> </ul> |

Report compiled by: **Lie Chi Wai**

#### 4. OLE & SLP Committee (OSC)

Program Brief:

Leadership Training Program (A Collaboration with SEC)

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☐

Inspire Innovation & Drive

☐

N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>To enhance the leadership qualities of student leaders in areas including “proactiveness”, self-confidence, readiness to face challenges, communication skills and the spirit of service, etc.</li> <li>To help them gain exposure in settings outside school, such as adventure-based training camps and territory-wide leadership training opportunities.</li> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>Training activities will be provided to 40 student leaders of major roles in our school, including interactive training workshops, adventure-based training day camp and also a 3-day-2-night Summer Leadership Camp.</li> <li>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 2021-22.</li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved.</li> <li>Positive feedback has been obtained from participants after the activities.</li> <li>Some activities have to be adjusted (e.g. 3-day-2-night leadership training camp) due to COVID-19.</li> </ul> | <ul style="list-style-type: none"> <li>Should continue next year.</li> <li>Should continue to introduce more new elements to the program.</li> </ul> |

**Program Brief:****Inter-House Talent Quest****Related Major Concern:**☐**Develop Learning Attitude**☒**Enrich Exposure**☒**Inspire Innovation & Drive**☐**N/A**

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>To explore, recognise and nurture multiple talents of students in Ti-I, and therefore to uphold the importance of whole-person development.</li> <li>To enhance students' "proactiveness", self-confidence and courage to overcome challenges.</li> <li>To nurture among students a spirit of appreciating others' strengths and learning from one another.</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>An online open audition, knockout round and grand finale will be held.</li> <li>Students will be given advice on their performance during a coaching session provided by a professional artist.</li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved.</li> <li>Positive feedback has been obtained from participants after the activities.</li> <li>There is room for improvement in terms of students' responses in the program (e.g. only 67 applications in open audition and 178 live audience).</li> </ul> | <ul style="list-style-type: none"> <li>The coaching session was a valuable learning experience for the students which can be further strengthened in the future by recruiting more capable alumni who are specialised in performing arts (e.g. those who are currently studying in HKAPA).</li> </ul> |

**Program Brief:****Promotion of Community Services (A Collaboration with SEC)****Related Major Concern:**☐**Develop Learning Attitude**☒**Enrich Exposure**☒**Inspire Innovation & Drive**☐**N/A**

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance                            | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>To enhance students' moral values and civic responsibilities through participating and organising social services.</li> <li>To promote the spirit of service on/off campus.</li> </ul> | <ul style="list-style-type: none"> <li>A Ti-I Service Team will be organised as a new club and it will serve as the window through which our students can get in touch with the people in need (e.g. elderly) and take actions for social good.</li> </ul> | <ul style="list-style-type: none"> <li>Not achieved.</li> <li>The activity is cancelled due to COVID-19.</li> </ul> | <ul style="list-style-type: none"> <li>Continue to look for opportunity to organise the activity in the next academic year.</li> </ul> |

Program Brief:

Joint School Student Union Training

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☐

Inspire Innovation & Drive

☐

N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance                          | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|---|---|--|
| <ul style="list-style-type: none"><li>To enhance the leadership qualities and skills of student leaders.</li><li>To widen students' horizon by getting in touch with student leaders other local schools.</li><li>To increase collaboration with other schools.</li></ul> | <ul style="list-style-type: none"><li>Students will join a half-day or full-day training activity held by an external organisation together with the SU cabinet members from other schools.</li></ul> | <ul style="list-style-type: none"><li>Not achieved.</li><li>The activity was cancelled due to COVID-19.</li></ul> | <ul style="list-style-type: none"><li>Continue to look for opportunity to organise the activity in the next academic year.</li></ul> |

Report compiled by:

Chan Yu Ho

## 5. Student Exposure Committee (SEC)

Program Brief:

Leadership Training Program

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☐

Inspire Innovation & Drive

☐

N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>To enhance the leadership qualities of student leaders in areas including their “proactiveness”, self-confidence, readiness to face challenges, communication skills, spirit of service, etc.</li> <li>To help them gain exposure in settings outside school, such as an adventure-based training camp and overseas service trip, and by nomination for territory-wide leadership training opportunities.</li> <li>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.</li> </ul> | <ul style="list-style-type: none"> <li>40 student leaders of the major roles at JCTIC, including:               <ul style="list-style-type: none"> <li>- Head prefects (3);</li> <li>- Chairpersons of clubs &amp; societies (17);</li> <li>- SU chairperson and vice chairpersons (3);</li> <li>- House captains and vice house captains (12); and,</li> <li>- School service teams (6).</li> </ul> </li> </ul> <p>Program structure:</p> <ul style="list-style-type: none"> <li>Training Workshops.</li> <li>Adventure-based Training Day Camp.</li> <li>Leadership training Camp.</li> </ul> | <ul style="list-style-type: none"> <li>Partially.<br/>(Successfully conducted two training workshops - Induction &amp; Effective Communication and Creative Problem-Solving.)</li> <li>Partially.<br/>(Successfully conducted an Adventure-based Training Day Camp - Adventurous activities focusing on areas such as team-building and self-breakthrough.)</li> <li>Partially.<br/>(Successfully conducted two Summer Leadership Day Camps and organized the New F.1 Students Orientation Day – Orienteering Games.)</li> </ul> | <ul style="list-style-type: none"> <li>We emphasize on the continuity of the leadership training this year. Senior and former student leaders had been invited to share and provide guidance to future student leaders. All parties responded positively.</li> <li>This continuity model should be carried on next year.</li> </ul> |

Program Brief:

Ti-I Services Team

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☐

Inspire Innovation & Drive

☐

N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>To enhance the educational development of student volunteers.</li> <li>To provide an opportunity for team members to participate effectively in the volunteer programs.</li> <li>To strengthen school and community relationship.</li> </ul> | <ul style="list-style-type: none"> <li>Implement different activities for the Elderly Academy, including interest classes, fitness classes and IT skills, etc.</li> <li>Provide different kinds of social service opportunities to team members.</li> </ul> | <ul style="list-style-type: none"> <li>Not Achieved. All planned activities were cancelled due to the COVID-19 pandemic.</li> </ul> | <ul style="list-style-type: none"> <li>Ti-I service team was established.</li> <li>Team members were unable to participate in relevant training and activities due to the COVID-19 pandemic.</li> </ul> |



Program Brief:

**F.4 Grand Tour - Culture and Services Learning Trip (Thailand / Malaysia)**

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☐

Inspire Innovation & Drive

☐

N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance                                     | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|--|--|--|--|
| <ul style="list-style-type: none"><li>To broaden students' horizons and enable students to take part in visits, cultural learning and services learning outside HK.</li><li>To boost class spirit and enrich class memories.</li><li>To train up students' skills on self-management, independence and responsibility.</li></ul> | <ul style="list-style-type: none"><li>Encourage and guide students to observe and interact with people and the environment.</li><li>Deepening the understanding of the country's recent developments, social pulses, and the cultural characteristics.</li><li>Pre-trip data gathering, interim group presentations, followed by rational analysis and sharing sessions, all rolled up into final projects reports, which are shared both inside and outside the school.</li></ul> | <ul style="list-style-type: none"><li>Not Achieved.</li><li>The Grand Tour cancelled due to the COVID-19 pandemic.</li></ul> | <ul style="list-style-type: none"><li>The study tour will be postponed to Easter holiday next year.</li><li>If the pandemic continues and the trip cannot be made, the tour will be postponed to the summer vacation.</li><li>If the situation is still not satisfactory and tours are not allowed, it is recommended that the activity should be changed to a local camp.</li></ul> |

Report compiled by:

Woo Mei Hung

## 6. Student Growth Committee (SGC)

Program Brief:

Organizing Student Growth Workshops

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☐

Inspire Innovation & Drive

☐

N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement<br>and follow-up work (if any))                               |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>To shape students' moral values.</li> <li>To allow students to learn new knowledge or practical skills in various aspects.</li> </ul> | <ul style="list-style-type: none"> <li>To invite speakers to introduce relevant and professional knowledge, practical skills or some personal experiences based on the chosen themes related to moral values or personal growth.</li> <li>Three to four times a year.</li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved.</li> <li>Some workshops were conducted via zoom throughout the year.</li> <li>Topics on life education were carried out during Form Teacher Period.</li> <li>A talk was successfully held during post-exam period.</li> </ul> | <ul style="list-style-type: none"> <li>Workshops on related nature will be organized next year.</li> </ul> |

Program Brief:

Exploring More Moral, Civil and National Education, Life Education and Value Education, Health Education and Sex Education  
Related Platforms / Directions for Students to Participate in On and Off School Campus

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☐

Inspire Innovation & Drive

☐

N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement<br>and follow-up work (if any))   |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>To explore new sources of exposure for student development.</li> </ul> | <ul style="list-style-type: none"> <li>To create a database with a list of potential organizations to work on for future consideration.</li> <li>Year round.</li> </ul> | <ul style="list-style-type: none"> <li>Not achieved.</li> <li>Though some new and potential organizations were sought, no external activities were carried out due to class suspension.</li> </ul> | <ul style="list-style-type: none"> <li>External activities on related nature will be conducted next year.</li> </ul> |

Program Brief:

Organizing Student Growth Programs, Activities, Talks or Visits with the Collaboration of Other Committees and Subjects

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☐

Inspire Innovation & Drive

☐

N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>To shape students' moral values.</li> <li>To provide various stimuli and exposure to students with the collaboration of different committees and subjects.</li> <li>To enhance student development from different areas.</li> <li>To raise students' awareness on civic and national education.</li> </ul> | <ul style="list-style-type: none"> <li>To co-organize/ collaborate programs, activities, talks or visits with other committees and subjects.</li> <li>At least once a year.</li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved.</li> <li>All external activities and visits were cancelled due to class suspension.</li> <li>Activities on life education and moral values were conducted regularly via zoom at Form Teacher Period.</li> <li>Some background information on civic and national education was introduced online and displayed at school with the collaboration of Liberal Studies and Chinese History.</li> </ul> | <ul style="list-style-type: none"> <li>Programs on related nature and collaboration with other parties will be organized next year.</li> </ul> |

Report compiled by:

Ho Ho Shuen, Phoenix

## ADMINISTRATION & RESOURCCES

### 1. Resources Committee (RC)

Program Brief: **To Setup a Souvenir Stock System**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☒ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))         |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>To setup a system to manage the stock of souvenirs.</li> </ul> | <ul style="list-style-type: none"> <li>To record the number and type of souvenirs in our school.</li> <li>To setup specific guidelines for teachers to apply for giving out souvenirs.</li> <li>Time scale: available by the end of the school year.</li> </ul> | <ul style="list-style-type: none"> <li>Wholly.</li> <li>The number and types of souvenirs have been revised.</li> <li>An application form has been designed for teachers.</li> </ul> | <ul style="list-style-type: none"> <li>Link up to the school intranet.</li> </ul> |

Program Brief: **Honour Plaques Installation**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☒ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>To provide more spaces for displaying students' achievements in the past years.</li> </ul> | <ul style="list-style-type: none"> <li>Relocate and reconstruct the student achievement display in the hall entrance to the required locations e.g. hall, gym., gallery etc.</li> <li>Provide a more systematic and sustainable design for the display.</li> <li>Time scale: first term.</li> </ul> | <ul style="list-style-type: none"> <li>Wholly.</li> <li>The plaques were properly installed in the required locations.</li> </ul> | <ul style="list-style-type: none"> <li>Minor defects e.g. deformation of the plates needs to be solved.</li> </ul> |

Program Brief:

Rewiring of the Telephone System

Related Major Concern:

☐

Develop Learning Attitude

☐

Enrich Exposure

☐

Inspire Innovation & Drive

☒

N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and<br>follow-up work (if any))            |
|---|--|--|---|
| <ul style="list-style-type: none"><li>To rewire the telephone system for the whole school to improve the functions.</li></ul> | <ul style="list-style-type: none"><li>Identify potential companies to do the rewiring work.</li><li>Investigate the feasibility of introducing new add-on functions.</li><li>Time scale: One year.</li></ul> | <ul style="list-style-type: none"><li>Wholly.</li><li>The system was tested. The system only needed relabeling of the telephone cables which were stored in a new cabinet.</li></ul> | <ul style="list-style-type: none"><li>No more follow up work need to be done.</li></ul> |

Report compiled by:

Lee Tim Cheung

## 2. Estate Management Committee (EMC)

Program Brief: **Campus Renovation Project**

Related Major Concern: ☐ Develop Learning Attitude ☒ Enrich Exposure ☒ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>To provide support to the 3 working groups of the Campus Renovation Project.</li> </ul> | <ul style="list-style-type: none"> <li>To support and facilitate the rebuild of the Tennis Courts.</li> <li>E&amp;M and renovation support to the setting up of the STEM Room.</li> <li>Provide design, tendering and project management support for the bridges top rebuild.</li> <li>Provide design and project management to support the dismantlement of the dressing room.</li> </ul> | <ul style="list-style-type: none"> <li>All completed with minor defects.</li> <li>Expected dates of completion:               <ul style="list-style-type: none"> <li>STEM Room: Completed with defects.</li> <li>Bridges top: Completed by the end of the summer.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>The projects have been running smoothly as planned.</li> <li>Some unforeseeable problems and difficulties were tackled swiftly and promptly by various concerned parties.</li> <li>Outdoor renovation can be arranged during other holidays if possible to avoid rainy seasons.</li> </ul> |

Report compiled by: **Chiu Hayes**

### 3. IT Administration Committee (IAC)

Program Brief: **Implementation of e-Circular and Reply Slip for Parents in Stages**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☒ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>To implement the use of school app to further enhance the communications between parents and the school.</li> </ul> | <ul style="list-style-type: none"> <li>Arrange parents and staff to install the school app by phases.</li> <li>Phase 1: Handle all form-based newsletter/parent letters.</li> <li>Phase 2: Evaluate the feasibility of extending to other parent letters for individual activities.</li> <li>Time scale:               <ul style="list-style-type: none"> <li>Parallel run in Sept – Nov 2020.</li> <li>2nd Newsletter release on app.</li> <li>Phase 1: Sept 2020.</li> <li>Phase 2: Second term.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Wholly achieved.</li> <li>Most of the parents and all staff installed the school app.</li> <li>The app was well received by parents and staff.</li> </ul> | <ul style="list-style-type: none"> <li>Some students have accessed the system at the beginning of the term via the linkage of their emails. After clarification, students should not be allowed to access the system. The linkage of the access has been removed accordingly.</li> <li>Students who have accessed the system would be asked to log out in September 2021.</li> </ul> |

Report compiled by: **Leung Li Yick**



#### 4. Supporting Staff Committee (SSC)

Program Brief: **Reorganization of Janitor Support for Dormitory**

Related Major Concern: ☐ Pedagogy & Practice ☐ School Mission Promotion ☐ English Medium of Instruction ☒ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))                                 |
|---|--|--|---|
| <ul style="list-style-type: none"> <li>To better coordinate the janitors to provide general support to the school.</li> </ul> | <ul style="list-style-type: none"> <li>Explain clearly the objectives and the implementation plan to all concerned Janitors at the beginning of the school year to avoid misunderstanding.</li> <li>Mix the school duties and share them among all janitors.</li> <li>Monitor closely the daily running of the school and adjust the work schedule and duty allocation whenever necessary.</li> <li>Collect feedback from Janitors about the new arrangement in order to understand the effectiveness of the new system.</li> <li>Channel Janitors' reflections to the school management or concerned committees.</li> <li>Time scale: Throughout the year.</li> </ul> | <ul style="list-style-type: none"> <li>School duties are shared among all janitors.</li> <li>Majority of the janitors expressed support and satisfaction in the arrangement.</li> <li>Flexibility in manpower management allows better support to school functions.</li> <li>Improved relationship and more collaboration can be observed among janitors.</li> </ul> | <ul style="list-style-type: none"> <li>Train janitors to take turn and perform others' duties.</li> </ul> |

