

Sir Ellis Kadoorie Secondary School
(West Kowloon)



School Report
2019/2020

ANNUAL REPORT 2019/2020

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Our School

School Vision

Appreciating the cultural diversity of the students and reflecting on the changing demands of the modern world, the school aims at the holistic development of all students in order to enable them to become lifelong learners, and valuable members of the local and global community.

School Mission

To develop in our students:

1. all-roundedness and multiple intelligences
2. respect for others and other cultures
3. a sense of social awareness and responsibility

School Values

Synergy

Enthusiasm

Kindness

Self-discipline

Service

Wisdom

Knowledge

School Motto

Carpe Diem– Seize the Day

Every day promises new hopes, new horizons and new opportunities

Major Concerns of the Year 2019-2020

1. Excelling Effective Learning and Teaching
2. Excelling Students' Core Values and Potential
3. Excelling Teachers' Professional Development

School Curriculum

1. Our students have different aptitudes and needs, and so our curriculum is well designed with choices and options to support all our students in making progress towards their secondary graduation.
2. To cater to the needs and interests of our students, a diverse curriculum is designed for all levels.

Subject	Level	S1	S2	S3	S4	S5	S6
Chinese (HKDSE / Chinese for NCS students)		✓	✓	✓	✓	✓	✓
Putonghua		✓	✓	✓			
English		✓	✓	✓	✓	✓	✓
Basic French		✓	✓	✓			
Basic Spanish		✓	✓	✓			
Basic Hindi (S1-S3) / Hindi (Cambridge International Exams– AS level) (S4-S6)		✓	✓	✓	✓	✓	✓
Basic Urdu (S1-S3) / Urdu (Cambridge International Exams– AS level) (S4-S6)		✓	✓	✓	✓	✓	✓
Mathematics		✓	✓	✓	✓	✓	✓
Mathematics (Extended Part – Module 1 or 2)					✓	✓	✓
Liberal Studies					✓	✓	✓
Chinese History		✓					
Economics					✓	✓	✓
Geography		✓	✓	✓	✓	✓	✓
Life and Society		✓	✓	✓			
Tourism and Hospitality Studies					✓	✓	✓
Biology				✓	✓	✓	✓
Chemistry				✓	✓	✓	✓
Physics				✓	✓	✓	✓
Integrated Science		✓	✓				
STEM Education			✓				
Business Fundamental				✓			
Business, Accounting and Financial Studies					✓	✓	✓
Computer and Information Technology(S1-3)/ Information and Communication Technology(S4-S6)		✓	✓	✓	✓	✓	✓
Home Economics		✓	✓	✓			
Music		✓	✓	✓			
Physical Education (General) (S1–S6) / Physical Education (HKDSE) (S4–S6)		✓	✓	✓	✓	✓	✓
Visual Arts (S1–S3) / Visual Arts (HKDSE) (S4-S6)		✓	✓	✓		✓	✓
Other Learning Experiences					✓	✓	
Applied Learning Courses (Students attend lessons offered by various government-approved institutes outside school)					✓	✓	✓
Applied Learning Chinese (Only for NCS students who are interested in)					✓	✓	✓

Medium of Instruction

To cater for the need of students of different nationalities, English is the major medium of instruction. Chinese Language (S.1-S.6) and Putonghua (S.1-S.3) are core subjects. Local Chinese students are streamed into groups adopting English or Chinese as a medium of instruction according to students' language abilities.

School Management Committee

For the implementation of school-based management, a School Management Committee has been set up since September 1999 to increase the transparency and accountability of the school administration. The School Management Committee (2019/2020), chaired by Mr. CHAN Fu-man (PEO (K)), is composed of ten members:

Chairperson:	Mr. CHAN Fu-man (PEO (K))
Independent Members:	Mr. YU Kwok-chu Mr. SINGH Sidhu Amarjeet
Parent Members:	Mrs. GALANG Rachel Cereno Mr. TALLEDO Eduardo Zapanta
Alumni Representative:	Mr. NACHIAPPAN Thirupathi
Teacher Representatives:	Mr. LIN Chi-heng Mr. PRASAD Manoj Kumar
School Principal:	Mrs. YEUNG KWONG Mong-ha
Secretary:	Ms. PANG Ka-lai

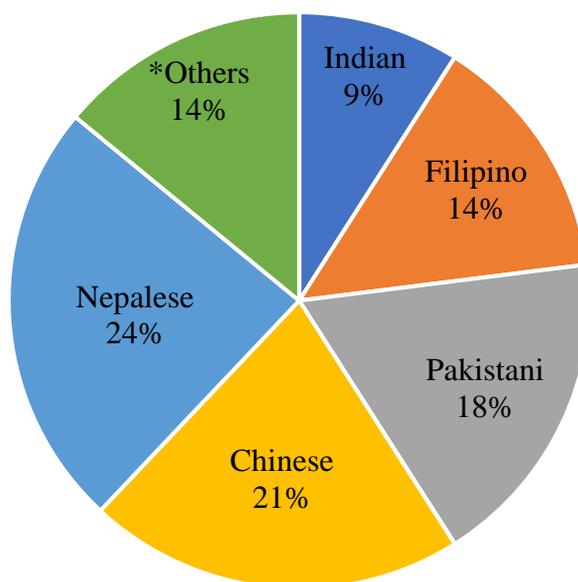
Our Students

Class Organization

There are 24 classes and the total number of students enrolled as at September 2019 is listed as follows:

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	3	3	4	4	5	5	24
Boys	48	45	48	47	54	39	281
Girls	28	22	32	38	41	50	211
Total Enrolment	76	67	80	85	95	89	492

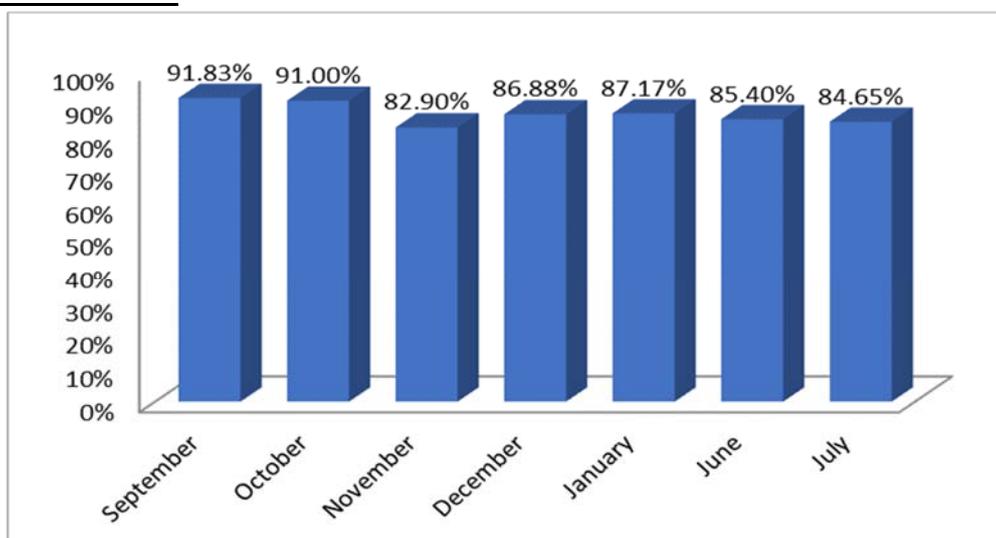
Students' Nationalities



**Remark:*

Others include American, Australian, British, French, German, Indonesian, Japanese, Korean, Malaysian, Portuguese, Romanian, Thai, Vietnamese.

Students' Attendance



Exit Pathways of S.6 Graduates

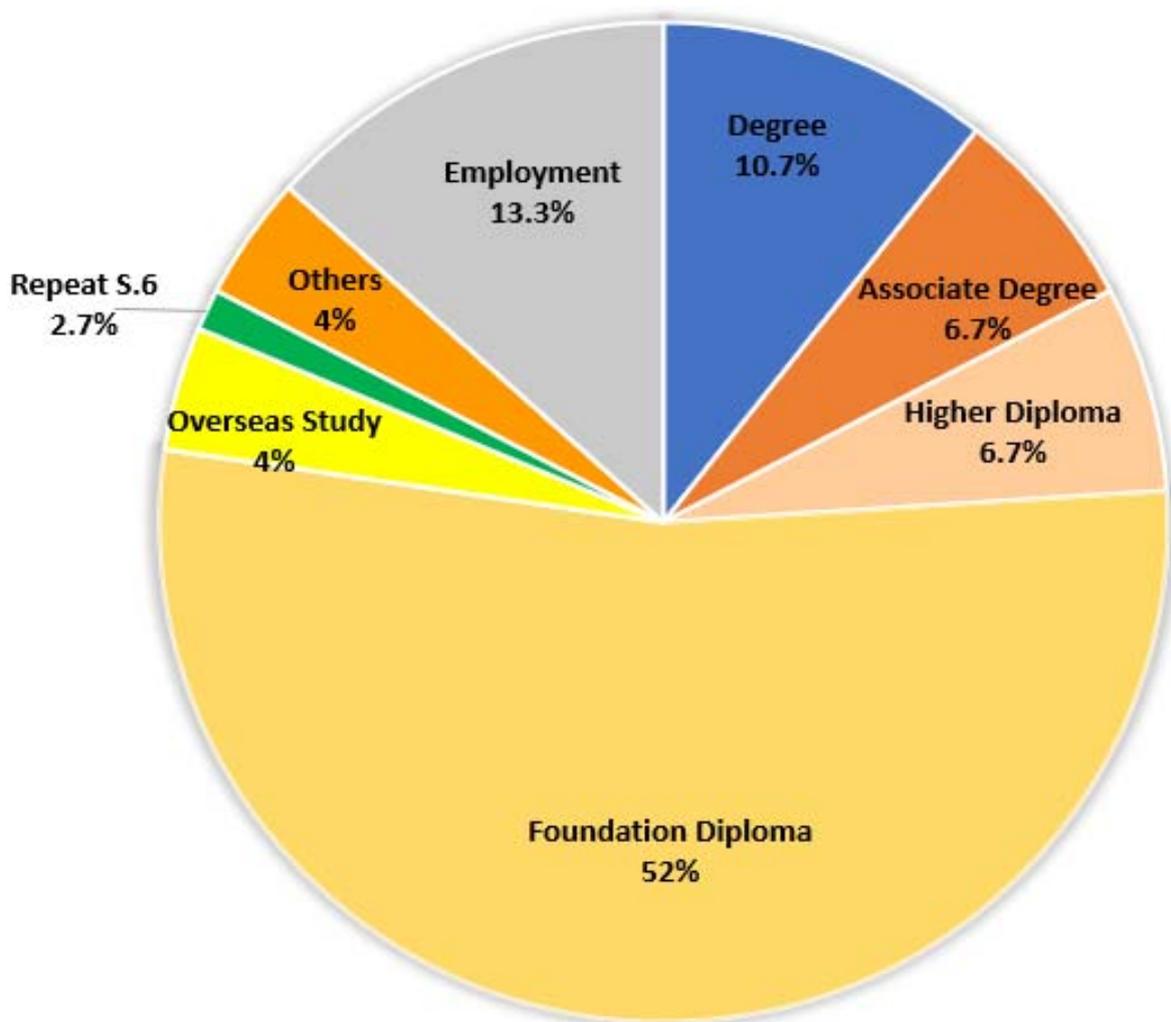
Response Rate

Class	6A	6B	6C	6D	6E	Total
Number of Responses	23	14	15	13	10	75
Number of Students in Class	23	15	19	18	13	88
Response Rate	100%	93%	79%	72%	77%	85%

General Overview

Total no. of Responses	Employment	Other	Further Education					Overseas
			Hong Kong					
			Degree	Asso Degree	HD	FD	Repeat	
75	10	3	8	5	5	39	2	3
100.00%	13.3%	4.0%	10.7%	6.7%	6.7%	52%	2.7%	4.0%

S.6 Graduate's Exit Pathways Survey 2019/2020



Our Teachers

Staff Strength

There are 91 members of staff in our school: the Principal, two Assistant Principals, 59 teachers, 1 teacher-librarian, 6 clerical staff, 2 laboratory technicians, 2 technical support services officers, 7 teaching assistants, 9 janitor staff and 2 semi-skilled workers.

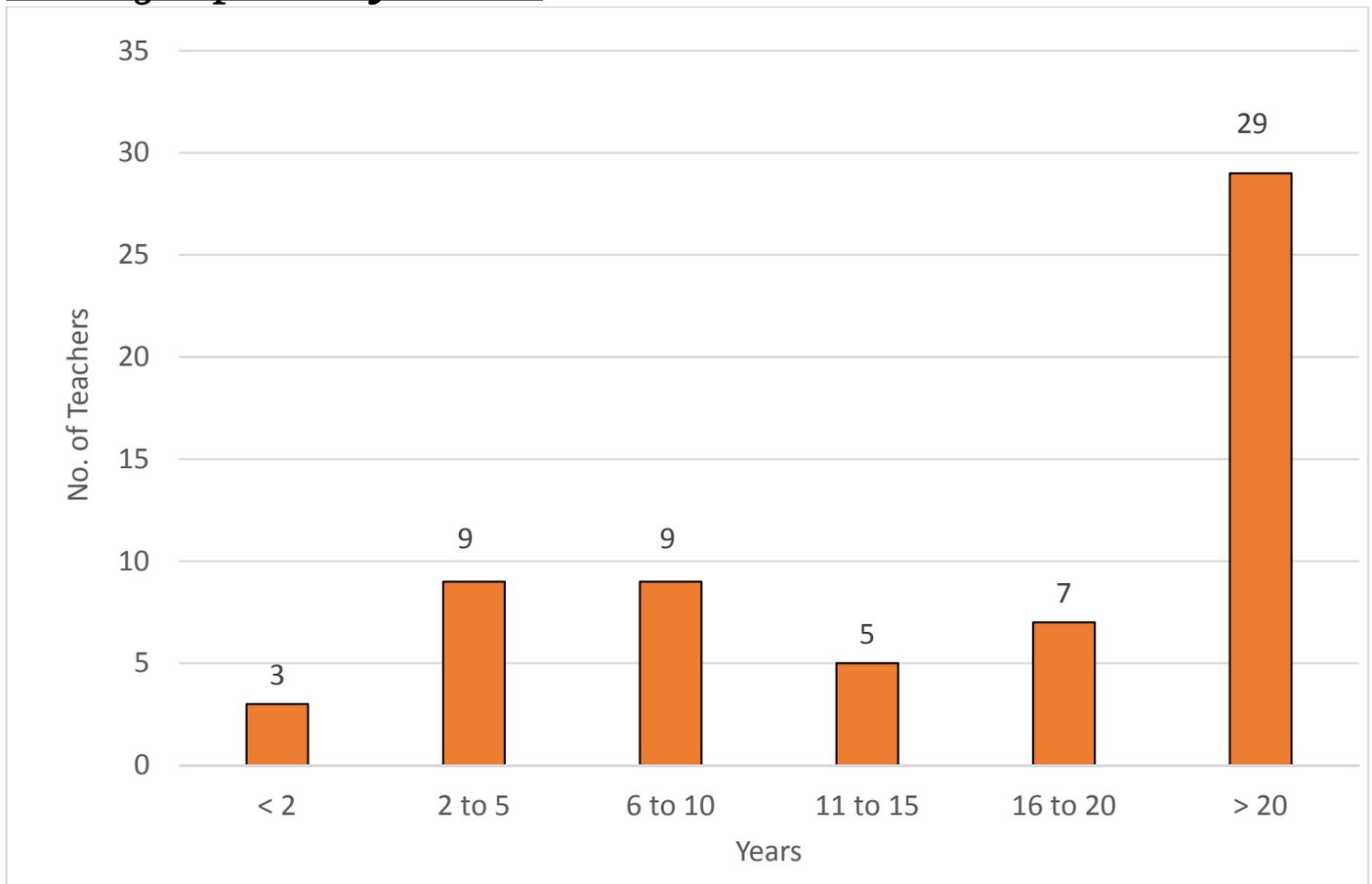
Teachers' Qualification

3 teachers (5%) possess a Doctoral Degree.
24 teachers (39%) possess a Master's Degree.
34 teachers (55%) possess a Bachelor's Degree.
58 teachers (94%) were formally trained in teaching.

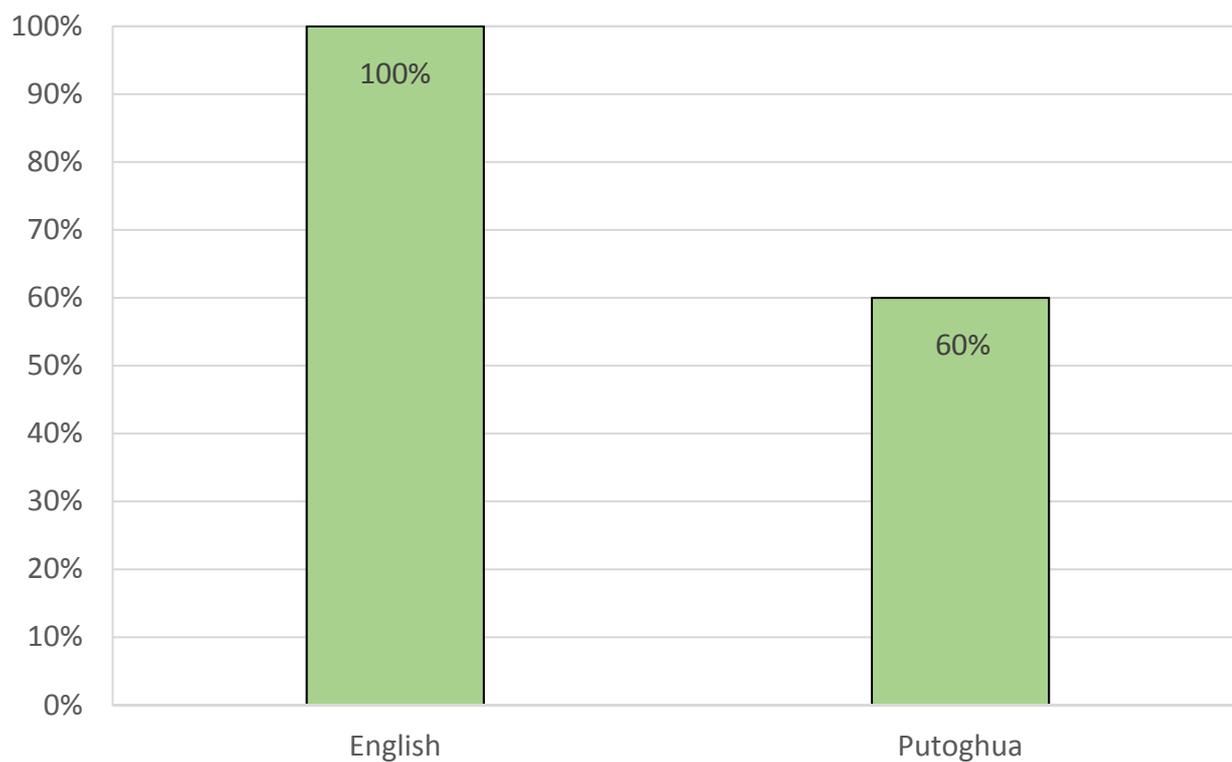
There is a total of 13 teachers teaching English. ALL teachers have met the Language Proficiency Requirement for English. The Native English teacher is exempted from the exercise.

There is a total of 5 teachers teaching Putonghua. 3 teachers have met the Language Proficiency Requirement for Putonghua.

