

HKUGA COLLEGE

ANNUAL SCHOOL REPORT
21 — 22

“STRIVE FOR VIRTUE
QUEST FOR TRUTH”



*S*chool *M*otto

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Strive for Virtue
Quest for Truth

School Guiding Principles: 4 Cornerstones

Integration of Passion and Professionalism

Integration of Eastern and Western Cultures

Integration of the School and the Family

Integration of the School and the Community

*S*chool Vision:

Nurturing young global citizens with insight, culture, ideals, commitment and dedication to excellence.

*M*ission statement:

HKUGA College aims to provide a holistic education in a predominantly English environment in which students can discover the joy of learning through hard work, perseverance and creativity. By offering care, encouragement and positive reinforcement, the College helps students develop the capacity for empathy and become responsible, compassionate, inquiring, linguistically competent, knowledgeable and globally minded people who contribute to the community.

*B*ackground information about the College

HKUGA College is a co-educational day school under the Direct Subsidy Scheme of the Education Bureau of the Government of the Hong Kong Special Administrative Region (HKSAR). The College is the fulfillment of a collective dream of The Hong Kong University Graduates Association Education Foundation, which established HKUGA Primary School in 2002 and HKUGA College (the secondary school) in 2006. The dream, now a reality, is to sketch the blueprint of quality education in Hong Kong.

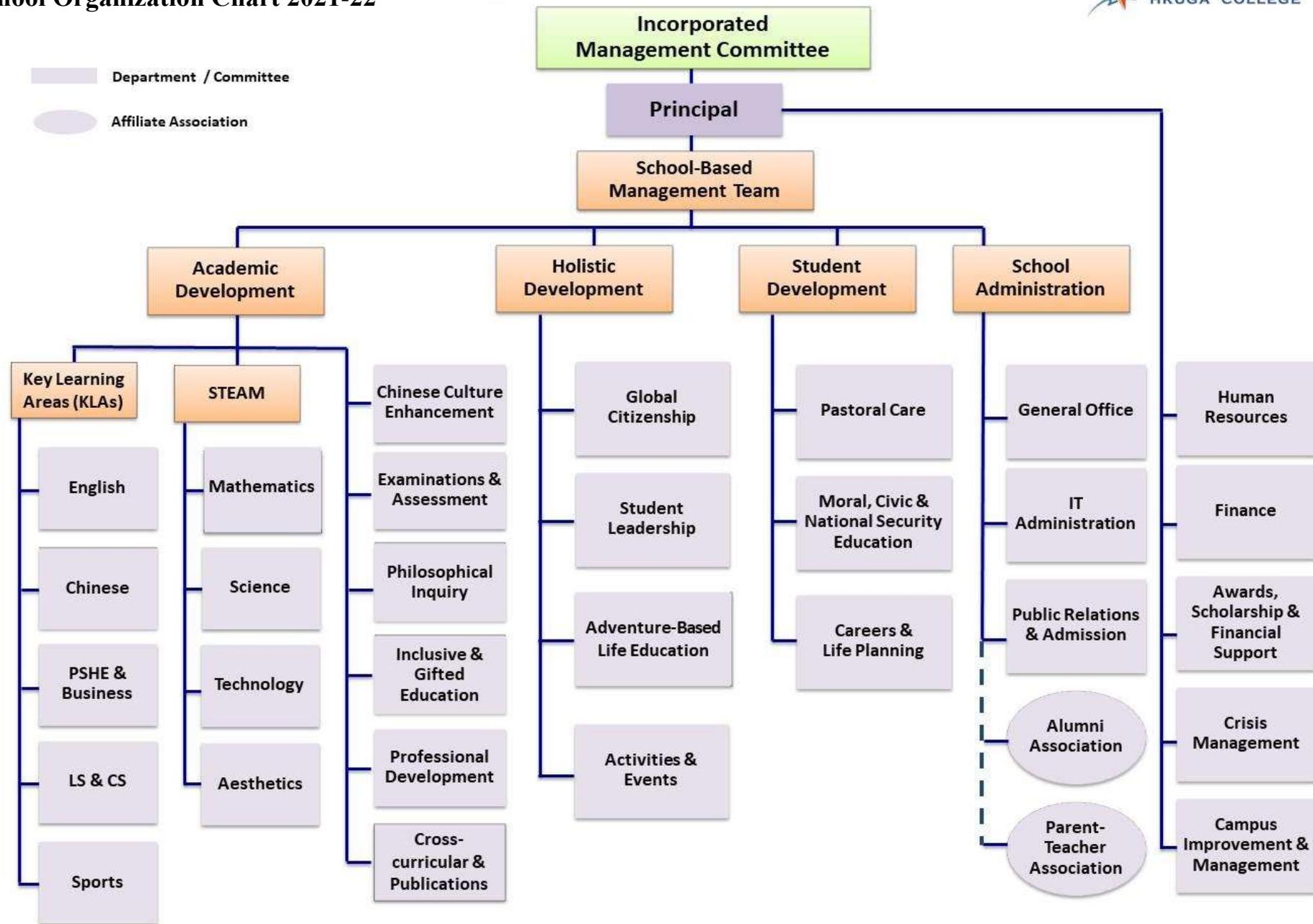
Being associated to The University of Hong Kong, itself a reputable educational and research institute in the world, the College enjoys a wide range of support from the University and its education faculty. Consequently, the College is gaining recognition in the community as a school with a mission and passion for quality education for its students.

Table of Contents

1. Our School	1
School Organization Chart 2021-22	1
Lesson allocation for the 9 Key Learning Areas 2021-22	2
Learning hours for the 9 Key Learning Areas 2021-22	2
Class Organization and enrolment 2021-22.....	2
Students' Attendance 2021-22	2
School Formal Curriculum for 2021-22	3
Evaluation of the CASTLE Program and Modular Studies 2021-22	4
2. Achievements and Reflections on Major Concerns	8
Reflections of our Major Concern – Wellbeing	8
3. Career Guidance 2021-22	19
4. Catering for Students with Special Education Needs 2021-22.....	20
5. Scholarship/Fee Remission Scheme.....	21
6. Student Performance 2021-22.....	22
7. Financial Summary.....	37
8. Capacity Enhancement Grant Report 2021-22	39
9. 公民與社會發展科津貼（公民科津貼）2021-22	41
10. School-based After-school Learning and Support Programmes 2021-22	42
11. Sister School Exchange Report 2021-22	45
12. Report on the Use of the Promotion of Reading Grant 2021-22	46
13. Report on the Learning Support Grant 2021-22	48
14. Report on the Use of the Life-wide Learning Grant 2021-22.....	57
15. Report on the Use of the Student Activities Support Grant 2021-22.....	64
16. Diversity Learning Grant 2021-22 - Other Programme	69

1. Our School

School Organization Chart 2021-22



Lesson allocation for the 9 Key Learning Areas 2021-22

KLA	English Language Education / Drama	Chinese Language Education / Chinese Drama	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Aesthetics Education	Physical Education
S1	19.05	17.46	15.87	19.05	14.29	4.76	6.35	3.17
S2	18.75	17.19	15.63	18.75	14.06	4.69	6.25	4.68
S3	17.74	17.74	14.52	22.58	14.52	3.23	3.23	6.44
S4	16.67	18.18	15.15	<i>6.06% for CSD and 13.64% for each elective subject</i>				3.03
S5	16.67	18.18	13.64	<i>12.12% for LS and for each elective subject</i>				3.03
S6	16.67	18.18	13.64	<i>12.12% for LS and for each elective subject</i>				3.03

Learning hours for the 9 Key Learning Areas 2021-22

KLA	English Language Education / Drama	Chinese Language Education / Chinese Drama	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Aesthetics Education	Physical Education
S1	144	132	120	144	108	36	48	24
S2	144	132	120	144	108	36	48	36
S3	132	132	108	168	108	24	24	48
S4	132	144	120	<i>48 hours for CSD and 108 hours for each elective subject</i>				24
S5	132	144	108	<i>96 hours for LS and each elective subject</i>				24
S6	74	81	61	<i>54 hours for LS and each elective subject</i>				14

* S1-S3 16 Cycles

* S4-S5 16 Cycles

* S6 9 Cycles

Class Organization and enrolment 2021-22

Form	One	Two	Three	Four	Five	Six	Total
no. of Classes	6	6	5	5	5	5	32
Enrolment	203	181	170	154	142	112	962

Students' Attendance 2021-22

Form	One	Two	Three	Four	Five	Six	Total
Attendance Rate	99	98.5	98.8	98.4	97.6	97.9	98.4

School Formal Curriculum for 2021-22

KLA	Form Subjects	S1	S2	S3	S4	S5	S6
English Language Education	English Language	✓	✓	✓	✓	✓	✓
	Literature in English				✓		✓
	Drama	✓	✓				
Chinese Language Education	Chinese Language (PTH)	✓	✓	✓			
	Chinese Language (Cantonese)				✓	✓	✓
	Chinese Literature				✓	✓	
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Extended Module				✓	✓	✓
Science Education	Integrated Science	✓	✓				
	Physics			✓	✓	✓	✓
	Chemistry			✓	✓	✓	✓
	Biology			✓	✓	✓	✓
Technology Education	ICT	✓	✓	✓	✓	✓	✓
	Technology & Living	✓	✓				
Personal, Social & Humanities Education	BAFS (Accounting)				✓	✓	✓
	BAFS (Business Management)				✓	✓	✓
	Business Studies			✓			
	Chinese History	✓	✓	✓	✓	✓	✓
	Economics				✓	✓	✓
	Geography				✓	✓	✓
	History				✓	✓	✓
	Humanities	✓	✓	✓			
	Life and Society	✓	✓	✓			
	Liberal Studies				✓	✓	✓
Citizenship and Social Development				✓			
Aesthetics Education	Visual Arts	✓	✓	✓	✓	✓	✓
	Music	✓	✓				
Physical Education	Physical Education	✓	✓	✓	✓	✓	✓
	Physical Education (HKDSE)				✓	✓	✓

Evaluation of the CASTLE Program and Modular Studies 2021-22

The CASTLE and Modular Studies are the two niche programs offered by College. They aim at enriching students' learning by giving them more insights and experiences that are beyond the local curriculum.

CASTLE, which is an acronym standing for Creative Arts, Sports, Technology, and Life Education, is a program nurturing students' positive characters such as curiosity, creativity, a sense of collaboration, and care for the community. This year there were 14 courses for S1 and S2 students on a year-long basis.

Course Summary:

CASTLE Program	Brief Summary
PE Program (Athletics / Volleyball / Basketball / Football / Handball / Badminton)	The PE Program aims to provide opportunities for students to explore different sports based on their interests. For athletics, students can try different events including sprinting, hurdle, long jump, high jump, and shot put. For the ball games, students will learn basic techniques and play mini-games.
The Art of Chinese Seal Carving	“From a symbol of power to a form of art.” Students are able to understand the background knowledge of this art, to learn about the aesthetic standards of the seals, and grasp some basic techniques of seal carving.
Art & Technology	Technology has made arts far more accessible nowadays. The relationship between art and technology has led to many exciting art pieces and techniques. Through various adobe tools and programs, the students will learn alternative visual expressions to convey messages.
“Start from Scratch” (S1)	This course aims to provide a platform for students to understand more about music composition. Starting from scratch, students will learn to produce their own work step by step through different topics, including the application of various rhythmic patterns and melodic contour, structure and phrasing, use of expressions, and establishment of musical styles.
Music for Pictures (S2)	This course aims to provide a platform for students to understand more about film music. In Music for Pictures, students will be learning the basics of film music. Through activities and class discussions, students will explore the application and usage of music in different advertisements and movies. Students are expected to produce their film music in groups with the use of LogicPro.

Your Cooking Class	Students will be provided chances to cook. Students are going to showcase their creativity and teamwork to complete the assigned tasks.
Learning Python with Minecraft (S1)	The simplified version of Jupyter Notebook embedded in Minecraft Education Edition is used in the course. Students do not need to know Minecraft or Python before class, and you can solve the problem by writing Python to pass challenges. Basic knowledge of Python will be taught, including syntax (Syntax), variables (Variable), data types (Type), File statement (Condition), iteration/loop (Iteration/Loop), function (Function) and list (List) etc.
Introduction to A.I. (Artificial Intelligence) (S2)	Students will: Learn the Python basic Learn Microsoft Azure Cognitive Services Use python to work on A.I. analysis projects, e.g. movie comments, facial recognition, using Anomaly Detector for case study
BBC micro:bit Learn to code your pocket-sized computer	BBC micro:bit is a programmable computer suitable for students who enter the maker area for the first time or entry-level players. It's not unfamiliar for us to use a computer; however, we will go beyond merely using it. Throughout this course, you will get to know electronics, sensors, and basic computer science knowledge. What's more, the course will transform your role from a consumer to a creator. By practicing your creativity and applying your knowledge, you will take ownership of your own projects and program this tiny pocket-sized computer to perform fantastic tasks.

There will be a promotion session for all students at the beginning of the term. Each course will be introduced in terms of its curriculum and assessments. Students then consider their interests and make preferences on the courses. Generally, the program was well received and appreciated by students. Most courses involve hand-making tasks and collaboration among students. This is one of the rare chances where students are given a more extended time to experience arts, sports, and technology, on top of their normal curriculum and extra-learning activities. This also helps cultivate their non-academic interests for their future life.

Modular Studies is a program for S3 students. Its objective is to provide students with an opportunity of tasting the elective subjects in Senior Forms. It helps them make a more informed decision about their subject combination in S4 and beyond. Moreover, it also aims at providing a distinctive learning adventure that could broaden students' exposure and interests. Students chose one program per term. Essentially, there are 7 courses in Term 1 and 11 in Term 2.

Course Summary:

Modular Studies Courses	Course Summary
Food and Basic Nutrition	This module aims to let students apply the food and nutritional knowledge they learnt. Students will be provided with a chance to enhance their understanding of the science behind cooking, together with practical lessons. It also serves as a platform for students to apply their creativity in producing new food products.