Report compiled by: **Chan Wai Leung**

## 5. Student Registration & Records Committee (SRR)

Program Brief: **Enhance the Student Record System**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☒ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>To facilitate staff and teachers to search student information in a more convenient way.</li> </ul> | <ul style="list-style-type: none"> <li>Add a SEARCH function for the student record system.</li> <li>Include student prize record in the intranet database.</li> <li>Time scale:               <ul style="list-style-type: none"> <li>Beta testing in first term.</li> <li>Release to staff in the second term.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved.</li> <li>The SEARCH function was tested.</li> <li>Student prize record was included in the intranet database.</li> </ul> | <ul style="list-style-type: none"> <li>The function can only be released to staff in the next academic year.</li> </ul> |

Program Brief: **Student Record File**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☒ N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>To maintain a student record file.</li> </ul> | <ul style="list-style-type: none"> <li>Maintain an updated record file.</li> <li>Allow borrowing record from teacher (second stage).</li> </ul> | <ul style="list-style-type: none"> <li>Fully achieved.</li> <li>More information had been included in the file and the records are updated continuously.</li> <li>Teachers can borrow the record through formal application.</li> </ul> | <ul style="list-style-type: none"> <li>Students' photos, including those from cross-border students, should be updated earlier.</li> </ul> |

Report compiled by: **Lee Wing Tao**

## Finance Committee (FC)

Program Brief: **Further Testing and Extended Use of the Electronic Financial System**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☒ N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>To enhance financial management efficiency and effectiveness through an on-line electronic system.</li> </ul> | <ul style="list-style-type: none"> <li>Since the testing cycle has not been completed, the parallel run will continue and will only be released when the system runs properly and smoothly.</li> <li>The eFinancial system will be extended to other areas that involve specific grants.</li> </ul> | <ul style="list-style-type: none"> <li>Wholly.</li> <li>In spite of occasional problems, the system in general run smoothly.</li> <li>The eFinancial system has been extended to other grants including DLG, A-V aids and Software, Small Gifts, CSG and LWLG.</li> </ul> | <ul style="list-style-type: none"> <li>The parallel run is no longer needed in the coming academic year.</li> </ul> |

Report compiled by: Poon Sinn Ching

## 6. Major School Events Committee (MSE)

Program Brief:

School Ambassador Team

Related Major Concern:

☐

Develop Learning Attitude

☐

Enrich Exposure

☒

Inspire Innovation & Drive

☐

N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>To enrich exposure for students.</li> <li>To cultivate a sense of belongings to the school among students.</li> <li>To enhance the communication skill of students.</li> <li>To widen students' horizon so as to value what they possess in life or in school through serving others.</li> </ul> | <ul style="list-style-type: none"> <li>Visit other schools and promote the school to the public.</li> <li>Train up a team of school ambassadors with proper etiquette to present the school and themselves.</li> </ul> | <ul style="list-style-type: none"> <li>Partially Achieved.</li> <li>The school visit was cancelled due to the pandemic.</li> <li>They were helpers in internal ceremonies.</li> </ul> | <ul style="list-style-type: none"> <li>Develop the different talents of the students in the team that can help the school in various way.</li> <li>Diversified the training of the student helpers under teachers' supervision and guidance.</li> </ul> |

Program Brief: **Improvise on Online Delivery Mode for Some Major School Events**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☒ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))                         |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>To organize the major school events through online and virtual format.</li> <li>To support the continuation of some major school events under the limitations imposed by the pandemic.</li> </ul> | <ul style="list-style-type: none"> <li>Review and assess the format and mode of delivery for some major school events.</li> <li>Fine tune the content and format of some major school events for online delivery.</li> <li>Enrich the IT proficiency of MSE team members to facilitate the planning and management of the changes involved.</li> <li>Time scale: throughout the school year.</li> </ul> | <ul style="list-style-type: none"> <li>Partially Achieved.</li> <li>The Virtual Open Day and The Parents' Day were conducted successfully.</li> <li>MSE should take a more active part in cooperating with IAC.</li> </ul> | <ul style="list-style-type: none"> <li>The IT knowledge of MSE should be strengthened.</li> </ul> |

Program Brief: **Internal Award Arrangement and Compilation**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☒ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>To coordinate the internal awards, prizes and ensure errorless.</li> </ul> | <ul style="list-style-type: none"> <li>Coordinate the prizes from different parties.</li> <li>Present prizes in the ceremonies systemically.</li> </ul> | <ul style="list-style-type: none"> <li>Partially Achieved.</li> <li>The accuracy of prize presentation was improved.</li> </ul> | <ul style="list-style-type: none"> <li>Effective communications with PAS.</li> <li>The way of presentation in ceremony needed to be refined.</li> </ul> |

Report compiled by: Lau Yuk Zin

## 7. Crisis Management Committee (CMC)

Program Brief:

Training Workshop for the Use of Fire Extinguishers and Defibrillator for Staff

Related Major Concern:

☐

Develop Learning Attitude

☐

Enrich Exposure

☐

Inspire Innovation & Drive

☒

N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>To train staff the use of fire extinguishers and defibrillator.</li> </ul> | <ul style="list-style-type: none"> <li>Arrange training workshop for the use of fire extinguishers and defibrillator.</li> <li>Time scale:<br/>One fire extinguisher workshop and one defibrillator workshop to be organized within the school year.</li> </ul> | <ul style="list-style-type: none"> <li>Not achieved.</li> </ul>                          | <ul style="list-style-type: none"> <li>The arrangements for the workshops were re-assessed according to the pandemic situation and it was decided that the workshops would be postponed to the next academic year.</li> </ul> |

Report compiled by:

Yip Wing Shun

## 8. Staff Welfare Committee (SWC)

Program Brief: **Social Gatherings Outside School Campus**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☒ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))                                    |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>To provide a platform for the staff to relax and chat with each other.</li> <li>To provide channels for communications among the staff.</li> <li>To enhance an even better and harmonious atmosphere among the staff.</li> </ul> | <ul style="list-style-type: none"> <li>To arrange social gatherings outside school campus.</li> </ul> | <ul style="list-style-type: none"> <li>It was not achieved. As there were social distancing measures during pandemics, large gatherings were banned by the government.</li> </ul> | <ul style="list-style-type: none"> <li>This program may be implemented in the next academic year.</li> </ul> |

Report compiled by: **Chu Po Yee**

# LEARNING & TEACHING

## BIOLOGY

Program Brief: **To Cope with Students with Greater Learning Diversity**

Related Major Concern: ☒ Develop Learning Attitude ☒ Enrich Exposure ☒ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>To cater for learners' diversity as more biology students are recruited in senior form.</li> <li>To encourage students to participate in more interschool competitions.</li> </ul> | <ul style="list-style-type: none"> <li>Prepare graded exercises.</li> <li>Additional material for the most capable students.</li> <li>Time scale: throughout the school year.</li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved.</li> <li>Graded exercises were prepared for all biology students.</li> <li>Additional readings or extra exercises were provided to the most capable students in F.3.</li> <li>Students participated in the International Biology Olympiad – Hong Kong Contest 2020.</li> </ul> | <ul style="list-style-type: none"> <li>Additional readings and extra exercises can be provided to the most capable students in different forms.</li> <li>More students can be encouraged to participate in more different types of interschool competitions to enrich their exposure.</li> </ul> |



Program Brief: **Setting Up a Solar Hydroponic Culture (A Collaboration with PTA and Science Society)**

Related Major Concern: ☒ Develop Learning Attitude ☒ Enrich Exposure ☒ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>To set up and manage a solar hydroponic culture system.</li> </ul> | <ul style="list-style-type: none"> <li>Set up and manage a solar hydroponic culture system between the dormitory building and the tennis court.</li> <li>Design educational activities/routines for students to assist the management of the system.</li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved.</li> <li>The solar hydroponic culture system was set up and tested to be functioning normally.</li> <li>Due to the pandemic situation, educational activities for students could not be arranged.</li> </ul> | <ul style="list-style-type: none"> <li>Educational activities or routines can be arranged for students to assist in managing the system in the coming year.</li> </ul> |

Report compiled by: Yip Yuk Ki (Acting Panel Head)

Program Brief: **More Creative and Interactive Use of Zoom for Teaching Purpose**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement<br>and follow-up work (if any)) |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>With the outbreak of COVID-19, Zoom has become extensively used for teaching. A more interactive approach could be adopted for the use of Zoom to enhance teacher-student interaction.</li> </ul> | <ul style="list-style-type: none"> <li>Explore ways to engage students in Zoom lessons.</li> <li>Examples: Allow students to annotate and complete worksheets on-line, conduct very short quizzes in conjunction with the Google Form function in Google Classroom, etc.</li> <li>Time frame: whole year, depends on the needs.</li> </ul> | <ul style="list-style-type: none"> <li>Mostly achieved.</li> <li>Students were engaged through different means during the on-line lessons including worksheets through annotation, short quizzes and class exercises using Google Classroom, etc.</li> </ul> |  |

Report compiled by:

Poon Sinn Ching

## CHEMISTRY

Program Brief: **To Help Reinforce Students' Self-disciplinary Ability**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance                           | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>To help reinforce students' self-disciplinary ability.</li> </ul> | <ul style="list-style-type: none"> <li>All F.3-F.6 Chemistry Teachers will instruct students to handle glassware and apparatus correctly and carefully when performing experiments (including ALL SBA).</li> <li>Time scale: All year.</li> </ul> | <ul style="list-style-type: none"> <li>Not Achieved.</li> <li>This did not meet the "Success Criteria".</li> </ul> | <ul style="list-style-type: none"> <li>However, most of the experiments could not be arranged due to pandemic.</li> <li>The breakage record kept could not be used to evaluate about self-disciplinary ability of students.</li> <li>Since experiments could not be arranged during online lessons and the actual number of lesson time of doing experiments was greatly reduced, subject teachers could not have enough time to train students for their experimental skills.</li> <li>SBA in F.5 and F.6 were cancelled as well.</li> </ul> |

Program Brief:

To Organize Some Visits at Local Universities or Educational Organizations About Modern Development or STEM in Chemistry and to Nominate Students (with Outstanding Performance in Chemistry) to Participate in HKASME Science Assessment Test.

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☐

Inspire Innovation & Drive

☐

N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance     | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>To allow students to explore more about Chemistry outside classroom.</li> </ul> | <ul style="list-style-type: none"> <li>All F.3-F.5 Chemistry Teachers will nominate OR encourage students to attend assigned activities or participate in HKASME Science Assessment test.</li> <li>Time scale: Oct–Mar (Triple lessons in the afternoon or after school).</li> </ul> | <ul style="list-style-type: none"> <li>This partially met the “Success Criteria”.</li> </ul> | <ul style="list-style-type: none"> <li>All the visits/activities could not be conducted due to arrangement of half-day-school lesson time.</li> <li>Students could only be arranged to participate in HKASME Science Assessment test. (with Science Society)</li> <li>7 students in F.3 finally participated in this assessment. 2 students got silver awards, 4 students got gold awards and 1 student got diamond awards respectively. The results were very good.</li> </ul> |

Report compiled by:

Leung Kim Hung

## 中國歷史

工作簡述: 從香港歷史考察看基本法序言

相關關注事項: ☒ 促進學習態度 ☐ 增廣見識、實踐抱負 ☐ 推動創新、拓展體藝 ☐ 不適用

| 目標           | 策略                                | 成效                      | 反思           |
|--------------|-----------------------------------|-------------------------|--------------|
| • 認識香港歷史及基本法 | • 在活動日帶領中三全級學生參與香港歷史考察，藉此了解基本法序言。 | • 未能達標。<br>• 因疫情關係未能舉辦。 | • 可考慮線上形式進行。 |

工作簡述: 與世界歷史科作聯科考察

相關關注事項: ☒ 促進學習態度 ☐ 增廣見識、實踐抱負 ☐ 推動創新、拓展體藝 ☐ 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學生前往孫中山博物館。 | • 未能達標。<br>• 因社會運動及疫情停課取消。 | • 將在下個學年展開。 |

報告者: 黃家榮

## 中文科

工作簡述:

優化初中課程

相關關注事項:

☒ 促進學習態度 ☐ 增廣見識、實踐抱負 ☐ 推動創新、拓展體藝 ☐ 不適用

| 目標   | 策略/ Time Frame   | 成效  | 反思   |
|--|--|---|--|
| <ul style="list-style-type: none"><li>鞏固根基，滲入高中養份</li><li>增進學生的文學、文化認識</li></ul> | <ul style="list-style-type: none"><li>分級檢討現行課程(讀寫聽說)，優化進度表、筆記。</li></ul> | <ul style="list-style-type: none"><li>部分完成。</li></ul> | <ul style="list-style-type: none"><li>課程能按構思作改善，以及優化進度表，唯因疫情關係，施教和測考方面均受影響，盼來年能按進度施教，展望成果。</li></ul> |

工作簡述:

繼續優化中三級思見班

相關關注事項:

☒ 促進學習態度 ☐ 增廣見識、實踐抱負 ☐ 推動創新、拓展體藝 ☐ 不適用

| 目標  | 策略  | 成效  | 反思  |
|---|---|---|---|
| <ul style="list-style-type: none"><li>拓闊拔尖班受惠層面</li></ul> | <ul style="list-style-type: none"><li>讓學員感到光榮。</li><li>課程節數較少，開設班數較多。</li><li>課程滲入文學元素。</li></ul> | <ul style="list-style-type: none"><li>未能完成。</li></ul> | <ul style="list-style-type: none"><li>疫情關係消取。</li></ul> |

工作簡述:

文學分享環節

相關關注事項:

☒ 促進學習態度 ☐ 增廣見識、實踐抱負 ☐ 推動創新、拓展體藝 ☐ 不適用

| 目標   | 策略  | 成效  | 反思   |
|--|---|---|--|
| <ul style="list-style-type: none"><li>增進中三級學生對中國文學科的認識</li></ul> | <ul style="list-style-type: none"><li>師兄姐現身說法。</li><li>文學對師兄姐的幫助。</li></ul> | <ul style="list-style-type: none"><li>未能完成。</li></ul> | <ul style="list-style-type: none"><li>疫情關係消取。</li><li>改以下考前或對卷時播放影片一介紹中國文學科。</li></ul> |

報告者:

文麗英 黃文堅

## ECONOMICS

Program Brief:

Economics Field Trip

Related Major Concern: ☐ Develop Learning Attitude ☒ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance     | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|---|--|---|
| <ul style="list-style-type: none"><li>• Experiential learning through a field trip.</li></ul> | <ul style="list-style-type: none"><li>• In March, organize a field trip for F.5 X2 &amp; X3 students.</li></ul> | <ul style="list-style-type: none"><li>• Not achieved because of COVID-19 pandemic.</li></ul> | <ul style="list-style-type: none"><li>• Would consider initiatives that are not restricted by the pandemic, e.g. online learning.</li></ul> |

Report compiled by:

Ng Chi Lam

## ENGLISH LANGUAGE

Program Brief: **Interschool Speaking Practice**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>To improve students' speaking ability.</li> </ul> | <ul style="list-style-type: none"> <li>Teachers bring F.5 and F.6 students to the partner school/s.</li> <li>Students interact with their counterparts in groups.</li> <li>2-3 times.</li> </ul> | <ul style="list-style-type: none"> <li>Partially.</li> <li>F.6 students visited a secondary school in Tseun Wan for speaking practice sessions in the first term.</li> </ul> | <ul style="list-style-type: none"> <li>The panel will continue to liaise with some schools to provide interschool speaking practice for F.5-F.6 students.</li> </ul> |

