

2021/22

Cheung Chuk Shan College

Annual School Report



Competent, Conscientious, Studious, Creative



www.ccsc.edu.hk



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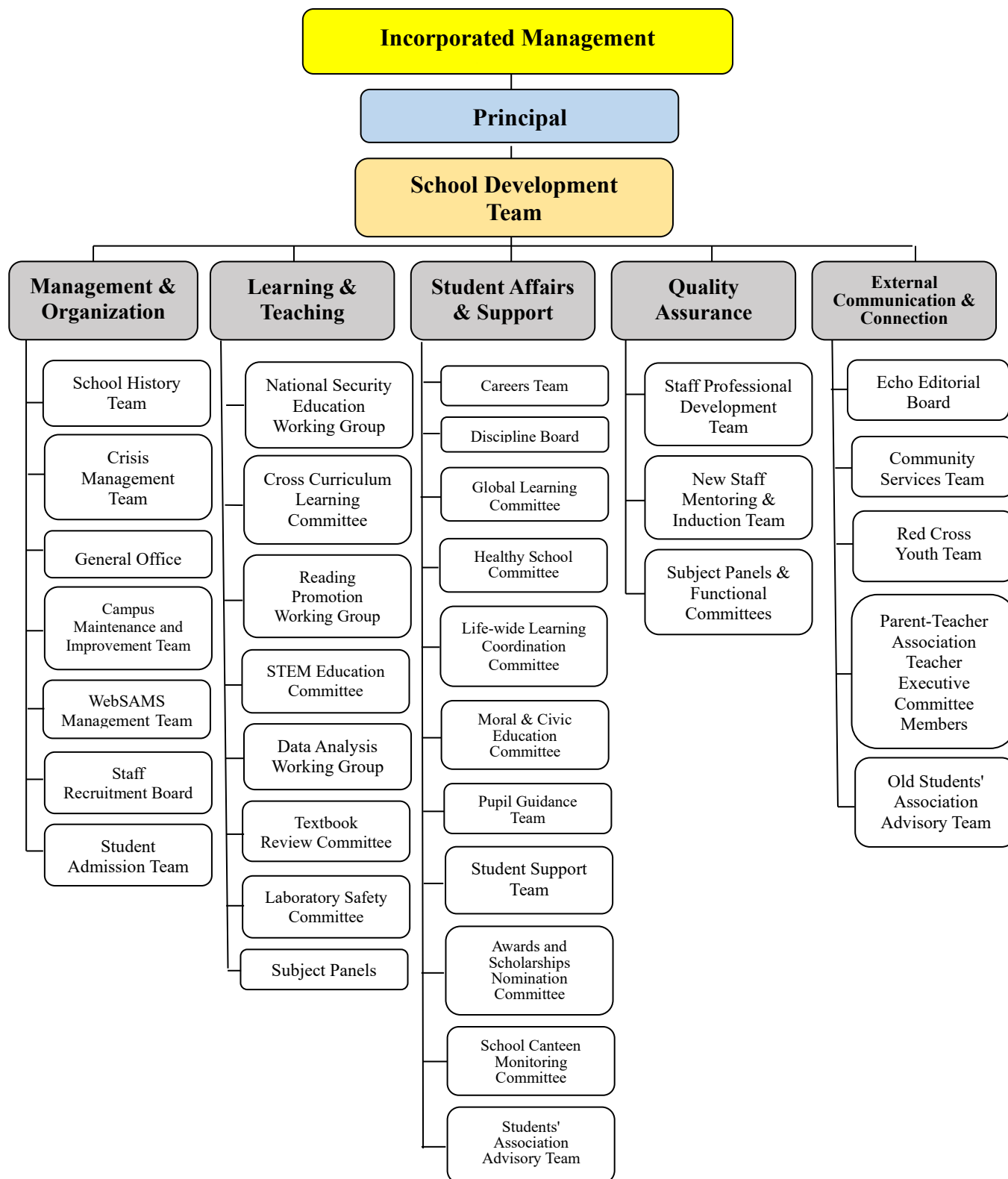
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A. Profile of Our School

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: 5 classes per level S2, S4 & S6: 4 classes per level
Facilities	27 classrooms, 2 teaching rooms, 4 science laboratories, Multimedia Learning Centre, Campus TV Studio, 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



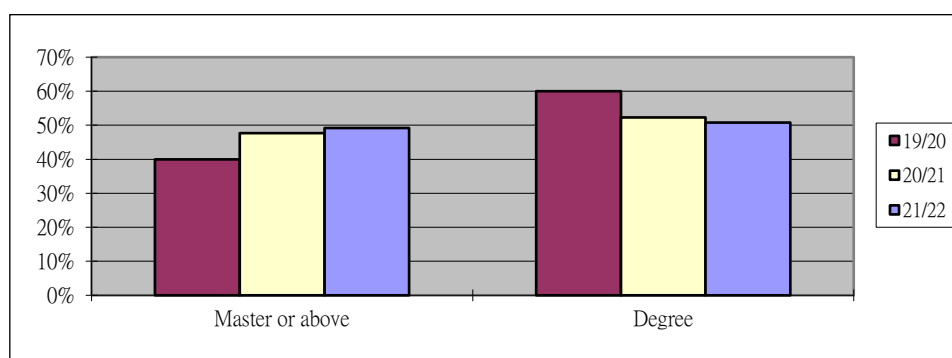
Incorporated Management Committee (IMC)

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 until 1 August 2022 and he was succeeded by Independent Manager Mr. Cheung Kui Tong Raymond. Elections for the Teacher Managers, the Parent Managers and the Alumni Manager were held to allow different stakeholders to be represented. To strengthen school governance, the IMC Managers attended a workshop organized by the School Sponsoring Body on 24 June 2022 on how to prevent and settle complaints.

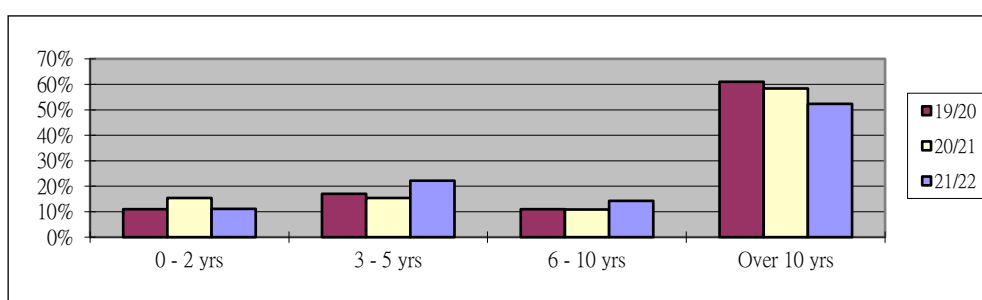
Teaching Staff

All the 63 teaching staff members (including the Principal) were university graduates of whom 31 were holders of a Master's degree. 95.2% of the teachers had already received professional training whereas 29 teachers had attended courses on catering for diverse learning needs.