Artificial Intelligence	This module allows students to understand the concepts and algorithms behind Artificial Intelligence in three major application areas. Students can also develop their Artificial Intelligence projects using the programming language Python.
Music in Technology	This course aims to provide a platform for students to get in touch with digital music. Students are expected to learn about the usage and application of technology in the production of popular songs. Emphasis will be placed on recording, mastering and mixing techniques with the use of Logic Pro X. Students are expected to produce a music cover of their choice as their final group project.
Portfolio Development	This module is designed to develop and broaden the skills and understanding of art concepts for those students looking for a more intensive art experience. It is recommended for those students who are interested in pursuing art in Senior form and who may want to consider art or design school in the future.
Sports Science	This module aims to develop students' interest and enhance their knowledge about Sports Science. Students will take up the role of "Sports Ambassador" and take part in organizing sports-related games and activities
Verbatim Theatre: The Stories of Hong Kong	Students will hear and explore stories from people around Hong Kong before developing them into a performance piece using Verbatim Theatre. Their listening comprehension skills will improve, as well as interview techniques, storytelling and character development. We will also use a range of multimedia to enhance student performances!
No Fear of Shakespeare: Literature in English Modular Studies	This module aims to develop students' creativity, sharpen their critical and analytical skills, enhance their language proficiency, and nurture their appreciation of the literary arts with a specific focus on poetry, short fiction and novels. It also allows students who are interested in taking Literature in English as an HKDSE elective a glimpse of the NSS subject.
Biotechnology and Microbiology	Biotechnology and microbiology are both important to our daily life. This course covers the application of knowledge about biomolecules and cells in DNA fingerprinting and culturing of microorganisms. DNA fingerprinting can be used for parentage testing, forensic science, and identification of species, while culturing microorganisms allows students to acquire aseptic techniques to transfer and culture microorganisms, hence investigating the types and population size of different microorganisms from different sources. Students who are interested in biology laboratory work are strongly recommended to take this program.
Chemical Technology	Chemical technology plays a vital role in a variety of industries. This programme emphasises the application of analytical chemistry in forensics and crime scene investigations. Exploring and practising techniques to identify chemicals in a crime scene using laboratory practices will be the heart of this programme. Numerous hands-on work will be conducted and students will be trained to analyse the data collected and create graphical representation to solve different crime cases. Students with enthusiasm and interest in Chemistry are encouraged to choose this programme, to learn more about what it is like to work as a chemist.

Physics in Practice	Physics in Practice is a program for students to explore Physics beyond the S3 syllabus with practical methods. The program covers a wide range of topics, including scientific investigation skills, basic mechanics, optics, wave motion, electrostatics, and electromagnetism. Students will see the beauty of Physics and develop practical skills through participating in hands-on and minds-on activities, such as building electric motors, observing interference patterns of light, and studying the properties of waves. Physics lovers are strongly encouraged to join this program.
PRIME - Project, Research, and Innovation in Math Enrichment	You will learn and explore advanced knowledge in Math which is beyond the coverage in DSE. Your problem-solving skills will be further stretched through the investigation during the lessons. You will act as a mathematician to do Math research and analysis. Our goal is to prepare you for a prestigious Math competition in the coming year.

The program overall has been positively taken by both students and teachers. Not only does it enable students to make a more knowledgeable choice of the elective subjects in Senior Forms, it also better ensure that teachers can reach out to the students with good potentials for their own elective subjects earlier.

2. Achievements and Reflections on Major Concerns

Reflections of our Major Concern – Wellbeing

Just as we thought the school year could not get any more strange than the previous two, we were presented with 2021-22. COVID did not relent, and pushed forward leading to the 5th Wave, mass vaccinations and a mid-year extended break. All of this forced us to make further changes and forge our unique pathway toward our goals.

Instead of dwelling upon the things we lost, we focus on all that we gained in the year, and how we were able to bring our HKUGA College Community to new heights.

We moved on with the first year of our Three Year Plan, continuing with our 1-4-6 wellbeing approach that enables us to articulate and visualise areas of growth across the stakeholders, targeting and using opportunities that were possible under the challenging times. Through this, we collectively turned our thoughts into our words, and our words into our actions for the benefit of one another. Without a doubt, our staff, students and parents pulled through with flying colours as they supported and empowered one another with great effort and perseverance.

This does not mean that we did not get fatigued. Instead, we fought through and succeeded in our own ways, generally to new heights.

Below are the highlights of the types of activities and initiatives we offered throughout 2021-22.

1 - Major Concern - Wellbeing

Our annual Stakeholder Survey (SHS) held many opportunities to celebrate in terms of stakeholder perceptions of the school climate. Our teachers especially yielded results that were historical highs in terms of their perceptions of the direction, transparency, data collection and plans of the school. Their perceptions of their teaching approaches, their colleagues, students and the working climate were also the highest we have ever measured. This is also true about their sense of professional development and curriculum development and assessment. As frontline members of our community and the most knowledgeable stakeholders in terms of the implementation of our systems and initiatives, their responses can be even more illuminating than those of our parents or students.

Nevertheless, parents' impressions of their child's interest to learn rose to the highest on record, along with their perception of support from the school to help students with their problems and self discipline. Parents also felt that the school was willing to listen to their views more than ever before.

The students' overall sense of their school life has been slightly declining however from our previous historical highs last year. This is something that we as a school will need to consider as we strive to enable students to become more confident that has been done to maintain and enhance their learning is going to pay off. We are ever conscious of the need to focus on our 'Ways of Being' (Relationships, Health and Emotions) next year. With our highly supportive and caring team, we will help students in their times of need, as well as proactively seek more strengths and growth development.

4 Underpinnings - infused and embedded across all areas of our work in College

Global Citizenship

One of the ways that we have continued to develop Global Citizenship is through approaching many activities using the lens of the United Nations Sustainable Development Goals (SDGs). To varying degrees, these are infused into lessons with different types of stimulus, tasks and projects.

Our Life and Society Department continued their Community Engagement Projects (CEP) which engaged the S3 year level in active social work to raise awareness and promote empathy and action within our student body and the wider community. Our Cross-curricular Committee also continued with our joint Singapore and Hong Kong school projects that linked to a selected number of SDGs, involving collaboration between our S3 students and those in Singapore. Even throughout the extended break, groups were facilitated by teachers from both schools, and students worked towards their goals to create meaningful projects that helped enhance both communities.



The end of year student showcase displayed the project work from students in S1 and S2 with their innovative approaches to communicating science that links, to varying degrees, with relevant world issues and Sustainable Development Goals (UN). Our S2 students also presented some of their Froops Projects that showed off the entrepreneurial skills that they had learned and applied throughout the year. This all develops our students' sense of agency.

According to the rasch scores of all S1 to S3 students in the APASO this year, the scores S1-S3 students rate for themselves in the area of 'Global Citizenship' are generally higher than the HK averages across forms and both genders. Within S2 especially, there are signs of an upward trend across the years.

Our own culture and identity are necessary elements of cultivating a Global Mindset. Therefore, enhancement of Chinese language and culture is also one of the indispensable parts of the whole initiative. We arranged activities and special programs for students which were all well received. These activities were able to provide more face-to-face time for the positive exchanges between students, teachers and the wider community:

活動	細節	
九月： 節日文化一 全校中秋節慶祝活動	<p>為令學生在疫情下仍能歡渡中秋，並了解中秋節日的意義，委員會在9月21日班主任課節，舉行了全校中秋節慶祝活動。當天全校學生在老師的帶領下，共同製作燈籠及猜燈謎。此外亦拍攝了節慶短片，讓同學了解中秋的典故及團圓的意義。全校同學看完短片後，更一同參加網上中秋問答遊戲呢！</p>	
十月： 傳統文化精神一 紙上談心活動 上學期： 師道 下學期： 孝道	<p>上學期：為傳承「孝道」及「師道」的精神，營造全校感恩文化氛圍，委員會上學期正與美術科合作，配合語文科「寸草春暉」的單元主題，著中二學生以「父母」主題完成美術科人物素描課業，並將此設計成心意卡贈予父母。透過親自繪畫及撰寫感謝的話語，讓同學抒發對父母的愛和感激，在筆墨間深刻了解中國傳統「孝道」的精神。</p>	

下學期：「隨風潛入夜，潤物細無聲。」在疫情下，老師們在網課與實體課交錯的情況下，仍秉持「傳道、授業、解惑」的精神，用心教學。文化委員會舉行了「紙上談心—敬師卡」活動，邀請班會成員代表全班寫心意卡給全體教師，表達感激之情。



十一月：
傳統國粹—
西九文化專場：
參觀西九茶館劇場

中國文化委員會帶領中四、五文學班學生於11月18日前往西九戲曲中心，參與茶館劇場及導賞活動。同學先在茶館劇場欣賞了兩段傳統音樂、一段古腔演唱及兩段經典折子戲的演出。之後的導賞團活動讓同學有機會進入演員的排練室參觀，讓大家瞭解有關粵劇行當、化妝、戲服等演出的細節。在短短的數小時內，同學對戲曲文化的瞭解得以加深，更領略了粵劇文化活動獨具匠心的藝術風采。完成後同學更製作了介紹折子戲的簡報，展示給其他年級的同學，將「折子戲」文化「薪火相傳」。



<p>十一月至十二月：</p> <p>傳統文化精神—泰山公德會：「孝道之星」比賽</p>	<p>本校中五學生蕭沛悅，參加了由泰山公德會主辦的「孝道之星」選舉比賽，以弘揚傳統的「孝道」的精神。而經選拔後，成功獲選為「孝道之星」，並於 12 月 31 日在老師及父母的陪同下，出席頒獎典禮接受殊榮；而本校亦獲評為香港「愛心學校」之一。</p>	
<p>一月：</p> <p>節日文化—社際比賽「虎」年紅封包設計活動</p>	<p>為弘揚中國新年佳節文化，各社以「虎」年為主題，結合生肖的寓意，設計新年的紅封包，各社反應熱烈。經投票後，最後選出其中兩套，望能將成品於佳節前贈予各個持份者。</p>	
<p>下學期：</p> <p>傳統工藝—中國文化委員會 X 通識教育科「麵塑製作班」</p>	<p>中國文化委員會聯同通識教育科，參與賽馬會「傳創」非遺計劃舉辦的「麵塑」課外活動班，向同學推廣麵粉公仔製作的民間工藝。同學透過網課及實體課，親手製作並學習當中繁複但高超的麵塑技藝。</p>	
<p>六月：</p> <p>閱讀文化—香港文學館作家專題講座</p>	<p>本年文化委員會與閱讀委員會合作，榮幸能邀請香港著名作家洛楓老師為中四五同學舉辦一場作家講座，介紹詩與藝術的跨文化創作。詩不只是獨立的文字藝術，更能是跨文化的橋樑，洛楓老師以〈中華英雄〉為串連線索，講述漫畫、舞劇、詩三者跨文化創作，讓同學們明白如何感受藝術，並書寫屬於自己的世界。</p>	

★ Character Strengths

The 24 strengths are a means of reflection and targeting growth and development in the attitudes we aim to portray within our lives. Each year, our students and teachers identify, learn about and reflect on their strengths through different activities. This mainly took place throughout scheduled lessons and discussions with Class Teachers. Used in regular formative feedback sessions, the strengths are also cited within the summative reports.

★ Rephrasing our language and policies

As part of our school culture, the types of words we use and the way in which we communicate with one another is generally in line with our 1-4-6 philosophy and terminology. This articulation approach has been embedded into the way we think, speak and act as a school community.

★ Growth Mindsets

With our new norms firmly in place, we have all been doing our different tasks in a hybrid mode. The more we develop our skills and seek to address issues for growth, the more adept we have become at capitalising on the tools at our disposal.

We have continued to seek regular feedback from our stakeholders, which can be seen in the SHS reports from both parents and teachers and this continues to shape our plans towards meaningful goals.

Providing actionable and specific feedback, either student to student or teacher to student has been a continued focus, and will continue to be so for the coming years. Our dialogic approach is what sets our school apart in many ways and helps us all develop toward our untapped potential.

6 - Positive Elements - divided into 3 Ways of Being and 3 Ways of Doing

Ways of Being: Relationships, Health and Emotions interact with one another and give us the pathway to how we should be:

★ Relationships

With the persistent need for online learning and the extended break, our collective team of Class Teachers, Pastoral Team, Subject Teachers, Social Workers and Clinical Psychologists regularly reached out to students to take ‘temperature checks’ and see how they were doing. Generally, through listening to, and helping, one another we felt a sense of trust and commitment within our community. With this, it is no surprise that parents felt that their children were well supported.



Continuing with our ‘New Norms’, we held hybrid House, PTA, Parent-Principal meetings online. Many of these meetings were student-led and fostered the elements of innovation and adaptation that we cultivate. We also held a number of activities online during the extended break that encouraged students, teachers and parents to stay connected and be part of something bigger than ourselves. Our Vice-principal demonstrated his video DJ skills in his own weekly programme, while our Peer Counsellors held games

and activities for the S1 students.

This year, due to sufficient vaccination rates, we were able to resume full day school which really helped in terms of face-to-face learning opportunities. Although lunch times took on a new look, behind perspex barriers, at least we were together in the same campus.

We need to all take responsibility to seek help and support one another through the challenging times, and it is clear that the focus on relationships will need to continue for the foreseeable future.



For teachers, their feelings about relationships with one another as well as with our students have also been rated as the highest we have ever recorded in the history of the school. This is an indicator that the school campus is not what makes a school, and that in this day and age we are able to maintain connections effectively to build harmony and collegiality.

Health

This year we enhanced our strategies implemented for online learning, even conducting channels throughout the extended break for students, teachers and parents to participate in and learn different ways of maintaining health.

We continued with our Adventure-based Life Education (ABLE) Programme and extended it to include our Forest Academy Cyclic Tasks (FACT) for our S2 students. It was clear from the faces of the students, as well as their targeted student surveys, that their experiences were extremely positive for both their physical and mental health.



QEF funds were also used to help some of our needy youngsters to get through the challenges with support and insights on mental health awareness, especially throughout the extended break.

Emotions

With gratitude as our major positive emotion that we strive to propagate within the community, we continued to enhance our wall for classes to insert their selected things to feel grateful for. When perusing the hexagons, the obvious links with family, friends, school and health link back to our ways of being, as the three elements are so interrelated. Although there were no new initiatives in terms of gratitude, the main thing



is to ensure that we take opportunities to look for the good and to share our gratitude with others. These regular reflections take place on a class, year and school level and are included in staff meetings as a cultural norm.