Program Brief: **One-minute Impromptu Speech About Social Issues**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance | Reflection<br>(include areas for improvement and follow-up work (if any))                                      |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>To enhance students' immediate responses.</li> </ul> | <ul style="list-style-type: none"> <li>F.4 students learn social issues in LS lessons.</li> <li>F.4 students learn Individual Response skills in English lessons.</li> <li>F.4 students practice responding to questions regarding social issues in LS lessons.</li> <li>Top F.4 students join the competition in English Centre.</li> <li>Time scale: April 2021.</li> </ul> | <ul style="list-style-type: none"> <li>Not achieved due to long suspension.</li> </ul>   | <ul style="list-style-type: none"> <li>The two panels will plan to carry out the program next year.</li> </ul> |



Program Brief:

**Strengthening the Syllabus Alignment with the DSE Examinations**

Related Major Concern:

☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>To enhance learning and teaching effectiveness and better prepare students for the DSE exams.</li> </ul> | <ul style="list-style-type: none"> <li>Revise F.1- F.6 grammar syllabi to put more focus on the complicated grammar items and their usage.</li> <li>Revise F.1 - F.6 writing syllabi and adopt the DSE writing text types and questions as far as possible.</li> <li>Revise F.1 - F.6 Schemes of Work and tailor the appropriate teaching materials to suit the needs of our students.</li> <li>Revise F.1- F.3 speaking assessment format to prepare students for DSE speaking exam.</li> <li>Adjusting the word limits in F.4 – F.6 writing and adding a writing paper in F.5 writing exam.</li> <li>Time scale: throughout the school year.</li> </ul> | <ul style="list-style-type: none"> <li>Partially.</li> <li>The schemes of work were revised in August.</li> <li>Related booklets and supplementary worksheets were produced accordingly.</li> <li>F.1-F.3 students did not get enough speaking practice throughout the year due to the pandemic and so, they did not perform very well in the speaking assessments.</li> <li>Improvement in ideas elaboration and organization was shown in F.4 – F.6 students' writing.</li> </ul> | <ul style="list-style-type: none"> <li>F.1-F.6 syllabi will be further aligned with the use of the new textbooks and teaching materials.</li> </ul> |

Report compiled by:

Linder Brenda Ying, Tsao Yu Fang

## GEOGRAPHY

Program Brief: **New Form Two Curriculum Planning and Implementation**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame                                       | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>To allow students to participate in the weekly lessons actively.</li> <li>To train students to apply what they learn in the classroom to their daily life.</li> </ul> | <ul style="list-style-type: none"> <li>Whole year.</li> </ul> | <ul style="list-style-type: none"> <li>In F. 2, the curriculum reform has brought benefits to our F. 2 Geographers. The introduction of the concept of sandstorms and deserts has helped explain our geography global issues more thoroughly. Despite the challenge of the COVID 19, the performance was satisfactory. The students have mastered the basic characteristics in different climatic zones.</li> <li>In F. 3, the revision of the Form 3 syllabus has helped equip our students better for HKDSE study.</li> <li>“Global shift of industrial location” has matched well with HKDSE “Changing industrial location”.</li> <li>Our students have also shown keen interests in learning about the world factories and the successful stories of the CEOs.</li> </ul> | <ul style="list-style-type: none"> <li>More learning activities could be organized in raising students’ interests and understanding.</li> </ul> |

Program Brief: **Mountain Craft Level 1 Training for F.4 and F.5 students**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance        | Reflection<br>(include areas for improvement and<br>follow-up work (if any))   |
|--|--|---|--|
| <ul style="list-style-type: none"><li>To introduce to students the technique of actualizing map reading skills, using compass, journey planning and basic hiking skills.</li><li>To assist students in answering map reading questions and HKDSE FBQ question.</li></ul> | <ul style="list-style-type: none"><li>Throughout the year.</li></ul> | <ul style="list-style-type: none"><li>The training was cancelled due to the pandemic.</li></ul> | <ul style="list-style-type: none"><li>The activity would be conducted in the next academic year through the application of the Life-wide Learning Grant.</li></ul> |

Report compiled by: Yeung Pui San, Lucia

## HISTORY

Program Brief: **Review New Curriculum**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|--|---|---|
| <ul style="list-style-type: none"><li>Ensure and enhance the learning effectiveness of the students under new curriculum.</li></ul> | <ul style="list-style-type: none"><li>Make special arrangements to accommodate the new- implemented curriculum. (E.g. Extra assignments and notes to help students consolidate learning output.)</li></ul> | <ul style="list-style-type: none"><li>Partially achieved.</li><li>Students were able to complete the workbook and the online assignment.</li><li>The format of the lesson and assignment was limited by the class suspension and the online lesson.</li></ul> | <ul style="list-style-type: none"><li>More DBQs should be given.</li><li>Teachers could select and show some good examples to students.</li></ul> |

Program Brief: **Joint Outing with Chinese History students**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))                          |
|--|---|--|--|
| <ul style="list-style-type: none"><li>To promote cross-subject activity.</li></ul> | <ul style="list-style-type: none"><li>Visit to Dr. Sun Yat-sen Museum and Tai Kwun with the Chinese History students.</li></ul> | <ul style="list-style-type: none"><li>The activity was cancelled owing to class suspension as a result of COVID-19 pandemic.</li></ul> | <ul style="list-style-type: none"><li>The activity will be arranged if situation allows.</li></ul> |

Report compiled by: **Man Kwun Hang Gary**

## INFORMATION AND COMMUNICATION TECHNOLOGY

Program Brief: **Cultivating Good ICT Learning Attitudes Among Students**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>To develop students' positive values towards the learning and usage of ICT.</li> </ul> | <ul style="list-style-type: none"> <li>Through the teaching of netiquette, various talks, visits and external competitions, students can grasp the positive values towards ICT and its applications.</li> <li>Time scale: Throughout the school year.</li> </ul> | <ul style="list-style-type: none"> <li>Not achieved as most of the talks, visits and external activities were cancelled due to the pandemic.</li> </ul> | <ul style="list-style-type: none"> <li>Try to encourage more students to join the virtual/online competitions, visits and talks.</li> </ul> |

Program Brief: **Enriching More Learning Contents in Self-directed Learning Mode**

Related Major Concern: ☐ Develop Learning Attitude ☒ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance | Reflection<br>(include areas for improvement and follow-up work (if any))                                    |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>To facilitate students' self-directed learning in ICT.</li> </ul> | <ul style="list-style-type: none"> <li>Enrich the handouts and assignments (both theoretical and practical) in self-directed learning mode.</li> </ul> | <ul style="list-style-type: none"> <li>Wholly achieved.</li> </ul>                       | <ul style="list-style-type: none"> <li>SDL content had been included in junior form ICT handouts.</li> </ul> |

Report compiled by: **Chan Wai Leung, Lie Chi Wai**

## INTEGRATED SCIENCE

Program Brief:

Curricular Measures Against Prolonged School Suspension

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☐

Inspire Innovation & Drive

☐

N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>To develop contingent strategies against extended school suspension.</li> </ul> | <ul style="list-style-type: none"> <li>Adapted Learning-and-Teaching Materials.               <ul style="list-style-type: none"> <li>e.g. eTextbook, PowerPoint, video, worksheet, etc.</li> </ul> </li> <li>Adapted Continuous Assessment Means.               <ul style="list-style-type: none"> <li>e.g. eWorkbook, flipped classroom, online test, etc.</li> </ul> </li> <li>Project Learning.               <ul style="list-style-type: none"> <li>to devise projects that could be done by students alone at home.</li> </ul> </li> <li>Adapted Assessment Weighting.               <ul style="list-style-type: none"> <li>Time Scale: before the start of the academic year.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved.</li> <li>Home-based project fully implemented.</li> <li>F.1 average API 3.5 (per student per semester) and ASP 93.7%, F.2 average API 5.1 and ASP 87.3%; falling respectively into the "Excellent" and "Good" categories.</li> <li>F.1 and F.2 average QPI 48.7% and 53.5% respectively; the results were only satisfactory.</li> <li>F.1 and F.2 average final exam results 53.1% and 45.8% respectively; the results were almost the same as last academic year.</li> </ul> | <ul style="list-style-type: none"> <li>Under present uncertainties, very much advisable to keep the preparation well in advance.</li> </ul> |
| <ul style="list-style-type: none"> <li>To prepare resilient strategies for school resumption.</li> </ul>               | <ul style="list-style-type: none"> <li>Student Practical Experiences               <ul style="list-style-type: none"> <li>more intensive laboratory sessions to help students regain missing practical skills.</li> </ul> </li> <li>Revised Assessment Weighting.</li> <li>Time Scale: at least 2 weeks before school resumption.</li> </ul>   | <ul style="list-style-type: none"> <li>Partially Achieved.</li> <li>Actual face-to-face lesson time still seriously reduced; still short of practising time.</li> </ul>  | <ul style="list-style-type: none"> <li>Under present uncertainties, very much advisable to keep the preparation well in advance.</li> </ul> |

Program Brief:

Implementation of the School-based Reformed Curriculum

Related Major Concern:

☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement<br>and follow-up work (if any))                            |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>To enhance learning motivation and effectiveness.</li> </ul> | <ul style="list-style-type: none"> <li>Review and revise all Schemes of Work (SOW).</li> <li>Time Scale: throughout the academic year.</li> </ul> | <ul style="list-style-type: none"> <li>Mostly Achieved.</li> <li>Part of the syllabus trimmed at the middle of the academic year due to the COVID19 pandemic but most of the curricular foci could still be realized.</li> </ul> | <ul style="list-style-type: none"> <li>To be kept and evaluated in the coming academic year.</li> </ul> |

Program Brief:

Formalization of Practical Examination

Related Major Concern:

☐ Develop Learning Attitude ☒ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance                        | Reflection<br>(include areas for improvement<br>and follow-up work (if any))                            |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>To further consolidate in students Science process skills.</li> </ul> | <ul style="list-style-type: none"> <li>Formally arrange the practical examination within the formal examination period.</li> <li>Time scale:               <ul style="list-style-type: none"> <li>preparation: First Term</li> <li>examination: May – Jun.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Not Achieved.</li> <li>Cancelled due to the COVID19 pandemic.</li> </ul> | <ul style="list-style-type: none"> <li>To be kept and evaluated in the coming academic year.</li> </ul> |

Program Brief: **Extending Scientific (STEM@體藝) Project**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))                               |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>To further consolidate science skills and unify scientific concepts.</li> </ul> | <ul style="list-style-type: none"> <li>Extend Scientific (STEM@體藝) activities either internally with other subjects/committees and/or externally with other organizations.</li> <li>F.1 - model thermometer               <ul style="list-style-type: none"> <li>I.S. - the measurement theories and the particle theory</li> <li>Mathematics - calibration graphs</li> <li>ICT - Measuring scientific quantities through Micro:bit</li> <li>VA - design and construction of the thermometer</li> <li>Time scale: Jan 2021.</li> </ul> </li> <li>F.2 - model breathing system               <ul style="list-style-type: none"> <li>I.S. - the breathing theories</li> <li>Mathematics - handling of errors</li> <li>ICT - measure lung pressure / volume with Micro:bit</li> <li>PE - related physiology theories in sports.</li> <li>Time scale: Nov 2020.</li> </ul> </li> <li>F.3 model pinhole camera               <ul style="list-style-type: none"> <li>Physics Optical theories behind a camera</li> <li>VA design and construct the camera</li> <li>Time scale: Second term</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved.</li> <li>Due to the COVID19 pandemic, only the IS and VA parts completed in F.1 and only the IS and PE parts in F.2.</li> <li>The F.3 project was cancelled.</li> </ul> | <ul style="list-style-type: none"> <li>To be kept and evaluated in the coming academic year.</li> </ul> |



Program Brief:

Language Across the Curriculum (LAC)

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☐

Inspire Innovation & Drive

☐

N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|--|--|---|
| <ul style="list-style-type: none"> <li>To further consolidate in students LAC skills.</li> </ul> | <ul style="list-style-type: none"> <li>Implementing the English × Mathematics × Integrated Science LAC curriculum for F.1 students.</li> <li>Time Scale: throughout the academic year</li> <li>Extend the Science Reading Scheme (with LRC) to include online reading resources.</li> <li>Time scale:               <ul style="list-style-type: none"> <li>F.1: Jan 2021, with the theme "Environment".</li> <li>F.2: Nov 2020, with the theme "STEM@體藝".</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Fully Achieved.</li> <li>The English × Mathematics × Integrated Science LAC curriculum was fully implemented.</li> <li>The Science Reading Scheme was fully implemented albeit some slight deferral due to the COVID19 pandemic.</li> </ul> | <ul style="list-style-type: none"> <li>As the strategy was fully achieved, it should be kept in the coming academic years.</li> </ul> |

Program Brief: **STEM@體藝 - The Process and the Way Forward**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement<br>and follow-up work (if any))  |
|---|--|--|---|
| <ul style="list-style-type: none"><li>To respond to EdB's Consultation Document, "Task Force on Review of School Curriculum".</li></ul> | <ul style="list-style-type: none"><li>Each member would take up at least 1 STEM@體藝-related CPD event this school year.</li></ul> | <ul style="list-style-type: none"><li>Partially Achieved.</li><li>Due to the COVID19 pandemic, much fewer suitable CPD programs (e.g. EdB's CPD program on Strategies for Enriching the Learning and Teaching of STEM in Science subjects) were available.</li></ul> | <ul style="list-style-type: none"><li>As STEM education would evidently be one of the major curricular directions of local as well as global education, more and stronger incentives should thus be devised to further enhance the CPD in this important direction.</li></ul> |

Report compiled by: **Tsung Pui Sum**

## LIBERAL STUDIES

Program Brief: Implementation the New Curriculum in Junior and Senior Forms

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|--|--|--|
| <ul style="list-style-type: none"><li>To enhance students' learning experiences in the subject.</li></ul> | <ul style="list-style-type: none"><li>New curriculum will be implemented fully in the junior forms and in Form 4 only for senior forms in 2020-2021.</li><li>Topics taught in junior forms have been selected and designed based on the curriculum of Life &amp; Society.</li><li>Sequence of teaching and learning in the senior forms will be changed starting from the F.4 this year.</li></ul> | <ul style="list-style-type: none"><li>Partially achieved.</li><li>The teaching sequence in Form 4 this year was logical and easy for students to follow.</li><li>The new curriculum in Junior Forms (Life &amp; Society) could not be fully implemented due to the reduced lesson time, i.e. some topics could not be completed within this school year.</li></ul> | <ul style="list-style-type: none"><li>Continue to improve the curriculum in Junior Forms, e.g. some topics will be replaced based on the teaching experiences and opinions collected this year.</li><li>The choice of textbooks will be slightly modified. One more publisher will be involved, based on the observed quality of its textbooks and the foreseeable benefit of having more useful teaching and learning materials provided.</li></ul> |

Program Brief: **Organizing Co-curricular Activities for Different Forms**

Related Major Concern: ☒ Develop Learning Attitude ☒ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))                           |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>To arouse students' interest in learning LS.</li> <li>To increase students' exposure through first-hand experiences related to the social issues concerned.</li> <li>To nurture students' inquiry mindset and critical thinking skills through the discussions during or after the activities.</li> </ul> | <ul style="list-style-type: none"> <li>Co-curricular activities may include school talks, site visits or experiential activities within or outside the campus.</li> <li>Activities are organised for separate classes or for the whole form in the afternoon session on school days.</li> <li>Activities are preferably held when or after the related topics are taught.</li> </ul> | <ul style="list-style-type: none"> <li>Partially achieved.</li> <li>Positive feedback has been obtained from students in F3 and F4 after the activities (i.e. mindfulness experience and a seminar on organ donation respectively).</li> <li>Many activities have to be cancelled due to COVID-19.</li> </ul> | <ul style="list-style-type: none"> <li>Should be continued next year in different forms.</li> </ul> |

