



# CHEUNG CHUK SHAN COLLEGE

*Competent, Conscientious, Studios, Creative*

敏行、正心、博學、日新

## ANNUAL SCHOOL REPORT (2020 - 2021)

# Contents

<b>A. Profile of Our School</b>	<b>1</b>
<b>B. Management &amp; Organization</b>	<b>2</b>
<b>C. Learning &amp; Teaching</b>	<b>6</b>
<b>D. Student Support &amp; School Ethos</b>	<b>10</b>
<b>E. Student Performance</b>	<b>13</b>
<b>F. Achievements &amp; Reflections on Major Concerns</b>	<b>16</b>
<b>G. Financial Summary</b>	<b>22</b>
<b>H. Feedback on Future Planning</b>	<b>24</b>
<b>I. Appreciation and Acknowledgement</b>	<b>24</b>
<b>Appendix I</b>	<b>25</b>
<b>Appendix II</b>	<b>26</b>
<b>Appendix III</b>	<b>27</b>
<b>Appendix IV</b>	<b>29</b>
<b>Appendix V</b>	<b>34</b>

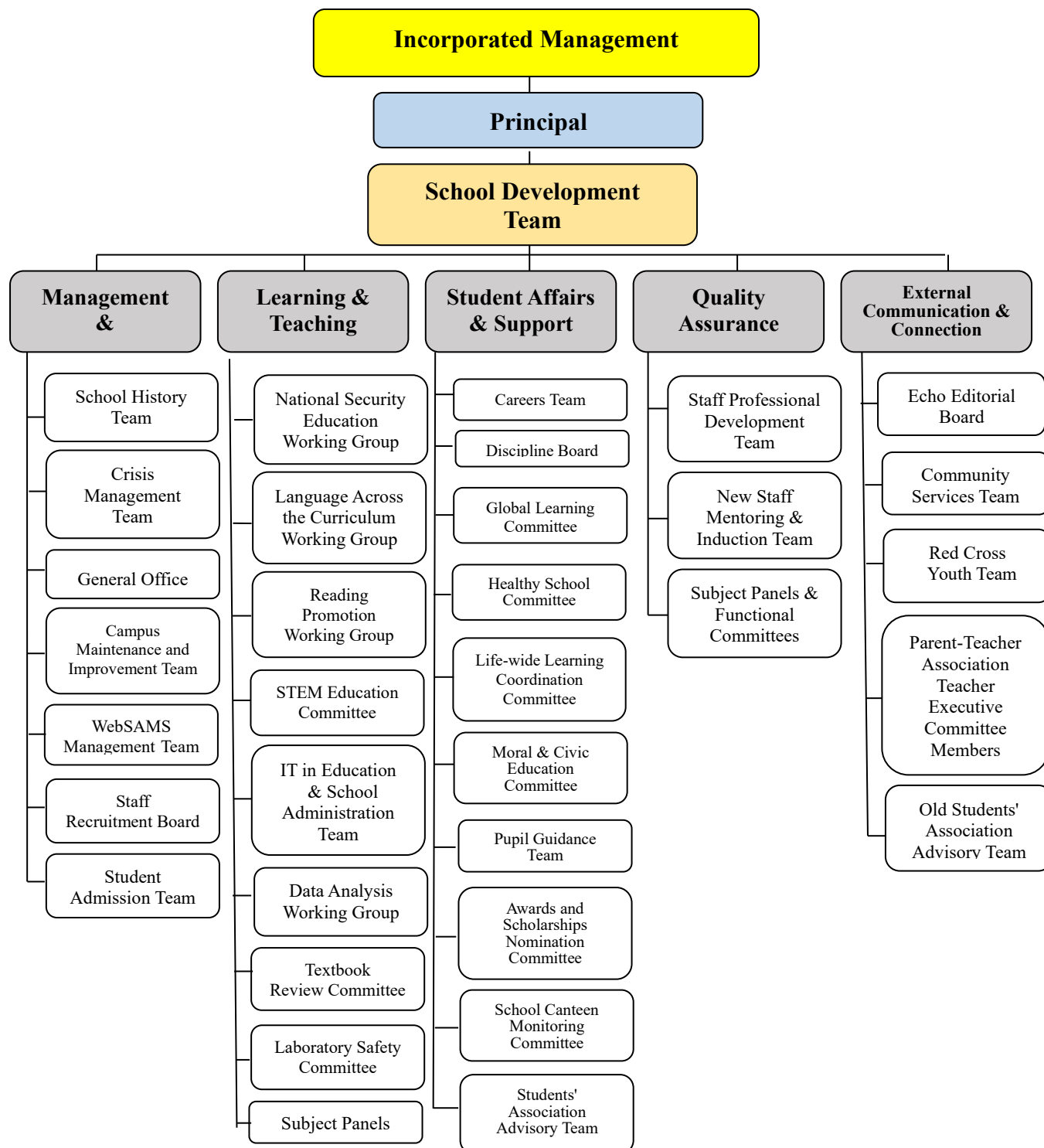
## A. Profile of Our School

Profile	
Year of founding	1969
School sponsoring body	Five Districts Business Welfare Association
School type	Aided co-educational secondary school
Vision & mission	Cheung Chuk Shan College aspires to be a self-enhancing school striving for eminence in proactively nurturing Hong Kong's leaders of tomorrow. We aim to provide the best quality education to nurture our students to become literate, competent, conscientious and caring youths by instilling in them logical and creative thinking, fostering proper moral and aesthetic values, fortifying them physically and mentally to overcome challenges, cultivating a sense of civic and social awareness, encouraging them to show love and concern for others and kindling in them the desire for a life-long pursuit of knowledge for their personal growth towards transcendence.
Motto	Competent, Conscientious, Studious & Creative
Medium of instruction	English has been used as the medium of instruction of all subjects except Chinese Language, Chinese Literature, Chinese History, Putonghua and Form-teacher Periods since its establishment in 1969.
Class organization	S1, S3 & S5: 4 classes per level S2, S4 & S6: 5 classes per level
Facilities	26 classrooms, 2 teaching rooms, 4 science laboratories, Multimedia Learning Centre, Campus TV Studio, ICT Room, Geography Room, Music Room, Art Room, Home Economics Room, Needlework Room, Library, Assembly Hall, organic farm, outdoor playground, covered playground with a bouldering wall and Gallery of School History



## B. Management & Organization

### School Administrative Structure



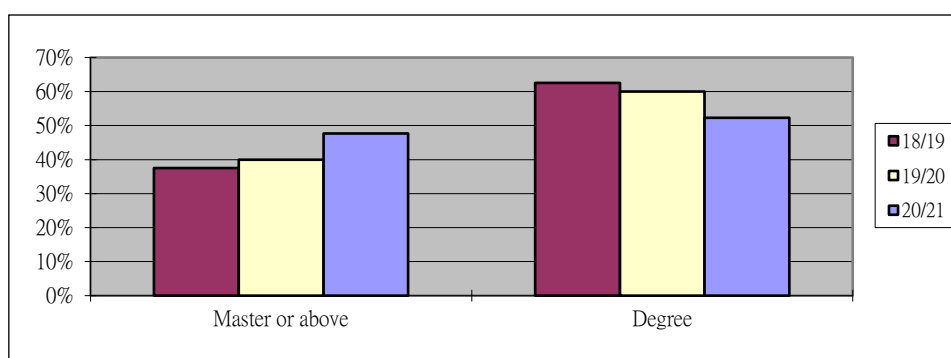
## Incorporated Management Committee (IMC)

The IMC set the general direction of development for the School and monitored its operation. The Committee, consisting of 15 members, was headed by Mr. Chow Yuet Yan Kenneth, the Supervisor. Elections for the Teacher Managers and the Parent Managers were held to allow different stakeholders to be represented.

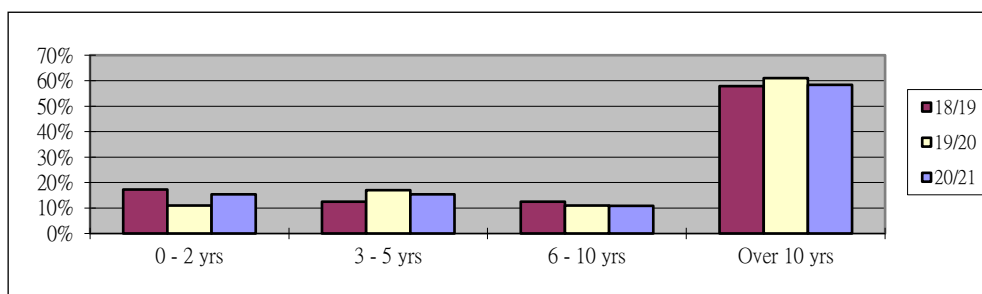
## Teaching Staff

All the 65 teaching staff members (including the Principal) were university graduates of whom 31 were holders of a Master's degree. 98.5% of the teachers had already received professional training whereas 26 teachers had attended courses on catering for diverse learning needs.

