



**KING'S COLLEGE**  
**School Report**

**2021 / 2022**

## Annual School Report 2021/2022

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# **1. Our Mission, Goals and Values**

## **Our Mission**

To help each student fully discover and develop his potential, to promote his development as a whole person by providing a balanced education in the moral, intellectual, physical, social and aesthetic spheres and 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 the 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 a 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 achievements 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 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

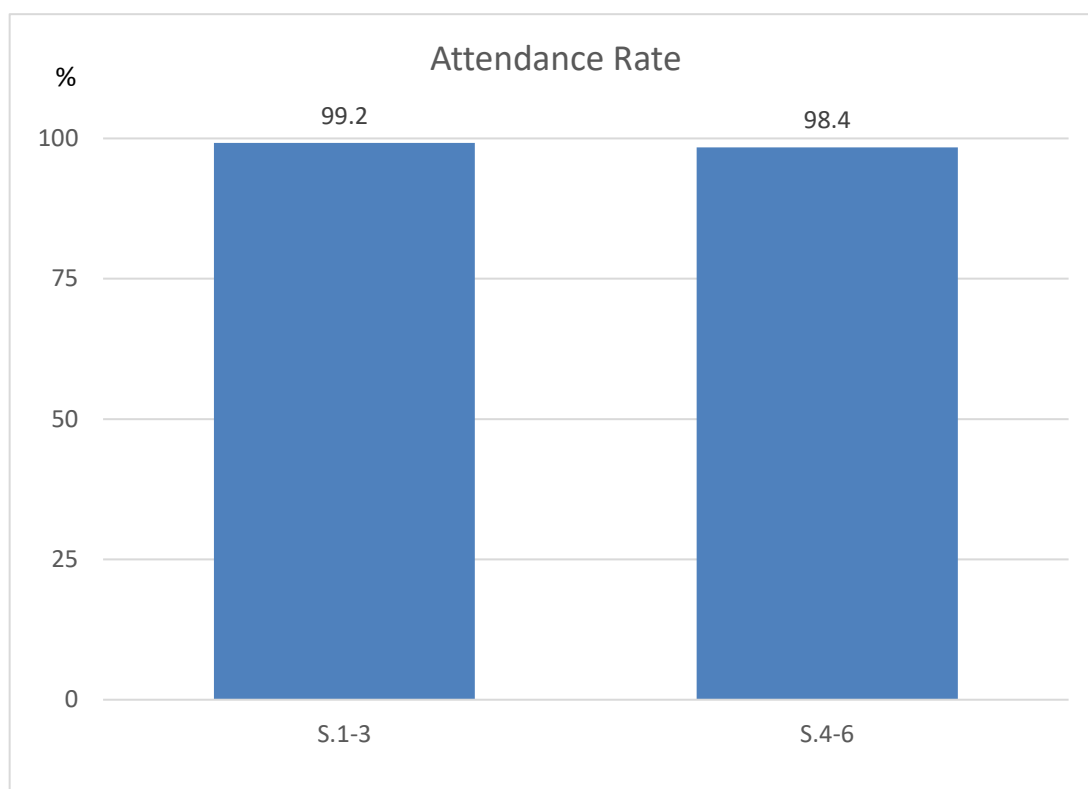
### Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Total Enrolment	134	133	135	132	124	130	788

### Unfilled Places

There are 28 unfilled places throughout the year.

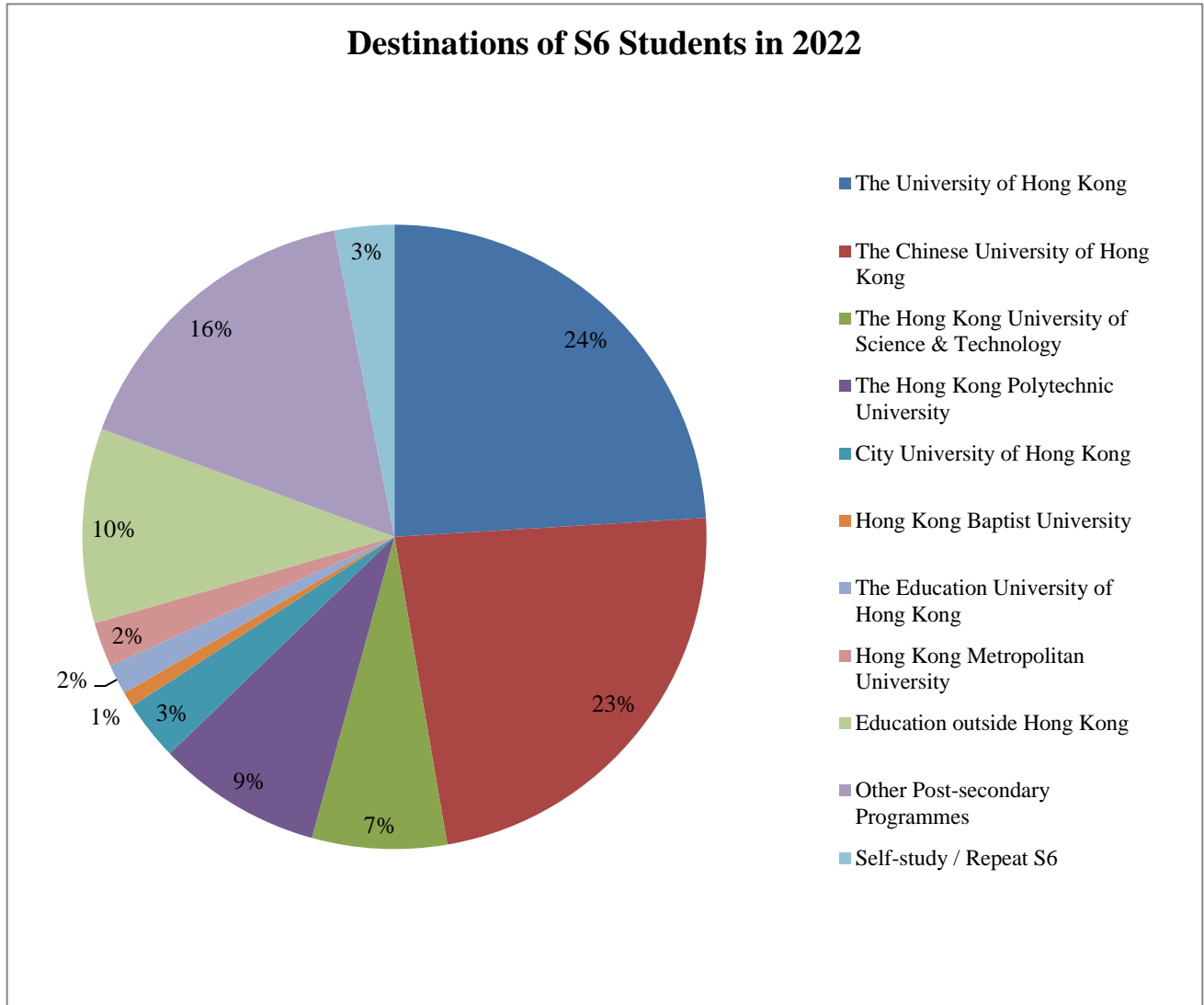
### Students' Attendance



**Students' Early Exit**

Level	S1	S2	S3	S4	S5	S6	Overall
Percentage	5.2%	5.3%	3.0%	3.8%	4.0%	0.8%	3.7%

**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	53%
Master's Degree or above	26	47%

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

Teachers' Qualification	Percentage
Professional Qualification	95%
Subject-trained (Chi)	98%
Subject-trained (Eng)	95%
Subject-trained (Maths)	95%
English Teachers meeting LPR	100%
Putonghua Teachers meeting LPR	100%

### Teaching Experience

Year of Experience	No. of Teachers	Percentage
0-4 years	7	12.7%
5-9 years	6	10.9%
10 years or above	42	76.4%

### Teachers' Professional Development

Total number of training hours	Average training hours per teacher
3061.3 hours	57.8 hours



## 5. Achievements and Reflections on Major Concerns

**Major Concern 1: To continuously improve the effectiveness of learning and teaching to enhance the academic atmosphere on campus**

**Target I: To adopt diversified teaching models to enhance students' self-directed learning ability and cater for the diversity of students**

### Achievements

- Promotion of self-directed learning and catering for the learners' diversity**

Aiming at sparking students' learning interest, under the leadership of Heads of Departments, 19 subject departments from 8 different KLAs contributed to Target 1 by adding self-direct learning tasks into their year plans. Students from S.1 to S.6 were encouraged to identify their own learning goals and needs. They engaged themselves in the learning process and conducted self-evaluation. Learning materials were designed to facilitate the acquisition of knowledge and allowed students to perform learners' autonomy.

Summary of self-directed learning tasks:

(First term: September – January)		Second Term (April – June)	
中文/中史	中一：小組專題研習 - 唐代文化	English/History	S.3: Atomic Bomb argumentative essay
普通話	中一：小組專題研習 - 中國傳統技藝	Chemistry	S.4: Green Chemistry learning task
生活與社會/Maths/VA	中一：跨學科專題研習-認識中國國旗/標準的五星紅旗位置及角度	Physics	S.5: Nuclear Energy Task
CS	中四：專題研習-非物質文化遺產	IS	S.1 & S.2: Design a green building
Biology	S.4 : Design a healthy diet pamphlet	BF	S.3: Financial planning workshop
BF	S.3 : Young adults financial planning	中文/中史	中一：小組專題研習 - 唐代文化
Geography	S.2 : A mini-project on 'sponge cities'	ICT	S.5: An online learning task
Music	S.1 : National Anthem activities	生活與社會/Maths/VA	S.1: National flag activities
PE	S.6 : Shooting a sporting skills video		

To meet the needs of different students, teachers were more aware of the importance of varieties of classroom activities or assignments to engage students' interest and designed effective teaching strategies to facilitate students' learning. A shared folder on the school network was created to store programme plans, schemes of work, tasks instructions and students' good work for teachers' reference, and it served as a portal of borrowing good teaching ideas.

- Sharing of pedagogical outcomes**

With the co-ordination of the Pedagogy Committee, five KLAs were invited to prepare a class demonstration on the application of self-directed pedagogical strategies and a good sharing culture has been established among teachers. Teachers discussed and assessed students' learning needs and prepared teaching materials and resources for promoting self-directed learning accordingly in the collaborative lesson preparation. Five sessions of collaborative teaching and peer lesson observation on the theme of self-directed learning were arranged in the second term.

The students were well-engaged in the lessons, and effective classroom teaching strategies and management were demonstrated. Teachers all agreed that they benefited from collaborative lesson preparation and lesson observation. The post-lesson evaluation meetings with all the teacher observers provided valuable suggestions to fine-tune the teaching strategies, which can be applied to other classes.

Besides the internal sharing arranged by subject departments for professional development, the Head of the Citizenship and Social Development Department was invited to share the pedagogical outcomes of the self-directed learning project in the Fifth Staff Meeting.

Two teachers from the Computer Literacy and English Departments joined the external learning circle, namely Hong Kong Government Secondary Schools Learning Circle: AI Education, sharing the use of online learning tools and integration of AI in curricula. As the project's leading school, we conducted the prize presentation cum learning outcome sharing session on 25 June 2022, and teacher representatives gathered for a series of activities, including student competitions and hackathon, etc.

## Reflections

From students' reflections, with guidance from the teachers, they were able to establish the learning goals they wished to accomplish as well as identify their strengths and weaknesses. For example, in designing a healthy diet pamphlet, students with lower language competence could include more illustrations or pictures in the design rather than relying on word descriptions. When a student feels success in accomplishing a task or understanding a new concept, they are motivated to continue to learn more and more.

The professional sharing by HoDs in staff meetings effectively caught colleagues' attention on ways of helping students identify their own learning needs as well as any obstacles to achieving their own goals. As a new subject, teachers from the Citizenship and Social Development emphasized the importance of teachers' guidance in giving support and advice alongside students' ownership of managing their learning process and monitoring their own progress.

Apart from internal sharing, with opportunities given, teachers were willing to join hands with external organizations to develop more effective teaching methods and tools. The government schools AI Education learning circle allowed teachers to share pedagogical outcomes by encouraging students to join an AI innovation contest. Our school's Innovative Team was established to keep abreast with the latest trend in IT Education and should continue to enrich students' learning experiences.

To continue the good practice, it is suggested to incorporate the use of I.T. tools into self-directed learning tasks to advance teaching effectiveness and change classrooms' educational landscape.

<b>Target II: To enhance the academic atmosphere on campus and students' learning ability through implementing a variety of extra-curricular learning activities and promoting of reading</b>
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## Achievements

- **Learning through extra-curricular activities**

To connect students' learning experiences in and out of the classroom, four theme-based KLA weeks were organised in October (English), November (Chinese) and June (PSHE & STEM).

The English Weeks embodied different elements in two weeks' time. The drama show 'Robin Hood' centred on the values of integrity and honesty. Students reflected upon Robin Hood's heroic act and the importance of keeping promises in the face of any difficulties. 93% of students enjoyed the atmosphere and were particularly impressed by the interactive part with the teachers involved. By participating in different colourfully-designed and interactive 'Around the World' booth games, students were introduced to landmarks worldwide and exposed to different cultures. Around 82% of participants agreed that they would like to brush up their English competence as global citizens afterwards. Positive feedback from students was also received for the "Halloween Celebration" activities and S.3 cultural exchange workshop. A speaker from an East European country was invited to have a conversational exchange with S.3 students. Around 80% of participants appreciated the rare opportunity of meeting a speaker from a completely different background.

The Chinese Culture and Chinese History Week held on-campus brought ancient villages back to life and showcased traditional skill performances, allowing students to understand, appreciate and identify with Chinese culture. The 'fashion show' explained the relationship between women's clothing, make-up and their status in the Tang Dynasty. As a symbol of Chinese martial arts, Shaolin Kungfu performance was rich in the essence of national culture. Overall, 82% of students involved showed positive feedback and agreed that the activities had raised their awareness of preserving Chinese heritage and enhanced their interest as well as understanding of traditional Chinese culture.