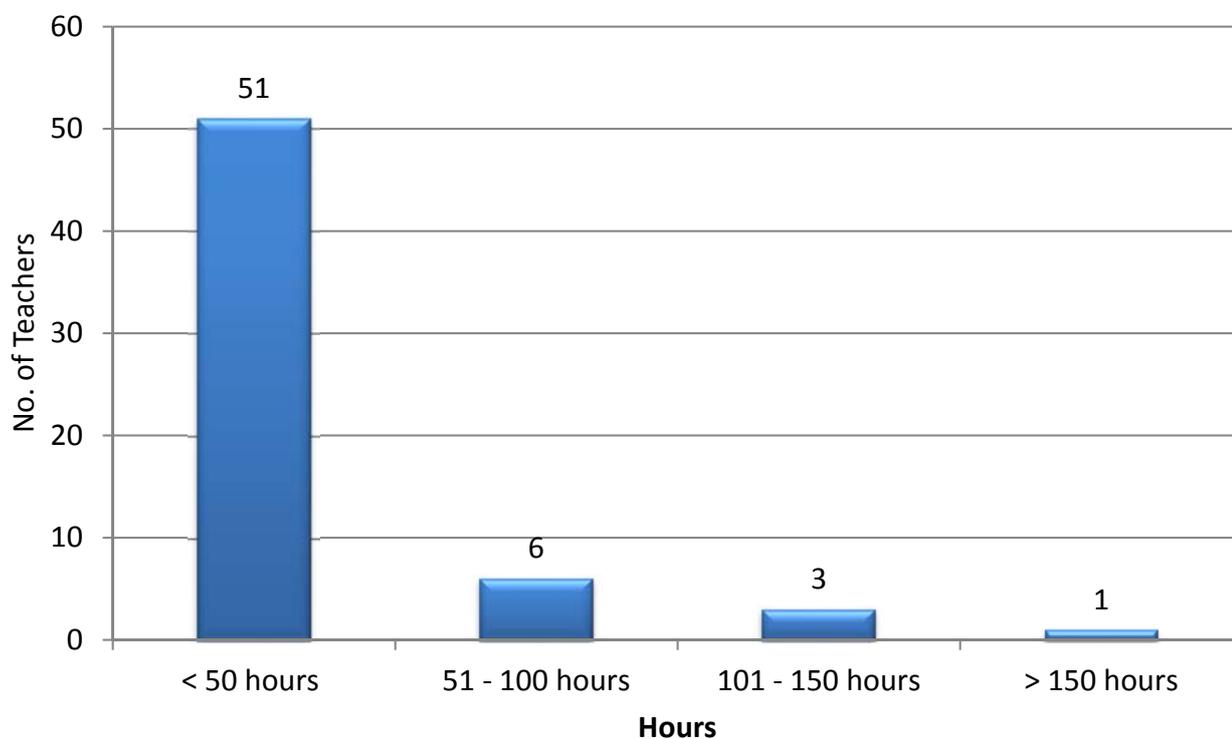
Teaching Experience of Teachers



Percentages of Teachers Meeting Language Proficiency Requirement



Teachers' Professional Development

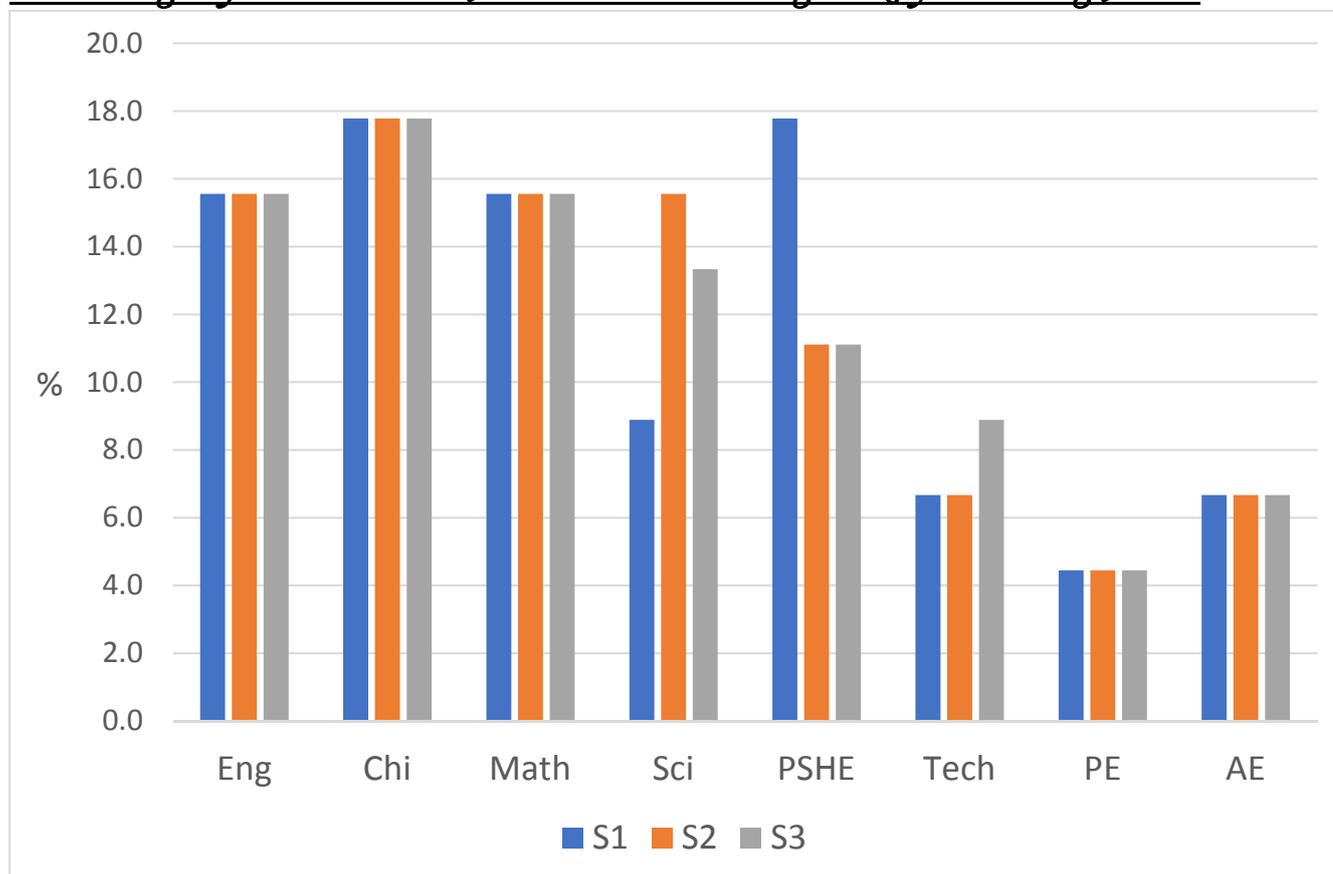


Our Learning and Teaching

Number of School Days

There were 190 active school days in 2019/2020.

Percentage of Lesson Time Allocated to the Eight Key Learning Areas



- Eng - English Language Education
- Chi - Chinese Language Education
- Math - Mathematics Education
- Sci - Science Education
- PSHE - Personal, Social & Humanities Education
- Tech - Technology Education
- PE - Physical Education
- AE - Arts Education

Performance of Our Students

Academic Achievements and Public Examination Results 2019-2020

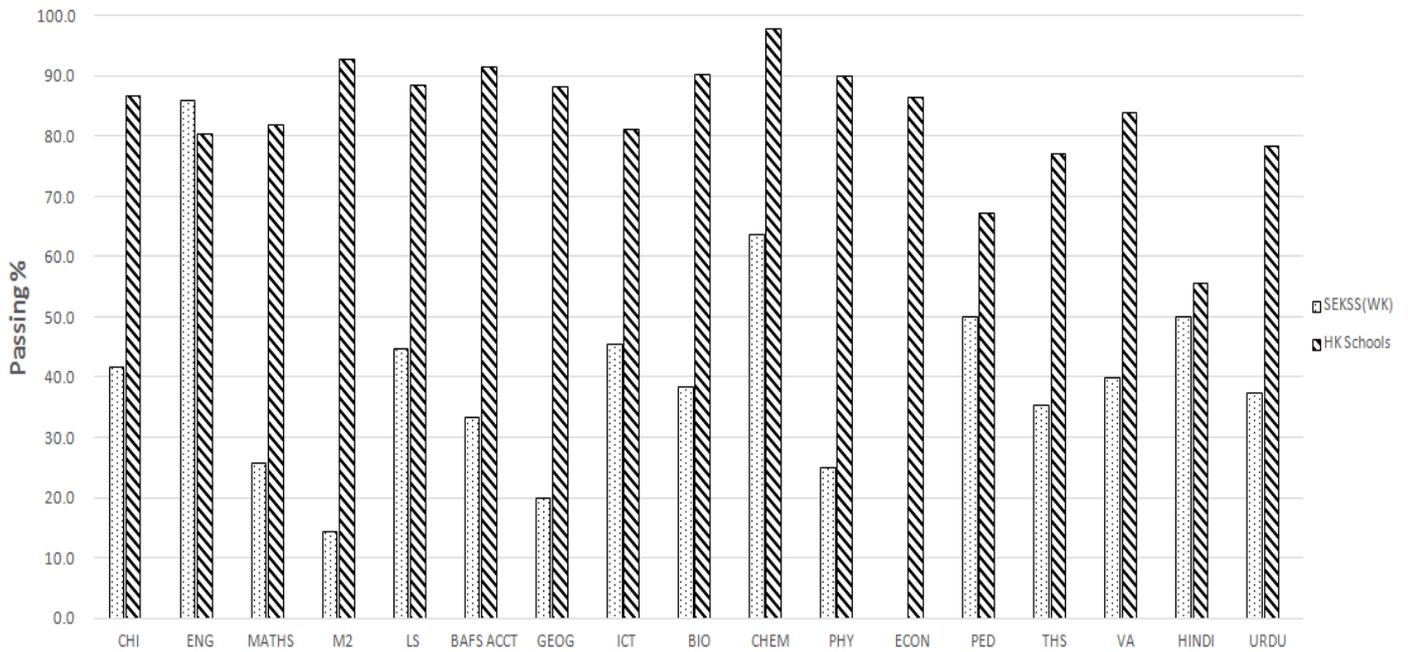
HKDSE

In the HKDSE 2020, there were 89 students sitting the examination obtaining a total of 1 Level 5*, 1 Level 5 and 29 Level 4. The best result went to KANDANGWA ANGEL (S.6A) with 1 Level 5*, 1 Level 5, 2 Level 4 and 1 Level 3.

English was the best performing subjects, recording 85.9% passing rate which is 5.6% higher than whole Hong Kong school. Hindi and Urdu recorded 50% and 37.5% of Level 2 or above respectively. 17 students took the examination for Applied Learning subjects with 23.5% attaining distinctions.

Category A Subjects:

HKDSE 2020 SEKSS(WK) & HK Schools



	CHI	ENG	MATHS	M2	LS	BAFS ACCT	GEOG	ICT	BIO	CHEM	PHY	ECON	PED	THS	VA	HINDI	URDU
No. Entered	13	89	89	7	89	26	19	12	16	11	8	10	7	40	5	11	11
No. of Sat	12	78	70	7	76	21	15	11	13	11	8	6	4	31	5	8	8
SEKSS(WK) Passing %	41.7	85.9	25.7	14.3	44.7	33.3	20	45.5	38.5	63.6	25	0	50	35.5	40	50	37.5
HK Schools Passing %	86.7	80.3	81.9	92.8	88.4	91.5	88.2	81.1	90.2	97.8	90.1	86.4	67.2	77	84	55.6	78.3

Category B Subjects:

No. Entered	(%)	(%)	(%)
	Fulfilled Attendance	Attained with Distinction	Attained or above
20	85	23.5	88.2

Category C Subjects:

Subject	SEKSS(WK)							HK Schools
	No. Entered	No. Sat	(%)	(%)	(%)	(%)	(%)	(%)
			A	B or above	C or above	D or above	E or above	E or above
Hindi	11	8	0	37.5	50	50	50	55.6
Urdu	11	8	0	25	37.5	37.5	37.5	78.3

GCE AS Chinese

In the GCE AS Chinese Examination of 2019-20, 33.3% of the candidates obtained level A and 44.4% of the candidates obtained level B.

GCE AS Chinese	A*	A	B	C	D	E	Total
No. of students	0	3	4	1	0	1	9
Percentage	0%	33.3%	44.4%	11.1%	0%	11.1%	100%

IGCSE Chinese

In the IGCSE Chinese Examination of 2019-20, 30.2%, 15.7% and 16.9% of the candidates obtained Pearson Edexcel grade 8-9, grade 7 and grade 6 respectively.

IGCSE Chinese (New 9-1 Grading Scale)	9	8	7	6	5	4	3	2	1	U	Total
No. of students	14	11	13	14	15	10	6	0	0	0	83
Percentage	16.9%	13.3%	15.7%	16.9%	18.1%	12.1%	7.2%	0%	0%	0%	100%

92.8% of the candidates obtained grade 4 or above which is accepted as an alternative qualification in Chinese language requirement for the admission of NCS applicants to the 9 JUPAS participating institutions.

Scholarships & Special Awards

Academically Most Improved Students Awards 2019/2020 (established by the Parents-Teachers Association)

- 1A HUSSIAN NOOR
- 1B SUKHMANN SINGH
- 1C CHAN LOK HIM
- 2A GAFFOOR ASHWIN ASHROFF BEGORNIA
- 2B YEUNG CHEUK YIN
- 2C PUN SHENAZ
- 3A GANAPATHY THANGA NAYAGAM
- 3B KHUSHALDAS PUJARA POOJA PUI-KAI
- 3C SU JIALIN
- 3D SANDHU JEEVANJOT SINGH
- 4A SHING WING SHAN
- 4B FENG MINYING
- 4C LIMBU AAKASH
- 4D CAYA GUTIERREZ MIGUEL ANGELO
- 5A GONZALES JOSEPH ADRIAN B
- 5B TARIQ MARYAM TARIQ
- 5C PUN ANITA
- 5D LIMBU NUMA
- 5E ALCONABA JASPER RAY SOLIZA

Dr. Padma and Hari Harilela Academic Scholarships 2019/2020

- 4A SHING WING SHAN
- 4A LAWATI NOGEN
- 4A AMEERAH AGUILAR USUDAN
- 5A CORO IRISH JOYCE GATDULA
- 5A CHENG HE DICKSON SKY
- 5A WONG KAM LUNG
- 6A KANDANGWA ANGEL
- 6A PUN BABITA

Ellis Kadoorie School for Indians Trust 2019/2020

- 4A GILL ESHA PREET
- 5A NAVRAJ-SANDHU

Eric Liddell Award 2019/2020 (Boys)

- 1B MARSHALL WINYU GEORGE
- 2C CALUCIN PAUL TIMOTHY SUMUCOL
- 3B THAPA ANGELBERT
- 4A SINGH KARANPREET
- 5D HE YU FELIPE WEI
- 6E RALOTA MASTER MILJAY MEEJAROEN

Eric Liddell Award 2019/2020 (Girls)

- 1B EKWEGWO MICHELLE GRACE N
- 2B TALLEDO TAMARA MIYONETTE
- 3A LIMBU SNEHA
- 4B CHAN PUI YIN GABRIELLE JADE
- 5C GURUNG MISMA
- 6C RAI MONIKA

Future Stars - Upward Mobility Scholarship 2019/2020

5A GUAN KAIZHI
6A PUN BABITA

Hang Lung Mathematics Scholarship 2019/2020

1C SUTRADHAR TAPASA
2C WU SUPENG
3D LAMA RAPDEN
4A OJHA SOUMIK
5A WONG KAM LUNG
6A PUN BABITA

Harmony Scholarships Scheme 2019/2020

2C PARADINA KHYLE ESTELLA
3D HUYNH-PHAN-PHU-CANH
4A HUSSAIN QASIM
5A CHENG HE DICKSON SKY
6A SINGH SHASHPAL
6B GABRIEL-EVANGELICA

Hong Kong Indian Women's Club scholarships 2019/2020

1C SUTRADHAR TAPASA
1C WONG JAMES YAU
2C PARADINA KHYLE ESTELLA
2C POON JOSHUA
3D SUTRADHAR AHARNA
3D HUYNH-PHAN-PHU-CANH
3D LAMA RAPDEN
4A FENG ZHANHONG
4A HUSSAIN QASIM
4A OJHA SOUMIK
4B KE YATING
5A WU ZHIXIN
5A FERRAO ALDRED
5A GONZALES JOSEPH ADRIAN B
5A REZAWAN KEVIN IVAN

Mrs Julika KHAN Memorial Scholarship 2019/2020

Excellent conduct

2C PARADINA KHYLE ESTELLA
3D HUYNH-PHAN-PHU-CANH
4A OJHA SOUMIK
5A CHENG HE DICKSON SKY
5A WONG KAM LUNG
6A KANDANGWA ANGEL
6A PUN BABITA

Marked Improvement in Conduct

2B CHANG TSZ HIN
3A JANG HYUN JUN
5D LIMBU NUMA
5D MOHAMMAD JAMSHAIK KHAN

- 5E ASHPREET-KAUR
- 6E PUN SUBIN
- 6E VEGA JOHN LOUIS TAMBAN

Marked Improvement in Academic Results

- 2A GURUNG AREE
- 2A ALI ROOMA
- 2A SUKHBOLD ULS BOLD NAMJIL TAIJ
- 2B DURANCZYK BRENDAN ANTHONY
- 2B LAM MAN CHI
- 2B LU JUNCHENG
- 2C KOYANAGI YUKA
- 2C PUN SHENAZ
- 2C SUWANPHONG TANAPORN
- 2C CHANG MELDI MAGLALANG
- 4A LIMBU ARMAAN
- 4A HUSSAIN QASIM

NCS Student Chinese History Subject Scholarship 2019/2020

- 1A HAIDER KUNWAL SEHAR HAIDER
- 1A PHAGAMI LEENA
- 1B SUNWAR KHYALEN

Ng Teng Fong Scholarship 2019/2020

- 5A WONG KAM LUNG

Outstanding Student Award Scheme 2019/2020

(organised by the Yau Tsim Mong District School Liaison Committee)

- 3D WONG YUET YING CHARLOTTE
- 5A WONG KAM LUNG

Prominently Improved Student Contest 2019/2020

(organised by the Yau Tsim Mong District School Liaison Committee)

- 1A GURUNG ALISHA
- 1B RAI AYASH
- 1C SUTRADHAR TAPASA
- 2A LIMBU NAMHANG SUNDEEP
- 2B ESCARMOSO DAVE JEFFERSON SANTANDER
- 2C KO YU POK
- 3A GURUNG SONIEYA
- 3B THAPA ANGELBERT
- 3C CHAN YAN
- 3D TSUI TSZ CHUNG
- 4A LEI BINGGUI
- 4B HAIDER MAIDAH
- 4C DULAL ISHAN
- 4D HAYAT ILSAH
- 5A WU ZHIXIN
- 5B KLIEO-AKADET PUNLERT
- 5C GURUNG MISMA
- 5D MOHAMMAD JHALALAFZAL
- 5E DHALI WAL JASIMRAN KAUR
- 6A SINGH SHASHPAL

6B GURUNG SAFALTA
6C SUNAR AAKRITI
6D TORRES CLARIDEL YABA

Sahib Sri Guru Gobind Singh JI Educational Trust Scholarship 2019/2020

3D RAI SRIDIKA
4A AMEERAH AGUILAR USUDAN
5A FERRAO ALDRED
5A THAPA DERIS
6A KANDANGWA ANGEL
6A SINGH SHASHPAL

Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2019/2020

6A KANDANGWA ANGEL
6A PUN BABITA

Sir Ellis Kadoorie Scholarships 2019/20

2B ESCARMOSO DAVE JEFFERSON SANTANDER
2C ROGER FEI CHANG PHILIPPE
2C ZEENAT RIAZ
2C MANJOT SINGH
2C SUWANPHONG TANAPORN
3D SUTRADHAR AHARNA
3D TALLEDO JUNE EDUARD
3D RAI SRIDIKA
3D GURUNG SHAHIL
3D WONG YUET YING CHARLOTTE
4A HUSSAIN QASIM
4A SHING WING SHAN
4A LAWATI NOGEN
4A GALANG PHILIPPE EDWARD CERENO
4A SINGH KARANPREET
5A GONZALES JOSEPH ADRIAN B
5A SAMOZA AARON MATTHEW D
5A GHALE SNEHA
5A THAPA DERIS
5A GURUNG AYUSH
6A GURLEEN-KAUR
6A CRUZ RAYMILIE CLARE BAINA
6B HE YU SONIA WEI
6B DELA LUNA ANNE LAURIE
6B ABDUL-SAMEER

Youth Ethnic Minority Developing Career Scheme Scholarship

4B HAIDER MAIDAH
4C SUNITA
5A DIWA JEANNE DENICE
5A GHALE SNEHA
5A KAUR GURKAMAL PAL
5A KOUSAR ZONAISH
5A GONZALES JOSEPH ADRIAN B
5C MOLOPE KHUTSHO ELSA
5C NABIL MUHAMMAD

Inter-school Activities and Awards Won

Students' Achievements

第十二屆啟慧中國語文廣播劇創作暨演繹比賽	中學組優異獎 參與學生:	4A 4A 4A 4A 4B	JAROENSAP PIMCHANOK SHING WING SHAN YING CHUN YU LEI BINGGUI YICK CHUNG HO
	最佳播音員獎項	4B	YICK CHUNG HO
中國中學生作文大賽香港賽區	初中組銅獎	3C	WU SIU LUNG
Highlights Library Online Reading Platform	Top 3 Readers	1B 3C 1B	JARIWALA VRAJ DHARMESH PAN LINGXIN RAI AYASH
A Night in Havana Talent Show	Champion 1st Runner-up	5C 4A	ABINA JENNIFER LOUISE GURUNG TRISHNA
Hong Kong Women's Football Representative Team in Star Light Sports Complex Turkey	Team member	3A	LIMBU SNEHA
Physical Fitness Association of Hong Kong	Children Fitness Instructor Trainee Certificate	5A 5A 5B 5B 5B 5B 5C 5C 5C 5D 5E 6B	BLUNDELL KATHERINE FELIX GUAN KAIZHI CORRELA OLIVIA MARIL KOO TSUN WANG GORDON HO WAI LAM TSE CHEUK FUNG ILUNGA INUNGA JOSUE GURUNG NISHMA ARANAGA GARCIA SABRINA HORTENCIA RAI PRAJWOL RAI ADITHYA CHAU WING YAN
Hong Kong Talent Contest 2019	1st Runner-up Secondary School Division	2B	CHU YIU TIN CHOSEN
Honing Skills in Hospitality Programme by Hong Kong & Shanghai Hotels Limited	Completed successfully	6A 6C 6C	RABJEE KAU GHISING SONIYA GURUNG SHIMA
Girls A grade 100m Breast Stroke in 2019-2020 Inter school Swimming Competition	5th	6A	TO SUM KI

