

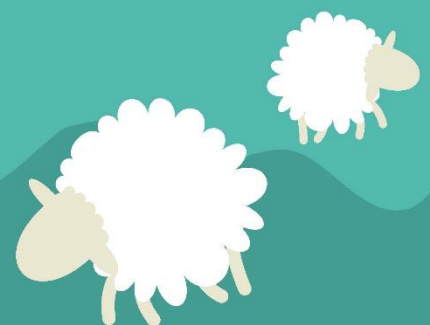


S.K.H. LUI MING CHOI SECONDARY SCHOOL

School Report 2021 - 2022



Anniversary





SKH Lui Ming Choi Secondary School

School Report 2021 - 2022

Key Elements of the School Report

(1) Our School.....	3
(2) Achievements and Reflection on Major Concerns and Special Concern.....	4
(3) Our Learning and Teaching.....	8
(4) Support for Student Development.....	11
(5) Student Performance.....	17
(6) Financial Summary.....	18
(7) Feedback on Future Planning.....	19
(8) Appendix.....	20

Cover Designed by Mr. Heung Shui Wing (Graduate of 2016)

(1) Our School

Founded in 1973, the School strives for excellence in education, and supports the overall purpose of helping students to achieve their potential as leaders, learners and carers. Our school motto is “**L**eadership, **M**otivation and **C**aring”.

The School respects diversity of talents and believes in the broad Christian values of caring and service, and in the sense of right and wrong. The School also aims to help students believe in contributing to the common good of society.

Through its academic programmes and extra-curricular activities, the School aims to help students develop their potential, and support the goals of education, which consist of helping each student to:

1. develop Leadership qualities through thinking clearly, communicating effectively, acquiring knowledge and skills to cope with external academic demands and getting prepared for future career development;
2. foster Motivation for success through developing a feeling of self-worth acquiring skills for self-reliance and self-discipline, developing physical fitness; and
3. nurture Caring attitudes through developing respect for the cultures of different social groups recognizing responsibilities at personal, family, social, national and global levels, and being a ward of the message of Christian faith.

More information is available on our School’s website at <http://www.skhlmc.edu.hk> or the Secondary School Profiles at <https://www.chsc.hk/> for public reference.

(2) Achievements and Reflection on Major Concerns

Major Concern 1: To nurture students to become Responsible Learners.



Learning and Teaching

Throughout the school year, the expectations of Responsible Learners were shared through various channels to students, teachers, parents and alumni. During Annual Interviews between the Principal and teachers in 2021-2022 school year, teachers were invited to suggest 2 students who have qualities of or performed the Descriptors for Responsible Learners in the School Development Plan. The result was encouraging! 87 students were recommended as Responsible Learners. Notes of Appreciation were given to these students during End-of-year Parents' Day to S1-5 students and HKDSE Result Release Day to S6 Students as a token of recognition and encouragement on their responsible behaviors. Students' efforts and achievements were praised when communicating or meeting with their parents.

Affected by the class suspension due to the outbreak of COVID-19 pandemic, the S6 End-of-year assessments had been postponed. In order to help students prepare themselves for the HKDSE, assessments had been held in online mode as it gave the greatest protection for our S6 students, ensuring that no one got infected (at school) so that all were fit for the HKDSE in principle. The school was using an Honour System for the e-Mock Examination. From the report of internal assessment committee, our students could follow guidelines to finish the whole examination and no serious irregularities were reported. The new mode of exam has strengthened their role as a Responsible Learner.

According to the results of the Stakeholders' Survey in May to August, large majority (90%) of teachers agreed that they often ask students questions of different levels in lessons and adjust the teaching contents and strategies according to students' learning progress in lessons. Besides, nearly 70% of teachers reflected that the subject panels could adapt appropriate performance assessment methods to assess students' performance effectively.

Besides, all stakeholders agreed that the learning atmosphere in lessons was good (3.6-3.9/5.0). The teachers and students had a good relationship.

Over 70% of the interviewed students agreed that teachers often tell students about their progress and problems in learning (3.9/5.0). Also, teachers often make students inquire into/investigate different issues in lessons (3.8/5.0). Over 60% of students reported that they often do my assignments seriously (3.7/5.0) and review their learning based on assessment results and

teachers' comments (3.7/5.0).

From the results of the APASO survey on the Motivation, the rating of our students on most of subscales items were higher than the mean value of the Territory Norm. However, the rating of our junior form and senior form students on Affiliation were 2.83 and 2.66 respectively. They were slightly lower than the mean value of the Territory Norm which were 2.88 and 2.71. Besides, the rating of our senior form students on Social Concern and Task were 2.88 and 2.96 respectively. They were lower than the mean value of the Territory Norm which were 2.88 and 3.14. There are still room for improvement in these aspects.