Program Brief: **Collaboration with English Panel in Organizing a One-minute Response Competition**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>Promote cross-curricular collaboration in creating social awareness among students.</li> </ul> | <ul style="list-style-type: none"> <li>Jointly organize a one-minute response competition for senior forms with English panel in the second term.</li> <li>Time scale: second term.</li> </ul> | <ul style="list-style-type: none"> <li>Not achieved due to COVID-19 pandemic.</li> </ul> | <ul style="list-style-type: none"> <li>Continue to look for opportunity to organise the activity in the next academic year.</li> </ul> |

Report compiled by: Chan Yu Ho, Ng Chi Lam

## MATHEMATICS

Program Brief: **Cross-subject Collaboration with Integrated Science**

Related Major Concern: ☐ Develop Learning Attitude ☐ Enrich Exposure ☒ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|--|--|---|
| <ul style="list-style-type: none"><li>To provide good mathematical background for students learning specific knowledge and skills in Integrated Science.</li></ul> | <ul style="list-style-type: none"><li>The panel will provide necessary support in equipping students with related skills required in Integrated Science.</li><li>Time scale: The concerned program will start throughout the school year according to teaching sequence.</li></ul> | <ul style="list-style-type: none"><li>Partially.</li></ul>                               | <ul style="list-style-type: none"><li>Related concepts and skills were delivered to students in building up their foundation for better learning of Integrated Science. Discussion with IS teachers for fine-tuning of the concerned support will be carried out.</li></ul> |

Report compiled by: Wong Yuk Lun, Chan Ka Wing

## MUSIC

Program Brief: A 20-min Scene in the 'Sing Out' 《奮青樂與路》Musical in Cantonese

Related Major Concern: ☒ Develop Learning Attitude ☒ Enrich Exposure ☒ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|---|--|--|
| <ul style="list-style-type: none"> <li>To broaden students' horizon and raise their interest in music.</li> </ul> | <ul style="list-style-type: none"> <li>Invite students to join the musical 'Sing Out' musical education program organized by Hong Kong Repertory Theatre (香港話劇團), financial supported by Hong Kong Charities Trust (香港賽馬會慈善信托基金).</li> <li>Regular rehearsals through Google Meet.</li> </ul> | <ul style="list-style-type: none"> <li>Nineteen participants but at last there were only thirteen performers.</li> <li>Performance was cancelled due to COVID-19.</li> <li>Online lessons were held instead of face-to-face lessons.</li> <li>Final product was a 20-min video recording.</li> </ul> | <ul style="list-style-type: none"> <li>Sixteen lessons were held, and video recording was finished in October 2020.</li> </ul> |

Program Brief:

Join-school Musical, the 'Sing Out' 《奮青樂與路》 in Cantonese

Related Major Concern:



Develop Learning Attitude



Enrich Exposure



Inspire Innovation & Drive



N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>To broaden students' horizon and raise their interest in music.</li> </ul> | <ul style="list-style-type: none"> <li>Invite students to join the musical 'Sing Out' musical education program, organized by Hong Kong Repertory Theatre (香港話劇團), financially supported by Hong Kong Charities Trust (香港賽馬會慈善信托基金).</li> <li>Regular rehearsals from 10:00am to 5:00pm every Mondays to Saturdays in 基督書院 from APR to mid-AUG 2021.</li> <li>Joint-schools were 迦密中學、基督書院、台山商會中學.</li> </ul> | <ul style="list-style-type: none"> <li>Nine performers from our school were selected to be the main characters in the musical.</li> </ul> | <ul style="list-style-type: none"> <li>After three-month rehearsals, four performances took place in 基督書院 from 13 to 15 AUG 2021.</li> </ul> |

Program Brief:

Performance in the Hong Kong Percussion Competition for Chinese Drum Class

Related Major Concern:



Develop Learning Attitude



Enrich Exposure



Inspire Innovation & Drive



N/A

| Objectives  | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|---|--|---|---|
| <ul style="list-style-type: none"> <li>To broaden students' horizon and raise their interest in singing and drums.</li> </ul> | <ul style="list-style-type: none"> <li>Invite students to join the Chinese Drum Class.</li> <li>Regular rehearsals.</li> <li>Promotion in morning assemblies.</li> </ul> | <ul style="list-style-type: none"> <li>The competition was suspended.</li> <li>Training continued for the competition in 2022.</li> </ul> | <ul style="list-style-type: none"> <li>Suspension started from February to August 2020 due to COVID-19.</li> <li>Four online lessons were held during the suspension in April and May 2020.</li> <li>Further planning will be devised with the coach with updated instructions from HKEDB and the Principal.</li> </ul> |

Report compiled by:

Lee Suk Han, Mariana



## PHYSICS

Program Brief: **Cross-subject Collaboration with Chemistry Panel**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|---|--|---|
| <ul style="list-style-type: none"> <li>To introduce the importance of physics knowledge in science.</li> </ul> | <ul style="list-style-type: none"> <li>Introduce specific topic(s) in Chemistry which can be applied in junior form physics.</li> <li>Related Physics experiments / investigations are performed by F.5 Chemistry students to F.3 Physics students.</li> <li>Time scale: throughout the school year.</li> </ul> | <ul style="list-style-type: none"> <li>Not Achieved.</li> <li>Due to the tight schedule during the pandemic, cross-subject collaboration was not carried out.</li> </ul> | <ul style="list-style-type: none"> <li>The applications of physics knowledge were introduced by the subject teacher in class instead.</li> <li>The collaboration is suggested to be carried out in the next academic year.</li> </ul> |

Program Brief: **F.3 Collaborative Project with Visual Arts Department**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>To understand the working principle of a camera.</li> <li>To apply Physics knowledge in Visual Arts.</li> </ul> | <ul style="list-style-type: none"> <li>Students are required to produce a camera and capture photos by their camera.</li> <li>Students are required to present their ideas and product.</li> <li>Time scale: second term.</li> </ul> | <ul style="list-style-type: none"> <li>Partially.</li> <li>Due to the tight schedule during the pandemic, cross-subject collaboration was not carried out</li> <li>Another physics project on optics was carried out instead of the collaborative project.</li> </ul> | <ul style="list-style-type: none"> <li>Although the backup project did not required Visual Arts knowledge, it was quite successful for students to understand and present their physics related ideas.</li> </ul> |

Program Brief: **Developing Students' Concept Integration Ability in Physics**

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>To develop students' concept integration ability in Physics.</li> </ul> | <ul style="list-style-type: none"> <li>Enforce senior form students to complete a Physics investigation report.</li> <li>Once per chapter.</li> <li>The assignment will focus on explaining and understanding daily experiences.</li> <li>Apply physics knowledge to predict trends in daily life.</li> <li>Time scale: throughout the school year.</li> </ul> | <ul style="list-style-type: none"> <li>Wholly.</li> <li>More than 90% students submitted the assignment and were able to apply physics knowledge in the discussions on daily experiences.</li> <li>Some students' works were highly impressive which included complicated mathematical derivations and high-quality conclusions.</li> <li>Professional feedbacks were provided by teachers to individual assignments.</li> </ul> | <ul style="list-style-type: none"> <li>To ensure students learn from the scientific investigations, more time should be allowed to complete the assignments.</li> <li>Teachers concerned are suggested to give more guidelines and support to students.</li> </ul> |

Report compiled by: Cheung Fook Lai

## PHYSICAL EDUCATION

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

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|---|---|---|
| <ul style="list-style-type: none"> <li>To help students apply sports knowledge in their daily life and make use of various training principles in daily training programs.</li> <li>To motivate students to engage regularly in physical activities.</li> <li>To construct students' knowledge by linking the understandings in PE with other disciplines, and to prepare them for further education and career development.</li> <li>To demonstrate appropriate etiquette and sportsmanship in physical activities and able to develop positive values and attitudes towards life.</li> </ul> | <ul style="list-style-type: none"> <li>Revised and implement a new junior form curriculum.</li> <li>Add new topics in theory and rearrange most of the previous topics.</li> <li>Help students to learn in a more comprehensive and systematic manner and be able to grasp the most updated information and sports knowledge.</li> <li>Add new initiatives in skill lessons through outsourcing services for introducing new and innovative sports events to students.</li> <li>Enhance students' exposure in various kinds of sports.</li> </ul> | <ul style="list-style-type: none"> <li>The objectives of arranging new sports activities was not achieved due to COVID 19, only fencing activities could be organized for senior elective students.</li> <li>It was necessary to observe if the new curriculum suited students' ability and interest as prolonged class suspension and online lesson distorted the nature of original settings and objectives.</li> </ul> | <ul style="list-style-type: none"> <li>Continue to carry out the on-going evaluation on the effectiveness of the new curriculum.</li> <li>Coordinate the outsourcing activities and coaches for better preparation of school resumption.</li> <li>Explore any interesting sports items for students.</li> </ul> |

Program Brief:

Operation of the New Sports Centre

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☐

Inspire Innovation & Drive

☐

N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>To upgrade our sports facilities to widen students' exposure to sports.</li> <li>To provide more advanced facilities and equipment for students' training and learning purpose.</li> <li>To develop students' physique and entire body development.</li> <li>To enrich students' knowledge in the aspect of physical fitness.</li> </ul> | <ul style="list-style-type: none"> <li>Establish clear guidelines and regulation of using the New Sports Centre.</li> <li>Train teachers and relevant staff about the operation and management of new facilities and equipment.</li> <li>Arrange systematic lessons / training sessions for students.</li> <li>Adopt a well- structured and systematic plan for maintenance work.</li> <li>Continue installing suitable equipment for teaching and training purpose.</li> </ul> | <ul style="list-style-type: none"> <li>The project of Sports Centre was completed and ready for use after school resumption.</li> <li>Training courses (Proper use of Sports Centre) was conducted for teachers.</li> <li>Clear regulations and safety guidelines were prepared.</li> </ul> | <ul style="list-style-type: none"> <li>Prepare timetable for Sports Centre's operation e.g. sports team training and opening for staff and students etc.</li> <li>Monitor closely the operation and make necessary improvement.</li> </ul> |

Program Brief:

Enrich Students' Exposure by the New Rock Climbing Wall

Related Major Concern:

☐

Develop Learning Attitude

☒

Enrich Exposure

☐

Inspire Innovation & Drive

☐

N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work (if any))                          |
|---|---|--|--|
| <ul style="list-style-type: none"><li>To broaden students' exposure in sports climbing activities.</li><li>To help students gain enjoyment and satisfaction through participating in sports climbing.</li><li>To train students' physical fitness in term of strength and stamina.</li><li>To cultivate in students a sense of perseverance when facing difficulties.</li></ul> | <ul style="list-style-type: none"><li>Preliminary feasibility study commenced in Apr 2020.</li><li>It is estimated that the wall will be completed and able to use in 21-22 academic year.</li><li>A series of training and safety precautions will be carried out before the opening of the climbing wall.</li></ul> | <ul style="list-style-type: none"><li>Not achieved.</li><li>One quotation was obtained, and the project stopped due to the pandemic and school suspension.</li></ul> | <ul style="list-style-type: none"><li>Carry out this objective in the new academic year.</li></ul> |

Report compiled by:

Ho Hon Kin, Wong Wing Sheung

工作簡述:

優化初中課程

相關關注事項:

☐ 學術水平

☒ 學生成長

☐ 辦校理念

☐ 不適用

| 目標   | 策略  | 成功準則 及 檢討  | 反思 及 改進  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>進行網上教學</li> </ul> | <ul style="list-style-type: none"> <li>善用 ZOOM 進行網課。</li> <li>GOOGLE CLASSROOM 進行平時評估。</li> </ul> | <ul style="list-style-type: none"> <li>在網上批改作業並給評語。</li> <li>老師能即時給予學生回饋。</li> <li>教學效果顯著。</li> <li>網上進行普通話口語評估，省時有效，教學有充份互動。</li> </ul> | <ul style="list-style-type: none"> <li>唯有些學生未能準時交功課，老師需要及時跟進。</li> <li>網上進行評估調查，反應良好。</li> </ul> |

報告者:

羅健明

## TECHNOLOGY & LIVING

Program Brief: Vocabulary-building (Cross-subject Collaboration with English Panel)

Related Major Concern: ☒ Develop Learning Attitude ☒ Enrich Exposure ☒ Inspire Innovation & Drive ☐ N/A

| Objectives  | Strategies / Time Frame   | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and<br>follow-up work (if any))                               |
|---|---|--|--|
| <ul style="list-style-type: none"><li>To enhance the vocabulary of the students with the help of the English Panel.</li></ul> | <ul style="list-style-type: none"><li>The Form 1 students will learn the vocabulary in cooking in both Technology &amp; Living and English lessons.</li></ul> | <ul style="list-style-type: none"><li>It was not achieved. As there were class suspension and the pandemics, cooking lessons could not be implemented in this school year.</li></ul> | <ul style="list-style-type: none"><li>This program may be implemented in the next academic year.</li></ul> |

Report compiled by: Chu Po Yee

## VISUAL ARTS

Program Brief: Design Thinking Strategies in Junior Form Curriculum

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance   | Reflection<br>(include areas for improvement and follow-up work<br>(if any))   |
|--|--|--|--|
| <ul style="list-style-type: none"><li>To adopt design thinking strategies that focus on students as active and engaged learners.</li></ul> | <ul style="list-style-type: none"><li>Adopting design thinking strategies in Junior Form Curriculum.</li><li>Time frame: All year.</li></ul> | <ul style="list-style-type: none"><li>Partially achieved.</li><li>Design thinking strategies shown in part of the assignments.</li></ul> | <ul style="list-style-type: none"><li>The prolonged class suspension affected the effectiveness of the design thinking strategies.</li><li>The program will be suspended in the coming academic year due the uncertainties of face-to-face class suspension over pandemic.</li></ul> |

Program Brief: Develop Students' Good Learning Habits in VA

Related Major Concern: ☒ Develop Learning Attitude ☐ Enrich Exposure ☐ Inspire Innovation & Drive ☐ N/A

| Objectives   | Strategies / Time Frame  | Level of Achievement<br>(Wholly / Partially / Not Achieved)<br>& Evidence of Performance  | Reflection<br>(include areas for improvement and follow-up work (if any))   |
|--|--|---|---|
| <ul style="list-style-type: none"><li>To keep students a good learning habit in visual arts.</li></ul> | <ul style="list-style-type: none"><li>Weekly Visual Diary challenge to keep their interests in personal creation outside of the classroom.</li><li>A continuous development in project-based learning develops students' self-learning habit.</li><li>Self-portfolio with evaluation shows students' learning attitude and aptitudes</li><li>Time frame: All year.</li></ul> | <ul style="list-style-type: none"><li>Weekly Visual Diary, continuous development in project-based learning and Self-portfolio with evaluation were implemented as planned.</li></ul> | <ul style="list-style-type: none"><li>It was good and should be continued. Students took more responsibility in their VA learning, and started to develop self-learning habits inside and outside VA lessons this year.</li></ul> |

