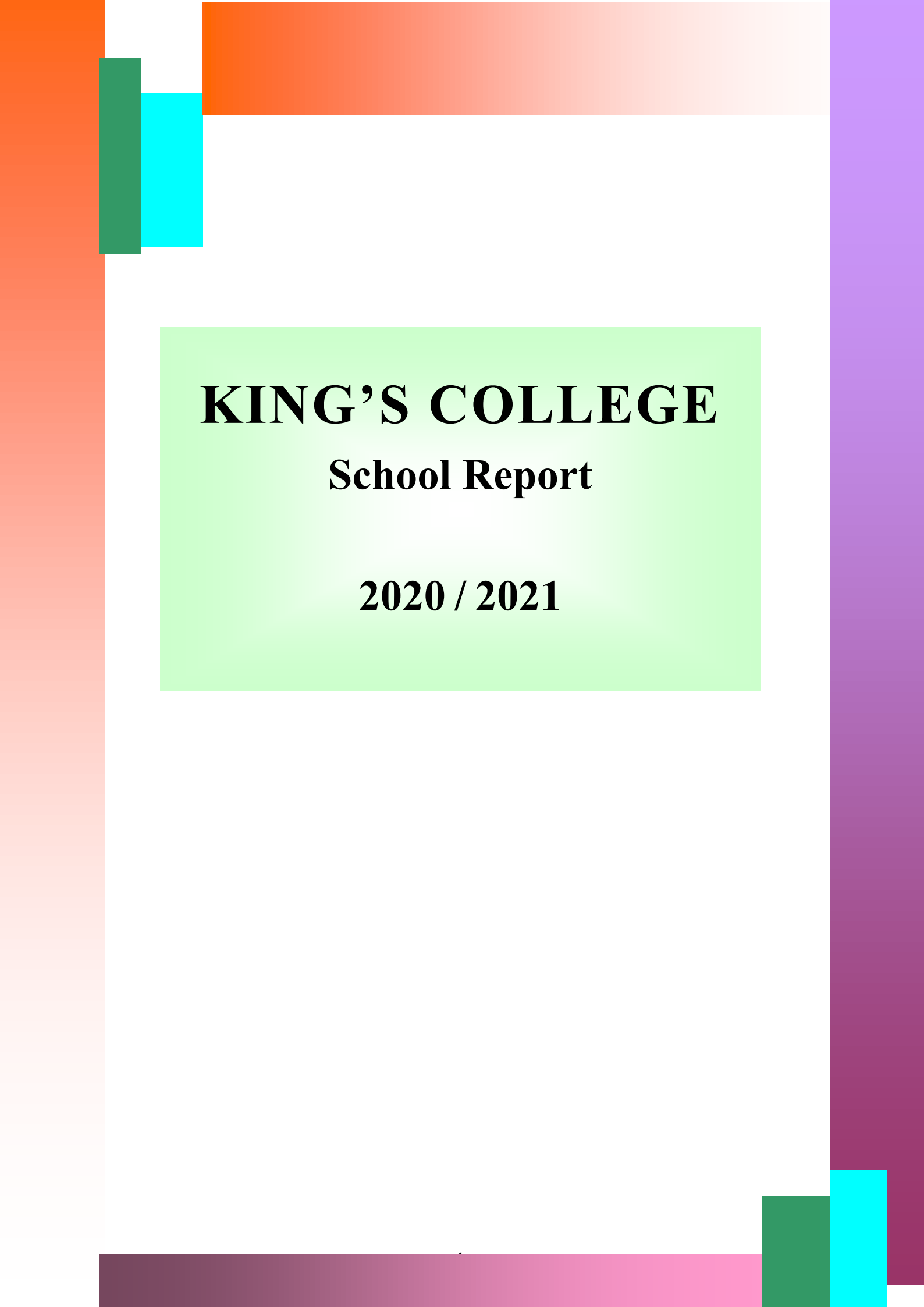




KING'S COLLEGE

School Report

2020 / 2021

Annual School Report 2020/2021

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1. Our Mission, Goals and Values

Our Mission

To help each student discover and develop his potential fully, to promote his development as a whole person by providing a balanced education in the moral, intellectual, physical, social and aesthetic spheres and by providing a learning environment that is disciplined, stimulating and forward-looking.

Our Goals

1. To promote the learning of knowledge, skills and attitudes needed to meet the challenges of a changing world.
2. To broaden minds and to promote awareness that learning is a life-long process.
3. To develop an inquiring mind and the ability to find, evaluate and use information to solve problems and to encourage independent thinking and creativity.
4. To promote self esteem, positive attitudes and sound physical and mental health.
5. To promote respect for others and constructive interpersonal relationships.
6. To promote better understanding of the forces that shape modern society, at the local, national and world levels, and to encourage a caring attitude and greater civic awareness.
7. To develop interests and talents and to promote appreciation of man's natural and cultural heritage.
8. To promote the on-going professional development of staff and to encourage a developmental culture within the school.
9. To seek to achieve the above goals by stressing active, first-hand learning experiences, by setting systematically planned, forward-looking policies and by working closely with parents and with the community.

Our Values

We share and seek to promote the following values and attitudes:

- ✧ Initiative and self-motivation in learning.
- ✧ Self discipline, respect for law and order and responsible behaviour.
- ✧ Self respect, respect for the right of others and appreciation of other people's achievement and efforts.
- ✧ Active involvement in school life and a sense of responsibility and commitment among student leaders.
- ✧ A caring attitude and service towards others and towards the community at large.
- ✧ A commitment to excellence in what we undertake to do.
- ✧ A positive, forward-looking attitude towards life and a healthy lifestyle.
- ✧ Living in harmony with our environment.

2. Our School

King's College was founded on its present site in 1926 and is a boys' school. With a glorious history of over 90 years, it has graduates excelling in all walks of life and all over the world.

School Management Committee

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
Number (Percentage)	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

3. Our Students

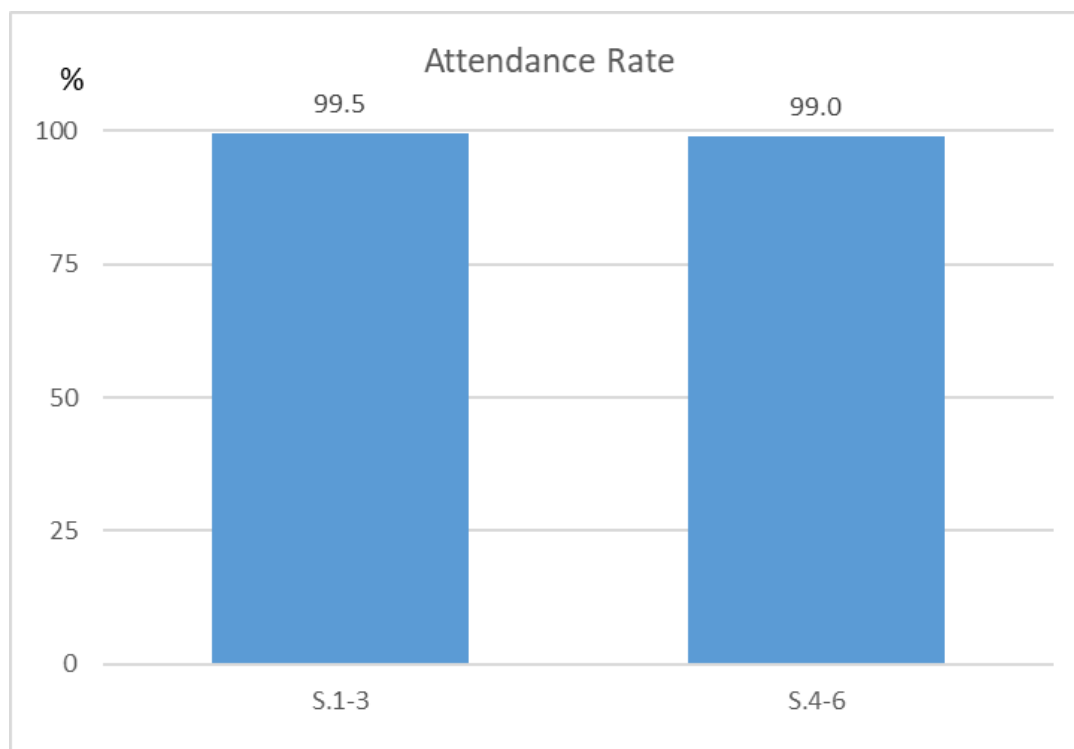
Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment	144	143	140	129	134	122	812

Unfilled Places

There are 23 unfilled places throughout the year.

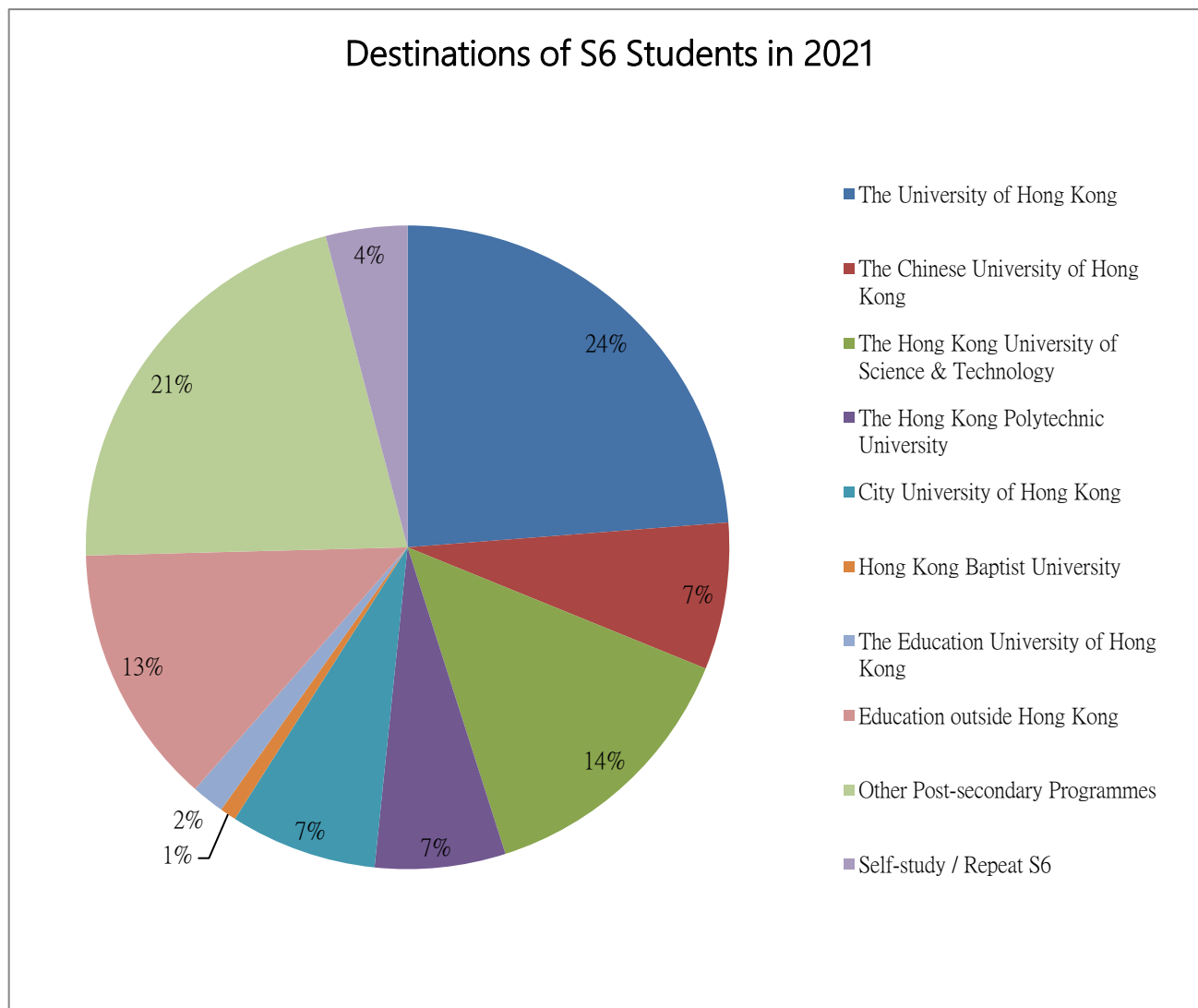
Students' Attendance



Students' Early Exit

Level	S1	S2	S3	S4	S5	S6	Overall
Percentage	8.3%	3.5%	4.5%	0.8%	2.2%	0%	3.3%

Destinations of S.6 Graduates



4. Our Teachers

Teachers' Qualifications

Highest Academic Qualifications attained by teachers

Academic Qualifications	No. of Teachers	Percentage
Non-Degree	0	0%
Bachelor's Degree	29	54%
Master's Degree or above	25	46%

Teachers with professional qualification, subject-training in the core-three subjects & meeting Language Proficiency Requirement

Teachers' Qualification	Percentage
Professional Qualification	100%
Subject-trained (Chi)	100%
Subject-trained (Eng)	100%
Subject-trained (Maths)	100%
English Teachers meeting LPR	100%
Putonghua Teachers meeting LPR	100%

Teaching Experience

Year of Experience	No. of Teachers	Percentage
0-4 years	5	9.3%
5-9 years	5	9.3%
10 years or above	44	81.4%

Teachers' Professional Development

Total number of training hours	Average training hours per teacher
3069.6 hours	58 hours

5. Achievements and Reflections on Major Concerns

Major Concern 1:

To enhance students' language competency and capability in learning

Target I: To promote language competency through reading and cross-curricular projects

Achievements

- **Cross-curricular projects**

Cross-curricular learning projects were conducted by the English Department and the History Department for S.1 and S.3 students. Learning materials were designed to facilitate the acquisition of language structures and subject knowledge, and develop thinking skills.

All S.1 students learned to use verbs in the past time aspect with a cross-curricular booklet focusing on the language structures used in the History context. They did research on their favourite historical figures and wrote a blog entry about a moral lesson learned in a day spent with their favourite historical figures. They were equipped with language structures for making comparison and contrast. The language skills were used in answering data base questions in History.

S.3 students have a cross-curricular unit on the Second World War. History teachers provided students with the subject knowledge and English teachers equipped students with the writing skills. Students produced an essay to be assessed by both Departments.

Another cross-curricular project was conducted by the Chinese Department and the Chinese History Department. All S.1 students were required to read story books about the Chinese history and learn scriptwriting in their Chinese lessons. They produced a script for their project.

- **Graded reading and regular reading activities conducted by the library**

Books related to the school theme "Perseverance and Empathy" were displayed in the school library in October. Representatives from each of the S.1-S.3 classes recommended the books of their choices in the Reading Period to share their reflection on the school theme.

The sharing of graded readers at King's Morning was suspended due to cancellation of King's Morning. Students were encouraged to read the graded readers, ERS books and e-books on HKEdCity. They were given the opportunity for reading sharing during the lesson.

The "Author Express Training Program" was conducted for all S.1 students to equip them with the strategies to read different genres.

- **E-reading to enhance students' knowledge and language proficiency**

Both the Chinese and English Departments made use of the iLearner platform to promote e-reading in S.1. After reading the online materials, students were required to complete the exercises that followed. Students' performance in the reading programme was considered for continuous assessment in the school terms.