The overall rating of stakeholders' perception of teaching (KPM 09) as viewed by teachers and students were 4.1 and 3.6 respectively and that of stakeholders' perception of student learning (KPM 10) as viewed by teachers, students and parents were 3.2, 3.5 and 3.4 respectively. The perception of teaching and learning as viewed by teachers and students were significantly different. All stakeholders appeared to agree that there is room for improvement in the area of teaching and learning.

Due to the class suspension and learning diversity, strategies introduced and adopted in the past years were used by teachers to incorporate IT into learning and teaching. With the help of online platforms, like Google Classroom, subject departments could continue to develop coursework materials with eLearning resources to design and develop learning materials to enrich, diversify and make accessible eLearning resources which would appeal to and motivate students to learn at their pace.

Student Development

Different programs were implemented under the Whole-person Development (WPD) Framework to nurture students to become responsible learners via informal curriculum. For example, in June 2022, the WPD Task Group organized the 'Talks + Extended Class Activities' on Career Planning for S4-5 and Goal-setting through religious theme for S1-3, so as to align with the values of inquisitiveness, gratitude and grit for students. Collaboration was made between the Task Group, the Career Education Committee and the Church-School Partnership to gear team efforts and facilitate class teachers in carrying out the extended activities with students in each class.

In enhancing life-wide learning (LWL) for students, various subject departments and committees organized different programs and activities with the use of the LWL Grant this year. The ECA Organizing Committee held the Leadership Training Programme with funny training games to enrich the team spirit of student leaders. Moreover, the Aesthetic Experiences Committee organized art programs and mural painting workshops to motivate students to self-learn through participating in different aesthetic activities.

For the Student Enhancement Fund (SEF), approval has been made by the Trustee to provide funding for a S2 student to participate in advanced Mathematics Course, so as to achieve the student's dream and add value to himself. Promotion was also made to all colleagues for exploring more students in enhancing their potentials.

In response to the COVID-19, many LWL programs and activities for students were adjusted, postponed or cancelled. Some of these were edited to implement in on-line mode instead of face-to-face mode. Closer attention and strategic support for students were provided by the Guidance Committee, School Social Workers, the Discipline Committee, as well as class teachers, to re-engage students and give them pastoral care.

As restrictions were getting more relaxed towards the end of the school year, the Singing Contest co-organized by the Student Council and the music club in August successfully exemplified the level of responsibility attained by our students: though the first part of the heats event could only be held online, the organizers overcame various difficulties and produced a spectacular final competition with full attendance! One could imagine the efforts paid by the team of students and teacher advisers during over the 6 months (from February to August).

From the results of the Stakeholders' Survey, nearly 60% students agreed that teachers have high expectation for students and take care about students. Nearly 70% students agreed that they get along well with their schoolmates. Moreover, the rating of our students on self-discipline of schoolmates was 3.3 which was lower than the other items in the students' views on support for student development. There is still room for improvement in this aspect.

Nearly 60% students also expressed that school provides opportunities to students to enhance their knowledge and life skills through participation in the school's extra-curricular activities (3.7/5.0) and the School actively fosters students' virtues and leadership (3.7/5.0). The mean value of views on support for student development by our students is similar as the mean value of the Territory Norm (3.6/4.00).

From the results of the APASO Survey on the Interpersonal Relationships, the rating of our students on most of subscales items were higher than the mean value of the Territory Norm. The rating of our junior form students on Interpersonal Competence (2.95/4.00) and Social Skills (3.10/4.00) were slightly higher than the mean value of the last year (2.73/4.00) and (2.92/4.00) respectively. The improvement work done by Home-School partnership and involvement in ECA are appreciated. On the other hand, from the results of the same survey on the Attitudes to School, the rating of our students on most of subscales items were higher than the mean value of the Territory Norm. However, the rating of our junior form and senior form students on Negative Affect were 2.01 and 2.13 respectively. They were slightly lower than the mean value of the Territory Norm which were 1.81 and 1.94. There are still room for improvement for students to build a positive attitude to the School. Whole-School Approach would continue to facilitate the positive growth of our students.

Major Concern 2: To support teachers and staff to facilitate students' responsible learning.



Students who acquired different qualities of the descriptors and were recognized as Responsible Learners were categorized such as:

- high achievers (usually demonstrated 4 or more descriptors)
- students who have good and positive learning attitude (demonstrated 2-3 descriptors)
- Students who have Special Learning Needs showing confidence and abilities (demonstrated or trying to demonstrate 1-2 descriptor(s))
- Students who Are weak in learning/ repeaters showing motivation and improvement in learning (demonstrated or trying to demonstrate 1-2 descriptor(s))
- Students with integrity and good virtues
- Students with talents

Expanded set of descriptors were created with the Qualities, Attitude, Habits and Behaviors that the students becoming Responsible Learners shall acquire and demonstrate. They were shared with teachers to understand how the school nurtures students to further become Responsible Learners during Staff Meetings.