Report compiled by: Yip Shing Yan, Tse Siu Wah



## FINANCIAL REPORT

### 1. Government Funds and School Funds

|   | Income (\$)       | Expenditure (\$) |
|---|-------------------|------------------|
| <b>I. Government Funds</b>  |                   |                  |
| (1) Expanded Operating Expenses Block Grant   |                   |                  |
| (a) School Specific Grant   |                   |                  |
| - Administration Grant  | 5,239,490         | 5,078,549        |
| - Air Conditioning Grant  | 740,415           | 254,731          |
| - Composite Information Technology Grant  | 552,036           | 919,532          |
| - Capacity Enhancement Grant  | 638,461           | 638,461          |
| - Life-wide Learning Grant  | 1,419,870         | 698,086          |
| - School-based Management Top-up Grant  | 50,350            | 26,500           |
| (b) Non-School Specific Grant   |                   |                  |
| - School and Class Grant  | 935,060           | 1,265,715        |
| (Daily running cost: electricity charges, cleaning materials, postage, printing, repairs & maintenance, etc.) |                   |                  |
| - Composite Furniture and Equipment Grant   | 621,130           | 679,847          |
| - Program Fund – WS Approach to Guidance & Discipline   | 9,083             | 7,040            |
| - Lift Maintenance Grant  | 31,578            | 91,200           |
| - Consolidated Subject Grants (for various subjects)  | 165,760           | 122,984          |
| - Other Grants  | 252,065           | 11,051           |
| (including Air-condition for Lab Room, Enhancement, SBM Supplementary Grant, Training                         |                   |                  |
| <b>Subtotal:</b>  | <b>10,655,298</b> | <b>9,793,695</b> |

|   | Income (\$)      | Expenditure (\$) |
|---|------------------|------------------|
| (2) Special Grant   |                  |                  |
| - School-based After-school Learning Scheme                 | 102,600          | 0                |
| - Teacher Relief Grant                                      | 257,993          | 411,505          |
| - Senior Secondary Curriculum Support Grant                 | 963,000          | 986,153          |
| - Learning Support Grant                                    | 75,525           | 119,010          |
| - Diversity Learning Grant                                  | 105,000          | 39,512           |
| - Fractional Post Cash Grant                                | 321,000          | 238,340          |
| - Moral and National Education Grant                        | 0                | 146,739          |
| - Career & Life Planning Grant                              | 642,000          | 562,710          |
| - Non-Chinese Speaking Students                             | 800,000          | 792,452          |
| - Strengthening Schools' Administration Management          | 0                | 0                |
| - Support Scheme for e-Learning in Schools                  | 213,200          | 213,200          |
| - One-off Grant & Extra recurrent under ITE4                | 0                | 0                |
| - One-off IT Grant for e-Learning                           | 0                | 0                |
| - One-off Promotion of STEM                                 | 0                | 0                |
| - One-off Promotion of Chi Hist & Culture                   | 0                | 0                |
| - Information Technology Staffing Support Grant             | 319,559          | 307,200          |
| - Sister School Scheme                                      | 156,035          | 0                |
| - School Executive Officer Grant                            | 534,660          | 534,660          |
| - Non-Chinese Speaking Students to learn Chi Hist & Culture | 0                | 55,060           |
| - Student Activities Support Grant                          | 90,350           | 0                |
| - The Promotion of Reading Grant                            | 72,816           | 62,144           |
| - Hong Kong School Drama Festival                           | 0                | 0                |
| - School Support Partners Scheme                            | 0                | 0                |
| - CCFAP - Needy Students to Buy Mobile E-Learn              | 0                | 0                |
| - Top-up Grant Support Online Learning of Needy Student     | 27,280           | 27,200           |
| - Special Anti-epidemic Grant                               | 0                | 0                |
| - Special Grant for Book Purchase                           | 0                | 72,800           |
| - Special Support Grant - Enhance Cleansing                 | 0                | 100,000          |
| <b>Subtotal:</b>  | <b>4,681,018</b> | <b>4,668,685</b> |

|  |                  |                  |
|--|------------------|------------------|
| Government Funds Surplus for 2020-21:                          |                  | 873,935          |
| Accumulated Surplus for Government Funds as at 31 August 2021: |                  | 4,818,252        |
|  |                  |                  |
|  | Income (\$)      | Expenditure (\$) |
| <b>II. School Funds</b>  |                  |                  |
|  |                  |                  |
| Tong Fai & Miscellaneous                                       | 1,518,689        | 2,056,549        |
| <b>Subtotal:</b>   | <b>1,518,689</b> | <b>2,056,549</b> |
| School Funds Deficit for the year:                             |                  | -537,860         |
| Accumulated Surplus for School Funds as at 31 August 2021:     |                  | 4,281,115        |

## 2. Diversity Learning Grant

| Type   | Item   | Income (\$)    | Expenditure (\$) |
|--------|--|----------------|------------------|
|        | Subsidy of 2020-2021                         | 105,000        |                  |
|        | Tutorial Program for Elite Athletes          |                | 1,400            |
|        | Enriched Activities for P.E. Elective        |                | 29,612           |
|        | Senior Form Mathematical Olympiad Course Fee |                | 6,000            |
|        | Rope Skipping program                        |                | 0                |
|        | Taekwondo program                            |                | 0                |
|        | Elite Advancement Scheme                     |                | 2,500            |
|        | Off-site pull-out gifted education programs  |                | 0                |
| Total: |  | <b>105,000</b> | <b>39,512</b>    |

### 3. Life-wide Learning Grant

| Type | Item  | Income (\$)         | Expenditure (\$)  |
|------|---|---------------------|-------------------|
|      | Subsidy of 2020-2021  | 1,419,870           |                   |
|      | CC - PCS Training fees, Counselling Day   |                     | 3,640             |
|      | CLP - CV Writing Skill Workshop   |                     | 10,800            |
|      | Communi-arties - Christmas Open House (Workshop with NGO & Schools)                                       |                     | 3,172             |
|      | Dance - Membership fee  |                     | 300               |
|      | DC - Prefect training camp  |                     | 46,200            |
|      | GEC - Awards & competitions   |                     | 1,020             |
|      | LS - Co-curricular activities   |                     | 6,096             |
|      | Math Society - Mathematical Course  |                     | 3,375             |
|      | Music - Three violin boxes  |                     | 3,900             |
|      | Music Club - Instructor fee, membership fee   |                     | 51,871            |
|      | P.E. - Coach fee  |                     | 419,870           |
|      | P.E. - Experiential activities  |                     | 2,500             |
|      | Sailing Club - Coach fee  |                     | 45,483            |
|      | SEC - Leadership training, Coach fee, Outward bound training, Public speech contest, Summer training camp |                     | 54,214            |
|      | VA - After-school Talent Program, Exhibition visit  |                     | 45,645            |
|      | Total:  | <b>1,419,870.00</b> | <b>698,086.00</b> |

Report compiled by: Chem Wan Chi Sabina

## ANNEX – SPECIAL REPORTS

### 1. 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"> <li>• Create more space for teachers to enhance their teaching quality.</li> <li>• Provide teaching support for subject panels (Eng. Lang., Chi. Lang., Math, C. His., Geog., L.S. &amp; V.A.).</li> <li>• Promote the moral and national education.</li> <li>• Enhance students' language proficiency.</li> </ul> | <ul style="list-style-type: none"> <li>• Together with other share of grants from EDB such as MNESG, DLG, CLPG &amp; SSCSG, to employ an Associate Teacher (AT) and 6 teachers to share teachers' teaching load, administration work and other school affairs.</li> </ul> | <ul style="list-style-type: none"> <li>• Teachers' teaching and non-teaching workload will be reduced.</li> <li>• Teachers may spare more time in planning and preparing for their teaching.</li> <li>• Provision of after school academic and OLE programs for students.</li> <li>• Provide pastoral care to students.</li> </ul> | Total: <u>\$638,461</u> | <ul style="list-style-type: none"> <li>• Formal class teaching of Eng. Lang., Chi. Lang., Math, C. His., Geog., L.S. &amp; V.A. were conducted.</li> <li>• After school remedial programs were carried out.</li> <li>• Supports in organizing school functions were provided.</li> </ul> | <ul style="list-style-type: none"> <li>• Feedback from staff.</li> <li>• Observation.</li> </ul> | <ul style="list-style-type: none"> <li>• The appraisal reports show that their performances were good. Most of the comments were positive.</li> <li>• All teachers and the AT completed the contracts. Three of them were transferred to the established positions and the contracts of the other four were renewed.</li> </ul> |

Report compiled by: Lee Wing Tao

## 2. 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 of 12 teachers and Form Teachers   | Number of students who sought career advice and support:<br><u>2019-20</u> <u>2020-21</u><br>2                                      1  | Teaching Staff salary component to provide career planning service to students |
| F.6 Parents' Night (Careers Planning)<br>(25/9/2020)             | A program for F.6 students and their parents on multiple pathways   | Due to COVID-19, the activity was changed to "Online Mode".<br><br>Teacher's observation:<br>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 |
| 'JUPAS Day' (for F.6 Students)<br>(20/10/2020)                   | An event for F.6 students to know more about JUPAS and alternative pathways. The program and counseling, run by the Careers & Life Planning Committee, are supported by Form Teachers.  | Teacher's observation:<br>Successfully aroused students' awareness and provided information on JUPAS.  | Teaching Staff salary component to provide career planning service to students |
| 'Mock Release of HKDSE Results' (for F.6 Student)<br>(25/2/2021) | 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 | Due to COVID-19, the activity was changed to "Online Mode".<br><br>Survey by questionnaire:<br>the attendance rate was not   | Refer to the "Report on the use of LWL Grant 2020-21"                          |

| Objectives:   | Strategies   | Monitoring / Evaluation   | Allocation of the CLP Grant  |
|---|--|---|--|
|   | HKDSE results.   | satisfactory, and the response rate was low.  |  |
| Mock Interview for F.6 Students (May 2021, TBD)   | A mock interview for F.6 students featuring detailed instruction and interactive practice in interview skills. | Cancelled due to COVID-19.  | N.A.   |
| 'Careers Counseling for Release of HKDSE Results' (21/7/2021)                                 | A counseling session on HKDSE results for F.6 students.  | Teacher's observation: Majority students found the activity useful.   | Teaching Staff salary component to provide career planning service to students |
| Careers Visit (for F.5 students) (16/4/2021 or 23/4/2021)                                     | 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.   |
| 'Interview Skills and Career Counseling Workshop' (for F.5 Students) (9/7/2021)               | A workshop for F.5 students featuring detailed instructions and interactive practices on interview skills.     | Survey by questionnaire: Majority students found the activity interesting and useful.   | Refer to the "Report on the use of LWL Grant 2020-21"                          |
| F.5 Parents' Night (Careers Planning) (21/5/2021)   | A program for F.5 students and their parents on multiple pathways  | Due to COVID-19, the activity was changed to "Online Mode".<br><br>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 |
| Individual Counseling (Career Counseling Services) (for F.5 Students) (Feb – April 2021, TBD) | A counseling session for F.5 students on understanding their career and life planning development              | Cancelled due to COVID-19.  | N.A.   |
| Careers Visit   | A visit for F.3-F.5 students on understanding  | Cancelled due to COVID-19.  | N.A.   |

| <b>Objectives:</b>  | <b>Strategies</b>   | <b>Monitoring / Evaluation</b>  | <b>Allocation of the CLP Grant</b>   |
|---|---|---|--|
| (Career Counseling Services)<br>(for F.3 - F.5 Students)<br>(July 2021, TBD)      | the job world.  |   |  |
| 'Employment, Careers, and Pathways Workshop' (for F.4 Students)<br>(23/1/2021)    | A workshop for F.4 students on the work experience program  | Cancelled due to COVID-19.  | N.A.   |
| 'CV Writing and Job Application Skills Workshop' (for F.4 Students)<br>(9/7/2021) | 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 2020-21".                         |
| 'Self-understanding Workshop' (Career Counseling Services)<br>(for F.4 Students)  | A workshop for F.4 students on self-understanding   | Cancelled due to COVID-19.  | N.A.   |
| Pilot Scheme on Job-shadowing<br>(for F.4 Students)<br>10/2/2021 - 20/2/2021      | A program for F.4 students on knowing more about the working world.                                   | Cancelled due to COVID-19.  | N.A.   |
| CLP Education Programs/Workshops<br>(for F.3 Students)<br>(27/3/2021)             | Two Friday assemblies (about 180 min. in total) for F.3 Classes on career education program/workshop. | Survey by questionnaire: Majority students found the program/workshop interesting and useful.   | External consultant cost: \$18710  |
| F.3 Parents' Night (on F.4 Streaming)<br>(26/3/2021)                              | 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".<br><br>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 |



| Objectives:   | Strategies  | Monitoring / Evaluation  | Allocation of the CLP Grant  |
|---|---|--|--|
| Individual Counseling on F.4 Subject (for F.3 Students) (12/4/2021 - 31/5/2021)       | To provide career planning and career counseling service to students by F.3 Form Teachers.  | Teacher's observation:<br>Most of students found the activity useful.  | Teaching Staff salary component to provide career planning service to students |
| CLP Education Programs/Workshops (for F.2 Students) (16/4/2021, 23/4/2021, 30/4/2021) | Two Friday assemblies (about 120 min. in total) for F.2 Classes on career education program/workshop.   | Cancelled due to COVID-19.   | N.A.   |
| Careers Video Show (for F.2 Students) (April - May 2021)                              | A video show for F.2 students on exploration of the job world.  | Cancelled due to COVID-19.   | N.A.   |
| CLP Education Programs/Workshops (for F.1 Students) (7/5/2021, 14/5/2021, 21/5/2021)  | Two Friday assemblies (about 120 min. in total) for F.1 Classes on career education program/workshop.   | Cancelled due to COVID-19.   | N.A.   |
| Careers Video Show (for F.1 Students) (April - May 2021)                              | A video show for F.1 students on exploration of the job world.  | Cancelled due to COVID-19.   | N.A.   |
| Provision of Career Planning & Counseling to Students                                 | Provide Career Planning and Career Counseling Service to students via the Career and Life Planning Committee of 12 teachers and Form Teachers | Number of students who sought career advice and support:<br><u>2019-20</u> <u>2020-21</u><br>2                                      1  | Teaching Staff salary component to provide career planning service to students |
| F.6 Parents' Night (Careers Planning) (25/9/2020)                                     | A program for F.6 students and their parents on multiple pathways   | Due to COVID-19, the activity was changed to "Online Mode".<br>Teacher's observation:<br>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 |

**Overall balance:**

**Teaching Staff Salary**

**Component:**

\$544,000

**External Consultant Cost**

**component:**

\$18,710

**Total Expenditure:**

**\$562,710**

**Balance:**

**\$897,173 - \$562,710**

**= \$334,463**

**Fund Available: last year surplus  
and this year grant**

**\$255,173 + \$642,000 = \$897,173**

**Report compiled by:**

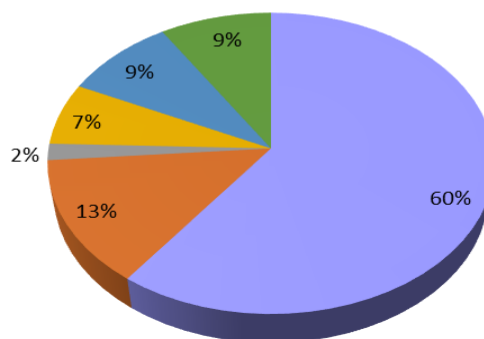
Tong Cheong Wing

### 3. Composite Information Technology Grant Evaluation

| Type | Item  | Income (\$) | Expenditure (\$) |
|------|---|-------------|------------------|
|      | Subsidy of 2020-2021                                      | 552,036.00  |                  |
|      | 1) For provision of Technical Support Services to schools |             | 331,954.20       |
|      | 2) For Internet Services & License                        |             | 75,185.00        |
|      | 3) I. T. related consumables                              |             | 9,742.80         |
|      | 4) Repair & Maintenance for school's facilities           |             | 36,630.00        |
|      | 5) Upgrading and replacement of I.T. facilities           |             | 49,500.00        |
|      | 6) Purchase of digital resources                          |             | 49,024.00        |
|      | Total:  | 552,036.00  | 552,036.00       |

#### Composite Information Technology Grant 2020-2021

■ Technical Support Service
 ■ Internet & Security Service
 ■ IT Related Consumables
 ■ Maintenance Services
 ■ Upgrading & Replacement of IT Facilities
 ■ Electronic Resources