Both the Chinese and English Departments collaborated with other subject departments for reading beyond classrooms at senior secondary levels through magazine articles, information

texts and recommended reading materials on the Internet.

A workshop on Reading and Culture has been conducted for S.4 students to encourage them to explore world culture through reading and interactive online activities.

The Wiseman online reading programme was provided for S.6 students to enhance their reading skills with various reading strategies. The programme was conducted with the advanced level and the basic level to cater for learner diversity. Students were recommended to join the programme according to their ability.

All S.1-S.5 students were given 2 English information text exercises with extended tasks on e-reading in each of the school terms. On the whole, students completed the work done with a high degree of accuracy and they welcomed the information texts as the texts helped to extend their knowledge beyond the reading materials they had in class. All students were able to transfer the knowledge from the reading materials to complete the tasks in their assignments.

Reflections

- **Cross-curricular projects**

The cross-curricular projects helped students transfer and apply the knowledge they acquired through language input and subject input in their work. Good opportunities were provided to help students transfer what they have learned in a discipline to another. The skills and knowledge they acquired and the experience facilitated their extended learning.

All S.1 and S.3 students had mastered the language skills and were able to apply the knowledge acquired to complete their tasks. Prizes were given to the winners of the S.1 writing competition. S.3 students' good works were selected for peer sharing and learning.

- **Graded reading and regular reading activities conducted by the library**

The regular book display in the school library was cancelled due to the stock checking of the school library books and preventive measures of the COVID-19 pandemic. As the opening time of the library was shortened to about 10 minutes during recess, students didn't have a strong incentive to visit the library and borrow books during the school year.

S.1-S.3 students have completed 8 book reports throughout the school year. Since it was difficult for them to borrow the books from the school or the public libraries, students were encouraged to read books from other sources, such as ERS and e-reading platforms. The School will continue to seek possibility to hold book exhibitions and fairs to promote reading. More opportunities should be created for students to share their reading experiences, to promote the reading atmosphere and help students develop a reading habit.

93% of the S.1 students found that the "Author Express Training Program" was useful. They have learned a lot about different types of books, especially fantasy stories.

- **E-reading to enhance students' knowledge and language proficiency**

For the iLearner programme, about 95% of students in each of the S.1 classes did English and Chinese e-reading on a regular basis. About 80% of students completed the tasks assigned with a good level of performance.

S.4 and S.6 students were able to explore knowledge and acquire reading strategies through the Culture and Reading Workshop and Wiseman Inline Reading Programmes respectively. They were able to utilize the knowledge to complete the tasks assigned to them and conduct

meaningful discussion. In general, students had a sense of achievement from their outstanding performance in the workshops. They all found that the reading tasks with the analysis on their performance were useful to them. It is believed that more encouragement is still needed to help students develop a reading habit.

Target II: To foster active and self-directed learning among students through programmes catering for learner diversity

Achievements

- **Language and aptitude quizzes for S.1**

To allow students of different abilities to have a better understanding of the areas to improve on and to stretch their potential, 7 aptitude quizzes were conducted to find out their strengths and weaknesses. Chinese (1 pre-test) and Mathematics, English and Integrated Science (1 pre-test and 1 post-test) quizzes were completed. Each quiz lasted 20-30 minutes focusing on specific topics and the results were analyzed to provide information on their levels of ability and performance among students. Based on the results, several remedial lessons, each lasting 30 minutes, were tailored-made by each department for selected students.

- **Recognition of Students of different and special abilities**

The information on students' abilities in different areas, like sports, music, etc. was collected in S.1 registration and from Form Teachers. This facilitated the set-up of a databank on students' abilities. Students of different abilities were encouraged and selected to take part in local, regional and international competitions, such as Hong Kong Schools Music Festival and Regeneron International Science and Engineering Fair. Students would be arranged to share their fruitful experience in the next academic year.

- **More opportunities opened to students of average/lower ability**

More opportunities were created for students of average/lower ability, including their chance to take part in exchange programmes and leadership training programmes, recruitment of student officials and leaders in different function teams of school teams, internal and external programmes.

- **KLA-based pedagogical studies**

2 sessions of collaborative teaching and peer lesson observation were arranged for the KLA-based pedagogical studies in the second term. All KLA-based pedagogical studies were completed in the 3-year school development cycle as it was planned.

- **S.1 and S. 2 Class-based after school study groups**

It was planned that the S.1 and S.2 classes would form study groups so that they could have more peer support and learn from each other. However, due to the restriction on the face-to-face after-school activities, the after-school study group meetings were suspended. To help the S.1 students adapt to the new learning environment, Gifted Education Team and Campus TV Team organized 3 online study group meetings in October 2020.

After the resumption of the face-to-face lessons in the second term, 3 online after-school group meetings were conducted for S.1 students. The senior gifted students helped the S.1 students with their studies in Chinese, English, Mathematics, Integrated Science and Computer Literacy.

Reflections

- **Language and aptitude quizzes for S.1 and S.2**

The following table summarizes the percentages of students who had satisfactory performance in the pre-tests and those who showed progress after attending the tutorial sessions.

	<u>S.1 Chinese</u>	<u>S.1 Mathematics</u>	<u>S.2 English</u>	<u>S.2 I.S.</u>
The percentages of students who had satisfactory performance in the pre-tests	88%	93%	89%	96%
The percentages of students who show progress after attending the tutorial sessions	88%	100%	87%	67%

The quizzes could help identify the weak students in various subjects. With support measures to cater for learner diversity, students were able to make considerable improvement.

- **Recognition of Students of different and special abilities**

12 students participated in the talent audition and 2 of them were selected to perform 2 items on the Annual Speech Day to recognize their ability and contribution. They displayed different talents in playing guzheng and piano. Their performance lasted about 20 minutes and was well-received. The 12 students were encouraged to participate in the local competitions, 4 of them participated in 4 local competitions this year and 2 of them won awards in the competitions. According to teachers' observation, those performing students were more confident after the talent audition and the Annual Speech Day.

- **More opportunities opened to students of average/lower ability**

Among all student officials, 48% of them (79 out of 166 students) obtained a rank order in the middle range. They were given opportunities to join the different school teams and to take part in various programmes. They were recruited to serve the different bodies and organisations such as the Prefect Body, ECA Committees, School Library, School Ambassadors, Sports Council, Houses, etc. These students were also selected to take part in the MC training course, and the Hong Kong Schools Speech Festival and the Hong Kong Schools Music Festival. Detailed information is shown in the ECA records and student profiles.

- **KLA-based pedagogical studies**

The preparation of lessons, lesson observations and reviews of the conducted lessons were successfully completed. The students were well engaged in the lessons. Teachers benefited from the collaborative lesson preparation and lesson observation. Evaluation conducted provided valuable suggestions to fine tune the teaching strategies, which can be applied to other classes.

- **S.1 and S.2 Class-based after school study groups**

According to the feedback from teachers, the Gifted Education Team and Campus TV Team, the attendance and atmosphere of the online study group meetings were good as the S.1 students were well engaged in the meetings. There are about 20 S.1 students participating in each lesson. 98% of students were satisfied with the effectiveness of the study group meetings.

Target III: To heighten students' interest in STEM education and to lift students' spirit in science investigation**Achievements**

- **Inter-disciplinary science exploration activities**

- After-school research team training
After-school Science Research Team training was carried out at Senior Chemistry Laboratory every day after school. Students showed great interest in conducting research and were trained to participate in external competitions.
- The S.1 experiment training classes and STEM training at STEM room were suspended due to the preventive measures on the after-school activities.
- About 20 science online quizzes were assigned to S.1 and S.2.
- The STEM Week took place in mid-May. To comply with the preventive measures of the pandemic, the STEM week was scaled down. The activities included:
 - The STEMbot Coding, Robot Making and Robot Football Competition for 136 S.1 students
 - A science talk on Forensic Science-DNA identification for 141 S.2 students
 - A model rocket car workshop for 80 S.2 students

- **S.1 & S.2 Cross-disciplinary collaboration**

- S.1 mBot Training
3 consecutive double-periods after the Second Term Uniform Test were allocated for the S.1 mBot basic coding training with the joint effort of the I.S., I.T. and Mathematics Departments. The school has purchased the outsourced teaching programme and the existing mBot machine is ready to use.
- S.2 Rocket Car Making Course
The teaching of the making of rocket car was incorporated in the schemes of work of Integrated Science and Computer Literacy. The teaching schedule was adjusted and teaching materials were prepared. After the Easter Holiday, S.2 students learned how to produce a model rocket car during the Integrated Science lessons and do the calculation in the Mathematics lessons. They also learned to use micro:bit to program the time device in Computer Literacy lessons. 80 students were selected to participate in a training workshop for the preparation of a competition.

The HK Island Heat Competition was originally planned to carry out at the school playground. However, due to the preventive measures of the pandemic, the competition will be held at the centre of the organizer and broadcast to the public.

- **Competitions & activities**

Students were to be selected, trained and encouraged to take part in local, regional, international STEM competitions and exchange activities.

Our students participated in the following competitions and projects:

- Regeneron International Science and Engineering Fair 2021
- Hong Kong Youth Science & Technology Innovation Competition 2021
- Innovate for Future 2021
- CLP Energy Innovation for Smart City Competition 2021
- ExpoSciences Mexico 2020
- Korea Science and Engineering Fair (KSEF) 2020

- International Symposium on STEM Education 2020
- International Biology Olympiad – Hong Kong Contest 2020
- Hong Kong Biology Literacy Award (2020 /2021)
- Hong Kong Physics Olympiad 2020
- 2020/21 Statistical Project Competition for Secondary School Students (Junior Section)
- The Greater Bay Area STEM Excellence Award 2021 (Hong Kong)
- Cyber Security Competition, 2020/21 and Cyber Security Challenge, 2020/21
- The Astronomical Training Programme for Secondary Students, 2020-2021
- Digital Readiness Academy
- RTHK interview
- A.I. Robocar Elementary Course and Intermediate Course
- The school cross-curricular project on the topic “Science in Green Diet”
- Future Virtual Boot Camp 2020

Our students have won awards and gained recognition in numerous competitions and activities. The details are as follows:

S.5 KWAN Chiu Ming, S.5 NGAN Ka Pui and S.5 LIU Mingxin won the Fourth Place Award in the category of “Environmental Engineering” in the Regeneron International Science and Engineering Fair 2021, the Third Place Award in the category of “Energy and Environmental Science” in the Hong Kong Youth Science & Technology Innovation Competition 2021 and a Merit in the Innovate for Future 2021. The team was awarded the 2nd Runner-up in the CLP Energy Innovation for Smart City Competition 2021.

S.5 LAW Siu Hin, Ethan, S.5 KE Yan Nok and S.5 TSE Pak Lok received a Silver Medal in the ExpoSciences Mexico 2020.

S.5 CHOI Wang Yu, S.5 LAW Siu Hin, Ethan and S.5 KE Yan Nok won a Bronze Award in the Korea Science and Engineering Fair (KSEF) 2020.

S.4 CAI Gen won the Best Project Award and the Outstanding Innovation Award in the International Symposium on STEM Education 2020.

The School Team received the Honourable Mention Award in International Biology Olympiad – Hong Kong Contest 2020. Also, S.5 LAW Siu Hin, Ethan won the Silver Award and S.5 HAN Albert Lim won the Bronze Award.

The School Team won the Championship and the Best Response Award in the Final Round of the Hong Kong Biology Literacy Award (2020/2021). Also, S.5 LAW Siu Hin, Ethan, S.5 CHOI Wang Yu, S.5 LIU Mingxin and S.5 CHUI Yi Fung were awarded the First Class Honour, S.5 TSE Pak Lok and S.4 CAI Gen were awarded the Second Class Honour, S.5 KE Yan Nok was awarded the Third Class Honour, and S.5 HAN Albert Lim was awarded a Merit in the Preliminary Round.

The School Team won the Best School Award in the Hong Kong Physics Olympiad 2020. Also, S.5 NGAN Ka Pui was awarded the Second Honour, S.5 LAW Siu Hin, Ethan and S.5 WONG Yan Wa were awarded the Third Honour, and S.5 HAN Albert Lim, S.5 KE Yan Nok, S.5 LIU Mingxin, S.5 TSE Pak Lok and S.5 YU Ming Xuan were awarded the Honourable Mention.

S.3 LO Tsz Chung, S.3 SIU Wing Kit, S.3 SO Chun Nok and S.3 WAN Tsz Chun were awarded the Distinguished Prize in the 2020/21 Statistical Project Competition for Secondary School Students (Junior Section).

S.4 CAI Gen, S.4 CHUNG Shing Hei, S.4 FUNG Tin Yau, S.4 KWONG Ming Hin and S.4 WOO Chi Lok Garyson were awarded a Merit Award in The Greater Bay Area STEM Excellence Award 2021 (Hong Kong) and the school team entered the Grand Final.

S.5 WONG Yan Wa and S.1 LOK Sze Chai were awarded a Gold Award, S.1 LAM Hiu Wing was awarded a Silver Award and S.3 LIN Shu Kuen was awarded a Merit Award in the Cyber Security Competition, 2020/21.

S.1 LOK Sze Chai was placed Sixth in Hong Kong in the Cyber Security Challenge, 2020/21.

S.5 TANG Chun Shing won the Excellence Award in The Astronomical Training Programme for Secondary Students, 2020-2021.

The school participated in a pilot project organized by Digital Readiness Academy, which is led by the British Council and sponsored by HSBC. The school is one of ten local schools participating in the programme and the regional competition. 3 teachers and 1 teaching assistant finished a 2 full-day workshop and 10 S.3 students were equipped as ambassadors and served in 3 internal training workshops for S.1 students. The team was awarded the 1st Runner-up.

The school A.I. Robocar team, consisting of a teacher, S.6 CHAN Feng Yu, S.6 WANG Chiu Yuet and 1 old boy Mr. POON Cheuk Hei, was interviewed by RTHK in February about their prize-winning project, named A.I. Mosquito Killer Robocar. The interview was broadcast in a CIBS episode on RTHK in March with very positive feedback.

17 S.3 and S.4 students completed the elementary A.I. Robocar Workshop and the intermediate course will finish in June with 2 more lessons.

The collaboration among science departments (Biology, Chemistry and Physics) was sought for the conduct of the cross-curricular project on the topic “Science in Green Diet”.

S.3 HO Yuk Kwan has successfully completed the A.I. for the Future Virtual Boot Camp 2020.

Reflections

- **Inter-disciplinary science exploration activities**

- After-school research team training
The morale of the research team is high as they have received several awards in the international and regional competitions. Teacher-in-charge keeps training the students to a high standard and coordinates to seek support from ex-teammates.
- The S.2 online quizzes have been completed smoothly and students’ performance was generally good. It will continue next year.
- The STEM Week was completed in mid-May. The response from students and teachers were generally good. 88% and 86% of the students thought that they had acquired more STEM-related knowledge and skills in the The STEMbot Coding, Robot Making and Robot Football Competition and the science talk on Forensic Science-DNA Identification respectively.