Especially with our Christmas Celebration, we were grateful for the chance to resume a celebration like this in a face-to-face format and the Events Management Team and Student Council went all out to make sure the event was a true celebration to herald in the first major holiday of the year.

Ways of Doing - A flow from Purpose to Engagement to Accomplishment that loops back around to inform and renew the process:

Meaning

Using the wellbeing continuum, we strive to find the current point that a person is at in their development of their values, attitudes, skills or knowledge and seek processes that can help them to move forward to new heights.



Finding meaning in the things we do and recrafting or rephrasing the realities we are presented

with has been extremely important this year. While Hong Kong and the wider world took a number of ‘knocks’, as long as we could focus on our sense of meaning then we were able to maintain drive and set adjusted yet meaningful goals.

Our student leadership team adapted and evolved in their approaches to maintain the experiences for their peers. This kind of service helps shape the characters of all and enhances the sense of belonging and school spirit.

With an increasing push towards student-led activities, we have had some exciting developments from our Natural Research Team (NRT) and ProTAGonists that look at exploring the natural and artistic opportunities for our student bodies. Activities culminated in the short summer break with an extremely popular night bug hunt that took place on campus, as well as a collaborative mural painting that beautified our G/F Basketball Court.



Our data on student self-directed reading has improved with the increasingly strategic use of Newsela which helps students to read around the topics they are studying as well as learn more about the world around them.

The Career and Life Planning Committee ensured that all students had access to the most updated information about university applications and the links to different university online admission presentations. To prepare them for life beyond school, our S4 had an interactive life simulation game, for them to consider their next few years with the DSE. The North Star Programme also linked students with alumni and mentors in different fields to learn about what working life entails.

From our teachers’ perspective, we develop a sense of meaning through our appraisal system which we have continued to hone to make it more clearly linked to Professional Development. Through the coaching relationships formed both on and off campus, teachers rated our system more highly than ever before according to the SHS.

Engagement

Through meaningful and challenging processes, we were able to drive engagement and enable students to get into ‘the flow’ in all aspects of their growth.

With over 100 Extended Learning Activities (ELAs) for students to select and engage in, they are able to improve their academics based on their needs, improve on their skills in their interests and also broaden their horizons. Those that naturally suited an online format were shifted online to keep us all connected. Student responses in targeted surveys showed that the exposure to these activities were engaging and helped them to continue on their developmental paths.



Teachers rate themselves very highly in terms of their approaches to learning and teaching in lessons with different learning strategies and a diverse range of activities. We teachers are the models for the values and attitudes we want from our students, and this love of learning is embodied within the faculty as we forge our own paths in life.

🌟 Accomplishment

The process of reflecting on and celebrating accomplishments is important for maintaining engagement and motivation. It is linked to the appreciation of growth and is the culmination of all that we try to achieve in 1-4-6.

We were very fortunate to be able to hold our Sports Day just before things started to develop on the COVID front, and this was a great celebration for our school..



In addition, we engaged and excelled in a number of sports (HKSSF Athletics & Swimming, Jing Ying & Watson's Athletics as well as HKSSF and Hang Seng table tennis competitions). Beyond sports, were musical and STEM - HK Science and Technology Innovation Competition (6 awards including Outstanding Organisation) and The Greater Bay Area STEM Excellence Award (winning Gold Silver and Bronze for three of our teams).

Our Mathematics Department groomed a team of students to win the Hang Lung Mathematics Award, as well as our S4 IMMC students being recognised as an outstanding team after building a virtual Hong Kong in the Metaverse.

Each and every student should consider their achievements throughout the year and reflect upon how far they have come and how well they have grown. Most recently we held a student showcase which demonstrated the excellence in generic skills that our students have honed in terms of project work, creativity, collaboration, caring and communication. The outcomes of their learning are truly inspirational and exemplify the aim we have for well-rounded and capable students.

Perhaps one of the most impressive achievements to note for this year is the historically highest percentage of graduates leaving the school that obtained 3322 or better in their core subjects and 332244 or above in general. As this cohort of graduates has experienced disruptions to their entire senior school life, overcome adversity and climbed to new heights, it is very encouraging for all of those who are working towards their examinations in the coming years. They should be confident that the school will apply good processes to help them achieve their full potential.

Graduates were able to secure record numbers of acceptances on courses locally and worldwide.

91.2% of them received degree offers from JUPAS system and 62.8% of them obtained offers from the top 3 Universities in Hong Kong (the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong University of Science and Technology).

Some of our students also got offers from overseas universities such as the University of Cambridge, Imperial College London, University College London (UCL) and the University of Edinburgh.

Through consistent collaboration and building connections, those inside our community will continue to incorporate strategies to cultivate the different facets of 1-4-6 and ensure that wellbeing is at the forefront of everything we do.

Whatever the future holds for us, and our students, we will continue to reflect, plan and implement the types of strategies and processes that have proven to add value to our HKUGA College Community. Values, Attitudes, Skills and Knowledge that will help each one of us to exercise our agency to me a better world and future for all.

3. Career Guidance 2021-22

The Careers & Life Planning (CLP) Committee aims to provide guidance and support to students' life planning, career development and university applications through a wide range of platforms including email, google drive, CLP Facebook Page and Instagram. Apart from electronic platforms, the career corner at the library is also well-maintained to provide the most updated information to students.

Due to the COVID-19 pandemic, we are still unable to organize our own University Fair and invite university guests to deliver talks on our campus this year. However, as most of the local and overseas universities had organized their own online expo and admission talks. The team gathered the information on our Facebook page and Instagram and encouraged the students to attend according to their interests. Students expressed that many Universities offer live-chat services with student ambassadors during these online seminars and their experience in these online open days is now more close to open days.

On the life-planning side, we organised career workshops for all levels. One of the highlights of our life-planning activities is a life-simulation activity with S4 which took place on a Saturday in Term 1. The activity was fun and inspiring, which encourage S4 students to start thinking about their future and the concrete way to get to their life goals at the beginning of their NSS journey. In the activity, the class teachers also take the opportunity to understand their students better and could provide more guidance to them in the coming years.

For the parent education side, we provided career information and advice to parents during parents' nights of different year levels. This year, we continued to work with the PTA to provide a parent education talk on how parents could assist their children to choose electives and seek career direction. A social worker from St. James Settlement was invited to give a sharing. Over 150 families participated and the comment was very positive.

The North Star Program had resumed normal this year. All S5 students were divided into groups according to their career interests and each group was assigned a mentor for the program. The kick-off ceremony was organised on campus and most of the mentors were able to bring them to visit their workplace. Both mentors and mentees found the program meaningful and inspiring.

Similar to previous years, as most of the counsellors' seminars were organized online, more of the committee members could participate or view the video recordings. To extend the basic career guidance knowledge and skills to all teachers, we conducted a one-hour career and life planning professional development workshop for all teachers during the professional development day.

With the relief of the COVID-19 pandemic, we look forward to providing more career and life planning activities to our students in the coming academic year.

4. Catering for Students with Special Education Needs 2021-22

The Inclusive and Gifted Education Committee (IGE) is responsible for the operation of the Special Education Needs (SEN) Policy. The committee is directly under the Academic Development Committee (ADC) and provides support to the whole person development for students with SEN. The committee is facilitated by the Committee Head and 8 other teacher members, social workers (SW), a school-based educational psychologist (EP), a clinical psychologist (CP), and a speech therapist (ST). To provide further in-house support for our IGE and emotional cases, two counselors have joined forces this year. To cater to individual learning needs, case conferences/consultations involving students and parents, our professional services, with relevant teachers and Head of IGE were held.

The team continued the work in regular accommodations in accordance with individual needs. Numerous successful applications for HKDSE special examination arrangement (SEA) were discussed and proceeded. Individual examination locations and times extension were also arranged during the pre-S1 HK Attainment Test as usual.

Our school continues to receive Learning Support Grant (LSG) to cater to students' diverse learning holistically and flexibly. Various types of support groups were arranged with our educational psychologists, social workers, and school counselors. Although the school was affected by limited full-day resumption and face-to-face time, all support groups continued online where possible. A full-time teacher has continued his duty to help partly with the teaching as well as the support and administration of our team. Read and write support group by our EP continued for those in need while other groups are held in-house by our school counselors.

Six support groups for different year forms and needs were held and were specifically designed for the group. The programs were enhanced during implementation upon reviews and improvement of students. Different mediums such as arts, board games, and career planning were utilised to suit the different stages of student development. At the same time, student meeting frequency has increased for higher chances of early identification of any issues arose. Individual counseling sessions would be given should there be further needs. Students have an enjoyable time developing new skills, meeting new friends as well as strengthening their social skills, and bonding with others. During the special early summer holiday, our school counselors also continued their support to help develop their executive functions, and responsibilities as well as any academic support/learning needed through summer support programs.

With the current work so far for the bridging program with our primary section mainly focusing on students' attitudes and general behaviours, this year has been another success for a smooth transition for our newcomers. Further enhancement on case transfer was discussed, including a list of good practices, strategies adopted and student learning styles for individual cases so that subject and class teachers of S1 can take into account consideration and continue with the good practice he/she developed throughout the 6 years. PS class teachers' meeting and case handover meeting was held in July to ensure relevant parties are well aware and able to plan ahead before the new school year begins.

An online Pre-S1 parent talk took place before the year-end in August this year. Topics about life in the college, expectation alignment, and the support in place were introduced while the SEN coordinator and social worker from primary school were there also to support. Parents were contacted individually for better understanding and any questions they may have.

Well-being continues to be a major concern this year. The QEF proposal on Mindfulness-Based Social Emotional Learning (MBSEL) continued and has come to an end this year. We focus on the remaining items of the project, including the whole form experience lessons, video team training and production, and a closing ceremony with parent talk. The materials and recordings would continue to be useful resources for sharing in school and other forms in the coming year.

Before the short summer break in August began, the team pulled together a week of events for the junior forms during the post-exam period to enhance the inclusive environment in the school through a series of activities with Wheel for Oneness and in-house design of team-building activities for students to experience different kinds of disabilities as well as strengthening the idea of respect and inclusion. The support groups ended with learning celebrations via bouldering activities where students appreciated their efforts and growth together with others they invited. Last but not least, a four days summer program with a drama therapist for better self-understanding and expression was held for selected students.

5. Scholarship/Fee Remission Scheme

A) 2021-22 Fee remission granted to 56 students

% granted	100%	75%	50%	25%	Total	Total no. of Applicants
No. of students	26	15	12	3	56	57

B) 2021-22 Scholarship awarded to 89 students

Scholarship	% granted	100%	50%	20%	Total
Academic	No. of students	14	38	31	83
Sports	No. of students	4	2	0	6

6. Student Performance 2021-22

Academics

2020/21 年度「小作家培訓計劃」入圍獎

S2FC Lee Ho Hang

2020-2021 中國中學生作文大賽（香港賽區）

S4LC Chan Ngo Lam 初中組金獎

S5WC Fung King Lun 高中組金獎

2021 Hong Kong Online Consumer Financial Education Championship (Pilot Programme) Inter-school Competition

S5WC Lo Kei Tung Best Individual Performance in S5 - 2nd Runner up

S5CW Tang Pik Yi Peggy Best Individual Performance in S5 - Champion

S5CW Tang Pik Yi Peggy Best Individual Performance - Champion

2021 Hong Kong Online Consumer Financial Education Championship (Pilot Programme) Intra-school Competition

S5YC Chong Sum Yui 1st Runner Up

S5YC Ho Audrey Yanwing 2nd Runner Up

S5CW Tang Pik Yi Peggy Champion

S5CC Szeto Lok Yi 2nd Runner-up

S5CW Tang Pik Yi Peggy 2nd Runner-up

S5TW Shiau Min Hao 2nd Runner-up

S5WC Chan Hon Wang Jaco 2nd Runner-up

S5WC Lo Kei Tung 2nd Runner-up

S5YC Au Ho Lam 2nd Runner-up

S5YC Chong Sum Yui 2nd Runner-up

S5YC Ho Audrey Yanwing 2nd Runner-up

S5YC Shum Wing Yiu 2nd Runner-up

S5YC Tam Long Ching
Trevor 2nd Runner-up

21-22 Hong Kong Secondary Schools Debating Competition

S4CM Tsui Yuen Chak Grand Finals 1st Runner-up

S4CM Yip Wing Long Grand Finals 1st Runner-up

S5CC Ying Tung Avari Grand Finals 1st Runner-up

S5TW Chan Justin Travis Grand Finals 1st Runner-up

S5TW Man Aliysa Grand Finals 1st Runner-up

S5TW Pang Tsz Tung Grand Finals 1st Runner-up

S5TW Tin Tsz Ying Grand Finals 1st Runner-up

S5TW Wan Tom Grand Finals 1st Runner-up

S5YC Chan Ainod Grand Finals 1st Runner-up

S5YC Fung Ho Lam Grand Finals 1st Runner-up

S5YC	Wan Ming Sum Andrea	Grand Finals 1st Runner-up
S5YC	Kwok Wing Yan	Grand Finals 1st Runner-up; Best Debater

22nd Lions International Youth Exchange Scholarship Essay Competition

S4BW	Lo Cheuk Ling Sophia	7th Place
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73rd Hong Kong Schools Speech Festival (2021) (English Speech)

S3CH	Chan Sze Wing Deborah	Dramatic Duologue 1st Runner Up
S3LT	Shek Tsoi Kiu Kayla	Dramatic Duologue 1st Runner Up
S5TW	Siu Pui Yuet	Dramatic Duologue 1st Runner Up
S5YC	Wan Ming Sum Andrea	Dramatic Duologue 1st Runner Up
S5TW	Chan Justin Travis	Dramatic Duologue 2nd Runner Up
S5TW	Li Lecheng	Dramatic Duologue 2nd Runner Up
S2FC	Ho Yuen Ying Winnie	Dramatic Duologue Champion
S2TW	Chalmers Francesca Maira	Dramatic Duologue Champion
S2TW	Shoaf Caitlin Amelia	Dramatic Duologue Champion
S5CW	Chen Georgia To Sum	Dramatic Duologue Champion
S5CW	Young Songwei Palin	Dramatic Duologue Champion
S6BC	Li Sin Ying Pandora	Dramatic Duologue Champion
S6LT	Cheang Hiu Lam	Dramatic Duologue Champion
S1CT	Lee Man Hei	Public Speaking Solo 2nd Runner Up
S1CH	Leung Ching Tung	Solo Prose 2nd Runner Up
S5CW	Chen Georgia To Sum	Solo Prose Champion