Teacher-Story-Time sessions were conducted in the Staff Meetings in 2021- 2022 school year. 2-3 teachers were invited in each session to share their success story/ failure story/ special in the past school years or from their teaching experience in using English as MOI, Blended Learning Strategies and developing students to become Responsible Learners. This aimed at keeping the momentum of professional sharing and support as a team. Teachers shared their teaching strategies with good use of e-learning resources and online-offline teaching mode to help students to self-regulate in learning. Besides, teachers shared their experience in helping students to build responsibilities through goal setting, in learning activities and in assessment. Different learning activities such as peer dictation, peer quiz and little teacher were also adopted.

In the 2022-2023 school year, Teacher-Story-Time will continue to be organized in the Staff Meetings so that the momentum of professional sharing, support as a team and facilitation of Responsible Learning will be maintained.

(3) Our Learning and Teaching

Despite COVID-19, we continually strive to foster an atmosphere of academic excellence. Our elite students were nominated to a wide range of scholarships, awards and leadership programs to unleash their potentials and widen their horizon. Their excellent performance was well-evident in the numerous prestigious scholarships, academic and leadership awards that they received, including Hong Kong Island Outstanding Students Award, 2021 Southern District Outstanding Youth Award: Southern District Outstanding Youth Award-Excellence (Senior Secondary), 2021 Southern District 'Reach the Top' Outstanding Students Award: Student Leader with Potential-Silver, Harvard Book Prize, etc.

Various strategies were used to nurture students to become responsible learners. First, Study Skills Workshops on note processing, memory skills and revision skills were organized for S1 to S3 students respectively. Second, students were invited to set their Personal Best (PB) goals by reflecting on their performance in First Term Assessment and making study plans.

To support S1 students to adapt to the teaching and learning environment of our school, a three-day S1 Orientation Program covering Faith in School, Guidance, Discipline, 'Sports Exercise' Experience, ECA, Self-management, Library Program, I.T. Orientation, etc. was arranged. This multi-faceted program allowed students to know more about the school and helped students to build up their network with their teachers and peers.

To facilitate S1 students to learn in English, the Language Across the Curriculum (LAC) team continued the collaboration with Subject Departments on enhancing learning effectiveness through using English as the classroom language. For instance, 'Learning in English' covering the concept of prefix and suffix, syllabification and classroom language was organized in S1 Orientation Program.

Summer English Bridging Program was also conducted to enhance S1 students' confidence in using English language. In the program, students staged a drama performance on the final day of the program to showcase their fruits of learning.

STEM Education

In order to strengthen their STEM's knowledge and foster their problem solving skills, different sort of STEM activities has been launched in the last academic year. The Rocket Car STEM Programme has been provided to S1. Students could learn about the mechanism of moving rocket cars and as chances were provided to students to design their own car, their creativity could be nurtured. They could also experience the engineering design process, which is one of the core mindset in STEM education, through building, testing, evaluating and modifying model rocket cars. Forensics Science Workshop was provided for S2. The program could enhance students' skills in analyzing and synthesizing through different activities related to Forensics investigation. Students could learn different methods to do searching and to solve cases, where they receive satisfaction and sense of accomplishment. In addition, Hovercraft STEM Training Workshop has been launched in S3. In this workshop, students learnt how to select and use appropriate tools to build model hovercrafts, learnt the program micro:bit to control the electronic hardware and used micro:bit radio communication to implement remote control function. Similar to the Rocket Car STEM Programme in S1, they were also exposed to

the engineering design process through this workshop.

With the aim of promoting STEM education in junior form, the Quality Education Fund (QEF) has been used for implementing the STEM curriculum in junior levels. The 'Little Makers Class' were successfully continued in this year.

The high-achieving students in the STEM area have participated in the training course of the STEM / AI Challenge in September. They learnt programming skills of drones and robots and took part in the Final Challenge on September 17 2022 where they obtained the merit award as a result.

IT for Learning and Teaching

The school has made its utmost effort to build an IT learning and teaching environment in which computers and the peripherals have been made readily accessible to teachers and students. Every teacher had been provided with a notebook or desktop computer. The WiFi coverage covers almost every corner of the School. A wide variety of hardware was installed in all classrooms, including VDI clients, video projectors and visualizers. An interactive panel had been installed at Computer Room as a demo classroom for the Future Classroom Project implemented next school year. The e-learning environment and culture are continuously enhanced. More e-tablets and electronic learning materials are purchased to support e-Learning by lending mobile tablets to some needy students and teachers to create teaching videos and enhance online marking. The school had joined the "Community Care Fund Assistance Programme – Provision of Subsidy to Needy Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning" and the "Quality Education Fund e-Learning Funding Programme—Provision of Mobile Computer Devices and Internet Services Support" in the 2020-21 and 2021-22 school years. 152 students benefited. All of the above mentioned IT equipment and programme have certainly helped to enhance the teachers' teaching in becoming more interesting, effective and efficient.