- **S.1 & S.2 Cross-disciplinary collaboration**

- S.1 mBot Training
The workshop was completed in late-May. 82% of the students thought that they had acquired more STEM-related knowledge and skills in the workshop. Teachers observed

that the students were well engaged in learning coding and the manipulation of sensors.

➤ **S.2 Rocket Car Making Course**

According to teachers' feedback, the students were keen on the topic and their assignments were well done. 94% of the students acquired more STEM-related knowledge and skills in the rocket car making. 69 students took part in a local competition in July 2021, which 15 Second Prizes and 54 Merit Prizes were awarded.

● **Competitions & activities**

Students' performance in the competitions was generally good. It is pleasing to note that students were keen on STEM-related activities.

An overseas study tour is a precious opportunity to expose students to other realms of STEM education. Due to the COVID-19 pandemic, possible destinations are limited. It is recommended that the focus on ecology be the optimal choice for STEM education next year, and the destination be sparsely populated areas such as New Zealand or Queensland in Australia.

Major Concern 2: To nurture righteous and self-fulfilling students

Target I: To nurture students with positive core values and attitudes towards life and self: Perseverance and Empathy

1. Adopt a values education curriculum in the Form Period with highlights on 'Perseverance' and 'Empathy'

Achievements

- Students were benefited from the structured values education curriculum that designed and co-ordinated by the Values Education Committee. Learning activities with different scenarios on 'Perseverance' and 'Empathy' were conducted in Form Period to stimulate students' discussion and self-reflection. In the student survey, more than 73% of students agreed that they understood more about the core values through the Form Period activities. Besides, about 86% of teachers agreed that the core values education in Form Period was effective and had positive impacts on students.
- To further the achievement of the Kingsian Charter Programme, goal setting based on the core values was incorporated this year to encourage students to strive to become a better person. Besides, the meaning of the school motto was well received and around 85% of S.1 to S.4 students agreed that they became more aware in applying the school motto in their daily lives.
- In the stakeholder survey, most stakeholders agreed that the School has devoted efforts in the development of positive core values and virtue of students (90.5%, 76.7% and 81.8% of teachers, students and parents respectively).

Reflections

- The values education in Form Period curriculum was effective in nurturing students' virtue. However, in order to promote a more comprehensive development of positive values, a 6 year-holistic curriculum based on the priority values can be adopted. With clear learning

focus for each form of students, positive values and attitudes can be fostered in a progressive and systematic manner for enhancing students' whole-person development throughout their secondary school lives.

2. Coordinate and collaborate with subject departments and functional committees to organise multifarious activities to promote 'Perseverance' and 'Empathy'

Achievements

- Chinese History, Economics, Geography, Biology, Chemistry and BAFS had included core values education on 'Perseverance' and 'Empathy' in their curricula this school year. Twenty-four learning activities in total were deliberately designed for S.1 to S.6 students followed by assignments for consolidation.
- Some subject departments continued their contribution in inculcating students with the core values and further enriched their curricula. The Chinese Language Department, for example, had collaborated with National Education Committee and Moral and Civic Education Committee in organizing an Inter-class Slogan Competition. All junior form students participated in the competition and most of them worked seriously and designed slogans of high quality.
- Supplementary reading materials were prepared for the Reading Period. Selected articles on positive attitudes of historical figures, inter-personal relationship and experiences on contributing the society could enrich students' learning. In order to arouse students' interest of reading and stimulate reflection, class-based book sharing sessions during Reading Period were arranged this year in addition to the thematic book sharing by the Reading Ambassadors in King's Morning.
- The 'Model Student' Election was a successful event that the School could show appreciation to virtuous students with righteousness and commendable performance. Co-ordinated by the Moral and Civic Education Committee, five outstanding students were selected as Model Students by the election board and teachers' voting. They were entitled to share their thoughts on positive values and attitudes with their fellow schoolmates.

Reflections

- Students were benefited from various kinds of learning activities in promoting their understanding and application of the core values in different aspects in daily lives. Active participation helped to raise students' self-awareness and thus promote whole-person development.
- The experiences gained in this school development cycle have provided direction in the planning of values education curriculum in coming school years for more effective inculcation of core values on the whole-school approach..

3. Arrange programmes to enhance students' resilience and perseverance

Achievements

- The running of all programmes were adversely affected by the Covid-19 pandemic and the SmarTeens Programme and training of uniform groups were cancelled.

- The resilience training programme for S.3 students was postponed to the period of Post-exam Activity Days. Through the training, problem solving skills and collaboration skills were enhanced and students' resilience and perseverance were strengthened.

Reflections

- In addition to the hindrance to the arrangement of training programmes, the prolonged suspension of face-to-face lessons had affected students' emotional and psychological health. In order to lessen the negative impacts of the epidemic, more efforts should be put in promoting students' physical and mental health by launching health promoting school programme.
- Training programmes can provide valuable opportunities for students' personal growth through experiential learning. The School will continue to organize multifarious student development programmes and explore different ways to minimize the interruption of the pandemic in enriching learning experience.

Target II: To foster a caring and supportive culture in school

1. Organise well-structured and diversified pastoral programmes for creating a caring environment that students can experience a positive and supportive school life

Achievements

- Apart from the regular wide-ranged guidance programmes organized by the Counselling Committee to support students based on their developmental needs, an 'Anxiety Screening Questionnaire Survey' was conducted so as to understand the anxiety problem among S.3 students arisen from S.4 elective subject selection. The test had screened out about 20% of S.3 students having partial anxiety disorder syndrome and early follow-up intervention was given for supporting students suffering from mental stress. The emotional health of S.1 students under the Covid-19 pandemic was also promoted and a series of mindfulness workshops was arranged for enhancing their stress management skills.
- The pandemic had retarded the running of service programmes and all face-to-face community service activities were cancelled. Nevertheless, service education continued and the training was replaced by online seminars and workshops for different forms. Students could understand more about the elderly and how to serve others and thus helped the inculcation of appropriate attitudes towards social service.
- Though most of the extra-curricular activities and school team programmes were cancelled this year, the KC 95th Anniversary cum KC Harmonica Band 70th Anniversary Concert was held with great success. Opportunities were given to students with different talents and abilities for exerting their potentials in performing various posts in the concert. Their performance was commendable and collaboration and mutual support were shown, heightened the spirit of Kingsians.

Reflections

- Relevant support was provided to cater for students with different needs and assisted their personal development in a caring environment. The School concerns about the problem of high

stress level of S.3 students and will continue to provide support in fostering their stress management skill, anger management skill and resilience. Apart from S.3, the mental stress problem of S.6 students should also be observed and more emotional support is essential.

- Along with the mental and psychological health, physical health is important and healthy lifestyle should be promoted in school. The health promoting programme to be launched in the coming school year can foster students' health and wellness for leading a full life with purpose.
- Notwithstanding the cancellation of social service at elderly centres, the training activities arranged for S.2 to S.4 students were meaningful in terms of enhancing their understanding of the physical and emotional feelings of the elderly. It inspired the students who had little experience in getting along with the elderly and promoted care to the disadvantaged groups in the society. The training also equipped students for serving the community in the future. Social service, if possible, will be arranged in the coming school year for deepening their learning through the experiential learning in real setting. The School will continue to make good use of the community service programmes to assist students' holistic development.

2. Cultivate a harmonious, respectful, collaborative and supportive atmosphere through Class Management Scheme

Achievements

- The class management scheme launched in this three-year school development plan emphasized the involvement of all students in the class activities for enhancing the bonding among students and cultivate a supportive environment for learning and growth. Promotion of class spirit was stressed and a number of programmes were designed e.g. the 'Whole-class Award' Action and 'Angel Scheme' but the progress was retarded due to the pandemic. On top of boosting class cohesion and morale, interpersonal skills were strengthened though its effectiveness was undermined by the suspension of face-to-face lessons. From the results of the stakeholders' survey, 94.4% of teachers agreed that the teacher-student relationship was good and 82.1% of students agreed that they got along well with classmates. In general, the mean score in the area of 'Teacher-Student Relationship' was also higher than the Hong Kong schools in the APASO.

Reflections

- The impacts of face-to-face lesson suspension was apparent in reducing the effectiveness of Class Management Scheme as expected though Form Teachers had tried their best in fostering class cohesion by adopting different means. After the early whole-school resumption of classes in mid-March, students could enjoy the school life with their fellow classmates and learned how to respect others and contribute in cultivating a harmonious and caring environment. The role of Form Teacher in guiding the class to uplift morale and reinforce cohesion is salient and professional sharing on good practices will be useful.
- It is recommended to continue the Class Management Scheme in order to foster the caring and supportive culture in school that facilitates students' personal growth.

6. Our Learning and Teaching

Lesson Time for Junior Secondary Classes (S.1-S.3)

KLAs	Percentage of Lesson Time
Chi. Lang Education (including Putonghua)	18.6%
Eng. Lang Education	16.7%
Mathematics Education	13.8%
PSHE	13.8%
Science Education	11.4%
Technology Education	7.1%
Arts Education	5.7%
PE	4.3%
Life & Society	4.3%

Lesson Time for Senior Secondary Classes (S.4-S.6)

KLAs	Percentage of Lesson Time
Chi. Lang. Education	13.3%
Eng. Lang. Education	13.7%
Mathematics Education (excluding Extended Mathematics)	12.3%
Liberal Studies	10.9%
Elective Subjects (3X)	35.5%
Extended Mathematics	5.7%
Arts Education	1.9%
PE	4.3%

There are seventy to seventy-one 45-minute teaching periods in a 10-day cycle, including two form teacher's periods with main focus on students' values education for S.1-S.6 and one cross-curricular activities (CCA) period for S.1-S.3.

Overview

Our school curriculum is designed in line with our mission to help students discover and develop their potential and to prepare them for the challenges they will face in their future studies and life. Our curriculum is broad and well-balanced, with clear and specific goals that promote students' whole-person development. We strive to educate students to achieve academic and personal growth, with emphasis on instilling positive values and attitudes through a wide range of curricular and extra-curricular activities. Each subject department formulates its annual plan with detailed implementation strategies in accordance with the School Development Plan.

In the third and final year of the 2018-2021 School Development Plan, our Major Concern 1 continued to be "To enhance students' language competency and capability in learning", in which different targets were set for improving learning efficiency and were incorporated into our school curriculum.

The first target was "To promote language competency through reading and cross-curricular projects". In 2020-2021, cross-curricular projects were delivered by English Language and History departments as well as Chinese Language and Chinese History departments. This enabled students to make connections and transfer their knowledge, vocabulary and skills acquired from language subjects across different subjects, thereby enhancing their enthusiasm towards language learning. Students showed interest in preparing for the project, and their works displayed the language skills and knowledge they had acquired.

Reading is promoted as an enjoyable and enriching experience for our students through the curriculum. Echoing this year's school theme, the Reading to Learn Committee and the School Library had prepared books and reading materials themed on "Perseverance and Empathy", which aimed to cultivate students' sense of perseverance and empathy through reading. Representatives from each of the S.1 to S.3 classes recommended their choices of books in the Reading Period to share their reflections on the school theme. Although the sharing of graded readers at King's Morning was suspended due to the cancellation of this special morning session, students were encouraged to read the graded readers, ERS books and e-books on HKEdCity and given the opportunity for reading sharing during lessons instead. More opportunities should be created for students to share their reading experiences, to promote the reading atmosphere and help them develop a reading habit. The "Author Express Training Program" was conducted in November for all S.1 students to equip them with the strategies to read different genres. They found that the programme was useful as they learned a lot about different types of books, especially fantasy stories. To foster a reading atmosphere, our School has planned to carry out more group activities to increase students' engagement in reading to enhance their learning abilities. Also, more reading strategies will be introduced to help them become better readers.

Our School has also organized a number of extended learning activities for students to build confidence and develop their language skills. By taking part in debate competitions and drama performances, students have shown greater confidence in the use of Chinese and English Languages for verbal and written communication. The Language Ambassador programme has also provided students with opportunities to practise their language skills in a relaxed and sociable environment. Simultaneously, the Language Ambassadors have also improved their language proficiency, leadership and organisational skills while performing their duties. We have also recruited Student Ambassadors and offered them workshops on the School's history and architecture, as well as the etiquette of hosting guests. This year, the Student Ambassadors have filmed a video themed "古樹紅磚 百年人文薈萃 校園大使 代代薪火相傳" for the "Government Secondary School Short Films Collection". By introducing the School's architectural heritage and history to the public, they have built up their sense of belonging to the School and promoted our school image. Moreover, to better equip S.6 students for

the public examination, the Wiseman online reading programme was provided to enhance their reading skills with various reading strategies. The programme was conducted with the advanced and basic levels to cater for learner diversity. Students were recommended to join the programme according to their ability. All participating students completed the programme and found that the reading tasks with the analysis on their performance were useful.

The second target of Major Concern 1 was “ To foster active and self-directed learning among students through programmes catering for learner diversity.” Aptitude quizzes were held to test S.1 students’ knowledge in Chinese Language, English Language, Mathematics and Integrated Science so that teachers could identify the areas of strength and weakness among the students and take follow-up actions. On-line after-school study groups were regularly held for S.1 students to boost their study skills and foster collaborative and self-directed learning. To unleash students’ potential and to boost their self-esteem and confidence, we have encouraged students to participate in territorial and international competitions in the areas of science, languages, arts and music. Internally, our “Show Your Talent” programme has provided students with opportunities to showcase their talent by performing in school events such as the Annual Speech Day. The performance in this year’s Speech Day including guzheng and piano performances were highly applauded. Besides, in view of the COVID-19 pandemic, our Annual Open Days themed “Rejuvenation” were adapted to conduct virtually at the school website from 31 May to 4 June 2021 for knowledge exchange and display of our students’ works and talents.

The third target was “To heighten students’ interest in STEM education and lift students’ spirit in science investigation”. In order to improve the effectiveness of STEM learning, our School has increased resources to promote foundational STEM education among junior form students. Students were selected, trained and encouraged to take part in local, regional, international STEM competitions and they have won awards and gained recognition in numerous competitions and activities. The STEM Week was completed in mid-May. The response from students and teachers was generally good. 88% and 86% of the students thought they had acquired more STEM-related knowledge and skills in the STEMbot Coding, Robot Making and Robot Football Competition, and the science talk on Forensic Science-DNA Identification respectively. Students’ performance in the competitions was generally good. It is pleasing to note that students were keen on STEM-related activities. Overseas study tour will be precious opportunity to expose students to other realms of STEM education. Due to the COVID-19 pandemic, possible destinations are limited. It is recommended that the focus on ecology be the optimal choice for STEM education next year and the destination be sparsely populated areas such as New Zealand or Queensland in Australia.

As to curriculum planning, the Pedagogy Committee reviewed and formulated teaching strategies annually. The theme in 2020-21 was “Promoting creativity and enhancing peer learning”. Teachers were encouraged to use digital resources along with traditional teaching methods. The Committee also served as a platform for teachers to share teaching styles and reflect on teaching to improve teaching efficiency. Activities like collaborative teaching and peer lesson demonstrations were regularly organized. Due to the pandemic, this academic year’s pedagogical studies were carried out in the second semester, and the teaching collaboration between the P.E. and BAFS departments ran smoothly. All lesson demonstrations of the eight key learning areas have been completed successfully in the three-year plan. Through collaborative teaching and peer observations, our School was able to promote teachers’ knowledge exchange and professional development, reflect the effectiveness of current teaching materials and establish a shared resources bank. Enabling teachers from different learning areas to attend lesson observations also facilitated the sharing of teaching experiences. In response to the online teaching arrangement, the E-learning Team had offered teachers a series of workshops on the use of online teaching tools to meet their varying needs and enhance the learning and teaching effectiveness in our School.