Percentage of Highest Academic Qualifications Attained by Teachers

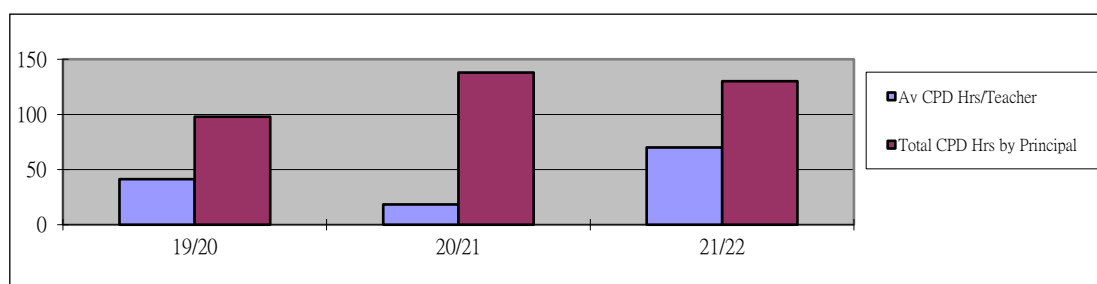


Teaching Experience



Professional Development

Continuing Professional Development



Modes	Details
Staff Development Day	<ul style="list-style-type: none"> ♦ A talk delivered by Dr Hon Hoey Simon LEE, MH, JP, on Constitution, Basic Law & HK National Security Law for all schools operated by the School Sponsoring Body and an afternoon session on strategies and planning for the implementation of national security education held by the EDB for all teachers. ♦ All teachers took part in self-evaluation meetings, evaluating the performance of the School during the implementation of the previous School Development Plan with reference to the key performance indicators provided by the EDB and proposing the key future development directions for the new School Development Plan.
IT Workshop	<ul style="list-style-type: none"> ♦ Use of desktop apps of OneDrive and Google Drive as well as new features of the Google Meet
Peer Sharing	<ul style="list-style-type: none"> ♦ Sharing of ideas / information gathered from seminars, workshops or courses during panel / committee meetings ♦ Teachers of English, Chinese, Mathematics and Liberal Studies / Citizenship & Social Development of each form from S1 – S5 holding a level meeting at least once every school term so as to discuss the teaching strategies to be adopted to make teaching more effective and facilitate the learning of students
Mentorship	<ul style="list-style-type: none"> ♦ Mentors assigned to support new teachers and teachers with 1-year experience only ♦ Sharing sessions for novice teachers on guidance skills and meeting with parents on Parents' Day ♦ A workshop on self-regulated learning conducted by the school-based educational psychologist for all novice teachers
Lesson Observation	<ul style="list-style-type: none"> ♦ Focused lesson observations for professional exchanges on specific themes conducted by the School Management ♦ Peer lesson observations carried out to share and improve pedagogical methods
External Sharing	<ul style="list-style-type: none"> ♦ 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.
Others	<ul style="list-style-type: none"> ♦ Understanding of the predicted level study offered by the HKEAA ♦ Some teachers serving in various external committees for organizing subject-related activities or promoting

	curriculum development ♦ An activity day for teachers arranged to allow them to release stress by doing some simple exercises and playing ball games
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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 and also used informal means 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
Amounted collected from students	\$207,390.00	--
Use of photocopiers and repairing Services	--	\$37,672.50

Balance: \$169,717.50

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 the 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"> ♦ Activities were held by the Moral & Civic Education Committee to help students develop better inter-personal relationship and understand local history more. ♦ Apart from cleaning their classrooms, S1 – S4 students set behavioural goals to attain. ♦ Different subjects included elements of moral and civic education as well as national security education while Form-teacher Periods, Whole Person Development Periods and school assemblies were deployed to inculcate priority values and attitudes highlighted by the EDB into our students. ♦ The national flag raising ceremony was held once a week and also during major school functions whereas students were helped to understand more about the development of China through such means as PPT shows and board displays.
Reading to learn: Towards reading across the curriculum	<ul style="list-style-type: none"> ♦ 1 lesson per teaching cycle of S1 – S3 was reserved for reading. ♦ Subject panels promoted reading through different methods. ♦ 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. ♦ The Cross Curriculum Learning Committee tried to encourage reading through such appealing measures as delivering reading messages via the Instagram and appointing students to be Reading Key Opinion Leaders.
Information technology (IT) for self-directed learning	<ul style="list-style-type: none"> ♦ The IT infrastructure was upgraded to support e-Learning at school more effectively. ♦ Tablet computers, applications and electronic platforms were used to aid learning and teaching in some lessons. ♦ Besides using IT to complete some assignments, students had to do on-line exercises of some subjects. ♦ 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. ♦ 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.
Project learning	<ul style="list-style-type: none"> Under the coordination of the Cross Curriculum Committee, projects involving different subjects were arranged in junior levels and the incorporation of cross-curricular elements into those projects helped to boost the generic skills of students.

Changes in Lesson Arrangements

In response to the optimization of senior core subjects announced by the EDB, the lesson allocation of some subjects of different levels was adjusted. The number of lessons of English Language and Chinese Language of certain levels was reduced so as to allow room for whole person development lessons in S1, S2 and S4 whereas the lessons of the optional modules of S4 Mathematics were put back in the normal timetable and the participation in after-school activities of those students taking the subjects would no longer be hindered.

In addition, the number of Putonghua lessons was increased from 2 to 3 in S1 as the first step so that the syllabus of the subject for the junior level would be completed in S2 instead of S3. There would be no Putonghua lesson in S3 starting from the school year 2023/24 and the former lesson for the subject would be allocated to BAFS, which would enable students to have a better picture of subject content and skills required before determining whether to opt for it as one of their electives in S4.

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. In the school year under review, the project of “Little Teachers” was launched with the introduction of tasks requiring students to play the role of teachers in different subjects as the key strategy. Besides S1 – S5 Form-teachers and Assistant Form-teachers designing at least 1 seating plan each term arranging more able students to sit with less able students, academic panels conducted learning activities with elements of the teaching and assessment work of teachers for S1 – S5 students, e.g. peer assessment tasks and design of questions for classmates to answer. 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.

Cross Curriculum Learning

The Cross Curriculum Learning Committee, comprising representatives from some KLAs, was set up to coordinate activities enabling students to apply flexibly knowledge in different

domains in the learning process, thereby enhancing such generic skills as problem solving. Yet, the completion of the cross curriculum projects was much hampered by the class suspension and the special holiday caused by the local spike in the number of COVID-19 cases.

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 during the post-exam period and nomination of students to join some competitions, our school also successfully applied to join the IT Innovation Lab in Secondary Schools Programme of the Office of the Government Chief Information Officer and different STEM-related courses were offered to students. Furthermore, a milestone in the development of STEM education was laid with the completion of the first phase of the setting up of the CCSC Inno Studio on the ground floor of the school campus. Interior furnishing would be carried out after the application for the Quality Education Fund was approved and it was hoped that the Room would be opened for use by the end of the First Term of the coming school year.

Learning Beyond the Classroom

Our belief to enable students to learn in an authentic manner and apply the knowledge acquired 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. Even if the impact of the coronavirus had drastically reduced opportunities for learning outside of school, the problem was alleviated by interesting learning experiences at school, e.g. a mini games day allowing students to taste different sports games was held as a replacement for the annual athletics meet whereas the BAFS students could still polish their entrepreneurial skills by organizing the sale of special and appealing products at school instead of the flower market at the Victoria Park in Causeway Bay.



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. Internal assessment data were referred to to shortlist students to be given enhancement support or take part in remedial sessions held by teachers of different subjects. Moreover, the Teaching Assistants and alumni were also deployed to help those students lagging behind acquire examination content and skills. Furthermore bright students would be invited to join 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 English teacher, 1 Mathematics teacher, 1 Liberal Studies / Citizenship and Social Development teacher, 1 Economics teacher, 1 Geography teacher, 1 ICT teacher, 1 BAFS teacher and 1 Home Economics 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
10 July 2021	Parent-Child Orientation Day
23 – 26 August 2021	Introduction to S1 life and house orientation programme
30 August 2021	Introduce to the school campus and behavioral expectations for S1 newcomers

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. In addition, 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. Finally, the Student Support Team was set up so that there would be formal opportunities to coordinate the efforts of different school bodies in supporting those students in need.

c. Support from professionals

Apart from the School Social Workers, the regular school visits of the educational psychologist from the Po Leung Kuk to and a private counselling psychologist had strengthened much the capacity of the School to cater for students' diverse educational needs not only by offering individual guidance to those students in need but also providing relevant training programmes to teachers and parents. In addition, joining the Enhanced

School-based Speech Therapy Service offered by the EDB enabled our School to enjoy the service of a 0.5 speech therapist, which facilitated the early identification and timely intervention for students with speech and language impairment.

d. Designated staff

With the support of the Special Educational Needs Support Teacher, the Special Educational Needs Coordinator assisted the School in planning and coordinating inclusive education and enhance the effectiveness of the support given to students with special educational needs. Special administrative or assessment arrangements would be made for them with reference to the recommendations made by relevant professionals.

e. Support from the Alumni

i. The Old Students' Association (OSA)

The OSA maintained Facebook page and set up an Instagram account which served as platforms for alumni to stay in touch with their alma mater. 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. Moreover, alumni from various backgrounds and industries helped S6 students review their JUPAS choices after the release of the HKDSE Examination results.