Percentage of Highest Academic Qualifications Attained by Teachers

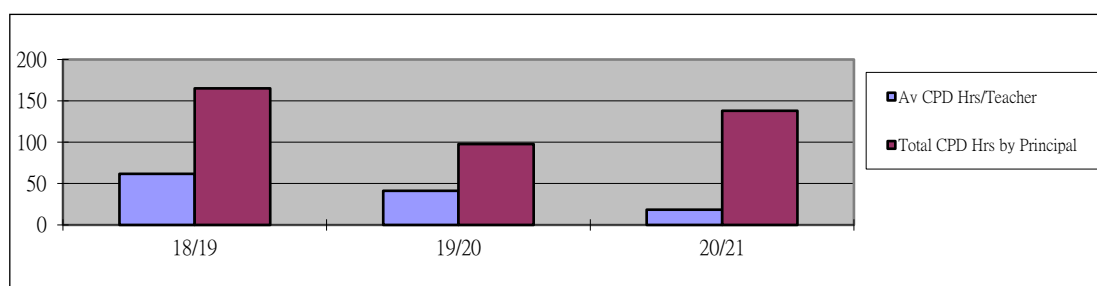


Teaching Experience



## Professional Development

Continuing Professional Development



Modes	Details
IT Workshop	<ul style="list-style-type: none"> <li>♦ Use of different applications for preparing teaching materials for online lessons and relevant experience sharing</li> <li>♦ Use of cloud storage platforms</li> <li>♦ Use of tools for preparing scanned exam scripts and marking of assignments on electronic devices</li> <li>♦ Use of newly installed touch panels in science laboratories</li> </ul>
Peer Sharing	<ul style="list-style-type: none"> <li>♦ Sharing on strategies helping to strengthen peer interaction in class as well as ideas / information gathered from seminars, workshops or courses</li> </ul>
Mentorship	<ul style="list-style-type: none"> <li>♦ Mentors assigned to support new teachers and teachers with 1-year experience only</li> <li>♦ Sharing sessions for novice teachers on guidance skills and meeting with parents on Parents' Day</li> </ul>
Lesson Observation	<ul style="list-style-type: none"> <li>♦ Focused lesson observations for professional exchanges on specific themes conducted by the School Management</li> <li>♦ Peer lesson observations carried out to share and improve pedagogical methods</li> </ul>
External Sharing	<ul style="list-style-type: none"> <li>♦ Some teachers serving as guest speakers at seminars or sharing sessions held by external organizations to share with the participants topics on learning and teaching.</li> </ul>
Others	<ul style="list-style-type: none"> <li>♦ Some teachers serving in various external committees for organizing subject-related activities or promoting curriculum development</li> <li>♦ 17 teachers and non-teaching staff members attended a CPR and AED Certificate Course so as to strengthen the ability of school staff to handle first-aid situations.</li> </ul>

## Self-evaluation

In view of the importance of self-evaluation for the sustainable development of an educational institution, information about the Key Performance Measures was collected. Moreover, activities and measures carried out by different school bodies were evaluated regularly. Experiences gained from the implementation helped to bring about necessary adjustments to the tasks carried out whereas the self-evaluation data collected became crucial considerations when the future school development was planned.

Apart from the means targeting at the school level, the School required all teachers to conduct subject-based questionnaires to gather student views on how their teaching could be improved. Teachers also completed self-appraisal reports reviewing their performance while the views they put forwards inspired the School to the further improvements needed.

## School-based Management Non-standard Items Collection

Except those families entitled to the Comprehensive Social Security Assistance or full grant under the Student Financial Assistance Scheme, \$310 was collected from each student to meet the expenses of the following item:

Description	Income	Expenditure
Income from students	\$213,900.00	
Renovation of STEM Education Room & G/F		\$213,900.00
<b>Balance:</b>		<b>\$0.00</b>

## C. Learning & Teaching



### English Environment

In view of the importance of English to their learning and future prospect, the School has been striving hard to build up a natural and authentic English environment for students through various means besides adhering to English-medium instruction policy:

- ♦ the English curriculum was specially designed to reinforce the skills of students and there was the use of materials from English-speaking countries, which suited better the standard and needs of students;
- ♦ class activities, often involving discussions and role-plays, provided more opportunities for students to improve their English;
- ♦ various co-curricular and extra-curricular activities were held for students to increase their chances and boost their confidence in speaking in English;
- ♦ an extensive reading scheme was implemented;
- ♦ students took part in external competitions;
- ♦ the policy of English Campus was adopted, which specified that teachers whose main teaching medium was English should communicate with students using the language outside class time except under certain circumstances;
- ♦ English materials prepared by interest clubs or houses were posted to enrich the English environment; and
- ♦ introduction of supportive administrative measures, e.g. school assemblies were conducted in English and promotion materials for extra-curricular activities organized by the School were generally in English.

### Education Reform

It is our main concern to provide quality education with regard to the current trends in



education. Beside the promotion of an active learning culture by entrusting students with a more crucial role in learning, the key components of the curriculum reforms of the EDB have been incorporated in our school policies.

Component	Details
Moral and civic education	<ul style="list-style-type: none"> <li>♦ Activities were held by the Moral &amp; Civic Education Committee to help students develop better inter-personal relationship and understand local history more.</li> <li>♦ Apart from cleaning their classrooms, S1 – S3 students set behavioural goals to attain.</li> <li>♦ Different subjects included elements of moral and civic education as well as Basic Law education while Form-teacher Periods and school assemblies were deployed to inculcate priority values and attitudes highlighted by the EDB into our students.</li> </ul>
Reading to learn: Towards reading across the curriculum	<ul style="list-style-type: none"> <li>♦ 1 lesson per teaching cycle of S1 – S3 was reserved for reading.</li> <li>♦ Subject panels promoted reading through different methods.</li> <li>♦ With the Promotion of Reading Grant provided by the EDB, the School Library adopted a comprehensive approach in reinforcing the reading culture, including elements like a reading award scheme in S1 and subscribing to a web-based reading scheme.</li> <li>♦ The Reading Promotion Working Group tried to encourage reading through such appealing measures as delivering reading messages via the Instagram and appointing students to be Reading Key Opinion Leaders.</li> </ul>
Information technology (IT) for self-directed learning	<ul style="list-style-type: none"> <li>♦ The IT infrastructure was upgraded to support e-Learning at school more effectively.</li> <li>♦ Tablet computers, applications and electronic platforms were used to aid learning and teaching in some lessons.</li> <li>♦ Besides using IT to complete some assignments, students had to do on-line exercises of some subjects.</li> <li>♦ The culture of e-Learning was strengthened during class suspension since teachers supplied online learning materials to students and assignments were submitted via electronic means. Moreover, real-time lessons were also arranged for students to support their self-learning efforts.</li> <li>♦ In the 2-year plans for promoting e-Learning, subject panels had to compile a standard set of reference materials with visual aid and audio explanation for the whole level from S1 to S5.</li> </ul>
Project learning	<ul style="list-style-type: none"> <li>♦ Students finished projects on different themes and some of them incorporated cross-curricular elements, which helped to boost their generic skills.</li> </ul>

## Active Learning

In view of the importance of an active role of students if they were to learn effectively and

enjoy the learning process, efforts were made to reinforce the culture of active learning. Besides being instructed to set learning goals, students were assigned different tasks in class or outside the class time so that they could develop different active learning skills. The practice of self-learning was extended during class suspension caused by the outbreak of the coronavirus disease, when students had to study the online materials provided and completed tasks given. Interaction between the teacher and his students during real-time lessons could still be maintained by different means. The experience developed the learning capability of students and enabled them to be more ready to assume greater responsibility in learning.

## Language across Curriculum

The Language across the Curriculum Working Group, comprising representatives from some KLAs, was set up to explore how language across the curriculum could be promoted. A whole-year project signified by the collaboration between the English panel and the non academic panels in sharpening the presentation skills of S3 students through the holding of a TED talk activity was held.



## STEM Education

To enhance the interest of students in relevant subjects and strengthen their ability to integrate and apply knowledge and skills, our school has been attaching great importance to STEM education. Though the STEM Education Committee set up a comprehensive plan at the beginning of the school year, many of the activities had to be cancelled due to the coronavirus-led school suspension and the practice of half-day school. Besides the incorporation of elements of STEM into ICT, setting up a STEM book corner in the Library, arranging STEM activities for a level and nomination of students to join some competitions, a milestone in the development of STEM education was laid with the completion of the first phase of the construction of the STEM Education Room on the ground floor of the school campus. Interior furnishing would be carried out in the coming school year and it was hoped that the Room would be opened for use by the end of the coming school year.

## **Learning Beyond the Classroom**

Our belief to enable students to learn in an authentic manner and apply what they have learnt explains why various co-curricular and ex-curricular activities were organized. Visits and field studies were arranged for students taking such subjects as Chinese History, Geography as well as Tourism and Hospitality Studies.