Our teachers have always kept up with the latest curriculum development by participating in different professional development programmes. Teachers of the same discipline also formed learning circles to exchange experiences to advance their professional practices in a supportive and collaborative environment. In 2020-21, our History Department partnered with Stewards Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College for the second year and formed exchange and lesson demonstration sessions. The pedagogical studies have also enabled teachers to explore, design and evaluate their pedagogical approaches, thereby enhancing their professional competence and developing strategies to meet different learners' needs. Additionally, our teachers have also constantly served as examiners or markers for HKDSE to deepen their understanding of the public examination requirements. Sharing sessions were organized by teachers of the same subject to learn about and discuss the latest development and changes in the public examination. These were not only conducive to our teachers' professional development, but most importantly, helped our students better prepare for the public examination.

7. Support for Student Development

The School adopts a whole-school approach to student development and aims at creating a caring, respectful and inviting environment for students to exert their potentials and lead a fulfilling life. Despite the outbreak of the pandemic, our various committees for student development continued to explore and organize various activities to cater to students' diverse needs and interests for enhancing their personal growth and qualities. The programmes were in line with our second major concern, "To nurture righteous and self-fulfilling students", and fostered students' positive values and attitudes for taking up future challenges. Six core values are highlighted in this School Development Cycle: 'Responsibility', 'Integrity', 'Self-discipline', 'Respect', 'Perseverance' and 'Empathy'.

Intending to formulate a personal value system that helps to develop students to become righteous individuals possessing virtues and good attitudes, a school-based Values Education Curriculum was designed for the theme of the school year, Perseverance and Empathy. Along with the Form Teacher Periods, a vast array of activities aiming to inculcating the core values in students were organized including Model Student Election, slogan design, board display and thematic reading periods. Different subject departments also incorporated values education into their lessons. With our zealous efforts, most students displayed enthusiasm to become confident, respectful and conscientious young men.

To support personal growth of students, the School has been dedicated to cultivating a nurturing culture. The Counselling Committee launched a range of structured programmes and provided individual counselling to students with the joint efforts of all teachers, in particular the form teachers, and the professional support of the school social worker and the EDB school-based psychologist. Helping new students adapt to the new learning environment has always been our concern. During the school suspension, intensive support was still given to the new students through programmes such as virtual orientations and zoom meeting with form teachers for S.1 students. Counselling teachers conducted individual interviews with all S.1 students after the school resumption for early identification of developmental and adaptation crises. To adapt to the new normal, the Fig Boy peer counselling scheme also mobilized the senior Kingsians to give peer support to the S.1 students via different social media throughout the school year. In view of the significant influence by the prolonged school suspension on the academic performance and mental state of S.6 students, measures were taken to check their stress level at an early stage and the high risk students identified were given individual attention throughout the school year. Moreover, our students, parents and teachers all were grateful to the practitioners from the Students Mental Health Support Scheme, who provided effective support services to the needy students. In the coming year, our school will join the Students Gatekeeper Programme organized by the EDB to promote the psychoeducation and inclusive culture in our school.

As always, the Life Planning Education and Career Guidance Committee launched multifarious programmes that aligned with students' developmental needs at different stages of growth so as to facilitate their career development. Through "Self-understanding and Development", "Career Exploration" and "Career Planning and Management", students were empowered to make informed and responsible choices on their learning, career goals and other aspects of life. The Life Planning Education and Careers Guidance Committee also encouraged every student from S.1 to S.5 to complete their respective Careers Action Plan including reflections on self-understanding and development, career exploration and careers planning and management. These records were kept in the Career Profile under the guidance of their Form Teachers. Owing to the COVID-19 pandemic, a new programme "Virtual Alumni Career Chat" in lieu of Job Shadow Programme was launched in weekends to help S.4 and S.5 students connect virtually with alumni from different work sectors to learn about their jobs and their career stories. Notwithstanding the challenges brought by the pandemic, our dedicated Careers Teachers provided the best support to students in planning their career path.

With flexible use of the Learning Support Grant, our SENCO coordinated our teachers and other professionals to provide comprehensive support services for the students with special educational needs. During the school suspension, SENCO worked closely with team members to devise alternative support plans and maintained cooperation with professionals to offer support to students with SEN flexibly. Moreover, Zoom talks to parents and virtual social adaptive skill workshops for peers were organized for cultivating an inclusive culture. In the coming year, the school will join the project “AIM” organized by the EDB to enhance academic and emotional support for our ASD students.

To facilitate the learning of the Non-Chinese Speaking Students and their integration to the Chinese culture, tailor-made Chinese Language and Chinese culture curricula were designed and pull-out lessons were thoughtfully arranged with appropriate use of additional funding from the EDB.

The suspension of face-to-face classes amid the epidemic, coupled with other changes in everyday life, may have disrupted students’ learning pace and study plan, especially our S.6 students. Our dedicated Life Planning Education and Career Guidance Committee teachers made every effort to hearten our boys by giving guidance. Apart from the virtual Careers Info Day and the individual and group interviews conducted by Careers Teachers for discussing their JUPAS programme choices with reference to their own Careers Profile, useful JUPAS, non-local study and other careers information were given via electronic media. With collaborative effort between the Careers Team, the Counselling Team, Form Teachers and School Social Workers, the Mock Release of the HKDSE results was successfully organized for S.6 students to facilitate their psychological preparation. During the activity, comprehensive supports were provided for our students to ensure adequate career guidance and emotional guidance.

The School provided different platforms to nurture our students’ talents. Through assisting to organize the Virtual Open Day, the King’s College 95th Anniversary cum King’s College Harmonica Band 70th Anniversary Concert and the 95th Anniversary Visual Arts Work Exhibition, our students were given plenty of opportunities to plan and run major school functions, which greatly enhance their leadership and presentation skills. Our students have performed outstandingly in the above occasions. Other than demonstrating a strong sense of belonging and commitment of students to our school, it also promoted a good image to the public.

Last but not least, we are grateful for the continuous support of our two salient partners, King’s College Old Boys’ Association and King’s College Parents Teachers Association, in providing tremendous support that facilitated the whole-person development of Kingsians.

8. Performance of Students

HKDSE

No. of students sat	122
% of students awarded the minimum entrance requirements for university education #	78% (95)
% of students awarded the minimum entrance requirements for local sub-degree programmes ^	96% (117)

The minimum entrance requirements for university education

1. Levels 3322 or above in core subjects (English Language, Chinese Language, Mathematics and Liberal Studies) respectively, and
2. Level 2 or above in one elective subject

^ The minimum entrance requirements for local sub-degree programmes

1. Level 2 in five HKDSE subjects (including Chinese Language and English Language)

Student Participation in Social Services

Team	Services	Number of participants
Interact Club	• 共融之樂保齡球比賽暨香港盲人保齡球錦標賽	5
Service Education Committee	• Sister School Programme • Joint School Social Service Programme • S1-S3 Service Training • 創出 SUN 天 • 中西區聯校領袖義工訓練暨社區服務 • S.1-S.2 on-line tutorials	15 18 432 7 4 10

9. Students' Major Achievements in International and Territory Competitions

International Level

Nature	Competition	Award/ Prize	Awardee
Academic Development	Regeneron International Science and Engineering Fair	Fourth Place Grand Award in the category of Environmental Engineering	KWAN Chiu-ming 5A NGAN Ka-pui 5A LIU Mingxin 5D
	6th International Invention Innovation Competition in Canada, iCAN 2021	Gold Award First in International Special Award Canadian Special Award	KWAN Chiu-ming 5A NGAN Ka-pui 5A LIU Mingxin 5D
	ExpoSciences Mexico 2020	Silver Medal	LAW Siu-hin Ethan 5A KE Yan-nok 5D TSE Pak-lok 5D
	Korea Science and Engineering Fair (KSEF) 2020	Bronze Award	LAW Siu-hin Ethan 5A KE Yan-nok 5D TSE Pak-lok 5D
	Python Programming for Middle School Students	Grade A–	CHAN Hui-sing Collin 2B
	6th International Invention Innovation Competition in Canada, iCAN 2021	Gold Medal Best Young Inventor Award Canadian Special Award	CAI Gen 4A CHUNG Shing-hei 4A FUNG Tin-yau 4D KWONG Ming-hin 4D WOO Chi-lok, Garyson 4D
	HKU International Symposium on STEM Education 2020	Best Project Award Outstanding Innovation Award	CAI Gen 4A

Territory Level

Nature	Competition	Award/ Prize	Awardee
Academic Development	The 13 th English Radio Drama Competition 2020-2021 for Schools (Secondary Section)	Semi-Final	LAW Pak-long 1B CHOW Chung-him 1D LAU Kai-yin Ralph 4A CHAN Ho-lam 4B WONG Kin-sum 4B
	Dream Compassioneers Model United Nations Conference 2021	Best Speaker (United Nations Human Rights Council)	YU Ho-kwan Marcus 4B
		Best Speaker (World Health Organization)	HAN Albert Lim 5D
		Best Delegate (UNICEF)	WEI Oscar Zijie 5D
	The 11 th Inter-Government Secondary Schools English Debating Competition	First Runner-up	LAU Kit-fai 3A LAU Pak-hei 3A NACIS Mike Vincent Angelo Panos 3C TSOI Chi-wun 4A LAM Tsz-hei 4D YIP Hin-yui Jacob 4D
		Best Debater	TSOI Chi-wun 4A

	Good People, Good Deeds: English Writing Competition 2020-21	Gold Prize	LUI Siu-Hoi Rex 2A
	Statistical Project Competition for Secondary School Students 2020/21	Distinguished Prizes	LO Tsz-chung Calven 3A SIU Wing-kit 3A SO Chun-nok 3A WAN Tsz-chun 3A
	Hong Kong Physics Olympiad 2021	Honourable Mention	HAN Albert Lim 5D KE Yan-nok 5D LIU Mingxin 5D TSE Pak-lok 5D YU Ming-xuan 5D
		Best Schools Award	S.5 School Team
		Second Honour	NGAN Ka-pui 5A
		Third Honour	LAW Siu-hin Ethan 5A WONG Yan-wa 5A
	International Biology Olympiad Hong Kong Contest 2020	Honourable Mention	School Team
		Silver Award	LAW Siu-hin Ethan 5A
		Bronze Award	HAN Albert Lim 5D
	Hong Kong Biology Literacy Award (2020 /2021)	Final Round Champion Best Response Award	CHOI Wang-yu 5A LAW Siu-hin Ethan 5A KE Yan-nok 5D LIU Mingxin 5D TSE Pak-lok 5D
		Preliminary – First Class Honours	CHOI Wang-yu 5A LAW Siu-hin Ethan 5A CHUI Yi-fung 5D LIU Mingxin 5D
		Preliminary – Second Class Honours	CAI Gen 4A TSE Pak-lok 5D
		Preliminary – Third Class Honours	KE Yan-nok 5D
		Preliminary – Merit	HAN Albert Lim 5D
	The Greater Bay Area STEM Excellence Award 2021 (Hong Kong)	Honourable Mention	CHOI Wang-yu 5A FENG Wenguang 5A LAW Siu-hin Ethan 5A KE Yan-nok 5D TSE Pak-lok 5D
		Gold Award	KWAN Chiu-ming 5A NGAN Ka-pui 5A LIU Mingxin 5D
	The Astronomical Training Programme for Secondary Students 2020-2021	Excellence Award	TANG Chun-shing 5A
	Hong Kong Youth Science and Technology Innovation Competition	Third Place Award	KWAN Chiu-ming 5A NGAN Ka-pui 5A LIU Mingxin 5D
	Innovate for Future	Certificate of Merit	KWAN Chiu-ming 5A NGAN Ka-pui 5A LIU Mingxin 5D

	Cyber Security Competition 2020/21	Gold Award	LUK Sze-chai 1D WONG Yan-wa 5A
		Silver Award	LAM Hiu-wing 1B
		Merit Award	LIN Shu-kuen 3B
	Cyber Security Challenge 2020/21 (Secondary Group)	Merit Award The Sixth Place in Hong Kong	LUK Sze-chai 1D
	The Greater Bay Area STEM Excellence Award 2021 (Hong Kong) (Cherishing Older People System)	Merit Award	CAI Gen 4A CHUNG Shing-hei 4A FUNG Tin-yau 4D KWONG Ming-hin 4D WOO Chi-lok Garyson 4D
	Cyber Security Competition 2020	Gold Certificate	LOK Sze-chai 1D WONG Yan-wa 5A
		Silver Certificate	LAM Hiu-wing 1B
		Merit	LIN Shu-kuen 3B
	The Third Future Engineer Grand Challenge	Senior Secondary Division Merit Award	CAI Gen 4A CHUNG Shing-hei 4A FUNG Tin-yau 4D WOO Chi-lok Garyson 4D
	Digital Readiness Academy Student Hackathon 2021	First Runner-up	PANG Chi-chung 3A LAU Kit-fai 3A LAU Pak-hei 3A
	Code Club Ambassador 2021	Ambassador	CHUN Ting-nam 3A LAU Kit-fai 3A LAU Pak-hei 3A PANG Chi-chung 3A SO Chun-nok 3A TAM Tsz Chung 3A ZHOU Cheuk-yin 3A LEUNG Ellis Jason 3B LEUNG Kai-chun Jeffrey 3B MAK Cheuk-hung 3B
	72 nd Hong Kong Schools Speech Festival (English Speech)	Secondary 1 Solo Verse Champion	HUI Ka-shing 1A
		Secondary 4 Solo Verse Champion	TSOI Chi-wun 4A
		Secondary 1 Solo Verse First Runner-up	TANG Long-yin Andris 1B
		Secondary 2 Solo Verse First Runner-up	LUI Sui-hoi Rex 2A
		Secondary 2 Solo Verse Second Runner-up	LAI Long-yin 2B
		Secondary 2 Solo Verse Second Runner-up	YUEN Tin-fu 2B
		Secondary 3 Solo Verse Second Runner-up	LAU Pak-hei 3A
	第七十二屆香港學校朗誦節(粵語)	男子組 (中學一、二年級) 普通話散文獨誦 – 冠軍	譚晉軒 1C
		男子組 (中學一年級) 粵語詩詞獨誦 – 冠軍	卓以諾 1D
		男子組 (中學一年級) 粵語散文獨誦 – 亞軍	鄧朗言 1B