22nd Lions International Youth Exchange Scholarship Essay Competition

S4BW	Lo Cheuk Ling Sophia	7th Place
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73rd Hong Kong Schools Speech Festival (2021) (English Speech)

S1CH	Cheng Wing Tung	Solo Verse 1st Runner Up
S1CN	Ip Chuen Yan	Solo Verse 1st Runner Up
S1JS	Chan Yi Ham	Solo Verse 1st Runner Up
S2CF	Koo Hei Wai	Solo Verse 1st Runner Up
S3MT	Wan Man Nok Charlotte	Solo Verse 1st Runner Up
S4BW	Lam Nga Yi	Solo Verse 1st Runner Up
S4CM	Wong Ka Yan	Solo Verse 1st Runner Up
S1LT	Fang Ching	Solo Verse 2nd Runner Up
S3CH	Tse Yin Long	Solo Verse 2nd Runner Up
S4CC	Li Joy Sze	Solo Verse 2nd Runner Up
S1CN	Chung Chit Hang	Solo Verse Champion
S2CF	Chan Wing Yeung	Solo Verse Champion
S4BW	Lo Cheuk Ling Sophia	Solo Verse Champion
S5TW	Tin Tsz Ying	Solo Verse Champion

Asia International Mathematical Olympiad Open Contest

S1CT	Zhou Hei Hin Eric	Bronze Award
S5CC	Cheung Yan Yin	Bronze Award
S2FC	So Eytan	Finalist
S3LS	Chu Wing Sze	Finalist

Canadian English Writing Competition 2022 (Arch Cup)

S3LS	Tong Tsz Fung	Bronze Award (Semi-final Round)
S5TW	Siu Pui Yuet	Bronze Award (Semi-final Round)
S2TW	Murakami Haru	Bronze Award (Semi-final Round); Gold Award (Final Round)
S3LT	Fung Caleb	Gold Award (Semi-final Round)
S5CW	Li Chi Ying	Gold Award (Semi-final Round)
S5TW	Man Aliysa	Gold Award (Semi-final Round)
S2CF	Chan Muk Yan	Gold Award (Semi-final Round); Gold Award (Final Round)
S2TW	Chan Wing Tsun Valerie	Gold Award (Semi-final Round) ;Gold Award (Final Round)
S3LM	Kwok Jocelyn Clare	Gold Award (Semi-final Round); Silver Award (Final Round)
S5TW	Chan Justin Travis	Gold Award (Semi-final Round); Silver Award (Final Round)
S5YC	Yeung Cheuk Ling	Silver Award (Semi-final Round)
S1CT	Lee Cyan Hei Yiu	Silver Award (Semi-final Round); Bronze Award (Final Round)
S3LM	Kwok Ho Tung	Silver Award (Semi-final Round); Gold Award (Final Round)

Greater Bay Area Mathematical Olympiad (HK Region)

S1CN	Chen Haowen	Second Class Honour
S1CN	Qu Yik Chak Daniel	Second Class Honour
S1JS	Lee Lun	Second Class Honour
S1LT	Chee Melissa	Second Class Honour
S2NW	Ng Kei Nam	Second Class Honour
S1CN	Lui Ching Man	Third Class Honour
S1LT	Chung Hei Yiu	Third Class Honour

Hang Lung Mathematics Awards Final round contestant

S5CC	Cheung Yan Yin	S5CC	Wong Yu
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Harvard Book Prize 2022 Recipient

S5CC	Wong Yu	S5CC	Ying Tung Avari
S5TW	Chan Justin Travis		

HKU Business Academy for the Talented - Collaborative Innovation Bootcamp

S6YC	Cheng Tsz Ching	Best Project Award
S6YC	Heung Wing Tung	Most Innovative Award

HKU Engineering Academy for the Talented: Academy Scholarship

S5WC Ho Jianne

Hong Kong Budding Poets (English) Award (HKBPA) 2021/22 Bronze Award (Open Section) & The Poet of the School Award

S5YC Chan Ainod

Hong Kong International Debating Challenge 2021

S3LT	Liu Ka Wai Judy	Break Rounds' Quarter-finalist
S5CC	Ying Tung Avari	Break Rounds' Quarter-finalist
S5TW	Tin Tsz Ying	Break Rounds' Quarter-finalist
S5YC	Wan Ming Sum Andrea	Break Rounds' Quarter-finalist
S4CM	Yip Wing Long	Break Rounds' Semi-finalist
S5TW	Wan Tom	Break Rounds' Semi-finalist
S5YC	Chan Ainod	Break Rounds' Semi-finalist
S6CY	Davis Kan Daniel	Break Rounds' Semi-finalist

Hong Kong International Mathematical Olympiad Heat Round 2022 (Hong Kong Region)

S1CN	Lee Kin Chun	Silver Award
S1IK	Lai Ian	Silver Award
S1CN	Lee Kin Chun	Bronze Award

Hua Xia Cup (Heat Round)

S1CH	Wong Ching Laam	Pass
S1CN	Lam Kin To	Pass
S1CN	Qu Yik Chak Daniel	Pass
S1CT	Leung Joek Man	Pass
S1CT	Zhou Hei Hin Eric	Pass
S1JS	Lee Lun	Pass
S2FC	So Eytan	Pass
S2NW	Ng Kei Nam	Pass
S2NW	Wan Zi Yui	Pass

Hua Xia Cup (Southern China Region)

S1JS	Lee Lun	Second Class Honour
S1CT	Leung Joek Man	Third Class Honour
S2FC	So Eytan	Third Class Honour
S2NW	Wan Zi Yui	Third Class Honour

Inter-School Mathematics Contest 2022

S4CL	Wong Sheung Chak	Honourable Mention
S4LC	Lau Ho Lam	Honourable Mention

JA Company Programme 2021/2022

S5WC	Lai Ka Ming Laurence	Most Improved Team Player and Active Participation Award
S5CW	Lu YaXin	Most Valuable Team Player, Creativity & Innovation Award and Active Participation Award

Active Participation Award

S5CC	Chiu Ka Wai	S5TW	Man Aliysa
S5CC	Golfa Khadija	S5WC	Cheng Ho Yin Marcus
S5CC	So Tsz Ching	S5WC	Lo Kei Tung
S5CC	Tsang Lok Hin	S5YC	Chow Yan Ting
S5TW	Chan Justin Travis	S5YC	Yeung Cheuk Ling
S5TW	Lin Tsz Ching		

Creativity & Innovation Award and Active Participation Award

S5CC	Lo Chong Hei	S5TW	Lai Hei Ching
S5CC	Wong Ching	S5TW	Yip Chun Yu Elyse
S5TW	Ip Chun Tak	S5YC	Shum Wing Yiu

Linkbate Debating Championships 2022

S5CC	Ying Tung Avari	U16 Semi-finalist: Certificate of Achievement
S5TW	Chan Justin Travis	U16 Semi-finalist: Certificate of Achievement

Mathematics Book Report Competition for Secondary school (2020-21)

S3MT	Leung Yan Yu Angelice	Appreciation Award
S3MT	Lo Sze Chit Ryan	Appreciation Award
S3LM	Tam Hei Tung	Second Class Prize

Mathematics Project Competition for Secondary school (2020-21)

S2CF	Wong Tavia Tsz Ching	Team of Good Performance
S2CF	Zhang Xinyu	Team of Good Performance
S2TW	Lo Sin Yu	Team of Good Performance
S2TW	Murakami Haru	Team of Good Performance
S2CF	Chiu Irina	Team of Good Performance

MI Young Writers Award 2022

S2TW	Murakami Haru	Top 50 Award
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Pan-Asia Pacific International Mathematics Invitation Competition (Hong Kong Region)

S1CN	Qu Yik Chak Daniel	Second Class Honour
S1LT	Chan Wai Ying Joyce	Second Class Honour
S2NW	Ng Kei Nam	Second Class Honour
S1CH	Chan Chi Wing Chatwin	Third Class Honour
S1CN	Chan Sum Yu	Third Class Honour
S1IK	Chow Hok Yin	Third Class Honour

The 24th Hong Kong Youth Science and Technology Innovation Competition

S1LT	Yeung Shu Kiu	Science Fiction Drawing (Junior Secondary School): First Prize
S1CT	Li Jason Ming Yeung	Science Fiction Drawing (Junior Secondary School): Second Prize
S4CC	Cheung Ho Ching Dorothy	Senior Secondary School - Biology and Health: Merit Award
S4CC	O Yui Yee	Senior Secondary School - Biology and Health: Merit Award
S4LC	Lui Tsz To Alexie	Senior Secondary School - Biology and Health: Merit Award
S5TW	Lo Tsz Yan	Senior Secondary School - Biology and Health: Merit Award
S5YC	Cheah Yuen-Ling Zoey	Senior Secondary School - Biology and Health: Merit Award
S5YC	Wong Yuet Chin	Senior Secondary School - Biology and Health: Merit Award
S4BW	Lo Cheuk Ling Sophia	Senior Secondary School - Biology and Health: Third Prize
S4LC	Chong Fuk Ling	Senior Secondary School - Biology and Health: Third Prize
S4LC	Lee Cheuk Wing	Senior Secondary School - Biology and Health: Third Prize

The 8th Annual International Mathematical Modeling Challenge (International Contest) Meritorious

S4BW	Wong Yat Chun	S5TW	Chan Justin Travis
S4BW	Yang Long	S5WC	Ho Jianne
S4CC	Xue Runbo	S5WC	Yung Ka Wang
S4CL	Lam Yan Sheung	S5YC	Chan Ainod

The 8th Annual International Mathematical Modeling Challenge (Regional Contest) Honorable Mention

S4BW	Choi Ho Ming	S5CC	Cheuk Kwok Hei Mark
S4CL	Fung Ho Lai	S5CC	Wong Yu
S4CM	Ng Man Fei	S5CW	Lee Benedict Shing Mong
S4CM	To Shu Yuet	S5YC	Wong Chun Yee

Meritorious

S4BW	Lo Cheuk Ling Sophia	S5TW	Chan Justin Travis
S4LC	Chia Andrea Charmaine	S5WC	Ho Jianne
S4LC	Chong Fuk Ling	S5WC	Yung Ka Wang
S4LC	Ko Po Kiu Selina	S5YC	Chan Ainod

Outstanding

S4BW	Wong Yat Chun	S4CC	Xue Runbo
S4BW	Yang Long	S4CL	Lam Yan Sheung

The 8th Field Report Competition for Secondary School 2021-2022

S4CC	Bat Ngo Ching	Champion
S4CC	Chan Ngai Long Adrian	Champion
S4CC	Wan Hoi Kit	Champion
S4CC	Xue Runbo	Champion
S4CC	Lam Tsz Him	Certificate of Attendance

S4CC	Lee Lok Yiu	Certificate of Attendance
S4CC	Low Poh Yin	Certificate of Attendance
S4CC	Lui Yuen Man Sharon	Certificate of Attendance
S4CC	Sze Wing Lok	Certificate of Attendance

The Greater Bay Area STEM Excellence Award 2022

S5CC	Chan Yee Ching Jocelyn	Bronze Award
S5CW	Li Chi Ying	Bronze Award
S5WC	Barton Emma Patricia	Bronze Award
S5WC	Ng Chin Wai Denise	Bronze Award
S3LS	Yip Ron	Gold Award
S3LT	Chan Chun Sum	Gold Award
S3LT	Hou Hiu Chung Henry	Gold Award
S3LT	Wong Yu Sing Jayden	Gold Award
S4BW	Lo Cheuk Ling Sophia	Silver Award
S4LC	Chia Andrea Charmaine	Silver Award
S4LC	Chong Fuk Ling	Silver Award
S4LC	Chong Yeung Ling	Silver Award
S4LC	Lee Cheuk Wing	Silver Award

Sports

HKSSF Inter-school Athletics Competition (Division One)

Individual awards

S1JS	Chan Ching Man	Girls C 400m 2nd Runner-up
S2AK	Yip Man Yan	Girls C 100m 1st Runner-up; Girls C 200m Champion
S4CC	Ho Chan Hung	Girls A 100m 1st Runner-up; Girls A 200m 2nd Runner-up
S5WC	Luk Ka Yee Mandy	Girls A 100m Hurdles 2nd Runner-up
S3CH	Wong Wan Chi	Girls B 100m 2nd Runner-up; Girls B 200m 2nd Runner-up
S4CC	Li Tsz To	Girls B 100m Champion; Girls B 200m Champion
S3LT	Chan Lok Ching	Girls B 400m 2nd Runner-up; Girls B 800m 1st Runner-up
S3LS	Siu Brianna	Girls B High Jump 3rd Runner-up

Girls A 4x100m 3rd Runner-up

S4CC	Chui Tin Heng	S4CC	Ho Chan Hung
S6LT	Lee Wing Yiu	S5WC	Luk Ka Yee Mandy

Girls B 4x100m 1st Runner-up

S4CC	Li Joy Sze	S4CC	Li Tsz To
S3CH	Wong Wan Chi	S3LT	Chan Lok Ching

Girls C 4x100m 1st Runner-up

S1IK	Cheung Ka Yu Casey	S2HL	Lee Hei Tung
S1JS	Chung Tsz Wai Brietta	S2AK	Yip Man Yan

Girls B - 3rd Runner-up

S3LS	Wu Rachel	S4LC	Lee Yuet Hei
S3LT	Chow Sin Ying	S4CC	Li Joy Sze
S4BW	Ng Kristy Kay Sze	S3CH	Wong Wan Chi
S4CC	Ng Sin Ying Cheryl	S4CC	Li Tsz To
S4CC	O Yui Yee	S3LT	Chan Lok Ching
S4CL	Leung Hoi Ying	S3LS	Siu Brianna