In the PSHE Week, students were able to experience VR heritage and cultural tours by using EduVenture VR. Focusing on the importance of personal development, S.3 students attended a financial planning lecture and learned about the use of different cashless tools. Students could get an overview of electronic transactions and their important role in daily life. They were particularly interested in on-line shopping modes such as B2B, B2C and C2C, Fast Payment System (FPS) and different kinds of e-Wallet as they were enlightened with authentic examples and demonstrations of operation. S.4 and S.5 History and Geography students joined a virtual tour to Germany via YouTube live streaming Channel to deepen their understanding towards post-war urban city development. A student mentioned in the reflection worksheet that 'I was able to see houses built hundreds of years ago which were not destroyed in WWII' while another was surprised by how stories like 'Snow White' and 'Cinderella' borrowed ideas from German childhood tales. It was clear that the activity was a success and had widened students' exposure.

Supporting experiential learning pedagogy, the STEM Week encompassed interactive activities like coding and DIY mini-drone workshops and robot competitions. Through hands-on experience, junior form students were allowed to explore their interests and extend their I.T. learning scope. In the cross-KLA exhibition, Maths, Science, and I.T. departments displayed interesting in-context materials on the latest development of subject-related problems or topics.

To deepen students' learning, assignments were given out based on the themes of the academic week activities. For English, junior form students designed creative Halloween costumes and wrote a description. Similarly, students shared their reflections on Chinese Culture and History Week. Good pieces of work were displayed in the same time frame to enhance the overall learning experience.

- **Promotion of reading**

- **Form-based reading activities**

- Four form-based activities were arranged in the first term. For S.1 and S.2 students, English book report competitions were organised to consolidate students' learning experiences with English readers. Co-organised with the I.S. Department, S.1 students showcased their talents by

presenting the book ‘Endangered Animals’ in various creative ways. To echo Major Concern 2’s focus and nurture the spirit of being a law-abiding citizen, S.2 students performed role-play and did crime case evaluation following the details in the reader ‘Great Crimes’. Students’ good works were recorded for peer sharing and learning.

Moreover, S.1 and S.2 students also joined the “Author Express” reading strategy workshops (S.1: English; S.2: Chinese) to learn about famous writers’ strategies for creating an appealing story plot. 92% of students found that the “Author Express” reading strategy workshops were useful in developing their understanding of the relationship between the writer’s background and the story plot. They have learned a lot about mood creation from different types of books, especially adventure and mysterious stories. Nearly 100% of students preferred similar reading-related activities as the small group setting allowed them to stay interactive with the tutor.

### ➤ Sharing of reading outcomes

Regular reading-sharing sessions of Chinese and English books in morning assemblies (5 English sessions and 5 Chinese sessions) and reading periods (3 sessions) were presented by 3 to 4 students from each S.1 to S.3 class.

The other KLAs also contributed to the promotion of reading by assigning one reading-related task:

Mathematics	S.1 – S.3 Book reports on Mathematics problem solving
CS	S.4 Article review
Science (Chemistry)	S.5 Reading-to-Learn activity worksheet on Green Chemistry & Electrochemistry
PSHE (Chinese History)	S.1 Reading assignment <精選歷史故事>
Technology (BF)	S.3 Reading assignment <One Belt; One Road>
Arts (VA)	S.2 – S.4 Online reading on art criticism

## Reflections

### • Learning through extra-curricular activities

The multifarious experiential learning activities organised in the theme-based KLA weeks allowed students pleasurable learning beyond the classroom. The academic atmosphere on campus was fostered and helped enhance students’ learning motivation. Students’ whole-person development was also enhanced by widening the learning scope. For instance, the ‘Around the World’ booth games in English Weeks encouraged students to immerse themselves in different cultures and were more willing to explore further after the activities. Besides, Chinese Culture and History Week successfully allowed students to learn about traditional folk arts, skills, culture and history, such as painting candy, dough kneaders, dragon beard candy, Chinese knots, etc. Students understood that in order to prevent traditional culture and techniques with time-consuming and labour-intensive production from gradually disappearing, they had to value these traditional techniques and the meaning of inheritance. Students also reflected on the social status of women in the Tang Dynasty, the prosperity of the Tang Dynasty and its influence on later generations. Through detailed explanation and demonstration, students were successfully taught the history of Shaolin Kungfu and the hardships of Shaolin monks’ practice, thus inculcating positive values. In addition, the participating S.1 students agreed that the experience of VR learning activity during PSHE Week helped them strengthen the linkage between classroom learning and social reality. Through this activity, students noticed that they were offered chances to nurture a healthy perception of history and culture and a sense of responsibility to nature,

nation and humanity, embracing a global outlook and building on them for a better world.

From the evaluation results, more than 80% of students welcomed the arrangement of KLA weeks and looked forward to similar activities in the future. As academic weeks are able to support and consolidate students' learning experience beyond the classroom, it is suggested to continue to launch academic weeks in the coming school year with other interesting themes.

- **Promotion of reading**

The S.1 and S.2 book report competitions 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 one discipline to another. The skills and knowledge they acquired and the experience facilitated their extended learning. All S.1 and S.2 students had mastered the language skills and were able to apply the knowledge acquired to complete their tasks.

After the special vacation, the S.3 inter-class reading competition was cancelled due to the hectic teaching schedule. The S.5 inter-school reading sharing session was also cancelled with the restriction of campus entry of the schools in the neighbourhood. It is hoped that the classes will resume normal and more activities can be organised for different levels to promote reading in the next school year.

The reading-sharing sessions offered students chances to share their reflections. While campus TV broadcast public presentation mode only catered for a limited number of students, the in-class sharing allowed more students to bravely express their opinions and achieved fruitful learning outcome.

It is suggested that theme-based activities co-organised by the Promotion of Reading Committee and the Chinese and English Language Departments could further encourage students to read for leisure time, and cultivate an interest in reading and develop positive values and attitudes through meaningful reading.

<b>Target III: To design cross-subject courses to provide a broad and balanced learning experience that helps students make a breakthrough in their studies</b>
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## **Achievements**

Collaborated across the three science departments, S.3 students experienced the brand-new Integrated Science (IS) course structure with teaching and learning materials designed to cater for school-based needs. In general, students had positive feedback on the new S.3 IS and BF courses. As the syllabi had been trimmed down and reduced in depth, students found it more easily to follow than before, as reflected by the results of the half-yearly examination. About 79% of students also agreed that the new courses had aroused their interest in learning the subject and were intellectually stimulating as well as inspiring. 73% of them found the workload manageable, while around 70% remarked that the textbook could serve as self-directed learning materials for preparation and revision purposes.

Seeing the need to develop students' entrepreneurial spirit, the Economics and BAFS Departments joined hands to design a new curriculum, namely S.3 Business Fundamentals (BF). To strengthen STEM education, AI and programming elements were also incorporated into the junior form Computer Literacy (CL) lessons. Compared with the previous S.3 ICT curriculum, which was more academic and fundamental, the new CL syllabus was more practical, addressing

the latest development in computer science. 70% of students found the learning experience more interesting and relevant to their daily lives. A similar number of students enjoyed the practical lessons as they could put theory into real-life practice.

## **Reflections**

The fine-tuned S.3 curriculum could fulfil students' learning needs and facilitate academic development. As the courses became more practical and interesting, students were engaged in lessons with higher learning motivation. Although time and effort were paid to prepare school-based materials, teachers found the positive feedback from students rewarding.

Summarizing teachers' and students' opinions, the focus should shift from cross-subject to school-based in view of giving a more precise direction to teachers to prepare teaching materials to address students' needs.

Optimising the Four Senior Secondary Core Subjects gives room for redesigning the senior form curriculum to foster whole-person development and diverse talents. The School will plan extended learning activities for S.5 students, thereby enhancing curriculum flexibility and catering for learner diversity.

## **Major Concern 2: To nurture students with positive values and attitudes for enhancing capacities to strive for excellence in life**

### **Target I: To strengthen Values Education and National Education**

#### **Achievement**

- **To inculcate the priority positive values (National Identity, Law-abidingness and Empathy) in line with the theme of the school year 'Sense of belonging.'**

Students benefited from the structured values education curriculum which was adopted in Form Period. Thanks to the coordination of the Values Education Committee, the curriculum was smoothly implemented. Different circumstances on core values (especially National Identity, Law-abidingness and Empathy) for students' sharing and reflection were discussed during the Form Period. In the evaluation survey, 72%, 79% and 82% of students agreed that the Form Periods could help them to recognize more on the values of 'National Identity', 'Law-abidingness' and 'Empathy' respectively. Besides, 87% and 86% of students agreed that they would obey the law and show empathy, respectively. Besides, 79% of them agreed that their sense of belonging towards school had increased.

Students were enthusiastic about taking part in competitions, workshops and talks. Talks and visits will still be organised before the term ends.

- **Foster national identity by enhancing National Education (National Constitution & Basic Law Education, National Security Education)**

7 subject departments joined hands to help the students to learn about national education in various contexts with the design of 3 cross-subject projects. For the Cultural Security Domain, the Chinese Language, Chinese History and Putonghua departments focused on the promotion of traditional Chinese culture. For the Political Security and Homeland Security Domains, the Music and Life & Society departments taught about the proper etiquette when singing the National Anthem and the content of the National Anthem Ordinance. Similarly, the Life & Society, Mathematics, and Visual Arts departments deepened students' understanding towards the National Flag and the Regional Flag Ordinance. Assignments were given for learning

consolidation.

Other than the cross-curricular projects, different parties helped with promoting national education through various activities. For example, junior form students participated in the Basic Law quiz competition, and selected students participated in quizzes of the National Day and the Constitution Day.

Flag-raising ceremony is vital for cultivating students' national identity. Following EDB guidelines, the ceremony was conducted once a week and on important occasions like the First School Day, the National Day, the Constitution Day and the Speech Day. Students from different uniform groups namely St. John Ambulance, Youth Red Cross and Scouts were trained as the national flag squad and took turn to serve. Thematic 'speeches under the flag' were also delivered every week. We were pleased that Mr Kevin Yeung Yun-hung, JP, Secretary for Education, delivered a speech for the school for the memorial ceremony on the Chinese People's War of Resistance Against Japan.

This year, supplemental reading materials about national and national security education were prepared for students to read during a Reading Period. Book sharing sessions were conducted by the Reading Ambassadors in King's Morning and by students during the Reading Period. Virtual tours were held during the PSHE week in June so that students could have experiences with Chinese culture and heritage even during the pandemic period.

In order to understand students' perception towards national identity, a survey was conducted in May. The questions of the survey was extracted from the APASO concerning National Identity and Global Citizenship. From the survey, the overall mean of the national identity was 3.0 (the general mean score was 2.5). It indicated that our students had developed a strong sense of national identity. The item '中國應受到其他國家的尊重' scored the highest mean score i.e. 3.3, items like '人民對國家有責任' and '中國應該對已達到的成就感到驕傲' scored 3.2 and 3.1 respectively. Although the mean score of the item '國家的需要與我個人的生活目標是有關係的' was 2.7, which was the lowest mean score, it was still above the general average.

## Reflections

- **To inculcate the priority positive values (National Identity, Law-abidingness and Empathy) in line with the theme of the school year, 'Sense of belonging'**

The structured values education curriculum was effective in nurturing students' virtues. Students' sense of national identity has been fostered and the sense of belonging towards the school has been strengthened. It is recommended that the school could focus on another core value, law-abidingness, in the coming school year. Apart from stressing the importance of obeying the law, we can also explain to the students the benefits of having a law-obeying society. It is hoped that students could understand the value and hence stay rational in any situations. It is recommended that different daily scenarios can be presented in order to guide them to be rational thinkers, and develop themselves into law-abiding citizens.

Besides, with the values education planning and evaluation tools provided by the EDB, the school can conduct a thorough evaluation of our current values education curriculum in the coming year. It is hoped that through a structured evaluation method, our school can promote values education through nurturing in our students the ten priority values and attitudes.

- **Foster national identity by enhancing National Education (National Constitution & Basic Law Education, National Security Education)**

Apart from enhancing the national education through the formal curriculum, students were

exposed to various activities to promote their understanding and sense of belonging towards our mother country.

The successful experiences this year provided good examples and direction in planning the values education curriculum and the national education curriculum in the coming school year. For the cross-curricular project, the History and Computer departments would be responsible for the Technological Security, Military Security and Cyber Security domains in the coming year.

The high mean scores of the national identity in APASO reflected that the programmes launched this year were successful and effective. It was encouraging, especially when school was suspended during the pandemic period. The same survey can be conducted again in the coming year to keep track of students' perception in this regard.

Visits and excursions are indispensable learning experiences for students. It is hoped that such activities could be resumed as soon as possible after the pandemic. Organizing more local or virtual visits for the students in the coming year is also recommended.

<b>Target II: To develop students with a positive outlook on life through experiential learning</b>
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### **Achievements**

- **Promote mental and physical health by developing healthy lifestyle**

Although the time for organising physical training activities were limited this year, several programmes were organised to promote students' mental and physical health this year. The Physical Education Department launched “MVPA60” for S.1 and S.4 students. Most students could then develop good habits of doing exercise in their spare time. From the evaluation survey, the mean scores of S.1 and S.4 were 2.8 and 2.5 respectively (the general mean score is 2.5). The overall mean score was 2.7.

With the resumption of certain sports activities and the setup of a Sports Corner in the covered playground, students could do exercise during recess. From the survey, the mean score of the item ‘學校的運動設施方便我隨時使用’ was 3.0 (the general mean is 2.5). The mean scores of both S.1 and S.2 students of this item were 3.1.

Yoga and Tai-chi lessons were conducted successfully in the first term during P.E. lessons. Students could continue to practice at home although there were no face-to-face lessons in February. From the school-based survey, the mean score of S.5 students was 2.8, which was higher than the general average of 2.5.

A Food Safety Talk was conducted for S.4 students by the Health and Sex Education Committee, and the Healthy Fruit Day was launched jointly by the Health and Sex Education Committee and the Parents Teachers Association in June. It was expected that students could be aware of maintaining health and wellbeing, and therefore develop healthy living habits.

Fig Boys and some junior students participated in the Student Gatekeeper Training Programme organised EDB. They were trained on how to control their emotion and maintain mental health so that they could spread positive messages to schoolmates after the training programme.