Inter-School Rugby Sevens Competition	Bowl Champion	5A 5C 5C 5C 5C 5C 5D 5E 6A 6B 6C 6C	DIWA JEANNE DENICE ARANAGA GARCIS SABRINA HORTENCIA GURUNG MISMA GURUNG NISHMA MARCOS KRYSTAL JANN MARIE PASCUAL WONG SHYLA MASIBAG LIMBU NUMA DHALI WAL JASIMRAN KAUR CRUZ RAYMILIE CLARE BAINA GABRIEL EVANGELICA RAI MONIKA MARCOS KRISTHELLE VHAY MARIE P.
Lung Cheung Government Secondary School 4x100m Invitation Relay	Champion	4C 4C 4C 5A 5A 5C	GURUNG SANDESH MBELE KINKANI PHOSWAWANG CHANAWAT GUAN KAIZHI ILUNGA INUNGA JOSUE

Staff's Achievements

Education Bureau	Good Customer Service Annual Award The Most outstanding awardee of the Year Professional Grade	MS WONG YUEN-WAI
Education Bureau	PS(Ed)'s Commendation Letter	MS CHAN KWAI-YIN
Education Bureau	Good Customer Service Award	MR LI KA-FAI MS WONG YUEN-WAI MS CHAN KWAI-YIN

Major School Functions and Events

Dates	Function
20 Sep 2019	Sports Day (Heats)
27 Sep 2019	Meeting with Parents
2 Oct 2019	Sports Day (Finals) Guest of Honour: Ms Poon Po-na Former Assistant Principal of Sir Ellis Kadoorie Secondary School (West Kowloon)
22 Nov 2019	P.6 Information Day
29 Nov 2019	School Picnic
13 Dec 2019	Speech Day Guest of Honour: Dr. Ricky Tso Van Yip Assistant Professor of the Department of Psychology Education University of Hong Kong
20 Dec 2019	Talent Show and Christmas Class Party
17 Oct 2019	Staff Development Days Theme of Day 1: Getting to know our Gen Z a) Teachers & School Management Sexuality Education Training b) iWork for Lesson Design and Self-directed Learning Workshop c) Subject-based Enhancement Programme
7 Feb 2020	Theme of Day 2: Teacher Symposium 2020 Accentuate Professional Dialogue; Empower Education Wisdom (cancelled due to COVID-19)
3 Jun 2020	Theme of Day 3: Evaluation and Planning Phase 1 a) Discussions of APASO and Stakeholder Surveys Cross-Year Comparison
10 Jun 2020	Phase 2 b) Evaluation on School Major Concerns 19/20 c) Formulation of Annual School Plan 20/21

Reports of Programme Plans

Academic Programme Committee

Date/Period	Activities / Events / Programmes	Target Group
Oct 2019	Adjustment Programme for S.4 students	S.4 (81)
Nov 2019 – Mar 2020	Advanced Communication Skills workshops for elite S.5 students	S.5 (10)
Christmas Holiday	Christmas Holiday Tutorial Classes	S.1 - S.3 (92)
A total of 3 days, One week before Half-Yearly Exam	S.1 Pre-exam Revision Class	S.1 (66)
21 Jan 2020	S.4 Revision Skill Workshop and Talks	S.4 (50)
21 Jan 2020	S.5 Revision Skill Workshop	S.5 (20)
Feb 2020 – Mar 2020	Study Skill Workshop for junior classes*	S.1 - S.3
Feb 2020 – May 2020	S.6 Study Room after mock exam*	S.6
Apr 2020	Easter Holiday Tutorial Classes*	S.1 - S.3
May 2020	Hall of Fame	Whole School
Jul 2020 – Aug 2020	Summer Academic Programmes for Repeaters*	S.1 - S.4
Postponed to Nov 2020 due to COVID-19	Note-taking Skills workshop for Pre-S.1 students	Pre-S.1 Students (79)
Throughout the year	Presentation of prizes, certificates for good academic results	Whole School
Throughout the year	Opening of the study room & homework supervision class	Whole School

*Remark: *cancelled due to COVID-19*

Career Education Committee

Date/Period	Activities/ Programmes	Target Group
Sep 2019	Survey of S.6 Graduates	S.6 Graduates
25 Sep 2019	Workshop on “My Pride”	All S.2 students
25 Sep 2019	Briefing Session on JUPAS Online Application	All S.6 students
30 Sep 2019	Adaption Programme	All S.4 students
9 Oct 2019	Multiple Pathways	All S.5 students
9 Oct 2019	Talk on Strategies of JUPAS Programme Selection	All S.6 students
14-18 Oct 2019	Multiple Pathways	All S.6 students
16 Oct 2019	Briefing Session on Studying at HKU SPACE	All S.6 students
16 Oct 2019	Workshop on Further Studies	All S.5 students
21-25 Oct 2019	Personality Trait Test (Holland) & Occupational Analyst Programme	All S.6 students
20 Nov 2019	Briefing Session on Studying at VTC	All S.6 students
27 Nov 2019	Workshop on ‘Secondary Goal Goal Go’	All S.1 students
29 Nov – 1 Dec 2019	Career-related Trip to Taiwan	S.4-5 students (15)
27 Nov 2019 19 Dec 2019	‘Life Buddies’ Group Mentorship (partnership with International Institute of Management) 1st Meeting – Introduction of mentors and mentees 2nd Meeting – Self-exploration	S.4 students (21)
5 Nov 2019 26 Nov 2019 23 Jun 2020	Providing Life Planning Education Activities for Non-Chinese Speaking (NCS) (2019/20) 1st Meeting – Training Session 1 2nd Meeting – Visit to Fire and Ambulance Services Academy 3rd Meeting – Training Session 2	S.4 students (31)
6 Jan 2020	Briefing Session on Studying at Hong Kong Adventist College	All S.6 students
21 Jan 2020	JA Future Skills Workshop	S.5 students (27)
Mar 2020	Application for IVE Foundation Diploma & HKU SPACE	All S.6 students
May 2020	Introduction to S.3 Streaming (video-recording)	All S.3 students
May 2020	Cambridge Occupational Analysis (video-recording)	All S.3 students
May 2020	First Trial of S.4 Elective Subjects	All S.3 students
10 Jun 2020	Talk by VTC – Alternative Study Pathway	All S.3 students
10 Jun 2020	Online Career Talk	All S.4 students
12 Jun 2020	Online talk on Early Childhood Education held by EUHK	S.4-5 students (10)
17 Jun 2020	Goal-setting: Review	All S.4 students
17 Jun 2020	Goal-setting: Review	All S.5 students
24 Jun 2020	Recruitment Talk by Correctional Services Department	All S.5 students
24 Jun 2020	Debriefing on S.4 Subject Selection	All S.3 students
22-24 Jul 2020	Careers Guidance after releases of HKDSE results	All S.6 students
Throughout the year	Dissemination of career-related information	Whole school

Discipline Committee

Date / Period	Activities / Events / Programmes	Target Group
28 Aug 2019	Online talk for New Students and Parents on School Discipline in New Students Orientation Programme (with Guidance Committee)	New students and parents
1 Sep 2019	Talk on School Discipline in School Assembly	Whole school
Sept 2019 – Apr 2020	Healthy School Programme – Correctional Service Activities 1. Educational Talk 2. Visits to Correctional Institutes 3. Reflective Paths (Experiential activities in the Institute) 4. Sharing session	Whole school
Sep – Oct 2019	Junior Class Leader Training Programme	S.1 - S.3 Monitors and Monitresses
2 Oct 2019	Harmony Race	Whole school
6 Nov 2020	Anti-bullying Police Talk	Whole School
11 Nov 2019	EDB Wise net recognize scheme HK	Whole School
19 Dec 2019	S.2 Love and Care Day camp	All S.2 students
Oct 2019 – May 2020	Discipline Mentoring Programme and Early Bird Scheme	10 students with poor conduct and punctuality
Throughout the year	Class of the Year Awards 1. Inter-class Display Board Competition (with Guidance Committee) 2. Inter-class Dress-well Competition 3. Inter-class Punctuality Competition 4. Inter-class Classroom Cleanliness Competition 5. Inter-class Basketball Competition (with PE Department) 6. Inter-class Football Competition (with PE Department) 7. Inter-class Quiz (With LS, L&S, GCSE Chinese Dept)	Whole School
Throughout the year	Merit System	Whole School
Throughout the year	Most Well-behaved Students' Award and Most Improved-in-Conduct Students Award	Whole School
Throughout the year	Phoenix Scheme – the rehabilitation programme	Students with disciplinary record
Throughout the Year	Prefect system	Whole school
Throughout the year	Joint Government Secondary School Discipline Teachers' Network 1. Joint School Prefect training workshops 2. Joint School Prefect training camp*	Prefect Team
Throughout the year	Enhanced Smart Teen Project (ESTP) 1. Pre-camp training and meeting 2. Fun Day jointly organized with other ESTP members of other schools 3. Correctional Service Department 5 Days training camp*	S.2 - S.3 (20)

Remark: *cancelled due to COVID-19

Environmental Education Committee

Date/Period	Activities/Events/Programmes	Target Group
30 Oct 2019	Environmental Talk for S.1 Title: Typhoon	S.1C
30 Oct 2019	Environmental Talk for S.2 Title: Environmental Protection	S.2
4 Dec 2019	Environmental Talk for S.3 Title: Respect the Nature and its Resources	S.3
7 Dec 2019	Flowers Planting on Yau Tsim Mong District Community Planting Day	S.2 (9)
May – August 2020	Buying and Irrigating the Plants with Gardening Decorative Pebbles Stones for School Toilets	Committee members, S.1 - S.5 Environmental Protection Ambassadors
Throughout the year	Environmental Protection Ambassador Scheme	S.1 - S.6 (49)
Throughout the year	Collecting waste glass bottles for recycling	All staff
Throughout the year	Collecting one-side used papers beside printers for re-used in the staff room	All staff
Throughout the year	Collecting waste plastic bottles for irrigation and planting	Committee members
Throughout the year	Environmental Education Promotion	Committee members
Throughout the year	Update the School Website	Committee members
Throughout the year	Update the Environmental Notice Board	Committee members
Throughout the year	Update the OLE (Other Learning Experience) and Service Hour Record	Committee members

Extra-curricular Activities Committee

Dates/Period	Activities/Events/Programmes	Target Group
Sep 2019	ECA Enrollment	Whole school
11 Sep 2019	House AGM	Whole school
Sep 2019	Inter-house Sports Day Booklet Cover Design Competition	Whole school
20 Sep 2019 & 2 Oct 2019	Sports Day Sports Day (Cheering Competition) Sports Day (Cleanliness and Discipline Competition)	Whole school
27 Sep 2019 – 6 Dec 2019	S.1 After-school Diversified Programme- Uniform Teams Training	S.1
Sep – Dec 2019	S.1 After-school sports and aesthetic activities classes	S.1
Sep – Dec 2019	The 20th Anniversary of S.E.K. Millennium Campus Logo Design Competition	Whole school
Sep – Dec 2019	The 20th Anniversary of S.E.K. Millennium Campus Mascot Design Competition	Whole school
Oct – Nov 2019	Inter-house Display Board Design Competition	Whole school
Dec 2019	Inter-house Cricket Competition	Whole school
Dec 2019	Art workshop on P6 Information Day	Primary school students
Dec 2019	Preparation of Inter-school Country Cultural Booth Contest of the 8th Peacemakers' Cultural Celebration	Student Activities Committee members
20 Dec 2019	Talent Show and Class Party	Whole school
21 Jan 2020	Half-yearly Post-examination Activities	Whole school
21 Jan 2020	Disney Theme Park Adventures	Student Activities Committee members
3 & 6 July 2020	ECA Commendation Scheme	Whole school

Guidance Committee

Date / Period	Activities/Events/Programmes	Target Group
17-18 Jul 2019	S1 Orientation Camp	Newly admitted S1
3 Sept 2019	Talk on Major Concern 2: Core values	Whole school
25 Sept 2019	S1 Circle Time	S.1
25 Sept 2019	Talk on Communication with your peers	S.3
Sept – Dec 2019 (3 sessions)	Personal Growth Group: Chill Corner	5-8 S.1 students
Nov 2019	Inter-class Display Board Competition Topics: Love & Concern (S1-S2) Respect (S3) Sense of Commitment (S4-S5)	S.1 - S.5 students
5-8 Nov 2019	Water Sports Experiential activity	Whole school
13 Nov 2019 4 & 16 Dec 2019	Sexuality Education workshops by Mother's Choice	S.1
6 Dec 2019	Lunch Time Relaxation Arts Programme	Whole school
6 Dec 2019	Wellness Express Anti-Bullying Workshop (with Life & Society Department)	All S1 students and S2A
18 Dec 2019	Voluntary Service Visit – House of Joy & Mercy	22 students
18 Dec 2019	Talk on My life in Hong Kong (Speaker: Jeffrey Andrews, an awardee of Outstanding Young Persons Selection 2019)	S.6
20 Jan 2020	Teacher Training – Mindfulness Workshop	Guidance teachers
21 Jan 2020	S6 Graduation BBQ	S.6 students and teachers (48)
10, 17 & 24 Jun 2020	Sexuality Education workshops by Mother's Choice	S.2
3 Jul 2020	Talk on youth crisis pregnancy	Guidance teachers
First Term	Goal Setting Scheme	S.1 - S.3
First Term	Most Responsible Subject Captain Award	Whole school
Throughout the year	Love and Care Ambassadors Scheme and Lunch time Programmes	S.1 - S.3 students (12)
Throughout the year	Making a Rainbow/Fruitful Life Programmes	Newly Arrived Students
Throughout the year	Game Centre for borrowing board games and card games during lunch time	Whole school
Throughout the year	New Students Orientation	New students

Health & Sex Education Committee

Date/Period	Activities/Programmes	Target group
27 Aug 2019 27 Aug 2019 3 Sep 2019 8 Oct 2019	Talk on Healthy School Program and Anti-drugs	Newly admitted students Parents Whole School New teachers
Whole year	Student Health Service	Enrolled students
Mid Sep 2019 – May 2020	Inter-class Homeroom Cleanliness Competition (Class of the Year Award)	Whole School
Oct 2019 – Jul 2020	Health Ambassador Training Programme	S.4 - S.5
Oct 2018 – Jul 2019	Dream Ambassador Training Programme	S.3
16 Oct 2019 13 Nov 2019 4 Dec 2019 19 Feb 2020 26 Feb 2020 25 Mar 2020 17 Oct 2019 8 Jan 2020 23 Jul 2020*	Sex Education Workshop by Mothers' Choice (with Moral & National Exudation and Guidance Committee)	S.1 S.2 Teachers Parents
Nov 2019 – Jan 2020 Feb – Aug 2020*	Healthy School Programme Interest Class Dance Training	S.1 Selected Students
7 Nov 2019	Dream Ambassador Self-understanding Workshop	Dream Ambassadors
12 Nov 2019	Dream Ambassadors Adventure Day Camp Team Cooperation and Resilience Training	Dream Ambassadors
13 Nov 2019 27 Nov 2019 21 Jan 2020	Health Education Workshops Workshop 1: Transmitted Disease Workshop 2: Healthy Eating Workshop 3: Sports Injury & Prevention (by United Christian Nethersole Community Health Service)	S.3
13 Nov 2019*	Alcohol Awareness Workshop: Safety Party Plan (by Kely Support Group)	S.6
15 Nov 2019 21 Feb 2020*	Classroom Cleaning Campaign	Whole School
30 Nov – 1 Dec 2019*	Joint School Health Ambassador Training Camp	Health Ambassadors
2-6 Dec 2019	World Aids Day	Whole School
4 Dec 2019*	Class Period Sex Education Reading and Discussion with Class	S.4

	teachers	
4 Dec 2019*	Talk on Sex Education: Sex Transmitted Disease (by United Christian Nethersole Community Health Service)	S.6
17 Dec 2019	Dream Ambassadors Resilience and Cooperation Training - War Game	Dream Ambassadors
19 Dec 2019	Joyful Fruit Day	Whole School
21 Jan 2020	Health Ambassador Team Building Training - Jelly Gun War Game	Health Ambassadors
6 Feb 2020*	Drug Test	Students participating in the drug testing scheme
11 Feb 2020 *	Blood Donation	Whole School
12 Feb 2020*	Talk on Alcohol Awareness: Beyond the Influence (by Kely Support Group)	S.4
14 Feb 2020*	Dream Ambassador Self-understanding Workshop	Dream Ambassadors
25 Feb 2020*	Dream Ambassadors Life Planning Workshop	Dream Ambassadors
Mar & May 2020*	Health Ambassador In-school Service	Health Ambassadors
3 Mar 2020*	Dream Ambassadors Career Exploration: Visit to VTC and Taster Programme	Dream Ambassadors
18 Mar 2020*	Talk on Drug Awareness: Everything You Need to Know about Cannabis (by Kely Support Group)	S.5
Apr 2020*	Anti-smoking & Anti-drugs Week	Whole school
Apr 2020*	S1 & S2 Anti-Drugs Workshop (by Community Drug Advisory Council)	S.1 - S2
21 Apr 2020*	Dream Ambassadors Goal Setting Workshop and Work Orientation Visit to Ocean Park	Dream Ambassadors
22 Apr 2020*	Talk on Sex Education (by Family Planning Association)	S.3
23 Apr 2020*	Health Ambassadors Experiential Workshop - Dialogue in the Dark	Health Ambassadors
29 Apr 2020*	Sex Education Workshop: Love, Sex & Drugs (by Community Drug Advisory Council)	S.5
15 May 2020*	Dream Ambassadors Development Exhibition	Dream Ambassadors

Remark: *cancelled due to COVID-19

Moral and National Education Committee

Date/Period	Activities/Events/Programmes	Target Group
2-13 Sep 2019	Exhibition: “Teachers’ day”	Whole school
4 Sep 2019	‘A Pledge to Act’ cum Sharing by MNE Ambassadors	Whole school
Oct 2019	Slogan Writing Competition: ‘Love and Concern’ (S1), ‘Respect’ (S3) and ‘Sense of Commitment’ (S5)	Whole school
Oct 2019	Drawing Competition: ‘Love and Concern’ (S2), ‘Respect’ (S4) and ‘Sense of Commitment’ (S6)	Whole school
9 Oct 2019	Workshop: ‘Time Management: how to respect your time’	S.4
16 Oct 2019	Workshop: ‘Amazing Changes’ by Mother’s Choice	S.1
18-29 Nov 2019	Slogan Writing Competition and Drawing Competition Display Board	Whole school
Dec 2019	‘Election of the Top 10 Pieces of News’ by Hok Yau Club	S.1 - S.6 DSE Chinese students
4 Dec 2019	Workshop: ‘Inside Out!’ by Mother’s Choice	S.1
16 Dec 2019	Ancient Chinese Traditional Game Booths cum Chinese Traditional Snacks Carnival	Whole school
16 Dec 2019	Workshop: ‘The Birds and the Bees’ by Mother’s Choice	S.1
21 Jan 2020	Tai O Cultural and Ecological Experiential Trip	Selected students (21)
10 Jun 2020	Workshop: ‘Who Am I?’ by Mother’s Choice	S.2
17 Jun 2020	Workshop: ‘Healthy Boundaries’ by Mother’s Choice	S.2
24 Jun 2020	Workshop: ‘Communication Skills’ by Mother’s Choice	S.2
Sep – Dec 2019	Promoting Moral and National Education During Morning Assembly	Whole School
Throughout the year	Notice Board for current news	Whole School

Promotion of Reading Committee

Date/Period	Activities/Events/Programmes	Target Group
18-21 Nov 2019	Buddy Reading Programme - Chinese	Selected S.1 & students mentees
Nov 2019	Book Related Film Show - Chinese	Whole School
Nov – Dec 2019 & Apr 2020	Mini Book Exhibition	Whole school
Nov 2019 – Mar 2020	Book sharing sessions (2 per term)	Selected students
Dec 2019	Book Related Film Show - English	Whole School
22 Jan - 3 Feb 2020	S1 Home Reading Scheme	S.1
Feb 2020	Book Related Film Show - Chinese	Whole School
16-20 Mar 2020	Buddy Reading Programme - English	Selected S.1 & students mentees
Mar 2020	Talk by an Author	S.1 - S.3
3-15 Apr 2020	S1 Home Reading Scheme	S.1
Apr 2020	Display / Book Recommendations	Whole School
May 2020	Book Related Film Show - English	Whole School
Throughout the year	Avid Reader Scheme	S.1- S.4
Throughout the year	DEAR Programme: <i>Drop everything and read</i>	Whole school
Throughout the year	Self-access Reading & Reading related activities	Whole school Reading Ambassadors
Throughout the year	Reading Corner	Whole school
Throughout the year	e-quiz on current news	Whole school