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. Finally, through the liaison of an alumna, the Green and Shine Limited

continued to provide a subsidy to top up the value of the academic prizes for our students. Our current students thus benefited immensely from the assistance and support of our alumni in different aspects.

Whole Person Development Periods

Capitalizing on the release of the lesson time resulting from the optimization of the 4 senior secondary core subjects initiated by the EDB, one Whole Person Development (WPD) period was included in the timetables of S1 and S2 while there were 2 for S4 in the school year under review. The lessons were used for organizing life-wide learning activities for a level or several levels of students and the arrangement for outing activities could also be facilitated since the periods were put in the final or last 2 time slots of the class timetable. In addition, the concern of the School for values education explained why such an element was incorporated into the plans for WPD periods. Apart from students preparing support messages for people affected by the COVID-19 as a means to build empathy, there was a period related to self-discipline for S1 and S2 prepared by the Discipline Board. 6 periods had been earmarked for different topics on values education – life target, care about animals, self image, respect for others, life education and environmental protection. Such topics were vital ones helping to inculcate essential attributes of global citizens, who not only see themselves positively but also are willing to work for the welfare of the mankind.

National Security Education

Different subject panels and functional committees adhered to the work plan to promote national security education set up by the end of the previous school year. Teachers also took part in various relevant professional development activities so as to equip themselves with the knowledge and skills required for implementing national security education. With the promotion of national security through in-class teaching of different subjects, extra-curricular activities and cultivation of proper values, a safe and orderly learning environment was provided to students, who were nurtured to become good law abiding citizens.

Media Education

In the face of in a world of swift changes and the proliferation of communication media, students are from time to time flooded by a massive amount of information. It is therefore crucial for nurturing their ability to decipher the purpose and message of media rather than accept it at face value, develop critical thinking as well as accept and respect the views of others. To realize the purpose, we joined the media education programme organized by the Hong Kong Press Council for secondary school students and teachers, which effectively enhanced the awareness of the students to the issues and nurtured proper values among them through talks and visits arranged for the participants

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. Yet, the

horizons of students were still broadened with the arrangement of a virtual overseas tour for different levels, e.g. S4 students attended the virtual tour to Freiburg, Germany, which enabled them to have a glimpse of the culture and life of the country.

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 117 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.

Apart from operating a Whatsapp group comprising parents of different levels, the Parent-Teacher Association (PTA) organized a series of programmes jointly with the School to realize the purpose of home-school cooperation:

- ♦ arranging for the participants a talk delivered by an outstanding alumnus during the Annual General Meeting on how his experiences in his secondary school years were conducive to his future success;
- ♦ organizing the S1 tea gathering to allow parents to know the performance of their children at school and how they could help them tackle certain subjects better;
- ♦ switching the 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.

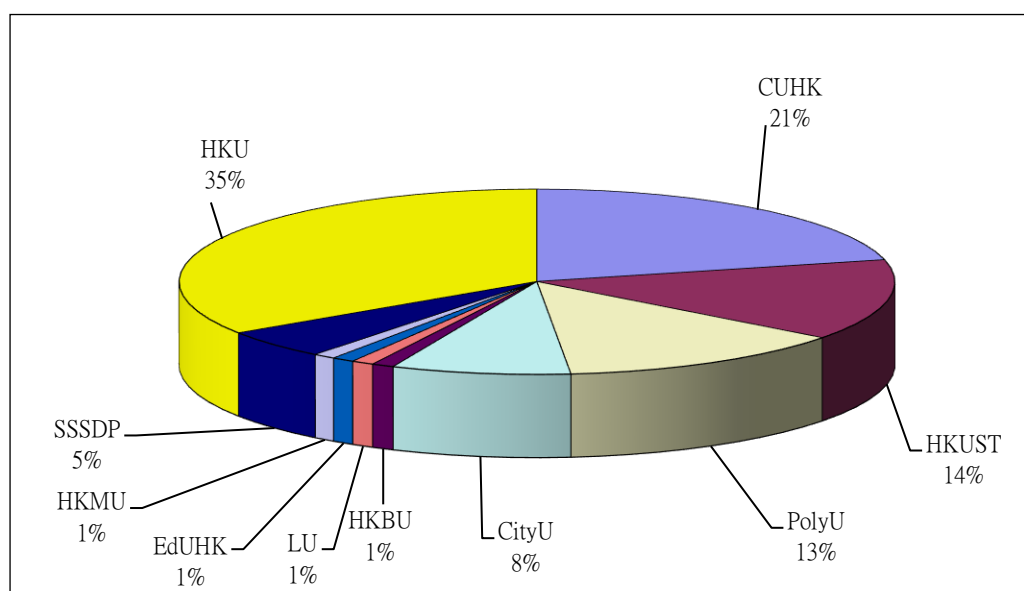
E. Student Performance

HKDSE Examination

107 S6 students sat the exam and a 100% individual passing rate was achieved in 16 subjects. A total of 270 Level 5 or above, or 2.52 Level 5 or above per student, were obtained. It is most gratifying to note that the rate of Level 5 or above of 14 subjects exceeded 30%. It is encouraging to note that 39.3% and 66.4% of our graduates passed with Level 5 or above in English and Mathematics respectively. Impressive individual performance was shown by a number of students, the best ones securing 4 L5**. In addition, 93.5% of S6 students fulfilled the minimum university admission requirement of L3, L3, L2, L2 and L2.

JUPAS Offers for S6 Graduates

The results of JUPAS offers were gratifying. 95.2% of our students had JUPAS offers, among which all were offered degree courses and quite a number of them were competitive



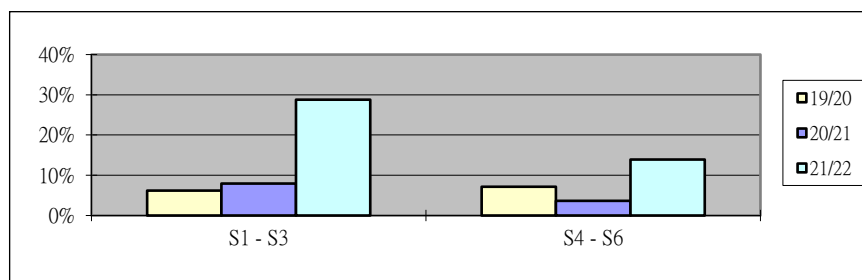
programmes like Medicine and Law. The pie chart below depicted the offers by different universities.