A school-based evaluation survey indicated that the overall mean score of the item ‘我很享受學校競技日活動’ was 3.1 (the general mean is 2.5) while the mean scores of S.1 and S.2 were 3.2 and 3.3 respectively. The mean score of the item ‘學校在疫情期間的運動的推廣十分重要’ was also 3.1 while the mean scores of S.1 to S.4 were 3.1.



## Reflections

- **Promote mental and physical health by developing a healthy lifestyle**

All of the programmes were held successfully with positive feedback from students who have achieved a higher state of health consciousness.

The school-based evaluation survey reflected that junior form students enjoyed the exercise programmes and competitions to a great extent. On the other hand, Yoga was found to be a good choice for senior form students to cope with their stress.

## **Major Concern 3: To unleash students' potential for key competences for adulthood and change agility for tomorrow**

<b>Target I: To inspire students to realise their potential</b>
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### **Achievements**

Over 83% of teachers in the Gifted Education Committee and Major Concern 3 Committee have completed basic training in gifted education for more effective and earlier identification of the gifted nature of students.

All teachers managed to submit the OLE and academic records of S.2 to S.6 students through a new talent pool system categorising students' achievements into academic and non-academic areas. In addition, all S.1 students uploaded their records achievement attained at primary school level. The new talent pool system could greatly facilitate the process of matching students' potentials and corresponding school activities. All S.1 students have enrolled in learning activities that could fully utilize their potentials.

A new screening and selection mechanism was also designed to cultivate students' potentials. It listed suggestions of courses, workshops and activities based on students' interests and talents. In the evaluation survey, 83% of students agreed that the learning activities recommended by the new mechanism helped them locate suitable after-school activities. 86% of them enrolled in more than one activity. In addition, 37% of the S.1 students would like to be enrolled in activities other than what they had. 29% of students would like to explore other activities in the coming school year on top of the current training received, and 13% of students would like to have more advanced training in the same area in future.

90% of parents and 100% of teachers agreed that the emotion management and mindfulness workshops have enhanced their understanding of youth mental health and raised their awareness of mental welling, which would help support students' whole-person development. All teachers agreed that they learned useful strategies that would allow them to better support students with special education needs.

### **Reflection**

Teachers of the Gifted Education Committee and the Major Concern 3 Committee have been made better identifiers in terms of students' talents and potentials after attending professional development course. To effectively facilitate the screening and selection process, HoDs and teachers in-charge of functional teams are encouraged to undertake relevant training.

Some colleagues may have experienced difficulties inputting students' OLE records using the new screening and selection mechanism, an in-house training workshop should be held to enlighten teachers with the information of the new system aiming for a more accurate and precise

selection.

The students' survey revealed that 66% of S.1 students would like to explore the learning opportunities in other areas of interest, it is proposed that the same series of learning activities should repeat in S.2 to cater for the learning needs of students.

The emotion management and mindfulness workshops have better equipped teachers and parents with skills of providing mental support to students and can be organised again next year.

<b>Target II: To nurture students holistically and enable them to advance their potential to go beyond whole-person wellness</b>
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## **Achievements**

A series of cross-curricular School Ambassador Training Workshops on presentation skills, the etiquette of receiving guests and giving an introduction to the school history were jointly conducted by the Chinese Department, PSHE KLA and Student Ambassador Team for S.1 to S.4. Online courses on leadership, creativity and forensic science were organised by the Gifted Education Committee to train Student Ambassadors to enhance their whole-person wellness. The evaluation survey showed that 88% of students found the workshop content useful and interesting. In addition, 83%, 90% and 77% of them indicated that they have learnt more about leadership skills, forensic science and creativity respectively. 88% of participants believed that they could apply these skills and knowledge to real-life situations.

5 classes were conducted from Oct to Dec 2021 for S.1 to S.5 participants who enrolled in Solo Verse Speaking, Public Speaking Solo and News Feature Presentation of the Hong Kong Schools Speech Festival. Students agreed that they had a better understanding of the poem pieces, and their confidence in public speaking was boosted. Our students achieved outstanding results, winning 4 First Prizes, 5 Second Prizes and 6 Third Prizes in English Speech.

A series of Mathematics Olympiad lessons covering various topics was conducted for S.1 to S.3 students. 90% of students expressed that these lessons helped them develop a better understanding of different skills in Maths, and 80% were more confident in dealing with Mathematics problems afterwards.

Scientific Research and Training courses were offered to all levels of students by the Gifted Education Committee and the respective subject departments. Junior form members had to pass a screening test before they proceeded to the phase in which they would qualify for advanced laboratory skills training. This year, students obtained First Class Honours and the Best School Awards in the Hong Kong Physics Olympiad; the Emerson Material Science Special Award, and the First Place Grand Award in the Hong Kong Youth Science & Technology Innovation Competition, as well as 3 High Distinction Excellence and 13 High Distinction in the International Chemistry Quiz.

Pinhole Photography Workshops were held for S.1 to S.3 students, introducing them to the mechanism of pinhole cameras and training them in making prototypes and photo-taking. Over 80% of students would like to share their work with schoolmates on occasions such as the Visual Arts Exhibition and the Knowledge Fair.

Intensive training programmes were organised for the new members of the school's Music groups. Talented students of the groups showcased their learning outcomes in the School Annual Speech Day and the S.1 Orientation activity. 40 instrumental classes (online/ face-to-face) were

held for S.1 to S.3 students. The Chinese Orchestra and String Quartet won the Silver and Bronze awards in the 2021 Hong Kong Youth Music Interflows organised by the Music Office.

Systematic and progressive training programmes in sports were carried out for the school Sports Team. The Table Tennis Team came in the 4th Place in the Inter-school Table Tennis Competition 2021-2022.

85% and 78% of students agreed that the Robotic course and mBot course organised by the ICT Department and the STEM Education Committee were useful in enhancing their I.T. and engineering skills.

To create a positive learning environment, a broad range of learning activities, including the Twice-exceptional workshops, Time Management and Planning & Organization Skills workshops, Executive Functioning workshops and Emotional Control Skills workshops and seminars were offered to students at all levels by the Counselling Committee. 90% of the students agreed that positive values were instilled and strengthened.

To promote entrepreneurial spirit, students were encouraged to join activities organised by the Life Planning Education and Career Guidance Committee. The Job Shadowing programme has helped with giving students a taste of important work values and ethics such as work efficiency, accountability and commitment were. Positive feedback was also received from the programmes of the Dynamic Market – Future Skills Training Programme and other BAFS talks.

## **Reflection**

Although some learning activities, such as Sports Teams training, Orchestra practice, Student Ambassador Training, STEM workshops and IT courses, were postponed due to the outbreak of the COVID-19 pandemic, all subject departments and functional teams had put their best effort to enrich students' learning experiences in hybrid mode.

Positive learning outcomes were noted in students' and teachers' evaluation surveys. It was found that the strategies deployed this year showed a positive impact on students' learning capacity. It is suggested that the most popular learning activities should be provided next year with some fine-tuning. At the same time, some new programmes could be introduced to stretch students' learning potential.

Some learning activities were scheduled in a similar time frame in the second school term due to the limited number of school days. More flexible schedule and design of the learning activities with allowance for the shifting of learning modes, smaller class size, and better coordination among different subject departments and functional teams would help to avoid time clashes in the future.

<b>Target III: To acknowledge and reflect on students' accomplishments in different stages of secondary school life</b>
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### **Achievements**

Good works of students were presented on the school webpage, Annual Speech Day, STEM Week, Music Contest and S.1 Orientation activity

- Music Performance in S.1 Orientation Day 2021
- Music Performance in Annual Speech Day 2021
- Music Contest 2021
- STEM Demonstration in STEM Week 2022
- School Homepage
  - Kingsian Games Day 2021
  - King's College Christmas Card Design Competition 2021
  - 2021-2022 Inter-class Board Display Competition
  - 6<sup>th</sup> International Invention Innovation Competition
  - Digital Readiness Academy Student Hackathon 2021
  - International Chemistry Quiz 2021
  - Hong Kong Youth Science and Technology Innovation Competition 2022
  - 愛·燃亮--中西區聯校領袖義工訓練暨社區服務計劃分享會暨嘉許禮
  - A video clip on the promotion of the STEM Team and Science Research Team

### **Reflection**

The practice of the collection of students' good work will continue to showcase and recognize students' talents and achievements, further reinforcing the self-esteem of students and the positive image of the School.

## 6. Our Learning and Teaching

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

<b>KLAs</b>	<b>Percentage of Lesson Time</b>
Chinese Language Education (including Putonghua)	18.6%
English Language Education	16.7%
Mathematics Education	13.8%
PSHE	18.1%
Science Education	11.4%
Technology Education	7.1%
Arts Education	5.7%
PE	4.3%

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

<b>KLAs</b>	<b>Percentage of Lesson Time</b>
Chinese Language Education	13.3%
English Language Education	13.7%
Mathematics Education (excluding Extended Mathematics)	12.8%
Liberal Studies	9.0%
Elective Subjects (3X)	37.0%
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 the main focus on students' values education for S.1-S.6 and one cross-curricular activities (CCA) period for S.1-S.3.

## 7. Support for Student Development

The School adopts a whole-school approach to student development. It aims to create a caring, respectful and inviting environment for students to exert their potential and lead fulfilling lives. Notwithstanding the end of the pandemic seemed still a long way off, various student development committees continued to plan and organise various activities to cater to students' needs and interests as well as enhance their personal growth and qualities. The programmes were in line with our second major concern, "nurturing righteous and self-fulfilling students", and "fostering students' positive values and attitudes for taking up future challenges". Ten core values are highlighted in this School Development Cycle: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Care for Others", "Law-abidingness", "Empathy" and "Diligence". A systematic Values Education Curriculum was also implemented during the Form Teachers' Periods of S.1 to S.6.

Aiming at formulating a personal value system that helps to develop students into righteous individuals possessing virtues and good attitudes, a school-based Values Education Curriculum was designed to promote the theme of the school year, "Sense of belonging." In addition to the Form Teacher Periods, a wide range of activities aiming to inculcate the core values in students were organised, including Thematic Board Design Competition, Model Student Election, slogan design, board display, visits to Experiential Exhibition, an online visit of ICAC Centre and Drama performance organised by ICAC, nomination of 「孝道之星」, etc. Besides, different subject departments also incorporated values education into their schemes of work. Our enthusiastic efforts made most students passionate about becoming confident, respectful and conscientious young men.

To support students' personal growth, the School has been dedicated to cultivating a nurturing culture. The Counselling Committee launched a range of structured programmes. It provided counselling service to students with the joint efforts of all teachers, particularly the form teachers, and the professional support of the school social worker, the EDB school-based psychologist and the specialists of the Student Mental Health Support Scheme. Helping new students adapt to the new learning environment has always been our concern. Counselling teachers and social workers conducted individual interviews with all S.1 students after the school resumption for early identification of developmental and adaptation crises. To help our newcomers adapt to secondary school life, the Fig Boy Peer Counselling Scheme also mobilised the senior Kingsians to give year-round peer support. In view of the significant influence of the prolonged school suspension on academic performance and mental state, measures were taken to gauge their stress levels at an early stage, and the high-risk students identified were given individual attention throughout the school year. Under the whole-school approach policy, the School also encouraged teachers to observe students' emotions and behaviours more closely and encouraged students to learn to be grateful, resilient and positive towards life in face of the pandemic. Moreover, students, parents and teachers were found the experiential training workshops about emotion management and mindfulness meaningful. Considering the importance of students' mental health, the School will join the Pupil Ambassador Scheme organised by the EDB to promote psychoeducation and inclusive culture in our school. Training on mindfulness and positive thinking will be continued to empower our students to overcome challenges arising from the coronavirus disease. As the close partners of the counselling team, the school social workers also provided group and individual counselling support to our students. They organised a series of parental education sessions for our parents.

With the proper use of the Learning Support Grant, the SENCO liaised with our teachers and other professionals to provide comprehensive support service for students with special educational needs. SENCO worked closely with SENSTs and all other Student Support Unit team members to devise tiered support with the assistance of different specialists, including the school-based Educational Psychologist. The School has joined the AIM Project organised by the EDB to enhance academic,

social and emotional support for our ASD students. Most of our needy students have made remarkable improvement after intensive training.

To facilitate the learning of Non-Chinese Speaking Students and the integration into Chinese culture, tailor-made Chinese Language and Chinese culture curricula were designed with appropriate teaching materials, and pull-out lessons were arranged with the support of additional fund from EDB.

The Gifted Education Committee coordinated with various KLAs and committees to provide opportunities for gifted learners to unleash their potential. The programmes exposed gifted students to high quality and challenging learning experiences in their areas of talent and were well received by the student participants. To fully develop the potential of the high achievers, the elite students were invited to join the leadership training, and science enhancement and research programmes. To build peer rapport, these high flyers were arranged to present their academic and non-academic achievements during King's Morning and STEM Week. These opportunities not only showed recognition but also provided aspiration for other students. It was also encouraging that parents supported the school's effort in nurturing students' giftedness. The talks and workshops on catering to students' different learning needs would be continued and refined to help students monitor and reflect on their own learning progress.

The ultimate goal of the Life Planning Education and Career Guidance Committee is to provide guidance to all students, irrespective of their abilities, orientations and levels of study, by arranging thematic activities to strengthen the three components of career and life planning, namely self-understanding and development, career exploration, and career planning and management. A structured career education curriculum was implemented during the Form Teacher Periods of S.1 to S.6 in a sequential and systematic manner to develop students' ownership of their career and life planning. The themes for S.1 and S.2 were 'Knowing Oneself' and 'Knowing the Work World' respectively. The S.3 students explored their career interests for subject selection through 'Finding Your Colors of Life'. In contrast, the S.4 and S.5 students furthered their career planning, acknowledging the importance of multiple pathways via 'Career Mapping'. All-inclusive career guidance services, including the JUPAS workshop, mock interview, local and overseas university talks, were provided to S.6 students facilitating them to apply the decision-making skills they had learnt to make informed career choices.