Service Education

Date/Period	Activities/Events/Programmes	Target Group
Sep 2019 – Aug 2020	Service Award Scheme – Volunteer Movement 2019	Whole school
Sep 2019 – Aug 2020	“Born to Be Happy” – Community Service Project: Breast Cancer Promotion Campaign	S.4 (3)
Sep 2019 – Jul 2020	OLE Volunteer Training by New Home Association and Christian Action	S.4 - S.5
4 Sep 2019	Hall Assembly: Service Education (Briefing of Major Concern 2, Service Award Scheme – Volunteer Movement & various service projects)	Whole school
7 & 21 Sep 2019	Powered by Youth Forum & Action for A Cause Competition (AFAC) 2019	S.3 - S.4 (7)
10 Oct 2019	OLE Service Outing 1: Elderly Centre Visit	S.4 (17)
10 Oct 2019	OLE Service Outing 2: The New Life Psychiatric Rehabilitation Association Visit	S.5 (30)
11 Oct 2019	Dress Casual Day for Community Chest of Hong Kong	Whole school
Oct 2019 – Dec 2019 (4 sessions) May 2020 – Jun 2020 (6 online sessions)	Google CS First & CREATE Project with Chinese International School	S.2 - S.4 (9)
6, 20 & 27 Nov 2019	Powered by Service Workshop	S.2
16 - 17 Nov 2019	Peacemakers Youth Leadership Training Camp	S.4 (11)
23 Nov 2019	Kick-off Ceremony for Action for A Cause Competition 2019	S.4 - S.5 (5)
27 Nov 2019	Hall Assembly: Talk by the Community Chest of Hong Kong and TREATS	S.4 - S.6
4 Dec 2019	OLE Service Outing 3: The New Life Psychiatric Rehabilitation Association Visit	S.4 (17)
4 Dec 2019	OLE Service Outing 4: Po Leung Kuk Sham Shui Po Integrated Rehabilitation Centre Visit	S.5 (18)
4 Dec 2019	OLE Service Outing 5: The Hong Kong Society for the Blind Visit	S.4 - S.5 (21)
15 Dec 2019	PEACE.FUN.RUN Carnival 2019	S.3 - S.4 (13)
19 - 26 Dec 2019	PEACE Villages: Vietnam Service Tour	S.4 (10)
Apr – Jun 2019	“Happy School Happy Life” – Community Service Project: Let’s fight the COVID-19	Whole school

Student Support for SEN Committee

Date/Period	Activities/Events/Programmes	Target Group
Sep 2019 – Jul 2020 (13 sessions)	School-based Educational Psychology Service (SBEPS) by EDB Educational Psychologist	Whole school
Sep 2019 – Jul 2020 (12 sessions)	Social Board Game Group by Student Support Officer	All SEN students
Sep 2019 – Dec 2019 (6 sessions)	After-school English Tutorial Class by Teaching Assistant (SEN)	4 SEN students (S.1)
Sep 2019 – Jul 2020	Individual Educational Plan (IEP)	8 SEN students (S.1 – S.6)
Sep – Dec 2019 (6 sessions)	Adaptive Skills Training Group by Student Support Officer	6 SEN students (S.1 – S.3)
Sep – Dec 2019 (6 sessions)	Career Development Programme by SEN Coordinator (SENCO)	3 SEN students (S.6)
Sep 2019 – Aug 2020 (1 st Semester: 13 sessions) (2 nd Semester: 13 online sessions)	JC A-Connect: Jockey Club Autism Support Network – Social Group Training by The New Life Psychiatric Rehabilitation Association	8 SEN students (S.1 – S.3)
Sep – Dec 2019 (6 – 10 sessions for each student)	Tier 3 Individual Training and Counselling by Student Support Officer	8 SEN students (S.1 – S.6)
Sep – Dec 2019 (7 sessions)	SpLD Training by Speech Therapist	8 SEN students (S.1 – S.3)
Sep 2019 – May 2020 (6 sessions)	Speech-to-text Software Training for SEA	1 SEN student (S.6)
Sep 2019 – Jul 2020 (11 sessions)	Speech Therapy by Professional Speech, Voice & Hearing Services Centre	17 SEN students (S.1 – S.6)
9 Oct 2019	Educational Puppet Show by The Kids on the Block	S.1
18 Dec 2019	JC A-Connect: Movie Appreciation	5 SEN students (S.1 – S.3)
Mar – May 2020 (3 sessions for each student)	Online Tutorial Class by Student Support Officer	3 SEN students (S.2 – S.3)
Jun 2020 – Jul 2020 (3 sessions)	After-school Pre-exam Tutorial Class by Teaching Assistant (SEN)	3 SEN students (S.1 – S.3)
3 Jul, 24 Jul, 31 Jul and 7 Aug 2020	Summer Online Social Skills Training by Student Support Officer	3 SEN students (S.1 – S.3)
21 Jul 2020	Vocational Training and Orientation by social worker from Baptist Oi Kwan Social Service	1 SEN student (S.5)
23 Jul 2020	Career Consultation by SEN Coordinator (SENCO) and Student Support Officer	4 SEN students (S.6)
5 Aug 2020	和諧粉彩 Workshop by The New Life Psychiatric Rehabilitation Association	3 SEN students and their parents (S.1 – S.3)

Parents-Teachers 'Association

Date/Period	Activities/Events/Programmes	Target Group
27 Aug 2019	Orientation Day for New Students and Parents	around 70 new students and parents
15 Nov 2019	28 th PTA Annual General Meeting*	Teachers and parents
22 Nov 2019	P6 Information Day	P6 Students, parents and teachers
29 Nov 2019	Extraordinary meeting	PTA Executive members
5-6 Dec 2019	SMC Parent Representative Election	Parents
5-6 Dec 2019	PTA Executive Committee Election	165 parents and teacher members
13 Dec 2019	Speech Day	Executive Committee Members
3 Jan 2020	1 st Executive Committee Meeting	Executive Committee Members
19 June 2020	2 nd Executive Committee Meeting	Executive Committee Members
16 Oct 2020	3 rd Executive Committee Meeting	Executive Committee Members

Remark: *cancelled due to COVID-19

Achievements and Reflections on Major Concerns

Major Concern 1: Excelling Effective Learning and Teaching

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
A. To nurture students' learning habits and skills	1. To help students understand and manage their strengths and weaknesses in learning			
	a. A study survey and academic meetings will be conducted.	<ul style="list-style-type: none"> • A study survey and academic meetings are conducted and findings are compiled. 	<ul style="list-style-type: none"> • Analysis of the survey and records of discussions at meetings 	<p>Achievements</p> <ul style="list-style-type: none"> • The S3-S5, and S1 study surveys (Chinese and English versions in Google Forms) were conducted on 3 June and 10 June respectively. • S1, S3-S5 academic meetings were held on 10 and 17 June. • The findings were shared with the teaching staff. <p>Reflection</p> <ul style="list-style-type: none"> • The findings of the survey are useful for the planning of teaching and for formulating subject department programme plans.

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
A. To nurture students' learning habits and skills	b. Subject-based skills-related activities will be incorporated into learning.	<ul style="list-style-type: none"> At least one skills-related activity is incorporated into the teaching of each subject. 	<ul style="list-style-type: none"> Schemes of work 	<p>Achievements</p> <ul style="list-style-type: none"> 81.8% of subject departments incorporated skills-related activities into learning. Examples include counting tones and years, S3 NCS students giving an oral presentation in Chinese to EDB officials, inter and intra-school oral practice (Chinese and English), cooking report writing, translation, experimental skills for SBA, urban problems field studies for HKDSE geography, physical fitness coaching, 20th Anniversary SEK Millennium Campus Logo Design Competition (S2 students) <p>Reflection</p> <ul style="list-style-type: none"> Learning activities beyond the confines of the classroom can reinforce learning and give them greater exposure. They will therefore continue to be organized.
	c. Support programmes for junior forms will be arranged: (i) Pre-S1 bridging course; (ii) Study skills workshops (e.g. note-taking skills, mind maps, writing skills).	<ul style="list-style-type: none"> At least 70% of participants find the course, and the workshops useful. 	<ul style="list-style-type: none"> Record of activities Student feedback Teachers' observation 	<p>Achievements</p> <ul style="list-style-type: none"> Pre-S1 bridging course This was conducted at the end of August 2019. With an attendance rate of 76%, 80% of the participants were satisfied with the course which provided them with the skills (both general and academic) to embark upon secondary school life. Study skills workshops The workshops "Effective Ways to Study" organized by the Hong Kong Christian Service (CHEER Centre): S2 on 20 November 2019 at school; and S3 on 19 June 2020 via Zoom were well-received with 75% of participants agreeing that the content covered was useful for their learning.

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
A. To nurture students' learning habits and skills				Reflection <ul style="list-style-type: none"> • These workshops are beneficial in equipping students with basic study skills. • Such organizations do not charge for the workshops so having them conduct study skills workshops is very cost effective.
	d. Support programmes for senior forms will be conducted: <ul style="list-style-type: none"> (i) Examination and study skills training; (ii) Interview skills and writing skills; (iii) Joint-school activities (English and Chinese oral practice). 	<ul style="list-style-type: none"> • Exam and study skills are incorporated into the schemes of work of each subject department and can be seen in assignments submitted for inspection. • An interviewing skills workshop and writing skills course are arranged for S4 /S5 students. • At least six joint-school activities are organized. • At least 70% of participants find the activities useful. 	<ul style="list-style-type: none"> • Record of work • Student feedback • Teachers' observation 	Achievements <ul style="list-style-type: none"> • 85.6% of subject departments incorporated exam and study skills into the schemes of work for senior forms. This included laboratory skills, investigation and planning skills, data collection, interpretation and analysis, use of graphic organisers, skills to answer essay type questions, paraphrasing, note-taking, etc. • Six joint-school activities involving four subject departments were successfully conducted. Approximately 85% of participants found the activities useful. Reflection <ul style="list-style-type: none"> • The participants benefited from the activities as they could meet other students and collaborate with them in an academic setting.
	e. Learner diversity will be catered for: <ul style="list-style-type: none"> (i) A variety of teaching strategies will be adopted in lessons; (ii) Gifted and remedial programmes will be implemented. 	<ul style="list-style-type: none"> • Strategies catering for learner diversity can be observed in at least 50% of lesson observation. • Gifted and remedial programmes are incorporated into teaching. 	<ul style="list-style-type: none"> • Record of work • Teachers' observation 	Achievements <ul style="list-style-type: none"> • Various teaching strategies catering for learner diversity could be seen in approximately half of the lessons observed. Examples include graded worksheets, questions, tasks and assignments, peer learning, sharing of good pieces of work, lower and higher order questions, mixed / same ability grouping

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
<p>A. To nurture students' learning habits and skills</p>				<ul style="list-style-type: none"> • Gifted and remedial programmes incorporated into teaching included lunchtime or/and after-school supplementary lessons (remedial and extended), S1 and S2 Chinese reading and writing classes, S4 Chinese writing class, S3 Spanish: DELE lessons conducted after school for more able students, S2 English: differentiated instruction to teach writing (EDB Language Learning Support Section), S3 English: Read Life in Drama Project, S5 and S6 English: SCMP Mock Examination English Language Papers 1 & 3, S3D: cake making examination, S6 LS: enhancement tutorial classes conducted by university students, joint-school art exhibition <p>Reflection</p> <ul style="list-style-type: none"> • The programmes catered to the learners' needs. Less able learners were supported and the more-able one challenged to unleash and develop their potential.
<p>2. To help students set learning goals and study plans</p>				
	<p>a. Subject-based goal-setting and evaluation will be implemented.</p>	<ul style="list-style-type: none"> • Academic goal setting is conducted and evaluated in at least each core subject department. 	<ul style="list-style-type: none"> • Record of work 	<p>Achievements</p> <ul style="list-style-type: none"> • 59.1% of subject departments, including the four core subject departments, have implemented academic goal setting. <p>Reflection</p> <ul style="list-style-type: none"> • Evaluation done indicates that short term goal setting is quite effective in helping students strive hard in their studies. • Academic goal-setting and evaluation will be fine-tuned in the coming school year so that it is more practicable, focused and meaningful.

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
A. To nurture students' learning habits and skills	b. Holiday tutorial classes will be arranged for all core subjects for junior forms.	<ul style="list-style-type: none"> • Holiday tutorial classes are arranged for all core subjects. 	<ul style="list-style-type: none"> • Record of tutorial classes • Attendance record • Student feedback 	<p>Achievements</p> <ul style="list-style-type: none"> • Christmas holiday tutorial classes for all four core subjects for junior form students were arranged on 23, 24, 27 and 30 December 2019. • There were 15 classes, and the average attendance rate was 64.8%. <p>Reflection</p> <ul style="list-style-type: none"> • Study survey data shows that students require help with their revision so the holiday tutorial classes will continue to be held.
	c. Pre-test and pre-examination after-school tutorial classes will be arranged.	<ul style="list-style-type: none"> • At least three days of pre-test and four days of pre-exam tutorial classes are arranged for each test/examination. • At least 70% of participants find the tutorial classes useful. 	<ul style="list-style-type: none"> • Academic Promotion Committee 	<p>Achievements</p> <ul style="list-style-type: none"> • Pre-test and pre-exam after-school tutorial classes were arranged for the First Term Test (16, 18, 21 & 22 October 2019, 51 classes, 83 participants) and the Half-yearly Exam (2 & 3 January 2020, 33 classes, 146 participants). • Students were keen to improve their academic performance. Compared to the pre-First Term Test tutorial classes, attendance in the pre-Half-yearly Exam tutorial classes increased by approximately 45%. • Approximately 75% of the participants found the classes useful. <p>Reflection</p> <ul style="list-style-type: none"> • Study survey data indicates that students need help with their revision so the pre-test/exam after-school tutorial classes will continue to be arranged.

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
A. To nurture students' learning habits and skills	d. S6 Post-mock Examination will be arranged.	<ul style="list-style-type: none"> At least 70% of participants agree that the exam is useful. 	<ul style="list-style-type: none"> Student feedback Teachers' observation 	<p>Achievements</p> <ul style="list-style-type: none"> Eighteen papers for four core subjects and eight elective subjects were given to S6 students to complete during the class suspension period. <p>Reflection</p> <ul style="list-style-type: none"> The mock papers were very useful for the S6 students to practise exam skills and prepare for the HKDSE.
	e. S1 After-school Revision Support Class will be arranged.	<ul style="list-style-type: none"> Three days of classes are arranged in each term. 	<ul style="list-style-type: none"> After-school Revision Support Class timetables 	<p>Achievements</p> <ul style="list-style-type: none"> The S1 After-school Revision Support Class was held on 3, 10 & 17 December 2019 from 3:30pm to 4:15pm. The attendance rate was 90%. <p>Reflection</p> <ul style="list-style-type: none"> The class enabled the students to revise in a quiet environment and nurture their study habit.
3. To develop students' reading habit for life-wide learning				
	a. English and Chinese Home Reading Schemes will be implemented in junior forms.	<ul style="list-style-type: none"> Each student reads at least one Chinese book and one English book each term. 	<ul style="list-style-type: none"> Reading records 	<p>Achievements</p> <ul style="list-style-type: none"> Approximately 65% of junior form students read at least one Chinese book and one English book in the first term. <p>Reflection</p> <ul style="list-style-type: none"> Home Reading Scheme enabled the students to develop and nurture their reading habit.

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
A. To nurture students' learning habits and skills	b. Online English language reading will be implemented.	<ul style="list-style-type: none"> At least 50% of students use the online reading platform. 	<ul style="list-style-type: none"> Reading records 	<p>Achievements</p> <ul style="list-style-type: none"> 41.8% of students used the online reading platform 'Highlights Library'. A total of 2,712 books were read. In the first term, the best reader read 491 books, with a total reading time of 1,809 minutes. In the second term, the top three readers from S1 and S3 each read between 90 and 164 books. <p>Reflection</p> <ul style="list-style-type: none"> To make online reading more engaging, the school should subscribe to a more appealing and interesting online reading platform.
	c. The inventory and facilities in the reading room will be enhanced.	<ul style="list-style-type: none"> The number of books is increased. Chinese and English language newspapers are available. Web-based reading is implemented. 	<ul style="list-style-type: none"> Record of work 	<p>Achievements</p> <ul style="list-style-type: none"> There was an increase in the number of books with shelves of books placed on each floor, a reading corner set up on the third floor, and an increased library book inventory. Subscriptions were taken out for various newspapers, and magazines befitting the students' interests. Web-based reading in the form of 'Highlights Library' and 'Wise News' was implemented. <p>Reflection</p> <ul style="list-style-type: none"> To entice students to read and to develop their reading habit, the reading room, corners and spots should be made cozy and inviting and offer a good variety of interesting books.

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
B. To develop self-directed learning	1. To enrich students' learning experiences outside the classroom			
	a. Subject-based outings and visits will be arranged for students of all levels.	<ul style="list-style-type: none"> • At least one subject-related outing or visit is organized for each level. • At least 70% of participants find the activities enriching. 	<ul style="list-style-type: none"> • Record of activities • Student feedback • Teachers' observation 	<p>Achievements</p> <ul style="list-style-type: none"> • Thirteen subject-based outings and visits were arranged. by ten subject departments. • These outings and visits take learning beyond the confines of the classroom, and nearly all participants found them engaging and rewarding as they add value to their studies. <p>Reflection</p> <ul style="list-style-type: none"> • Students opine that outings and visits enrich their learning experience so they will continue to be organized.
b. Opportunities will be provided for students to take part in study tours (outside Hong Kong).	<ul style="list-style-type: none"> • At least one study tour is available for students participation. • At least 70% of students find the tour beneficial to their whole-person development. 	<ul style="list-style-type: none"> • Record of activities • Student feedback • Teachers' observation 	<p>Achievements</p> <ul style="list-style-type: none"> • Fifteen senior form students participated in a study tour to Taiwan from 29 November to 1 December 2019. • The study tour was an enlightening and rewarding experience for the participants. <p>Reflection</p> <ul style="list-style-type: none"> • The study tour was an enlightening and rewarding experience for the participants as they were exposed to another culture and gained insight into a different education system. 	

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
B. To develop self-directed learning	2. To enhance e-learning a. A greater number of e-learning activities will be integrated into learning and teaching.	<ul style="list-style-type: none"> At least two e-learning lessons are conducted in each subject in each level. 	<ul style="list-style-type: none"> Schemes of work Record of work Teachers' feedback 	<p>Achievements</p> <ul style="list-style-type: none"> The implementation of e-learning continued smoothly with e-lessons and e-assignments successfully done. Examples of e-resources used for e-lessons and e-assignments include Nearpod, Google Classroom, Google Forms, Google Earth, Google Maps, Kahoot, Quizlet, Quizizz, YouTube videos, Mathspace, Learnlex, Socrative, Flipgrid, Edmodo, Smartboard, XClass, online newspapers, narrated PowerPoint presentations, e-learning and e-assignments through eClass, live streaming of lessons using Zoom or a similar platform. <p>Reflection</p> <ul style="list-style-type: none"> Both students and teachers are becoming increasingly more familiar with online learning and teaching. Measures should be taken to equip students who do not have devices or internet access for e-learning. E-learning will be strengthened through the use of a more user-friendly alternative to eClass.
	b. E-homework assignments will be enhanced.	<ul style="list-style-type: none"> At least two e-homework assignments are done in each subject across all levels per term. 	<ul style="list-style-type: none"> Schemes of work Record of work 	<p>Achievements</p> <ul style="list-style-type: none"> During the school closure period, there were at least seven e-homework assignments from each subject for each level, with the duration of each assignment being at least 30 minutes and 45 minutes in junior and senior forms respectively. After school resumption, the school arranged three batches of e-learning materials for the students who could not return to Hong Kong due to the pandemic.