In order to create a more interactive teaching and learning environment, flipped classroom, blended teaching, self-directed learning and e-learning were carried out in the year, especially during the face-to-face lesson suspension period. E-learning tools and materials are widely applied by all subject departments. Teachers used Google Classroom to disseminate learning materials and messages while students accessed the same platform to submit assignments, hold discussions and post responses related to learning. The use of self-access online programmes, free educational apps, and learning videos produced by teachers became commonplace.

To name an example, the blended learning approach has been implemented in Mathematics. Online teaching materials and teaching videos were produced and uploaded to platforms easily accessible to students. They could learn and revise without the limitation of time and place. Integrating with the idea of "flipped learning", students could also prepare in advance before the face-to-face teaching lessons. The students could learn based on their learning pace and teachers could monitor the students' learning progress and give individual feedback to students. Hence, students could adjust their learning plan and by doing so, they are nurtured to be responsible learners. Also some e-learning tools has been introduced in both online teaching lesson and face-to-face lessons. Examples are Google Form (for instant feedback to students); QUIZLET (for learning vocabulary in the form of flash cards); KAHOOT (online Multiple Choice Quiz platform), and DESMOS (a mathematical graphing

software). Those e-learning tools could help students to grasp the abstract mathematical concepts more easily through visualization. Students' interest in learning mathematics were also increased.

To cater for e-learning activities in classrooms, teachers and students may use mobile devices such as smartphones or tablets to gain access to Internet via wifi900. Teachers were ready to apply various APPs to deliver course contents and have interactions with students.

Much effort was made to ensure that students became prudent, skillful and ethical users of technology through school-based curriculum, external competitions and talks. The school also tried to ensure that technology helped to support the school mission, to enhance the quality of teaching and learning, and to reduce the workload of teachers in the long run.

(4) Support for Student Development

Extra-curricular Activities

The pandemic has affected student activities at School. With the whole-day face-to-face class resumption for whole school, the School has seized the opportunities to arrange different Extra-curricular Activities for students to help them to re-engage to the school lives. An ECA Day was held in June to arrange different activities for students. Different Inter-Class competitions in Dodgeball and Football for both junior and senior forms was organized. Moreover, teacher-student football competition and volleyball Competition were held to enhance teacher-student relationship.

From the results of the Stakeholders' Survey, all stakeholders agreed that those extra-curricular activities offered by the school could help students gain other learning opportunities and life skills (teachers: 3.9/5.0; students: 3.7/5.0; parents: 3.8/5.0). The priority of agreement given by teachers, students and parents were recorded at the high ranks (rank 1). Consensus is strong among teachers, students and parents on ECAs as learning opportunities to develop life skills and Whole-person Development.

Aesthetics Development

The Aesthetics Experiences Committee organized a splendid array of activities last year despite the strong impact of COVID-19 on learning and teaching. In the field of Drama, students took part in two drama competitions, namely Hong Kong School Drama Festival and Speak Up – Act Out! On Air! Improvised Radio Drama Competition. Both of them were performed online. With the brand new experience, students learned how to deliver their lines in English in a meaningful way without the help of their body gestures. Besides, all S4 students watched a show by Young Friends and some senior secondary students were given an opportunity to appreciate the drama show Ambiguous from Hong Kong Repertory Theatre. It was directed by Mr. Fong Chun Kit and featured Mr. Lau Shau Ching and Ms. Kwok ManMan as main characters.

As for Music, an opera performance was held for S3 to S5 students while the exciting and long-awaited Singing Contest finally came back to students' school life after a couple of years. This time, it is our great luck to have invited pop singers, such as Mr. Hung Ka Ho and Ms. Chan Lui, to sing in our school hall. Not only were our current students excited, but lots of our alumni were also flooded with joy and came back to join the contest as audience. As usual, our School Choir and individual instrumental classes were held for junior secondary students.

In terms of Dance, hip hop and Chinese dance classes were held for our students. They also participated in a great variety of dance competitions – the 59th Schools Dance Festival and Hong Kong Professional Dance Competition to name a few.

Last but not least, our Visual Arts Department spared no effort in developing students in arts. They immersed themselves in the marvelous world of arts with the help of some activities, including a visit to M+ Museum, Solo Exhibition of Tao Hoi Chuen – Isolation, Art Central 2022, Silk screen printing workshop and Tie dying workshop. They were also given opportunities to join two online exhibitions, one held by University Museum and Art Gallery of The University of Hong Kong, and the other by 2022 CUHK undergraduate graduates majoring in Arts and Design.

Community Service

In the domain of community service, the Community Service Committee had continued to nurture a caring heart in our students. In the post-pandemic era, students were given new ideas, training and exposure to participate in voluntary service. Students were given the opportunity to serve people across ages and with different needs. New areas of services such as charity sale were introduced apart from continuation of the established ones.