Other Learning Experiences and Extra-curricular Activities

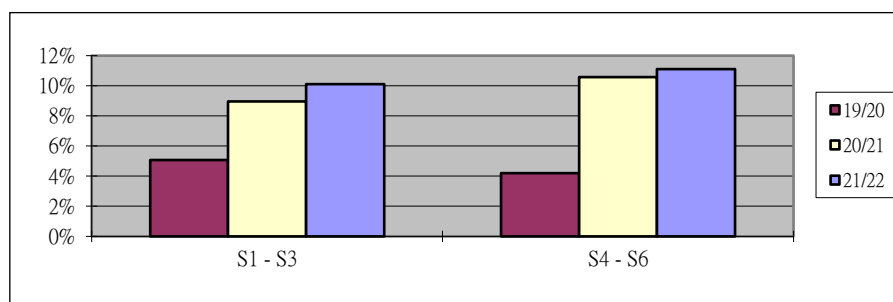
Our students took part in not only activities organized by subject panels, functional committees and interest clubs but also inter-school events, which helped to unleash their creativity, develop and maximize their potential, and keep them both physically and mentally strong all the time. It is pleasing 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)



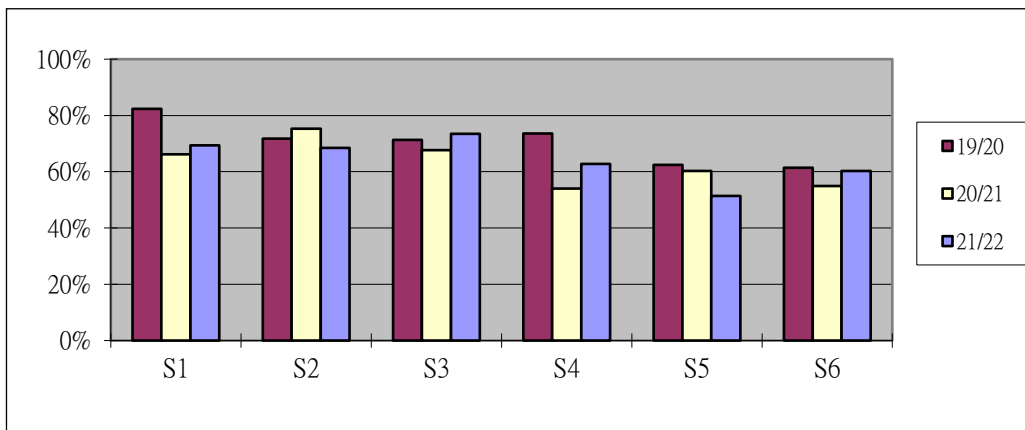
Participation Rates for Students in Uniform Groups



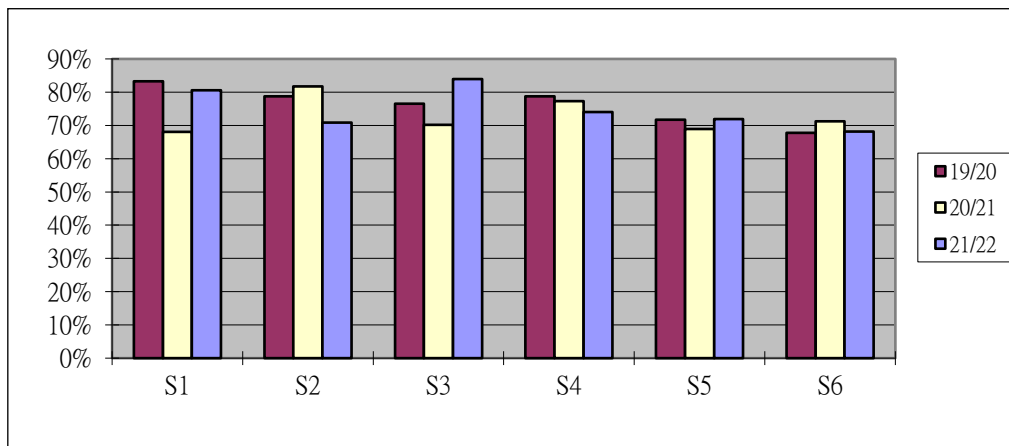
In recognition of students' active participation and brilliant performance in extra-curricular activities, the Extra-curricular Activities Award Scheme was implemented. This year 37 students were presented the Extracurricular Activities Award while another 12 were granted the Outstanding Extra-curricular 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 plan	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"> Surveys done reflected that 77.4% of students agreed that they had seriously made planning as well as interim and year-end evaluations of the success of the efforts made while 78.1% of teachers agreed that the majority of students had done so. Also, 76.1% of students and 86.7% of teachers agreed that planning and evaluations done had helped students attain success in studies.
Learning habit	Requiring S1 - S5 students to carry out self-learning	<ul style="list-style-type: none"> All academic panels provided students with online materials for self-learning with follow-up activities in class.
	Training students to be “Little Teachers”	<ul style="list-style-type: none"> From the reports of academic panels, it was found that various modes of activities were conducted at different levels to let students take the role of “Little Teachers”. Surveys revealed that 70.7% of teachers concerned found the general performance of most ‘Little Teachers’ satisfactory. Moreover, 65.5% of students felt the scheme had helped reinforce their habit of active learning.
Learning skills	Arranging cross-curricular projects with elements of active learning	<ul style="list-style-type: none"> Some cross curricular projects originally involving students’ participation in large scale activities were forced to scale down due to the pandemic. 84.6% of students felt the projects done had helped reinforce their habit of active learning. The works of students were generally found pleasing in quality, whereas students generally joined actively and were satisfied with the projects.
	Organizing a campaign on environmental protection to polish students’ active learning skills	<ul style="list-style-type: none"> The Campaign on Environmental Day was cancelled due to the lack of preparation time arising from the pandemic.

Items	Strategies / Tasks	Achievements
Teaching pedagogy	Promoting e-Learning further	♦ All academic panels had set up a development plan with the elements needed to carry out e-Learning further and the tasks required were successfully completed.

Reflections

1. Students were directed to understand the importance of planning their learning and had gone through the key stages to attain their goals. Moreover, the lesson activities fostering an active learning habit arranged and recognition provided cultivated such a learning culture among students and improved their concentration in class while the learning mode during school closures also promoted self-learning, when students had to complete more learning tasks outside of school hours.
2. Some specific skills of active learning were taught, but the mastery of students of some of those skills was hampered partly by class suspensions and half-day school, which also resulted in the cancellation of some activities planned for the purpose. Selected learning skills of students, e.g. presentation and use of graphic organizers, could still be promoted through lessons, school activities and also learning opportunities offered by external bodies so that the learning potential of students could be further stretched.
3. For the cross-curricular projects, better curriculum mapping could be carried out in S1 so that the syllabuses of the subjects concerned could go in line with each other so as to enhance the impact of those projects on learning.
4. Collaboration and professional exchanges among teachers were crucial in the progress made in incorporating elements of active learning and e-Learning in the teaching pedagogy of teachers. Hence, the effectiveness of teaching can be further improved if the culture can be sustained.
5. The use of e-Learning tools in teaching should be further promoted not only to reinforce the active learning skills of students and increase class interaction but also as a response to the increasing emphasis of the education sector on the strategy during the pandemic period.

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	♦ According to the surveys conducted, 85.4% of students agreed that they had seriously made planning as well as interim and year-end evaluations of the success of the efforts made whereas 50% of teachers agreed that the majority of students had done so. ♦ 68.8% of teachers and 87.5% of students agreed that planning and evaluations done had helped students improve their behaviour.

Items	Strategies / Tasks	Achievements
Care for schoolmates	Holding class activities to promote inter-personal relationship	<ul style="list-style-type: none"> ♦ Surveys revealed that 80.6% of students thought that activities held could help promote inter-personal relationship. ♦ Many class activities were cancelled due to the long suspension of on-site teaching.
	Organizing cross-level caring activities	<ul style="list-style-type: none"> ♦ Due to the pandemic, the sending of supportive messages to S6 was cancelled. Other activities such as 'elective subjects introductory videoclips for S3 students' made by careers ambassadors were conducted. ♦ Students generally thought that the activities held could help promote a caring culture.
Care for the environment	Organizing a campaign on environmental protection	<ul style="list-style-type: none"> ♦ The Campaign on Environmental Day was cancelled due to the lack of preparation time arising from the pandemic.
Care for the disadvantaged	Organizing and coordinating activities for students to help the disadvantaged	<ul style="list-style-type: none"> ♦ Community service was included in the Leadership Training Programme for junior form students. 93% of the students accepted that the activity held had helped them understand more about the disadvantaged. ♦ The S2 service programmes organized by the Community Services Team to help ethnic minorities also received positive response. 80.7% of the students replied that the activity held had helped them understand more about the disadvantaged. ♦ All cross-border and overseas exchange programmes were suspended due to the pandemic.