Girls C - 3rd Runner-up

S1CH	Chan Chung Man Daphne	S1LT	Sundjaja Oceana
S1CN	Chui On Tsz	S2CF	Fong Amelia Zi Ching
S1CN	Ho Ho Ying	S2CF	Tang Hoi Lyn Kellyn
S1CT	Wong Tsz Ching Adas	S2FC	Li Yi Suen Annabel
S1IK	Chan Wai Ying Abbie	S2HL	Fung Cheuk Li
S1JS	Chan Ching Man	S2TW	Shoaf Caitlin Amelia
S1IK	Cheung Ka Yu Casey	S2HL	Lee Hei Tung
S1JS	Chung Tsz Wai Brietta	S2AK	Yip Man Yan

Overall Girls - 3rd Runner-up

S6BC	Lam Kwan Yat	S4BW	Ng Kristy Kay Sze
S6BC	Leung Yoanna	S4CC	Ng Sin Ying Cheryl
S6BC	Ma Ching Yi	S4CC	O Yui Yee
S6BC	Yu Hei Man	S4CL	Leung Hoi Ying
S6LT	Chen Sze Ki	S4LC	Lee Yuet Hei
S6LT	Hung Lok Ching	S4CC	Li Joy Sze
S6LT	Lee Mun Ying	S3CH	Wong Wan Chi
S1JS	Yeung Tsz Ching	S4CC	Li Tsz To
S5CW	Li Chi Ying	S3LT	Chan Lok Ching
S5TW	Siu Pui Yuet	S3LS	Siu Brianna
S5YC	Cheng Nga Chi	S1CH	Chan Chung Man Daphne
S1JS	Chan Ching Man	S1CN	Chui On Tsz
S1IK	Cheung Ka Yu Casey	S1CN	Ho Ho Ying
S1JS	Chung Tsz Wai Brietta	S1CT	Wong Tsz Ching Adas
S2HL	Lee Hei Tung	S1IK	Chan Wai Ying Abbie
S2AK	Yip Man Yan	S1LT	Sundjaja Oceana
S4CC	Chui Tin Heng	S2CF	Fong Amelia Zi Ching
S6LT	Lee Wing Yiu	S2CF	Tang Hoi Lyn Kellyn
S4CC	Ho Chan Hung	S2FC	Li Yi Suen Annabel
S5WC	Luk Ka Yee Mandy	S2HL	Fung Cheuk Li
S3LS	Wu Rachel	S2TW	Shoaf Caitlin Amelia
S3LT	Chow Sin Ying		

HKSSF Inter-school Athletics Competition (Division Two)

Individual

S6BC	Lee King Him Keith	Boys A 100m 1st runner-up; Boys A 200m Champion
S6LT	Lai Hiu Long	Boys A 400m Champion; Boys A 800m Champion
S5CC	Hung Kang Ting	Boys A Javelin 4th Place
S6CL	Wong Yu Hei	Boys A TripleJump 1st runner-up; Boys A High Jump 2nd runner-up
S3LS	Wong Hoi Yuen Xavier	Boys B 100m 1st Runner-up; Boys B 200m Champion
S3CH	Pun Chit Lam	Boys B 100m 2nd Runner-up
S3CH	Chow Chun Ngo	Boys B 200m 2nd Runner-up; Boys B 400 1st Runner-up
S3LT	Lo Fei Yin	Boys B 400m 3rd Runner-up
S3LS	Yan Jayden	Boys B Triple Jump 2nd Runner-up
S3LM	Zhou Tiance	Boys B Shot Put 1st Runner-up
S2FC	Kwok Ho Wun	Boys C 100m 1st Runner-up; Boys C 200m 1st Runner-up
S1IK	Wong Chit Hei Max	Boys C 1500m 1st Runner-up
S1CH	Chan Rio	Boys C 400m 4th Place; Boys C 800m Champion
S2CF	Hon King Hang	Boys C High Jump Champion; Boys C Long Jump Champion

Boys A 4x100m 2nd Runner-up

S4CC	Chan Ngai Long Adrian	S6YC	Wong Chun Yat
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S4CC	Leung Chun Kiu	S6BC	Lee King Him Keith
S5YC	Wong Chun Yee		
Boys A 4x400m 1st Runner-up			
S5CC	Ng Ho Lam	S6CL	Kong Siu Long
S5WC	Poon Wing Hong	S6LT	Lai Hiu Long
Boys B 4x100m 2nd Runner-up			
S3CH	Cheung Ho Ting	S3LS	Wong Hoi Yuen Xavier
S4BW	Wong Yat Chun	S3CH	Pun Chit Lam
S4LC	Ng Cheuk Wang		
Boys B 4x400m Champion			
S4CC	Xue Runbo	S3LT	Lo Fei Yin
S3CH	Chow Chun Ngo	S3LS	Yan Jayden
Boys C 4x100m 2nd Runner-up			
S1CH	Liu Chak On	S2CF	Hon King Hang
S1CN	Ip Chuen Yan	S2FC	Kwok Ho Wun
Boys C 4x400m Champion			
S1IK	Wong Chit Hei Max	S1CH	Wong Siu Hang Ivan
S1CH	Chan Rio	S1LT	Leung King Chung
Boys A – 1st Runner-up			
S6BC	Lee King Him Keith	S5CC	Ng Ho Lam
S6LT	Lai Hiu Long	S5WC	Poon Wing Hong
S4CC	Chan Ngai Long Adrian	S6CL	Kong Siu Long
S4CC	Leung Chun Kiu	S5CC	Hung Kang Ting
S5YC	Wong Chun Yee	S6CL	Wong Yu Hei
S6YC	Wong Chun Yat		
Boys B – 2nd Runner-up			
S3CH	Cheung Ho Ting	S4CC	Xue Runbo
S4BW	Wong Yat Chun	S3CH	Chow Chun Ngo
S4LC	Ng Cheuk Wang	S3LT	Lo Fei Yin
S3LS	Wong Hoi Yuen Xavier	S3LS	Yan Jayden
S3CH	Pun Chit Lam	S3LM	Zhou Tiance
Boys C – Champion			
S1CH	Liu Chak On	S1IK	Wong Chit Hei Max
S1CN	Ip Chuen Yan	S1CH	Chan Rio
S1CN	Lui Ho Fung Aiden	S1CH	Wong Siu Hang Ivan
S1JS	Lee Lun	S1LT	Leung King Chung

S2FC	Kwok Ho Wun	S2CF	Hon King Hang
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Overall Boys - Champion

S6BC	Lee King Him Keith	S4CC	Xue Runbo
S6LT	Lai Hiu Long	S3CH	Chow Chun Ngo
S4CC	Chan Ngai Long Adrian	S3LT	Lo Fei Yin
S4CC	Leung Chun Kiu	S3LS	Yan Jayden
S5YC	Wong Chun Yee	S3LM	Zhou Tiance
S6YC	Wong Chun Yat	S1CH	Liu Chak On
S5CC	Ng Ho Lam	S1CN	Ip Chuen Yan
S5WC	Poon Wing Hong	S1CN	Lui Ho Fung Aiden
S6CL	Kong Siu Long	S1JS	Lee Lun
S5CC	Hung Kang Ting	S2FC	Kwok Ho Wun
S6CL	Wong Yu Hei	S1IK	Wong Chit Hei Max
S3CH	Cheung Ho Ting	S1CH	Chan Rio
S4BW	Wong Yat Chun	S1CH	Wong Siu Hang Ivan
S4LC	Ng Cheuk Wang	S1LT	Leung King Chung
S3LS	Wong Hoi Yuen Xavier	S2CF	Hon King Hang
S3CH	Pun Chit Lam		

HKSSF Inter-school Swimming Competition (Division One)

S6LT	Hung Lok Ching	Girls A 200m Individual Medley 1st Runner-up; 200m Freestyle 2nd Runner-up
S3MT	Au Yeung Sin Chun	Girls B 200m Breaststroke 2nd Runner-up
S4CC	Ng Sin Ying Cheryl	Girls B 200m Freestyle 3rd Runner-up
S2FC	Ng Elly Hei Yu	Girls C 200m Breaststroke 2nd Runner-up
S1CN	Chui On Tsz	Girls C 200m Individual Medley 3rd Runner-up

HKSSF Inter-school Swimming Competition (Division Two)

Individual

S6BC	Po Hin Hang	Boys A 200m Individual Medley Champion; Boys A 50m Butterfly Champion
S3LM	Leung Tsz Wo	Boys B 100m Backstroke 1st Runner-up; Boys B 50m Backstroke Champion
S4CL	Wong Kai Hong Franco	Boys B 100m Breaststroke 2nd Runner-up; Boys B 50m Breaststroke 3rd Runner-up
S4CL	Leung Alex Man Fung	Boys B 200m Breaststroke 2nd Runner-up
S4CC	Leung Pui Lok	Boys B 200m Freestyle Champion; Boys B 100m Freestyle Champion
S3LS	Yan Jayden	Boys B 50m Butterfly 3rd Runner-up; Boys B 200m Individual Medley 2nd Runner-up
S3LM	Au Chin Ming	Boys B 50m Freestyle 3rd Runner-up
S1IK	Leung King Chun	Boys C 100m Freestyle 2nd Runner-up
S1CH	Hung Lok Lam	Boys C 200m Freestyle 1st Runner-up

S1LT	Shum Siu Chun	Boys C 50m Freestyle 2nd Runner-up;
		Boys C 50m Backstroke 3rd Runner-up
S5CW	Leung Tsz Shun	Boys A 50m Backstroke 3rd Runner-up

Boys Grade A 4x50m Medley Relay 1st Runner-up

S6BC	Lee King Him Keith	S5YC	Wong Chun Yee
S6BC	Po Hin Hang	S5CW	Leung Tsz Shun

Boys Grade B 4x50m Medley Relay 1st Runner-up

S3LM	Leung Tsz Wo	S4CC	Leung Pui Lok
S4CL	Wong Kai Hong Franco	S3LS	Yan Jayden
S4CL	Leung Alex Man Fung	S3LM	Au Chin Ming

Boys Grade C 4x50m Medley Relay 3rd Runner-up

S2AK	Chan Pak Kiu	S1CH	Hung Lok Lam
S1IK	Leung King Chun	S1LT	Shum Siu Chun

Boys A – 3rd Runner-up

S6BC	Lee King Him Keith	S5YC	Wong Chun Yee
S6BC	Po Hin Hang	S5CW	Leung Tsz Shun

Boys B – Champion

S3LM	Leung Tsz Wo	S4CC	Leung Pui Lok
S4CL	Wong Kai Hong Franco	S3LS	Yan Jayden
S4CL	Leung Alex Man Fung	S3LM	Au Chin Ming

All HK Inter-Secondary Schools 3x3 Basketball Marathon 1st Runner-up

S1IK	Chan Wai Ying Abbie
S1IK	Wong Ching Lam Andrea
S2AK	Mok Ka Ching Justine
S2FC	Chan Ho Ying
S2FC	Chan Hoi Ting Katie
S2HL	Fung Cheuk Li
S2NW	Fung Cheuk Ling
S2TW	Murakami Haru

Culture

明日領袖高峰論壇暨明日領袖獎」2021 明日領袖卓越獎

S2HL	Chan Lok Tung
S4CC	Cheung Ho Ching Dorothy

2021 Hong Kong Youth Music Interflows String Quartet Contest - Silver Award

S4CL	Wong Sheung Chak
S5TW	Lee Man Ching
S5WC	Li Hiu Ching

2021 南區優秀青年嘉許計劃

S4CL	Hon Chin Ching Chloe
S4LC	Chong Fuk Ling
S4LC	Chong Yeung Ling

74th Hong Kong Schools Music Festival

S3CH	Chan Rani	Cello Solo - Intermediate - Bronze Award
S2CF	Wan Hei Yin	Clarinet Solo - Secondary School - Senior - Silver Award
S1JS	Chan Hadrian	French Horn Solo - Secondary School - Junior - Silver Award
S1CN	Qu Yik Chak Daniel	Graded Piano Solo - Grade Eight - Bronze Award
S1LT	Kwong Gabrielle Chiching	Graded Piano Solo - Grade Eight - Silver Award
S3MT	Leung Yan Yu Angelice	Graded Piano Solo - Grade Eight - Silver Award
S3MT	Ng Chi Kuan Jane	Graded Piano Solo - Grade Eight - Silver Award
S1CN	Kwok Sum Yu	Graded Piano Solo - Grade Five - Silver Award
S1CN	Chung Chit Hang	Graded Piano Solo - Grade Seven - Bronze Award
S2CF	Poon Sze Ching	Graded Piano Solo - Grade Seven - Silver Award
S3LM	Lui Yu Hin	Graded Piano Solo - Grade Seven - Silver Award
S3CH	Chan Sze Wing Deborah	Graded Piano Solo - Grade Six - Silver Award
S2FC	Chan Chloe Cheuk Ying	Graded Piano Solo - Grade Six - Third Place with Silver Award
S1JS	Chan Sheung Sheung	Graded Piano Solo - Grade Three - Silver Award
S3CH	Tse Yin Long	Harmonica Solo - Intermediate - Silver Award
S2AK	Li Cheuk Hin Elvan	Ito Saxophone Solo - Secondary School - Senior - Silver Award
S2HL	Li Cheuk Yi Ashia	Marimba Solo - Secondary School - Silver Award
S3LM	Tam Hei Tung	Piano Solo - Tom Lee Music Scholarship - Gold Award
S1CH	Chan Chi Wing Chatwin	Trombone Solo - Secondary School - Senior - Bronze Award
S5WC	Ho Jianne	Trumpet Solo - Secondary School - Senior - First Place with Silver Award
S3LT	Hou Hiu Chung Henry	Violin Concerto - Age 19 or under - Third Place with Silver Award
S1LT	Yang Leduo	Violin Solo - Grade Four - Silver Award
S1CH	Wong Yi Sum	Violin Solo - Grade Three - Third Place with Silver Award