With the objective of understanding real work experience, students were given ample opportunities to explore different careers and develop the necessary attitudes towards the working world through activities like the workplace visit to PricewaterhouseCoopers Hong Kong, the Job Shadow Programme, the authentic entrepreneurial experience: Dynamic Market and many more. Even though some face-to-face activities could not be held as usual, the Committee engaged the expertise of alumni, partner schools and universities to conduct many online activities throughout the year, such as Overseas Education Talks, Virtual Chat with Alumni, Careers Workshops, Virtual talks on different professions and Career Info Day for Parents. It is hoped that with the resumption of face-to-face classes in the near future, more and more career learning experiences beyond the classroom can be launched. With a collaborative effort between the Careers Team, the Counselling Team, Form Teachers and school social workers, the Mock Release of the HKDSE results was successfully organised for S.6 students to facilitate their psychological preparation. During the activity, comprehensive support was provided for our students to ensure adequate career guidance and emotional guidance. The Life Planning Education and Career Guidance Committee will continue working around the clock throughout the year to provide students and parents with suitable and timely support for life planning and career guidance.

The School aimed to nurture future leaders by providing leadership training for Prefects, Student Union members and Chairpersons of different clubs and societies, and allowing them to take charge

of tasks such as the planning work for Open Days, serving as masters of ceremony on Speech Day, student ambassadors offering school tours, etc. Other than demonstrating students' strong sense of belonging and commitment to our school, it has also promoted an excellent image to the public. The School will continue to provide many students opportunities to plan and run the major school functions to enhance their leadership abilities and presentation skills.

Last but not least, we appreciate the strong and abiding support from the King's College Parents Teachers Association (KCPTA) and King's College Old Boys Association (KCOBA). The close collaboration between the School and these supportive partners has facilitated students' whole-person and academic development by offering distinctive school-based programmes. Apart from a roll of scholarships for recognising students' achievements in academic and non-academic areas, a bundle of resources were provided to develop students' competencies. Moreover, the High Table Dinner organised by KCOBA was held to offer students with special talents in different areas an opportunity to meet up with our prominent alumni. The students not only benefitted from the guest speaker's sharing, they also cherished the discussion time with old boys about career plan. The School showed gratitude to the KCPTA for its ardent support that has facilitated the whole-person development of Kingsians throughout the school year.



## 8. Performance of Students

### HKDSE

No. of students sat	129
% of students awarded the minimum entrance requirements for university education #	81% (105)
% of students awarded the minimum entrance requirements for local sub-degree programmes ^	98% (127)

# 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	<ul style="list-style-type: none"> <li>• 共融之樂保齡球比賽暨香港盲人保齡球錦標賽</li> </ul>	5
Service Education Committee	<ul style="list-style-type: none"> <li>• Sister School Programme</li> <li>• Joint School Social Service Programme</li> <li>• S1-S3 Service Training</li> <li>• 創出 SUN 天</li> <li>• 中西區聯校領袖義工訓練暨社區服務</li> <li>• S.1-S.2 on-line tutorials</li> </ul>	11 10 385 10 6 12

## 9. Students' Major Achievements in International and Territory Competitions

### International Level

Nature	Competition	Award/Prize	Awardee
Academic Development	7th International Invention Innovation Competition, iCAN 2021	Gold Award	CAI Gen 5A ZHANG Jiacheng 5A CHAN Chun-kiu 5D FUNG Tin-yau 5D HUANG Man-ki 5D
		Canadian Special Award and Best Young Inventor Award	CAI Gen 5A CHUNG Shing-hei 5A FUNG Tin-yau 5D KWONG Ming-hin 5D WOO Chi-Lok, Garyson 5D
	International Chemistry Quiz	High Distinction Excellence	FENG Wenguang 6A LAW Siu-hin, Ethan 6A SONG Yan-on, Andrew 6D
		High Distinction	CAI Gen 5A CHAN Chak-hoi 5A WONG Sonny 5A CHOI Yun-lam 5D FUNG Tin-yau 5D CHEUNG Tsun-kiu 6A CHOI Wang-yu 6A NG Cheuk-nam 6A NGAN Ka-pui 6A AU Yiu-wan 6D HAN Albert Lim 6D KE Yan-nok 6D LIU Mingxin 6D
	Course of Interactive Web Design with JavaScript 2021	Successfully Completed	CHAN Hui-sing, Collin 3D

### Territory Level

Nature	Competition	Award/ Prize	Awardee
Academic Development	Government Secondary Schools Learning Circle: AI Education 2021-2022 - AI Innovation Contest	Champion	FUZAIL Rehan 1B KWONG Ming-yin 1B TAM Man-shun 1B

The Greater Bay Area STEM Excellence Award 2022 (Hong Kong)	Gold Award	CAI Gen 5A ZHANG Jiacheng 5A CHAN Chun-kiu 5D FUNG Tin-yau 5D HUANG Man-ki 5D
Hong Kong Student Science Project Competition	Champion	
Hong Kong Youth Science and Technology Innovation Competition	First Place Award	CAI Gen 5A ZHANG Jiacheng 5A FUNG Tin-yau 5D
	Emerson Materials Science Special Award	
	Honourable Mention	CHUN Ting-nam 4D LAU Kit-fai 4D WONG Sonny 5A
Hong Kong Physics Olympiad 2021	Best School Award	King's College
	First Honour	LEUNG Yik-fung, Ranen 5A
	Third Honour	CAI Gen 5A
	Third Honour	YIP Hin-yui, Jacob 5D
	Honourable Mention	FUNG Tin-yau 5D
	Honourable Mention	WONG Sze-chit 5D
The HKAGE Outstanding Student Awards Ceremony 2021	Gifted Star Award	YUEN Tin-fu 3A
15th CTEA Cup 2021 Robotic Tournament Creative Technology Robotic Competition Third Prize Award	Second Prize Award	FAN Tsz-hang 3B LI Tsz-wang 3B
	Third Prize Award	CHENG On-sin 3B LEUNG Wing-yuen 3B LUI Sui-hoi, Rex 3B TSE Pak-wing 3B
Digital Readiness Academy Student Hackathon 2021	First Runner-up	PANG Chi-chung 4C LAU Kit-fai 4D LAU Pak-hei 4D
City Innovation & Technology Grand Challenge 2021	Second Runner-up (Secondary School)	YUEN Tin-fu 3A
SMART Community Hackathon 2021	Innovation & Technology Pioneer Award	CAI Gen 5A CHUNG Shing-hei 5A FUNG Tin-yau 5D WOO Chi-lok, Garyson 5D
STEM-Up HK Innovation and Technology Competition	Commendation Award	LEUNG Wallace 6A MAN Ming-hong 6A CHEUNG Tsz-lok 6B KWAN Chung-him 6D
HK-Macau Youth Networking Skills Competition 2021	Merit Award	YIP Hin-yui, Jacob 5D

Youth Arch Student Improvement Award	Youth Arch Student Improvement Award	CHIU Wing-hei 2A CHU Lok-lok 2B SHI Xinning 2C CHOI Cheuk-kit 2D HUI Kui-yin James 3A SIN Man-hin 3A CHEUNG Yuk-ho 3B LEE Enoch 3B LAM Sing-yu 4A LEE Chung-hei 4B KWOK Hei 4B LAU Pak-hei 4D CHOW Yui-hei 5A LUI Tak-tai Wally 5B FUNG Yat-hang 5C NG Cheuk-hin 5D
73rd Hong Kong Schools Speech Festival (English Speech)	Solo Verse Speaking Secondary 2 Boys Champion	TAM Chun-hin 2D
	Solo Verse Speaking Secondary 3 Boys Champion	LUI Sui-hoi, Rex 3B
	Solo Verse Speaking Secondary 5 Boys Champion	TSOI Chi-wun 5A
	News Feature Presentation Secondary 1 and 2 Champion	CHEUNG Marcus Hok-yin 1B
	Solo Verse Speaking Secondary 1 Boys First Runner-up	SO Yip-long 1A
	Solo Verse Speaking Secondary 1 Boys First Runner-up	FUZAIL Rehan 1B
	Solo Verse Speaking Secondary 1 Boys First Runner-up	POON Pak-hang, 1D
	Solo Verse Speaking Secondary 2 Boys First Runner-up	HUI Ka-shing 2C
	News Feature Presentation Secondary 1 and 2 First Runner-up	XIE Hantao 2B
	Solo Verse Speaking Secondary 1 Boys Second Runner-up	TAM Man-shun 1B
	Solo Verse Speaking Secondary 3 Boys Second Runner-up	CHAN Hok-man, Nathan 3A
	Solo Verse Speaking Secondary 3 Boys Second Runner-up	KWAN Tsung-yuk 3B

	Solo Verse Speaking Secondary 3 Boys Second Runner-up	LAI Long-yin 3B
	News Feature Presentation Secondary 1 and 2 Second Runner-up	LEUNG Tsz-hei, Ryan 1D
	Public Speaking Solo Secondary 3 and 4 Second Runner-up	LEUNG Sung-wai 3B
第 73 屆香港學校朗誦節 (中文朗誦)	中學四年級 男子組普通話詩詞獨誦 冠軍	彭志聰 4C
	中學四年級 男子組粵語散文獨誦 冠軍	殷子軒 4D
	中學一、二年級 男子組普通話詩詞獨誦 季軍	陳柏亨 1B
	中學三、四年級 男子組普通話詩詞獨誦 季軍	楊柏霖 4C
	中學四年級 男子組粵語詩詞獨誦 季軍	
	中學五、六年級 粵語二人朗誦 季軍	蔡潤林 5D 王思哲 5D
2021/22 香港學校 戲劇節	傑出演員獎	馬子康 5B 黃培穎 5D
	傑出合作獎	陳柏熹 3A 楊浩文 3A 曾憲滔 4B 張祖霖 5A 張萊 5A 朱元鋒 5A 劉啟彥 5A 李年哼 5A 梁翊峰 5A 陳浩霖 5B 馬子康 5B 黃培穎 5D
「DIY – Learn Chinese with Fun 輕 輕鬆學中文」網 上遊戲比賽	季軍	星卡雲 1B
「大手牽小手：共 創輝煌中國夢」中 學組標語創作比賽	優異獎	郭子鈞 3C
第十四屆「香港盃 外交知識競賽」	優異獎	英皇書院

Promotion Programme for the Convention on the Rights of Children - Postcard Design Competition	Second Runner-up	YU Hong-sui 2D
Poster Design Competition for Central & Western District Road Safety Campaign 2021-22	Merit	WONG Kwong-yau 3B
Exhibition of Student Visual Arts Work 2021/22	Merit	CHAN Kai-lok 6D (Alumnus graduated in 2020)
2021 Hong Kong Island Outstanding Student Award	Hong Kong Island Outstanding Students (Senior Category)	HAN Albert Lim 6D
	Highly Commendable Students of the Hong Kong Island (Junior Category)	LUI Kwan-lung 3A
「明日領袖高峰論壇」2021 明日領袖卓越獎	「明日領袖高峰論壇」2021 明日領袖卓越獎	蔡根 5A 劉啟彥 5A 彭凱賢 5A 羅祖健 5D 鄧華倫 5D
2021-22 中國中學生作文大賽（香港賽區）	初中組旭日文學之星	陳曉東 3B
Inter-School Swimming Competition 2021-2022	Boys B Grade 50m Freestyle Champion	LAM Yuk-wang 4A
	Boys B Grade 100m Freestyle First Runner-up	
2021 Hong Kong Youth Music Interflows	Chinese Ensemble Contest (Secondary School Class B) Silver Award	King's College Chinese Orchestra
	String Quartet Contest (Secondary School Class) Bronze Award	King's College String Quartet
74th Hong Kong Schools Music Festival	Harmonica Concert Work Champion Gold Award	SHEA Tsz-hin, Tristan 3A
	Harmonica Solo - Junior Champion Gold Award	CHENG On-sin 3B
	Harmonica Solo - Intermediate Champion Gold Award	KWONG Tsz-yin 3B

	Harmonica Solo - Intermediate First Runner-up Silver Award	LAU Pak-yin 2C
	Harmonica Solo - Senior First Runner-up Silver Award	SHEA Tsz-hin, Tristan 3A
	Harmonica Duet First Runner-up Silver Award	CHENG On-sin 3B KWONG Tsz-yin 3B
	Xylophone Solo - Secondary School First Runner-up Gold Award	LEE Lin-hang 5A
	Sheng Solo - Junior First Runner-up Silver Award	HUI Ying, Evan 2B
	Alto Saxophone Solo - Secondary School - Senior Second Runner-up Gold Award	FONG Kam 1A
	Harmonica Solo - Intermediate Second Runner-up Silver Award	CHIU Wing-hei 2A
	Graded Piano Solo - Grade Seven Second Runner-up Gold Award	YU Hong-sui 2D
	Harmonica Solo - Intermediate Second Runner-up Silver Award	LAI Long-yin 3B
	Violin Duet - Intermediate Second Runner-up Silver Award	LAM Hung-kai 3B
	Harmonica Solo - Junior Second Runner-up Silver Award	CHOI Pak-hei 3D
	Harmonica Concert Work Second Runner-up Silver Award	NG Tsz-tin, Summer 5A
	Erhu Solo-Senior Second Runner-up Silver Award	TANG Chun-yin 3B
	Piano Solo-Chinese Composer - Intermediate Gold Award	KO Kui-hoi 1A
	Marimba Solo - Secondary School Gold Award	LEE Lin-hang 5A
	Piano Solo - Junior Exhibitioner Award Silver Award	KO Kui-hoi 1A

	Parsons Music Scholarship for Wind, Brass and Percussion Instruments (Chromatic Harmonica) Silver Award	TANG King-yip 1A
	Violin Solo - Grade Six Silver Award	HUI Michael Cho-ming 1B
	Piano Solo Tom Lee Music Scholarship Silver Award	CHAN Popo Anderson Fitzjohn 1C
	Di Solo - Intermediate Silver Award	HAO Chi-wing, Patrick 1C
	Zheng Solo- Junior Silver Award	XU Yuen 1D
	Erhu Solo - Intermediate Silver Award	YANG Hau-pok, Hopper 1D
	Graded Piano Solo - Grade Six Silver Award	YAU Yan-ngai 2A
	Violin Solo - Grade Eight Silver Award	LEE Yip-shun, Enoch 2B
	Harmonica Solo - Junior Silver Award	LO Cheuk-hin, Cyrus 2B
	Harmonica Solo - Intermediate Silver Award	LO Chi-hei 2B
	Harmonica Solo - Junior Silver Award	XIE Hantao 2B
	Harmonica Duet Silver Award	XIE Hantao 2B KAM Ka-wing 3A
	Vocal Solo - Foreign Language - Boys Treble Voice - Secondary School Silver Award	CHEUK Yee-lok 2C
	Trumpet Solo - Secondary School - Senior Silver Award	CHEUK Yee-lok 2C
	Guitar Solo - Intermediate Silver Award	CHOI Pak-lai 2C
	Erhu Solo - Junior Silver Award	KWAN Kai-po 2C
	Yangqin Solo - Intermediate Silver Award	LAM Tsz-chun 2C
	Graded Piano Solo - Grade Seven Silver Award	WONG Matthew, Lucas 2C