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
B. To develop self-directed learning				Reflection <ul style="list-style-type: none"> • Quite a large number of students expressed difficulties in accessing e-learning materials and e-assignments in eClass. The school, therefore, proposes using G Suite for e-learning.
	3. To foster self-directed learning through home-school cooperation			
	a. The school will work together with the PTA to develop students' generic skills and reading habit.	<ul style="list-style-type: none"> • At least one activity is organized each term. • 70% of participants find the activity useful. 	<ul style="list-style-type: none"> • Record of activities • Participants' feedback 	Achievements <ul style="list-style-type: none"> • The PTA subsidized 34 subscriptions for the SCMP Summer Holiday Reading Programme. • The PTA donated \$2,000 to the Promotion of Reading Committee for the purchase of books. Reflection <ul style="list-style-type: none"> • With continued PTA support, it is hoped that a greater number of students will become avid readers and develop and nurture a reading habit for life-wide learning.
C. To nurture enquiry-based learning by promoting STEM education	1. To introduce STEAM			
	a. Integrated Science, Computer and Information Technology and Visual Arts will be integrated into STEAM education lessons in S2.	<ul style="list-style-type: none"> • At least 70% of students enjoy the lessons and find them interesting. 	<ul style="list-style-type: none"> • Student feedback • Teachers' observation • Departmental evaluations 	Achievements <ul style="list-style-type: none"> • S2 STEAM activities - comprising a map design for a robot car, and mBot robotics – were enjoyed immensely by all students. Reflection <ul style="list-style-type: none"> • Continue to build upon the foundations laid this year for STEAM education.
	b. Student participation in internal and external STEM-related competitions and programmes will be supported.	<ul style="list-style-type: none"> • Students participate in at least two external STEM-related competitions / programmes. • At least 70% of students find the activities useful. 	<ul style="list-style-type: none"> • Record of activities • Student feedback • Teachers' observation 	Achievements <ul style="list-style-type: none"> • External STEM activity Ten students participated in the PolyU Maker Faire, which required them to create their own national costume design.

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
<p>C. To nurture enquiry-based learning by promoting STEM education</p>				<ul style="list-style-type: none"> • School-based STEM activities Lego EV3 Training held from September to December 2019 for all S2 students; Drone Training held in December 2019 for 12 students from S2 to S5. 92% of participants found the activities engaging and useful. <p>Reflection</p> <ul style="list-style-type: none"> • The participants were very keen to have the chance to use their knowledge to design and build their products. They should be provided with an opportunity to showcase their products.
<p>D. To enhance the learning of Chinese culture, history and language</p>	<p>1. To implement Chinese History</p> <p>a. Chinese History lessons will be implemented in S1.</p>	<ul style="list-style-type: none"> • A school-based Chinese History curriculum is implemented. • At least 70% of S1 students enjoy the lessons and find them interesting. 	<ul style="list-style-type: none"> • Scheme of work • Student feedback • Evaluation of Chinese History Department 	<p>Achievements</p> <ul style="list-style-type: none"> • A school-based Chinese History curriculum was implemented in S1. Two curricula – Chinese History (mainstream curriculum) and NCS Chinese History – were provided to meet the students’ needs. Two NCS students took Chinese History. • 74.6% of students taking NCS Chinese History, and 87.6% of those taking Chinese History found the lessons enjoyable and interesting. <p>Reflection</p> <ul style="list-style-type: none"> • AR can be used to deepen student’s Chinese History learning experience. • The learning of the Chinese national anthem will constitute a key part of the curriculum.

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
<p>D. To enhance the learning of Chinese culture, history and language</p>	<p>b. The learning of Chinese history and culture will be strengthened.</p>	<ul style="list-style-type: none"> • Various Chinese cultural activities will be organized. • At least 70% of participants find the activities enhance their understanding of Chinese culture and history. 	<ul style="list-style-type: none"> • Record of activities • Student feedback 	<p>Achievements</p> <ul style="list-style-type: none"> • Eight cultural activities (including a Mid-Autumn Festival celebration, lantern making, and writing Chinese couplets), outings and visits were organized. • 75% of participants found them enjoyable and agreed that they enhanced their understanding of Chinese history and culture. <p>Reflection</p> <ul style="list-style-type: none"> • As students enjoyed the cultural activities because they were able to learn in a fun and interactive way and also enhance their understanding of Chinese history and culture, the activities will continue to be organized.

Targets	Strategies / Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
	<p>2. To foster the learning of Chinese language</p> <p>a. 'Language-across-the Curriculum' will be implemented.</p>	<ul style="list-style-type: none"> • Cross-curriculum teaching in Chinese and other subjects is implemented, and there is at least one collaboration each term. • Bilingualism is introduced into display boards and morning assemblies and at least 65% of them are bilingual. 	<ul style="list-style-type: none"> • Record of work • Teachers' observation 	<p>Achievements</p> <ul style="list-style-type: none"> • The Chinese departments (HKDSE and NCS) collaborated with the departments of Home Economics, Music, Visual Arts, and Physical Education to implement 'Language-across-the Curriculum'. • Collaborations included cooking Chinese New Year food, making glutinous rice balls, playing Chinese musical instruments, making Chinese lanterns, and a Sports Day Slogan Writing Competition. • Approximately 80% of the announcements made during morning assemblies are in both Chinese and English. • Approximately 22% of display boards are bilingual. <p>Reflection</p> <ul style="list-style-type: none"> • Cross-curriculum teaching should be fine-tuned to allow for other subject departments to collaborate with the departments of Chinese. • More competent NCS Chinese learners should be given the opportunity to follow an adapted DSE Chinese curriculum • The bilingualism requirement for display boards should be modified to require only the titles of the display boards of functional teams to be in Chinese and English.

Major Concern 2: Excelling Students' Core Values and Potential

Targets	Strategies/Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
<p>A. To cultivate students' positive values and enhance their interpersonal relationship</p>	<p>1. To develop students' core values (love and concern, respect, and sense of commitment)</p> <p>a. Promotion of positive values in the morning assembly by different committees will be carried out.</p> <p>b. A variety of activities and programmes will be implemented to develop students' virtues.</p> <p>c. Class periods will be arranged to cultivate students' values and attitudes in a structured framework.</p> <p>d. Cultural Exchange Week will be arranged.</p> <p>e. Courtesy Week will be conducted.</p>	<ul style="list-style-type: none"> • At least 1 committee promotes one positive value in the morning assembly each month. • 70% of students are satisfied with the activities and programmes • Different theme-based class periods are implemented in junior and senior forms. • 70% of students are satisfied with the Cultural Exchange Week. • A courtesy ambience is created. 	<ul style="list-style-type: none"> • Records • Teachers' observation • Surveys and statistics • Feedback from teachers and students 	<ul style="list-style-type: none"> • During morning assemblies, discipline teachers not only regularly reminded students to respect others, but also strongly urged students to avoid getting involved in any law-breaking activities. • 5 positive messages, in both live and video-recorded presentation modes, covering the aspects of moral education, civic education, cultural harmony and Chinese culture were conveyed by MNE teachers or ambassadors. • Besides, the other four school committees were also responsible for delivering positive values (love and concern, respect, and sense of commitment) to students during the morning assemblies. It was observed most of the students were attentive. • Class periods were well-structured and fully utilised to cultivate students' wide range of positive values and attitudes. 19 talks and 31 class-based workshops were organized by different committees for different levels throughout the year. For instance, a Hong Kong Police officer conducted a talk for the whole school on the preventive measures against cyber bullying. A talk, namely 'My Life in Hong Kong', was conducted for S.6 students by an awardee of Outstanding Young Persons Selection 2019, who is of an ethnic minority. The students enjoyed his sharing very much about life planning and being positive towards life. • A Display Board Design Competition was held in November. The topics were as follows: S1 – S2, Love & Concern, S3, Respect, and S4 – S5, Sense of Commitment. Generally, students' feedback was good and some display boards were well-designed.

	<p>f. Inter-class Board Design and Slogan Competitions will be organized.</p>	<ul style="list-style-type: none"> • The Inter-class Display Board Design Competition is held and at least one slogan is submitted by each class in the Slogan Competition. 		<ul style="list-style-type: none"> • Slogan writing and drawing competitions on ‘Love and Concern’ (S1), ‘Respect’ (S3) and ‘Sense of Commitment’ (S5) were organized in October. 19 students were awarded prizes for high quality entries. • Moreover, various activities were organized by different committees to nurture students’ positive values and attitudes. For instance, Pre-camp of Enhanced Smart Teens Programme was organized to enhance junior forms students’ discipline. Sex education workshops by Mother’s Choice were arranged for S1 and S2 students. Chinese History Fun Fair was held in school to promote Chinese history and salient culture. • The school suspension for months due to the outbreak of coronavirus disrupted the implementation plan of some talks, workshops and programmes e.g. Courtesy Week and the Cultural Week. They would be implemented next academic year.
	<p>2. To enhance peer support among students</p> <p>a. Summer programme for pre-S.1 students and Circle Time for S.1 students will be conducted.</p> <p>b. After-school sports and aesthetic development classes will be carried out for S.1 students.</p>	<ul style="list-style-type: none"> • S.1 students agree that the programmes helped them adapt the new school environment. • 80% of S.1 students enjoy the after-school classes. 	<ul style="list-style-type: none"> • Feedback from teachers and students • Teachers’ observation • APASO 	<ul style="list-style-type: none"> • The S.1 Orientation Camp was held in mid-July 2019. A number of S.2 students were invited to do a sharing session in the camp. 86% of the new S.1 students joined the camp; and most of them were satisfied with the programme. Some SEN cases were identified in the camp. • The S.1 Circle Time and Adaption Workshop were held twice for S.1 students. S.1 students took turns to do sharing with their classmates and class teachers about the issues like interpersonal relationships, study problems, etc. Besides, activities were arranged for building peer relationships among them. S.1 students generally showed very positive feedback for the workshops. • After-school sports and aesthetic activities classes for S.1 students were held every Wednesday after school. They received regular training on three different sports including rugby, volleyball, and cricket. Over 70% of them joined the classes on average. Some student joined the school teams to pursuit further training afterwards.

	<p>c. Uniform teams (scout, red cross, and air cadet) will be organized for S.1 students.</p> <p>d. S.2 Team Building Activity will be held.</p> <p>e. “Big Brothers Big Sisters” Programme will be implemented.</p>	<ul style="list-style-type: none"> • 80% of S1 students are satisfied with the training of the uniform teams. • 80% of S2 students find the activity useful. • Students enjoy the activities organized under the “Big Brothers Big Sisters” Programme. 		<ul style="list-style-type: none"> • All S.1 students joined the uniform teams (Scout, Red Cross, and Air Cadet). The training sessions were held every Friday after school. Over 80% of them attended the training sessions regularly. • A Personal Growth Group was formed for 10 S.1 – S.2 students. It facilitated them to build a supportive social network with their peers. Their social skills were enhanced through engaging themselves in different learning activities.
<p>B. To assist students to do life planning and gain foresight in career development</p>	<p>1. To guide students to set life goals via individual / group counseling</p> <p>a. School-based workshops about personal growth will be organized for each junior form.</p> <p>b. Goal-setting and self-evaluation campaign will be conducted to equip students with the skills to set their short- and long-term goals.</p>	<ul style="list-style-type: none"> • 70% of students are satisfied with the workshops. • Students’ habits of goal setting and self-evaluation are cultivated. 	<ul style="list-style-type: none"> • Records • Statistics • Students’ feedback • Teachers’ observation 	<ul style="list-style-type: none"> • In-class group discussion sessions were conducted to help students set goals focusing on personal growth: S1: (i) Interpersonal Relationship & (ii) Secondary Goal Go Go S2: (i) Gratitude & (ii) Time Management S3: Dare to Dream S4: Self-evaluation of Goal Setting • For S.4 students, a workshop organized by KELY Support Group was held, in which the social workers taught them to set appropriate goals for their senior secondary education and introduce some ways of coping with stress. • For S.5 students, class-based workshops were conducted following the talk on multiple pathways. Many students could set their study goals under the proper guidance of the careers teachers. In general, they were concerned with different study paths and thus were more eager to set their goals.

	<p>c. Individual/group counseling targeted especially at S.3 and S.6 will be conducted to help match their personality traits with career inclination.</p> <p>d. S.4 Day Camp and Follow-up Session will be arranged to help students to cope with learning difficulties.</p> <p>e. S.6 class teachers will be briefed on the information relating to students' multiple pathways.</p>	<ul style="list-style-type: none"> • 70% of the students find that individual/group counseling facilitates them to do life planning. • 70% of the students find that the day camp were useful for their study. • S.6 teachers find the information useful to their students. 		<ul style="list-style-type: none"> • For S.6 students, in order to help them set their realistic goals, a number of workshops were held, covering the themes of an introduction to JUPAS, strategies of JUPAS programme selection, multiple pathways, and Cambridge Occupational Analysis. During the workshops, students in general were attentive and were willing to raise questions. • In the first term, S.6 students were invited to come in groups or individually to seek advice from the career teachers concerning their study pathways and programme selection. Many S.6 students were willing to seek advice from the career teachers concerning their study pathways, programme selection, and the way of finding information on the Internet.
	<p>2. To seek various career opportunities for students</p> <p>a. An array of company visits and career-related programmes will be arranged for students.</p>	<ul style="list-style-type: none"> • Various visits and programmes are organized for students to learn more about their study and career opportunities. 	<ul style="list-style-type: none"> • Records of programmes offered to students • Survey • Students' feedback • Statistics 	<ul style="list-style-type: none"> • 22 S.4 students joined the Life Buddies (Group Mentorship) Programme. The mentors came from the International Institute of Management (IIM). The activities in the first term included: Activity 1: Meeting with Mentors from Different Professions Activity 2: Occupational Analysis • 31 S.4 students joined the programme "Providing Life Planning Education Activities for Non-Chinese Speaking (NCS) (2019/20) which was conducted by Caritas. The activities in the first term included: Training Session 1, Visit to Fire and Ambulance Services Academy and Training Session 2.

	<ul style="list-style-type: none"> b. Parents will be invited to share their job experiences and professional knowledge with students. c. Recruitment talks will be arranged. d. Internship programmes and job shadowing activities will be arranged. e. A school-based career expo will be held for S.4 and S.5 students. 	<ul style="list-style-type: none"> • Parents are invited to share their professional knowledge and career experience. • At least 2 recruitment talks are organized. • Opportunities of job internship are provided for senior form students. • 80% of students find the activities useful. 		<ul style="list-style-type: none"> • “JA Plan For Future 19/20”, which was conducted by Junior Achievement Hong Kong, was arranged for all S.5 students. In the first term, they joined the JA Future Skills Workshop in which they learned from mentors the soft skills like communication skills and collaboration skills. • An online career talk held by Junior Achievement Hong Kong was arranged for all S4-5 students. This was a good attempt to have the activity in this new format. • An online talk on Early Childhood Education held by EUHK was arranged for S.5 students. • A recruitment talk of Correctional Services Department was organized for S.5 students. • A study tour to Taiwan was arranged for 15 S4-5 students. Positive feedback was received from them. • Rainbow Life Programmes were arranged for both newly-arrived Chinese and non-Chinese students. Eight sessions were held in the first term. The attendance rate was 68%. Students found the programme could help them better adapt to their life in HK. • Due to the school suspension in early November, a programme “Info Day on Multiple Tertiary Education and Career Pathways” organized by Connexiar in our school was cancelled. • Due to the school suspension, the school-based career expo which was previously scheduled in March was cancelled. Besides, the programmes, “The Life Buddies (Group Mentorship) Programme”, “Providing Life Planning Education Activities for Non-Chinese Speaking (NCS)”, and “JA Plan For Future 19/20” could not be implemented in full.
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C. To maintain close liaison with alumni for the betterment of student development	<p>1. To develop close connection between alumni and the school.</p> <p>a. Home-coming Day or Alumni Night will be arranged.</p> <p>b. Database of alumni will be set up and school messages will be sent to alumni through social network.</p> <p>c. Achievements of distinguished alumni will be posted on the school web-page.</p>	<ul style="list-style-type: none"> • At least 20 alumni join the Home-coming Day or Alumni Night. • Database with contact number and email address is set up. • News of distinguished alumni are updated. 	<ul style="list-style-type: none"> • Teachers' feedback • Database record • Record of school web-page 	<ul style="list-style-type: none"> • Due to social incidents in the first term, the committee meeting of the Alumni Association could not be held in the first term. • Home-coming Day and Alumni Night could not be held due to the outbreak of coronavirus. • The database of alumni information was expanded with ongoing updates on the alumni's information.
	<p>2. To explore the learning opportunities provided by the alumni to the current students.</p> <p>a. Distinguished alumni will be invited to give talks about their inspiring personal growth / study skills / work experiences.</p>	<ul style="list-style-type: none"> • At least 4 alumni are invited to share their stories with students. • At least 10 mentors can be recruited and matched with 20 senior form students. 	<ul style="list-style-type: none"> • Students' feedback • Record 	<ul style="list-style-type: none"> • An alumnus was invited to share about the study pathway in the US with S.6 students.

	b. Mentorship programme will be arranged.			
D. To strengthen students' spirit of doing community services	<p>1. To equip students with the essential skills and knowledge of doing social services.</p> <p>a. NGOs will be invited to give talks to students about different types of services.</p> <p>b. Training workshops will be held for S.2.</p> <p>c. Volunteer training will be co-organized with NGOs for S.4 and S.5.</p>	<ul style="list-style-type: none"> • At least 2 talks are organized. • At least 1 workshop is conducted for S.2 students. • Structured volunteer training is conducted for S.4 and S.5 students. 	<ul style="list-style-type: none"> • Students' feedback • Teachers' observation 	<ul style="list-style-type: none"> • 2 talks were conducted for students from September 2019 to January 2020, focusing on equipping students with essential skills and knowledge of doing social services. Most of the students were attentive and students' feedback was good. • A workshop, powered by Service Workshop 2019, was held for all S.2 students on 6 & 20 November 2019 to introduce main themes such as "personal branding", "leadership" and "community action". Students were required to implement a community service plan and engage themselves in voluntary work. Students enjoyed the workshops and about 90% of them rated the workshop 'excellent' in the post-event survey. • An intensive leadership training workshop, powered by Youth Forum 2019, and 2-day-1-night leadership camp were conducted for S.3-4 students on 7 & 21 September 2019 and 16-17 November 2019 respectively. Students' potential was explored and their communication skills improved. These programmes empowered them to serve the school and community. • Service Education Workshops were conducted for S.4-5 students by New Home and Christian Action to equip them with essential skills, attitudes and knowledge of volunteering. A number of service outings were subsequently conducted.

	<p>2. To provide students with ample opportunities of doing voluntary service.</p> <p>a. Various kinds of voluntary services both inside and outside school will be arranged.</p> <p>b. A Service Award Scheme will be carried out.</p> <p>c. Joint school service project will be organized.</p>	<ul style="list-style-type: none"> • 80% of S.3 - S.5 students participate in at least one service inside and outside school respectively. • 60% of the participants successfully complete the Service Award Scheme. • At least 1 joint school service project is organized. 	<ul style="list-style-type: none"> • Service Record • Students' feedback • Teachers' observation 	<ul style="list-style-type: none"> • Various kinds of voluntary services both inside and outside school were arranged with NGOs. Service outings were arranged in the 1st semester, for example, Elderly Centre visit, The New Life Psychiatric Rehabilitation Association visits, and the Hong Kong Society for the Blind visit, etc. • Our girls joined with other students from various schools to render voluntary work in the fundraising charity ball, namely, "A Night in Havana". • Service Award Scheme – Volunteer Movement and various service scholarships were carried to encourage students to take part in different volunteering activities inside and outside school. • Due to the school suspension, joint school service project would be done next school year.
	<p>3. To promote a positive attitude of students to serve the under-privileged countries or other communities in need.</p> <p>a. Service tour will be organized.</p>	<ul style="list-style-type: none"> • At least 1 service tour is organized. 	<ul style="list-style-type: none"> • Service Record • Students' feedback 	<ul style="list-style-type: none"> • An Oversea Service Tour (PEACE Villages –Vietnam) was arranged for 10 S.4 students to serve orphans in Vietnam from 19-26 December 2019. All participants not only gained an opportunity to serve the under-privileged community, but also learn some generic skills, such as teamwork, problem solving, etc. They all enjoyed the trip immensely.