		男子組 (中學一、二年級) 粵語二人朗誦 – 季軍	鄧朗言 1B 譚晉軒 1C
		男子組 (中學三年級) 粵語詩詞獨誦 – 季軍	楊柏霖 3B
	2019-2020 非華語學生中文寫作及才藝比賽	詩詞朗誦 (中學組) 季軍	熊天維 5B
Aesthetic Development	4-panel Comic Drawing Competition for ‘Inclusive Community for People with SEN’	Merit	KWAN Shing-hei 1D
	‘Secure Use of Mobile Devices’ Sticker Design Contest	Finalist	CHAN Kwun-wing William 2C
		Certificate of Appreciation	LI Eric 2D
	‘Law-abidingness’ and ‘Empathy’ Poster Design Competition	Merit	VELASCO Mark Jacob Melencio 4B
	‘World Heart Day’ Drawing Competition	Merit	LAM Tsz-chun 1B LAU Pui-hei 1B LEUNG Cheuk-hay 3B
	Postcard Design Competition of Central and Western District	Merit	CHAN Shing-leuk 2C
	‘90s Anti-Deception’ Video-making Competition (Final)	Merit	CHEUNG Cheuk-hin Anson 3A LAU Kit-fai 3A
All-Round Development	2020 年香港島傑出學生選舉	香港島優秀學生獎狀 (初中組)	劉杰瑋 3A
		香港島十大傑出學生 (高中組)	陳瑞軒 6A
Uniform Group	Volunteer Service Award	Bronze Award	LAW Yiu-shing 5D YIU Manson 6C CHAN Yu-tin 6D
Music	73 rd Hong Kong Schools Music Festival	Cello Concerto Champion Gold Award	YIU Tin-lap Daniel 4D
		Vocal Solo – Foreign Language – Boys Treble Voice (Secondary School) Champion Silver Award	CHEUK Yee-lok 1D
		Trumpet Solo (Secondary School – Junior) Champion Gold Award	CHEUK Yee-lok 1D
		Harmonica Concert Work Champion Gold Award	HUI Ching-ming 5A
		Harmonica Solo (Senior) Champion Gold Award	HUI Ching-ming 5A

	Harmonica Duet Champion Gold Award	WONG Jonathan Chak-ho 4A HUI Ching-ming 5A
	Piano Concerto(Age 19 or under) First Runner-up Gold Award	HUNG Cheuk-kin 6D
	Harmonica Concert Work First Runner-up Silver Award	LO Chung-hei Rex 4D
	Harmonica Duet First Runner-up Silver Award	NG Tsz-tin Summer 4A LO Chung-hei Rex 4D
	Harmonica Solo (Junior) First Runner-up Silver Award	LAU Pak-yin 1C
	二胡獨奏（深造組） 亞軍	LEUNG Stewart 3C
	二胡獨奏（高級組） 亞軍	KEUNG Tung-hei 5A
	Harmonica Solo (Senior) Second Runner-up Silver Award	TSE Pak-lok 5D
	Harmonica Duet Second Runner-up Silver Award	TANG King-shing 3C
	Graded Piano Solo (Grade Six) Gold Award	LEE Yip-shun Enoch 1C
	Violin Concerto (Age 13 or under) Silver Award	WU Sung-ngai 2D
	Violin Solo (Grade Eight) Silver Award	CHEUNG Gabriel Man-hin 6A
	Violin Solo (Grade Six) Silver Award	LEE Yip-shun Enoch 1C
	Piano Solo – Chinese Composers (Senior) Silver Award	HUNG Cheuk-kin 6D
	Piano Solo – Composer of the Year Silver Award	WONG William 3C
	Graded Piano Solo (Grade Seven) Silver Award	CHAN Yat-kiu 3C
	Graded Piano Solo (Grade Six) Silver Award	WONG Matthew Lucas 1C
	Graded Piano Solo (Grade Five) Silver Award	YAU Yan-ngai 1B
	Graded Piano Solo (Grade Five) Silver Award	LIU Peikun 1C
	Piano Duet (Senior) Silver Award	LO Chung-hei Rex 4D YIU Tin-lap Daniel 4D
	Flute Solo (Secondary School – Junior) Silver Award	YAN Tsz-hin 3B

	Clarinet Solo (Secondary School – Senior) Silver Award	CHEUNG Cho-lam 4A
	Marimba Solo (Secondary School) Silver Award	LEE Lin-hang 4A
	Xylophone Solo (Secondary School) Silver Award	LEE Lin-hang 4A
	Harmonica Duet Silver Award	CHEUNG Tsun-kiu 5A TSE Pak-lok 5D
	Harmonica Concert Work Silver Award	SHEA Tsz-hin Tristan 2B
	Harmonica Concert Work Silver Award	PANG Chi-chung 3A
	Harmonica Concert Work Silver Award	NG Tsz-tin Summer 4A
	Harmonica Concert Work Silver Award	WONG Jonathan Chak-ho 4A
	Harmonica Concert Work Silver Award	TSE Pak-lok 5D
	Harmonica Concert Work Silver Award	CHEUNG Tsun-kiu 5A
	Harmonica Concert Work Silver Award	CHENG Ho-ming 4A
	Harmonica Solo (Senior) Silver Award	SHEA Tsz-hin Tristan 2B
	Harmonica Solo (Senior) Silver Award	CHAN Chun-pak 3D
	Harmonica Solo (Senior) Silver Award	WONG Jonathan Chak-ho 4A
	Harmonica Solo (Senior) Silver Award	CHEUNG Tsun-kiu 5A
	Harmonica Solo (Senior) Silver Award	CHENG Ho-ming 4A
	Harmonica Solo (Intermediate) Silver Award	FAN Siu-hei 3D
	Harmonica Solo (Intermediate) Silver Award	CHIU Wing-hei 1B
	Harmonica Solo (Junior) Silver Award	ZHOU Cheuk-yin 3A
	Harmonica Solo (Junior) Silver Award	NG Tsz-tin Summer 4A
	Harmonica Solo (Junior) Silver Award	LAI Long-yin 2B
	Harmonica Solo (Junior) Silver Award	CHAN Tsz-yu 3B
	RTHK Radio 4 Chinese Instruments Scholarship Silver Award	CHAN Sui-hin 6A
	揚琴獨奏（高級組） 銀獎	郭軍浩 5A
	揚琴獨奏（中級組） 銀獎	林梓駿 1B

		二胡獨奏（高級組） 銀獎	鄧雋賢 2A
		二胡獨奏（中級組） 銀獎	卓子見 2A
		二胡獨奏（中級組） 銀獎	袁天富 2B
		中阮獨奏（高級組） 銀獎	何彬 4D
		笛獨奏（中學）（高級組） 銀獎	蔡根 4A
		笙獨奏（初級組） 銀獎	盧頌熹 4D
		笛獨奏（中學）（初級組） 銀獎	鄭弘智 2B
		Graded Piano Solo (Grade Seven) Bronze Award	CHOI Sik-ho 2D
		Graded Piano Solo (Grade Seven) Bronze Award	WONG Ka-chun 2A
		Flute Solo (Secondary School – Junior) Bronze Award	TO Oscar 2D
	8 th Hong Kong International Music Festival 2021 Music Competition	Adult Chinese Plucked Strings (Hong Kong District) Second Runner-up	CHAN Sui-hin 6A

10. Financial Summary (1.9.2020 - 31.8.2021)

	Income (\$)	Expenditure (\$)
I ESCBG ACCOUNT		
(a) Non-school specific grants		
1 Baseline reference provision	319,104.00	130,004.31
Sub-total:	<u>319,104.00</u>	<u>130,004.31</u>
(b) School specific grants		
1 Composite I.T. Grant - GSS	490,804.00	363,567.00
2 Capacity Enhancement Grant - GSS	638,461.00	535,227.27
3 School-based management Top-up Grant - GSS	50,350.00	13,092.00
Sub-total:	<u>1,129,265.00</u>	<u>898,794.27</u>
II TEACHER RELIEF GRANT (TRG) ACCOUNT		
● Provision for 2020-2021	218,240.00	319,137.75
Sub-total:	<u>218,240.00</u>	<u>319,137.75</u> #
III OTHER NON-RECURRENT GRANTS ACCOUNT		
Special Anti-epidemic Grant - GSS		
● Provision (expiry on 31.8.2021)	25,000.00	25,000.00
Sub-total:	<u>25,000.00</u>	<u>25,000.00</u>
Learner Support Grant - GSS		
● Provision for 2020-2021	981,825.00	696,409.00
Sub-total:	<u>981,825.00</u>	<u>696,409.00</u>
School-based After-school Learning & Support Programmes - GSS		
● Provision for 2020-2021	61,800.00	68,471.20
Sub-total:	<u>61,800.00</u>	<u>68,471.20</u> #
Moral & National Education Support Grant - GSS		
● Provision for 2020-2021	190,768.00	21,578.00
Sub-total:	<u>190,768.00</u>	<u>21,578.00</u>
Enhanced Additional Funding - Support for NCS Students - GSS		
● Provision for 2020-2021	800,000.00	944,293.68
Sub-total:	<u>800,000.00</u>	<u>944,293.68</u> #
Information Technology Staffing Support Grant - GSS		
● Provision for 2020-2021	319,559.00	339,475.50
Sub-total:	<u>319,559.00</u>	<u>339,475.50</u> #
Grant for the Sister School Scheme - GSS		
● Provision for 2020-2021	156,035.00	109,370.00
Sub-total:	<u>156,035.00</u>	<u>109,370.00</u>

Promotion of Reading Grant - GSS

● Provision for 2020-2021	62,414.00	65,219.46
Sub-total:	<u>62,414.00</u>	<u>65,219.46</u> #

School Executive Officer Grant - GSS

● Provision for 2020-2021	534,660.00	482,144.04
Sub-total:	<u>534,660.00</u>	<u>482,144.04</u>

Life-wide Learning Fund - GSS

● Provision for 2020-2021	1,166,103.00	584,937.10
Sub-total:	<u>1,166,103.00</u>	<u>584,937.10</u>

One-off Grant for the "Gift of Printed Book Pilot Scheme (2020)" - GSS

● Provision for 2020-2021	69,700.00	47,310.90
Sub-total:	<u>69,700.00</u>	<u>47,310.90</u>

One-off Special Support Grant for Enhancing the Cleansing Service for Epidemic Prevention - GSS

● Provision for 2020-2021	100,000.00	99,999.78
Sub-total:	<u>100,000.00</u>	<u>99,999.78</u>

Diversity Learning Grant for the NSS Students - Other Languages

● Provision for 2020-2021	169,000.00	187,200.00 #
Sub-total:	<u>169,000.00</u>	<u>187,200.00</u>

Diversity Learning Grant for the NSS Students - Other Programmes

● Provision for 2020-2021	84,000.00	83,204.00
Sub-total:	<u>84,000.00</u>	<u>83,204.00</u>

Student Activities Support Grant

● Provision (expiry on 31.8.2020)	18,667.00	-
Sub-total:	<u>18,667.00</u>	<u>-</u>

Non-recurrent Grant to Secondary Schools to support Non-Chinese Speaking Students to learn Chinese History and Culture

● Provision (expiry on 31.8.2021)	53,970.00	45,927.00
Sub-total:	<u>53,970.00</u>	<u>45,927.00</u>

One-off Grant for the promotion of Chinese history and culture

● Provision (expiry on 31.8.2021)	38,092.67	37,318.00
Sub-total:	<u>38,092.67</u>	<u>37,318.00</u>

IV SMI ACCOUNT

Fees collected from students for specific purposes	212,412.14	415,177.90
Sub-total:	<u>212,412.14</u>	<u>415,177.90</u> #

V ECA ACCOUNT

(a)	Provision for 2020-2021	98,289.00	)	55,097.70
(b)	Fees collected from students(S4 to S6)	56,832.00	)	
	<i>Sub-total:</i>	<u>155,121.00</u>		<u>55,097.70</u>

Remarks: Deficits covered by surplus carried forward from previous school year.

11. Feedback for Reflections

1. Due to the COVID-19 outbreak, some activities under Major Concerns 1 and 2 were inevitably halted in the 2020-21 school year. Learning from last year's experience, the School has adopted different e-learning strategies to arrange other affected activities online to maintain in students' learning momentum and provide opportunities for them to develop their self-directed learning ability. Moreover, in response to the suspension of on-campus face-to-face schooling, the School has encouraged teachers of different departments to use subject-based online resources and software in teaching. The use of tablet computers during lessons for different subjects was promoted and teachers were able to utilize digital tools to develop students' creativity and conduct interactive lessons. With the support and training provided by the IT team, students enjoyed this flexible mode of teaching and learning and showed greater learning interest during lessons, enabling them to produce imaginative works. Also, teachers have been more confident to carry out interactive learning activities with students and explore different ways to use digital-aid to enhance students' learning and development of innovative ideas.
2. The School attaches great importance to developing students' language skills through reading. For enhancing reading competency, the Reading to Learn Committee coordinated reading activities of different subject departments and functional committees that broadened students' horizons. Fostering a reading culture will be one of the foci of school development in the coming year and various reading to learn programmes will be launched apart from further promotion of e-reading for enhancing students' interests in reading. To further equip students to become self-directed learner, diverse teaching models will be adopted and pedagogical collaboration among teachers will be reinforced.
3. STEM education has been successfully incorporated into the curricula of Mathematics, ICT and Science subjects. It is pleasing to see our students have excelled in STEM learning and obtained excellent results in STEM-related competitions. With aims to unleash students' potential in innovation and foster their problem-solving skills, high priority will still be given to STEM education in the school. Besides, the students' ability to integrate and apply knowledge and skills across disciplines to solve authentic problems will be strengthened through different STEM-related learning activities. As one of pioneers of integrating coding of artificial intelligence and machine learning into our junior form computer literacy curriculum, our stem team teachers will lead a professional learning circle of STEM teachers coming from 11 government schools to share some learning and teaching designs and practical experience of implementing the AI coding curriculum. The learning circle is not only to strengthen teachers' professional capacity, but also facilitate the collaboration in AI Education across different schools.
4. Values education is an essential component of school education in nurturing our students' positive values and attitudes as well as good discipline. This year, the Values Education with the theme of "Perseverance and Empathy" has been incorporated into our formal and informal curricula. Though some of the planned programmes were cancelled, the concerted efforts contributed by our functional teams and teachers persisted in the inculcation of core values. In the next school year, the School will further strengthen education of the priority values with major focus on "National Identity", "Law-abidingness" and "Empathy". To connect Kingsians in the era of pandemic, sense of belonging and brotherhood will be promoted. Moreover, National Education will also be enhanced to foster students' national identity. The School will provide a vast range of learning opportunities by arranging diverse on-campus activities related to National Security Education and Basic Law Education as well as encouraging students to take part in external competitions and study tours to the Mainland.