Guidance Support

During 2021-2022 school year, Guidance Committee (GC) arranged different programs on Pastoral Care, Mental Health Care, Thanksgiving, Support for S6 students and Support on students' emotion. These aimed at developing a positive value among students and providing pastoral care for students. During the epidemic of COVID-19 where most of the teaching schedules, programs and activities for students were adjusted, postponed or cancelled, closer attention and strategic support for students were provided by the Guidance Committee, School Social Workers (SSW), SENCO, the Education Psychologist, the Discipline Committee (DC), the PVPAP, as well as class teachers, to re-engage students and give them pastoral care.

During the Home-based Learning (HBL), close collaboration by different committees has been worked on student emotions, stress, family problem, as well as students who have nil responses or lost contact. Class teachers and Subject Teachers made first contact with those students to understand their situation and show concerns. Closer follow-up to the cases would be provided by GC, SSWs, SENCO, and DC.

A series of activities/programs was organized for the campaign on Mental Health Care in response to the issue raised by the EDB regarding "Detecting Signals for Help Prevent Students from Suicide" November to December 2021. This included the distribution of mindful tips "決戰派卷日"小錦囊, a Talk on the Use of Social Media by Guidance Committee, Discipline Committee, IT Department, and Vice Principals, Love and Care for All Activities organized by Social Workers and Guidance Prefects. A Mental Health Talk by Dr. Sam Cheng (EP) was held for staff.

In November 2021, a Thanksgiving week was held to encourage students to express thanks to teachers and parents. The message and idea of thanksgiving were spread in an Assembly. Guidance Committee and Class Teachers worked to encourage students to write thank you cards to their teachers or parents in class period. positive responses were received. Students' sense of belonging to the School was developed.

Support to S6 students was enhanced with a video-recording program by Assistant Principal, S6 Class Teachers and the Guidance Committee to share encouragement and blessing to S6 students to prepare for the 2022 HKDSE under COVID-19.

In March 2022, a "Cheer Up Station" was set up in Google Classroom by Guidance Committee to share positive messages, mental health tips, inspiring notes and video sharing to students. Online programs were organized by Social Workers and Guidance Prefects to provide interactive activities for students during the Special Vacation. Class Teachers made Sunshine Calls to those students who had been infected with COVID-19, showing care and sympathy to the students and their families before the

Special Vacation.

Timely eNotices have been issued to parents to provide support in caring students with “Tips for Parents”, mental health care resources, and the HKEdCity learning resources as student support.

Learning Support for student with Special Education Needs

Our School is committed to support students with special educational needs (SEN) and lower academic performance through a whole-school approach. Through resources allocation, students are provided with different support services. To cater for students with different learning abilities, internal and external special assessment arrangements and individual educational programs for students with SEN were planned, discussed and implemented by SENCO and the Learning Support Committee in LMC with reference to professionals.

The Learning Support Committee supported students by building a culture of inclusiveness, providing appropriate and diversified support services. Different school-based services for students were introduced continuously under pandemic in both online and face-to-face modes to enhance their learning ability, confidence, social skills and interpersonal communication skills, such as workshops on social harmony for new S1 students, social-training groups via board-games and switch games, dyslexia training program, oral and communication reinforcement program and speech therapy programs. Emotional and behavioral training workshop and drama workshop will be introduced soon. Professional services from Educational Psychologist and Counsellor have been given to students throughout the school year. In support of academic learning for students with SEN, besides providing study and test adjustments to students in need and record students learning outcomes, academic enrichment programs for both junior and senior students have been provided since the beginning of the school year. Remedial online lessons were held continuously during Special Vacation in March and April 2022.

The Committee also supported students by providing expressive arts individual and group therapies, as well as experiential workshops. The therapies were held in face-to-face mode before February and after April at School this school year with all SEN students in groups, such as “S1 Expressive Arts Experiential Workshops (Ceramics)”, “S2 Expressive Arts Experiential Workshops (Pattern Drawing)”, “Talk about Expressive Arts Therapy for S4 students” with the cooperation of the Aesthetic Experience Committee, and Group Therapy on Social connection and Stress for students with mental needs. Additionally, “Expressive Arts Workshop cum sharing on Information Day” with the cooperation of the Art Department was also newly introduced. Apart from allowing students to express their emotions in a safe and contained way and to contain their academic stress via multiple art forms, our students could introduce what they learnt in the workshop to play with primary school students on the information day in December. Positive feedback was received. The creation process of visual art, movement, music, drama and creative writing promoted positive experiences for students after a long period of on-line mode in their school life. This gave opportunities to students to express their feelings on the readiness of the changing mode of learning, release their academic stress and offered those who were exploring questions of self a chance to have self-exploration, group bounding and special memory under pandemic via multiple art forms in a safe contained space.

As close communication with parents is valuable, our School has been emphasizing Home-school cooperation and working with parents through different channels to discuss strategies for supporting

students. Apart from regular calls to parents, a Parent Talk would be organized in May on how to develop the potential of children with SEN and allow them to grow in a positive learning environment.