Report compiled by: Leung Li Yick

#### 4. Diversity Learning Grant Evaluation

| Program                              | Objective(s)  | Targets<br>(No./Level/<br>Selection)  | Duration/<br>Start Date  | Deliverables  | Evaluation   | Expenditure<br>(\$) |
|--------------------------------------|---|---|--|---|--|---------------------|
| Elite<br>Advancement<br>Scheme (EAS) | <ul style="list-style-type: none"> <li>- To foster a very positive learning atmosphere amongst higher achievers in F.4 &amp; F.5.</li> <li>- To update the higher achievers with the most recent requirements and criteria for university admission.</li> </ul> | <ul style="list-style-type: none"> <li>- Top 20 high flyers in F.4, and top 20 high flyers in F.5.</li> </ul> | <ul style="list-style-type: none"> <li>- A half-day program in the second term.</li> </ul> | <ul style="list-style-type: none"> <li>- More than 85% of the selected students joined the scheme</li> <li>- More than 80% of the students find that they obtain more knowledge about the university, including its entrance requirements</li> <li>- Help students better plan their careers &amp; further studies</li> </ul> | <ul style="list-style-type: none"> <li>- Due to the pandemic, the program was postponed but was successfully held during the post-examination period. Although it clashed with some other school activities, 90% of the selected students were able to join the scheme. All students were satisfied with the personnel, student ambassadors in particular, and the services and facilities provided; All students were satisfied with the overall rundown and all found that they understood more about university entry requirements and university lifestyle. More than 95% found that they learnt more about the university curricula.</li> <li>- Some students even feedbacked that they wished to have a longer visit so that they could learn more.</li> </ul> | \$2,500             |

| Program   | Objective(s)  | Targets<br>(No./Level/<br>Selection)                             | Duration/<br>Start Date                                      | Deliverables   | Evaluation   | Expenditure<br>(\$)             |
|---|---|--|--|--|--|---------------------------------|
| Off-site pull-out gifted education programs / competitions (e.g. programs / competitions organized by HKAGE, tertiary institutes, etc.) | <ul style="list-style-type: none"> <li>- To stretch the performance of students with varied abilities and talents.</li> <li>- To cope with the diverse learning needs of students with varied abilities and talents.</li> <li>- To improve students' academic achievement.</li> </ul> | 40 (approx.) / F.4 - F.6 / subject / committee selection.        | Throughout the year.   | Certificates, prizes, awards, medals, etc.                       | <ul style="list-style-type: none"> <li>- As contingent plans were prepared well in advance, both students and colleagues were readier and more well-prepared in participating in various Gifted Education activities.</li> <li>- In this academic year, 30+ (vs 25+ in last school year) external events (programs, courses, scholarships, awards, competitions, etc.) were offered to students; in which 85+ (vs 60+) head-counts of students joined; All in all, 50+ (vs 45+) certificates, prizes, awards, medals, etc. were obtained.</li> </ul> | \$0 (LWL was utilized instead.) |
| 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 mathematics teachers) | 10 lessons from October 2020 to April 2021 (2 lessons/month) | For external competitions  | <ul style="list-style-type: none"> <li>- The training was completed by zoom lessons and it was practical and treasurable for the students.</li> <li>- Fortunately, 4E03 Chan Yuet Tung got a merit award in the True light Girls' Invitational Mathematics Contest 2020.</li> </ul>  | \$750/hour x 8 = \$6,000        |
| Enriched Activities for P.E. Elective   | To provide a variety of activities for students apart from traditional DSE-PE   | F.4 – F.6 P.E elective students (about 110)                      | Throughout the year  | Attend enriched activities: e.g.<br>1) Fencing<br>2) Kick boxing | <ul style="list-style-type: none"> <li>- Due to the pandemic, only fencing, first aid courses and fitness workshops could be organized. Other 21-22</li> </ul>   | \$29,612                        |

| Program                   | Objective(s)  | Targets<br>(No./Level/<br>Selection)              | Duration/<br>Start Date            | Deliverables  | Evaluation   | Expenditure<br>(\$) |
|---------------------------|---|---|------------------------------------|---|--|---------------------|
|                           | sports items in the examination syllabus  | students)   |                                    | 3) Rock climbing<br>4) Karting<br>5) Rowing(outdoor)<br>etc.<br>6) First Aid course (F.5)                   | activities requiring paying first include: visit Velodrome and Fencing courses<br>- 4 courses were cancelled: 2 karting courses and 2 Muai Thai courses<br>- It was encouraging that nearly all F.5 elective students participated in the first aid course while F.4 also have 24 students joining the course. |                     |
| Elite athlete program     | Tutorials will be organized for the elite athletes to enhance their academic performance.   | - 30 students<br>- All levels<br>- Elite athletes | Oct 2020 to May 2021               | Attend tutorial classes (1.5 - 2 hours per week, \$140 per hour)  | - Due to the long-term class suspension, elite athlete tutorial classes were also cancelled.   | \$1,400             |
| 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, at the same time their collaboration skills, team spirit and | - 50 students<br>- F.5 elective PE students       | 4 days 3 nights in Apr to May 2021 | Attend:<br>1) Canoe training<br>2) Windsurfing training<br>3) Hiking<br><br>Complete:<br>P.E. Camp log book | - All government sports facilities were closed under COVID-19. Due to the consideration of social distancing and hygiene, etc., the annual P.E. camp was cancelled.  | \$0                 |

| Program  | Objective(s)   | Targets<br>(No./Level/<br>Selection)   | Duration/<br>Start Date                            | Deliverables   | Evaluation   | Expenditure<br>(\$) |
|--|--|--|--|--|--|---------------------|
|  | other key learning areas can be enhanced.  |  |  |  |  |                     |
| Artist-in-school programs                      | <ul style="list-style-type: none"> <li>- To broaden students' perspective in different art/design domains</li> <li>- Communicate and interact with artists and designers directly</li> </ul>   | <ul style="list-style-type: none"> <li>- 90 students</li> <li>- Nominated by Visual Arts teachers with specific criteria.</li> </ul> | Workshops throughout the year (Around 6 workshops) | <ul style="list-style-type: none"> <li>- Students' artworks</li> <li>- Students' reflection</li> </ul> | - Due to the pandemic, the programs were cancelled. Due to limited lesson time, no artist-in-school program could be arranged. | \$0                 |
| Art Camp<br>(Pre-camp + 3D2N Camp + Post-camp) | <ul style="list-style-type: none"> <li>- Art camp for F.4 – F.5 Visual Arts elective students</li> <li>- 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</li> </ul> | <ul style="list-style-type: none"> <li>- 54 students</li> <li>- All F.4 - F.5 Visual Arts elective students.</li> </ul>              | 3-day-2-night in Mar/Apr 2021                      | <ul style="list-style-type: none"> <li>- Art camp log book</li> <li>- Students' artworks</li> </ul>    | - The Art Camp was cancelled due to the pandemic as no school camp can be arranged under the instruction from the EDB.         | \$0                 |

| Program                                  | Objective(s)   | Targets<br>(No./Level/<br>Selection)   | Duration/<br>Start Date             | Deliverables           | Evaluation   | Expenditure<br>(\$) |
|--|--|--|-------------------------------------|------------------------|--|---------------------|
|  | which students meet Hong Kong artists and designers  |  |                                     |                        |  |                     |
| Art and Design Tours in University       | <ul style="list-style-type: none"> <li>- To foster a positive learning atmosphere and plan for the future paths of students in the arts and design field</li> <li>- To update the high achievers with the most recent criteria for university admission</li> </ul> | <ul style="list-style-type: none"> <li>- 40 students in F.4 – F.6</li> <li>- Nominated by Visual Arts teachers with specific criteria</li> </ul> | A half-day program<br><br>(2 tours) | - Students' reflection | - The university tours were cancelled due to the pandemic. The universities were not opened for school visit and no school outings could be arranged under the instruction from the EDB. | \$0                 |
| Art Basel (International Art Week in HK) | <ul style="list-style-type: none"> <li>- To broaden students' perspective in modern and contemporary art</li> <li>- To promote insights through worldwide young and talented artists and to understand the</li> </ul>  | <ul style="list-style-type: none"> <li>- 60 students</li> <li>- All F.4 – F.5 Visual Arts elective students</li> </ul>                           | Exhibition in Mar 2021              | Students' reflection   | - The exhibition visit was cancelled due to the pandemic. No school outings could be arranged in Mar 2021 under the instruction from the EDB.  | \$0                 |



| Program                   | Objective(s)   | Targets<br>(No./Level/<br>Selection) | Duration/<br>Start Date  | Deliverables   | Evaluation  | Expenditure<br>(\$) |
|---------------------------|--|--------------------------------------|--------------------------|--|---|---------------------|
|                           | artists' careers and creation in particular themes                     |                                      |                          |  |   |                     |
| Training of Rope Skipping | To provide training to students to enhance their talents and abilities | About 10<br>F.4 - F.6 students       | Sept 2020 to<br>Jun 2021 | Students' attendance and their performance in competitions | - Due to long term class suspension and half-day school, the training of rope skipping was cancelled. | \$0                 |
| <b>Total:</b>             |  |                                      |                          |  |   | <b>\$39,512</b>     |

**Report compiled by:** Poon Sinn Ching

## 5. Life-wide Learning Grant Evaluation

| Domain     | Brief Description of the Activity   | Objective   | Date                 | Target Student (Level and number of participants) | Evaluation Results                 | Actual Expenses \$ | Nature of Expenses *<br>(Refer to the code on the last page) | Essential Learning Experiences<br>(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)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>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 KLA's / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day) |   |                      |   |                                    |                    |  |  |   |   |   |   |
| BAFS       | Outing / Company visit - transportation costs   | To widen the horizon of students.   | 21 Feb 2021          | F.4 BAFS students                                 | Cancelled due to class suspension. | \$0                | N.A.   | ✓  |   |   |   |   |
| Eng        | A coach from school to Sai Wan Ho Civic Centre Theatre  | To expose students to literature and play   | 5 March 2021         | F1E students                                      | Cancelled due to the pandemic      | \$0                | N.A.   | ✓  |   |   |   |   |
| Eng        | Sai Wan Ho Civic Centre Theatre   | To expose students to literature and play   | 5 March 2021         | F1E students                                      | Cancelled due to the pandemic      | \$0                | N.A.   | ✓  |   |   |   |   |
| GEC        | STEM@體藝 Week  | To provide overall materials for STEM@體藝 Activities including consumables, decoration, gifts, etc.                    | 8~12 Mar 2021        | Whole school                                      | Cancelled due to the pandemic      | \$0                | E7,8   | ✓  |   |   |   |   |
| Geog       | Field trip to Mainland China  | To visit industrial and urban facilities in Mainland China as required for field-work based question of HKDSE paper 1 | Apr 2021             | For F.4 and F.5 about 40 students and 4 staff     | Cancelled due to class suspension. | \$0                | N.A.   | ✓  |   |   |   |   |
| ICT        | Transportation fee of visits  | Coach fees for organizing visits for students   | 3 times - year round | F.1 - F.3 about 180                               | Cancelled due to class suspension. | \$0                | N.A.   | ✓  |   |   |   |   |

| Domain | Brief Description of the Activity   | Objective   | Date               | Target Student (Level and number of participants) | Evaluation Results  | Actual Expenses \$ | Nature of Expenses *<br>(Refer to the code on the last page) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es), more than one option can be selected)   |   |   |   |   |
|--------|---|---|--------------------|---|---|--------------------|--|---|---|---|---|---|
|        |   |   |                    |   |   |                    |  | I   | M | P | S | C |
|        |   |   |                    |   |   |                    |  | I: Intellectual Development<br>(closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| LRC    | Legacy of Reading - Eslite Bookstore Visit                                      | 1) To expose students to a wide range of books<br>2) To help select books for the library   | Apr 2021           | F.5 students about 150                            | Cancelled due to the pandemic   | \$0                | N.A.   | ✓   |   |   |   |   |
| LS     | F.1 Co-curricular Activities  | - Enhancing students' interest in the subject content through participating in related outing activities<br>- Increasing students' exposure and their understanding about social issues | Nov 2020           | All F.1 students (about 155)                      | Cancelled due to the pandemic   | \$0                | N.A.   | ✓   |   |   |   |   |
| LS     | F.2 Co-curricular Activities  | - Enhancing students' interest in the subject content through participating in related outing activities<br>- Increasing students' exposure and their understanding about social issues | TBD                | All F.2 students (about 150)                      | Cancelled due to the pandemic   | \$0                | N.A.   | ✓   |   |   |   |   |
| LS     | F.3 Co-curricular Activities  | - Enhancing students' interest in the subject content through participating in related outing activities<br>- Increasing students' exposure and their understanding about social issues | Nov 2020, Jan 2021 | All F.3 students (about 150)                      | A mindfulness workshop was conducted. Positive feedback was received from students.                                   | \$6,096            | E6   | ✓   |   |   |   |   |
| LS     | F.4 Co-curricular Activity (visit to local waste-to-energy facility)            | - Enhancing students' interest in the subject content through participating in related outing activities<br>- Increasing students' exposure and their understanding about social issues | Feb 2021           | All F.4 students (about 140)                      | A free talk was delivered by the Hong Kong Organ Transplant Foundation. Positive feedback was received from students. | \$0                | N.A.   | ✓   |   |   |   |   |
| LS     | F.5 Co-curricular Activity (experiential activity related to ageing population) | - Enhancing students' interest in the subject content through participating in related outing activities<br>- Increasing students' exposure and their                                   | Nov / Dec 2020     | All F.5 students (about 140)                      | Cancelled due to the pandemic   | \$0                | N.A.   | ✓   |   |   |   |   |

| Domain               | Brief Description of the Activity                                      | Objective  | Date                 | Target Student (Level and number of participants)   | Evaluation Results   | Actual Expenses \$ | Nature of Expenses *<br>(Refer to the code on the last page) | Essential Learning Experiences<br>(Please put a ✓ in the appropriate box(es), more than one option can be selected)   |   |   |   |   |
|----------------------|--|--|----------------------|---|--|--------------------|--|---|---|---|---|---|
|                      |  |  |                      |   |  |                    |  | I   | M | P | S | C |
|                      |  |  |                      |   |  |                    |  | I: Intellectual Development<br>(closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|                      |  | understanding about social issues  |                      |   |  |                    |  |   |   |   |   |   |
| Math Society         | Mathematical Olympiad Course   | To arouse students' participation and interest in mathematics, improve students' IQ, logical thinking, reasoning, analytical ability and problem-solving ability | Oct 2020 - May 2021  | F.1 to F.5 students about 20  | The training was completed via Zoom and it was practical and treasurable for the students.   | \$3,375            | E1   | ✓   |   |   |   |   |
| VA                   | Artist / Designer Talk for F.1 - F.3 VA Minor students (Double lesson) | To broaden students' perspective in different art / design domains   | Oct 2020 - May 2021  | Total: Around 300 students (F.1 students about 100, F.2 students about 100, F.3 students about 100) | Cancelled due to class suspension.   | \$0                | E1   |   |   | ✓ |   |   |
| VA                   | Artist / Designer Talk for F.1 - F.3 VA Major students (Triple Lesson) | To broaden students' perspective in different art / design domains   | Oct 2020 - Jun 2021  | Total: Around 150 students (F.1 students about 50, F.2 students about 50, F.3 students about 50)    | Cancelled due to class suspension.   | \$0                | E1   |   |   | ✓ |   |   |
| VA                   | Art / Design Exhibition Visit  | To broaden students' perspective in different art / design domains   | Sept 2020 - Jun 2021 | Total: Around 150 students (F.1 students about 50, F.2 students about 50, F.3 students about 50)    | An exhibition visit was arranged for all F.1 - F.3 VA major groups during the post-exam period. 85% of the students joined the visit, students who could not join the visit were CBS or were on special leave. | \$2,350            | E2   |   |   | ✓ |   |   |
| Expenses on Item 1.1 |  |  |                      |   |  | \$11,821           |  |   |   |   |   |   |