Major Concern 3: Excelling Teachers' Professional Development

Targets	Strategies/Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
A. To enhance the culture of sharing and collaboration	1. To support the newly joined teachers to adapt to the teaching environment			
	a. Induction programme will be arranged for newly joined teachers	<ul style="list-style-type: none"> 80% of participants are satisfied with the programme 	Attendance record	<p>Induction programme was held on 21/8/2019. Sharings by the Principal, Assistant Principals, new teachers, team members, EM colleagues, Guidance Mistress, social worker, Discipline Master were arranged throughout the day.</p> <p>Guidelines for sharing was provided for the team members and EM colleagues. Hints of classroom management and building up a good teacher-student rapport was also included. The programme ran smoothly and was well-received.</p> <p>66.7% of newly joined teachers participated as two out of the six were not able to participate on that day due to the clash with the induction programme provided to newly recruited AEO. All of those attended were satisfied with induction programme.</p>
	b. Mentorship programme will be provided for them	<ul style="list-style-type: none"> 80% of newly joined teachers are satisfied with the programme 	Feedback	<p>All newly joined teachers were satisfied with the programme.</p> <p>A new set of guidelines were provided to mentors and mentees to facilitate the communication.</p>
c. Learning circle will be arranged for them	<ul style="list-style-type: none"> 80% of the participants are satisfied with the learning circle 	Feedback	<p>Learning circles were arranged on 8/10, 21/11 and 5/12/2019. The contents included a briefing on Healthy School Programme and reminders for staff performance appraisal. The school education psychologists was invited to share cases on students' behavioral matters and students with special educational needs. Apart from newly joined teachers, other teachers also participated and shared their experiences. All of the participants were satisfied with the programme.</p>	

2. To strengthen collaborative lesson planning and teaching			
a. Collaborative lesson preparation within departments will be conducted	<ul style="list-style-type: none"> At least 2 times per year for each subject department 	Records	The first collaborative lesson preparation within departments was conducted on 12/11/2019.
b. Sharing on innovative and student-centered teaching strategies among teachers of the same KLA will be arranged	<ul style="list-style-type: none"> Once a year for each KLA 	Records	The sharing session was arranged on 10/1/2020. The use of Nearpod to construct student-centered e-learning materials was introduced to English, Mathematics, Science and Technology KLAs.
3. To enhance teaching skills through professional sharing			
a. Peer lesson observation and debriefing will be self-arranged by each teacher	<ul style="list-style-type: none"> 90% of teachers arranged peer lesson observation and followed by a discussion with at least one colleague 	Records	As of 17 July 2020, about 50% of teachers had submitted the record indicating their arrangements of peer lesson observation and post lesson discussion. A complete set of data would be obtained at the end of July. Due to the sudden announcement of early commencement of summer holiday, some teachers have to arrange peer lesson observation via Zoom in late July.
b. Co-teaching will be implemented in KLA	<ul style="list-style-type: none"> At least 1 co-teaching is implemented by at least one subject in each KLA or cross-KLA 	Records	70% of KLAs had implemented co-teaching in the 1 st term. The other KLAs had planned to conduct co-teaching in the 2 nd term, but due to the pandemic, co-teaching was not suggested.
c. Learning circle or sharing with teacher(s) of other schools will be arranged	<ul style="list-style-type: none"> At least 6 subject departments have relevant arrangements 	Records	4 departments (English, Chinese History, Chinese and NCS Chinese department) had arranged joint school learning circles. 4 departments (Liberal Studies, Music, VA and Chemistry departments) conducted sharing sessions with teachers of other schools.

Targets	Strategies/Tasks	Success Criteria	Method of Evaluation	Achievements and Reflections
B. To enhance teachers’ professionalism by strengthening self-reflection and self-enhancement	1. To strengthen self-reflection of the teachers			
	a. “Survey of Student’s Views on Classroom Learning” will be conducted for each subject. Insight gained will be shared in the departmental meeting for the betterment of the future planning	<ul style="list-style-type: none"> At least once per year for each teacher 	Records	More than 90% of teachers had conducted the survey. 80% subject departments conducted the survey and shared the insight gained in the departmental meeting.
	b. ‘Keep-Improve-Stop-Start’ (K.I.S.S.) analysis will be done after the survey (a) for self-reflection on learning and teaching	<ul style="list-style-type: none"> At least once per year for each teacher 	Records	Data would be collected at the end of August.
	c. “Subject Curriculum Evaluation Survey” will be conducted by departments	<ul style="list-style-type: none"> At least once per year for each department 	Records	62.5% of department had conducted the “Subject Curriculum Evaluation Survey” and discussed in the departmental meeting. Other departments were unable to conduct such survey due to early commencement of summer holiday.
d. Through the survey (c), implementation of programme plan and identification of students’ learning difficulties will be evaluated	<ul style="list-style-type: none"> At least once per year for each department 			

2. To cultivate self-enhancement of the teachers			
a. Professional enhancement programme and teachers sharing on innovative and student-centered teaching strategies will be conducted on Staff Development Days (SDD)	<ul style="list-style-type: none"> At least three times per year 	Records	<p>The first SDD was held on 17/10/2019 with the theme of ‘Getting to know our Gen Z’. Social worker from the Mothers’ Choice was invited to conduct a workshop on Sexuality Education Training. Educators from Apple Inc. Education Development Team were also invited to conduct two parallel iWork for Lesson Design and Self-directed Learning Workshops.</p> <p>81% of teachers agreed and strongly agreed that the workshops provided the information that was helpful to them.</p> <p>The second SDD was cancelled due to the outbreak of coronavirus disease.</p> <p>The third SDD was held on 3 and 10/6/2020 to evaluate and formulate the annual school plan.</p>
b. Subject-based enhancement programme will be arranged for members by each department	<ul style="list-style-type: none"> At least once per year for each department 	Records	<p>The programme was arranged by the subject departments or the school on 17/10/2019.</p> <p>87% of teachers agreed that they had gained some insight from the programme.</p>
c. Teachers are encouraged to participate in external professional development such as courses, seminars, exchange programmes and study visits offered by EDB and be the marker of HKDSE	<ul style="list-style-type: none"> At least twice a year for each teacher excluding the programmes of SDD 	Records	<p>Data would be collected at the end of July. Apart from programmes of SDDs, teachers were encouraged to participate in some in-school professional development programmes such as “Sharing by school Education Psychologist on knowing more about SEN students”, “Workshop on Nearpod and Zoom teaching”, “Sex education teachers workshop” etc. During school suspension, teachers had self-learned to use various kinds of e-learning tools and different online courses or webinars were also promoted.</p>

Reports on the Use of Various Grants

Use of Capacity Enhancement Grant (2019-2020)

Strategies / Tasks	Time Scale	Target Group	Expenditure	Evaluation / Suggestions
Employment of 1 Temporary Teachers, 1 Teaching Assistant and 1 General Clerk	1/9/2019 – 31/8/2020	Whole school	\$ 634,017 (12 months of salary + MPF)	<ul style="list-style-type: none"> ● The employment of 1 Temporary Teacher helps to provide the sufficient teaching staff to teach different subjects in school. The temporary teacher has performed all their duties satisfactorily and efficiently. ● The employment of 1 Teaching Assistant (NCS Chinese) helps to prepare worksheets and teaching material in NCS Chinese department. Besides, it was necessary for the TA to conduct tutorial classes for students to consolidate their knowledge in Chinese and assist in other functional groups as assigned by school. On the whole, the TA was essential to facilitate teachers' capacity in teaching and learning. Teachers concerned were satisfied with the work of the TA. ● The employment of 1 General Clerk helps to assist the clerical works, such as inputting the attendance in WebSAMS and liaising teachers to contact parents. The general clerk has performed all her duties well.

Total Expenditure: \$ 634,017

Use of Diversity Learning Grant – Applied Learning (2019-20)

Strategies / Tasks	Time Scale	Purpose / Target Group	Expenditure	Evaluation / Suggestions
S.4 students are well informed before application for APL.	Mar 2020	S.4 students	NIL	<p>Evaluation:</p> <ul style="list-style-type: none"> ● Owing to school suspension caused by COVID-19, the briefing sessions of APL to S.4 students were conducted by video records and presentation delivered through e-class. ● Students were notified with the arrangement through e-class App and also communication App through class teachers. ● Students submitted their application online. <p>Suggestion:</p> <ul style="list-style-type: none"> ● Provide a platform, such as a communication app or online forms, for students to ask questions.
Smooth commencement of S.5 APL (2019 to 21) cohort	Sept 2019	S.5 students	NIL	<p>Evaluation:</p> <ul style="list-style-type: none"> ● After-school briefing sessions were arranged to inform students about the arrangement of the commencement of APL. ● Around 82% of students reached 80% attendance in the 1st lesson and the subsequent lessons in Sept 2019. <p>Suggestion:</p> <ul style="list-style-type: none"> ● Arrange a gathering to invite students to raise their problem encountered in the 1st lesson and give them guidance to solve the problem.

Strategies / Tasks	Time Scale	Purpose / Target Group	Expenditure	Evaluation / Suggestions
Reasonable attendance of S.5 (2019 to 21) cohort and S.6 APL (2018 to 20) cohort students	Whole School year	S.5 students and S.6 students	S5: \$132,575 S6: \$127,470	<p>Evaluation:</p> <ul style="list-style-type: none"> ● 17 S.5 students were fully subsidized to enroll in the 2019-2021 APL cohort in 9 subjects. ● The two most popular subjects are Health Care Practice and Applied Psychology offered by CICE and LIFE respectively. ● 6 students were interviewed due to low attendance rate. ● The common causes of low attendance rate are difficulties in Chinese Language used by instructors, loss of interest, time and distance of travel. ● As of 3.7.2020, the overall attendance has not been released. ● 22 S.6 students were subsidized to enroll in the 2019-2021 APL cohort in 10 subjects. ● The two most popular subjects were Aviation Studies and Hotel Operations offered by HKUSpace and VTC respectively. ● 2 students were awarded with the Applied Learning Scholarship. ● As of 3.7.2020, the overall attendance has not been released by EDB <p>Suggestion:</p> <ul style="list-style-type: none"> ● Monthly attendance reports can be displayed in classroom to remind students of their attendance. ● Remind students to estimate the time and money needed to spend on travelling to the learning venue before accepting offers. ● Remind and encourage the borderline students to put more effort in attending lessons. ● Students with attendance higher than 70% will be encouraged to work harder to reach an attendance of 80% next school year.

Total Expenditure: \$ 260,045

Use of DLG for Other Languages (2019-20)

Strategies / Tasks	Time Scale	Purpose / Target Group	Expenditure	Evaluation / Suggestions
Employment of a teaching assistant for Other Languages Departments	1 Sept 2019 – 31 Aug 2020	Students who study Hindi or Urdu in S.4-S.6	\$ 193,341.13 (12 months of salary + MPF)	<ul style="list-style-type: none"> ● The main duties of the TA (Other Languages): <ul style="list-style-type: none"> ● Assisting Other Languages Departments in all administrative work, e.g. preparation of worksheets and teaching materials for the Hindi, Urdu & English departments ● Assisting the other languages teachers to input marks ● Conducting tutorial classes for students to consolidate their knowledge ● Helping teachers to liaise with parents ● Assisting in other functional groups as assigned by the school ● On the whole, the TA was essential to facilitate teachers' capacity in teaching and learning. Teachers concerned were satisfied with the work of the TA.

Total Expenditure: \$ 193,341.13

Use of Diversity Learning Grant for Other Programmes (2019-20)

Strategies / Tasks	Time Scale	Purpose / Target Group	Expenditure	Evaluation / Suggestions
To organize Learning Skills Workshop for S.4 students with the focus on effective learning and study skills.	1st term	S.4 Elite students and S.4 students	\$10,800	<ul style="list-style-type: none"> ● 23 Elite students participated workshops. ● 35 students participated in the talk. ● Students' survey showed the majority of participants (over 80%) of participants agreed that the workshop was useful and satisfactory. ● Students' feedback showed that the workshop can equip them with techniques to enhance their studies.
To organize a Revision Skills Workshop for S.5 elite students with the focus on revision techniques and tools.	1st term	S.5 Elite Students	\$3,900	<ul style="list-style-type: none"> ● Elite students were selected according to their performance in the 1st Term Test (2019-20) and Yearly Exam (2018-19). ● 20 selected students attended the workshop ● Students' survey showed the majority (over 90%) of participants agree that the workshop is interesting and useful for their studies. ● Students' feedback showed that the workshop can give them positive advice and motivate them to learn and do revision.

Strategies / Tasks	Time Scale	Purpose / Target Group	Expenditure	Evaluation / Suggestions
To organize a series of writing, comprehension and listening skills workshops for S.4 and S.5 elite students to train their communication skills	Whole School Year	S.4 and S.5 elite students	\$15,000	<ul style="list-style-type: none"> ● 10 S.4 and S.5 students were selected and invited. ● 2 face-to-face lessons and 8 online lessons were conducted owing to suspension of school in Nov 2019 and from Feb to May 2020. ● They have practiced argumentative writing skills and effective verbal communication skills. ● Around 80% attendance. ● Over 90% of students agreed that the workshops was useful to enhance their communication skill.
To organize workshops for S.4 to train their interview skills to cope with interview of Applied Learning	1st term	S.4 students	NIL	<ul style="list-style-type: none"> ● Owing to COVID-19, all course providers cancelled face-to-face interviews. Selections wre carried out in a variety of ways using online applications such as online meeting, e-quizzes and survey, etc. ● No training organizations can offer program to meet such a great diversified need.
To organize a public speaking course for S5 students	1st term	S.5 students	NIL	<ul style="list-style-type: none"> ● The public speaking course could not be conducted in the first term due to social unrest and could not be conducted in the earlier part of the second term as arranged with the service provider due to school suspension. ● The workshop was planned to be conducted on Tuesday, 28 July but still awaiting updated quotation from service providers.

Strategies / Tasks	Time Scale	Purpose / Target Group	Expenditure	Evaluation / Suggestions
To organize a writing course for S4 students	2nd term	S.4 students	NIL	<ul style="list-style-type: none"> ● The writing course was cancelled due to school suspension ● After school resumption, there was insufficient lesson time to have the class arranged.
To organize a humanitarian program	July 2020 (Post-Exam Activity)	S3- S5 students	NIL	<ul style="list-style-type: none"> ● The humanitarian program was cancelled due to COVID-19.
To organize video-taking and editing classes	Sept – Oct 2019	3 S.5 students	NIL	<ul style="list-style-type: none"> ● The classes were first planned to help students join the 70th Anniversary of the Founding of the People’s Republic of China Student Video Clip Design competition. ● However, there were no suitable providers for the classes. Instead, one of our teachers who have video editing experience took the post to assist the students. ● The students got the Participation Award. They filmed a video about “Taobao” to illustrate the development of logistics in China. Students were trained with video taking and editing skills, they also learned some techniques in filming video like news magazines.

Total Expenditure: \$ 29,700

Use of Learning Support Grant and Grant for Supporting NCS Students with SEN (2019-20)

Strategies / Tasks	Time Scale	Purpose / Target Group	Expenditure	Evaluation / Suggestions
Employment of 1 Student Support Officer (SSO)	1/9/2019 – 31/8/2020	S.1 – S.6 students	\$224581.4	<p>The employment of SSO helps to provide individual counselling and formulate tailor-made support programmes for SEN students. Without her support and effort, Individual Educational Plan (IEP), various programmes and measures of Student Support for SEN Committee could not be implemented smoothly and accordingly.</p> <p>Suggestion: The employment of SSO should be continued in the next school year.</p>
Employment of 1.5 Teaching Assistants	1/9/2019 – 31/8/2020	S.1 – S.6 students	\$277656.75	<p>The employment of TAs helps to provide guidance and support for SEN students and facilitate the implementation of various support programmes. The extra manpower is deployed to strengthen the support of Tier 1 (learning and teaching) and provide assistance to other school functions, ECA activities and administrative duties, etc. Without their support and effort, various programmes/school functions and measures of Student Support for SEN Committee could not be implemented smoothly and accordingly.</p> <p>Suggestion: The employment of TAs should be continued in the next school year.</p>

Speech Therapy	19/9/2019 – 11/6/2020	S.1 – S.6 students	\$26784**	<p>Speech therapy service and assessment were provided for SEN students with speech and language impairment (SLI) and Intellectual disabilities (ID). The teachers', participants' and EDB inspector's feedback were very positive, but more visual teaching aids should be adopted to motivate and help the students to learn. Because of school suspension from the outbreak of COVID-19, the schedule and service of speech therapy were affected.</p> <p>Suggestion: Speech therapy should NOT be adopted in the next school year because there will be school-based speech therapist provided by EDB.</p>
<i>School based reading and writing training for SpLD (校本讀寫能力訓練服務)</i>	19/9/2019 – 19/12/2019	S.1 – S.2 students	\$11520	<p>School based reading and writing training for SpLD was conducted by Speech Therapist for SEN students with special learning difficulties in reading and writing (SpLD). The teachers', participants' and EDB inspector's feedback were very positive, but more visual teaching aids should be adopted to motivate and help the students to learn. Because of school suspension from the outbreak of COVID-19, the schedule and service of this training were affected.</p> <p>Suggestion: School based reading and writing training for SpLD should NOT be adopted in the next school year because there will be school-based speech therapist provided by EDB.</p>
<i>JC A-Connect: Jockey Club Autism Support Network (賽馬會喜伴同行計劃)</i>	9/2019 – 7/2020	S.1 – S.3 students	\$8800	<p>Social group training was provided for ASD and suspected ASD students. The feedback of participants and their parents were very positive. Because of school suspension from the outbreak of COVID-19, online training was also conducted through ZOOM during the period of school suspension.</p> <p>Suggestion: The <i>JC A-Connect: Jockey Club Autism Support Network (賽馬會喜伴同行計劃)</i>, will be continuously implemented in the next school year to provide social skills training for ASD and suspected ASD students.</p>

Stationery and materials	1/9/2019 – 31/8/2020	S.1 – S.6 students	\$1179.5	The stationery, gifts, teaching aids and reference books were purchased for the implementation of Individual Educational Plan (IEP) and various support services. Without these resources and materials, diversified support programmes could not be implemented smoothly and accordingly. Suggestion: Materials and resources will be purchased continuously, which are based on the needs of both Student Support Committee for SEN and SEN students.
Back pay of CM teacher (2018-2019)	-	-	\$8325	Back pay of CM teacher (2018-2019) because the government had made an adjustment in the salary of CM teacher.

Total expenditures: \$558,846.65

**\$26784 was paid as 1st installment of Speech Therapy in financial year 2019. However, because of school suspension from the outbreak of COVID- 19, the schedule and service of speech therapy were affected. Only \$18290 was used to provide Speech Therapy service and \$8494 was refunded to government by the end of school year 2019/2020.

Use of One-off Grant for the Promotion of Chinese History and Culture (2019-20)

Achievement Targets	Strategies / Tasks	Time Scale	Expenditure	Evaluation/Suggestion
<p>1. To reinforce students' interest in and understanding of Chinese history and Chinese culture, and to enrich their learning experience outside the classroom</p>	<ul style="list-style-type: none"> Activities, such as game booths and drama performance, which promote Chinese history and Chinese culture will be organized 	<p>Sept 2019 to July 2020</p>	<p>13,070.26</p>	<ul style="list-style-type: none"> A guided tour and a workshop on 'The Vivid World of Chinese Characters: from the Origin to the Future' in Jao Tsung-I Academy was arranged by the departments of Chinese History and NCS Chinese. 77 S1 students participated in it. At least 70% of them agreed that the programme enhanced their understanding of Chinese history and Chinese culture. 'Tai O Cultural and Ecological Experiential Trip' was a joint programme arranged by the departments of Chinese History, Life and Society and the Moral and National Education Committee. 21 S1, S2, S4 and S6 students participated in it. According to the survey that 76.2% of the participants responded, 87.5% agreed or strongly agreed that the programme helped them learn more about Chinese history and culture. Moreover, they were satisfied with this programme. In order to promote Chinese history and Chinese culture, some Chinese books were bought for students to borrow from the library. Modelling clay was bought for S1 students to imitate and make the bronze vessels in VA lessons. It was believed that those activities could enhance their understanding of Chinese history and Chinese culture.