S5YC	Wan Ming Sum Andrea	Vocal Solo - Foreign Language - Silver Award
S4BW	Wong Bettina	笛獨奏 - 中學 - 中級組 - 銀獎
S4BW	Chin Shih Han	笛獨奏 - 中學 - 高級組 - 銀獎
S5CC	Lo Chong Hei	揚琴獨奏 - 深造組 - 季軍 (銀獎)
S1JS	Chung Tsz Wai Brietta	琵琶獨奏 - 初級組 - 亞軍 (銀獎)
S1CN	Chen Haowen	鋼琴獨奏 - 中國作曲家 - 中級組 - 銀獎

Black and White Painting Competition Silver Award in Electric Painting

S5WC Ho Mei Ching Anthea

Cisco Learn-a-thon Course

Certificate of Merit (CyberSecurity) & Certificate of Excellence (Python)

S5CC Wong Yu S5WC Lai Ka Ming Laurence

Enactus Social Innovation Challenge 2022

Champion

S5YC	Kwok Wing Yan	S5YC	Wan Ming Sum Andrea
S5YC	Tong Jamie Nib	S5YC	Yeung Sheung San

1st Runner Up

S5TW	Liu Chun Ho	S5YC	Choy Ngai Sean
S5TW	Tsang Shuk Yin	S5YC	Keung Hei Yee

Game Animation & Mobile App Design Jam 2021 Champion

S4BW Chan Ray

Joint School Music Competition 2021

Secondary School String (violin) Solo - Senior - Silver Award

S3CH Chao Hang

SDG Ambassadorship Certificate of Attendance

S4CC	Cheung Hong Yau Katrina	S4CC	O Yui Yee
S4CC	Kwan Tung	S4CC	Siu Cheuk Yan
S4CC	Lau Lee		

Water Wise Student Ambassador Scheme

Gold Award

S5CC	Lee Cheuk Hei	S5WC	Lo Sheung Hei Jayden
S5CC	Tsang Lok Hin		

Bronze Award

S5CC	Kwan Hui Yat	S5YC	Cheah Yuen-Ling Zoey
S5TW	Tam Jayne	S5YC	Kong Sin Yu Cindy

全港校際模擬飛行挑戰賽冠軍

S3CH Wong Chung Yan S5CC Wong Yu
S5CC Kwan Hui Yat

共享中國夢 — 交通銀行香港中學生獎學計劃 2021

S5CC Wong Yu

7. Financial Summary

DSS Schools' Annual Financial Position Financial Summary for the 2020/2021 School Year

	Government Funds	Non-Gov't Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	63.31%	N.A.
School Fees	N.A.	33.96%
Donations, if any	N.A.	0.010%
Other Income, if any	1.08%	1.64%
Total	64.39%	35.61%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	80.69%	
Operational Expenses (including those for Learning and Teaching)	9.71%	
Fee Remission / Scholarship	3.65%	
Repairs and Maintenance	1.04%	
Depreciation	4.91%	
Miscellaneous	N.A.	
Total	100%	
Surplus/Deficit for the School Year #	0.85 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	8.89 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		

Details of expenditure for large-scale capital works, if any:

The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

Register of Donations Received by School (2021-22)

Date	Ref. No.	To IMC	Name of donor	Description	Quantity	Amount (HK\$)	Whether the donations received are solicited*	Date approved by IMC
11-01-2022	2122001	2122001	EDB	Face mask	50 boxes	N/A	N/A	IMC 27/5/2022
30-03-2022	2122002	2122002	Direct Subsidy Secondary School Council (DSSSC)	連花清溫膠囊	109 boxes	N/A	N/A	IMC 27/5/2022
30-03-2022	2122003	2122003	Direct Subsidy Secondary School Council (DSSSC)	PPE gown (保護衣)	30 pcs	N/A	N/A	IMC 27/5/2022
30-03-2022	2122004	2122004	Direct Subsidy Secondary School Council (DSSSC)	Face shield	30 pcs	N/A	N/A	IMC 27/5/2022
30-03-2022	2122005	2122005	Direct Subsidy Secondary School Council (DSSSC)	RAT (Reagen)	72 boxes	N/A	N/A	IMC 27/5/2022
08-04-2022	2122006	2122006	St. James' Settlement	Mask (5 pcs/bag)	120 bags	N/A	N/A	IMC 27/5/2022
10-04-2022	2122007	2122007	Southern District Joint Schools Conference (Home Affairs Department, Southern District)	Face mask	25 boxes	N/A	N/A	IMC 27/5/2022
10-04-2022	2122008	2122008	Southern District Joint Schools Conference (Home Affairs Department, Southern District)	Face mask	1 box	N/A	N/A	IMC 27/5/2022
20-04-2022	2122009	2122009	EDB	RAT (Jinwofu)	620 boxes	N/A	N/A	IMC 27/5/2022
05-07-2022	2122010	2122010	Ms. Fok Hoi Yun Irene	Petrof Upright Piano	1 unit	20,000.00	N/A	IMC 29/7/2022
05-07-2022	2122011	2122011	Mr. Tong Kwok Wang	Foller Classical Guitar	1 unit	1,000.00	N/A	IMC 29/7/2022
05-07-2022	2122012	2122012	Mr. Tong Kwok Wang	Kepma Acoustic Guitar	1 unit	1,000.00	N/A	IMC 29/7/2022

Note: *Donations including cash grant in form of discount or commission fee to schools. According to EDBC 10/2016, schools should not solicit donations or advantages from trading operators/suppliers.

#A mandatory item for schools to fill in if donors are the schools' trading operators/suppliers.

@Specify the amount of money and the quantity of goods or services being purchased.

8. Capacity Enhancement Grant Report 2021-22

Task Area	Major Area(s) of Concern	Strategies	Benefits anticipated (e.g. how workload is alleviated)	Time scale	Resources required	Success criteria
Curriculum development & enhancement of students' learning	1. To enhance the value education of our school-based curriculum	To recruit one full time LS teacher	To help modify our S1 curriculum and relevant materials to strengthen its value education element More manpower to implement the Community Engagement Project	From September 2021 to August 2022	Salary	Finished modifying our S1 school-based L&S materials The implementation of Community Engagement Project in our S3 curriculum Students' love of learning and their commitment of service could be enhanced
Evaluation Person responsible						
<p><u>The modification of our S1 curriculum and materials:</u></p> <ul style="list-style-type: none"> Have modification 9 sets of S1 learning materials to strengthen its value education component. <p><u>The implementation of Community Engagement Project in our S3 curriculum:</u></p> <ul style="list-style-type: none"> The CEP lessons for our S3 students were carried out as planned. Some students have carried out various services benefitting children living in poverty and ethnic minorities (e.g. offering free interest class (physical); arranging free English tutorials for poor children (online); while others have created the audio tour guide or audio drama to promote Chinese culture within our community. The project has successfully developed our students' empathy and open-mindedness, as reflected by the scoring of following items <ul style="list-style-type: none"> (3.91/5) The CEP helps me to become more aware of the needs of my community. (4.04/5) I have a responsibility to serve my community. (3.89/5) The community service involved in my CEP makes me more aware of my own biases and prejudices. 						

Task Area	Major Area(s) of Concern	Strategies	Benefits Anticipated (e.g. how workload is alleviated)	Time Scale	Evaluation
Curriculum Development & Enhancement of students learning	<ul style="list-style-type: none"> To facilitate the reform of school based Chinese Language curriculum (Target for this year: S2) To enhance students learning Chinese language and culture inside classroom by organizing after school tutorial classes. To enhance students learning Chinese language and culture outside classroom by organizing language related activities and competitions. 	To recruit one full time Chinese Language teacher	<ul style="list-style-type: none"> For the additional staff, he would help prepare the learning materials including PowerPoints and worksheets related to the reformed curriculum, especially in S2. He will also lead some after school tutorial classes and assist in different kinds of activities and competitions such as Chinese festival celebration, choral speaking competition, Chinese New Year Celebration etc. For other teachers, they can be relieved some workload so that they can enhance students learning in other areas. 	From September 2021 to August 2022	<p>The grant has proved to be extremely helpful in assisting teachers in our student enrichment programs.</p> <p>An extra staff member helped to promote Chinese culture around school to all students, including NCS. This process involved</p> <ul style="list-style-type: none"> training students to participate in choral speaking competitions, assisting teachers to organize Chinese New Year celebration and other Chinese culture related activities at school, teaching remedial class after school, cooperating with students to organize language competitions

Date	Description	HKD
30/08/2021	2021/2022 CEG Grant received	683,280.00
30/08/2021	2021/2022 CEG Grant adjustment	(956.00)
31/08/2022	2 teachers salary	(682,324.00)
31/08/2022	Balance c/f	-

9. 公民與社會發展科津貼（公民科津貼）2021-22

	範疇	開支金額 (\$)
i.	發展或採購相關的學與教資源、流動應用程式或軟件等 (例如：參考書、刊物、多媒體及電子教學材料、製作虛擬實境或 3D 圖像的軟件等)	\$0
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動	\$0
iii.	舉辦和公民科課程相關的校本學習活動 (例如：參觀展覽、實地考察、體驗學習營等)	\$0
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動	\$0
v.	其他（請註明）： _____	\$0
	預計總開支金額	\$0

本校於 2021-22 學年「公民科津貼」開支金額為 \$0。有關該津貼的使用規劃，可參閱學校年度規劃 2022-23。

10. School-based After-school Learning and Support Programmes 2021-22

Name of School: HKUGA College

Staff-in-charge: Mr. Freddie Sum

Contact Telephone No.: 28708815

A. The number of students (count by heads) benefitted under the Grant is 2 (including A. (0) CSSA recipients, B. (2) SFAS full-grant recipients and C. (0) under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
AI and Robotics		1		>80%	Oct 21 – May 22	600	questionnaire, observation	STEAM Maker	
Junior Choir		1			Oct 21 – May 22	600	questionnaire, observation	Ms Tammy Ho	
Total no. of activities:									
@No. of man-times		2							
**Total no. of man-times	2				Total Expenses	1,200			

Note:

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

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

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

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

C. Project Effectiveness

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

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning	✓					
b) Students’ study skills		✓				
c) Students’ academic achievement			✓			
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills			✓			
j) Students’ cooperativeness with others			✓			
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development			✓			
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities	✓					
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community		✓				
q) Your overall view on students’ community		✓				

D: Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

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

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

No

11. Sister School Exchange Report 2021-22

- Names of the Mainland Sister School (1): Foshan No.10 Secondary School 佛山市第十中學
 (2): Shanghai Tianjiabing High School 上海田家炳中學
 (3): Ningbo Tungji Secondary School 浙江省寧波市同濟中學

Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
	No exchange activities were conducted throughout the year. Due to COVID-19 school suspensions, limited lesson times and the need to focus on local and activities to boost our students learning and wellbeing.	N/A	N/A	<p>This year, we successfully renewed our cooperation with the Shanghai Tianjiabing High School and westablished a contact group with the Ningbo Tungji Secondary School to discuss exchange matters.</p> <p>Our project work with DHS in Singapore has become more effective and impactful. The need for different ways to engage our teams in an online format also provide us with opportunities for how we can collaborate online in the coming year.</p> <p>Although we have no plans to travel internationally at the moment, we look forward to exploring opporunities to share with our Chinese counterparts.</p>

Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount	Remarks
1.	N.A.	N.A.	\$0	
		Total:	\$0	
		Annual Balance of Grant:	\$259,385.42	

12. Report on the Use of the Promotion of Reading Grant 2021-22

Part 1: Financial Report

Item	Expenses (\$)	
	Estimated	Actual
1. Purchase of Books & Magazines		
· Printed Chinese and English books	30,000	17,790.20
· Printed Chinese and English magazines	27,000	21,859.50
2. Web-based Reading Schemes		
· Online Reading Platform (Britannica)	11,000	9,932.31
· Subscription of Chinese and English e-resources	35,000	11,500.00
3. Recommendations by teachers	5,000	1,822.88
Total	103,000	61,082.01

Part 2: Evaluation of the Effectiveness

Focus: to strengthen the reading motivation and habits among students

- **Reading Challenge 2021-22**

The Cross-curricular and Publications Committee organised a reading challenge to attract students and teachers to read for fun, pleasure and personal achievement with the aim of promoting a reading culture in the school community. Overall, 129 participants signed up for the challenge, including 11 teachers. A mechanism was developed to monitor the participants' reading throughout the year and in the end, 5 students and a teacher managed to get a full house (read 16 books). To promote the library book collection, monthly displays in the library based on the Reading Challenge themes were set up, and regular updates on the progress made by students were shared with the school community through the Daily Bulletin.

- **S1 Reading Lessons**

The main goal of the S1 Reading Lessons this year was to develop S1 students' reading habits as they transitioned into secondary school life and to prepare them to develop habits self-directed learning in terms of reading in different subjects areas. A tailor-made reading programme, based on the concept of reading circles, was rolled out at the beginning of the year to enhance the effectiveness of these reading lessons and to promote student-centred learning. Based on the experience this year, the student-centred aspect of the programme would continue to be prioritised, with greater focus placed on the coverage of different reading strategies next year.

- **Collection Development in the Hub**

To further strengthen students' learning during the year, The Hub continued to source a variety of appropriate resources for our learning community. In addition to subscription of e-newspapers and magazines, The Hub assisted different departments in the acquisition of both e-resources and print books throughout the year, including those for Battle of the Books competition and the Speech Festival. In addition, all S1 classes were allocated \$1000 each, which they used to expand their class library corner collection based on their own preferences.

- **The Role of the Cross-curricular and Publications Committee**

The Committee oversaw the implementation of the reading component of the Committee Annual Plan. The main events successfully organised by the Reading Sub-committee this year were:

- ❖ Holding a regular Book Club with over 20 students to prepare them for the Inter-school Battle of the Books Competition, where the students performed exceptionally well to clinch the second position in the group they competed in.
 - ❖ Organising a Reading Challenge with 129 participants, including 11 teachers.
 - ❖ Holding a Reading Week with inter-class competition, Blind Date with a Book charity event and an author talk.
 - ❖ Hosting a junior and a senior assembly to promote reading through a talk show styled sharing session by the school managers.
- **The Role of the ‘Reading Across the Curriculum’ Sub-committee**
 The main aims of the sub-committee this year was to increase students’ reading motivation through offering them regular subject-specific reading lists and to help teachers in different KLAs by recommending reading strategies that could be utilised in their teaching. The following initiatives were carried out to achieve these aims:
 - ❖ Subject-specific recommended articles, mostly from a reading platform called Newsela, were shared with the students from eight different KLAs on a biweekly basis for each form throughout the year.
 - ❖ A reading strategies workshop on the benefits of utilising graphic organisers to assist reading comprehension was organised with representatives from different KLAs.
 - ❖ Newsela and Britannica workshops were organised for subject representatives to familiarise them with the platforms.
 - **Building up the role of the Class Librarians**
 Each class selected two students to be class librarians, one for Chinese and one for English. They were assigned the following tasks in order to serve as a bridge between their classes and the Reading Sub-committee:
 - ❖ Keeping the circulation record for their Class Library Corners.
 - ❖ Overseeing the design of the Class Library Corners S1 only).
 - ❖ Promoting reading initiatives in their homerooms to encourage student participation.