| Domain   | Brief Description of the Activity   | Objective   | Date                 | Target Student (level and no. of students) | Evaluation Results   | Actual Expenses \$ | Nature of Expenses * (Refer to the last page) | Essential Learning Experiences  |   |   |   |   |
|--|---|---|----------------------|--|--|--------------------|---|---|---|---|---|---|
|  |   |   |                      |  |  |                    |   | (Please put a ✓ in the appropriate box(es), more than one option can be selected) |   |   |   |   |
|  |   |   |                      |  |  |                    |   | I   | M | P | S | C |
| I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |                      |  |  |                    |   |   |   |   |   |   |
| 1.2  | Local Activities: To organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and culture activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps) |   |                      |  |  |                    |   |   |   |   |   |   |
| CC   | F.1 Counselling Day (Bridging Program)  | Enhance self-understanding for F.1 and introduction to Counselling service  | 16 - 18 Oct 2020     | F.1 students about 155                     | Conducted on 20/8/21. Students were actively engaged.                    | \$440              | E1  |   | ✓ |   |   |   |
| CC   | PCS Training fees   | Leadership and basic counselling training   | 20 Aug 2021          | F.3-5 students about 25                    | Conducted as planned.  | \$3,200            | E6  |   | ✓ |   |   |   |
| CC   | PCS activities  | Organize activities for F.1 students to adapt to new school life  | Year round           | F.1 students (155)                         | Not implemented due to the pandemic                                      | \$0                | E1  |   | ✓ |   |   |   |
| CC   | F.1 Excursions/Day camps/activities   | Adaptation to active school life for F.1 students   | Year round           | F.1 students (30)                          | Not implemented due to the pandemic                                      | \$0                | E1  |   | ✓ |   |   |   |
| CLP  | 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. | Feb/March 2021       | F.6 students about 130                     | Due to the pandemic, the original activity was changed to “Online Mode”. | \$0                | N.A.  |   |   |   |   | ✓ |
| CLP  | Employment, Careers and Pathways Workshop (for F.4)   | A workshop for F.4 students on the work experience program.   | March/April 2021     | F.4 students about 130                     | Cancelled due to the pandemic  | \$0                | N.A.  |   |   |   |   | ✓ |
| CLP  | Careers Visit (for F.5 students)  | Work experience visits for F.5 students of which students visit work places such as shops, factories, offices.  | Feb/March/April 2021 | F.5 students about 130                     | Cancelled due to the pandemic  | \$0                | N.A.  |   |   |   |   | ✓ |
| CLP  | Interview Skills and Career Counseling Workshop (5 students)  | A workshop for F.5 students featuring detailed instructions and interactive practices on interview skills.  | Jun/Jul 2021         | F.5 students about 130                     | Most students found the activity interesting and useful                  | \$0                | N.A.  |   |   |   |   | ✓ |
| CLP  | 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.   | Jun/Jul 2021         | F.4 students about 140                     | Most students found the activity useful                                  | \$10,800           | E6  |   |   |   |   | ✓ |

| Domain             | Brief Description of the Activity                                  | Objective   | Date                 | Target Student (level and no. of students) | Evaluation Results                                    | Actual Expenses \$ | Nature of Expenses * (Refer to the last page) | Essential Learning Experiences<br>(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)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| Communi-<br>arties | Christmas Open House - Workshops with NGO and schools              | To encourage students to have concern for our society through social services.                            | Feb 2021             | F.1 - F.5 students about 20                | Physical workshops were cancelled due to the pandemic | \$3,172            | E1  |  |   |   | ✓ |   |
| Dance Team         | Regular Training program   | Training  | Sept 2020 - May 2021 | F.1 - F.5                                  | Not implemented due to the pandemic                   | \$0                | N.A.  |  |   | ✓ |   |   |
| Dance Team         | Inter-school Dance Competition                                     | Competition   | Feb 2021             | Dance Team members                         | Cancelled due to the pandemic                         | \$300              | N.A.  |  |   | ✓ |   |   |
| Dance Team         | Inter-school Dance competition                                     | competition   | Feb 2021             | Dance Team members                         | Cancelled due to the pandemic                         | \$0                | N.A.  |  |   | ✓ |   |   |
| DC                 | Prefect Training Camp  | For building up friendship, team spirit and leadership  | 2nd term             | F.2 - F.5 Prefects, around 60              | Conducted as planned, in-school and half-day format   | \$46,200           | E1  |  | ✓ |   |   |   |
| DC                 | Tour bus for prefect camp  | For travelling between the school and the campsite  | 2nd term             | F.2 - F.5 students, around 60              | Not implemented due to the pandemic                   | \$0                | N.A.  |  | ✓ |   |   |   |
| DC                 | Training workshop for Prefect                                      | For training up prefects to perform duties effectively  | Year round           | F.2 - F.5 students, around 60              | Not implemented due to the pandemic                   | \$0                | N.A.  |  | ✓ |   |   |   |
| DC                 | Training and debriefing workshop for "Enhanced Smart Teen Project" | To prepare and equip participants before the camp and to consolidate what they have learnt after the camp | Year round           | F.2 - F.3 students, around 30              | Not implemented due to the pandemic                   | \$0                | N.A.  |  | ✓ |   |   |   |

| Domain | Brief Description of the Activity  | Objective   | Date       | Target Student (level and no. of students) | Evaluation Results   | Actual Expenses \$ | Nature of Expenses * (Refer to the last page) | Essential Learning Experiences<br>(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)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|        | participants   |   |            |  |  |                    |   |  |   |   |   |   |
| GEC    | STEAM@體藝 興趣班 (發電健身單車製作)<br>The Theme for the STEM@體藝 week in this year is "Electricity".<br>This is one of the activities for STEM@體藝 Week.<br>The end-product will be displayed in the covered playground during STEM@體藝 Week.<br>Details:<br><a href="http://drive.google.com/file/d/1MxLygtKkvHfrIT5j04o6gFdEHGrh2AOr">http://drive.google.com/file/d/1MxLygtKkvHfrIT5j04o6gFdEHGrh2AOr</a> | 透過製作發電健身單車培訓學生 STEAM@體藝 興趣,創新,創客 Maker 技能。電與磁原理及創作。   |            | F.1 to F.5 students about 15               | Cancelled due to the pandemic  | \$0                | E6,7,8  | ✓  |   |   |   |   |
| GEC    | Local and/or non-local awards and/or competitions  | Subsidizing 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. | Year round | F.1 - F.6                                  | As contingent plans were prepared well in advance, both students and colleagues were more ready and well-prepared. In this academic year, 30+ (vs 25+ in last school year) external events (programs, courses, scholarships, awards, competitions, etc.) were offered to students; in which 85+ (vs 60+) head-counts of students | \$1,020            | E1,5,6,7,8                                    | ✓  |   |   |   |   |

| Domain     | Brief Description of the Activity    | Objective  | Date   | Target Student (level and no. of students) | Evaluation Results   | Actual Expenses \$ | Nature of Expenses * (Refer to the last page) | Essential Learning Experiences<br>(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)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|            |                                      |  |  |  | joined; All in all, 50+ (vs 45+) certificates, prizes, awards, medals, etc. were obtained. |                    |   |  |   |   |   |   |
| ICT        | Micro:bit 模型氣墊船比賽 2020-21 Program 3  | To promote STEM@體藝 education through project learning and external competition.<br>Application of programming knowledge<br>Foster the creativity of the students                               | 各計劃均包括<br>• 4 小時學生比賽基礎培訓班 (學生培訓班將於 11 月起，每逢星期六的特定時段在本公司 (Trumpetech) 進行<br>• 賽前準備手冊<br>• 出賽獎項證書<br>• 每隊一份參賽材料包 | F.1 - F.3 students about 30                | Cancelled due to class suspension.   | \$0                | N.A.  | ✓  |   |   |   |   |
| IT/AV Team | Photography Basic Course             | Provide basic training to students, the skill may include: Camera Basics, Photography Basics, Photography Tips For Beginners, Motion Photography, Portrait Photography, Still Life Photography | Start from late Sep: 22/9, 29/9, 6/10, 13/10, 20/9, 27/9   | F.1 - F.5 students about 25                | Cancelled due to class suspension.   | \$0                | N.A.  |  |   | ✓ |   |   |
| Korfball   | Regular training                     | Preparation for competition  | Year round   | club/team members about 30                 | Cancelled due to the pandemic  | \$0                | N.A.  |  |   | ✓ |   |   |
| Music      | School Music Festival Membership Fee | For English Speech Festival, Chinese Speech Festival and Music Festival  | Mar 2021   | Whole School                               | 9 students participated in competitions.   | \$250              | E1  |  |   | ✓ |   |   |
| Music      | Competition application fee          | School Competition (Choir)   | Oct 2020   | F.1 - F.5                                  | Cancelled due to the pandemic  | \$0                | N.A.  |  |   | ✓ |   |   |



| Domain        | Brief Description of the Activity                          | Objective   | Date                                      | Target Student (level and no. of students)      | Evaluation Results  | Actual Expenses \$               | Nature of Expenses * (Refer to the last page) | Essential Learning Experiences<br>(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)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| Music         | Hong Kong Chinese Drum festival                            | Competition application fee   | Apr 2021                                  | F.2 - F.6 students about 20                     | Cancelled due to the pandemic   | \$0                              | N.A.  |  |   | ✓ |   |   |
| Music         | Hong Kong Youth Association Chinese Drum Competition       | Competition Application Fee   | 2020(Chinese Drum);<br>2021(School Choir) | F.2 - F.5 students about 15                     | Cancelled due to the pandemic   | \$0                              | N.A.  |  |   | ✓ |   |   |
| Music         | Transportation fee   | Transportation fee for Choir and Chinese Drum Class in competitions   | Whole year                                | F.1 - F.5 students for two events about 50 - 60 | Cancelled due to the pandemic   | \$0                              | N.A.  |  |   | ✓ |   |   |
| Music Club    | Instructor Fee for Chinese Drum Class                      | Regular training and performances   | Sep 2020 - Aug 2021                       | F.1 - F.5                                       | The Chinese drum class had completed 85% of the lessons.  | \$31,500                         | E5  |  |   | ✓ |   |   |
| Music Club    | Instructor fee for school choir                            | Regular Training and Performance  | Sep 2020 - Aug 2021                       | F.1 - F.5 students about 25                     | The Choir had completed 70% of the lessons.   | \$20,121                         | E5  |  |   | ✓ |   |   |
| OSC           | Joint School Student Union Training                        | - Enhancing the leadership qualities and skills of student leaders<br>- Widening students' horizon by getting in touch with student leaders from other local schools<br>- Increasing collaboration with other schools | TBC                                       | Student Union (about 20-22 students)            | Cancelled due to class suspension.  | \$0                              | N.A.  |  | ✓ |   |   |   |
| P.E.          | Experiential activities for F.1 to F.3 P.E. major students | To introduce new sports items and nurture students' life wide learning pursuits   | 1 Sep 2020 - 31 May 2021                  | F.1 to F.3 P.E. major students                  | Cancelled due to class suspension.  | \$2,500                          | E1  |  |   | ✓ |   |   |
| P.E.          | School teams (Category A) coaching fee                     | To conduct sports teams' training   | 1 Sep 2020 - 31 Aug 2021                  | F.1 - F.6 students about 500                    | Due to the pandemic and class suspension, only limited school team training for junior forms could be arranged. Senior form training couldn't be arranged for the whole year. | \$419,870 (Nov 2020 to Mar 2021) | E5  |  |   | ✓ |   |   |
| Rope Skipping | Regular training   | To enhance the rope skipping skill of the members   | Fridays after school (4 - 6               | F.1 - F.5 students about 40 (maybe              | Cancelled due to class suspension and half-day school   | 0                                | N.A.  |  |   | ✓ |   |   |

| Domain       | Brief Description of the Activity    | Objective  | Date  | Target Student (level and no. of students) | Evaluation Results   | Actual Expenses \$ | Nature of Expenses * (Refer to the last page) | Essential Learning Experiences<br>(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)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|              |                                      |  | pm), total 20 lessons                                 | more)                                      |  |                    |   |  |   |   |   |   |
| Sailing Club | Sailing Team/Club Training           | Develop School sailing Team<br>Increase the number of sailing hours for team members<br>Develop the responsibility of students   | All Saturday for 2020/21<br>( Total 52 training days) | F.1 to F.5 students about 30               | Training resumed in May. The training will continue during the summer holiday.<br>Sail: 14000<br>Fuel: 6300<br>Centre usage fee:5810<br>Instructor Fee:18637.5<br>[Information up to Aug 25, 2021] | \$45,483           | E6  |  |   | ✓ |   |   |
| SEC          | Public Speech Contest                | Train up students' confidence and speech skill   | Jan - Apr 2021  | F.1 - F.5                                  | Conducted as planned.  | \$800              | E6  | ✓  |   |   |   |   |
| SEC          | Ti-I Service Team - Service Learning | Develop students' confidence and empathy   | Feb 2021  | Service Team members                       | Cancelled due to the pandemic  | \$0                | N.A.  |  |   |   | ✓ |   |
| SEC          | Outward Bound Training               | Leadership Training  | Mar or Apr 2021                                       | F.4 - F.5                                  | Conducted as planned.  | \$16,464           | E6  |  | ✓ |   |   |   |
| SEC          | 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，為自己的人生創造更佳的结果。   | Feb - Mar 2021  | F.2  | Conducted during the post-exam period.   | \$8,400            | E6  |  | ✓ |   |   |   |
| SEC & OSC    | Adventure-based training day camp    | Leadership Training  | Jan/Feb 2021  | Student leaders, about 45                  | Cancelled due to the pandemic  | \$0                | N.A.  |  | ✓ |   |   |   |
| SEC & OSC    | Adventure-based summer training camp | To help student leaders (next academic year) gain exposure in settings outside the school and to nurture their leadership qualities through adventure-based training activities. | 2021 summer - Jul or Aug 2021                         | F.3 - F.5                                  | Due to the pandemic, only the day camp program could be arranged under EDB policy.   | \$6,000            | E6  |  | ✓ |   |   |   |