	Clarinet Solo - Secondary School - Junior Silver Award	WONG Matthew, Lucas 2C
	Harmonica Solo - Intermediate Silver Award	KAM Ka-wing 3A
	Graded Piano Solo - Grade Eight Silver Award	SHEA Tsz-hin, Tristan 3A
	Erhu Solo - Senior Silver Award	YUEN Tin-fu 3A
	Erhu Solo - Senior Silver Award	ZHUO Zijian 3A
	Trumpet Solo - Secondary School - Senior Silver Award	CHONG Chun-yin 3B
	Erhu Solo - Senior Silver Award	FAN Tsz-hang 3B
	Violin Solo - Grade Four Silver Award	KWAN Tsung-yuk 3B
	Harmonica Solo - Intermediate Silver Award	LEE Enoch 3B
	Erhu Solo - Intermediate Silver Award	SO Chun-hong 3B
	Graded Piano Solo - Grade Four Silver Award	TSANG Chiu-wai 3B
	Erhu Solo - Advanced Silver Award	LEUNG Stewart 4A
	Harmonica Solo - Senior Silver Award	CHAN Chun-pak 4B
	Piano Solo - Composer of the Year Silver Award	WONG William 4C
	Zhongruan Solo- Intermediate Silver Award	LEUNG Chun-hei, Dewey 4D
	Di Solo - Advanced Silver Award	CAI Gen 5A
	Clarinet Solo - Secondary School - Senior Silver Award	CHEUNG Cho-lam 5A
	Harmonica Solo - Senior Silver Award	WONG Jonathan Chak-ho 5A
	Harmonica Concert Work Silver Award	

		Harmonica Solo - Junior Silver Award	WONG Pak-ho 5A
		Harmonica Duet Silver Award	WONG Jonathan Chak-ho 5A LO Chung-hei, Rex 5D
		Harmonica Solo - Senior Silver Award	LO Chung-hei, Rex 5D
		Harmonica Concert Work Silver Award	
		Clarinet Solo - Secondary School - Senior Silver Award	
		Graded Piano Solo - Grade Four Bronze Award	LAM Yan-pok 1A
		Alto Saxophone Solo - Secondary School - Junior Bronze Award	CHIU Ching-yu 1C
		Graded Piano Solo - Grade Five Bronze Award	LEUNG Man-ki, Marcus 1C
		Suona Solo - Advanced Bronze Award	CHENG Nam, Nathaniel 1D
		Trombone Solo - Secondary School - Senior Bronze Award	LEUNG Kwan-yin 2A
		Di Solo - Junior Bronze Award	LEE Pak-yin 2C
		Violin Solo - Grade Two Bronze Award	TO Ming-him 2D
		Violin Solo - Grade Four Bronze Award	CHIU Man-fu 3B
		Erhu Solo - Intermediate Bronze Award	LEONG Ching-hei 3B
		Graded Piano Solo - Grade Eight Bronze Award	WONG Ka-chun 3D
		Graded Piano Solo - Grade Six Bronze Award	TAI Ka-wang 4A

## 10. Financial Summary (1.9.2021 - 31.8.2022)

	Income (\$)	Expenditure (\$)
<b>I ESCBG ACCOUNT</b>		
<b>(a) Non-school specific grants</b>		
1 Baseline reference provision	513,675.00	294,069.58
<i>Sub-total:</i>	<u>513,675.00</u>	<u>294,069.58</u>
<b>(b) School specific grants</b>		
1 Composite I.T. Grant - GSS	495,240.00	553,973.00
2 Capacity Enhancement Grant - GSS	642,934.00	640,328.52
3 School-based management Top-up Grant - GSS	50,702.00	9,492.00
<i>Sub-total:</i>	<u>1,188,876.00</u>	<u>1,203,793.52</u> #
<b>II TEACHER RELIEF GRANT (TRG) ACCOUNT</b>		
● Provision for 2021-2022	222,335.00	244,992.00
<i>Sub-total:</i>	<u>222,335.00</u>	<u>244,992.00</u> #
<b>III OTHER NON-RECURRENT GRANTS ACCOUNT</b>		
Learning Support Grant - GSS		
● Provision for 2021-2022	577,293.00	923,187.91
<i>Sub-total:</i>	<u>577,293.00</u>	<u>923,187.91</u> #
School-based After-school Learning & Support Programmes - GSS		
● Provision for 2021-2022	60,000.00	65,984.70
<i>Sub-total:</i>	<u>60,000.00</u>	<u>65,984.70</u> #
Moral & National Education Support Grant - GSS		
● Provision for 2021-2022	171,169.00	158,063.60
<i>Sub-total:</i>	<u>171,169.00</u>	<u>158,063.60</u>
Enhanced Additional Funding - Support for NCS Students - GSS		
● Provision for 2021-2022	800,000.00	707,061.00
<i>Sub-total:</i>	<u>800,000.00</u>	<u>707,061.00</u>
Information Technology Staffing Support Grant - GSS		
● Provision for 2021-2022	321,796.00	313,362.00
<i>Sub-total:</i>	<u>321,796.00</u>	<u>313,362.00</u>
Grant for the Sister School Scheme - GSS		
● Provision for 2021-2022	157,127.00	49,700.00
<i>Sub-total:</i>	<u>157,127.00</u>	<u>49,700.00</u>
Promotion of Reading Grant - GSS		
● Provision for 2021-2022	62,851.00	44,908.57
<i>Sub-total:</i>	<u>62,851.00</u>	<u>44,908.57</u>

	Income (\$)	Expenditure (\$)
School Executive Officer Grant - GSS		
● Provision for 2021-2022	534,660.00	579,936.00
<b>Sub-total:</b>	<u>534,660.00</u>	<u>579,936.00</u> #
Life-wide Learning Fund - GSS		
● Provision for 2021-2022	1,174,267.00	1,061,728.47
<b>Sub-total:</b>	<u>1,174,267.00</u>	<u>1,061,728.47</u>
Diversity Learning Grant for the NSS Students - Other Languages		
● Provision for 2021-2022	81,900.00	81,900.00
<b>Sub-total:</b>	<u>81,900.00</u>	<u>81,900.00</u>
Diversity Learning Grant for the NSS Students - Other Programmes		
● Provision for 2021-2022	84,000.00	93,210.00
<b>Sub-total:</b>	<u>84,000.00</u>	<u>93,210.00</u> #
One-off Grant for the Senior Secondary Subject Citizenship and Social Development		
● Provision for 2021-2022	100,000.00	-
<b>Sub-total:</b>	<u>100,000.00</u>	<u>-</u>

#### IV SMI ACCOUNT

Fees collected from students for specific purposes	195,600.00	405,709.00
<b>Sub-total:</b>	<u>195,600.00</u>	<u>405,709.00</u> #

#### V ECA ACCOUNT

(a) Provision for 2021-2022	98,892.00	)	135,144.20
(b) Fees collected from students(S4 to S6)	57,276.00	)	
<b>Sub-total:</b>	<u>156,168.00</u>		<u>135,144.20</u>

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

## 11. Feedback for Reflections

1. Due to the COVID-19 outbreak and vaccine measures, a vast array of learning and ECA activities were unavoidably affected in the 2021-22 school year. With unequal share of resources among different families, online learning might widen students' learning diversity. Our staff has tried our best to make necessary adjustments to make up for learning loss. In response to the suspension of on-campus face-to-face and half-day schooling, the School has encouraged teachers to adjust their teaching by adopting different e-learning strategies and developing students' self-directed learning abilities.
2. To further promote teaching and learning effectiveness and adapt to the optimisation measures of four core subjects, and to cater for the needs and aptitudes of students as well as to create space to enrich their learning experiences, the School should make sound judgement about how lesson time should be allocated, what subject choices should be offered and how OLE should be arranged. Therefore, a review of no. of days per cycle is necessary in the 2022-2023 school year. We hope the new timetable system will be implemented in the coming school year after the discussions with different stakeholders in the School Management Committee.
3. The School has attached great importance to developing students' language skills through reading. Reading has been promoted as an enjoyable and enriching experience for our students through the term. Echoing this year's major concern and theme of the year, the Reading to Learn Committee and the School Library had prepared books and reading materials on the theme of "Sense of Belonging", which aimed to cultivate students' sense of attachment to different groups through reading relevant materials. Representatives from the S.1 to S.3 classes also shared their reflections during the reading periods. The success of conducting sharing sessions at King's Morning in May showed students strong initiatives on reading e-books via 'eRead Scheme' of HKEdCity during the pandemic period. Ample opportunities were created for students to share their reading experiences, to promote the reading atmosphere and help them develop reading habits. The "Author Express Training Programme" was conducted in October and November for all S.1 and S.2 students respectively to equip them with the strategies to read different genres. They found the programme beneficial as they have learned about different types of books, especially fantasy stories and thrillers. To foster a reading atmosphere, our School has planned to carry out more form-based activities to increase students' engagement in reading so as to enhance their learning abilities. The School believed that promoting reading would enhance students' writing and overall language abilities as both skills exist in the same arena.
4. STEM Education has been successfully incorporated into the curricula of Mathematics, ICT and Science subjects. As one of the pioneers of integrating coding of artificial intelligence and machine learning into the junior form Computer Literacy curriculum, ICT teachers have developed and maintained an awareness of new development in the curriculum content of AI to expose students to knowledge beyond the textbook. Tiered modules have been designed (S.1 Google image classification; S.4 Microsoft's chatbox: Python and AI Donkey car) so that more challenging tasks and skills can be mastered at senior level. Teacher also integrated AI Education into S.4 ICT syllabus to broaden senior students' horizons. Besides, King's College served as the resource school of Government Secondary School Learning Circle: AI Education. Ten government secondary schools joined the Learning Circle to design and implement the AI curriculum in their schools. Our STEM teachers were fully committed to the learning circles by making meaningful contribution (e.g. arranging school visits and lesson observation). To recognise teachers' effort and let the students from 11 schools showcased their achievements, the Hakaton activity was organised. The feedback was very encouraging. Five more government schools are going to join our learning circle family in the coming year. Needless to say, it was

evident that students' ability to integrate and apply knowledge and skills across disciplines to solve authentic problems would be strengthened through different STEM-related learning activities. Students obtained excellent results in STEM-related competitions. For example, the Research Team won the Gold Award in the 7<sup>th</sup> International Invention Innovation Competition, iCAN and the Canadian Special Award as well as the Best Young Inventor Award. The team also won the First Place and Emerson Materials Science Special awards in the Hong Kong Youth Science and Technology Innovation Competition. The S.5 innovative team won the Innovation & Technology Pioneer Award in SMART Community Hackathon 2021. All of these reflected that high priority will still be given to STEM Education in the School to unleash students' potential for innovation and foster their problem-solving skills. We will continue to develop school-based AI curriculum for S.1 and S.2 with the planning of conducting Cross-KLA activities to further strengthen the collaboration of different subject departments.

5. National Education is one of the significant pillars of school education. It nurtures students' positive values and attitudes, as well as their affection of the country. Our National Education Committee organised different learning and exchange activities to foster a better understanding of our nation and elevate the sense of national identity. From Teacher Period, Flag-raising Ceremony, the Speech under National Flag, Memorial Day for Victory of Chinese People's War of Resistance Against Japanese Aggression, 84<sup>th</sup> commemoration of Nanjing Massacre, "Belongingness" comic and Chinese slogan design competitions for Junior Forms have been organised to nurture students' moral values and strengthen their sense of national identity. Students learned more about Chinese history and culture through the "Speech under the National Flag" sharing. The School will further strengthen National Education and National Security Education next school year.
6. Community service programmes not only provide experiential learning opportunities for cultivating students with a sense of caring and responsibility to themselves, the community and others, but also foster various generic skills through different training activities. However, the programmes was affected by the outbreak of Covid-19. Many activities had to be cancelled finally, such as the Sister-school Programme (S.3–S.4) and the Elder Academy (S.5). Most of the programmes were switched to online mode, which could also give opportunities for the students to learn how to serve people in need. Despite the cancellation of face-to-face social services at elderly centres, the training arranged for S.2 students helped them understand the physical and emotional needs of the elderly. It has inspired the students who had little life experience to get along with the elderly and promoted the message of caring for the community. Furthermore, experiential learning mode can enhance students' whole-person development and develop their social responsibility to the community. The School will continue to offer students various learning opportunities through community service programmes after full-day school resumption. We hope to foster relationships between the School and the neighbouring community.
7. The School appreciates the charitable donation from the KC Education Foundation Limited that has supported Kingsians in developing their potential via diversified learning activities in music, visual arts, languages, sports and other areas. Benefiting from the programmes, students can broaden their horizons and gain valuable learning experiences. Furthermore, the sponsorship of the improvement of school facilities has supported the School in creating a holistic learning environment for students.
8. The close working relationship with NGOs and tertiary institutions has facilitated the School in organising programmes for enhancing students' whole-person development and pedagogical effectiveness. The Social Work Services provided by the Boys' and Girls' Clubs Association of Hong Kong and the Healthy School Programme organised by the Tung Wah Group of Hospitals

catered for the need of enhancing students' mental quality. 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 to provide students with more opportunities and resources.