## **Enhancement and Remedial Teaching**

Being aware of learner diversity, our teachers adopted teaching pedagogy as well as designed learning activities and assessment questions which enabled students of various ability levels to develop their knowledge and skills besides gaining satisfaction. Students lagging behind would receive individual guidance if necessary. Enhancement and remedial classes were also organized by some subjects while bright students could participate in gifted education programmes held by our School or external organizations, and subsidies would be offered for the latter. In addition, students could join speech contests after receiving training whereas outstanding students in other areas were selected to join relevant Olympiads and external competitions.

## **Bridging Measures**

Besides the provision of learning materials during the summer vacation, a bridging course for Chinese as well as preparation classes of core subjects were arranged during the summer vacation to consolidate the foundation of S1 newcomers. Moreover, to facilitate students' adaptation to the English learning medium, S1 teachers would adjust their classroom language and teaching pace. There was also a strong interface of junior and senior secondary curricula with the integration of basic concepts and skills required in the senior curriculum into the curriculum of the junior forms. In addition, learning materials would be provided during the summer vacation to students promoted to S4, which prepared them for the more challenging senior secondary curriculum.

## **Additional Manpower**

We utilized well the grants supplied by the EDB to implement the curriculum as well as strengthen the support to student learning and guidance – 1.5 English teachers, 2 Chinese teachers, 1 Mathematics teacher, 1 Geography teacher, 1 ICT teacher, 1 Liberal Studies teacher, 1 BAFS teacher and 1 Physics teacher were recruited for the academic year under review with the Teacher Relief Grant and the Capacity Enhancement Grant. Moreover, the Expanded Operating Expenses Block Grant was used to employ 4 Teaching Assistants so that some subject panels could have more manpower for teaching while there could be greater support to school administration, students with special educational needs and also life planning of students.

## D. Student Support & School Ethos

### Adaptation

#### a. S1 Orientation for Students

Date	Details
11 July 2020	Parent-Child Orientation Day

#### b. Peer Counsellors Scheme

The Scheme aimed at helping the S1 students tackle difficulties in studies and interpersonal relations. The Peer Counsellors also helped to identify the general behavioural problems in S1 and spot out students who needed help. Follow-up work was then done by the Form-teachers and the Pupil Guidance Team.

### Pastoral Care for Students

#### a. Assistant Form-teachers

S1, S2 and classes with newly-recruited teachers in charge of class affairs were assigned both a Form-teacher and an Assistant Form-teacher. This enabled students to receive more attention and guidance while increasing support to new teachers when executing their administrative duties.

#### b. Functional Committees

While the Discipline Board & the Moral and Civic Education Committee strove hard to inculcate students with moral values, the Life-wide Learning Coordination Committee facilitated holistic growth by promoting extra-curricular activities. In addition, to enhance the exposure of students and help them develop an international perspective, the Global Learning Committee introduced different cultural exchange activities. Furthermore, the Careers Team aimed at equipping students with knowledge and experience so that they could make wise study and career choices as well as prepare themselves for them. Finally, besides providing counselling services to students, the Pupil Guidance Team liaised with different school personnel and other external bodies in bringing about the support needed for students.

#### c. Support from the Alumni

##### i. The Old Students' Association (OSA)

The OSA mobilized alumni to help S6 students review their JUPAS choices after the release of the HKDSE Examination results. Also, a mentorship programme was organized jointly with the Careers Team for S5 and S6 participants to learn from their mentors in various aspects besides obtaining first-hand information about the careers they were interested in.

##### ii. The CCSC Alumni Foundation Fund

With the enthusiastic financial support received, including the annual donation of Dr. Wong Ming Fung William, a 1991 S7 graduate, various activities were sponsored by the

Fund. Besides offering different service awards, the Star of CCSC Award and the Outstanding Extra-curricular Activities & Leadership Award as a recognition of the relevant efforts of students, the Fund sponsored a number of projects run by our School so as to encourage whole-person development. In addition, attention was paid to the promotion of gifted education with the financial support given to junior-form students joining gifted education programmes. Furthermore, disadvantaged students were subsidized for their participation in extra-curricular activities while the Fund contributed to the raising of the language standard of students by financing language learning projects and offering the Language Learning Award.

### iii. Other Donations

The development of our School was also greatly facilitated by the generous donations of alumni. Awards and financial support were offered to specific domains – the Medical Alumni Science Award, the Arts Alumni of 1985 and 1986 Award, the Most Improved Student Awards donated by alumni of Classes 1978 and 1979, the Language Learning Award, the School Song Composer Music Development Fund, the JY Excellent Athletes Award and the Student of Noble Character Award. Moreover, donations were made by other alumni to help fulfil the needs of different student activities and facilitate the school development.

## **National Security Education**

Realizing the significant role and obligations of schools in safeguarding national security, our School Sponsoring Body responded promptly to the appeal of the EDB and issued a directive on the roles and duties of its sponsored schools in implementing national security education. Our School also adhered to the guidelines released by the EDB and set up the National Security Education Working Group headed by the Principal to review the existing efforts and devise measures in respect of planning and management, learning and teaching, student guidance, discipline and support as well as home-school cooperation with a view to maintaining a safe and orderly learning environment in schools and nurturing students to become good law-abiding citizens. The disruptions to school life brought by the coronavirus had hampered the efforts of our School in promoting national security education in the school year under review, but our School was on the right track and the objective would be realized more effectively with the return of the normal school life.

## **Cultural Exchanges**

The global pandemic situation had hampered the promotion of cultural exchange since the hosting of an AFS exchange student and the study tours planned had to be cancelled. Nevertheless, 1 S5 student still took part in a 1-year exchange programme to Austria, studying in a local school and staying in a host family. Nevertheless, the lockdown of the country and the anxiety associated with it did not prevent him from experiencing an exotic life and culture, which created cherished memories.

## **School-based After-school Learning and Support Programme**

To help disadvantaged students improve their learning effectiveness, broaden their learning experiences as well as raise their understanding of the community and sense of belonging, the School organized relevant activities for them and 8 students benefited from the programme by joining music, art or sports classes. Reference can be made to Appendix III for the effectiveness of the programme.

## **Home-School Co-operation**

Various means were adopted to enable parents to understand better the needs of their children as well as the policies and developments of the School:

- ♦ contact of parents made if necessary to solicit the support required in nurturing their children;
- ♦ use of an application allowing parents to view school circulars and sign reply slips;
- ♦ management of the website of the School; and
- ♦ publication of the school newspaper, ECHO.

A series of programmes were also organized jointly by the Parent-Teacher Association (PTA) and the School to realize the purpose of home-school cooperation:

- ♦ arranging for the participants a talk during the Annual General Meeting on how home-school cooperation could further facilitate e-Learning;
- ♦ switching the S1 Tea Gathering and talk on selection of S4 electives from an on-site mode to provision of information through phone contact and posting of useful materials online;
- ♦ publication of an online newsletter to keep parents abreast of the latest developments of the School; and
- ♦ holding of an orientation programme for parents of S1 newcomers to give a general picture of the School to them, help them adjust their parenting skills when their children entered a new developmental stage and let them understand how they could work together with the School to facilitate the holistic growth of their children.

Though the contact with the School had been retarded by the coronavirus, parents and the PTA still strove hard to benefit the school life of students and helped to build the solidarity and trust needed for the school development by:

- ♦ giving valuable opinions on school policies; and
- ♦ helping to promote an all-round development of our students by offering scholarships.

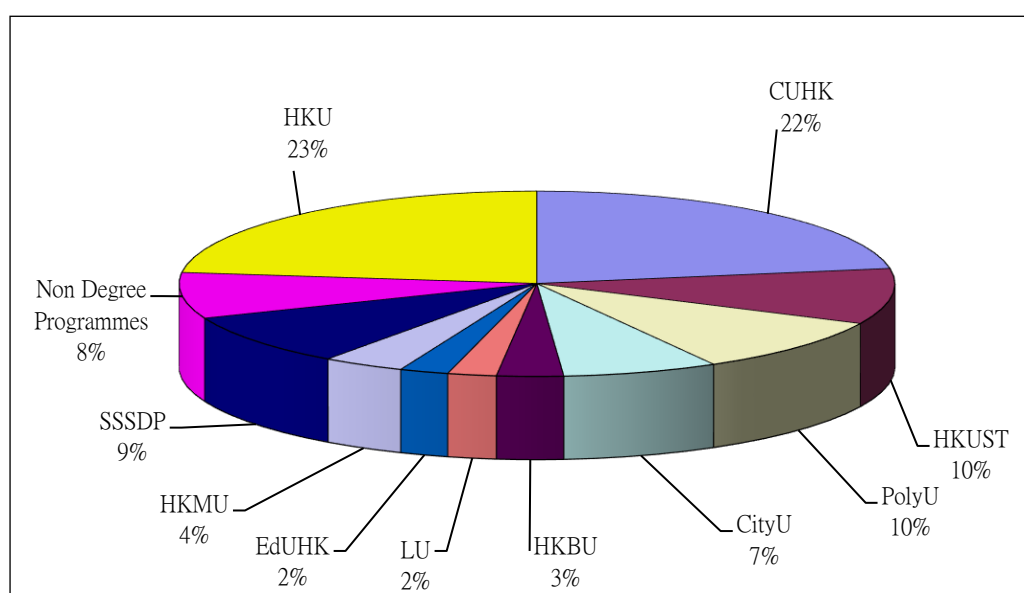
## E. Student Performance

### HKDSE Examination

141 S6 students sat the examination and a 100% individual passing rate was achieved in 15 subjects. A total of 345 L5 or above, or 2.45 L5 or above per student, were obtained. It is most gratifying to note that the rate of L5 or above of 10 subjects exceeded 30%. The results of individual subjects can be found at the official website of the School. It is also encouraging to note that 99.3% of the students at least attained L3 in English and nearly 30% of the candidates passed with L5 or above. Impressive individual performance was shown by a number of students, the best student securing 5 L5\*\* (including M2), 1 L5\* and 2 L5. In addition, 90.1% of the S6 students fulfilled the minimum university admission requirement of L3, L3, L2, L2 and L2 in English, Chinese, Mathematics, Liberal Studies and any one elective respectively.