13. Report on the Learning Support Grant 2021-22

[直接資助計劃學校適用]

「全校參與」模式照顧有特殊教育需要的學生

年終檢討表

學校: 港大同學會書院

(2021 / 2022 學年)

(一) 本校在照顧有特殊教育需要學生方面的情況如下：(請在適當的方格內加上‘V’)

I	校園文化	十分滿意	滿意	尚可	有待改善
a)	領導層支持「學生支援組」推動「全校參與」模式融合教育，建構校本共融文化		V		
b)	教職員能接納有特殊教育需要的學生並願意承擔支援的責任		V		
c)	學生朋輩間能接納彼此的獨特性及個別差異			V	
d)	學校與家長有良好的伙伴關係，經常溝通以了解學生的進度		V		
II	學校政策				
a)	領導層訂立有關支援有特殊教育需要學生的政策，並定期檢視目標和成效		V		
b)	學校資訊透明度高，並已在學校報告及學校概覽內清楚闡明校本融合教育政策、所獲得的額外資源和向學生提供的支援措施，有關家長亦清楚子女的支援需要及進展		V		
c)	已訂定行動計劃安排教職員接受特殊教育的持續專業培訓，並預期會符合教育局訂定的培訓目標			V	
d)	靈活地統合和調配資源，確保資源善用以便為學生提供適切的支援服務		V		
III	支援措施				
a)	教師能透過課堂教學或利用教育局提供的評估工具，及早識別學生的特殊教育需要		V		
b)	已成立「學生支援組」(或相關組別)，並由特殊教育統籌主任協助校長/副校長，有策略地規劃、推行、監察、評估及協調各項特殊教育支援措施		V		
c)	已採用學生支援記錄冊，並定期檢討學生的學習進展及支援的成效			V	

d)	「學生支援組」能與科組協作，為有特殊教育需要的學生擬定支援計劃、課程及教學調適、考試及評核的特別安排等			V	
e)	透過專業交流，提升教職員的教學技巧		V		
f)	採用多元化教學策略(如協作教學、合作學習)以促進學生的學習		V		
g)	按學生的需要而訂立多元化的評估調適策略			V	
h)	為有需要個別加強支援的學生提供結構化的支援方案/個別學習計劃		V		

(三) 家校合作

1. 本校透過下列的途徑讓家長清楚知悉學校為學生提供的支援:

	派發學生支援摘要
V	為需要加強支援的學生訂定結構化的支援方案/個別學習計劃
V	在學校報告及學校概覽中清楚列明支援措施及服務
V	「學生支援組」定時與家長檢視學生的學習進展
	其他，請註明：()

2. 本校恆常與家長溝通的機制，包括：

V	通告	V	電話/電子平台
V	家長日		學生支援摘要
	家長培訓	V	學生評估/進展報告
V	家長面談		其他 (請列明：

(四) 支援有特殊教育需要的非華語學生(如適用)

本校為有特殊教育需要的非華語學生提供以下支援:

	運用「有特殊教育需要非華語學生支援津貼」增聘教學助理
V	運用「有特殊教育需要非華語學生支援津貼」外購專業服務
	協助翻譯
	推動共融文化活動以建構共融校園
	設計生涯規劃活動協助非華語學生適應和過渡不同的學習階段
	其他，請註明：()

(五) 本校在推行融合教育方面仍須加強或改善的地方是:

(如有需要，請參考《照顧學生個別差異～共融校園指標》)

(a) 共融校園文化方面：

為學生提供與不同背景、種族、能力或性別的同學合作機會，透過與專業機構，讓同學更了解精神健康及相關議題，及在校與其他同學分享。

(b) 共融政策方面：

繼續配合教育局最新的培訓建議，短期及長遠計劃協助教職員持續專業進修活動。加強學與教和學生支援之協調，讓相關老師更了解在照顧學生個別差異的能力上的不同策略。

(c) 共融措施方面：

協調學生的學習活動及加強策動校內外的支援及資源，加強輔導組之個人及小組輔導，從而定期為學生提供學習和情感的上支援。於暑假與教育心理學家合作，協助學生掌握學習技巧，提升動力及積極性。

2021/22 學年學習支援津貼財政報告

上學年可保留的累積盈餘:	HK\$317,236.00	(a)			
本學年總撥款:	HK\$749,111.00		+	HK\$505,557	= \$1,254,668.00
	第一期撥款(b)			第二期撥款(c)	
本學年可用金額(總收入):	HK\$1,591,904.00	(d)			[(a)+(b)+(c)]
本學年總支出:	HK\$1,206,550.81	(e)			

支出細項如下：

項目		金額(\$)
1	增聘全職和/或兼職教師	\$ 416,000.00
2	增聘教學助理	\$ -
3	聘請輔導員	\$ 443,809.00
4	外購專業服務	\$ 258,226.84

5	購置學習資源	\$	7,207.47
6	安排學習/共融文化活動、校本教師培訓及家校合作支援活動	\$	35,807.50
7	其他：(請列明：)	\$	-

本學年年終末累

\$365,353.19 (f) [(d)-(e)]

積津貼餘款：

餘款佔本年度撥

29%

(g) [(f) / [(b) +(c)]]x100%

款的百分比(%):

註：如學校能提供運用學習支援津貼聘請額外支援教師/教學助理/的費用(薪金+強積金供款)的資料，請填寫。

	支援項目項目名稱	服務目的(例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等)	外購服務機構名稱(如適用)	推行時間(包括活動/上課總時數或每小時所需的平均費用)	服務對象(例如有特殊教育需要學生人數及其類別、教師、家長人數)	表現指標評估方法	成效檢討	實際支出/平均支出	
1	聘請全職 1 名或兼職合約教師	分班教學、共融活動、共融行政	不適用	全個學年	全校學生	年度評核(包括教學工作及共融工作)	工作表現良好。	費用總數：	\$ 461,500.00

2	聘請全職 0 名 或兼職教 學助理		不適用					費用總數:	
3	聘請全職 2 名 或兼職輔 導員	個別/小組輔 導、共融活 動、共融行政	不適用	從六月開始	全校學生	年度評 核	工作表現良好。	費用總數:	\$ 443,809.00
4	聘請專業服務	讀寫訓練 (Wing Scheme)	溢思教育心 理服務	節數/次 17 次 每節時 1.5 小時 總時數: 25.5 小時	特殊教育需 要學生類 別: 讀寫困難 人數:6(中 一至中二)	以問卷 作了解	學生滿意其讀寫 小組之內容,能 夠藉此掌握及增 進對閱讀及寫作 技巧,以提升對 中文的信心。 同時設有家長會 議作總結以加強 家長的認識及配 合。	平均每小 時費用: 費用總數:	\$ 1,300.00 \$ 33,150.00
5	專業服務	情緒支援輔導 (In-house counselling)	校本(輔導 員)	節數/次 82 次 每節時 1 小時 總時數: 82 小時	特殊教育需 要學生類 別: 所有類別而 所有情緒支援 需要 人數:45(中 一至中六)	以個人 傾談作 了解	學生滿意其輔導 安排,認為能有 助開導他們的情 緒,及更了解自己 以提升個人成 長。	平均每小 時費用: 費用總數:	\$ - \$ -

6	專業服務	執行功能+社交訓練 (Project Ace 2.0)	校本(輔導員)	節數/次數: 30 次 每節時數: 3 小時 總時數: 90 小時	特殊教育需要學生類別: 所有類別需要 人數:30(中一至中三)	以問卷作了解	學生整體滿意小組安排,認為能提升他們的社交技巧,同時協助他們在暑期中提早預備下一學年。	平均每小時費用: 費用總數:	\$ - \$ -
7	專業服務	社交訓練 (Fun House)	校本(輔導員)	節數/次數: 9 次 每節時數: 1.5 小時 總時數: 13.5 小時	特殊教育需要學生類別: 所有類別需要 人數:8(中一)	以問卷作了解	學生滿意小組活動及內容,認為能讓他們與朋輩建立友誼,提升他們的社交技巧,協助他們適應第一年的中學生活。	平均每小時費用: 費用總數:	\$ 485.93 \$ 6,560.00
8	專業服務	培養專注力 (Eyes on me)	校本(輔導員)	節數/次數: 16 次 每節時數: 1.5 小時 總時數: 24 小時	特殊教育需要學生類別: 所有類別需要 人數:15(中二)	以問卷作了解	多元的活動體驗,讓小組能提供適切的活動以貼合參與者之需要,讓他們提升專注力。同時有助他們學習了解情緒及提升自我覺察。	平均每小時費用: 費用總數:	\$ 492.85 \$ 11,828.34
9	專業服務	就業支援服務/輔導(Path Finder)	校本(輔導員)	節數/次數: 13 次 每節時數: 1.5 小時	特殊教育需要學生類別: 自閉症	以問卷作了解	學生滿意小組活動內容,讓他們了解自己,發掘自己之強項、弱項與興趣。	平均每小時費用: 費用總數:	\$ 360.31 \$ 7,026.00

				總時數: 19.5 小時	人數:8(中三至中四)				
10	聘請專業服務	情緒支援輔導 (CP service)	溢思教育心理服務	節數/次數: 16 次 每節時數: 8 小時 總時數: 128 小時	特殊教育需要學生類別: 需要情緒支援 有精神病患 人數:13	年度評核	導師工作表現良好,能有效為學生提供適切的情緒支援輔導。	平均每小時費用: 費用總數:	\$ 1,266.11 \$ 162,062.50
11	聘請專業服務	學習技巧訓練 (EP Study Skills workshop)	溢思教育心理服務	節數/次數: 8 次 每節時數: 2 小時 總時數: 16 小時	特殊教育需要學生類別: 所有類別有需要支援 人數:10	以問卷作了解以個人傾談作了解	學生滿意其小組內容,能夠藉此掌握及增進學習技巧,以提升對學習的信心。	平均每小時費用: 費用總數:	\$ 2,000.00 \$ 32,000.00
12	聘請專業服務	戲劇治療小組輔導體驗 (Shine - Drama therapy group counseling experience)	香港表達藝術治療服務中心	節數/次數: 2 次 每節時數: 2 小時 總時數: 4 小時	特殊教育需要學生類別: 所有類別有需要支援 人數:15(中三至中四)	以個人傾談作了解	導師工作表現滿意,能有效帶動學生參與和自我表達包括通過互動遊戲和自我探索活動,提供適切的戲劇治療輔導。	平均每小時費用: 費用總數:	\$ 1,400.00 \$ 5,600.00

13	購置學習資源	學習及情緒支援輔導	不適用	節數/次數： 每節時數： 總時數： 不適用	特殊教育需要學生類別： 人數： 不適用	-	資源有助輔導員在工作上靈活使用，從而幫助輔導及支援工作。	平均每小時費用： 費用總數：	不適用 \$ 7,207.47
14	安排學習/共融文化活動、校本教師培訓及家校合作支援活動	共融活動	極地同行	節數/次數： 16 次 每節時數： 3 小時 總時數： 48 小時	特殊教育需要學生類別： 不適用 人數： 500(中一至中三)	以問卷作了解以個人傾談作了解	機構及導師團隊表現良好，能有效為學生有效和幽默地傳遞包容的信息。學生和老師們都覺得活動富教育和娛樂性。	平均每小時費用： 費用總數：	\$ 687.50 \$ 33,000.00
15	安排學習/共融文化活動、校本教師培訓及家校合作支援活動	共融活動 (Power Tower)	校本(輔導員)	節數/次數： 4 次 每節時數： 1 小時 總時數： 4 小時	特殊教育需要學生類別： 不適用 人數： 500(中一至中三)	以個人傾談作了解	輔導員成功帶領學生參與活動及反思。有效為學生理解包容和團隊合作的信息。學生和老師們都覺得活動富教育和趣味性。	平均每小時費用： 費用總數：	\$ 701.88 \$ 2,807.50
總額									\$1,206,550.81

註：如學校能提供運用學習支援津貼聘請額外支援教師/教學助理/的費用(薪金+強積金供款)的資料，請填寫。

14. Report on the Use of the Life-wide Learning Grant 2021-22

HKUGA College Report on the Use of the Grant 2021-22 School Year

Domain	Brief Description and Objective of the Activity	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Actual Expenses / Person	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	V	P	S	C
								I: Intellectual Development (closely linked with curriculum) V: Values Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1		To organise / participate in life-wide learning activities										
1.1		Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
Cross KLA	Students participate in STEM PROJECTS linked to STEM competitions aiming to address a spectrum of difficult health and world issues. Including transportation to events. Sharing of STEM projects that link to other schools. To explore different world issues and our ability to resolve some of the problems	Oct 2021- Aug 2022	S3-S5 50 Ss	Students from S3-S5 participated in different competitions for STEM related activities. The involvement in the Teams has increased over recent years with a high rate of participation. Student Achievements were in HKYSTIC SSPC The Greater Bay STEM Competition. In Technology, students also achieved in over 10 local competitions.	\$9,496.29	\$189.92	E1, E2, E7	✓			✓	
Cross-KLA	Learning materials upkeep in the STEM nature Trail also in other STEM activities conducted around the campus outside of class times. To engage students in STEM learning as they explore the grounds of the school.	Oct 2021- Aug 2022	S1-S6 850 Ss	This trail is available for all students to visit throughout their leisure time and is used in different lessons as a stimulus for learning.	\$0	\$0	E1	✓			✓	