5. Community service programmes provide experiential learning opportunities for cultivating students with a sense of caring and responsibility to themselves, the community and others. Not only enhance their understanding of the underprivileged in the society and thus empathy, students can also foster various generic skills through the training workshops. The School will continue to organize purposeful community service programmes to promote students' whole-person development and hopefully the provision of serving the targets can be arranged in the next school year.
6. During the prolonged period of class suspension due to the COVID-19 epidemic, negative emotions such as frustration and anxiety among students and even parents may be aroused. The School encouraged teachers to observe more closely students' emotions and behaviours, and encouraged students to learn to be grateful, resilient and positive towards life in face of the pandemic. Training on mindfulness and positive thinking will be promoted so as to empower our students to overcome challenges arising from the pandemic. The Counselling Committee, Life Planning Education and Career Guidance Committee and Health and Sex Education Committee will cooperate to assist students' personal growth and promote mental health and well-being.
7. To help students keep up with the lightning-pace of today's world, the School will adopt strategies to unleash students' potential for key competences for adulthood and change agility for tomorrow. Students will be inspired to realize their potential and programmes will be arranged for nurturing students holistically and enabling them to advance their potential to go beyond whole-person wellness. Last but not least, acknowledgement and reflection on students' accomplishments in different stages of school life will be illustrated on different types of school media.
8. Over the years, the School has appreciated the strong and unremitting support from KCPTA and KCOBA. The close collaboration between the School and these supportive partners benefited the launching of distinctive school-based programmes for student development. Apart from a roll of scholarships provided for recognizing students' achievements in academic and non-academic areas, various resources were provided aiming at building students' competencies. Our old boys facilitated students' career planning by arranging the "Virtual Alumni Career Chat". Kingsians gained career exploration experience under the new normal of the pandemic. KCPTA was also committed to coordinating parent education activities, which helped to bring the spirit of home-school cooperation in full play.
9. The School is appreciative of the charitable donation from the KC Education Foundation Limited that has supported Kingsians in developing their potentials via diversified learning activities in music, visual arts, languages, sports and other areas. Benefited from the programmes, students can broaden their horizons and gain valuable learning experiences. Furthermore, the sponsorship of improvement of school facilities has supported the School in creating a better learning environment for students.
10. The close working relationship with NGOs and tertiary institutions facilitated the School in organizing programmes for enhancing students' whole-person development and the effectiveness of learning and teaching. Among them, the School Social Work Services provided by the Boys' and Girls' Clubs Association of Hong Kong and the Healthy School Programme organized by the Tung Wah Group of Hospitals were highly appreciated. In collaboration with the Faculty of Education of the University of Hong Kong, our teachers had the opportunity to exchange ideas and share teaching experiences through mentoring student teachers. To sustain school development, the School will continue to work with different external bodies for providing more opportunities and resources for students.

12. Appendix

Report on School-based After School Learning & Support Programme

學校名稱：英皇書院
計劃統籌人姓名：林若穎老師

各項活動資料：

活動名稱	實際受惠對象 學生人數 #	平均出席率	活動舉辦期間/ 日期	實際開支	評估方法	合辦機構/ 服務供應機構名稱 (如適用)	活動評估 (例如:學生的學習情況及成果)
課後文化藝術發展~ 音樂課程 中一至中五 (全年上課時數： 674 小時)	26 人	80%	10/2020 – 7/2021	\$34,912	個人反思／ 音樂老師觀察	導師	- 學生透過學習樂器，除了培養堅持和忍耐，也提升其藝術文化修養；參加樂團的訓練，更讓他們學習團隊合作和互勉的精神。 - 超過 60%受惠學生在校內音樂科樂器考試的成績有顯著進步。
英文寫作班 (中四)	13 人	90%	1-2/2021	\$7,000	✧ 導師觀察及評估 ✧ 校內考試成績	導師	- 學生認同寫作班有效提升其英文寫作能力。導師講解詳細，批改課業認真。訓練有助學生掌握公開考試英文寫作之基本要求。 - 建議下學年繼續舉辦。
英文文法班 (中一、中二)	10 人	95%	1-2/2021	\$4,000	✧ 導師觀察及評估 ✧ 校內考試成績	導師	- 學生認同文法班內容豐富，且涵蓋考試範圍。導師講解詳細，準備充足，有效協助他們溫習，增強考試信心。 - 建議下學年繼續舉辦。

文化體驗學習坊 (中二、中三)	24 人	90%	4-5/2021	\$9,800	✧ 觀察學生活動表現 ✧ 學生反思及分享	導師	- 學生認同活動內容生動有趣，透過理解各地不同的文化背景(波蘭、烏克蘭)，擴闊世界視野，加強個人的世界觀。 - 建議下學年繼續舉辦。
迪士尼工作體驗坊 (中三至中五)	30 人	100%	15/5/2021 (中四、中五) 23/7/2021 (中三)	\$11,100	個人反思／ 老師觀察	迪士尼樂園	- 學生認同對款客服務業加深認識 - 學生明白保持良好工作態度的重要性，能將工作坊所學好好應用在學習及其他範疇
迪士尼物理世界 (中二)	20 人	100%	23/7/2021	\$7,400	個人反思／ 老師觀察	迪士尼樂園	- 學生於迪士尼樂園環境中透過與導師互動掌握基本物理知識 - 學生能將工作坊所學好好應用在學習及其他範疇

總開支： **\$74,212**

備註：

對象學生：指領取綜援/學生資助計劃全額津貼及學校使用 25%酌情權的清貧學生

Report on the Use of Life-wide Learning Grant

Domain	Brief Description of the Activity	Objectives	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences				
								(Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities											
1.1	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)											
English Language	Debate Workshop for Junior Forms	● To help junior students develop background knowledge into debate arguments. ● To help students explore effective debate tactics and topics. ● To enhance students’ writing and speaking skills by preparation of debate speeches. ● To give junior students a taste of debate by class competitions.	Whole Year	S.1 – S.2 (20 students)	✧ All of the 8 sessions were conducted via Zoom meetings during the school suspension. ✧ The attendance of the students was higher than 90%. Students enjoyed the class and showed interest in joining the Debating Team. ✧ The feedback from the coach and the teacher supervisor was also very positive.	\$9,120	E6	✓				

	Drama Workshop	● To enhance students' speaking and writing skills through dialogue and script-writing. ● To allow students to use their language skills and creativity while discussing ideas with others. ● To enable a team of students to compose and deliver an effective, audience-appropriate drama production. ● To encourage students to acquire the skill to use visual, auditory, and/or technological aids in drama performance.	First Term	S.1 – S.5 (17 students)	✧ 13 out of the 14 sessions were conducted via Zoom meetings. ✧ More than 90% of the students attended the lessons and enjoyed the workshop. ✧ Students were coached to write a script and make a recording for the radio drama competition—the 13th English Radio Drama Competition for Schools. ✧ The workshop was rewarding and one team entered phrase 2, semifinal.	\$11,900	E6	✓						
	Training courses for Speech Festival	● To ensure students are able to interpret the text and that they can clearly and expressively convey the meaning. ● To provide training on speech skills such as articulation, voice control, pronunciation and intonation. ● To coach students to ensure they can confidently command the stage and engage effectively with the audience.	First Term	S.1 – S.6 (11 students)	✧ 25 Zoom sessions of Speech Festival Training and Preparation were arranged in total. ✧ Attendance rate was over 90%. ✧ Student competitors were put into three classes, Class A, Class B and Class C. Each class focused on 1-2 poems so more intensive training could be arranged. The last session was a common session among the 3 Classes in which student competitors showed the instructor the video they recorded for feedback.	\$15,600	E6	✓	✓					

	Festive Celebration to experience English learning in the cultural context	- To fully immerse students into English culture by festival celebration activities. - To enhance students' motivation and interest in learning English through activities beyond the classroom.	Halloween, Christmas, Valentine's Day & Easter	S.1 – S.6	90% of student helpers and participants gave positive feedback. - The interactions between NETs and junior form students could help promote interest in English learning.	\$20,360	E1	✓				
	Appreciation of Drama Performance	(Cancelled)	July 2021	S.1 – S.3	—	—						
Chinese Language	辯論培訓班	提升學生表達個人觀點及交流質詢的能力，訓練學生的批判思考、組織及變通能力，強化其辯論技巧。	2020年9月至2021年3月	20位中三及中四學生 (由辯論學會負責老師根據學生思維及說話能力甄選)	- 學員參加聯校中文辯論比賽、基本法多面體、全港中學生辯論賽，運用所學技巧。 - 辯論培訓班：共16位同學參加，他們均表示課有助其提升對辯論的興趣。 - 本年度中文辯論隊在疫情下仍排除各種困難，持續舉辦線上友誼賽，與友校同學交流切磋；亦曾參與多個大型線上比賽，包括星島第三十六屆全港校際辯論比賽、第二屆臥龍盃官立中學多角辯論賽等，並在以下比賽中獲得令人滿意的成績。	\$20,000	E1	✓				

					比賽成績： - 第 19 屆基本法多面體全港中學生辯論比賽(基本法盃) ~ 全港八強、最佳辯論員：5D 歐耀允 - 第 51 屆聯校中文辯論比賽 ~ 全港八強									
	高中藝術體驗計劃 — 戲解文言 III	(Cancelled)	28/1/2021	中五級學生	——	—								
Mathematics	Maths Olympiad Courses (Junior)	To enhance junior form students' high order thinking, logical thinking and problem solving skills.	Oct – Nov 2020	S.1 – S.3 (19 students)	- Feedbacks from instructor and students were very positive. 68% of students felt that the lesson had improved their understanding and skills in Mathematics, and the instructor introduced concepts well. - An internal assessment was taken at the end of the course but external competitions have been cancelled due to school suspension.	\$5,400	E6	✓						
Biology	Eco-tour on Marine Biology & Environmental Protection Activities [organized by WWF] (tour fee & transportation expenses)	- To enrich students' experience and skills in learning biology and develop deeper understanding in Hong Kong Ecology. - To provide firsthand experience in protecting the environment and put into action.	May 2021	S.5 (50 students)	Over 70% of students agreed it was a valuable experience and they learnt more about conservation and importance of protecting the natural habitats.	\$7,440	E1, E2	✓	✓					✓

	Medical Summer Broadening Programme offered by HKU <i>* The nature of the programme is changed into hybrid mode (both on-site and online workshops) and fee is reduced to \$500/student (will be fully subsidized)</i>	To stretch students' ability and further cultivate their interest in learning and working the biological/medical field for upholding their learning attitudes and strive for the best results.	Jul – Aug 2021	S.5	✧ Pending (the organizing institute will release offers in early July 2021)	Pending	E6	✓				✓
Chinese History	Visit to museum (transportation expenses)	(Cancelled)	First Term	S.4	—	—						
Geography	Fieldwork Skill Training Workshop	(Cancelled)	Second Term	S.4 & S.5	—	—						
Cross-KLA	Sci-lish activities (STEM-related activities organized by Science & English departments)	- By developing cross-curricular lunch time activities that are both fun and motivating, students can integrate science into English learning. - To help students build up different generic skills including team building, creativity and logical reasoning.	Second Term	S.1 (whole form)	✧ 90% of S.1 students surveyed gave positive feedback and enjoyed the activities. ✧ All of them agreed that the activities could spark their creativity.	\$19,500	E1	✓				
	中文科及音樂科： 藝術體驗計劃——歌劇《卡門》	(Cancelled)	15/4/2021	中二級學生	—	—						

	中國歷史科及 STEM 教育 ：元朗大夫第文化考察活動 [部分津貼]	(Cancelled)	9/10/ 2020	中二級 學生	—	—						
STEM Education	A.I. Robocar Elementary Workshop	● To equip students with basic A.I. knowledge and skills. ● To broaden students' horizon in STEM learning.	May 2021	S.3 & S.4 (whole form)	✧ 2 online lessons and 2 face-to-face lessons were arranged ✧ 100% students agreed that they were satisfied with workshop and learned more about A.I. knowledge and skills.	\$77,600	E6, E7	✓				
	Basic Training Workshop for Robot Making, Coding and Robot Football Competition	● To equip students with coding, mechanical engineering knowledge and skills. ● To teach students the application of robot and coding.	May 2021	S.1 (whole form)	✧ 88% students agreed that they learned more about A.I. knowledge and skills.	\$47,840	E5	✓				
	Gifted Forensic Science Enrichment Programme on DNA Identification	● To enhance students understanding in the modern application of science in crime investigation. ● To raise the students' interests in science learning.	May 2021	S.2 (whole form)	✧ 86% students agreed that they learned more about A.I. knowledge and skills.	\$34,560	E5	✓				
	Participation of a local competition–Model Rocket Car Competition (expenditure on the delivery of student work)	● To encourage student to apply their STEM knowledge by participating in STEM competition.	Early June 2021	S.2 (80 students)	✧ Student work was submitted for the competition.	\$342	E2	✓				
Expenses on Item 1.1						\$269,662						

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences				
								(Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)											
	S.1 – S.3 Service Training 義工服務培訓 S.1: – 義務工作種類、意義及價值 – 優質義工的元素 (責任及態度) – 賣旗技巧 S.2: – 與服務對象建立關係技巧 – 帶領遊戲技巧 – 服務長者技巧 S.3: – 義工服務組織及帶領 – 活動設計及策劃 – 小組帶領技巧	● To cultivate positive values (caring, respects and responsibility) among students. ● To provide students with valuable opportunities for developing civic responsibility and empathy. ● To develop students' generic skills, including critical thinking, collaboration, communication skills, etc. ● To foster relationships between the school and the surrounding community.	Oct 2020 – May 2021	S.1 – S.3 (whole form)	✧ The training workshops were useful for students to understand their roles as volunteers and the skills of planning and organizing social services.	\$28,800	E1		✓		✓	

S.1 Training on Team Building (organized by Discipline Committee)	● To build up the team spirit of S.1 new comers. ● To introduce problem solving skills to S.1 students. ● To co-creating a Harmonious School against Anti-bullying.	5 July 2021	S.1 (whole form)	✧ Evaluation will be conducted after the activity	\$19,740	E1		✓			
S.1 Mindfulness Workshop (organized by Counselling Committee)	● To let students experience how to release stress by focusing their attention on the present moment and shifting their thoughts towards an appreciation of the moment.	Sep 2020 – May 2021	S.1 (whole form)	✧ All assistant form teachers found that this workshop was useful for their students. However, smaller size of grouping and more time for practising the skills are preferable.	\$19,200	E1		✓			
S.1 Adaptation and Development Programme (organized by Counselling Committee)	● To help S.1 needy students adapt to school environment and build up their rapport.	Jul 2021	S.1 (20 students)	✧ Evaluation will be conducted after the activity.	\$18,750	E1		✓			
S.3 Resilience Training Programme (organized by Counselling Committee)	● To enhance students' resilience and their ability in managing stress and anxiety.	Jul 2021	S.3 (whole form)	✧ Evaluation will be conducted after the activity.	\$23,040	E1		✓			
Executive Functioning Challenge Workshop (organized by Counselling Committee)	● To enhance students' generic skills of planning, organization and self-management through games.	Sep 2020 – May 2021	S.1 – S.3 (10 students)	✧ Students could learn and applied the generic skills in the activities designed.	\$13,000	E1		✓			
Brain-based Learning Exposure Workshop (organized by Counselling Committee)	● To enhance students' ability of learning, organizing and recalling new information through brain-based learning skill exposure.	Sep 2020 – May 2021	S.1 – S.3 (10 students)	✧ Students could learn and applied the skills in the activities provided. The activities were interesting and suited the academic needs of the students.	\$14,000	E1		✓			