| Domain    | Brief Description of the Activity                               | Objective   | Date                 | Target Student (level and no. of students)   | Evaluation Results  | Actual Expenses \$ | Nature of Expenses * (Refer to the last page) | Essential Learning Experiences<br>(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)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| SEC & OSC | Leadership Training Workshop (2 full day)                       | To enhance the leadership qualities of student leaders in areas including pro-activeness, self-confidence and communication skills, etc.  | Sept & Oct 2020      | F.3 - F.5  | Conducted as planned.   | \$22,550           | E6  |  | ✓ |   |   |   |
| Taekwondo | Taekwondo Regular Training Program                              | To provide training to students to enhance their talents and abilities.   | Sep 2020 to May 2021 | F.1-F.3 students about 20  | Cancelled due to class suspension.  | \$0                | N.A   |  |   | ✓ |   |   |
| VA        | Art Leader Training Day   | Offer leadership training to VA leaders.  | Oct 2020 - May 2021  | F.3 - F.5 students about 15  | Cancelled due to class suspension.  | \$0                | E1  |  |   | ✓ |   |   |
| VA        | After-school Talent Program                                     | Offers students the opportunity to immerse themselves in a range of highly specialized studio discipline during regular after school workshops conducted by professional artists. | Mar 2021             | Total: Around 120 students (F.1 students about 50, F.2 students about 50, F.3 students about 20)   | Due to the pandemic and class suspension, only limited after-school Talent Program could be arranged. | \$43,295           | E1  |  |   | ✓ |   |   |
| VA        | Hong Kong flower show - Jockey Club student drawing competition | Students represent school to join the drawing competition.  | Mar - Apr 2021       | F.1 - F.5 students about 12  | Cancelled due to the pandemic.  | \$0                | E2  |  |   | ✓ |   |   |
| VA        | F.4 - F.5 Art Camp (3-day-2-nite)                               | Provide a unique experience and venue for students learning arts.   | Oct 2020 / Feb 2021  | F.4 - F.5 students about 60  | Cancelled due to class suspension. Could not be arranged under EDB policy.                            | \$0                | E1  |  |   | ✓ |   |   |
| VA        | Art Day   | - Learning art with fun,<br>- Experience arts outside of the classroom<br>- To learn and interact with local artists.   | Oct 2020 - Jun 2021  | Total: Around 100 students (F.1 students about 50, F.2 students about 50)                          | Cancelled due to class suspension.  | \$0                | E1  |  |   | ✓ |   |   |
| VA        | Art Workshops in Open Project                                   | To broaden students' perspective in hands on experience of technical processes in interaction with local artists.   | Nov 2020             | F.1 - F.3 students about 150 (F.1 students about 50, F.2 students about 50, F.3 students about 50) | Cancelled due to class suspension.  | \$0                | E1  |  |   | ✓ |   |   |

| Domain | Brief Description of the Activity | Objective | Date | Target Student (level and no. of students) | Evaluation Results   | Actual Expenses \$ | Nature of Expenses * (Refer to the last page) | Essential Learning Experiences   |   |   |   |   |  |  |  |  |  |
|--------|-----------------------------------|-----------|------|--|----------------------|--------------------|---|--|---|---|---|---|--|--|--|--|--|
|        |                                   |           |      |  |                      |                    |   | (Please put a ✓ in the appropriate box(es), more than one option can be selected)  |   |   |   |   |  |  |  |  |  |
|        |                                   |           |      |  |                      |                    |   | I  | M | P | S | C |  |  |  |  |  |
|        |                                   |           |      |  |                      |                    |   | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |  |  |  |  |  |
|        |                                   |           |      |  | Expenses on Item 1.2 | \$682,365          |   |  |   |   |   |   |  |  |  |  |  |

| Domain  | Brief Description of the Activity | Objective   | Date             | Target Student (level and no. of students) | Evaluation Results                  | Actual Expenses \$ | Nature of Expenses* (Refer to the last page) | Essential Learning Experiences   |   |   |   |   |
|---|-----------------------------------|---|------------------|--|-------------------------------------|--------------------|--|--|---|---|---|---|
|   |                                   |   |                  |  |                                     |                    |  | (Please put a ✓ in the appropriate box(es), more than one option can be selected)  |   |   |   |   |
|   |                                   |   |                  |  |                                     |                    |  | I  | M | P | S | C |
|   |                                   |   |                  |  |                                     |                    |  | I: Intellectual Development (closely linked with curriculum)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 1.3 Non-Local Activities: To organize or participate in non-local exchange activities or competitions to broaden students’ horizons |                                   |   |                  |  |                                     |                    |  |  |   |   |   |   |
| SEC   | F.4 Grand Tour- Bangkok, Thailand | - To raise students' global and cultural awareness<br>- To nurture students' moral values.<br>- To provide assistance to people in need.<br>- To enhance students' communication skills through the school visit.<br>- To create collective memories for students | 26 - 30 Mar 2020 | F.4 whole form                             | Event cancelled due to the pandemic | \$0                | N.A.   |  |   |   | ✓ |   |

| Domain              | Brief Description of the Activity                          | Objective  | Date                          | Target Student (level and no. of students)                | Evaluation Results                   | Actual Expenses \$ | Nature of Expenses* (Refer to the last page) | Essential Learning Experiences<br>(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)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
|                     |  | and teachers.  |                               |   |                                      |                    |  |  |   |   |   |   |
| PE and Sailing Club | Athletics and Sailing Team Singapore Training Program 2021 | To enhance athletics and sailing skills performance and social communication through the school visit, Singapore school exchange program, intensive training session, cultural and Singapore sports facilities visit.  | 18 July to 27 July (10 days)  | 26 (20 Students, 3 Teachers and 3 Coaches)                | Event cancelled due to the pandemic. | \$0                | N.A.   |  |   | ✓ |   |   |
| Rope Skipping       | Sports training & interflow (Tokyo, Japan)                 | <ul style="list-style-type: none"> <li>- Students can participate in non-local physical development activities to broaden their exposure.</li> <li>- Students can participate in non-local exchange activities to extend their global awareness and vision.</li> <li>- Students can enhance their rope skipping skills in speed, double dutch and single rope freestyle.</li> <li>- Students can improve their rope skipping skill by watching foreign or international competitions.</li> <li>- Students can improve their collaborations among the team members by learning from non-local athletes.</li> <li>- Students can appreciate the foreign culture and customs.</li> <li>- Students can improve their communication skill and languages.</li> </ul> | 7 days during Summer Holidays | F.1-F.5 students (about 40), coaches & teachers (about 4) | Cancelled due to the pandemic.       | \$0                | N.A.   |  |   | ✓ |   |   |

| Domain                           | Brief Description of the Activity         | Objective   | Date                         | Target Student (level and no. of students)                      | Evaluation Results                   | Actual Expenses \$ | Nature of Expenses* (Refer to the last page) | Essential Learning Experiences<br>(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)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| Volleyball and Cultural Exchange | Volleyball and Cultural Exchange (Taiwan) | <ul style="list-style-type: none"> <li>- To experience the mode of volleyball training of outstanding Taiwan secondary schools so as to enhance the attitude, fitness and skills of students.</li> <li>- To enhance discipline and spirit of the team.</li> </ul>   | Mid- August 2021<br>(6 days) | 20-30 students<br>(At least 8 to 10 players of the same gender) | Cancelled due to the pandemic.       | \$0                | N.A.   |  |   | ✓ |   |   |
| SEC                              | F.4 Grand Tour- Bangkok, Thailand         | <ul style="list-style-type: none"> <li>- To raise students' global and cultural awareness</li> <li>- To nurture students' moral values.</li> <li>- To provide assistance to people in need.</li> <li>- To enhance students' communication skills through the school visit.</li> <li>- To create collective memories for students and teachers.</li> </ul> | 26 - 30 Mar 2020             | F.4 whole form  | Event cancelled due to the pandemic. | \$0                | N.A.   |  |   |   | ✓ |   |
| Expenses on Item 1.3             |   |   |                              |   |                                      | \$0                |  |  |   |   |   |   |
| Expenses for Category 1          |   |   |                              |   |                                      | \$694,186          |  |  |   |   |   |   |

| Domain                                   | Item   | Purpose  | Actual Expenses \$ |
|--|--|--|--------------------|
| <b>Category 2</b>                        | <b>To procure equipment, consumables and learning resources for promoting life-wide learning</b> |  |                    |
| Music                                    | Music Score for performance  | Regular training for strings ensemble, choir or other performance groups | \$0                |
| Music                                    | Performance necessity (e.g. Ribbon, bandage, plastic boxes...etc.)                               | Performance  | \$0                |
| Music                                    | Chinese Drum Replacement   | Replacement of the old drums which had been used over 10 years           | \$0                |
| Music                                    | Three violin boxes   | Replacement of the old broken boxes                                      | \$3,900            |
| <b>Expenses for Category 2</b>           |  |  | <b>\$3,900</b>     |
| <b>Expenses for Categories 1 &amp; 2</b> |  |  | <b>\$698,086</b>   |

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

**Code for Expenses**

**E** Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)  
**1** Transportation fees  
**2** Fees for non-local exchange activities / competitions (students)  
**3** Fees for non-local exchange activities / competitions (escorting teachers)  
**E** Fees for hiring expert / professionals / coaches  
**4**  
**E**  
**5**

**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)  
**COVI** Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak  
**D**

**Number of Student Beneficiaries**

|  |     |
|--|-----|
| Total number of students in the school:                | 857 |
| Number of student beneficiaries:                       | 600 |
| Percentage of students benefitting from the Grant (%): | 70% |

**Report compiled by:** Poon Sinn Ching

## 6. Non-Chinese Speaking Student Support Grant Evaluation

| Responsible Party | Name of program(s) / Objectives     | Strategies & benefits anticipated | Duration of the program | Target students         | Expenditure                | Evaluation  |
|-------------------|-------------------------------------|-----------------------------------|-------------------------|-------------------------|----------------------------|---|
| 中文科               | 小組學習—<br>減少師生比例，<br>提升相關學生的<br>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 | 兩名合約學位教師部分薪金：<br>\$792,452 | 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—<br>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—<br>減少師生比例，<br>提升相關學生的<br>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。                                      |
|                   | 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。                        |
|                   |                                     |                                   |                         |                         | \$792,452                  |   |

報告者：黃文堅



## 7. One-off Promotion of Chinese History & Culture Grant Evaluation

| Program      | Objective(s)                   | Targets<br>(No./Level/<br>Selection) | Duration/<br>Start Date | Deliverables | Evaluation    | Expenditure |
|--------------|--------------------------------|--------------------------------------|-------------------------|--------------|---------------|-------------|
| 從香港歷史考察基本法序言 | 在活動日帶領中三全級學生參與香港歷史考察，藉此了解基本法序言 | 中三全級學生                               | 4/2021                  | 因疫情取消        | 因疫情取消         | /           |
|              |                                |                                      |                         |              | <b>Total:</b> | \$152.72    |

報告者：黃家榮

## 8. 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. Students learnt the library book classification system and designed the signs for the library. 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 <ul style="list-style-type: none"> <li>Printed books and e-books               <ul style="list-style-type: none"> <li>regular printed books and e-books purchases</li> <li>purchase of books recommended by F.5 students (Legacy of Reading Program)</li> </ul> </li> </ul>  | \$9961.4<br>\$18795.4   |
| 2                | Reading Activities <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reading workshops</li> <li><input checked="" type="checkbox"/> Book sharing activities by teachers</li> <li><input checked="" type="checkbox"/> Subsidizing student representatives' transportation fee to participate in Reading Forum</li> <li><input checked="" type="checkbox"/> Souvenirs designed by the prize winners of reading activities</li> <li><input checked="" type="checkbox"/> HK Book Fair Visit</li> <li><input checked="" type="checkbox"/> Author's Talk</li> </ul> | Cancelled<br>Cancelled<br>Cancelled<br>\$6760<br>Cancelled<br>Cancelled |
| 3                | Reading Award Scheme   | \$15964.2   |
| 4                | "Read to Breathe" Reading Program  | \$3984.8  |
| 5                | Creating a pleasant reading environment in the library   | \$4534.5  |
| Total:           |  | \$60,000.3  |
| Unspent Balance: |  | \$56,958.7  |

Report compiled by: Linder Brenda Ying

## 9. 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

## 10. 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 teachers of SEN students |   | Academic year 2020-2021  |                                    |  |  | Total amount:<br><b>\$ 80,510</b>                          |
| 2.                                   | Speech therapy course (online)   | Supporting students' speech development        | Hong Kong Oral Motor Reconstruction Therapy Ltd | No. of sessions: 70<br>Session length: ~40 min<br>Total time: 55 hr. | 5 SEN students + 1 non-SEN student | Assessment by therapist and feedback from students/parents | Improvement in students speech performance | Price per hour: \$700<br>Total amount:<br><b>\$ 38,500</b> |
| 3.                                   | Language course for students with SLD                                    | (Cancelled due to class suspension)            |   |  |                                    |  |  | Total amount:<br><b>\$ 0</b>                               |
| 4.                                   | Social and emotion management skills workshop for students with ASD/ADHD | (Cancelled due to class suspension)            |   |  |                                    |  |  | Total amount:<br><b>\$ 0</b>                               |
| 5.                                   | Workshop for students with ADHD  | (Cancelled due to class suspension)            |   |  |                                    |  |  | Total amount:<br><b>\$ 0</b>                               |
| <b>Total amount:<br/>Balance b/d</b> |  |  |   |  |                                    |  |  | <b>\$ 119,010</b>  |

Report compiled by: Ip Chu Ching

## 11. 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.       | <u>Duan Zhou Middle School Academic and Cultural Visit Trip</u> <ul style="list-style-type: none"> <li>4 Day 3 Night Visit Trip for around 30 students and 3 teachers from Ti-I after the second term exam (Proposed to be held in July 2021)</li> <li>Academic exchange with Duan Zhou Middle School and cultural experience in the Mainland</li> </ul> | <ul style="list-style-type: none"> <li>Through the exchange activities between the two schools, students can understand the domestic learning culture in the Mainland</li> <li>Establish relationship between the two schools</li> </ul> | Event cancelled due to the pandemic | N/A                      |

## Part 2: Financial Report

| Item No. | Name of the exchange | Expenditure Item         | Amount    | Remarks |
|----------|----------------------|--------------------------|-----------|---------|
| 1.       | NIL                  |                          |           |         |
|          |                      |                          |           |         |
|          |                      | Total:                   | \$0       |         |
|          |                      | Annual Balance of Grant: | \$156,035 |         |

Report compiled by: Woo Mei Hung

## 12. Student Activities Support Grant Evaluation

### I. Financial Overview

|   |   |          |
|---|---|----------|
| A | Allocation in the Current School Year:            | \$90,350 |
| B | Expenditure in the Current School Year:           | \$0      |
| C | Unspent Amount to be Returned to the EDB (A – B): | \$90,350 |

### II. Number of Student Beneficiaries and Subsidised Amount

| Category   | Number of Student Beneficiaries | Subsidised Amount   |
|--|---------------------------------|---|
| Comprehensive Social Security Assistance               | 0                               | \$0   |
| Full-grant under the School Textbook Assistance Scheme | 0                               | \$0   |
| Meeting the school-based financially needy criteria    | 0                               | \$0<br>(capped at 25% of the total allocation for the school year)  |
| <b>TOTAL</b>   | 0                               | <b>\$0</b><br>(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B) |



### III. Details of Expenses

| Domain | Brief Description of the Activity   | Expenses (\$) | Person Times<br>of Student Beneficiaries | Essential Learning Experiences<br>(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)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 1.1    | 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 (e.g. field trips, arts appreciation, visits to enterprises)  |               |  |  |   |   |   |   |
|        | NIL   | \$0           |  |  |   |   |   |   |
|        |   |               |  |  |   |   |   |   |
|        | Expenses on Item 1.1  | \$0           |  |  |   |   |   |   |
| 1.2    | Local activities: 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 (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps) |               |  |  |   |   |   |   |
|        | NIL   | \$0           |  |  |   |   |   |   |
|        |   | \$0           |  |  |   |   |   |   |
|        | Expenses on Item 1.2  | \$0           |  |  |   |   |   |   |
| 1.3    | Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions  |               |  |  |   |   |   |   |
|        | Expenses on Item 1.3  | \$0           |  |  |   |   |   |   |

| Domain | Brief Description of the Activity  | Expenses (\$) | Person Times<br>of Student Beneficiaries | Essential Learning Experiences<br>(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)<br>M: Moral and Civic Education<br>P: Physical and Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 1.4    | To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities |               |  |  |   |   |   |   |
|        | Expenses on Item 1.4   | \$0           |  |  |   |   |   |   |
| 1.5    | Others   |               |  |  |   |   |   |   |
|        | Expenses on Item 1.5   | \$0           |  |  |   |   |   |   |
| 1.6    | To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure                               |               |  |  |   |   |   |   |
|        | Expenses on Item 1.6   | \$0           |  |  |   |   |   |   |
|        | Total  | \$0           |  |  |   |   |   |   |

Report compiled by: Poon Sinn Ching