<p>2. To enhance students' understanding of Chinese culture and their musical development through participating in the Chinese Musical Ensemble Programme</p>	<ul style="list-style-type: none"> • S2 After-school Chinese Musical Instrument Class will be arranged • Visits to Chinese music concerts will be organized • Chinese musical instrument performances will be organized 	<p>Oct 2019 to Jan 2020</p>	<p>\$18,000.00</p>	<ul style="list-style-type: none"> ● All S2 students participated in the After-school Chinese Musical Instrument Class in the first term. ● More than 60% of the students showed interest in learning Chinese musical instruments and 80% of the participating students were able to play Chinese musical instruments. ● Visit and performance were not arranged due to the school suspension in the second term. ● It was suggested that the selected S1 and S2 students would participate in the After-school Chinese Musical Instrument Class in the first term of the next academic year.
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Total Expenditure: \$31,070.26

Use of Grant for the Sister Schools Scheme (2019-20)

Strategies / Tasks	Time Scale	Purpose / Target Group	Expenditure	Evaluation / Suggestions
1. 通過民族舞蹈表演，促進兩地學生的藝術文化交流及民族融和。	2020 年 7 月	<ul style="list-style-type: none"> ● 民族舞蹈組 8 位學生成員到深圳同心外國語學校及東莞市寮步鎮香市中學進行舞蹈表演。 ● 讓學生通過舞蹈表演，展示不同的舞蹈文化，以促進文化交流及民族融和。 	1. \$ 7,465 (購買 8 套民俗舞蹈服裝)	<p>因新型冠狀病毒病疫情嚴峻的緣故，未能進行是次交流活動。</p> <p>建議： 於 2020-2021 年度再舉辦體藝交流活動，或以視像直播或轉播模式進行相關的交流。</p>
2. 舉辦 STEM 教育交流工作坊，讓學生示範無人機操作；讓學生展示以 Fishertechnik 物料製作的風筒、交通燈及停車場開口感應器以作 STEM 活動交流分享，促進學生個人成長及創意思維，以擴闊學生視野。	2020 年 7 月	<ul style="list-style-type: none"> ● 11 位中二學生接受操控無人機訓練課程，以作 STEM 活動交流分享。 ● 本地學生展示以 Fishertechnik 物料製作的生活日用品：吹風機(風筒)、交通燈及停車場開口感應器，顯示解決生活困難的知識，啟發兩地學生的創意思維。 ● 本地學生配合 STEM 元素展示創意民族服裝，啟發兩地學生的創意思維及。 	2. \$ 20,314 (無人飛機及 11 位中二學生訓練課程) 3. \$ 31,401 (購買 Fishertechnik 物料製作吹風機、交通燈及停車場開口感應器) 4. \$ 2,420 (LED 燈) 5. \$ 9,600 (購買 12 套班格拉舞服飾)	<p>因新型冠狀病毒病疫情嚴峻的緣故，未能進行是次交流活動。</p> <p>建議： 於 2020-2021 年度學校開放日進行 STEM 教學成果示範，或以視像直播或轉播模式進行相關的交流。</p>

Strategies / Tasks	Time Scale	Purpose / Target Group	Expenditure	Evaluation / Suggestions
3. 邀請深圳同心外國語學校和東莞市寮步鎮香市中學管理人員參加3月13日的學習成果日，與校長、副校長等管理人員進行互訪，交流兩地學校管理的經驗。	2020年 3月13日	<ul style="list-style-type: none"> ● 深圳同心外國語學校原訂到訪的管理人員共6位，包括邢向釗校長、德育主任陳慧君、級主任陳俊林、音樂老師廖家輝、物化科主任李麗及心理健康教師周文穎。 ● 東莞市寮步鎮香市中學原訂到訪的管理人員共6位，包括袁洪發校長、彭盛副校長、教務主任易鳳茹、梁柳娟、德育主任歐華冰、級組長李愛文。 ● 讓內地姊妹學校的管理人員通過參加學習成果日，進行互訪，加深認識學校特色和文化，並促進三校管理人員作專業交流。 		<p>因新型冠狀病毒病疫情嚴峻的緣故，深圳同心外國語學校和東莞市寮步鎮香市中學管理人員未能如期成行進行互訪。</p> <p>建議： 於2020-2021年度學校開放日再度邀請兩間姊妹學校的管理人員進行互訪活動。</p>
4. 舉辦美術/手工藝製作活動，以發展學生的領導及協作能力，促進兩地學生文藝交流，認識彼此的生活品味。	2020年 7月	<ul style="list-style-type: none"> ● 本地學生大使教授姊妹學校同學製作美術/手工藝品，以作文藝交流，認識彼此的生活品味。 		<p>因新型冠狀病毒病疫情嚴峻的緣故，未能進行是次交流活動。</p> <p>建議： 於2020-2021年度再舉辦美術/手工藝製作活動以作文藝交流。</p>

Total Expenditure: \$ 71,200

Use of School-based After-school Learning and Support Programmes Grant (2019-20)

Strategies / Tasks	Time Scale	Purpose / Target Group	Expenditure	Evaluation / Suggestions
Interest Classes to help students spend their leisure time wisely (e.g. Calligraphy, Art & Craft classes)	Apr 2019- Feb 2020	Unleash students' creativity	10,857	Participants were satisfied with the class and were proud of the products they made. They also agreed that the classes could cultivate their interest and teach them how to relax. Besides decoupage, new products were introduced to students this year. Due to the pandemic and school suspension, the planned calligraphy class was cancelled. Students would like to have calligraphy class in the next academic year.
Training workshops or visits	Mar 2019- May 2019	Cultivate essential virtues such as sense of commitment, responsibility, adversity quotient, etc. in our students	13,800	Various training courses like campus journalist training course, MC training course were organized. However, the attendance was unsatisfactory as students were occupied with other engagement.
Transportation services for related outings	Apr 2019 – Mar 2020	Help the target students participate in various programmes without financial burden on transportation	12,145	Students were more willing to participate in outings and activities when transportation services were provided.
Tutorial classes for various subjects	Jul 2019- Mar 2020	Enhance students' competence in subjects, nurture students' learning skills and reinforce what students have learnt in lessons	23,148	Over 80% S1 students were satisfied with the note-taking class. They have learnt skills that are not formally trained in their primary school and they were interested in the content of the workshop. In the Spanish tutorials, students' grasp of the Spanish language was consolidated. The average attendance rate was 81%.
Subject-related educational activities	Oct 2019- May 2020	Enhance students' interests in different subjects and reinforce what they have learnt in a pleasurable way	16,358.2	Outings and educational trips were organized in cooperation with NGOs and other departments such as English Department, Tourism and Hospitality Studies Department and Liberal Studies Department. All the activities were well-received.

Training for various sports like table tennis, football, volleyball, basketball, cricket and badminton	May 2019- Mar 2020	Encourage students to lead a healthy life and enhance their interest in sports	30,658	More than 85% of attendance rate and majority of the participating students were satisfied with the training courses that helped improve their skills and nurtured their interest in sports.
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Total Expenditure: \$ 106,966.2

STEM Education (2019-20)

Strategies / Tasks	Time Scale	Purpose / Target Group	Expenditure	Evaluation / Suggestions
1. Lego EV3 Robotic course ➤ 11 sets of EV3 Lego	Sep 2019 to Dec 2020	All S.2 students	\$ 43,200 (Life wide learning grant) \$ 49,912 (Life wide learning grant)	Most students found the excitement in learning Lego program and they found it interesting that their work can successfully work.
2. Design a Fai Chun decoration	Feb 2020	All S.2 students	\$ 0	This activity was cancelled due to school suspension from Feb 2020 to May 2020. It will be arranged in the next school year.
3. Micro:bit X marker student course	Mar 2020 to April 2020	All S.2 students	\$ 48,447 (Sister school program)	This program will be postponed to the next academic year 2020/2021 due to school suspension from March 2020 to April 2020. The expenditure of this program will be counted in the next academic year (2020/2021).
4. Fischertechnik	Jun 2020 to July 2020	All S.2 students	\$ 31,401 (Sister school program)	Most students found the excitement in doing hand dryer, traffic light and car park gate which they could turn their own design into some real products.
5. Drone Training	Sep 2019 to July 2020	S.2-S.5 interested students	\$ 23,801 (Sister school program)	Most students found the excitement in learning how to control a drone to solve the required tasks.

Total Expenditure: \$ 148,314

Use of Support Grant for Enhanced Chinese Learning and Teaching for NCS students (2019-20)

Strategies / Tasks	Time Scale	Purpose /Target Group	Expenditure	Evaluation / Suggestion
1. Employment of two teaching assistants	1/9/2019-31/8/2020	S.1-S.6 students	\$ 393,556.6 (12 months of salary + MPF)	<p>The two teaching assistants help to prepare the teaching materials for Chinese teachers. The feedbacks from the panel members are very positive.</p> <ol style="list-style-type: none"> 1. TAs (Kelvin & Anthony) were assigned to conduct tutorial classes during Christmas holidays, students who had joined the classes slightly improved in half yearly exam and yearly examination. 2. With help of the TAs, preparation work of the Speaking exam of internal exams and administrative work for applying IGCSE & GCE AS Chinese Examination, Writing classes of S.1 to S.4 NCS students, delivering admission forms to S.5 & S.6 students, holding EDB language support team sharing conference of Cross-Curriculum teaching in Chinese and Joint School Chinese Speaking Training Workshop, Tasting programme of Apply Learning Chinese to S.4 students could be done smoothly even with tight schedule. 3. The TAs helped prepare the stock checking of the department and books of the Chinese Extensive Reading Scheme in order to hold the School-based Reading Award Scheme. 4. With assistance of the TAs, S.2 Chinese music instrumental classes and extra-curricular activities could be held successfully, such as 口耳相傳賀中秋、運動會口號創作比賽、廣播劇比賽、寫揮春。The participation rate and responses of the above activities were good. Students of different ethnic groups participated in those activities actively.

				<p>5. TA Anthony conducted tutorial classes for new arrival students at lunch time in order to help them learn Chinese.</p> <p>6. Implementation of Co-teaching in lessons in order to offer intensive caring to NCS students in DSE class.</p> <p>Suggestion:</p> <p>-- The conduction of tutorial classes and remedial classes should be assigned to two teaching assistants before the 1st term test and need to allocate them into the timetable in order to implement the Co-teaching in the adapted DSE Chinese class for S.1 NCS students in the whole school year.</p> <p>-- The employment of two TAs should be continued.</p>
1. Employment of three teachers	1/9/2019-31/8/2020	S.2-S.6 students	\$ 1,144,998.5 (12 months of salary + MPF)	<p>1. The employment of three teachers helps the panel head and deputy to tailor made the School-based curriculum and teaching materials of S.2 and S.6.</p> <p>2. Teachers are helpful in tailoring teaching materials to cater for learning diversity, making Visual-audio for IGCSE Chinese glossary and e-learning materials and assignment to S.2 to S.6 students.</p> <p>3. Teachers helped hold Joint School Chinese Speaking Training Workshop and Joint School Professional development Workshop. They also helped in daily training of S.5 students to join IGCSE and GCE AS Chinese exam.</p> <p>4. Teachers helped implement E-learning especially during the class suspension period and the Cross-Curriculum teaching in Chinese and organize S.2 Chinese music instrumental classes.</p>

			<p>5. Teachers helped train S.2 & S.3 students to deliver a presentation for the EDB Language Support Team Sharing Conference of Cross-Curriculum Teaching in Chinese and encouraged and led students to join the language competition outside school.</p> <p>6. Teachers helped implement group teaching in S.2 to S.6 according to students' learning diversity in order to deliver the most effective teaching to students.</p> <p>7. Teachers helped implement Co-teaching in the lessons in order to offer intensive caring to the SEN students.</p> <p>Suggestion:</p> <ul style="list-style-type: none"> -- Employment of three full-time teachers with relative experience. -- A pull-out programme for enhancing students' Cantonese speaking skills and writing skills should be arranged to facilitate their learning.
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2. Expenditure on the Workshop of Chinese Writing for both Junior and Senior form students	4/11/2019-27/4/2020	S.1 - S.4 students	\$ 23,520 (8 times of S.1 Reading & writing workshop , 8 times of S.3, S.4 writing workshop were held in November to April)	<p>1. There were totally eight periods of reading and writing classes conducted from November to April in order to help 10 S.1 & S.2 NCS students who are capable in learning Chinese to further develop their reading and writing skills.</p> <p>2. There were totally eight periods of writing classes in S.3 and S.4 in each level conducted from November to April in order to help 9 S.3A and 13 S.4NCS students to develop their writing skills.</p> <p>3. 83% of the students of the S.4 Writing classes agreed that the classes were useful or very useful. 43% of the students of the S.1 to S.3 Writing classes agreed that the classes were useful or very useful.</p> <p>Suggestion: -- The similar language workshop should be continued for NCS students and S1 NCS students who are in the adapted DSE Chinese class.</p>
3. Expenditure on decoration and prizes for Chinese Week	9/3/2020-13/3/2020	S.1-S.5 students		<p>Chinese week was cancelled due to the COVID-19 pandemic.</p> <p>Suggestion: -- Chinese Week should be held.</p>

Total Expenditure: \$ 1,562,075.1

Use of the Promotion of Reading Grant (2019-20)

The major objectives for Promotion of Reading: creating a reading culture; widening students' horizons via reading

Part 1: Evaluation of the Effectiveness

1. **Evaluation of the objectives:** The objective of creating a reading culture is achieved. A Reading Room (stocked with more than 500 books) in Room 110 is in use. In addition, a Reading Area on the 3/floor is furnished with a sofa to make reading more enjoyable. For easy access to books, book shelves have been placed on each floor of the school and in tuck shop. Reading was further enhanced by setting up a class library for each class. Not only were students encouraged to do habitual reading, some students were also invited to do book sharing during morning assemblies.

2. **Evaluation of strategies:**

Strategies	Evaluation
<p>To develop students' reading habit for life-wide learning</p> <ul style="list-style-type: none"> • Home Reading Scheme • Online reading platform • Reading Room and Reading Area & book shelves with books • Reading Ambassadors on duty • Subscription to newspapers 	<ul style="list-style-type: none"> • A new online reading platform (Highlights Library) is subscribed for students to derive pleasure and enjoyment from reading while enhancing further their reading ability. Students have been given a registered account with user ID and password, and they are encouraged to log in the account to enjoy reading anytime, especially during the <u>Summer Holiday</u>. Parents are also encouraged to read with their children. <p>Highlights Library was also useful in implementing Home Reading scheme during the school closure. All junior form students, especially S1 students, made use of the platform to read at home. However, for senior forms the reading material was quite easy. In total 214 students used the reading platform.</p> <ul style="list-style-type: none"> • Reading Room remained open during lunch time and students frequented to read books or enjoyed language related board games, which were placed to enrich students' vocabulary. • Students were observed to browse through the books in the Reading Area on the 3rd floor. They were allowed to take books on the book shelves home to read, which allowed easy access to books and encouraged students to read.

<ul style="list-style-type: none"> • Book Sharing Sessions • Movie time • Book Exhibition • Buddy Reading Programme 	<ul style="list-style-type: none"> • A ‘Reading Ambassador Badge’(already in stock – leftover from last year) was presented to each Reading Ambassador to recognize their effort in manning the Reading Room. • Both English (SCMP) and Chinese (Mingpao) newspapers were subscribed for students’ free reading. A variety of magazines catering to different interests were subscribed (Details given in financial report) • Two sharing sessions on Good Books by students were arranged in the 1st term in the morning assemblies to encourage students to read more. However, only one (Chinese book sharing) could be carried out on 26-11-2019. English book sharing was cancelled due to social event. • Two movies were shown. Miss Peregrine’s Peculiar Children was shown on 13th ,20th and 27th November 2019. Beauty and the Beast (Chinese)was shown from 9-12 December 2109. • Book Exhibition in the library was held from 2-12-2019 – 13-12-2019 • The programme was carried out on 28-11-2019. S1C and S1A students participated as mentors and mentees respectively to read books in Chinese.
<p>To enhance e-learning</p> <ul style="list-style-type: none"> • E-quizzes • Online Reading Platform 	<ul style="list-style-type: none"> • Couldn’t be carried out due to school closure due to social event and Covid-19 • Literacy Pro (Scholastic) is subscribed as the subscription of Highlights library expired and feedback from students and teachers was not positive. It was easy for our students and they did not benefit from it much.

Part 2: Financial Report

The major objectives for Promotion of Reading: creating a reading culture; widening students' horizons via reading

Promotion of Reading Grant: \$61,980

Committee Grant Fund: \$3000

ECA Fund: \$1000

	Item	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books		
	<input checked="" type="checkbox"/> Reading for Life Programme (Readers for S3)	8245	9215
	<input checked="" type="checkbox"/> Printed books	3755	5118.82
	<input checked="" type="checkbox"/> e-Books Online Reading platform LITERACY PRO (SCHOLASTIC) SUBSCRIBED	17,000	30400
2.	Reading Activities		
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	2,000	NIL
	<input checked="" type="checkbox"/> Hiring of service from external service providers to organize student activities related to the promotion of reading		
	<input checked="" type="checkbox"/> Subsidising students for their participation in and application for reading related activities or courses		

	Item	Estimated Expenses (\$)	Actual Expenses (\$)	
3.	Subscription to Newspapers			
	<input checked="" type="checkbox"/> Wise News (1.2.20202 – 31.1.2021)	14000	12880	
	<input checked="" type="checkbox"/> Ming Pao (8 copies) 7 copies 147 days	5,000	3601.50	
	<input checked="" type="checkbox"/> SCMP (5 copies)		1764	
	<input checked="" type="checkbox"/> Periodicals	6,000		
	Choice Magazine		130	
	Sport Soho		460	
	信報		400	
	National Geographic Kids		320	
	Other Magazines		4503	4503
	<input checked="" type="checkbox"/> Summer Reading Programme	4,000	NIL	
Amount Allocated		Promotion of Reading Grant	61980	68792.32
		Committee Grant Fund	3000	
		ECA Fund	1000	
		65980		

Amount Allocated: \$65,980

Actual Expenditure: \$68,792.32

Difference: \$2,812.32 (covered by ECA Fund)

Use of Life-wide Learning Grant (2019-2020)

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
Category 1	To organise / participate in life-wide learning activities												
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)												
Cross-curricular	S1 Adaptation Program (L&S Department and Guidance Committee)	<ul style="list-style-type: none"> Team building and adaptation Strengthen peer relationship 	23.10.2019	All S.1 students (71)	<ul style="list-style-type: none"> Students enjoyed the mass team building games and they seemed to have fewer adaption problems than students of the previous year Class teachers assisted the class to understand games' rules and finish the games. Similar programme should be kept next year but with more manpower. 	\$2,000	E6	✓	✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
Cross-curricular	S4 Supporting Program: Ready for New Challenges Workshop (Career Education Committee and Academic Promotion Committee)	<ul style="list-style-type: none"> Remind the challenges in S.4 Suggest ways to cope with learning difficulties 	14.11.2019	All S.4 students (83)	<ul style="list-style-type: none"> Students were attentive in the workshop Many of them found the recommended techniques useful. It's better to have small group discussion in future. 	\$11,000	E6	✓				✓