### JUPAS Offers for S6 Graduates

The results of JUPAS offers were gratifying. 95.0% of our students had JUPAS offers, among which 92.5% were offered degree courses and quite a number of them were competitive programmes like Medicine, Global Business Studies and Occupational Therapy. The pie chart below depicted the offers by different universities.

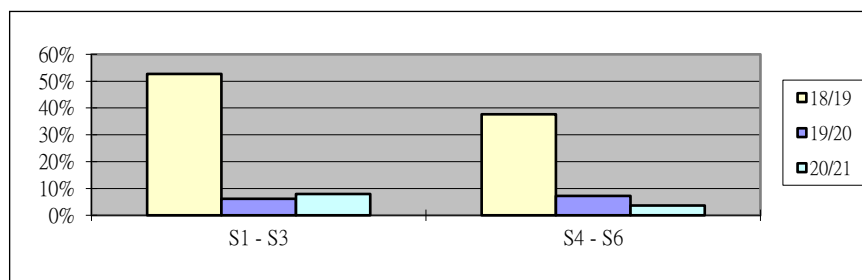


### Other Learning Experiences and Extra-curricular Activities

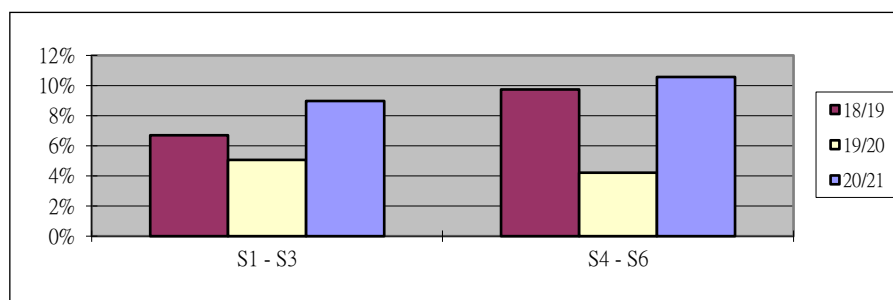
Our students took part in not only activities organized by subject panels, functional committees and interest clubs but also inter-school events, which helped to unleash their creativity, develop and maximize their potential, and keep them both physically and mentally strong all the time. It is pleasing to find our students procured impressive attainments in participating in such activities. Our students also served the community through different forms

of voluntary services, which were organized for small groups and various levels. This year they mainly provided service programmes to the ethnic minorities. This proved to be valuable experiences for our students as they could understand more about other minority social groups apart from learning to empathize with others. Greater support for the participation of students in life-wide learning activities during the school year under review was available owing to the provision of the Life-wide Learning Grant by the EDB, and reference can be made to Appendix IV for the evaluation of the items subsidized by the Grant.

Participation Rates for Students in Inter-school Events  
(Hong Kong Schools Music Festival, Hong Kong Schools Speech Festival and sports events organized by the Hong Kong Schools Sports Federation)



Participation Rates for Students in Uniform Groups

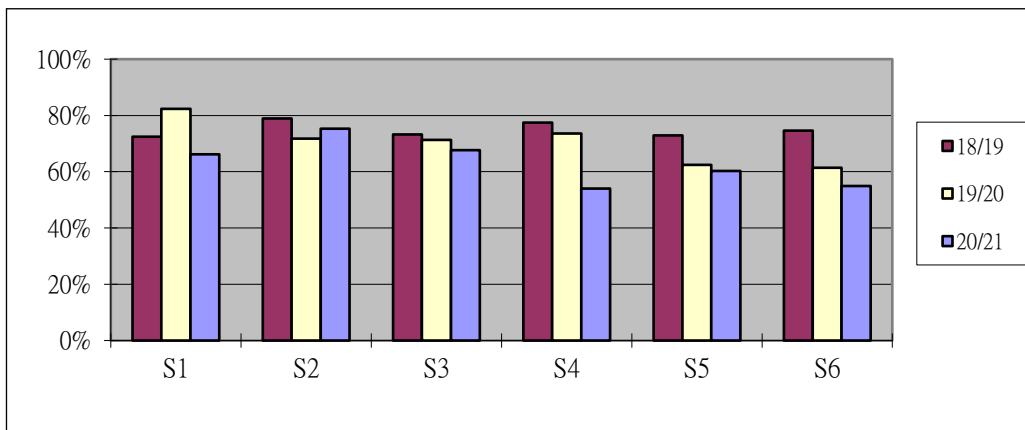


In recognition of students' active participation and brilliant performance in extra-curricular activities, the Extra-curricular Activities Award Scheme was implemented. This year 2 students were presented the Extracurricular Activities Award while another 5 were granted the Outstanding Extra-curricular Activities & Leadership Award.

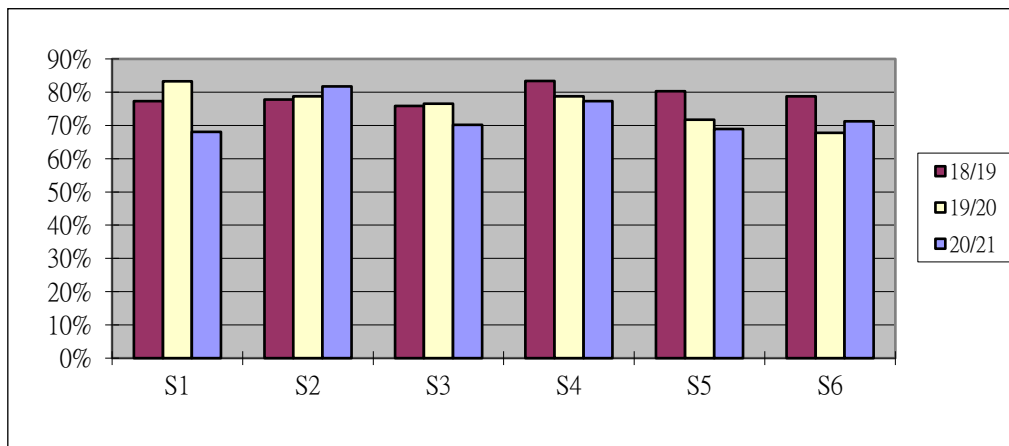


## Students' Physical Development

Percentage of Students within the Acceptable Weight Range (Boys)



Percentage of Students within the Acceptable Weight Range (Girls)



## F. Achievements & Reflections on Major Concerns

Major Concern 1: Reinforcing the culture of active learning

Items	Strategies / Tasks	Achievements
Learning plans	Arranging for S1 – S5 students to set goals for their studies, select strategies to realize them and evaluate the success of the efforts made	<ul style="list-style-type: none"> <li>According to the surveys conducted, 67% of the students agreed that they had seriously made planning as well as interim and year-end evaluations of the success of their efforts while 80% of the teachers thought that the students had done so.</li> <li>Moreover, 67.4% of the students thought that the planning and evaluations done had helped them attain success in studies while 75% of the teachers shared this view.</li> </ul>
Learning habit	Requiring S3 – S5 students to take notes during lessons	<ul style="list-style-type: none"> <li>According to the subject-based questionnaires administered, 86.6% of the students agreed that teachers of academic subjects in general required them to take notes during lessons and 84.8% claimed that they had developed the habit of taking notes during lessons.</li> </ul>
	Requiring S1 – S5 students to carry out self-learning	<ul style="list-style-type: none"> <li>Online materials of at least a topic or chapter were provided to students for self-learning with follow-up activities in class.</li> <li>All academic panels reported that at least 50% of the students showed that they had mastered the topic or chapter.</li> </ul>
	Using revised scoring rubrics for classroom performance	<ul style="list-style-type: none"> <li>Surveys revealed that 86.5% of the students found the revised scoring rubrics effective in reinforcing their habit of active learning while 81.4% of the teachers thought so.</li> </ul>
	Offering the Active Learning Award for S1 – S6 students	<ul style="list-style-type: none"> <li>59.1% of the students agreed that the award helped reinforce their habit of active learning.</li> <li>The number of awardees amounted to 93 and 75 in the first and second term respectively.</li> </ul>
	Requiring students taking part in exchange programmes to adopt an active learning attitude	<ul style="list-style-type: none"> <li>Due to the pandemic, all study tours had been cancelled.</li> </ul>
Learning skills	Helping S1 and S2 students develop specific	<ul style="list-style-type: none"> <li>Different academic panels had selected specific skills to focus on and the results of the subject-</li> </ul>