Cross-KLA	World Day – Linked with Science, STEM Departments as well as Global Citizenship Committee and Chinese Cultural Enhancement Committee. To expose students to world issues as well as the learning that has taken place throughout the year across the various school trips.	Aug 2022	S1-S3 400 Ss	This event had to be downsized due to the pandemic. There was no need to purchase the apparatus or resources needed to carry out the activities in this case.	\$0	\$0	N/A	✓	✓	✓		
Cross KLA	Newsela Subscription -programme designed to boost reading interests and cross curricular reading within self-directed learning. To get more students to read in their own time, specifically on topics that would enhance reading around the different curriculum areas.	Sept 2021 – Aug 2022	S1-S5 850 Ss	The use of Newsela has increased this year. Different KLAs have successfully incorporated it into their teaching and learning. More and more students are reading articles on Newsela in their leisure time as well.	\$136,047.19	\$160.06	E7, E8	✓	✓	✓		
Cross KLA	Global Citizenship Biweek - in school activities, performances, and speakers as well as excursions. To promote understanding and interest in different cultures.	Mar 2022 - April 2022	S1-S5 800 Ss	Cancelled due to the extended ‘summer’ break.	\$0	\$0	N.A		✓	✓		
Activities and Events	Service Team Training - To promote and nurture the sense of purpose in our students and their various service teams.	Sept 2021 – July 2022	S1-S5 800 Ss	These activities were essentially cancelled due to the pandemic. Some activities which were feasible were shifted online.	\$500.00	\$0.63	N/A		✓	✓		
NSE	MCNSE Talks and in school activities. - To raise students awareness of global issues and to boost resilience.	Sept 2021 – July 2022	S1-S6 950 Ss	Interclass constitution and basic law competitions held. They were very engaging and students had a better understanding about the relationship between the basic law and our daily lives.	\$4,799.00	\$5.05	E6		✓	✓		
Cross KLA	Ocean Park Day – Special Learning Experience. To enabling students to learn outside of the classroom in authentic situations about UN Sustainable Development Goals	Aug 2022	S3 200 Ss	Students went to the Ocean Park Authentic Learning on a voluntary basis in our Post Examination Period. From the responses to the surveys, students and teachers found the experience very enriching in many areas.	\$17,100.00	\$85.50	E1		✓			
English	Competitions and related costs. To promote students Interest in learning English.	Sept 2021 – Aug 2022	S1-S5 50 Ss	Students participated in various debating competitions. 2 students got outstanding achievements in Linkbate Championships , HK Schools Debating competition, HK International Debating Challenge.	\$1,000.00	\$20.00	E1, E2, E7	✓		✓		

Geography & History	Field Trips – Locally and Overseas, including local transportation costs and field work equipment. To promote learning of topics in real world scenarios.	Sept 2021 – Aug 2022	S4 & S5 50 Ss	All field trips were cancelled due to the pandemic.	\$0	\$0	N/A	✓		✓		
Humanities	Conducting of different projects and School-wide functions. To promote the learning of the subject as well as cross curricular elements.	Sept 2021 – Aug 2022	S1-S5 800 Ss	There were a number of projects done by students and a small number were not in softcopy format.	\$134.70	\$0.17	E8	✓				
Liberal Studies	Community Engagement Project – Students select an issue that is negatively affecting the community and seek ways to improve the situation. To encourage students to link what they have learned in the curriculum with ways to help improve the world in their own way.	Sept 2021 – Aug 2022	S3 200 Ss	We had partnerships with NGOs and arranged some service talks, workshops, sharing sessions and outings. These projects had 3 themes on culture, poverty and ethnic minority groups. Students found the experiences very meaningful and would like to continue their service in other ways.	\$29,999.00	\$150.00	E6 E8	✓	✓		✓	
Liberal Studies	Guest Talks and Local Visits. To encourage a wider interest and links between the curriculum and the real world.	Sept 2021 – Aug 2022	S1-S5 800 Ss	All activities were cancelled due to the pandemic.	\$0	\$0	N/A	✓	✓			
Maths	Competitions and costs involved to transport and enrol as well as cater to the needs of the students while there. To promote the learning of Maths among other students.	Sept 2021 – Aug 2022	S1-S5 200 Ss	Students joined the IMMC (modelling challenge) competitions. There were 2 rounds for students to attend in school over 4 consecutive days. We were awarded an outstanding rating which is the highest level for the regional contest.	\$4,300.00	\$21.50	E1	✓				
CASTLE Activities	Costs involved in conducting a comprehensive system of boosting students' interests through different biweekly activities outside of the normal classrooms in various areas. CASTLE stands for Creative Arts and Sports Technology and Life Education. To enhance the students' development of skills and interests in various non-academic activities.	Sept 2021 – July 2022	S1-S2 400 Ss	Conducted when the school was on Face-to-face mode of learning through the year. These sessions are varied and engaging for students as they are able to learn new skills and explore their horizons.	\$77,259.00	\$193.15	E5				✓	
Chinese	Activities such as special days, festival celebrations and guest speakers. To promote interest in Chinese and the cultural aspects involved	Sept 2021 – Aug 2022	S1-S6 950 Ss	Organised festival celebrations such as mid-autumn festival and went to West Kowloon Qiqu Centre with the students. Also asked to write card to promote the Chinese thanksgiving culture.	\$42,937.38	\$45.20	E1	✓	✓			

Chinese	Competition application fees. To promote interest in learning Chinese.	Sept 2021 – Aug 2022	S1-S5 50 Ss	Competitions were not joined due to the pandemic.	\$0	\$0	N/A	✓	✓			
Music Teams	Team Training sessions to lead towards competitions in Hong Kong. To provide opportunities for student performances.	Sept 2021 – Aug 2022	S1-S5 100 Ss	Students were able to join the Interschool Choral Competition Master Class (silver award) as well as the HK Youth Music Interflows (silver award). The extra training was able to help with that.	\$18,400.00	\$184.00	E1			✓	✓	
Sports	Coach hiring to teach different types of sports related activities. i.e. Dance Sports and Funk Jazz, and Archery. To broaden the horizons of our students beyond the skillset of our regular PE Teachers.	Sept 2021 – Aug 2022	S1-S6 950 Ss	The lessons were able to broaden students horizons in the creative sports and enhanced students' self-esteem as they had to design their collaborative projects.	\$43,500.00	\$45.79	E5			✓		
Sports Activities and Events	Sports Team Enhancement – Additional training sessions for our focus sports teams. This includes the application fees for Sports Competitions. To enhance specific skills, fitness and team bonding.	Sept 2021 – Aug 2022	S1-S6 100 Ss	Despite the pandemic, restrictions for after school activities and half day schooling throughout much of the year, our teams found the opportunities to achieve their goals.	\$147,184.00	\$1,471.81	E5			✓		
Adventure-based Life Education	Extended Student External Activities – Visiting learning opportunities through different organisations and linking field work to either the formal or informal curriculum. i.e. Year level excursions to work on our RICE Programme, team building activities in our FACT Programme or an extended stay in a remote camp for volunteer students. To get students out of the campus and connect more with nature. To build resilience in the face of hardships.	Nov 2021 - Aug 2022	S1-S3 400 Ss	We were able to hold our RICE and FACT activities for the students. These were highly successful and resulted in very good positive responses about the learning from the students and all teachers who went on the activities.	\$158,680.00	\$396.70	E1 & E2		✓	✓	✓	

Global Citizenship	Global Issues Talks – External speakers presenting their experiences working on global issues, innovation, personal and career development. To provide insights about world issues, potentials and exploring career options. To cultivate leadership through related workshops with speakers.	Sept 2021 - May 2022	S1-S5 800 Ss	Talks were cancelled due to the pandemic. The schedule for assemblies was reduced dramatically and other activities had priority based on the needs of the students.	\$0	\$0	N/A	✓	✓	✓
Student Leadership	Student Leadership Activities – Student led activities from leadership teams to engage the rest of the student body in resilience and positive emotion activities within school. To promote the use of PIME in leading events. To help students deal with stress related to impending examinations. To build relationships.	Sept 2021 – Aug 2022	S1-S5 900 Ss	Students engaged in a number of activities across the various leadership groups. These included House Bonding and Prefect Training activities. Student response was good in terms of their views about learning through doing in authentic ways.	\$2,551.90	\$2.84	E1	✓	✓	
Student Leadership	Peer Counsellor Events with S1 students. To aid the transition from primary to secondary school for our S1 students.	Sept 2021 – Aug 2022	S1/S4/S5 250 Ss	Students engaged in a number of activities to do with peer counselling and boosting the sense of belonging to our S1 students. Student response was good in terms of their views about learning through doing in authentic ways.	\$3,606.60	\$14.43	E1	✓	✓	
Pastoral Care	Pastoral Care talks and student activities. To promote positive attitudes toward life, relationships and responsibilities.	Sept 2021 – May 2022	S1-S6 950 Ss	Due to the pandemic, student activities reduced in Face-to-face mode. This meant that a lot of the activities switched to online mode. Parents were especially impressed with the level of support provided in this way.	\$3,172.80	\$3.34	E1	✓	✓	
Expenses on Item 1.1										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons									
				Expenses on Item 1.2	\$0					
				Expenses for Category 1	\$700,667.86					

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
House	Purchasing of paraphernalia to be made into different cheering tools.	To promote a sense of House Spirit and connectedness. These will be used in different activities and cheering events.	\$3,939.70
Arts	S6 Art Show to show – Printing of booklets, invitations, souvenirs, spot lights, mounting card, etc.	To provide an avenue to promote visual arts within the school. To promote aesthetic appreciation within the student body.	\$11,799.20
Values Education	School-Based Student Planner and Reflective booklets – Student planner is divided into various sections with student activities and reflections infused on all pages. This includes sections about how students can develop their Positive Health, Relationships and regulate their emotions, as well as promote a sense of positive purpose, aim for increased engagement and celebrating accomplishment and constructive feedback. To be used on a daily basis by Class/Subject Teachers and with Home school Collaboration.	To promote a culture of positive education across the entire school To enable students to have a strong positive outlook for the future as they reflect on the present and the past	\$49,320.00
Music	Purchasing of Music Scores and Instruments for the band room and also to purchase musical scores.	To promote student interest and engagement in musical activities.	\$907.35
Sports	Sports Equipment and the maintenance of equipment within the Gym for student use outside of general classes.	To develop the interest and engagement of students as well as to improve overall fitness.	\$0
IT	ICT – Purchasing of software and teaching equipment for Life-wide learning	To enhance the teaching of students through the different extended learning activities.	\$2,923.00
		Expenses for Category 2	\$68,889.25
		Expenses for Categories 1 & 2	\$769,557.11

* : 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:	962
Number of student beneficiaries:	962
Percentage of students benefiting from the Grant (%):	100%

15. Report on the Use of the Student Activities Support Grant 2021-22

I. Financial Overview

A	Allocation in the Current School Year:	\$8,450.00
B	Expenditure in the Current School Year:	\$6,662.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$1,788.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	\$0.00
Full-grant under the School Textbook Assistance Scheme	5	\$4,550.00
Meeting the school-based financially needy criteria	3	\$2,11,2.00 (capped at 25% of the total allocation for the school year)
TOTAL	8	\$6,662.00

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
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, or 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									
1	3D animation using Minecraft		2	\$100.00	✓				
2	AI and Robotics		1	\$1,000.00	✓				
3	Archery Team		1	\$500.00			✓		
4	Basketball Boys Team		1	\$880.00			✓		
5	Basketball Girls Team		1	\$500.00			✓		
6	Dance: Jazz Funk		1	\$450.00			✓		
7	Junior Choir		1	\$1,800.00			✓		
7	Table Tennis Interest Group		2	\$400.00			✓		
8	Wind Band		1	\$1,032.00			✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			11	\$6,662.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									

3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			11	\$6,662.00					

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.

Contact Person for LWL (Name & Post):	
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III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
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, or 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									
1	3D animation using Minecraft		2	\$100.00	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	AI and Robotics		1	\$1,000.00	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Archery Team		1	\$500.00	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
4	Basketball Boys Team		1	\$880.00	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
5	Basketball Girls Team		1	\$500.00	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
6	Dance: Jazz Funk		1	\$450.00	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
7	Junior Choir		1	\$1,800.00	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
7	Table Tennis Interest Group		2	\$400.00	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
8	Wind Band		1	\$1,032.00	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			11	\$6,662.00	<input type="checkbox"/>				

2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1					<input type="checkbox"/>				
2					<input type="checkbox"/>				
3					<input type="checkbox"/>				
4					<input type="checkbox"/>				
5					<input type="checkbox"/>				
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2		0	\$0.00		<input type="checkbox"/>				
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1					<input type="checkbox"/>				
2					<input type="checkbox"/>				
3					<input type="checkbox"/>				
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3		0	\$0.00		<input type="checkbox"/>				
Total		11	\$6,662.00		<input type="checkbox"/>				

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.

Contact Person for LWL (Name & Post):	Stephen Hinds Assistant Principal
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16. Diversity Learning Grant 2021-22 - Other Programme

Gifted Education

Program Title	Objective	Targets (No./Level/selection)	Duration / Start Date	Deliverable	Evaluation	Expenditure
Subsidizing students participating in competitions or education programs held by external organizations	To broaden elite senior form students' horizons in different disciplines	7 elite senior form students	9/2021 – 8/2022	The knowledge and experience students gained after joining the programs or competitions	<ul style="list-style-type: none"> • 5 students joined programs provided by the CUHK in different disciplines, like science, mathematics, etc. • 2 students joined the HKU Academy for the Talented English Programme. • All students completed the program and obtained a certificate or a transcript of the program. 	\$24,200.00

Department	Programme Name	No. of Senior Secondary Students benefited	Actual Expenditure (HK\$)
Gifted Education	Summer Gifted Programmes Offered by Tertiary Institutions <ul style="list-style-type: none"> • HKU – Academy of the Talented Programme 2x The English for the Arts and Humanities Programmes • CUHK – Enrichment Programme for Young Mathematics Talents 2x Number Theory and Cryptography • CUHK – Programmes for the Gifted and Talented 1x A Comparative Study of Ancient Greek and Chinese Mythology 1x Biochemistry and Disease III 1x Introduction of Number Theory 	7	24,200.00