The awareness of teachers towards students with special educational needs (SEN) was developed with sharing in Staff Meetings, professional development talks and seminars. 17.8% of teachers received structural professional courses on catering of students with SEN, offered by the EDB. To encourage teachers to take training courses about strategies for teaching students with autism and inspiring potential, a six-year planning on staff development on SEN courses was introduced to staff in January, and a talk on how to encourage students with SEN to be Responsible Learners was organized in May for all teaching staff with the cooperation of the Staff Development Committee.

Last but not least, regular cooperation and meeting with inspectors from the Education Bureau is essential to seek advice, to better take care of students with SEN and accompany our students to learn continuously under pandemic.

Career Education

For life planning and career education to prepare students for their future, the Career Education Committee has adopted different strategies to guide students in different levels in self-understanding, career exploration and management.

Level(s)	Programmes
S6	<ul style="list-style-type: none"> ● Talks on JUPAS program choice strategies and sub-degree programs application were arranged. ● JUPAS Interview workshop was conducted for S6 to train up their presentation & interview skills. ● Tertiary Education Webinars on Social Work, Medical & Nursing, and Engineering were co-organized with Alumni Association to facilitate students' JUPAS program choice. ● Some students had joined the Under the Step Out Your Brighten Future Life Planning Scheme since S5, an Intensive Support Service for Secondary School Students run by Po Leung Kuk Life Planning & Financial Education Centre. Through one-to-one career counseling, participants were guided to identify their direction and motivated to pursue their goals. They were also accompanied to the Info Days of Tung Wah College and THEi to have better understanding of various programs offered by the institutes. ● A Talk for S6 parents and students on DSE result release was held to get them prepare for the big day. ● A talk on Taiwan studies was arranged for interested students. ● Individual career counseling was provided to students on their study choice. ● One student had enrolled for DSE 畢業生大灣區實習計劃 2022, which, however, was cancelled due to the pandemic of COVID-19.

S5	<ul style="list-style-type: none"> ● As part of the Whole Person Development Program, a talk on Inquisitiveness followed by a workshop on JUPAS programs search was organized to provide resource and time for students to study entry requirements of different study programs seriously. ● An Alumni Mentorship Program was arranged for interested students to learn from the sharing and life experience of their mentors. ● Some interested students were nominated to attend online program talks arranged by FDMT Consulting:BiotechWork by Havard Medical School, BusinessWork, FoodSciWork, EconWork, TechWork. ● An introductory talk on the above workshops was offered by FDMT Consulting ● A talk on Multiple Study Pathways was offered by Po Leung Kuk. ● I am...青年職學平台「嚐職」Work Experience : UI/UX Design
S4	<ul style="list-style-type: none"> ● As part of the Whole Person Development Program, a talk on Inquisitiveness followed by a workshop on jobs browsing at the website <i>Talent.gov.hk</i> was organized to nurture students' inquisitive attitude in exploring their interest and career world. ● A workshop, 「畢業之旅」生涯規劃互動遊戲工作坊, was held with a board game to raise students' awareness of relation between time and financial management, career planning as well as life-long learning.
S4 to S6	<ul style="list-style-type: none"> ● Work experience activities including Modern Agriculture, Hotel Service assistant, Baking shop assistant, E-commerce logistics, Chinese Medicine Assistant and Car repair and beauty were arranged for interested students to taste the job duties of respective industries in authentic workplaces. ● Two career visits to Victory Securities (Holdings) Company Limited and to Youth AI Workshop, SenseTime Company were organized for interested students to broaden their knowledge of the respective fields.
<u>S3</u>	<ul style="list-style-type: none"> ● An Elective Subject Choice Workshop and an online career interest test (MyFirstChoice) were conducted to help S3 students identify their personality and interests, so that they can make a rational elective subjects choice. ● A few elective subject introductory talks and a Parents Talk on S4 Subject Selection were held online for S3 students and parents. ● A workshop on a career youth portal 'I am.....' was run to introduce the informative career App for students to nurture students' habit of viewing career articles/news regularly. ● Individual counseling was provided for students via WhatsApp/ google meet/ Face to face
S1 & S2	<ul style="list-style-type: none"> ● Talk on Future Challenges and Opportunities by HKFYG to encourage S2 students to equip themselves and prepare for future environmental challenges. ● Discover@Jobtinary Website Browsing Competition was held in S2 to develop students' initiative and sense of responsibility to explore career information. ● A Workshop, My Path, was held to guide S2 students to learn about career related

	<p>skills and motivate them to develop the relevant skill.</p> <ul style="list-style-type: none"> ● A Workshop, My Interest, was held to help S1 students understand the relation among their strengths, interests & their dream jobs.
Whole school	<ul style="list-style-type: none"> ● Whole school career service was provided that Consultation Booths were set by a few education institutions on the first Parents' Day at the School Hall to provide individual consultation service on further studies in Mainland, Taiwan, overseas and locally.