Items	Strategies / Tasks	Achievements
	skills of active learning	based questionnaires revealed that 88.8% of the students agreed that they had developed the skills concerned.
	Requiring S1 & S2 students to make personal notes for revision	<ul style="list-style-type: none"> <li>At least a chapter of notes in each school term of Chinese History, Geography, History, Integrated Science and Life &amp; Society had been revised so that application of learning skills was needed for students to produce a full set of notes</li> <li>The survey conducted showed 86.6% of the students found this measure effective in reinforcing their habit of active learning</li> <li>Teachers observed that most students managed to make their own notes by drawing tables, flow charts and simple sketches while some smarter ones could further use symbols and colours to highlight important points.</li> </ul>
	Promoting reading further through various new activities	<ul style="list-style-type: none"> <li>A diversified range of purposeful new reading activities such as thematic reading and book displays, a reading talk, an S1 Reading Workshop, Campus TV reading promotion and capsule hunt activities were held. It was found that 60.5% of the students believed those activities could stimulate their interest in reading.</li> </ul>
	Organizing a campaign on environmental protection to polish students' active learning skills	<ul style="list-style-type: none"> <li>The Campaign on Environmental Day was cancelled due to the lack of preparation time arising from the pandemic.</li> </ul>
Teaching pedagogy	Strengthening the element of peer interaction in lessons	<ul style="list-style-type: none"> <li>Sharing sessions were held in panel meetings and such possible strategies as group discussions, presentation and peer comments, peer teaching, role play and peer assessment were put forward.</li> <li>87.1% of the students agreed that peer interaction was often carried out in lessons.</li> </ul>
	Promoting e-Learning further	<ul style="list-style-type: none"> <li>All academic panels had set up a two-year development plans with the elements needed to carry out e-Learning further and the tasks required were successfully completed.</li> </ul>

## Reflections

1. Due to the pandemic-related suspension of on-site lessons and half-day school after on-site lessons were resumed, many tasks were suspended or only partially accomplished while some tasks had to be turned online. This seriously hindered the realization of the major concern.
2. Since the ultimate goal of reading promotion is to equip students with knowledge across disciplines and apply reading skills and strategies to effectively process a variety of texts and connect their learning experience across the Key Learning Areas, promoting reading across curriculum should be better explored and coordinated.
3. Some measures like the revised scoring rubrics for classroom performance and the Active Learning Award have been implemented for 3 years and successfully helped students cultivate active learning attitude. They would therefore become routine practice.
4. With the prolonged practice of online lessons due to the pandemic, both teachers and students were familiar with the use of a variety of online teaching and learning tools as well as different sorts of electronic learning platforms. This greatly facilitated peer interaction and helped reinforce the culture of active learning among students.
5. All academic subjects had been endeavouring to further promote e-Learning and some subjects had actually been delivering and collecting all assignments through Google Classroom. The rapid development of e-Learning in the School was in line with the educational trends and would enhance students' active learning skills.
6. Since students have already been equipped with the basic skills for active learning, higher targets for self-directed learning should be set while new projects requiring further application of skills of active learning should be introduced.

## Major Concern 2: Nurturing a caring culture

Items	Strategies / Tasks	Achievements
Care for oneself	Arranging for S1 & S2 students to set relevant behavioural goals, select strategies to realize them and evaluate the success of the efforts made	<ul style="list-style-type: none"> <li>♦ According to the surveys conducted, 72.3% of the students agreed that they had seriously made planning as well as interim and year-end evaluations of the success of the efforts made while 75% of the teachers thought they had done so.</li> <li>♦ 74.2% of the students thought that the planning and evaluations done had helped them improve their behaviour while 66.7% of the teachers shared this view.</li> </ul>
Care for schoolmates	Holding class activities to promote inter-personal relationship	<ul style="list-style-type: none"> <li>♦ Though not many class activities could be held due to class suspension and half-day school, the survey conducted showed 66.9% of the students agreed those activities such as class bulletin board were effective in promoting inter-personal relationship.</li> </ul>

Items	Strategies / Tasks	Achievements
		<ul style="list-style-type: none"> <li>73% of the Form-teachers and Assistant form-teachers agreed that the Buddy Programme was helpful in promoting inter-personal relationship of students.</li> </ul>
	Organizing cross-level caring activities	<ul style="list-style-type: none"> <li>Career ambassadors were appointed to help S3 students make S4 streaming decisions while S5 students were arranged to write supportive messages to S6 students.</li> <li>According to the surveys conducted, 70% of the S3 students agreed that the activity could promote a caring culture whereas 49.1% of the S5 students held the same belief.</li> </ul>
Care for the environment	Requiring S1 – S3 students to clean their classrooms	<ul style="list-style-type: none"> <li>Students took turns to clean their classroom after school every day.</li> <li>The surveys administered reflected that 83.3% of the teachers found the cleanliness condition of the classrooms satisfactory while 75.3% of the students agreed that this measure had influenced them to keep their classroom clean.</li> </ul>
	Organizing the Classroom Cleanliness Campaign	<ul style="list-style-type: none"> <li>61.9% of the students agreed that the campaign had influenced them to keep their classroom clean.</li> </ul>
	Organizing a campaign on environmental protection	<ul style="list-style-type: none"> <li>65.9% of the students agreed that the Green Lifestyle Campaign was helpful in promoting environmentally friendly culture at school.</li> <li>However, the Environmental Day was suspended.</li> </ul>
Care for the disadvantaged	Organizing and coordinating activities for students to help the disadvantaged	<ul style="list-style-type: none"> <li>Due to the pandemic, only a few activities were organized. Community service was included in the Leadership Training Programme for junior form students. 85% of the students accepted that the activity held had helped them understand more about the disadvantaged.</li> <li>The service programmes organized by the Community Services Team to help ethnic minorities also received positive response</li> </ul>

Items	Strategies / Tasks	Achievements
		though they had to be conducted online.

Reflections		
1.	Since it was difficult to organize on-site activities under the social-distancing rules, many activities had to be cancelled. Some activities had to be switched online, which affected their effectiveness to different extents.	
2.	The task of asking students to clean their classrooms continued to be a success though much supervision by Form-teachers was required at the beginning. Since the students had to shoulder the cleaning work, the awareness to keep their learning environment clean and tidy was aroused. Hence the activity would be made a routine one.	
3.	Under the Green Lifestyle Campaign, measures like banning plastic disposable cutlery, encouraging solid waste recycling and playing video shows in the Form-teacher period were introduced. They succeeded in promoting an environmentally friendly culture at school, but the environmental consciousness of students was still not high enough. It was really hoped that the student-directed Environmental Day could be organized in the future so that students could realize their significant role to save the Earth.	
4.	In the aspect of caring for the disadvantaged, though only a few activities could be organized under the pandemic and some had to be conducted online, we were gratified to see that they were successful. We hope that students would continue to show their care and concern towards those less privileged.	

### Major Concern 3: Building stronger ties with alumni

Items	Strategies / Tasks	Achievements
Alumni Bonding	Compiling an alumni data bank	<ul style="list-style-type: none"> <li>With the consent of S6 students, the School passed their google accounts to Old Students' Association while the Association helped to collect contact information of alumni on the Alumni Homecoming Day. This brought benefits to both parties.</li> </ul>
	Trying to procure support needed from alumni	<ul style="list-style-type: none"> <li>This year the donations mainly came from those alumni who regularly made generous contributions to the school.</li> <li>An alumnus was invited to offer expertise advice on the construction of the STEM Education Room.</li> </ul>
	Deploying more teachers to participate in alumni activities organized by the Old Students' Association	<ul style="list-style-type: none"> <li>Due to the pandemic, the Old Students' Association only held the Alumni Fun Day this year but it met with great success. Teachers promoted the event through social media and 15 teachers with over 10 years'</li> </ul>

Items	Strategies / Tasks	Achievements
		working experience in this school joined the function. These attracted alumni of different generations to participate in the event.

### Reflections

1. The change in the learning mode brought by the pandemic had made students accustomed to using the email accounts provided by the School. In order to keep contact after their graduation, the School should allow graduates to keep the school google accounts.
2. Since the participation of teachers was highly effective in attracting alumni to join alumni activities, the policy of deploying more teachers to join the activities organized by the Old Students' Association should be continued.