## 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 中一至中三 (全年上課時數： 251 小時)	21 人	80%	10/2021 – 2/2022	\$32,664.7	個人反思/ 音樂老師觀察/家 長訪問	11 位導師 及 2 間音樂教育機構	<ul style="list-style-type: none"> <li>- 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。</li> <li>- 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。</li> <li>- 初中學生必須學習樂器，家長表示課程資助切合需要，可舒緩經濟壓力。</li> </ul>
英文寫作班 (中五)	18 人	100%	5-6/2022	\$9,920	<ul style="list-style-type: none"> <li>✧ 導師觀察及評估</li> <li>✧ 英文作文成績</li> </ul>	1 位導師	<ul style="list-style-type: none"> <li>- 所有學員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。</li> <li>- 超過 80%同學於英文作文功課有明顯進步，特別是文章內容較之前豐富，篇幅及字數有所增加。</li> <li>- 建議下學年繼續舉辦。</li> </ul>



中文創意寫作班 (中一、中二)	15 人	90%	1-2/2022	\$2,000	<ul style="list-style-type: none"> <li>◇ 導師觀察及評估</li> <li>◇ 校內作文成績</li> <li>◇ 學生訪問</li> </ul>	1 位導師	<ul style="list-style-type: none"> <li>- 學生認同寫作班內容豐富。導師為學校舊生，了解同學需要，講解詳細，準備充足，有效協助他們改善詞不達意問題，增強平日信心。</li> <li>- 60%同學表示描寫事物/人物比從前有信心。</li> <li>- 建議下學年繼續舉辦。</li> </ul>
迪士尼工作體驗坊 (中四)	15 人	100%	12/2021	\$5,850	個人反思/ 老師觀察	迪士尼樂園	<ul style="list-style-type: none"> <li>- 學生認同對款客服務業加深認識。</li> <li>- 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。</li> </ul>
迪士尼社會探索之旅 (中三)	15 人	100%	12/2021	\$5,850	個人反思/ 老師觀察	迪士尼樂園	<ul style="list-style-type: none"> <li>- 學生同意活動可以鼓勵他們用多角度思考方法，了解人類所面對的挑戰及機遇，並通過小組活動，鼓勵學生應用集體研討方法分析資料，從而找出解決問題的方法，有助發展共通能力。</li> <li>- 超過85%學生認同能將工作坊所學好好應用在學習及其他範疇。</li> </ul>
巴基斯坦 網上文化體驗之旅 (中一、中二)	40 人	80%	5/2022	\$9,700	<ul style="list-style-type: none"> <li>◇ 觀察學生活動表現</li> <li>◇ 學生反思及分享</li> </ul>	Inter Cultural Education	<ul style="list-style-type: none"> <li>- 學生認同活動內容生動有趣，透過 YouTube Live Channel 及現場實景，認識巴基斯坦的主要城市，加深對當地文化的了解，從而擴闊世界視野。</li> <li>- 建議下學年繼續舉辦，認識其他國家的文化面貌。</li> </ul>

總開支：**\$65,984.7\***

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

\* 所超開支，由上個財政年度餘款補貼

### 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				
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>											
<b>1.1</b>	<b>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)</b>											
English Language	Debate Workshop for Junior Forms	<ul style="list-style-type: none"> <li>- To help junior students develop background knowledge into debate arguments.</li> <li>- To help students explore effective debate tactics and topics.</li> <li>- To enhance students' writing and speaking skills by preparation of debate speeches.</li> <li>- To give junior students a taste of debate through class competitions.</li> </ul>	Oct., 2021 / Dec., 2021	S.1 – S.2 (20)	<ul style="list-style-type: none"> <li>- 8 sessions were conducted via Zoom meetings for 20 S.1 and S.2 students to develop their interest in debating activities and train their debating skills.</li> <li>- Over 90% of the students enjoyed the course and showed interest in joining the Debating Team.</li> <li>- The feedback from the coach and the teacher supervisor was also very positive.</li> </ul>	\$7,800	E6	✓	✓			
	Drama Workshop	<ul style="list-style-type: none"> <li>- To enhance students' speaking and writing skills through dialogue and script-writing.</li> <li>- To allow students to use</li> </ul>	Dec., 2021 / Apr., 2022	S.1 – S.5 (Members of English Drama Club) (20)	<ul style="list-style-type: none"> <li>- 14 sessions were conducted via Zoom meetings.</li> <li>- More than 90% of the students enjoyed the workshop.</li> <li>- Students were coached to</li> </ul>	\$18,900	E6	✓	✓			

		<ul style="list-style-type: none"> <li>- their language skills and creativity while discussing ideas with others.</li> <li>- To enable a team of students to compose and deliver an effective, audience-appropriate drama production.</li> <li>- To encourage students to acquire the skill to use visual, auditory, and/or technological aids in drama performance.</li> </ul>			<ul style="list-style-type: none"> <li>- write a script and make a recording for the 14th English Radio Drama Competition for Schools.</li> <li>- The workshop was rewarding and one team entered phrase 2, semifinal.</li> </ul>							
	Appreciation of Drama Performance	<ul style="list-style-type: none"> <li>- To help students learn to appreciate language arts and interpret messages through watching a standard play.</li> <li>- To bring fun into English learning.</li> <li>- To enable students to learn how to express themselves not just through words but also through facial expressions and body language.</li> </ul>	11 Oct. 2021	S.1 – S.2 (whole form) (260)	<ul style="list-style-type: none"> <li>- S.1 and S.2 students generally enjoyed the drama performance.</li> <li>- A few students volunteered to be the MCs of the session.</li> <li>- Some students and teachers were invited to play a part in the drama, which made the show more engaging.</li> </ul>	\$12,500	E6	✓	✓			

Training courses for Speech Festival	<ul style="list-style-type: none"> <li>- To ensure students are able to interpret the text and that they can clearly and expressively convey the meaning.</li> <li>- To provide training on speech skills such as articulation, voice control, pronunciation and intonation.</li> <li>- To coach students to ensure they can confidently command the stage and engage effectively with the audience.</li> </ul>	First Term	S.1 – S.5 (27)	<ul style="list-style-type: none"> <li>- 42 Zoom sessions of Speech Training and Preparation were arranged in total.</li> <li>- The attendance rate was over 90 %.</li> <li>- Student competitors were arranged into five classes. Each of them were required to focus on 1-2 poems so that more intensive training could be provided.</li> <li>- The last two sessions were filming sessions in which the trainer gave feedback to students in real time as they recorded their competition videos in Campus TV.</li> </ul>	\$26,400	E6	✓				
English Week Activities 2021-22	<ul style="list-style-type: none"> <li>- To cultivate students' interest in English learning.</li> <li>- To help students explore cultural topics.</li> </ul>	Oct. 2021	S.1 – S.3 (400)	<ul style="list-style-type: none"> <li>- Three programmes were conducted for the junior form students. Culture Exposure Booth Games, Exposure Workshop and Halloween Booth Games were organized for S.1-2, S.3 and S.1-3 respectively.</li> <li>- Students were well engaged in the programmes and enjoyed them very much.</li> <li>- Students were inspired to explore more about foreign cultures.</li> </ul>	\$44,000	E6	✓	✓			

	Festive Celebration to experience English learning in the cultural context	<ul style="list-style-type: none"> <li>To fully immerse students into English culture through festival celebration activities.</li> <li>To enhance students' motivation and interest in learning English through activities beyond the classroom.</li> </ul>	Halloween, Christmas, Valentine's Day	S.1 – S.6 (780)	<ul style="list-style-type: none"> <li>The service provider managed to complete Halloween celebration activities for S.1 and S.2 students only.</li> <li>The games were fun and the NETs from the service provider were able to grab students' attention. Over 80% of students agreed that they were given many opportunities to interact in English.</li> </ul>	\$21,000	E6	✓				
	Appreciating Literature: Reading for Fun Programme	<ul style="list-style-type: none"> <li>To engage students' interests in book reading with interesting stories of world-famous authors and enrich their knowledge in a wide range of genres.</li> <li>To provide some tips and techniques in book reading.</li> </ul>	First Term	S.1 (whole form) (140)	<ul style="list-style-type: none"> <li>The majority (91%) of students found that the programme was helpful in introducing them to the major strategies used by the writers.</li> <li>In general, they enjoyed books with science/ Chinese history background.</li> </ul>	\$20,000	E6	✓				
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。	2021年9月至2022年6月	中一至中三學生 (由辯論學會負責老師根據學生思維及說話能力甄選) (20)	<ul style="list-style-type: none"> <li>本年度學生參加了以下比賽，包括星島、基本法盃、香港中學辯論賽、奇趣盃、聯中、童行盃等，當中以星島校際辯論比賽表現較出色，獲最佳進步獎。</li> <li>下學期安排4節課堂，因疫情關係均以ZOOM形式進行，教練就主辯、一副、二副、結辯幾個崗位分別解說角色和有關技巧，配合實際比賽片段分析優劣，從而訓練學生批判思考、組織及溝通能力，最後安排1次隊內賽，強化學</li> </ul>	\$26,700	E6	✓	✓			

					生所學的辯論技巧。								
	中文科、中文戲劇學會 ：戲劇欣賞-港大劇社 《找個人和我上火星》	<ul style="list-style-type: none"> <li>- 增加同學對於戲劇創作的認識，包括角色的塑造、情節的鋪墊等</li> <li>- 讓學生學會如何提升表達技巧，如運用聲線、聲調的抑揚頓挫、動作以幫助表情達意</li> <li>- 培養同學對於戲劇創作的興趣</li> </ul>	2022年 6月 10日	全校學生 (13)	<ul style="list-style-type: none"> <li>- 當天共十三名同學參與了活動，對戲劇創作及表演有更深的體會及了解。</li> </ul>	\$1,700	E1	✓		✓			
Mathematics	Maths Olympiad Courses (Junior)	To enhance junior form students' high-order thinking, logical thinking and problem-solving skills.	Oct - Dec 2021	S.1 - S.3 (20)	<ul style="list-style-type: none"> <li>- 90% of students felt that they had developed a better understanding of mathematics subject knowledge and problem-solving skills after the course.</li> <li>- The attendance of students was high at 97.5%.</li> </ul>	\$5,550	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 a deeper understanding in Hong Kong Ecology. To provide firsthand experience in protecting the environment and put into action.	Oct 2021 / Feb 2022	S.5	Cancelled	—	—	✓	✓		✓		
	Medical Summer Broadening Programme offered by HKU (subsidize 80% of the course fee)	To stretch students' ability and further cultivate their interest in learning and working in the biological OR medical field to uphold their learning attitudes and strive for the best results.	Jul - Aug 2022	S.4 & S.5 (2-3 students)	Cancelled	—	—	✓					✓

	Biotechnology Tasting Programme	To increase students' exposure to the most updated technology and skills in the biotechnology field.	Jul 2022	S.5 (nominated students)	Cancelled	—	—	✓				✓
Chinese History	參觀博物館（交通費用）	拓闊學生視野、深化對有關歷史課題的認識。鞏固、深化及延伸課堂所學。	上、下學期	中四、中五級	Cancelled	—	—	✓	✓			
Geography	Fieldwork Skill Training Workshops (course fee, equipment and transportation expenses)	To facilitate students' mastery of fieldwork skills. To enhance students' generic skills through field study.	Second Term	S.4 & S.5	Cancelled for S4 students.	\$0 No need to book coach for the S5 fieldwork	E2	✓	✓			
PE	Yoga Class	To encourage students to develop a healthy lifestyle by doing exercise at home. To promote mental hygiene and to give students a taste of yoga as a stress-relieving exercise.	First & Second Terms	S.1 to S.6 (780)	Over 95% of students had attended one basic Yoga lesson.	\$19,200  \$5,120	E5 (Yoga teacher fee)  E7 (Yoga mats & blocks)			✓		
	Fitness Class	To improve the physical fitness level of students. To help overweight students to manage weight.	First Term	Selected students	Cancelled	—	—			✓		
Cross-KLA	中史科及非華語學生教育：本地歷史文化考察團	協助學生認識香港歷史文化。利用實地及實物幫助學生學習歷史。	下學期	中四、中五級及非華語學生 (150)	通過實地考察鞏固歷史知識 認識香港的漁業及漁民生活歷史 認識香港仔的城市發展及社區變遷	\$3,500	E1	✓	✓			

<p>中史科及非華語學生教育：中華文化活動及工作坊</p>	<p>加強學生對中國傳統文化的認識。利用實物幫助學生學習歷史。</p>	<p>下學期</p>	<p>中二級、非華語學生</p>	<p>疫情關係取消有關活動</p>	<p>—</p>	<p>—</p>	<p>✓</p>	<p>✓</p>			
<p>中文科、中史科、普通話科及非華語學生教育：「中國文化歷史之旅」</p>	<p>鼓勵學生加深認識祖國，從多角度了解不同領域的歷史文化與發展。以「認識國粹及唐朝文化」為主題，讓學生透過展覽及多元化的體驗式學習，了解中國的國粹與唐朝共融文化。</p>	<p>2021年10月中旬</p>	<p>全校學生 (780)</p>	<p>中華文化及歷史周舉行校園集古村及傳統技藝表演，讓同學了解、欣賞及認同自己國家的文化。活動成功讓同學了解傳統民間藝技文化及歷史，如畫糖，捏麵人，龍鬚糖，中國結等。從中了解許多實用價值不高，而製作費時費事的傳統文化和技藝逐漸式微，甚至湮沒；反思這些傳統技藝的價值和承傳的意義。 匯演活動講解唐朝婦女服飾、化妝和婦女地位的關係，學生從中反思唐代婦女的地位、唐朝盛世及對後世的影響。 少林功夫富含民族文化精髓，是中國武術的象徵。通過解說及示範，成功讓學生認識少林功夫的歷史、少林僧人修行的艱苦，從中教導學生要有刻苦耐勞的精神</p>	<p>\$71,000</p>	<p>E6</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>		
<p><b>Sci-lish activities</b> (STEM-related activities organized by English &amp; STEM-related departments)</p>	<p>By developing cross-curricular lunchtime 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.</p>	<p>Second Term</p>	<p>S.1 (whole form) (140)</p>	<p>90% of S.1 students surveyed gave positive feedback and enjoyed the activities. All of them agreed that the experiments and activities could spark their creativity and interest.</p>	<p>\$19,980</p>	<p>E6</p>	<p>✓</p>				