From the results of the Stakeholders' Survey, the rating of stakeholders' perception of support for student development (KPM 11) indicates the score as teachers: 3.77/5.0 students: 3.60/5.0 and parents 3.72/5.0, and that of stakeholders' perception of school climate (KPM 12) indicates the score as teachers: 3.62/5 students 3.68/5 and parents 3.87/5. Our support for student development in the school is found to be adequate.

(5) Student Performance

(i) Academic Performance in Public Examination

Among the S6 students who took the HKDSE Examination in 2022, 81.8 % of the students met the minimum requirement for admission to sub-degree programmes, while 42.1 % of the students met the minimum requirement for admission to degree programmes. For English Language, 62.0 % of the students acquired Level 3 or above while in Chinese Language, 54.5 % of the students acquired Level 3 or above.

6 subjects (Mathematics, Chinese History, Chemistry, Economics, Physics and Visual Arts) had the percentage of students attaining Level 4 or above, and also Level 5 or above, higher than that attained by all Hong Kong Day School Candidates.

Overall, 96.3% of the Secondary 6 students received offers from government-funded & self-funded tertiary institutions (including local and overseas), of which 56.3% were degree programmes and 43.7% were sub-degree programmes. The JUPAS offer rate is 42% including main round and clearing round.

Destination of Exit Students in 2021 - 2022

S6 Graduates	Percentage of S6 Students
Tertiary studies in Hong Kong	86.8%
Overseas studies	8.3%
Retake DSE	3.3%
Full-time Employment	1.6%

Most of the students who pursue degree programmes study at the Chinese University of Hong Kong. They were admitted into an array of programmes especially in the domains of engineering, business and health care such as nursing and physiotherapy.

(ii) Non-Academic Performance

As in the past years, our students actively participated in an array of Extra-Curricular Activities (ECA) which enriched their holistic development. They managed to seize opportunities to develop their potential and widen their horizon. Their achievements in various aspects are detailed in the Appendix.

(6) Finance Summary (Unaudited Account)

A Summary of the income and expenditure for the year 2021 – 2022 is shown in the table below.

2021-2022	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)		
I. Government Funds		
(1) EOEBG Grant		
<i>Total deficit for the school year: \$518,210.51</i>		
(2) Other Grants		
<i>Total surplus for the school year: \$956,436.01</i>		
	7,607,350.31	8,125,560.82
	50,147,045.39	49,190,609.38
Accumulated Surplus as at the end of school year	\$9,304,174.18	
(1) EOEBG Grant	<i>\$5,759,040.99</i>	
(2) Other Grants	<i>\$3,545,133.19</i>	
II. School Funds (General Funds)	729,330.39	440,039.91
<i>Total surplus for the school year \$289,290.48</i>		
Accumulated surplus as at the end of school year	\$2,158,927.79	
III. Quality Education Fund (QEF)	638,652.00	450,838.50
<i>Total surplus for the school year \$187,813.50</i>		

(7) Feedback on Future Planning

The school year 2021-2022 is the first year in the three-year School Development Plan. Teachers and staff have endeavoured to align their professional work with the direction and foci expressed in the Major Concerns. While students have been guided to reach and beat their **Personal Best (PB)** through goal-setting and engagement in studies and activities, they have gradually been able to resume whole-school whole-day face-to-face lessons from June 2022 onwards. Their self-discipline, self-management skills and self-directedness have been challenged and boosted – students have been supported to embark on the journey to become “**Responsible Learners**”.

While most Extra-curricular (ECA) activities have been cancelled or adapted, some were conducted on-line. Teachers have shown patience, agility and readiness to **Grow their Mindsets** to solve problems, embrace challenges and adopt a variety of pedagogical practices as they started to design and teach in creative ways to encourage, ensure and support student engagement and Home-based Learning (HBL) side by side with face-to-face lessons. Teachers have continued to engage themselves at the Subject Departmental level to use data and feedback from uniform tests, internal assessments, Value-added data and HKDSE results analyses as reference for future lesson designs, student improvement and subject development planning. All of our teachers and non-teaching staff have walked the journey of on-line communication and use of on-line platforms to perform administration and engage students to learn. Our staff proved that they could ride on the opportunities of challenges to continue with their professional development as they rolled out new, strategic plans to enhance student learning. Indeed, discussion has started on our Future Classroom Project. The draft is pending IMC approval for use of Government and School Funding; and for our application of the Quality Education Fund. We aspire to provide upgraded hardware to complement the adoption of suitable e-learning and teaching strategies to support students to become more self-directed and for even further engagement of students in responsible learning at school and from home.