Reflections
<ol style="list-style-type: none"> 1. To teachers and students, study goals were clearer and more focused than behavioural ones and behavioural goals were normally more difficult to be reached. To facilitate behavioural goal setting among students, goal settings can be incorporated into value education lessons as a practical dimension of the value taught. 2. The disruptions to the school life brought by the pandemic in recent years have seriously hampered the personal growth of students with reduced school activities and chances of social interaction. With the gradual return of school life to normal due to the stabilization of the pandemic situation, more attention should be paid to the organization of school activities and extra-curricular activities for promoting the holistic growth and a sense of belonging of

students, which will offer chances for the development of their life skills.

3. Since environmental protection is a world issue that students should identify themselves with in view of its impact on them and the future generations, further efforts should be made to raise their environmental awareness.

Major Concern 3: Building stronger ties with alumni

Items	Strategies / Tasks	Achievements
Alumni Bonding	Allowing graduates to keep school google accounts	♦ S6 graduates were allowed to keep the school google accounts.
	Compiling an alumni data bank	♦ With the consent of S6 students, the School passed their google accounts to Old Students' Association (OSA) while the Association helped to collect contact information of alumni in the events held by OSA.
	Trying to procure support needed from alumni	♦ This year the donations mainly came from those alumni who regularly made generous contributions to the school. ♦ The School was able to procure the financial support, manpower and expertise needed for its development from some alumni.
	Deploying more teachers to participate in alumni activities organized by the Old Students' Association	♦ The OSA did not hold any activities involving teachers due to the pandemic-related restrictions.

Reflections

1. To let alumni know about the news related to the school and to enhance support from alumni, the OSA had strengthened the use of social media platform. Such practice should be continued.
2. Continual support to the work of the OSA in tightening the bond between the School and alumni would be provided.

G. Financial Summary

	Income (\$) 21-22	Expenditure (\$) 21-22	Surplus / (Deficit) (\$) 21-22	Balance b/f (\$)	Balance c/f (\$)
I Government Funds					
(1) Expanded Operating Expenses Block Grant (EOEBG)				7,790,446.05	
(a) School Specific					
i) Administration Grant	4,204,272.00	(3,797,257.10)	407,014.90		
ii) Capacity Enhancement Grant	642,934.00	(648,656.68)	(5,722.68)		
iii) Composite Information Technology Grant	555,900.00	(2,217,589.71)	(1,661,689.71)		
iv) Air-conditioning Grant	561,947.00	(575,593.70)	(13,646.70)		
v) Other Incomes (Bank Interest, Rental Surplus, Electricity Rebate, etc.)	61,040.09	-	61,040.09		
vi) School-based Management Top-up Grant	50,702.00	(36,909.60)	13,792.40		
vii) School-based Speech Therapy Administration Recurrent Grant	8,112.00	(338.80)	7,773.20		
(b) Non-School Specific (Baseline Reference)					
i) School & Class Grant	1,977,279.50	(1,362,222.91)	615,056.59		
ii) Furniture & Equipment	-	(370,344.11)	(370,344.11)		
iii) Additional Provision for Severance Payment/Long Service Payment	-	-	-		
Sub-total (A)	8,062,186.59	(9,008,912.61)	(946,726.02)	7,790,446.05	6,843,720.03
(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)	3,895,386.00	(2,587,548.35)	1,307,837.65	1,533,758.07	2,841,595.72
(4) Grants Outside EOEBG					
(a) Committee on Home-School Co-operation Project (PTA)	5,780.00	(4,800.80)	979.20	6,854.40	7,833.60
(b) Grant Account for Fringe Benefits (NET)	229,333.74	(229,333.74)	-	-	-
(c) School-based After-school Learning and Support Grant	90,000.00	(78,968.50)	11,031.50	89,417.00	100,448.50
(d) Other Recurrent Grants (Rent & Rates)	420,380.00	(420,380.00)	-	-	-
(e) Learning Support Grant for Secondary Schools	303,495.00	(286,200.00)	17,295.00	25,798.71	43,093.71
(f) Diversity Learning Grant - (OP)	91,000.00	(114,620.00)	(23,620.00)	91,890.00	68,270.00
(g) Diversity Learning Grant - (ApL)	41,650.00	(41,650.00)	-	-	-
(h) Fractional Post Cash Grant	513,600.00	(531,965.00)	(18,365.00)	364,950.83	346,585.83
(i) Moral and National Education Support Grant	-	-	-	256,362.50	256,362.50
(j) Hong Kong School Drama Festival	-	-	-	3,821.20	3,821.20
(k) Opening up School Facilities for Promotion of Sports Development Scheme	130,000.00	(109,978.79)	20,021.21	-	20,021.21
(l) Information Technology Staffing Support Grant	321,796.00	(340,762.77)	(18,966.77)	312,329.08	293,362.31
(m) Promotion of Reading Grant	73,326.00	(73,519.16)	(193.16)	29,294.89	29,101.73
(n) Life-wide Learning Grant	1,302,037.00	(1,763,033.91)	(460,996.91)	1,197,863.09	736,866.18
(o) One-off School-based Speech Therapy Set-up Grant	20,281.00	(9,634.00)	10,647.00	-	10,647.00
(p) Special Anti-epidemic Grant	37,500.00	(37,500.00)	-	-	-
(q) One-off Grant for Senior Subject Citizenship and Social Development	300,000.00	(10,300.00)	289,700.00	-	289,700.00
(r) OGCIO-IT Innovation Lab in Secondary School	605,995.00	(387,483.00)	218,512.00	91,800.00	310,312.00
(s) Student Activities Support Grant	70,850.00	(31,800.00)	39,050.00	-	39,050.00
Sub-total (D)	4,557,023.74	(4,471,929.67)	85,094.07	2,470,381.70	2,555,475.77
(5) Others - Amount refundable to EDB	-	-	(69,519.71)	-	(69,519.71)
Sub-total (E)	-	-	(69,519.71)	-	(69,519.71)
Total Income for school year 2021-22 [Sub-totals (A) to (E)]	16,514,596.33				
Total Expenditure for school year 2021-22 [Sub-totals (A) to (E)]	(16,137,910.34)				
Percentage Spent (Total Expenditure / Total Income)	97.72%				
Total Surplus for school year 2021-22 [Sub-totals (A) to (E)]	376,685.99				
Accumulated Surplus as at the end of school year 2021-22 [Sub-totals (A) to (E)]	12,487,149.47				