	S.6 Mock Interview Workshop (organized by CLP Committee)	● To provide students with an opportunity to practice their interviewing skills and to become familiar with interview questions and interview etiquette.	7 Jan 2021	S.6 (whole form)	✧ HKU held the workshop on ZOOM this year and students were put in groups in advance for a 30-minute interview. Parallel sessions of faculty admission talks and student sharings were provided. ✧ Most S.6 participants appreciated the arrangement. Over 90% of them agreed that they had a clearer picture of how the interviews of the faculties could be conducted and were equipped with the necessary skills to face a Zoom admission interview in future.	\$10,000	E1						✓
	HKU Taster Programmes (organized by CLP Committee)	● To offer junior form students an exciting taste of the vibrant campus life in HKU & allow them to explore their interest in various disciplines through interactive and inspiring workshops.	Dec 2020	10 S.2 & S.3 students that granted fee remission or CSSA with good academic performance	✧ This programme offered good exposure and a decent learning opportunity for students with less financial resources. ✧ Students were given different bring home tasks and kit sets to work on and share their findings on Zoom. Participants found the tasks interesting and challenging and experienced the joy of discovering knowledge	\$12,000	E1	✓					✓

					from the tasks that they had to perform. ✧ All participants agreed that they had a splendid array of faculty-based activities and experienced the dynamic vibrancy of HKU.							
	CUHK Faculty of Medicine Summer Clinical Attachment Programme	● To broaden students' perspectives in medical sciences. ● To experience the study & life of medical students in CUHK. ● To better understand CUHK Faculty of Medicine.	12 – 15 July 2021	One nominee from S5	✧ Evaluation will be conducted after the activity.	\$600	E1	✓				✓
	Student MCs Training workshop [for school occasions/ morning assemblies events]	● To prepare students for 95th anniversary celebration occasions i.e. Harmonica Concert and Visual Arts Exhibition. ● To enhance students' speaking competence as MC team members. ● To help students acquire MC techniques through hands-on practice.	Second Term	S.2 – S.5 (15–20 selected students)	✧ Students' could give better performance in morning assemblies and school functions ✧ 90% of participants surveyed gave positive feedback.	\$16,620	E1	✓				
	Hiring of conductors for the music teams [Orchestra, Wind Band, Harmonica Band, & Chinese Orchestra]	● To enhance the performing standard of the school teams. ● To prepare the school teams for the inter-school music competitions and music performances.	Whole year	S.1 – S.5	✧ Practices were held online. ✧ The KC 95th Anniversary cum KCHB 70th Anniversary Concert was successfully held on 29 April 2021.	\$46,750	E5			✓		

VA on-line Talk for Aesthetic Development – “Art & Life” by Peggy Chan Pui Leng from Art Together	● To broaden students’ horizon in aesthetic development.	25 May 2021	S.4 & S.5 (whole form)	✧ The artist shared the ideas of her artworks & encouraged students to get inspiration from everyday life & makes artworks and visit art exhibitions. ✧ Students were interested in the topic and inspired to observe inspiration from everyday life and keep making art.	\$1,600	E1			✓		
Transportation for visit to KC 95 th Anniversary Visual Arts Work Exhibition [VA]	● To enhance students’ appreciation of visual arts.	6 – 12 Jul 2021	S.1 – S.5	✧ Evaluation will be conducted after the activity.	Pending	E2			✓		
Cultural Immersion Programme [Exposing students to a different culture and widen their horizon]	● To introduce students to a new culture and provide them with a wider perspective of the world.	First Term	S.4 (whole form) & selected IRC members	✧ 80% of participants surveyed enjoyed the activities and agreed that they broadened their horizons.	\$10,600	E1		✓			

School Speech & Music Festival [Subsidize entry fee]	● To encourage students to widen their exposure and exert their potentials through participating competition.	Nov 2020 – Mar 2021	S.1 – S.6	✧ English: – Out of the 11 entries, 2 First Prize, 2 Second Prize & 3 Third Prize were achieved in Solo Verse Speaking. – 11 certificates of merit were obtained ✧ Chinese: – 共 13 位同學出席 17 場賽事，共獲得 2 項冠軍、1 項亞軍、3 項季軍、10 優及 1 好 ✧ Music: – 66 students participated in the HK Schools Music Festival. – Our students won 6 champions, 5 1 st runner up and 1 2 nd runner up in the solo and duet sections. – 5 certificates of honour, 46 certificates of merit & 3 certificates of proficiency were obtained	\$23,605 [ENG: \$1,650 CHIN: \$2,525 MUSIC: \$19,430]	E9	✓		✓		
Virtual Tours 「放眼世界——網上遊學導賞活動」	● 擴闊學生視野，了解外國歷史文化、風土人情。 ● 增加學生學習及應用英語機會。	9 Jul 2021	S.4 (whole form)	✧ Evaluation will be conducted after the activity.	\$16,500	E1		✓			
S.1 Foodstep Journey (Service Education)	(Cancelled)	Oct 2020 – May 2021	S.2 (ex-1C and 1D students)	—	—						

S.4 & S.5 Experiential Learning Programmes launched by voluntary organizations	(Cancelled)	S.5: Oct 2020 S.4: Second Term	S.4 & S.5 (whole form)	—	—							
Basic Skills for Project Learning Training Workshop	(Cancelled)	Sep 2020 – May 2021	S.5 (enrolled students)	—	—							
Prefect Training	(Cancelled)	Dec 2020 – Jun 2021	S.3 – S.5 Prefects	—	—							
Hiring of coaches for school sports teams [Football, Volleyball & Handball]	(Cancelled)	Whole year	Members of Sports Teams	—	—							
Molding Workshop [VA]	(Cancelled)	First Term	S.1 – S.3	—	—							
Throwing Workshop [VA]	(Cancelled)	Second Term	S.4 – S.5	—	—							
Visit to museum (transportation) [National Education]	(Cancelled)			—	—							
Expenses on Item 1.2					\$274,805							

1.3	To organise or participate in non–local exchange activities or competitions to broaden students’ horizons											
	STEM Study Tour (New Zealand / Australia)	<i>(Cancelled)</i>	Apr 2021		—	—						
	Geography and BAFS Study Tour (Taiwan)	<i>(Cancelled)</i>	May 2021		—	—						
	Summer English Immersion Study Tour (Australia)	<i>(Cancelled)</i>	Jul 2021		—	—						
	Overseas Sports Training Tour [Volleyball Team]	<i>(Cancelled)</i>	Jul 2021		—	—						
						Expenses on Item 1.3	\$0					

1.4	Others											
	—											
						Expenses on Item 1.4	—					
						Expenses for Category 1	\$544,467					

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting LWL		
STEM	Rotary Evaporator set	For doing research project by Science Research Team (apparatus for extracting chemicals)	\$38,100
PE	Table-tennis tables [Quantity:3]	For encouraging students to do more physical exercise	\$16,050
Expenses for Category 2			\$54,150
Expenses for Categories 1 & 2			\$598,617

* : 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)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Number of Student Beneficiaries

Total number of students in the school:	799
Number of student beneficiaries:	799
Percentage of students benefitting from the Grant (%):	100%

Evaluation on Use of Capacity Enhancement Grant (CEG), Composite Information Technology Grant (CITG), Information Technology Staffing Support Grant (ITSSG), Teacher Relief Grant (TRG), Learning Support Grant (LSG), Grant for School-based Support for NCS Students (NCSSG) and School Executive Officer Grant (SEOG) for Manpower
2020-2021 school year

Objectives/Plan	Evaluation
Objectives: 1. To cater for learners' diversity 2. To share the overall teaching and non-teaching workload to give space for teachers' professional development, curriculum development and teaching 3. To provide support and assistance to teachers in preparing teaching and learning materials and form-teacher period materials (Moral & Civic Education, Life Planning Education & Careers Guidance, and Counselling) and organizing ECA and OLE activities 4. To take up some of the administrative and other non-teaching duties of teachers 5. To provide IT support in e-Learning, campus TV and school activities Plan: (a) Appointment of two full-time GM Grade temporary teachers for teaching Chinese Language (b) Appointment of 7 Teaching Assistants (ENG, CHIN, MATH, OLE/IT, SEN(2), SS) Duties include assisting teachers in: i. preparation of teaching and	• The employment of temporary Chinese Language teachers provided necessary manpower in catering the needs of NCS students in learning Chinese. Tailored curriculum adopted in pull-out setting facilitated effective learning and teaching and most students have shown improvement in the subject. Senior form students have obtained good results in the public examination. • Teaching assistants of English, Chinese and Mathematics provided essential administrative services to the subject departments and conducted remedial learning support activities for the students in need. In addition to providing support to teachers during the suspension of face-to-face lessons, they also shared some non-teaching duties and helped relieving teachers' workload. • The Teaching Assistant (OLE/IT) provided assistance to different teams like OLE Committee, Campus TV Committee, Careers and Life Planning Education Committee, Moral and Civic Education Committee and Music Council in organizing various activities for enriching students' other learning experiences. He also provided enormous support to campus TV in live broadcasting, the production of on-line school events and video clips for school promotion, as well as the KC Harmonica Band Anniversary Concert. • The two SEN Teaching Assistants gave massive support in catering the needs of SEN students in different aspects include assisting the procurement and running of activities and training programmes, working closely with the practitioners to provide specific care and giving emotional supports to the SEN students that enhanced their personal development. They also offered tremendous assistance to school in the operation of Special Centre for the 2021 HKDSE Examination. • Teaching assistant of Student Support (SS) provided assistance in preparing the learning and teaching materials as well as conducted lessons related to Chinese culture that helped promoting the integration of NCS students into our society. He also helped the organization of relevant learning activities to widen their exposure in understanding different Chinese culture. • Assistance from TAs has also been given to the whole school in areas such as: a. Lesson substitution – Space was provided for teachers to attend professional development courses and relieved the other teachers from taking up substitution duties.

Objectives/Plan	Evaluation
learning materials; ii. providing administrative support to subject departments; iii. providing learning support for weaker students, SEN students and NCS students; iv. supervising and conducting extended learning activities or OLE activities; v. lesson substitution; vi. examination invigilation (public and internal), etc. (c) Appointment of a School Administrative Executive Duties include: i. assisting operation of SMC ii. handling matters of procurement/tendering iii. supervision of GCs & TAs iv. secretarial duties v. assisting in exam matters vi. assisting in WebSAMS-related matters vii. assisting in S1 admission and other major school functions viii. assisting the liaison with school stakeholders & outside organizations ix. assisting the arrangement of school programmes (d) Appointment of an Information Technology Resources Officer (ITRO) and a Computer Technician (CT) for supporting e-Learning	b. Some internal and public exam invigilation duties were taken up by TAs so that teachers can focus on marking and developing assessment and learning strategies. c. Special examination arrangements for students with special needs are made feasible with the extra manpower provided by TAs. d. Procurement exercises – soliciting quotations for service providers/products e. Helping to supervise students in activities outside school f. Providing assistance for processing of data for S.1 admission g. Help in the running of OLE activities - The SAE provided huge support in co-ordinating and handling school administrative matters and effectively helped the reduction of teachers' workload. Heads of the below functional teams were very satisfied with the assistance offered by the SAE: a. Internal and Public Exam Committees b. S1 Admission Committee c. WebSAMS Committee d. Student Learning Profile Committee e. Scholarship and Prizes Committee f. Speech and Music Festival Committee g. Speech Day and Open Day ad-hoc Committees The SAE also offered secretarial support in School Improvement Team, HOD and Staff meetings as well as the assistance in the operation of SMC. During the period of suspension of face-to-face lessons, the SAE provided huge support in assisting the Assistant Principals in co-ordinating learning activities and preparing the School for whole-school resumption of classes. - The employment of the Information Technology Resources Officer and Computer Technician strengthened the IT staffing support for practicing e-Learning and on-line teaching. In addition, they offered assistance and ensured the smooth running of various school events and activities as well as examinations.

Evaluation Report on Other Programme (Gifted Education) funded by Diversity Learning Grant 2020-21

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
中文拔尖寫作班	針對性教授各種文體及熱門材料作文，拆解題目，分析範文，運用各種寫作技巧以豐富文章內容，提供大量模擬試題及寫作材料	於校刊刊登學生優秀作品	寫作拔尖班： 中四拔尖寫作班共有 18 人 中五拔尖寫作班共有 18 人	由中文科任教老師推薦班中具寫作潛質/應對能力高的學生	中四寫作拔尖班： 上學期(十節) 中五寫作拔尖班： 上學期(十節)	中四、中五寫作拔尖班課程以導師講授中文寫作筆記及文憑試寫作卷得分要點為主，並以歷屆文憑試不同評級之示例及不同中五級文章佳作為教具。筆記涵蓋文憑試中文寫作卷內的範疇，如記敘抒情文、描寫抒情文、開放式文章、說明文及議論文等。筆記內容針對每個範疇而析述重點，如內容組織、表達手法及段落結構等，並要求同學掌握較高階的表達手法，建構深刻具體的立意及運用切當的取材，從而精益求精，進一步提高同學的寫作能力。中五同學經已對高中課程有相當的認識，因此導師的筆記有析述各類文體之餘，亦會就各種模擬試題及往年文憑試的所有題型及相關例子作剖析，讓同學有例可循，對學校考試及公開試的評分準則有所了解，以籌備一年後的公開試。 中四同學因甫進入高中課程，對於高中撰寫文章要求及要點皆未透徹理解，因此導師會先行教導記描抒及論說文為主，而開放題只作扼要介紹。導師亦會就各種模擬試題及往年文憑試題的題型及相關例子作	寫作拔尖班：中四 \$9,000 中五 \$9,000 (導師費用)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
						剖析，讓同學有例可循，對學校考試及公開試的評分準則有所了解。 由於疫情關係，寫作班以網課進行，同學皆是以 PDF 形式繳交作業，而導師亦會因應學生表現而給予評語及分數，以鑑別學生之寫作能力，同時亦能讓同學明白自身於中文寫作方面之不足，加以改進，務求在未來校內寫作卷及公開試的發揮更為出色。 網課過程頗為順利，並沒有出現技術問題。 課堂秩序方面問題不大，但因網課的關係，學習氣氛稍為冷清，而中四學生在回答問題時亦略顯被動。中五級學生相對較為願意開啟麥克風回答導師問題，學習氣氛相對熱烈。兩班亦有個別學生會在課後諮詢導師一些關於寫作方面的疑慮，態度誠懇有禮。 出席率方面，中四級學生的出席率頗為穩定，中五學生在首五課堂皆出席，但由週六轉為週五上課後便有下降之像，情況值得留意。兩級	

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
						學生亦不會出現中途離開的情況，遲到的情況亦較少。 繳交習作方面，兩級情況都有待改善。 中四寫作班中共有 18 人，在寫作能力的表現而言，學生在撰文時能夠達至文章的基本要求，能貼合題旨作答，亦能緊扣不同文體的架構，惟其遣詞造句的能力卻中規中矩。同時，學生雖有運用課堂所學，但誠然在立意及取材方面仍有進步空間。而學生在詳略寫方面有一定掌握，但在反思及抒情方面略嫌不足，可再作改進。但顧及到學生才剛涉略高中課程，進步空間依然頗大，同學亦願意了解自身不足，務求表現再上一層，態度可嘉。 中五寫作班中共有 19 人，在寫作能力的表現而言，學生在撰文時能夠按考評局大部份評分準則寫作，能貼合題旨作答，亦能緊扣不同文體的架構行文，個別學生的用字頗為精煉，句子尚流暢，也有運用課堂所學，但誠然在立意及取材方面依然需要更進一步。而學生能夠掌握詳略寫，在反思及抒情部份表現不錯。同學亦願意了解自身不足，務求表現再上一層，態度可嘉。某些	