## G. Financial Summary

	Income (\$) 20-21	Expenditure (\$) 20-21	Surplus / (Deficit) (\$) 20-21	Balance b/f (\$)	Balance c/f (\$)
<b>I Government Funds</b>					
(1) Expanded Operating Expenses Block Grant (EOEBG)				7,797,403.11	
(a) School Specific					
i) Administration Grant	4,175,055.00	(3,590,899.34)	584,155.66		
ii) Capacity Enhancement Grant	638,461.00	(652,540.00)	(14,079.00)		
iii) Composite Information Technology Grant	552,036.00	(930,668.63)	(378,632.63)		
iv) Air-conditioning Grant	558,053.00	(406,789.00)	151,264.00		
v) Other Incomes (Bank Interest, Rental Surplus, Electricity Rebate, etc.)	43,429.97	-	43,429.97		
vi) School-based Management Top-up Grant	50,350.00	(59,204.00)	(8,854.00)		
(b) Non-School Specific (Baseline Reference)					
i) School & Class Grant	1,966,598.31	(1,264,909.77)	701,688.54		
ii) Furniture & Equipment	-	(1,085,929.60)	(1,085,929.60)		
iii) Additional Provision for Severance Payment/Long Service Payment	-	-	-		
Sub-total (A)	7,983,983.28	(7,990,940.34)	(6,957.06)	7,797,403.11	7,790,446.05
(2) Funds Set Aside for Severance Payment/Long Service Payment					
Sub-total (B)	-	-	-	315,877.66	315,877.66
(3) Teacher Relief Grant					
Sub-total (C)	4,046,324.00	(3,443,214.44)	603,109.56	930,648.51	1,533,758.07
(4) Grants Outside EOEBG					
(a) Committee on Home-School Co-operation Project (PTA)	5,740.00	(5,261.10)	478.90	6,375.50	6,854.40
(b) School-based After-school Learning and Support Grant	94,800.00	(14,215.00)	80,585.00	8,832.00	89,417.00
(c) Other Recurrent Grants (Rent & Rates)	441,380.00	(441,380.00)	-	-	-
(d) Learning Support Grant for Secondary Schools	238,305.00	(398,900.00)	(160,595.00)	186,393.71	25,798.71
(e) Diversity Learning Grant - (OP)	109,200.00	(54,910.00)	54,290.00	37,600.00	91,890.00
(f) Diversity Learning Grant - (ApL)	60,200.00	(60,200.00)	-	-	-
(g) Fractional Post Cash Grant	128,400.00	(423,125.00)	(294,725.00)	659,675.83	364,950.83
(h) Moral and National Education Support Grant	-	-	-	256,362.50	256,362.50
(i) Community Care Fund Assistance Programme	119,544.00	(119,544.00)	-	-	-
(j) Hong Kong School Drama Festival	-	-	-	7,421.20	7,421.20
(k) Opening up School Facilities for Promotion of Sports Development Scheme	130,000.00	(117,760.00)	12,240.00	-	12,240.00
(l) Information Technology Staffing Support Grant	319,559.00	(210,915.92)	108,643.08	203,686.00	312,329.08
(m) Promotion of Reading Grant	72,816.00	(61,235.17)	11,580.83	17,714.06	29,294.89
(n) Life-wide Learning Grant	1,292,988.00	(952,611.71)	340,376.29	857,486.80	1,197,863.09
(o) Special Anti-epidemic Grant	-	(9,771.10)	(9,771.10)	9,771.10	-
(p) One-off Special Support Grant	-	(100,000.00)	(100,000.00)	100,000.00	-
(q) OGCIO-IT Innovation Lab in Secondary School	244,790.00	(152,990.00)	91,800.00	-	91,800.00
(r) Student Activities Support Grant	78,650.00	(43,297.50)	35,352.50	-	35,352.50
Sub-total (D)	3,336,372.00	(3,166,116.50)	170,255.50	2,351,318.70	2,521,574.20
(5) Others - Amount refundable to EDB	-	-	(51,192.50)	-	(51,192.50)
Sub-total (E)	-	-	(51,192.50)	-	(51,192.50)
Total Income for school year 2020-21 [Sub-totals (A) to (E)]					15,366,679.28
Total Expenditure for school year 2020-21 [Sub-totals (A) to (E)]					(14,651,463.78)
Percentage Spent (Total Expenditure / Total Income)					95.35%
Total Surplus for school year 2020-21 [Sub-totals (A) to (E)]					715,215.50
Accumulated Surplus as at the end of school year 2020-21 [Sub-totals (A) to (E)]					12,110,463.48



	Income (\$) 20-21	Expenditure (\$) 20-21	Surplus / (Deficit) (\$) 20-21	Balance b/f (\$)	Balance c/f (\$)
<b>I School Funds</b>					
<b>(1) Subscription Fund</b>					
Income				5,381,191.93	
(a) Tong Fai	131,670.00	-			
(b) Entrance Examination Fees	200.00	-			
(c) Profit on Sale of Ex. Book, Tie & Badge	8,342.88	-			
(d) Tuckshop Rental	32,583.00	-			
(e) Other Incomes (Bank Interest, Fines & Charges, Exam. Rental Surplus, Green Project, etc.)	248,829.41	-			
(f) Donations	111,898.00	-			
Expenditure					
(a) Lift Maintenance	-	(104,280.00)			
(b) STEM Room & G/F Renovation	-	(1,174,696.00)			
(c) Gold & Silver Awards and Scholarships	-	(19,850.00)			
(d) ORSO, Long Service Award & other Expenses	-	(5,185.80)			
(e) Insurance (IMC insurance & extra insurance coverage for students and teachers for trips)	-	(26,339.39)			
(f) Greening School	-	(4,008.00)			
(g) Miscellaneous Expenses (Bank Signature Amendment Fee & Library Books)	-	(1,597.20)			
<b>Sub-total (A)</b>	<b>533,523.29</b>	<b>(1,335,956.39)</b>	<b>(802,433.10)</b>	<b>5,381,191.93</b>	<b>4,578,758.83</b>
<b>(2) Collection of fees for specific purposes (including electricity charges for air-conditioning in Hall)</b>					
(a) Hall Air-conditioning Electricity Rebate & Charges	-	-	-	110,568.50	110,568.50
(b) Repairs of Hall Air-conditioners	-	-	-		
Other purposes	213,900.00				
(c) STEM Room & G/F Renovation		(213,900.00)	-	56,568.35	56,568.35
<b>Sub-total (B)</b>	<b>213,900.00</b>	<b>(213,900.00)</b>	<b>-</b>	<b>167,136.85</b>	<b>167,136.85</b>
<b>(3) Others</b>					
(a) P.A.T.H.S.	-	-	-	25,475.00	25,475.00
(b) CCSC Alumni Foundation Fund	66,937.00	(77,895.80)	(10,958.80)	1,006,860.40	995,901.60
(c) CCSC Alumni Foundation Fund Lunar New Year Fun Fair Funding	-	-	-	13,738.18	13,738.18
(d) Most Improved Student Awards (by Alumni of 78-79)	70,000.00	(1,455.00)	68,545.00	1,755.00	70,300.00
(e) School Song Composer Music Development Fund (by Ms Brenda Ng)	10,000.00	(2,811.00)	7,189.00	19,074.00	26,263.00
(f) JY Excellent Athletes Award (by Ms Christine Fu)	-	-	-	8,291.40	8,291.40
(g) Award for Student of Noble Character (by Ms Kwok Wai Yin)	-	(2,716.00)	(2,716.00)	5,834.00	3,118.00
(h) Medical Alumni Science Award	-	(3,522.00)	(3,522.00)	32,956.00	29,434.00
(i) Alumni of Classes 1985 & 1986 Arts Award	-	(3,522.00)	(3,522.00)	32,956.00	29,434.00
(j) Donation to Badminton Team (by Li Wing Sze)	-	-	-	2,210.00	2,210.00
(k) Alumnus Donation (by Wong Ka Kit)	-	(18,000.00)	(18,000.00)	100,000.00	82,000.00
(l) Green and Shine Limited Donation for Academic Prizes	48,600.00	(7,900.00)	40,700.00	-	40,700.00
(m) Funding for Epidemic Prevention (by Sponsoring Body)	-	-	-	15,000.00	15,000.00
<b>Sub-total (C)</b>	<b>195,537.00</b>	<b>(117,821.80)</b>	<b>77,715.20</b>	<b>1,264,149.98</b>	<b>1,341,865.18</b>
<b>Total Income for school year 2020-21 [ Sub-totals (A) to (C) ]</b>					<b>942,960.29</b>
<b>Total Expenditure for school year 2020-21 [ Sub-totals (A) to (C) ]</b>					<b>(1,667,678.19)</b>
<b>Percentage Spent (Total Expenditure / Total Income)</b>					<b>176.86%</b>
<b>Total Surplus for school year 2020-21 [ Sub-totals (A) to (C) ]</b>					<b>(724,717.90)</b>
<b>Accumulated Surplus as at the end of school year 2020-21 [Sub-totals (A) to (C) ]</b>					<b>6,087,760.86</b>

## **H. Feedback on Future Planning**

The planning for the focus of the school development in the coming school year began in May 2021 with the School Development Team carefully reviewing the implementation of the School Development Plan for the school years 2018 - 2022 and the Annual School Plan besides considering the reflections made by various subject panels and functional committees. Reference was also made to the trends of educational reforms and the needs of our students. It has been agreed that the major concerns for the school year 2018 – 2022 are maintained as follows:

1. reinforcing the culture of active learning;
2. nurturing a caring culture; and
3. building stronger ties with alumni.