	Income (\$) 21-22	Expenditure (\$) 21-22	Surplus / (Deficit) (\$) 21-22	Balance b/f (\$) 21-22	Balance c/f (\$) 21-22
I School Funds					
(1) Subscription Fund					
Income				4,578,758.83	
(a) Tong Fai	121,040.00	-			
(b) Entrance Examination Fees	550.00	-			
(c) Profit on Sale of Ex. Book, Tie & Badge	7,792.31	-			
(d) Tuckshop Rental	40,000.00	-			
(e) Other Incomes (Bank Interest, Fines & Charges, Exam. Rental Surplus, Green Project, etc.)	45,487.03	-			
(f) Donations	200.00	-			
Expenditure					
(a) Lift Maintenance	-	(104,280.00)			
(b) Gold & Silver Awards and Scholarships	-	(37,380.00)			
(c) Long Service Award & Other Expenses	-	(4,885.40)			
(d) Insurance (IMC insurance & extra insurance coverage for students and teachers for trips)	-	(30,907.44)			
(e) Greening School	-	(4,550.70)			
(f) Miscellaneous Expenses (Legal Charges, etc.)	-	(31,652.20)			
Sub-total (A)	215,069.34	(213,655.74)	1,413.60	4,578,758.83	4,580,172.43
(2) Collection of fees for specific purposes (including electricity charges for air-conditioning in Hall)					
(a) Hall Air-conditioning Electricity Rebate & Charges	-	-	-	110,568.50	110,568.50
(b) Repairs of Hall Air-conditioners	-	-	-		
Other purposes	207,390.00				
(c) Photocopiers Printing & Repairing Services		(37,672.50)	169,717.50	56,568.35	226,285.85
Sub-total (B)	207,390.00	(37,672.50)	169,717.50	167,136.85	336,854.35
(3) Others					
(a) P.A.T.H.S.	-	-	-	25,475.00	25,475.00
(b) CCSC Alumni Foundation Fund	80,590.00	(116,524.26)	(35,934.26)	995,901.60	959,967.34
(c) CCSC Alumni Foundation Fund Lunar New Year Fun Fair Funding	-	(9,127.60)	(9,127.60)	13,738.18	4,610.58
(d) Most Improved Student Awards (by Alumni of 78-79)	-	(1,455.00)	(1,455.00)	70,300.00	68,845.00
(e) School Song Composer Music Development Fund (by Ms Brenda Ng)	10,000.00	(582.00)	9,418.00	26,263.00	35,681.00
(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)	-	(2,522.00)	(2,522.00)	3,118.00	596.00
(h) Medical Alumni Science Award	-	(6,044.00)	(6,044.00)	29,434.00	23,390.00
(i) Alumni of Classes 1985 & 1986 Arts Award	-	(6,238.00)	(6,238.00)	29,434.00	23,196.00
(j) Donation to Badminton Team (by Li Wing Sze)	-	-	-	2,210.00	2,210.00
(k) Alumnus Donation (by Wong Ka Kit)	-	-	-	82,000.00	82,000.00
(l) Green and Shine Limited Donation for Academic Prizes	-	(16,200.00)	(16,200.00)	40,700.00	24,500.00
(m) Funding for Epidemic Prevention (by Sponsoring Body)	-	-	-	15,000.00	15,000.00
Sub-total (C)	90,590.00	(158,692.86)	(68,102.86)	1,341,865.18	1,273,762.32
Total Income for school year 2021-22 [Sub-totals (A) to (C)]	513,049.34				
Total Expenditure for school year 2021-22 [Sub-totals (A) to (C)]	(410,021.10)				
Percentage Spent (Total Expenditure / Total Income)	79.92%				
Total Surplus for school year 2021-22 [Sub-totals (A) to (C)]	103,028.24				
Accumulated Surplus as at the end of school year 2021-22 [Sub-totals (A) to (C)]	6,190,789.10				

H. Feedback on Future Planning

The planning for the next School Development Plan began in May 2022 with the examination of the self-evaluation data as well as the analysis of the trends of the educational reforms and the needs of our students. Self-evaluation meetings were also held to collect the views of the teaching staff on the performance of the School and the School Development Team meetings were called to identify the areas to be focused on in school development. It has been agreed that the major concerns for the school years 2018 – 2021 would be:

1. elevating the academic performance of students; and
2. nurturing positive values and life skills of students.

To realize our targets, apart from the installation of touch panels to increase class interaction during lessons, the teaching effectiveness of teachers would be enhanced by different professional development activities. Moreover, the learning competence of students would be strengthened by various means whereas the habit of active learning would be further reinforced. Finally, selected values and life skills would be nurtured through the organization of activities of different scales as well as entrusting students with a more crucial role in holding extra-curricular activities.

I. Appreciation and Acknowledgement

We would like to express heartfelt gratitude to Mr. Chow Yuet Yan Kenneth, who served the School as Supervisor since 2019 and resigned on 1 August 2022, for his insightful leadership and full support to the school development. In addition, we have to thank 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 and the Speech Therapist 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 2021 – 2022

This year, the Grant, amounting to \$642,934, was deployed for improving administrative efficiency by employing more contract teachers:

Items	Assessment / Evidence of Success
Creating more space and time for the Assistant Principal and Maths teachers	The employment of 1.5 contract Maths teachers not only reduced the number of classes the Assistant Principal had to teach and allowed him more room for administrative work but also enabled other Maths teachers to spend more time in preparing for lessons and offering remedial assistance to weak students outside of class hours. The Maths teachers all supported the measure and hoped it could be continued in the coming school years.

APPENDIX II

Evaluation on Use of Promotion of Reading Grant 2021 – 2022

	Items	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books ✧ Printed books	7000	14108.86
2.	S1 Pleasure Reading Passports ✧ Prizes Stage 1: \$25 x 50 Stage 2: \$50 x 50 Stage 3: \$100 x 30 + \$200 x 5 + \$300 x 1 ✧ Printing passports (\$3 x 150) ✧ Stationery & colour paper (for board decoration & printing reading tasks)	8800 1250 2500 4300 450 300	8611.8 1302.6 2425 4171 450 263.2
3.	S1 Bookshop Visit ✧ Purchase of books (\$95 x 160) ✧ Transportation (\$700 x 3)	17300 15200 2100	0
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 23) ✧ Reading quiz (\$50 x 30)	8450 2000 1500 3450 1500	7998.5 1940 1257 3346.5 1455
5.	S1 & S2 Reading Workshops	18000	18000
6.	Reading Talk ✧ Hiring fee for an external speaker	1100	0
7.	Web-based Reading Scheme ✧ E-books (HyRead)	24800	24800
TOTAL		85450	73519.16

School-based After-school Learning and Support Programmes 2021-2022
School-based Grant - Programme Report

A. The number of students (count by heads) benefitted under the Grant is 117 (including A. 3 CSSA recipients, B. 89 SFAS full-grant recipients and C. 3 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	1	10	3	Over 80%	Sept 2021 – Aug 2022	49,318.5	Teachers' observation	/	/
Music classes	0	7	4	Over 80%	Sept 2021 – Aug 2022	241,90	Teachers' observation	/	/
Life-wide Learning Day	3	89	0	100%	Sept 2021 – Aug 2022	5,460	Questionnaire	/	/
Total no. of activities: 1									
@No. of man-times	4	106	7						
**Total no. of man-times	117				Total Expenses	78968.50			

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			
Learning Effectiveness						
a) Students' motivation for learning		✓				
b) Students' study skills			✓			
c) Students' academic achievement			✓			
d) Students' learning experience outside classroom	✓					
e) Your overall view on students' learning effectiveness		✓				
Personal and Social Development						
f) Students' self-esteem	✓					
g) Students' self-management skills			✓			
h) Students' social skills		✓				
i) Students' interpersonal skills	✓					
j) Students' cooperativeness with others		✓				
k) Students' attitudes toward schooling		✓				
l) Students' outlook on life	✓					
m) Your overall view on students' personal and social development		✓				
Community Involvement						
n) Students' participation in extracurricular and voluntary activities	✓					
o) Students' sense of belonging		✓				
p) Students' understanding on the community		✓				
q) Your overall view on students' community		✓				

D. Comments on the project conducted

- ☐ 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)

_____ / _____

Evaluation on Use of Life-wide Learning Grant 2021-2022

Brief Description of the Activity	Date	Target Student	Finalized No. of Student Beneficiaries	Evaluation	Actual Expenses (\$)
Cantonese Phonetics and Chinese reading enhancement course	Aug 2022	New S1 students	124	Students were engaged and 80% of them agreed that the course was effective.	\$6,000
Chinese Debating	Whole year	S2 – S6	16	Students were engaged and captured a number of prizes in open competitions.	\$93,769
English Debating/Public-speaking (training and administration)	Whole year	S1 – S5	30	Students from the English Debate Team learnt in different rounds of training provided by the coach that prepares them for the inter-school debate competitions.	\$18,700
English Miles Award Scheme	Sep 2021 to May 2022	S1-S4	200	Ambassadors ran games and purchased prizes under the English Miles Award Scheme, which were particularly popular among junior form students.	\$6,202.58
junior Field trip	Aug 2022	S1 – S3	200	All tours were full and received all positive feedback.	\$2,900
S4 Field trip	Aug 2022	S4	30	It was a great success with more than 80% of participants being highly satisfied.	\$10,706
S5 Field trip	Aug 2022	S5	35	A great success with nearly 100% of participants bring highly satisfied with the field camp.	\$6,000
Field Trip on Industrial Development in Hong Kong	Dec 2021	S6	35	Over 80% of students were satisfied with field trip arrangements.	\$10,000
Hong Kong Geography Olympiad	Dec 2021	S3-S5	26	26 students joined the online competition.	\$5,040