This year, resources and opportunities have been sought for more cultural exposure and exchanges to develop students’ national identity, global vision and awareness so that they will be able to understand more about the changing society, the changing world with both negative and positive energies, their place and role in it and how they can contribute to Hong Kong, our country and the world in future. In the process, efforts of teachers, students and parents deserve appreciation and their due commendation. Strategic leadership helped to facilitate teachers and students to further engage themselves in trying out things beyond their comfort zones so as to reach and beat their **Personal Best (PB)**. When translated into their collaboration among each other, all would be encouraged to reach and beat their **Class Best (CB)**, their **Team Best (TB)** and their **Committee & Subject Department Best (CSDB)**.

As the School is facing an increase in student diversity, “**We are One**” has been the direction towards which teachers, especially the senior and middle managers, would work with student data to identify their academic needs and growth needs; while efforts have been pulled to bring our stakeholders together - to awaken our sense of belonging, strengthen our bonding and share our aspirations as we prepare for the celebration of our School’s 50th Anniversary. Indeed, our School History Room / Gallery is underway. “**Here can we find...**”, the first line in our School Hymn, is our Anniversary Slogan. We rounded up the school year 2021-2022 with renewed dedication and readiness to make the School a place for alumni, staff and students to cherish – a good school with strong English tradition, Christian values under the guidance of Sheng Kung Hui and a place where all can find love, motivation, care, respect and abundant opportunities for the pursuit of academic excellence, leadership and whole-person development.

(8) Appendix

Academic Prizes & Scholarships

Item	Award	No. of Awards
Sir Edward Youde Memorial Prize	Scholarship	2
Hong Kong Island Outstanding Students Award	Outstanding Student	2
Harvard Book Prize	Scholarship	3
2021 年南區優秀青年嘉許計劃	南區傑出青年	1
	南區優秀青年	1
	南區優秀少年	2

Core Subjects

Chinese

Item	Award	No. of Awards
《香港賽馬會社區資助計劃 – 美荷樓香港精神學習計劃》第七屆「兩代情」徵文比賽 (高中組)	亞軍	1
2021-2022 年全國青少年語文知識大賽 菁華盃現場作文初賽 (香港賽區)	特等獎	1
2021-2022 校際朗誦節 - 詩詞獨誦 (粵語)	良好	1

English

Item	Award	No. of Awards
73rd Hong Kong Schools Speech Festival	Third	1
	Merit	11
	Proficiency	2
Canadian English Writing Competition 2022 (Arch Cup) Live Preliminary Competition	Silver	4
	Bronze	2
SOW Creative Writing Competition (2020 – 2021)	Commendable Award	1

Mathematics

Item	Award	No. of Awards
2022 CEMC Contest Pascal (Grade 9)	Certificate of Distinction	1
2022 CEMC Contest Fermat (Grade 11)	Certificate of Distinction	1
WMI 世界數學邀請賽 2022	銅獎	11
「大灣盃」預選賽 2022	一等獎	1
	二等獎	2

	三等獎	11
「大灣盃」選拔賽 (大灣賽區)	三等獎	1
	優異獎	1
「大灣盃」全國總決賽	優異獎	1
「華夏盃」晉級賽 2022	三等獎	1

Elective Subjects

Business, Accounting and Financial Studies

Item	Award	No. of Awards
HKICPA Accounting and Business Management Case Competition (2021-2022)	Certificate of Appreciation	1

Chemistry

Item	Award	No. of Awards
The Chemists Online Self-Study Award Scheme	Diamond	3

Economics

Item	Award	No. of Awards
Online Financial Education Quiz	First Prize	2
	Second Prize	1
	Third Prize	1
	Fourth Prize	1
	Fifth Prize	12

Other Learning Experiences

Aesthetic Development

Drama

Item	Award	No. of Awards
Hong Kong School Drama Festival 2021/22	Outstanding Performer	5
	Outstanding Script	1
	Outstanding Cooperation	1

Music

Item	Award	No. of Awards
74th Hong Kong Schools Music Festival	Silver	6

Visual Arts

Item	Award	No. of Awards
CRC X Arts Promotional Campaign 2021	First Runner-up	1
Road Safety Stickers Design Competition (Secondary)	First Runner-up	1

Physical Development

Item	Award	No. of Awards
A.S. Watson Group HK Student Sports Award	Sports Award	1

Others

Civic Education

Item	Award	No. of Awards
《共和國之光》校際問答比賽 (中學組)	季軍	1

Debate

Item	Award	No. of Awards
香港辯論超級聯賽 2020 (第一回合網上友誼賽)	最佳辯論員	1
第五十四屆聯校中文辯論比賽	最佳辯論員	2
星島第三十七屆全港校際辯論比賽 (第二回合初賽)	最佳交互答問	1
	最佳辯論員	1

Improvement

Item	Award	No. of Awards
第六屆全港青少年進步獎	進步獎	1

Leadership

Item	Award	No. of Awards
2021 南區『勇闖高峰』學生領袖培育計劃	潛質學生領袖銀獎	1
	潛質學生領袖銅獎	1
	學生領袖榮譽	5