To realize our targets, the work done to equip students with skills and the attitude of active learning would be strengthened with the introduction of cross-curricular projects in junior levels and activities assigning students the role of a teacher. Moreover, students would still be encouraged to care more about others and the community. Furthermore, the effort to establish a better network with alumni would be kept so that assistance or support to the school development can be obtained more effectively.

## **I. Appreciation and Acknowledgement**

We have to thank Mr. Chow Yuet Yan Kenneth, our Supervisor, and other members of the IMC for their advice and direction on school policies and all staff for their loyalty, co-operation and devotion during the past year. If it had not been for their concerted effort, enthusiasm, sense of integrity and responsibility, our School would not have been able to maintain smooth operation and overcome the hurdles encountered.

In addition, we wish to thank our School Social Workers from the Methodist Epworth Village Community Centre for their work. Also, we felt grateful to the officers of the EDB for their advice and guidance, the parents of our students for their co-operation, the Parent-Teacher Association, the Old Students' Association and the Cheung Chuk Shan College Alumni Foundation Fund Management Committee for their support, and all other organizations and persons that have helped our School during the year under review.

### Evaluation on Use of Capacity Enhancement Grant 2020 – 2021

This year, the Grant, amounting to \$638,461, was mainly deployed for strengthening the support to student development and improving administrative efficiency:

Items	Assessment / Evidence of Success
Workshops on note processing skills for S1	According to the questionnaires collected, 93% of S1 students found that the programme was useful for promoting active learning, especially note-taking and note-making skills. Yet, the teachers working together with the organizer was not satisfied with the effectiveness of the trainers.
Employment of 2 contract teachers to take over some lessons of the Assistant Principals and SGM teachers concerned	The Assistant Principals and SGM teachers concerned all agreed that with the employment of contract teachers to take up some of their lessons, they could have more time to complete new administrative tasks or handle their routine tasks more effectively. With such positive feedback, it was highly recommended to keep the practice in the next academic year.

### Evaluation on Use of Promotion of Reading Grant 2020 - 2021

	Items	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books ✧ Printed books	<b>8,000</b>	<b>9,811.85</b>
2.	S1 Pleasure Reading Passports ✧ Prizes Stage 1: \$25 x 60 Stage 2: \$50 x 50 Stage 3: \$100 x 35 + \$200 x 5 + \$300 x 1 ✧ Printing passports (\$5 x 120) ✧ Stamps ✧ Stationery & colour paper (for board decoration & printing reading tasks)	<b>10,200</b>  1,500 2,500 4,800 600 300 500	<b>9,058.8</b>  951.6 2,425 4,656 600 300 126.2
3.	S1 Bookshop Visit ✧ Purchase of books (\$90 x 130) ✧ Transportation (\$700 x 3)	<b>13,800</b> 11,700 2,100	<b>0</b>
4.	Prizes for Reading Schemes ✧ Top 10 readers (\$200 x 10) ✧ Top class for each form (\$300 x 5) ✧ Top 3 readers for each class (\$50 x 3 X 22) ✧ Reading quiz (\$30 x 3 x 13) [S1 – S3]	<b>7,970</b> 2,000 1,500 3,300 1,170	<b>6,701</b> 1,940 1,560 3,201 0
5.	S1 Reading Workshop	<b>7,000</b>	<b>7,000</b>
6.	Reading Talk ✧ Purchase of DVD from an external speaker ✧ Purchase of books for book display	<b>4,300</b> 300 4,000	<b>3,863.52</b> 600 3,263.52
7.	Web-based Reading Scheme ✧ E-books (HyRead)	<b>24,800</b>	<b>24,800</b>
<b>TOTAL</b>		<b>76,070</b>	<b>61,235.17</b>

**School-based After-school Learning and Support Programmes 2020-2021**  
**School-based Grant - Programme Report**

**A. The number of students (count by heads) benefitted under the Grant is 8 (including A. 0 CSSA recipients, B. 8 SFAS full-grant recipients and C. 0 under school's discretionary quota).**

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Art Classes	0	8	0	Over 80%	Sept 2020 – Aug 2021	14,215	Questionnaire	/	/
<b>Total no. of activities: 1</b>									
<b>@No. of man-times</b>	<b>0</b>	<b>8</b>	<b>0</b>						
<b>**Total no. of man-times</b>	<b>8</b>				<b>Total Expenses</b>	<b>14,215</b>			

Note:

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

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

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

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

### C. Project Effectiveness

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

Areas	Improved			No change	Declining	N.A.
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students' motivation for learning		✓				
b) Students' study skills			✓			
c) Students' academic achievement			✓			
d) Students' learning experience outside classroom	✓					
e) Your overall view on students' learning effectiveness		✓				
<b>Personal and Social Development</b>						
f) Students' self-esteem		✓				
g) Students' self-management skills		✓				
h) Students' social skills		✓				
i) Students' interpersonal skills		✓				
j) Students' cooperativeness with others		✓				
k) Students' attitudes toward schooling		✓				
l) Students' outlook on life		✓				
m) Your overall view on students' personal and social development		✓				
<b>Community Involvement</b>						
n) Students' participation in extracurricular and voluntary activities	✓					
o) Students' sense of belonging		✓				
p) Students' understanding on the community		✓				
q) Your overall view on students' community		✓				

### D. Comments on the project conducted

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

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

\_\_\_\_\_ / \_\_\_\_\_

## Appendix IV

### Evaluation on Use of Life-wide Learning Grant 2020-2021

Brief Description of the Activity	Date	Target Student	Finalized Number of Student Beneficiaries	Evaluation Results	Actual Expenses (\$)
閱讀及文言文（升中一銜接班）	8/2021	P6	158	活動順利進行，成效滿意。	\$25,200.00
中一級中國語文暑期精進班	8/2021	S1	123	活動順利進行，成效滿意。	\$23,000.00
2-day-1-night Field Camp	21 to 22/1/2021	S5	32	The activity received very positive feedback and students had developed the relevant skills.	\$9,210.00
Table Manner Workshop cum Hotel Visit	5 to 6/2021	S4-5	26	Students gave a very positive feedback to the workshop. They had a deeper understanding of Hong Kong hotel industry.	\$8,520.00
Cultural Tour	13/7/2021	S2, S4 & S5	45	Students generally agreed that the tour was interesting and covered the culture and history of Wan Chai.	\$15,120.00
Field Trip	14 to 15/7/2021	S1-5	90	The activity received very positive feedback and students really enjoyed the natural environment	\$4,350.00
Micro:bit Hovercraft Competition (HK Station)	2 to 5/2021	S2 & 3	6	Students were engaged in the building process and they agreed that the competition was interesting and challenging.	\$12,500.00
STEM Competitions and Visit	Whole year	S1-6	8	Students had a keen interest in the STEM competitions, but it was hard for them to devote time to the preparation due to the policy in COVID.	\$1,265.90
Reading Across Curriculum Activities	First Term	S3	125	Teachers involved (e.g. L&S teachers, School Librarian) in general suggested that most classes participated in the online quiz and the city hunt with enthusiasm.	\$1,570.00

Public Speaking Workshops	Second Term	S3	125	The speaker was skillful in gaining the attention of the participants and the workshop turned out to be effective in improving participants' public speaking techniques.	\$45,668.50
Students' debating skills	Whole Year	S2-6	10	The coach enhanced students' critical thinking skills in the lessons, as a result improvements are shown in students' debate skills.	\$5,850.00
English Debating/Public-speaking (training and administration)	Whole Year	S1-5	20	Students showed good improvement in debating skills and they also had a chance to run online workshops for primary students.	\$13,400.00
Instrumental & Ensemble Training	Whole Year	S1-6	S1 to S6 83	All tasks set were completed with a good performance level. Students of different forms devoted themselves to music teams such as School Band and Junior Choir. Though there were suspensions of face-to-face lessons, the online rehearsals and video performances successfully encouraged students to develop a habit of active learning at home.	\$39,947.50
School Teams Training and Competition Fee	Whole year	S1-6	S1 66 S2 69 S3 53 S4 54 S5 29 S6 27	Since all inter-school competitions (except Archery) were canceled, we could only use their attendance for evaluation. 10 girls and 8 boys entered the Inter-School Archery Competition 2020-2021 on 13 and 14 July 2021 respectively. Though they cannot get a medal but 2 of them had broken our school record of their grade on that day. Their overall performance was pleasing. About 90% of the members in each school team had earned 80% attendance or above.	\$179,738.00
Careers Books	Whole Year	S1-6	S1 - S6	Students' horizon are broadened.	\$2,366.90