“Little” Gardeners	Whole year	S1	25	25 S1 students participated in growing tomatoes and harvested them after three months.	\$2,595
UNI Green Education Program	Aug 2022	S3-S4	10	10 S3-4 students participated in the workshop and have a better concept on upcycling of clothes and also enhanced their sense of belonging to school.	\$6,800.00
Campus TV Multimedia Training Programme (video shooting and graphic design)	Nov 2021 – Jan 2022	S2-S3	15	15 S2-4 students participated in the training programme and obtained a good concept and basic skills of video production.	\$38,000
Physics extended curriculum – Disney's World of Physics A learning package for a day tour to the Disneyland where students investigate Physics	Aug 2022	S4 physics students	48	Students understood better different Physics theories. This activity also helped arouse their interest in Physics. Overall, they learnt how to apply Physics in daily life and enjoyed this activity.	\$15,360.00
Project Aquaria: A STEM related project for the setting up of a marine and freshwater aquarium	Whole year	S3-S5	10	A fresh water aquarium had been successfully built in the IS Lab with the help from a group of S4 students. The building of the marine aquarium in the Biology Lab was only partly completed and should be finished within a month.	\$25,067
Sports training programmes and competition entry fees	Whole year	S1-S6	215	All team members benefit from the professional training provided.	\$258,447
Games Day (Replacing Annual Athletics Meet)	Oct 2021	S1-S6	780	All students had the opportunity to try new sports in this occasion.	\$103,414.86
S2 Activity Day (Dance)	Feb & April 2022	S2	8	All participants enjoyed the lessons and provided positive feedbacks.	\$3200
Table manner workshop cum hotel visit	June 2022	S4	21	All S4 THS students learnt formal Western dining etiquette and grasped an idea of the daily operation of a hotel in Hong Kong.	\$5,808
Cultural tour	Sep 2021 & Aug 2022	S2, S4 & S5	25	Students were aware of the cultural attractions and tourist attractions in Hong Kong.	\$7,795

Docent Training Programme	Second term	S4&S5	25	Students' communication skills were improved and students became more confident.	\$14,354
Life Planning Programmes	Whole year	S1 – S6	780	The concept of life planning has been cultivated and strengthened in students' mind.	\$107,550.00
Germany Virtual Education Tour Program	Nov 20221	S4	113	The majority of students participated actively during the zoom talk and online platform to understand the features of a green city in Germany.	\$31,640.00
Okinawa Virtual Education Tour Program	May 2022	S2	118	S2 students participated attentively and actively and learnt about coral life and marine conservation in Hong Kong and Japan.	\$12,000.00
Life-wide Learning Day School Subsidy	Nov 2021	S1-S5	780	Collaborative skills, problem-solving skills and leadership skills of students were polished through different activities.	\$135,742.00
S2 Activity Day (magic course)	Feb & April 2022	S2	25	Students acquired different magical tricks and had fun with their peers	\$5,275.00
S2 Activity Day (maths course)	Feb & April 2022	S2	25	Students had a more in-depth understanding of different maths theories	\$4,900.00
S2 Activity Day (singing course)	Feb & April 2022	S2	8	Students were introduced to the singing skills acapella	\$3,000.00
Leadership Training Programme for Chairpersons and Prefects	Aug 2022	S3 & S4	36	Students leadership skills were significantly polished and achieved self-breakthrough through games and climbing challenges	\$4,870
Leadership Training Programme for Junior Students	March 2022 – Sep 2022	S2 & S3	17	Students had a deeper understanding of the needs of the community and their activity organizational skills had improved significantly	\$20,830
Christmas Acappella Performance	Dec 2021	Whole school	780	Students were introduced to the singing skills acapella	\$4900

Moral & Civic Education Talk	Aug 2022	S4	110	All S4 students visited the Department of Journalism of HKBU and learned more about information literacy.	\$3,000
Environmental Education Activities	Aug 2022	S1,S2&S5	30	Participants experienced farming activity and life without electricity. They reflected on the energy consumption of modern lifestyle.	\$12,220.00
Sex Education Talks & Workshops	Aug 2022	S3&S4	240	The talks were well received and S3 & S4 students learned more about the relationship with opposite sex.	\$15,500.00
Community Services Programme for S2	Oct-Nov 2022	S2	118	Over 80% of S2 participants were satisfied with the programme, which helped them understand more the needs of the elderly.	\$17,600.00
Life Skills Training Workshops	Whole year	S1-S2	264	The workshops conducted have effectively guided students to identify their goals and to reflect on their personal qualities.	\$20,000.00
Activities on Inter-personal Skills	Oct 2021 & June 2022	S1	146	The activities were conducted in small groups and helped students to consolidate their peer relationship through interactive and sharing activities. Yet, the effectiveness of the activities was below our expectation as the lesson time was inadequate, and thus the flow was too rush.	\$22,500.00
Workshop on Mental Health	Jan 2022	S5	133	The workshops were conducted successfully as students were observed to be highly engaged in interacting with the guests during their sharing sessions.	\$20,000.00
Firm Visit Activities	Feb-May 2022	S4	113	The contents and activities delivered were highly acclaimed by students and teachers. During the experience, students were able to interview and learn from the guests, and also had chances to take part in activities promoting self-compassion.	\$48,400.00

S6 Life-wide Learning Day Camp	Nov 2021	S6	108	The day camp was conducted to help students experience how to overcome difficulties and work with peers. From teachers' observations, the activities of the camp have successfully achieved the objectives. Yet, the choice of camp site could have been more appropriate in terms of the location and the facilities available.	\$39,800.00
Peer Counsellor Activities	Aug 2022	S1	146	The activities conducted have substantially strengthened the relationship between S1 students and their peer counsellors.	\$1,200.00
Self-compassion Market	Aug 2022	S3	136	A wide range of workshops, activities and games were offered during the event. General positive comments have been received, especially related to the variety of the activities and the design that students and teachers can both take part in certain workshops for rapport building.	\$45,000.00
STEM Competitions or Visit	Whole year	S1-S3	30	More than 30 students have participated in various competitions (e.g. Hong Kong Greenmech Contest, HKUST Robot Explorer Cup and Micro:bit Hovercraft Competition), they have demonstrated positive engagement through the competitions.	\$20,600.00
STEM Workshop	Aug 2022	S1-S3	280	More than 80% of students were satisfied with the workshops arranged and their knowledge in STEM-related disciplines were enriched.	\$57,206.00
TED style Workshops	Second term	S3	136	More than 85% of students agreed that they learned important skills of public speaking.	\$30,747.20
Graduation Day 2020-2021 2020-2021	Sep 2021	S6	140	Students involved in organizing the programmes and decorating the school demonstrated their creativity and team spirits.	\$29,603.15

Graduation Day 2021-2022	July 2022	S6	110	Students involved in organizing the programmes and decorating the school demonstrated their creativity and team spirits.	\$26,439.26
Instrumental & Ensemble Training	Whole year	S1 – S6	150	The fund gave good support to the development of different music teams.	\$153,885
Total:					\$1,562,416.05

Buying equipment, consumables and learning resources for different activities	/	/	/	/	\$200,617.86
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Total expenditure:	\$1,763,033.91
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External Awards Captured