Aesthetic & Cultural Activities	School Speech & Music Festival [Subsidize entry fee & transportation expenses] English speech	To encourage students to widen their exposure and exert their potential through participating in competitions	Nov., 2021 - Dec., 2022	S.1 - S.5 (27)	There were 27 entries to the competition. All 27 students attended the competition and received Certificates of Merit. 4 students won the First Prize, 5 won the Second Prize and 6 won the Third Prize in Solo Verse Speaking and News Feature Presentation.	\$4,050	E9 (Subsidize entry fee for the local competition)			✓		
	School Speech & Music Festival [Subsidize entry fee & transportation expenses] -Chinese speech	To encourage students to widen their exposure and exert their potential through participating in competitions.	Nov 2021 - Mar 2022	S.1 - S.6 (30)	2冠軍、4季軍、17優異、5良好	\$4,510	E1			✓		
	School Speech & Music Festival [Subsidize entry fee & transportation expenses] -Music	To encourage students to widen their exposure and exert their potential through participating in competitions.	Nov 2021 - Mar 2022	S.1 - S.6 (95)	95 participants joined the HK Schools Music Festival, with the following awards won: <ul style="list-style-type: none"> <li>• 3 champions</li> <li>• 5 1st runner-up</li> <li>• 8 2nd runner-up</li> <li>• 7 Gold Award</li> <li>• 16 Silver Award</li> <li>• 3 Bronze Award</li> </ul>	\$26,025	E1	✓				
	OLE Talks for Aesthetic Development [Music]	To broaden students' horizons in aesthetic development	Second Term	VA: S.4 & S.5 M: S.1-S.6 (28)	HK Arts Festival Concerts for 28 students (S2-5): Postponed to July	\$2,240	E1	✓		✓		
	Cultural Immersion Programme – First term [Exposing students to a different culture and widening their horizons]	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	Over 85% of S.4 students agreed that the workshop helped them examine how African cultural identities are acquired and maintained. Over 80% of them agreed that the reading materials could	\$10,600	E6	✓				

				(150)	facilitate understanding the content and the speaker's presentation.								
	Cultural Immersion Programme – Second term [Exposing students to a different culture and widening their horizons]	To allow students to explore different world cultures, with an emphasis on the analysis of the formation of cultural identities	Second Term	Selected S.4 & S.5 students (44)	Widening students' global horizon is the major curriculum objective of senior forms History and Geography education. The virtual tour held on 10th June allowed students to experience German history and culture, urban development, as well as daily lives through the live YouTube broadcast. Instead of solely relying on document-taries and videos, students could also have instant interactions with the host and guests. A lot of meaningful questions and active responses were given by the students. In addition, discussions took place via online chat box. Generally speaking, the majority of students actively engaged themselves in the learning activity.	\$9,700	E6	✓					

	Throwing Workshop [VA]	<p>To enhance students' appreciation of ceramics made by the throwing method.</p> <p>To promote students' application of the throwing method for making wares.</p> <p>To widen students' horizons in applied art.</p>	Mar - May 2022	S.4 - S.5 (10)	<p>Ceramics Workshop (Throwing and Pinching Techniques) will be held between 2:00 p.m. and 4:00 p.m. on 5 June, 12 June, 19 June &amp; 26 June 2022 (4 Sundays) at i-Kiln Studio, Jockey Club Creative Centre, Shek Kip Mei, Kowloon, HK.</p> <p>10 S4 &amp; S5 students were recruited to learn throwing techniques for making some spheres and combining them to create animal forms in the pinching method.</p> <p>Creativity and craftsmanship of the students will be cultivated, and the outstanding ceramic works will be displayed at the School's Visual Arts Exhibition in the future.</p>	\$18,000	E1			✓		
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	OLE Talks for Aesthetic Development [VA]	To broaden students' horizons in aesthetic development	Second Term	VA: S.4 & S.5 + M: S.1-S.6 (260)	To echo the Major Concern 2 of the School (To nurture students with positive values and attitudes), a talk "Stay Positive & Reduce Stress through Visual Arts" was held on 3 May 2022 for S4 & S5 students. The service provider, Art Together, invited a group, Come Inside to give a 40-minute talk during the Form-teacher Period through the ZOOM platform at home rooms. The speakers shared how they reacted to everyday life through their artworks and solved problems with positive attitudes. Due to the pandemic, the talk was held online in classrooms. The interaction between the speakers and the students was hindered. However, S4 & S5 Assistant Form Teachers reflected that most students were interested in their artworks and were inspired by the ways of coping with stress.	\$1,600	E5	✓		✓		
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	Molding Workshop [VA]	<ul style="list-style-type: none"> <li>- To enhance students' appreciation of artwork made by the molding method.</li> <li>- To promote students' knowledge and application of molding methods for creating small sculptures.</li> <li>- To widen students' horizons in making sculptures.</li> </ul>	Oct - Dec 2021	S.1 - S.3 (15)	<p>Because of the difficulty in finding suitable Molding Workshop, Pin-hole Camera Workshop was held. We bought service from Art Together. The workshops were held in Art Room between 9:30 a.m. and 12:30 p.m. on 6 and 20 November 2021. 15 students from S1 to S3 joined the workshop with 100% attendance. Most of the participants were S1 students who have interests in Visual Arts and achievements in this subject in primary level. They were recommended by the Gift Education Committee of the School. After learning the mechanism of the pinhole camera, the students used cardboards and aluminum foils to make their own pinhole cameras in the first lesson. In the second lesson, the students tried to use their cameras to capture the school campus and then developed the photos with chemicals in a dark room for testing the right duration of exposure. Each student took at least 4 pieces of photos. They knew that the smaller the size of the aperture, the longer the time of exposure and the sharpness of the images. The students were excited to see their pinhole photos and most of</p>	\$6,200	E1			✓		
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					the photos were of satisfactory qualities.							
	Virtual Tours - 網上遊學導賞活動	<ul style="list-style-type: none"> <li>- 擴闊學生視野，了解外國歷史文化、風土人情。</li> <li>- 增加學生學習及應用英語機會。</li> <li>- To broaden students' horizons through discovering the world beyond the classroom.</li> <li>- To enhance English learning and application.</li> </ul>	Jul 2022	S.4 (140)	Cancelled	—	—		✓			
Whole-person development	(Whole-person development activities on Student Development Day) - S.2 Life-wide Learning Journey at Ocean Park	<ul style="list-style-type: none"> <li>- To help students to learn more about natural resources.</li> <li>- To raise students' awareness of environmental conservation.</li> </ul>	Rescheduled to 10 Aug 2022	S.2 (whole form) (140)	Evaluation will be done when the scheduled activity has been completed in August 2022	\$21,690	E1		✓	✓		
	Executive Functioning Challenge and Brain-based Learning Exposure Workshops	<ul style="list-style-type: none"> <li>- To enhance students' generic skills of planning, organization and self-management through games</li> <li>- To enhance students' ability of learning, organizing and recalling new information through brain-based learning skill exposure.</li> </ul>	Sep 2021 – May 2022	S. 1 whole form + S2-S.3 selected students (150)	The Brain-based Learning Exposure Workshop and the Executive Functioning Challenge Workshop were provided to the SEN students in the first and second terms, respectively.	\$48,000	E1	✓				

Emotional Management & Mindfulness workshops	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 2021 – May 2022	S.1–S.6 (780)	Two workshops for S1 and 3 workshops for S3 were given in 1st term. 3 workshops for S2 have been postponed to June and July 2022 because of special vacation in March and April. The seminars for S4, 5 & 6 students and 3 online workshops for parents were given in 1st term already. 2 workshops for teachers were offered in 1st and 2nd terms, respectively.	\$100,900	E1	✓				
S.3 Resilience Training [Day camp on Student Development Day] (organized by Counselling Committee)	To enhance students' resilience and their ability to manage stress and anxiety.	8 Oct 2021 (Student Development Day)	S.3 (whole form) (140)	Most of the students actively participated in the activity (83%). Through this activity, they learned the importance of listening to others, respecting each other and accepting suggestions from each other (90%). It also improved their communication skills (80%), problem-solving skills (79%) and the importance of their roles and responsibilities in teamwork (80%). The activity enhanced the students' ability to resist adversity and strengthen their sense of belonging.	\$30,960	E1 + E5		✓			
S.1 Adaptation and Development Programme (organized by Counselling Committee)	To help S.1 needy students adapt to the school environment and build up their rapport.	Nov-Dec 2021	S.1 (selected students) (16)	16 S.1 participants have completed the 4 sessions of workshop and training day camp. Most of them agreed that the programme helped	\$17,400	E6		✓			

					them to build friendships and rapport.								
	S.1 Training - 'Be Empathy and Co-creating a Harmonious School' (Whole-person development activities on Student Development Day organized by Discipline Committee)	<ul style="list-style-type: none"> <li>To build up the team spirit of S.1 newcomers.</li> <li>To introduce problem-solving skills to S.1 students.</li> <li>To co-creating a Harmonious School against Anti-bullying.</li> </ul>	8 Oct 2021	S.1 (whole form) (140)	According to the result of the questionnaire, the satisfaction rate was 94.4 %	\$22,440	E1	✓					
STEM Education	STEM Week Activity - Training workshops for S.2	<ul style="list-style-type: none"> <li>To enhance students' STEM knowledge and skills</li> <li>To raise students' interest in STEM learning.</li> </ul>	Second Term	S.2 (whole form) (140)	All S2 classes participated in the activities.	\$11,800	E1	✓					
	Model Rocket Making Workshops & related competition	<ul style="list-style-type: none"> <li>To enhance students' STEM knowledge and skills through the workshop</li> <li>To raise students' interest in STEM learning.</li> </ul>	Second Term	S.2 (80)	All students completed the course and joined a competition held in August.	\$32,586	E1, E3	✓					
	STEM Program 2021 – 22	<ul style="list-style-type: none"> <li>To cultivate students' interest in STEM learning</li> <li>To help students explore STEM-related topics</li> </ul>	Second Terms	S.1 (Selected students) (3)	100% overall attendance rate in the activities. 100% overall satisfaction rate in the activities	\$11,220	E6	✓					
STEM Competition	International Invention Innovation Competition in Canada, iCAN	<ul style="list-style-type: none"> <li>To cultivate students' interest in STEM learning</li> <li>To help students explore STEM-related topics</li> </ul>	Aug – Oct 2021	S.5 (Selected students) (3)	Gold Award, 1st in International Special Award, Canadian Special Award	\$4,489.62	E3	✓					
	Enrollment fee and purchase of equipment for a robotics competition	<ul style="list-style-type: none"> <li>To develop problem-solving skills and cultivate students' interest in STEM learning</li> <li>To develop computational</li> </ul>	Second Term (Aug. 2022)	S1-2 (19 students)	Evaluation to be done when the scheduled activity has completed in August 2022	\$5,300	E1	✓					



		thinking skills and creativity										
Leadership Training	Future Leaders Workshops	To develop students' leadership skills and nurture positive attitudes. To enhance students' resilience.	First & Second Terms	S.1 (Selected students) (60)	94% overall attendance rate in the activities 85% overall satisfaction rate in the activities.	\$44,000	E6		✓			
Service Learning	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, respect and responsibility) among students. To provide students with valuable life-wide learning 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 2021 – May 2022	S.1 – S.3 (whole form) (400)	The workshops for S2 and S1 were given in the 1st and 2nd terms, respectively. For S3, the first two workshops were held before the Special Vacation, while the last two will be held in July and Aug (first A-day).	\$27,200	E1		✓		✓	
	S.4 & S.5 Experiential Learning Programmes launched by voluntary organizations (organized by Moral & Civic Ed Committee & CLP Committee)	To cultivate empathy for the needy in society. To stimulate students to reflect on how to contribute to the betterment of society.	First & Second Terms	S.4 & S.5 (whole form) (260)	Due to limited lesson time, the programmes were only provided to classes with the most urgent need S5B and 5C were given such activity.				✓			✓

Leadership Training	Prefect Training (organized by Discipline Committee)	To build up team spirit, leadership and communication skills of Prefect Body.	Dec 2021- Jun 2022	S.3 - S.5 Prefects	Cancelled	—	—		✓			
Life Planning Education	S.6 Mock Interview (organized by CLP Committee)	To provide students with an opportunity to practice their interviewing skills and familiarize themselves with interview questions and etiquette.	Jan/Feb 2022	S.6 (whole form) (130)	Eight HKU staff and ten student ambassadors came to the school to conduct the 2.5 hours programme with a 15 minutes talk on admission updates, group interviews and student ambassador sharings The face-to-face activities gave optimal results as students were more serious. The HKU interviewers praised students' performances.	\$10,000	E6					✓
	HKU Taster Programmes [Quota: 10, set by HKU] (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 2021	S.2 & S.4 students that granted fee remission or CSSA with good academic performance (10)	Cancelled	—	—	✓				✓
	HKU Taster @ Big Data Your Now and Future [Quota: 60 students] (organized by CLP committee)	To offer students a unique inquiry-based learning environment that leads them to explore the fascinating world with big data in their daily lives.	10/3/22 / 8/4/22	S.2, S.3 & S.4 (60)	Due to the pandemic, this online programme was introduced to replace the one in December 2021. As the programme fee dropped significantly, we increased the quota to 60 S.2 to S.4 students, 20 from each level. Those with good academic performance were selected to	\$12,000 →\$200 x 60 (The application fee of \$50 was waived by HKU)	E6	✓				✓