Careers-related Programmes	Whole Year	S1-6	S3 - S6	Students' life planning skills is enriched.	\$84,500.00
S2 Activity Days (Magic Course)	7/2021	S2	18	Students generally gave positive feedback.	\$4,920.00
Leadership Training Programme for Chairpersons and Prefects	9/2020	S3-5	36	Students generally gave positive feedback. This task was successfully held.	\$21,766.00
Leadership Training Programme (involving the organization of a community service) for Junior Students	2 to 3/2021	S2-3	20	Students generally gave positive feedback regarding both the leadership and service training. This task was successfully held.	\$8,270.00
Moral & Civic Education Talk	12/7/2021	S3	125	The students were generally attentive and showed that they understand the content when required to respond.	\$1,200.00
Sex Education Talks & Workshops	9/7/2021	S2-4	125	One of the talks was cancelled due to the speaker falling sick.	\$4,800.00
Community Service Programme	2 to 3/2021	S2	155	The effectiveness of the programme was hindered by online conduction mode.	\$19,625.00
Life Skill Training Workshops	Whole Year	S1 & 2	280	The effectiveness of the programme was greatly hindered by online conduction mode.	\$21,000.00
Small group activities on inter-personal skills	9/2020 & 2/2021	S1	125	Students were eager to express their views on class relationship and their difficulties in social and academic matters. This helped the identification of students who needed further help and support.	\$18,000.00
Training on Self-management skills	10 to 11/2020 & 2 to 3/2021	S1	8	The effectiveness of the programme was greatly hindered by online conduction mode. Yet, some students had shown improvement in their self-management skills.	\$1,600.00
Workshop on Mental Health	11/2020	S3	125	Students gave a very positive feedback to the programme. They enjoyed very much the sharing of the alumni.	\$18,200.00

表達藝術治療小組活動	4/2021	S1-3	12	Students could gradually involve themselves in the programme. In general, students were not very ready to express their emotion before others.	\$3,988.70
Activity Materials related to Students' Guidance and Mental Health	Whole Year	S1-3	100	Students could gradually involve themselves in the activities. Positive attitudes were fostered among students.	\$16,064.50
STEM Workshop	2/2021 to 3/2021	S1 & 2	S1 124 S2 149	Over 80% of the S1 students satisfied with the forensic science workshop and agreed that the workshops had aroused their interest in forensic science but materials were not sufficiently provided by the instructors.  Over 70% of the S2 Students satisfied with the Race to the Line Fun Day and found the making process interesting. But there was a need to extend the time for making the rocket car.	\$47,350.00
Overseas Exchange Tours for Junior and Senior Students	1/7/2021	S1-5	S5 136	All overseas and cross border exchange tours were cancelled. A substitute programme, "The Auction of Dream", was organized for S5 students in the school hall on 9/7/2021. Students participated in the activities actively.	\$19,900.00
Purchase of equipment for students to use during training.	/	/	/	/	\$22,752.00
Purchase of equipment for students to use during training.	/	/	/	/	\$63,259.00
Purchase of equipment for students to use during HE lessons	/	/	/	/	\$9,999.00
Purchase of equipment for students to use during HE lessons	/	/	/	/	\$2,258.00

Purchase of equipment for STEM activities	/	/	/	/	\$72,000.00
Purchase of equipment for teachers and students to use during outing.	/	/	/	/	\$35,996.00
Purchase of equipment for students to use to produce video/image products for school activities.	/	/	/	/	\$30,240.00
Purchase of equipment for school events	/	/	/	/	\$4,773.00
Purchase of equipment for outdoor activities and activities inside the school hall	/	/	/	/	\$4,982.00
Purchase of equipment for the flag raising ceremony at the school hall	/	/	/	/	\$2,742.53
Purchase of board games for activities to be held by social workers	/	/	/	/	\$14,999.80
To provide opportunities for students to develop their creativity and imagination					\$9,719.38
Total expenditure:					\$952,611.71

## External Awards Captured

Competition and Organizer	Award
<b>Academic</b>	
Python Application Challenge by Y.W.C.A. Hioe Tjo Yoeng College, Winstars Enterprise HK Limited, co-organized by the HK Association for Computer Education	Champion & Distinction Award
Business Proposal Competition by HK Young Industrialists Council Ltd. & HK Shue Yan University	Champion  Most Creative Business Idea Award
HKICPA Accounting and Business Management Case Competition by HK Institute of Certified Public Accountants	Outstanding Performance Team  Certificate of Proficiency
HK Biology Literacy Award by HK association for Science and Mathematics Education, HKU and Education University of HK	1 <sup>st</sup> Class Honours, 2 <sup>nd</sup> Class Honours & Merit
ECF HK Inter-school Nature Challenge by WWF-HK	1 <sup>st</sup> Prize and Best Photo Award
HK Secondary Schools Debating Competition	Standard format Term 1 Round 1 Junior: Winning Team Term 1 Round 2 Senior: Winning Team Term 2 Rounds 1 & 2 Junior: Winning Team  Term 1 Rounds 1 & 2 Junior: Best Speaker Term 2 Round 1: Best Speaker  Enhanced format Term 2 Round 1 Senior: Winning Team
The Junior Schools Debating Competition by the HK Debating and Speech Community	Round 4 impromptu debate: Winning Team
TV News Award Scheme by HK Education City	Best Performance Awards for Students (Senior Level) Phase 1
中國語文現代化學會及中國青少年語言文化學會全國青少年語文知識大賽「菁英盃」現場作文 (香港賽區)	初中組別一等獎及三等獎
香港青年協會「全港即興創意寫作比賽」	入圍優秀隊伍
HK Olympiad of Informatics by EDB & CityU of HK	Senior: Winner in Heat Event
HK Mathematics Olympiad	Paper I Third-class Honour Certificate  Paper II Best Performance & First-class Honour Certificate
Mathematics Book Report Competition by EDB	2 <sup>nd</sup> Class Award & 3 <sup>rd</sup> Class Award
HK Institute of Certified Public Accountants	--

Scholarship	
Joint Scholarship for BAFS by HK Institute of Certified Public Accountants / HKABE	-
STEM Competition (Robotics + Programming) by HK Tech Challenge Junior Locals	Judge Award
Girls in Tech Hackathon by the Institute of Financial Technologists of Asia	Merit Award
HKUST Dual Program	Certificate of Excellence Performance [Physics (Pre-stage)] & Chemistry (Level 1I)
Harvard Book Prize Award	First Runner-up, Second Runner-up and Winner
Princeton Book Award	--
Annual Book Report Competition for Secondary School Students by HK Educational Publishing Company Limited & Athens Education	English Junior Level: Merit
Applied Learning Scholarship by Law's Charitable Foundation and EDB	Good Performance Certificate of Special Award

<b>Sports</b>	
Eastern District Recreation and Sport Table Tennis Competition by Eastern District Recreation and Sports Advancement Association	Girls Kids Single: 1 <sup>st</sup> & 3 <sup>rd</sup> Girls Junior Single: 2 <sup>nd</sup> & 3 <sup>rd</sup> Boys Junior Single: 2 <sup>nd</sup> & 3 <sup>rd</sup>
Youth Action Football Competition by Chinese YMCA of HK (Chai Wan)	Boys Junior: 3 <sup>rd</sup> Position
A.S. Watson Group Hong Kong Student Sports Awards	--

<b>Aesthetic</b>	
香港學校音樂及朗誦協會香港學校音樂節	箏獨奏深造組金獎 八級鋼琴獨奏金獎
HK Schools Music Festival	Alto Saxophone Solo (Secondary School – Senior): First Prize Piano Concerto Age 13 or Under: First Prize
長春社文化古蹟資源中心教育局合辦「歷史好知味」全港中學生比賽 - 餐枱紙設計比賽」	高中組冠軍
ICEHK 2021「敢夢敢想」國際繪畫比賽	青年組亞軍
長春社文化古蹟資源中心教育局合辦「歷史好知味」全港中學生比賽 - 網上閱讀問答比賽」	普及版優異獎 挑戰版優異獎
資優教育基金「閃耀之星」徽章設計比賽	中學組季軍及優異獎
香港教育城「微動畫創作比賽 – 成就「我的未來」教室」	中學組優異獎
長者學苑聯網長幼有情攝影比賽	中學組優異獎

香港教育專業人員協會「全港中小學中英文硬筆書法比賽」	中文硬筆書法中學初級組及高級組優秀入圍獎  英文硬筆書法中學初級組優秀入圍獎
Grantham Music Awards	--

<b>Others</b>	
HK Special Administrative Region Outstanding Students Selection	Highly Commendable Student Award
香港島校長聯會香港島傑出學生選舉	高中組十大傑出學生  初中組分區優秀學生
HK Outstanding Teens Election by HK Playground Association	Outstanding Teens
HK Outstanding ECA Student Award Scheme by HK Extra-curricular Activities Masters' Association	Outstanding Student Award
東區學校聯絡委員會東區模範生及進步生	--
Sir Edward Youde Memorial Prize	--
善愿會「網上認識中風問答比賽」	中學組得獎者