Competition and Organizer	Award
Academic	
HK Schools Speech Festival by HK Schools Music and Speech Association	Solo Verse S1 Boys: 2 nd Solo Verse S1 Girls: 1 st Solo Verse S5 Girls: 2 nd Dramatic Duologue S5 Boy & Girl: 1 st & 2 nd Dramatic Duologue S5 Girl & Girl: 3 rd
香港學校音樂及朗誦協會舉辦香港學校朗誦節	中一、二年級普通話詩詞獨誦冠軍及季軍 中二年級粵語散文獨誦亞軍 中三、四年級粵語二人朗誦亞軍
香港大律師公會舉辦 2022 辯論賽	中文組(粵語)冠軍 決賽「最佳辯論員」
HK Secondary Schools Debating Competition	Term 2 Round 1 Enhanced Format Winning Team
HKFYG English Public Speaking Contest by HKFYG Leadership Institute	District Finalist & District Semi-finalist
SciPOP Science Demonstration Contest by HK Science Museum	2 nd Runner-up
TVNews Award 2021/22 (Phases 1 - 3) by Hong Kong Education City	Best Performance Award
i-Learner 智愛中文閱讀計劃	金獎及優秀學員獎
香港教育城主辦通識達人網上挑戰計劃 2021/22 (第二期)	傑出表現學生獎
Microsoft Office Specialist Championship by AiTLE & Microsoft	Bronze Award
Sing Tao Interschool Debating Competition	Winning Team (1 st preliminary) Best Speaker & Best Interrogative Speaker (1 st preliminary)
中國文化協會舉辦「文協盃徵文比賽」	高中組優異獎
International Symposium on STEM Education by Academy for the Talented, HKU	Certificate of Excellence
中國青少年語言文化學會主辦全國青少年語文知識大賽「菁英盃」現場作文	初賽(香港賽區) 初中組一等獎及二等獎
香港同心總會主辦第二屆全港同心中文寫作比賽	優異獎
香港大學中國歷史研究文學碩士課程同學會主辦全	初級組優異獎及嘉許獎

港中學中國歷史研習獎勵 2020/21	
香港中華文化發展聯合會主辦《歷史文化學堂 - 香港街道紀行》專題研習報告和成品製作比賽 2020/21	中學組優異獎
Asia International Mathematics Olympiad Open Contest held by Asia International Mathematics Olympiad Union and HK Mathematical Olympiad Association	Silver Award Bronze Award
True Light's Girls Invitational Mathematics Contest by True Light Middle School of HK	Merit
The 12 th World Mathematics Team Championship	Intermediate Level Bronze Award
HK Mathematics Olympiad organized by EduU of HK and the EDB	3 rd Class Honour (Individual Paper I)
Joint Scholarship for BAFS by HK Institute of Certified Public Accountants / HKABE	-
Harvard Book Prize Award	Winner
Princeton Book Award	--
HK Youth Improvement Award by Elsie Tu Education Fund	Most Improved Award – Certificate of Appreciation
Applied Learning Scholarship by Law's Charitable Foundation and EDB	Good Performance

Sports	
Interschool Swimming Competition by HK Schools Sports Federation	Division III Boys' A Grade 50m butterfly, 100m freestyle & 50m back stroke: 2 nd Boys' C Grade 100m freestyle, 50m breaststroke & 100m breaststroke: 1 st Boys' C Grade 4x50m Medley & overall championship: 3 rd Girls' A Grade 100m breaststroke: 1 st Girls' A Grade 50m breaststroke & B Grade 50m back stroke: 2 nd
Inter-school Athletics Competition by HK Schools Sports Federation	Division III A Grade Boys Shot Put: 2 nd B Grade Boys 1500m: 3 rd B Grade Boys 400m & C Grade Boys 100m Hurdles: 4 th C Grade Boys High Jump: 1 st A Grade Girls Javelin and C Grade

	Girls 400m: 1 st B Grade Girls High Jump: 2 nd B Grade Girls Long Jump: 3 rd A Grade Girls 100m Hurdles, A Grade Girls 800m, B Grade Girls 4X400m Relay & C Grade Girls Long Jump: 4 th
All HK Schools Jing Ying Table-tennis Tournament by HK Sports School Federation	Secondary School Boys' Single: 8 th
HK Table Tennis Open Championships by HK Table Tennis Association and the Leisure and Cultural Services Department (LCSD)	Boys' C Grade Single: 3 rd Boys' D Grade Single: 2 nd
361°Jinjiang Cup by the Federation of Jinjiang HK Associations and 361° (China) Ltd.	Men's team competition [Group B (Age 13 – 15)]: 2 nd
Eastern District Age Group Table-tennis Competition by the LCSD	Boys Single 13-15yrs: 1 st Boys Single 16-18yrs: 4 th Girls Single 12-13yrs: 1 st Boys Single 12-13yrs: 1 st , 2 nd & 4 th Boys Doubles 10-18yrs: 3 rd Mix-Doubles Open: 2 nd
Wan Chai District Age Group Table-tennis Competition by the LCD	Girls' Junior Single Age 12-13 FH: 3 rd
Southern District Age Group Table-tennis Competition by the LCSD	Boys Group M1: 1 st Double Group DN: 2 nd
Yau Tsim Mong District Age Group Table-Tennis Competition by the LCSD	Boys Group G, Girls Group G & Double Group ML: 3 rd
Kwai Ching District Age Group Table Tennis Competition	Boys' Junior Single Age 12-13: 4 th
Eastern District 'National Cup' Table-tennis Competition by Home Affairs Department	Boys' Single: 2 nd Boys' Double: 1 st & 4 th
Table-tennis Youth Development Programme District Championship by HK Table-tennis Association	Girls' Single (Group B): 2 nd Girls' Team: 1 st
HK Games 2022 Eastern District Table-tennis Selection Race by Home Affairs Department and LCSD	Girls' Single: 4 th Boys' Double: 1 st Girls' Double: 2 nd
Eastern District Age Group Badminton Competition by	Boys' single group MG & Boys'

the LCSD	doubles group ML: 3 rd
Inter-school Archery Competition by HK Schools Sports Federation	A Grade Boys: 8 th A Grade Girls: 6 th A Grade Boys Championship: 4 th
Inter-school Karatedo Competition by the Karatedo Federation of HK	Secondary Girls B Grade Kata: 3 rd
Hong Kong Karatedo Youth Game by The Karatedo Federation of Hong Kong and the LCSD	Girl Junior Kata Age 14-15 yrs: 2 nd
Southern District Archery Competition by the LCSD	Girls' Beginner & Girls' Elementary: 3 rd
Southern District Karatedo Age Group Competition by The Southern District Recreation and Sports Association & Southern District Karatedo Association	Boys' Kata Age 13-14: 3 rd Girls' Kata Age 13-14: 1 st
HK Shuttlecock Knock-out Competition by LCSD	Girls' B Grade: 1 st (individual & pair) Girls' B Grade: 2 nd (team)
HK Shuttlecock Anti-epidemic Series – Individual Rallying – by HK Shuttlecock Association and the LCSD	Inner Side of Foot: 1 st (Girls U15) Medley: 4 th (Girls U15)

Aesthetic	
HK Schools Music Festival by HK Schools Music and Speech Association	Xiao Solo (Advanced): 1 st Violin Duet (Intermediate): 3 rd
HK Schools Dance Festival organised by the Education Bureau and the HK Schools Dance Association Limited	Modern Dance Trio (Secondary Section): Highly Commended Award
Age-friendly Community Project @North Point Colouring and Drawing Competition by the HK Society for the Aged Eastern District Elderly Community Centre	Championship, 2 nd & Merit Award (Secondary Schools)
東區撲滅罪行委員會主辦提防受騙暨推廣基本法填色比賽及海報設計比賽	中學組冠軍及優異獎
教育工作人員總工會與香港硬筆書法家協會合辦「第一屆香港中小學中英文硬筆書法比賽」	高級組季軍及卓越獎 初級組優異獎
樂施會主辦樂施「寫字扶貧」硬筆書法比賽	高中組冠軍
香港硬筆書法家協會主辦香港中小學硬筆書法比賽(中文硬筆書法比賽)	中學組初級及高級卓越獎
香港品質保證局主辦「理想家園創作比賽」	海報設計項目最積極學校參與獎

Others	
香港紅十字會青年及義工事務部舉辦港島總部東區(二) 急救比賽	青年團冠軍及最佳隊長(實踐) 青年團冠軍(理論)
香港紅十字會青年及義工事務部舉辦港島總部急救	青年團冠軍及最佳隊長(實踐)

比賽	
香港島校長聯會香港島傑出學生選舉	高中組十大優秀學生 初中組十大傑出學生
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	--