Expenses on Item 1.1 \$13,000

1.2	Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)											
Sports Team Training and Sports Promotion	Sports Team Entry Fee	<ul style="list-style-type: none"> Accumulate their experience on playing match Cultural exchange with other local students Raise their interest on playing sports 	19.9.2019	S.1 – S.6 (112)	<ul style="list-style-type: none"> Students were encouraged to participate in sport, interact with students from other schools. Students' self-esteem was nurtured. Some competitions were cancelled due to COVID-19. 	\$3,200 (original expenditure: \$9,250. \$6050 was refunded.	E1	✓		✓		
Sports Team Training and Sports Promotion	學生運動員註冊費 (27 位學生)	<ul style="list-style-type: none"> Accumulate their experience on playing match 	2.6.2020 Whole year	S.1 – S.6 (27)	<ul style="list-style-type: none"> 27 students were registered. They represented our school to participate in inter-school competitions and gained valuable experience. 	\$378	E1			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		<ul style="list-style-type: none"> Cultural exchange with other local students Raise their interest on playing sports 										
Sports Team Training and Sports Promotion	Student Registration Fees	<ul style="list-style-type: none"> Accumulate their experience on playing match Cultural exchange with other local students Raise their interest on playing sports 	Whole year	S.1 – S.6 (85)	<ul style="list-style-type: none"> - 84 students were registered. - They represented our school to participate in inter-school competitions and gained valuable experience 	\$1,338	E1			✓		
Sports Team Training and Sports Promotion	HK Inter-Sec. School Girls Football Competition 19-20's Entry Fee	<ul style="list-style-type: none"> Accumulate their experience on playing match Cultural exchange with other local students Raise their interest on playing sports 	30.9.2019	S.1 – S.6 (8)	<ul style="list-style-type: none"> - Only one match was played and other matches were cancelled 	\$350	E1			✓		
Sports Team Training and Sports Promotion	HK Inter-Sec. School Life Saving Competition 19-20's Entry Fee	<ul style="list-style-type: none"> Accumulate their experience on playing match Cultural exchange with other local students 	16.10.2019	S.1 – S.6 (5)	<ul style="list-style-type: none"> - It was the first time our students participated in this competition and students completed all the events and gained lots of experience 	\$700	E1			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		<ul style="list-style-type: none"> Raise their interest on playing sports 										
Sports Team Training and Sports Promotion	Sublimation Rugby Jersey Sets	<ul style="list-style-type: none"> For Training and competition 	3/10.2019- - 30.11.2019	S.4 - S.6 (12)	- High student's participation rate of training and got the Bowl Champion in the Inter-school Rugby Sevens 2019-2020	\$3,960	E7			✓		
Sports Team Training and Sports Promotion	租借旅遊巴由學校到黃大仙摩士公園足球場(單程)	<ul style="list-style-type: none"> Accumulate their experience on playing match Cultural exchange with other local students Raise their interest on playing sports 	28.11.2019	S.1 – S.6 (9)	- Students completed the match and gained lots of match experience	\$450	E2			✓		
Sports Team Training and Sports Promotion	租借旅遊巴由學校到屯門大欖涌路香港海關學院	<ul style="list-style-type: none"> For discipline Training: ESTP pre-camp 	10.12.2019	S.2 – S.3 (23)	- Students performed very well and understood the rundown of the 5 days 4 nights training camp	\$1,150	E2			✓		
Sports Team Training and Sports Promotion	租借旅遊巴由學校到佛光街體育館(單程)	<ul style="list-style-type: none"> Encourage students to take part in competition and take up challenge. 	11.12.2019	S.4 – S.5 (10)	- This event aroused participants' interest in volleyball and allowed participants to better understand and build up sportsmanship. Participants felt satisfied with this event.	\$450	E2			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Dance Team	藝術家駐校計畫－中國舞導師費	<ul style="list-style-type: none"> 讓學生受薰陶，磨練意志，訓練挺拔優雅的身型，培養高尚情操 	5.11.2019 – 28.4.2020	S.1 – S.6 (9)	-他們享受舞蹈，樂在其中	\$4,200	E6	✓		✓		
MNE	Round-trip coach service between SEKSS(WK) and Jao Tsung-I Academy for the programme: 'The Vivid World of Chinese Characters: from the Origin to the Future' (「活字生香」漢字文化體驗活動)(Chinese History Department and NCS Chinese Department)	<ul style="list-style-type: none"> To enhance our students' understanding of Chinese history and Chinese culture 	31.10.2019	S.1 (70)	- 70 S.1 students participated in a workshop and a guided tour of appreciating an exhibition. - At least 70% of the participants satisfied with the programme.	\$1,780	E2	✓				
MNE	Stationery (Prizes for the winners of the 'Slogan Writing & Drawing Competition on Core Values')	<ul style="list-style-type: none"> To commend the winners of the competitions 	3.11.2019	S.1 – S.5 (14)	- 14 winners were awarded	\$40.6	E7		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Other Learning Experiences	Latin Dance Course Fee	<ul style="list-style-type: none"> To inculcate students' interest in Latin dance To learn the basic knowledge and skills of Latin dance 	5.9.2019 – 30.7.2020	S.4 - S.5 (8)	<ul style="list-style-type: none"> - 8 students participated in the course. - 3 students got outstanding results in the Latin dance competition. 	\$4,500	E1	✓		✓		
Other Learning Experiences	Latin dance costume	<ul style="list-style-type: none"> Latin dance costume for competition 	8.12.2019	S.1 – S.5 (5)	<ul style="list-style-type: none"> - Students had shown self-confidence and had a great performance in the competition dressing beautiful Latin dance costume. 	\$2,960	E7			✓		
Other Learning Experiences	Ballroom dance costume	<ul style="list-style-type: none"> Ballroom dance costume for lessons and examination 	8.7.2020	S.4 – S.6 (2)	<ul style="list-style-type: none"> - Students knew how to wear the ballroom dance costume and dance. 	\$2920	E7			✓		
Other Learning Experiences	2019 慶祝國慶 70 週年 (國慶盃)校際舞蹈錦標賽報名費	<ul style="list-style-type: none"> Accumulate their experience on playing match Cultural exchange with other local students 	1.11.2019	S.1 – S.5 (5)	<ul style="list-style-type: none"> - One S.1 student got Champions of Solo Jive, Solo Cha Cha, Solo Rumba, Solo Samba and Solo Paso Doble. - One S.4 student got Champions of Solo Jive, Solo Cha Cha, Couple Paso Doble and Couple Cha Cha - Two S.5 students got Champions of Solo Jive, Solo 	\$1,280	E1	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
					Cha Cha, Couple Paso Doble and Couple Cha Cha								
Other Learning Experiences	Dragon and Lion Dance Course Fee	<ul style="list-style-type: none"> To inculcate students' interest in traditional dragon and lion dance To gain deeper understanding and learn the basic skills of dragon and lion dance in a systematic way To develop students' communication and co-operative skills and build up students' team spirit 	5.9.2019 – 30.7.2020	S.4 - S.5 (20)	<ul style="list-style-type: none"> - 20 students participated in the Course. - Students could know more Chinese culture and their interest in traditional dragon and lion dances are enhanced. - Students could learn the basic skills of dragon and lion dances, the rhythm, the steps and also drum playing. - The communication and cooperative skills can then be aroused. Their team spirit can also be raised. - Students were arranged to have performance on Speech Day and Open Day, but due to the social issues and the outbreak of COVID-19, school was suspended, the performance was cancelled. 	\$6,000	E1	✓		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Other Learning Experiences	2019-2020 English Drama Class 第一期導師費	<ul style="list-style-type: none"> To introduce drama education to students systematically To participate in interschool drama competitions 	5.9.2019 – 31.7.2020	S.4 - S.5 (20)	<ul style="list-style-type: none"> Students performed for their schoolmates on 30.7.2020 Students enjoyed attending after school rehearsals in June and July. 	\$10,400	E5	✓		✓		
Other Learning Experiences	2019-2020 English Drama Class 第二期導師費	<ul style="list-style-type: none"> To introduce drama education to students systematically 	5.9.2019 – 31.7.2020	S.4 - S.5 (20)	<ul style="list-style-type: none"> Students performed for their schoolmates on 30.7.2020 Students enjoyed attending after school rehearsals in June and July. 	\$37,600	E5	✓		✓		
Other Learning Experiences	Teaching materials for OLE lessons (Cookery)	<ul style="list-style-type: none"> Provide ingredients for senior students to practice different cooking methods and skills 	29.11.2019 – 15.12 2019	S.4 - S.5 (16)	<ul style="list-style-type: none"> Non-perishable ingredients were purchased for cookery lessons 16 students participated and they enjoyed the lessons very much 	\$1,429.3	E7	✓		✓		
Other Learning Experiences	Teaching materials for OLE lessons (Cookery)	<ul style="list-style-type: none"> Provide ingredients for senior students to practice different cooking methods and skills 	27.5.2020 – 28.5.2020	S.4 - S.5 (20)	<ul style="list-style-type: none"> 20 students participated in the cooking lessons They enjoyed the lessons very much 	\$242.9	E7	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Other Learning Experiences	Teaching materials for OLE lessons (Cookery)	<ul style="list-style-type: none"> Provide ingredients for senior students to practice different cooking methods and skills 	3.12.2019 – 15.12.2019	S.4 - S.5 (15)	<ul style="list-style-type: none"> - 15 students participated in the cooking lessons - They enjoyed the lessons very much 	\$229.8	E7	✓		✓		
Other Learning Experiences	Teaching materials for OLE lessons (Cookery)	<ul style="list-style-type: none"> Provide ingredients for senior students to practice different cooking methods and skills 	5.2020 – 6.2020	S.4 - S.5 (20)	<ul style="list-style-type: none"> - 20 students participated in the cooking lessons - They enjoyed the lessons very much 	\$381.4	E7	✓		✓		
Other Learning Experiences	學校旅行租借旅遊巴	<ul style="list-style-type: none"> Transportation Fee for School Picnic 	29.11.2019	S.1 – S.6 (99)	<ul style="list-style-type: none"> - Most of the students with financial difficulties could seek help from the funding 	\$3,960	E2			✓		
ECA	4 pieces of Megaphone	<ul style="list-style-type: none"> Enhance the quality of the cheering and the house spirit in Sports Days 	23.9.2019	S.1 – S.6 (40)	<ul style="list-style-type: none"> - The cheering performance was enhanced by using new megaphones and all House Masters and Mistresses welcomed the new equipment purchased. 	\$1,920	E7			✓		
ECA	Disneyland Tickets (20 pieces)	<ul style="list-style-type: none"> To provide leadership training for Students' Activities and ECA Committee Members 	21.1.2020	S.3 - S.5 (20)	<ul style="list-style-type: none"> - Students gained problem-solving skills through completing the tasks in the Disney Adventure Passports. 	\$8,323	E1	✓	✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Uniform Groups	Scout Uniform: Black Leather Shoes with Toe-cap	<ul style="list-style-type: none"> For discipline Training 	17.10.2019	S.1 (21)	- Students knew how to wear a tidy scout shoes.	\$6,270	E7		✓				
Uniform Groups	Scout Uniform (students & teachers i/c)	<ul style="list-style-type: none"> For discipline Training 	18.10.2019	S.1 (21)	- Students knew how to wear a tidy scout uniform.	\$18,607	E7		✓				
Uniform Groups	Scout assembly	<ul style="list-style-type: none"> The materials for preparation of normal scout assembly 	27.11.2019	S.1 (21)	- S.1 scouts learnt the etiquette of normal scout assembly	\$2,755	E7		✓				
Uniform Groups	Scout overnight camping	<ul style="list-style-type: none"> The materials for preparation of scout overnight camping 	29.11.2019	S.1 (21)	- 14 students were very positive and attentive in the overnight camping.	\$16,000	E7		✓				
Uniform Groups	Red Cross Uniform (students & teachers i/c)	<ul style="list-style-type: none"> For discipline Training 	27.9.2019 - 15.5.2020	S.1 (27)	- 35 Red Cross uniforms were bought for students to understand the significance of uniform group by learning basic drill and the uniform specifications, and developed discipline as well as fellowship.	\$25,270	E7					✓	
Uniform Groups	團委員訓練課程，見習高級／青年團會員綜合收費	<ul style="list-style-type: none"> For registration and course fee 	5.12.2019	S.1 (27)	- Most selected S1 students were registered as youth members of Hong Kong Red Cross.	\$4,850	E1					✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Uniform Groups	HK Air Cadet Corps Uniform (students & teachers i/c)	<ul style="list-style-type: none"> Enhance students' all-round ability including self-discipline, self-care, cooperation, communication Provide aviation knowledge to students 	10.2019-6.2020	S.1 (23)	- High attendance rate: most students received the basic training of Uniform Group	\$24,124	E7		✓		✓	
Uniform Groups	Accessories of HK Air Cadet Corps Uniform	<ul style="list-style-type: none"> Provide teaching experience to senior members of the team Enhance members' ability in organising activity and cooperating with members 	10.2019-6.2020	S.2 – S.5 (28)	<ul style="list-style-type: none"> All senior members participated in the training of S.1 students Members enjoy the opportunity of teaching and organising activities 	\$1,512	E7		✓			
Expenses on Item 1.2						\$199,531						

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
Careers Education	台北三天交流團訂金	<ul style="list-style-type: none"> Enable students to understand more about the studies in Taipei 	22.10.2019	S.4 – S.6 (13)	- Students were very positive in this trip and they knew more about Taiwan universities and culture.	\$12,331.4	E3					✓
Careers Education	Rest of the payment of 台北三天交流團	<ul style="list-style-type: none"> Enable students to understand more about the studies in Taipei 	29.11.2019 – 1.12.2019	S.4 – S.6 (13)	- Students were very positive in this trip and they know more about Taiwan universities and culture.	\$34,925.6	E4					✓
Service Team	Peace Villages-Vietnam Project	<ul style="list-style-type: none"> Offer LWL opportunities so as to broaden students' horizons To encourage students to take part in voluntary work To deliver the message of inclusion and promote cultural harmony 	19.12.2019 – 25.12.2019 , 23.12-2019 – 26.12.2019	S.4 (10)	<ul style="list-style-type: none"> All participants enjoyed the trip and their feedback was very positive. They had learnt different generic skills, such as teamwork, problem solving and leadership, etc., and how to serve needy children and orphans globally. 	\$39,200	E3, E4				✓	
Expenses on Item 1.3						\$86,457						

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
1.4	Others											
Dance Team	Entry Fee for 56 th School Dance Festival, Video Down Loading Service, School Membership Fee	<ul style="list-style-type: none"> Accumulate their experience on stage Cultural exchange with other local students Raise their interest in dancing 	--	--	- All competitions were cancelled due to COVID-19	\$300 (Non-refundable annual fee was charged. original expenditure: S4,850)	COVID			✓		
Visual Arts	Art Workshop	<ul style="list-style-type: none"> Enhance students' artistic skills via learning through professional artists 	22.11.2019 and 27.11.2019	S.5 (10)	- 10 students from S5 participated in the workshop and learnt how to make a 3D illusion drawing. - Students enjoyed the lessons.	\$0 (original proposed expenditure: \$5000. This activity was sponsored by NGO)	E5	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Music	Chinese Music Ensemble (lessons and rehearsals)	<ul style="list-style-type: none"> Enhance students' aesthetic and music appreciation Widen students' horizon in music 	Sept 19 to Dec 19	S.2 (68)	- (Please refer to the relevant report)	\$0 (original proposed expenditure: \$54,000. The course fee was charged to the One-off Grant for the Promotion of Chinese History and Culture)	E4	✓		✓		
Liberal Studies and Photography Club	Video-taking and Editing Class	<ul style="list-style-type: none"> Improve students' video-taking skills Students learn script writing, video-taking and editing skills so that they could equip themselves to produce short videos to promote Chinese culture and history for internal and external activities 	Oct 2019	S.5 (3)	<ul style="list-style-type: none"> Three S.5 students joined the 70th Anniversary of the Founding of the People's Republic of China Student Video Clip Design competition and got the Participation Award. They filmed a video about "Taobao" to illustrate the logistics development in China. Students were trained with video taking, editing skills, 	\$0 (original proposed expenditure: \$5,000. The class was conducted by our teachers)	E5		✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
					and techniques in filming video like news magazines.								
Life & Society, Chinese History and MNE	Half day trip to Tai O	<ul style="list-style-type: none"> Appreciate the cultural and ecological reservation work established in Tai O Respect multi-cultures in the community Arouse the awareness of the responsibility as a citizen 	21.1.2020	21 students (S.1 - S.6)	- (Please refer to the relevant report)	\$0 (original proposed expenditure: \$5,500. The activity was charged to the One-off Grant for the Promotion of Chinese History and Culture)	E1, E2						
Visual Arts	Joint School Creative Arts Camp	<ul style="list-style-type: none"> Broaden students' horizons in arts and enhance their creativity and communication skills 	--	--	- The activity was cancelled due to COVID-19.	\$0 (original proposed expenditure: \$18,000)	COVID	✓		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
Liberal Studies	Humanitarian Programme – War Zone 90	<ul style="list-style-type: none"> Through an experiential role play activity, students could understand the situation as child soldiers or refugees and know how Red Cross conduct humanitarian work in war zone. 	--	--	- The activity was cancelled due to COVID-19.	\$0 (original proposed expenditure: \$8,000)	COVID	✓	✓			
Discipline Committee	Fight Crime Week	<ul style="list-style-type: none"> Raise students' awareness of self-discipline and crime prevention Understand importance of the rule of law of HK and become a law-abiding person In-school workshop and seminar together with a half- day camp to an experiential learning centre will be arranged 	--	--	- The activity was cancelled due to COVID-19.	\$0 (original proposed expenditure: \$4,000)	COVID					

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
PE	Sports demonstration (life-saving, rugby, etc)	<ul style="list-style-type: none"> Introduce the technique and qualification of being a life-guard Provide students with a broader view of sports 	--	--	- The activity was cancelled due to COVID-19.	\$0 (original proposed expenditure: \$6,000)	COVID			✓		
Cross-KLA (PE & Community Service)	Out-source Fitness Assessment and Health promotion to Primary School students	<ul style="list-style-type: none"> Serve the community Raise students' self-esteem by serving the others Provide students with working experience 	--	--	- The activity was cancelled due to COVID-19.	\$0 (original proposed expenditure: \$8,000)	COVID			✓	✓	✓
MNE	Courtesy Week (Moral, Civic and national Education Programmes)	<ul style="list-style-type: none"> Create courtesy ambience Cultivate students' positive values 	--	--	- The activity was cancelled due to COVID-19.	\$0 (original proposed expenditure: \$2,000)	COVID					
Careers Education	Visit to Cities of the Greater Bay Area	<ul style="list-style-type: none"> Enable students to learn more about career opportunities in the Mainland 	--	--	- The activity was cancelled due to COVID-19.	\$0 (original proposed expenditure: \$50,000)	COVID					✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
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Careers Education	Visit to the Universities of the Mainland	<ul style="list-style-type: none"> Enable students to understand more about studies in the Mainland 	--	--	- The activity was cancelled due to COVID-19.	\$0 (original proposed expenditure: \$30,000)	COVID					✓
Other Learning Experiences	Latin Dance Student Teacher Certificate Examination Fee	<ul style="list-style-type: none"> Subsidize students' examination fees for taking the FATD Latin Dance Student Teacher Certificate Examination 	--	--	<ul style="list-style-type: none"> Some lessons were cancelled due to COVID-19 It was suggested to encourage students to take part in the examination in the coming September. 	\$0 (original proposed expenditure: \$19,000)	COVID					
ECA and Guidance Committee	Leadership Training Day Camp for ECA and Guidance committee	<ul style="list-style-type: none"> Enhance students' communicative and problem solving skills Nurture students leadership 	--	--	- The activity was cancelled due to COVID-19.	\$0 (original proposed expenditure: \$20,000)	COVID	✓			✓	

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
Sports Team Training and Sports Promotion	中學男子 15 歲以下組別足球比賽報名費	<ul style="list-style-type: none"> Encourage students to take part in competition and take up challenge. 	--	--	- The event was cancelled due to COVID-19.	\$0 (original proposed expenditure: \$350. Status: The returned cheque is not yet received)	COVID			✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
Other Learning Experiences	2020 English Drama Fest Entry Fee and Membership Fee	<ul style="list-style-type: none"> To participate in interschool drama competitions 	--	--	- Due to the class suspension from Feb to May 2020, all competitions were cancelled	\$0 (original proposed expenditure: \$1300) Status: The returned cheque is not yet received	COVID			✓		
Expenses on Item 1.4						\$300						
Expenses for Category 1						\$299,288						

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
STEM	<ul style="list-style-type: none"> • 11 sets of Higher Level Lego set (EV3) • 4 transformer 10V DC 	<ul style="list-style-type: none"> • Engage students in engineering and design in STEM education • Cultivate students to take responsibility for their own learning and become young scientists and engineers, immersed in motivating challenges that encourage creative problem-solving, communication and teamwork • Enhance the principle of simple machines, mechanisms and structures to solve their daily life problems 	\$49,912
STEM	Sandisk SDCZ48-032G Cruzer Ultra USB 3.0	<ul style="list-style-type: none"> • Facilitate students' learning on Lego EV3 program coding • Cultivate students to take responsibility for their own learning 	\$2,250
STEM	Alkaline Batteries, 3A Batteries	<ul style="list-style-type: none"> • Facilitate the use of micro: bit for students learning of coding • Cultivate students to take responsibility for their own learning 	\$1,200
STEM	Lego@Robotic 機械人創作	<ul style="list-style-type: none"> • Motivate students to learn the use of Lego robotic to solve daily problem • Cultivate students' creativity of making robot • Engage students to learn the use of Lego code for controlling robot • Enhance the skills of making Lego robotic 	\$43,200
Arts	Chinese instruments for S2 Chinese Music Ensemble: 琵琶連袋(20), 二胡連盒(10), 笛子連袋(26)	<ul style="list-style-type: none"> • For all S2 students to practice and perform 	\$43,416
P.E. (Fitness Room)	<ul style="list-style-type: none"> • Sports equipment • Maintenance of the indoor-cycle • Heart rate monitor 	<ul style="list-style-type: none"> • Provide safe and essential equipment to students • Provide instant feedback to students about the exercise intensity 	\$0 (original proposed expenditure: \$30,000. The hardware of the fitness room is not ready and the schedule of purchasing of the facilities was also affected by the COVID-19.)

Domain	Item	Purpose	Actual Expenses (\$)
Dance Team	Costume for Dance Team	<ul style="list-style-type: none"> Subsidize students' costume fees for dance team 	\$0 (original proposed expenditure: \$20,000)
		Expenses for Category 2	\$139,978
		Expenses for Categories 1 & 2	\$439,266

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

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches	COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

Number of Student Beneficiaries

Total number of students in the school:	484
Number of student beneficiaries:	484
Percentage of students benefitting from the Grant (%):	100

Contact Person for Life-wide Learning (Name & Post):

Chan Chi Pang (Acting E.O.)

Use of the Student Activities Support Grant (2019-2020)

I. Financial Overview

A	Allocation in the Current School Year:	\$87,750
B	Expenditure in the Current School Year:	\$36,760
C	Unspent Amount to be Returned to the EDB (A – B):	\$50,990

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	66	\$8,929.8
Full-grant under the School Textbook Assistance Scheme	47	\$23,129
Meeting the school-based financially needy criteria	64	\$4,701.2 (capped at 25% of the total allocation for the school year)
TOTAL	177	\$36,760 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ¹	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				I	M	P	S	C	
				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
1.1	Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises)								
English	Coach fee of visiting to Pizza Express Empire Centre	\$800	21	✓					
English	Coach fee of visiting to Pizza Express Mira Place	\$800	25	✓					
Chinese	Coach fee of participating in the activity of the Guided Tour of Chinese Opera	\$500	31	✓					
	Expenses on Item 1.1	\$2,100							
1.2	Local activities: To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)								
	School Picnic	\$6,720	168			✓			
	2019 慶祝國慶 70 週年(國慶盃)校際舞蹈錦標	\$740	1			✓			
	Coach fee of participating in the activity of Disneyland Theme Park Adventures	\$1,200	20	✓					
	Coach fee of participating in the cricket competition	\$450	15			✓			
	Coach fee of participating in the cricket competition	\$450	15			✓			
	Coach fee of participating in the cricket competition	\$450	15			✓			
	Coach fee of participating in the cricket competition	\$450	15			✓			
	Expenses on Item 1.2	\$10,460							

¹ Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ¹	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
1.3	Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions							
	Taiwan Study Tour	\$14,400	4					✓
	PEACE Villages-Vietnam Service Tour	\$9,800	2				✓	
	Expenses on Item 1.3	\$24,200						
1.4	To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities							
	Expenses on Item 1.4							
1.5	Others							
	Expenses on Item 1.5							
1.6	To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure							
	Expenses on Item 1.6							
	Total	\$36,760	332					

Contact Person for Life-wide Learning (Name & Post): CHAN CHI PANG, Acting E.O.