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
						同學在寫作卷上潛力頗大，相信在各方教師的循循善誘下，學生的寫作能力必然能更趨完善，在公開試中奪取理想成績。	

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
English Debate Enhancement Course	➤ To boost the debating and public speaking skills of the School Debating Team members ➤ To better equip them for the inter-school competitions	➤ Participants were given introduction on different formats of competition and taught different techniques of debate and public speaking. ➤ They had competitions in groups in every training session. Feedback was given by the coach for improvement. ➤ Students were nominated to take part in the Inter-school Debating Competitions and friendly matches which was held from Mar – Jul, 2021.	10 S.3-5 members of our school English Debating Team	Our school English Debating Team members	15 sessions with two hours each, from Nov 2020 to Mar 2021, of which 10 were conducted via Zoom meetings	➤ The attendance of students for the course was very high. (higher than 80%). ➤ Students were trained to take part in the Hong Kong Secondary School Debating Competition organized by the Hong Kong Schools' Debating and Public Speaking Community. The English Debate Team also won first runner-up in the 11th Inter-government Secondary School English Debating Competition. ➤ The feedback from the teacher supervisor, the coach and the students of the debating class was positive. ➤ Students are eager to share what they have learned with their junior counterparts. ➤ Reviewing the student achievement and the performance of the course provider, it is recommended to offer a similar programme in the next year.	\$18,240.00 (coach fees)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
English Reading Enhancement Course	To enhance selected S.6 students' reading comprehension strategies, such as: ➤ Inferring meaning; ➤ Making predictions; ➤ Evaluating understanding; ➤ Tackling figurative language questions; and ➤ Tackling explanatory and higher-order thinking questions.	Students being able to display the reading skills acquired in their performance and apply the skills in the study of other subjects	A total of 130 S.6 students arranged into two groups trained with different reading strategies	Selected according to students' performance in the Reading Paper and grouping recommended by subject teachers	10 online reading sessions for each group with Auto-marking, Class analysis; and Individual analysis 1 hour for each session with online Oct 2020 – Apr 2021	➤ Two reading courses, namely DSE** and DSE** Advanced were conducted to enhance selected S.6 students' reading comprehension strategies, such as: • Inferring meaning; • Making predictions; • Evaluating understanding; • Tackling figurative language questions; and • Tackling explanatory and higher-order thinking questions. ➤ Students were recommended to take either course based on their performance in examinations and teachers' comment. ➤ About 70% of students completed 70% of the exercises. ➤ Teachers commented that students were able to apply the reading strategies acquired and made improvement in their school work ➤ Students found the practice and feedback on individual analysis useful for them to improve their reading skills.	\$13,080.00 (coach fees)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
Future Leaders Workshop	To develop students' leadership skills and nurture positive attitude	Participants being able to make planning and proposal and organize club / society activities for students.	22 S.4 students	Selected among the top 40 students in the form according to their S.3 Annual Exam results.	3 lessons, 1¼ hours each, in Apr 2021 (via zoom)	The attendance of students was 100%. Most students agreed that the program is interesting, informative, helpful and practical. The feedback from the teacher supervisor and the students was positive. Most students agreed that the programme helped prepare them for better performance in organizing activities. Students are eager to share what they have learned with their junior counterparts in Knowledge Fair when the situation allows.	\$7,600.00 (course fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
Subsidy Scheme for courses and competitions	1. To subsidize students who enroll in a fee-charging Gifted Education course offered by local tertiary education institutes	1. Students subsidized in Gifted Education courses being able to share their experience in knowledge fair	1. GE course: 1 S.5 Student	1. GE course: S.4-6 Students recommended by subject teachers based on their academic result and performance in class	1. Fighting Against Bacteria and Viruses – Know More About Our Immune System 4 lessons, 3 hours each in Dec 2020 (via zoom)	The student has successfully completed the course and shared his learning experience in knowledge fair.	\$2,640.00 (course fee)
	2. To subsidize students who enroll in science competitions for the purpose of developing their gifted potential	2. Well performed students in competitions being able to be Science Research Team member for more advanced research training	2. Science Competitions: 43 S.4-5 Students	2. Science Competitions: S.4-6 Students recommended by subject teachers based on their academic result and performance in class	2. International Chemistry Quiz on 29 Jun 2021 (1 hour at school)	43 S.4-5 students have successfully completed the International Chemistry Quiz. Students achieved higher distinction and Excellence were invited to participate in the Science Research Team Training Workshop.	\$3,440.00 (application fee for competition)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
Science Enhancement Programmes	To enhance students' science literacy and skills in science research	Outstanding research works will be shared in knowledge fair and school webpage.	Selected S.4-6 gifted students in science	S.4-6 Students passed the screening test and / or recommended by subject teachers based on their academic result and performance in class	➤ Science Research (Whole year at senior laboratories) ➤ Forensic Science Programme (3 lessons, 1¼ hours each, in Jul 2021 (via zoom))	This objective has been fully achieved. The Chemistry and Biology teachers have prepared advanced tutorials and laboratory practice to the 18 screened S.4-5 gifted students. Forensic Science Programme has been provided by service provider to enrich the basic forensic science skills of 20 S.4-5 students. Several teams of outstanding students were selected to participate in various competitions and won (a) Fourth Place Award in the category of “Environmental Engineering” in the Regeneron International Science and Engineering Fair 2021; (b) Silver Medal in ExpoSciences Mexico 2020; (c) Bronze Award in Korea Science and Engineering Fair (KSEF) 2020; (d) Gold Award in The Greater Bay Area STEM Excellence Award 2021 (Hong Kong) in Hong Kong Youth Science & Technology Innovation Competition 2021; (e) Merit in Innovate for Future 2021; (f) The Champion, the First Class Honours, the Second Class Honours, the Third Class Honours in Hong Kong Biology Literacy Award (2020 /21); and	\$9,600.00 (course fee) \$3,004.00 (materials fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
						(g) Silver and Bronze Awards in the International Biology Olympiad – Hong Kong Contest 2020. Students were invited to share their findings and reflection in the Knowledge Fair in the first school term of 2021/22 cohort.	

Total Expenditure: \$75,604.00

2020- 2021 改善非華語學生的中文學與教 學校報告

一、非華語學生人數基本資料

	S1	S2	S3	S4	S5	S6	總人數
2020-2021	2	1	1	3	6	1	14

二、撥款運用

本校在2020/21學年所獲的額外撥款為:800,000元，在2019/20學年完結時，有關撥款的累積餘額為79,552.95元。本校在2020/21學年用於支援非華語學生學習中文及建構共融校園的實際開支如下：

目標：(一)加強支援非華語學生學習中文			
項目	全年實際開支	學生表現	
1. 聘請 1.5 名中文老師	\$ 598,500	2020-2021	
2. 聘請 1 名教學助理	\$ 215,460	9 名非華語學生應考 IGCSE 國際考試	
3. 中文增潤課程(說話、寫作)	\$ 16,420	7 名學生取 9 級 2 名學生取 8 級	
4. 中文輔導班 (香港大學專業進修學院)	/	3 名非華語學生參與	
5. 2020/2021 非華語學生中文寫作比賽	/	13 名非華語學生參與	
6. 守法、同理心海報設計比賽	/	1 名非華語學生獲優異獎	
目標：(二) 建構共融校園			
項目	全年實際開支	備註	總結
1. 中國傳統民間遊戲	運用「支援非華語學生學習中國歷史及文化的非經常性津貼」撥款	中一全級及5名非華語學生參與	透過活動、遊戲和體驗等形式，讓學生輕鬆愉快地認識中國古代的遊戲和文化。
2. 中秋燈謎活動		初中非華語學生參與	認識燈謎、漢字的結構
3. 伴讀計劃		8名華語及非華語學生參與	有機會與其他級別的華語學生相處，多閱讀中文報紙。

4. 花牌工作坊		中二全級及7名非華語學生參與	認識花牌的來源和作用、中國傳統手工藝
5. 中國文化暑期班		初中非華語學生參與	認識校園、中國文化、中文輸入法
合共：	\$830,380		

姊妹學校交流報告書
(2020/21 學年)

學校名稱： 英皇書院

姊妹學校名稱： 山東淄博第一中學

締結日期： 5/7/2012

第一 部分：交 流 活 動 詳 情

項目編號	交流項目名稱及內容	預期目標	監察／評估	反思及跟進
1.	山東淄博文化及學習交流團 交流團將探訪淄博第一中學，以工藝/戲劇賞析為主題與該校老師進行交流、進課室觀課及一起上課、出外參觀等。	一、老師層面：通過以工藝、戲劇賞析為主題的交流，認識山東和香港文化美藝的特性，對兩地的教育發展、該校的課程規劃及學生的學習生活等有更深入的了解，也建立起兩校師生的友誼。 二、學生層面：透過交流以及工藝、戲劇欣賞活動，擴闊學生視野，讓學生親身體驗和感受山東的自然、人文、美藝、歷史和當代國情，認識齊魯文化藝術，孕育對國家的認同感和歸屬感。	● 因疫情關係，交流活動無奈取消。	● 參考以往經驗，主題式交流能令師生獲益良多，因此可繼續舉辦。 ● 雖然因疫情關係而交流團未能出發，但為網上交流活動做準備，添視像交流器材，讓與姊妹學校的交流更具效益。
2.	* 後備方案建議： 鑒於疫情仍未明朗，如未能探訪淄博第一中學，則計畫透過視像進行美藝觀摩、學習及交流。	三、學校層面：吸收經驗，於將來安排其他主題的交流活動，協助學校達至持續發展。	後備方案： 山東淄博第一中學—香港英皇書院 2021 網上美藝交流活動 疫情下，兩校仍保持緊密的聯繫。原來計畫的交流互訪活動，改以視像形式進行，於 2021 年 5 月 26 日在美術室舉行了「2021 網上美藝交流活動」，主題是版畫創作。 兩校老師首先講解了版畫創作的內涵及技巧，其後淄博第一中學學生示範了絲網印刷，而本校中二乙班學生代表則示範凸版印刷，兩校學生同	

			時也分享了個人版畫作品及創作心得，可見兩校學生的心思及創意。 這次活動是兩校首次網上交流，盼望在疫情下，也能透過交流活動加深彼此認識，建立更深厚的友誼，發展更加緊密的合作關係。	
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第二部分：財政報告

項目編號	交流項目	支出項目	費用	備註
1.	山東淄博文化及學習交流團	交流活動因疫情而取消	\$0	
2	交流活動設備器材	視像器材	\$34,670 (\$29,000+\$5,670)	
		總計	\$34,670	
		財政年度結餘	\$198,840 (\$233,510-\$34,670)	

第三部分：聲明

茲證明

1. 本報告書已獲得本校校董會批核；
2. 所有支出項目已具備單據證明，並妥善存放本校；



校監簽署：_____

校監姓名：_____ 葉秀媚女士

日期：_____ 17.11.2021

Report on the Use of the Promotion of Reading Grant 2020/21 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective: (e.g. evaluating if the objective of “creating a reading culture” is achieved and any change is required based on student attitude, loan of books, engagement in reading activities)
 - **Broadening students’ horizons through extensive reading** – Making good use of the free EdCity eRead scheme, students can read books of different topics and genres (e.g. Fiction, STEM) during the school suspension period. The books suggested by the Chinese & English teachers were popular and students acquired different scopes of knowledge. Moreover, from reading online articles on language learning platforms (iLearner for English Dept. & 中文科智愛中文學習平台), students’ critical thinking and reasoning skills were enhanced. The majority of students interviewed agreed that they could transfer the knowledge from the reading materials to their daily learning.
 - **Cultivate a reading culture to promote students’ interests in reading** - A total number of 2745 of e-books & e-magazines was recorded in Hyread eBook system. Students’ reading experience was enriched during the school suspension period. However, it is very challenging to establish a peer reading culture with the absence of reading periods.
 - **Engagement in reading activities** – Most face to face interactive activities were cancelled due to pandemic. Fortunately, the S.1 Reading Strategy and S.4 Reading and Culture workshops were held successfully via Zoom. Students were arranged in small groups and learned about different writing strategies through reading different types of books (e.g. adventure, mystery, etc).
2. Evaluation of strategies: (e.g. evaluating the effectiveness of strategies employed to create a reading culture based on the change of number of books borrowed by students, the scope of the reading activities)
 - The free user-friendly and colourful EdCity eRead platform has increased the reading rate of students sharply during the school suspension period.
 - The Chinese and English online reading programmes aimed at helping students develop a habit of daily reading. Their performance was considered part of their coursework assessment. Prizes were presented to the three students with the highest participation in each class and the three students with the best performance in the level. The high participation rate has proven its success. Students were able to keep practising the reading skills even they did not have any physical lessons. It was evident that they had better writing performance in both language subjects.
 - English departments collaborated with other subject departments for reading beyond classrooms at senior secondary levels (through information texts, news or magazine articles, etc.) to consolidate students’ knowledge and skills acquired across KLAs.
 - A number of reading activities were cancelled due to COVID-19. Fortunately, two meaningful reading workshops were arranged with positive feedback. It is encouraged to arrange similar activities again in the coming year.
 - More form-based activities could be carried out for the upcoming school year. For example, S.1 pair reading activities could be introduced during lunchtime if possible.

Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	\$3,483.34
	Printed books – 38 books	
2.	Web-based Reading	
	e-learning scheme : i-Learner for English Dept.\$12,000 & 智愛中文平台\$10,000	\$22,000
3.	Reading Activities	
	Hire of service from external service providers to organise student activities related to the promotion of reading	\$22,400
	Subsidising students for their participation in HKPTU - Reading Record book for S.1-S.3 students	\$2,700
4.	Other activities: Publication of good book reports	\$5,200
	Total:	\$55,783.34
	Unspent Balance:	\$8,739.66

* *2020-2021 Allocation of Reading Grant \$64,523

英皇書院
學生活動支援津貼運用報告
2020-2021 學年

(一) 財務概況

A	本學年獲發撥款：	\$52,000.00
B	本學年總開支：	\$0.00
C	須退還教育局餘款 (A - B)：	\$52,000.00

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	0	\$0.00
學校書簿津貼計劃 — 全額津貼	0	\$0.00
校本評定有經濟需要	0	\$0.00 (上限為全學年津貼金額的 25%)
總計	0	\$0.00 〔註：此項應等於 (一) B「本學年總開支」〕

(三) 活動開支詳情

範疇	活動簡介	開支（\$）	受惠學生 人次 ¹	基要學習經歷 （請於適用方格加上✓ 號，可選擇多於一項）				
				智能發展 （配合課程）	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.1	本地活動：資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷							

	第 1.1 項總開支	----						

¹ 受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

範疇	活動簡介	開支（\$）	受惠學生 人次 ¹	基要學習經歷 （請於適用方格加上✓ 號，可選擇多於一項）				
				智能發展 （配合課程）	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
2	境外活動：資助有經濟需要的學生參與境外活動／境外比賽							
	-----				✓			
	第 2 項總開支	-----						
3	資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備							

	第 3 項總開支	---						
	總計	\$0.00	0					

全方位學習聯絡人（姓名、職位）： Ms. WONG Chau-ling Fiona, SEO