					<p>join. 9 students are those who have been granted full and half fee remission.</p> <p>This programme was eye-opening and educational for students as it was about big data, which is something interesting to them. Students were put in groups and were asked to prepare group presentations on specific topics related to big data. Feedback was provided to them after completing the tasks, allowing them to reflect on their work. Students agreed that their critical thinking and problem-solving skills were strengthened while gaining familiarity with data science. They also learned more about themselves from a data perspective.</p>							
School Team Training	Hiring of conductors for the music teams [Orchestra, Wind Band, Harmonica Band, & Chinese Orchestra]	<ul style="list-style-type: none"> <li>To enhance the performing standard of the school teams.</li> <li>To prepare the school teams for the inter-school music competitions.</li> </ul>	Whole year	S.1 - S.5 (Members of school bands/orchestras) (150)	<p>Prize won: String quartet- Bronze Award.</p> <p>Online and face-to-face trainings were arranged for all teams. Students will perform in the year-end concert. Some members have not completed two doses of vaccine and are unable to join the afternoon training programme. Hence, the progress of the teams was affected. Due to school suspension in February and March, the team members could not record the video for</p>	Orchestra: \$49,000 Harmonica Band: \$49,000 Wind Band: \$19,250	E5			✓		

					the music festival competition.								
	Master Class for Ensembles	To enhance the ensembleship and performing skills of the elite members of the school teams.	Second Term	S.3 - S.5 (Members of School Music Teams) (8)	Three intensive ensemble training lessons for 8 elite players were arranged in January. However, due to the COVID -19 pandemic, the lessons in February were cancelled.	\$3,000 (5 hrs.)	E5			✓			
	Hiring of coaches for school sports teams [Football, Volleyball, badminton, Basketball & Handball]	To develop students' sports talents. To train the school teams for different inter-school competitions.	Whole year	S.1 - S.6 (Members of Sports Teams) (100)	Students' attendance rates in all training courses were 100%	\$8,400 - Basketball coach fee \$9,800 - Handball coach fee \$30,000 - Football coach fee	E5			✓			
國民教育組	升旗訓練	讓學生認識升國旗的禮儀，建立起對國家的歸屬感讓學生學習國旗的基本知識、摺國旗及懸掛國旗的方法、升旗儀式的步驟，及其他需要注意的事項等以助學校推行升國旗及奏唱 國歌的活動。	18/9/2021 / 25/9/2021	S.2-.S.4 (20)	學生能認識升國旗的禮儀，從而建立對國家的歸屬感。 學生學習國旗的基本知識、摺國旗及懸掛國旗的方法、升旗儀式的步驟，及其他需要注意的事項等以助學校推行升國旗及奏唱 國歌活動。	\$8,000	E6		✓				
<b>Expenses on Item 1.1</b>						<b>962,710.62</b>							

<b>1.2</b>	<b>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)</b>											
English	Summer English Immersion Study Tour (New Zealand)	<ul style="list-style-type: none"> <li>- To enhance the learning of English in an authentic environment.</li> <li>- To foster whole-person development through invaluable homestay experiences.</li> </ul>	July 2022	S.2 - S.3	- Cancelled	—	—	✓	✓			
Geography and BAFS	Geography and BAFS Study Tour (Greater Bay Area)	<ul style="list-style-type: none"> <li>- To enrich students' understanding of concepts and knowledge of the subjects.</li> <li>- To broaden students' horizons through discovering the world beyond the classroom.</li> <li>- To foster students' generic skills</li> </ul>	April 2022	S.5	- Cancelled	—	—	✓	✓			
Citizenship and Social Development	S.4 Citizenship and Social Development Study Tour (Mainland)	<ul style="list-style-type: none"> <li>- To enrich students' understanding of concepts and knowledge of the subjects.</li> <li>- To broaden students' horizons through discovering the world beyond the classroom.</li> <li>- To foster students' generic skills.</li> </ul>	April 2022	S.4	- Cancelled	—	—	✓	✓			
<b>Expenses for Category 1</b>						<b>\$0</b>						

Domain	Item	Purpose	Actual Expenses (\$)
<b>Category 2</b>	<b>To procure equipment, consumables and learning resources for promoting LWL</b>		
STEM	Model Rocket Car Kit	- Raw materials for making model rocket cars (learning tools)	4,830
	Model Rocket Car Equipment and tools, including hot wire cutters, hot glue guns, hammers, wooden boards, etc.	Tools for making model rocket cars (teaching and learning tools)	2,030
PE	Electronic scoreboard with wheels [Quantity:2]	- For inter-house ballgames competitions	0
Music	Musical Instruments	- For students' cultural development	3,950
<b>Expenses for Category 2</b>			<b>10,810.00</b>
<b>Expenses for Categories 1 &amp; 2</b>			<b>973,520.62</b>

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

<b>Code for Expenses</b>			
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:	780
Number of student beneficiaries:	780
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), Provision for Learning Circle, Moral & National Education Support Grant (MNESG) and School Executive Officer Grant (SEOG) for Manpower**  
**2021-2022 school year**

Objectives/Plan	Evaluation
<p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>To cater for learners' diversity</li> <li>To share the overall teaching and non-teaching workload to give space for teachers' professional development, curriculum development and teaching</li> <li>To provide support and assistance to teachers in preparing teaching and learning materials and form-teacher period materials (Moral, Civic &amp; National Education, Life Planning Education &amp; Career Guidance, and Counselling) and organising ECA and OLE activities</li> <li>To take up some of the administrative and other non-teaching duties of teachers</li> <li>To provide IT support in e-Learning, campus TV, and school activities and assist in organising Learning Circle activities among 11 government schools.</li> </ol> <p><b>Plan:</b></p> <p>(a) Appointment of two full-time GM Grade temporary teachers for teaching the Chinese Language</p> <p>(b) Appointment of 7 Teaching Assistants (ENG, CHIN, MATH, OLE/IT, SEN(2), IT) Duties include assisting teachers in:</p>	<ul style="list-style-type: none"> <li>The employment of temporary teachers provided the necessary manpower to cater to NCS students' needs in learning Chinese. The tailored curriculum adopted in the pull-out setting facilitated effective learning and teaching, and most students have improved the subject. They also helped the organisation of relevant learning activities to widen their exposure to understanding Chinese culture. Most senior form students have got good results in the public examination.</li> <li>Teaching assistants of English, Chinese and Mathematics provided essential administrative services to the subject departments and conducted remedial learning support activities for needy students. In addition to providing support to teachers during the suspension of face-to-face lessons, they also shared some non-teaching duties and helped relieve teachers' workload. Besides, the Chinese teacher assistant also provided additional support to the Moral, Civic &amp; National Education Committee and conducted lessons related to Chinese culture for NCS students that helped promote NCS students' integration into Chinese society.</li> <li>The Teaching Assistant (OLE/IT) assisted teams like OLE Committee, Campus TV Committee, and Careers and Life Planning Education Committee in organising various activities to enrich students' other learning experiences. He also provided enormous support to campus TV in live broadcasting, the production of online school events and video clips for school promotion.</li> <li>The Teaching Assistant (IT) assisted the STEM committee in organising STEM learning activities and gave enormous support in organising activities in the Learning Circle among 11 government schools, especially Hackathon activities and Government Schools Artificial Intelligence Education 21-22 Award Ceremony.</li> <li>The two SEN Teaching Assistants gave massive support in catering for the needs of SEN students in different aspects, including assisting with the procurement and running of activities and training programmes, especially the AIM programme for supporting ASD students. They worked closely with the practitioners to provide specific care. They also gave emotional support to the SEN students to enhance their personal development. Moreover, they offered tremendous assistance to the School in operating Special Centre for the 2022 HKDSE Examination.</li> <li>Assistance from TAs has also been given to the whole school in areas such as:</li> </ul>

Objectives/Plan	Evaluation
<p>i. preparation of teaching and learning materials;</p> <p>ii. providing administrative support to subject departments;</p> <p>iii. providing learning support for weaker students, SEN students and NCS students;</p> <p>iv. supervising and conducting extended learning activities or OLE activities;</p> <p>v. lesson substitution;</p> <p>vi. examination invigilation (public and internal), etc.</p> <p>(c) Appointment of a School Administrative Executive Duties include:</p> <p>i. assisting the operation of SMC</p> <p>ii. handling matters of procurement/tendering</p> <p>iii. supervision of GCs &amp; TAs</p> <p>iv. secretarial duties</p> <p>v. assisting in exam matters</p> <p>vi. assisting in WebSAMS-related matters</p> <p>vii. assisting in S1 admission and other major school functions</p> <p>viii. assisting the liaison with school stakeholders &amp; outside organisations</p> <p>ix. assisting in the arrangement of school programmes</p> <p>(d) Appointment of an Information Technology Resources Officer (ITRO) and a Computer Technician (CT) to support e-Learning</p>	<p>a. Lesson substitution – Space was provided for teachers to attend professional development courses and relieved the other teachers from taking up substitution duties.</p> <p>b. Some internal and public exam invigilation duties were taken up by TAs so that teachers could focus on marking and developing assessment and learning strategies.</p> <p>c. Special examination arrangements for students with special needs are made feasible with the extra workforce provided by TAs.</p> <p>d. Procurement exercises – soliciting quotations for service providers/products</p> <p>e. Helping to supervise students in activities outside of school</p> <p>f. Providing assistance for processing of data for S.1 admission</p> <p>g. Help in the running of OLE activities</p> <ul style="list-style-type: none"> <li>• The SAE provided colossal support in coordinating 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: <ul style="list-style-type: none"> <li>a. Internal and Public Exam Committees</li> <li>b. S1 Admission Committee</li> <li>c. WebSAMS Committee</li> <li>d. Student Learning Profile Committee</li> <li>e. Scholarship and Prizes Committee</li> <li>f. Speech and Music Festival Committee</li> <li>g. Speech Day and Open Day ad-hoc Committees</li> </ul> </li> </ul> <p>During the suspension of face-to-face lessons and special vacation, the SAE provided massive support in assisting the Assistant Principals in coordinating learning activities and preparing the School for the whole-school resumption of classes. The SAE also offered secretarial support in the School Improvement Team, HOD and Staff meetings, as well as assistance in the operation of SMC.</p> <ul style="list-style-type: none"> <li>• The employment of the Information Technology Resources Officer and Computer Technician strengthened the IT staffing support for practising e-Learning and online teaching. In addition, they offered assistance and ensured the smooth running of various school events and activities as well as examinations.</li> </ul>



**Evaluation Report on Other Programme (Gifted Education) funded by Diversity Learning Grant 2021-22**

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
<p><b>中文拔尖寫作班</b></p>	<p>針對性教授各種文體及熱門題材作文，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</p>	<p>於校刊刊登學生優秀作品</p>	<p>寫作拔尖班： 中四拔尖寫作班共有 16 人 中五拔尖寫作班共有 20 人</p>	<p>由中文科任老師推薦班中具寫作潛質/應對能力高的學生</p>	<p>中四寫作拔尖班： 上學期(九節) 中五寫作拔尖班： 上學期(十節)</p> <p>2021 年 11 月至 2022 年 1 月</p>	<p><b>中四寫作拔尖班</b> 中四寫作班中共有 16 人 -撰文時能夠達至文章的基本要求，能貼合題旨及緊扣不同文體的架構作答，惟其遣詞造句的能力稍遜，亦有個別學生表現超然，值得鼓勵。 -在立意及取材方面仍有進步空間。 -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。</p> <ul style="list-style-type: none"> <li>● 出席率方面，中四級學生的出席率穩定，但因考試而使上課日子有調動時，則有個別學生請假，情況值得留意。另外，學生不曾出現中途離開的情況，亦未有嚴重遲到情況發生。</li> <li>● 繳交習作方面，大部分學生能如期完成，而個別學生表現有待改善。</li> <li>● 課堂參與度方面，大部分學生表現積極，能準確回答問題，亦會主動提出疑惑。</li> <li>● 能協助學生鞏固課堂知識。</li> </ul> <p><b>中五寫作拔尖班</b> 中五寫作班中共有 20 人 -大部份學生撰文時不但能夠達至文憑試寫文章的基本要求，且能貼合不同題型的題旨作答，亦能緊扣不同文體的架構。部份學生頗為善用修辭手法，詞藻亦見華麗，惟有時在遣詞造句方面略見生硬，可再作改善。 -在立意及取材方面頗見新意，但有時兩者之間不能充份配合，仍有進步空間。 -大部份學生對詳略寫有所掌握，但在反思及抒情方面仍略嫌不足，可再作改進。</p> <ul style="list-style-type: none"> <li>● 出席率方面，由於課堂仍以網課形式進行，因此中五級學生的出席率較低，許多時候不足半數出席，情況值得留意。學生亦不會出現中途離開的情況，遲到的情況亦較少。</li> <li>● 繳交習作方面，出席學生皆會按時呈交，情況有待改善。</li> </ul>	<p>寫作拔尖班： 中四 8,100.00 中五 9,750.00 (導師費用)</p>

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
<b>English Debate Enhancement Course</b>	<ul style="list-style-type: none"> <li>➤ To boost the debating and public speaking skills of the School Debate Team members</li> <li>➤ To better equip them for the inter-school competitions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participants were given an introduction on different formats of competition and taught different techniques of debate and public speaking.</li> <li>➤ They had competitions in groups in every training session. Feedback was given by the coach for improvement.</li> <li>➤ Students were nominated to take part in the Hong Kong Secondary Schools Debating Competition (HKSSDC) from Sept 2021 – Jun 2022.</li> </ul>	11 S.4 – 5 members of our school English Debate Team	Our school English Debate Team members	7 online sessions with 1.5 hours each, from Nov 2021 to Apr 2022	<ul style="list-style-type: none"> <li>● 有學生曾在校內測驗後向導師展示自己的作品，當中可見其有運用課堂所學，表現不俗。</li> <li>➤ The attendance of students for the course was very high. (higher than 80%).</li> <li>➤ Students were trained to take part in 4 debates in the Hong Kong Secondary School Debating Competition organized by the Hong Kong Schools' Debating and Public Speaking Community.</li> <li>➤ The feedback from the teacher supervisor, the coach and the students of the debating class was positive.</li> <li>➤ Students are eager to share what they have learned with their junior counterparts.</li> <li>➤ Reviewing the student achievement and the performance of the course provider, it is recommended to offer a similar programme in the next year.</li> </ul>	\$10,000.00 (coach fees)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
<b>English Speaking Enhancement Workshops</b>	To enhance students' communication skills and equip them for conducting practice on group interaction with fellow students	<ul style="list-style-type: none"> <li>➤ Participants were given an introduction on communication strategies and taught different techniques of group interaction.</li> <li>➤ 4 students were arranged into a group for an oral practice in every session. Feedback was given by the tutor for improvement.</li> <li>➤ Participants conducted oral practice with their classmates and helped them improve by doing peer evaluation.</li> </ul>	A total of 123 S.6 students	More capable students from each of the senior classes according to the Half-yearly Exam	18 sessions with 1 hour each from Dec 2021 to Jan 2022 (at school)	<ul style="list-style-type: none"> <li>➤ 8 students arranged in 2 groups took part in each session. The new arrangement facilitated students' learning through peer observation and peer evaluation.</li> <li>➤ The attendance of students for the course was very high. (higher than 90%).</li> <li>➤ The feedback from both tutors and students was positive. Tutors commented that students were eager to improve themselves and students thought that feedback from tutors was useful.</li> <li>➤ It is recommended to offer a similar programme in the next year so that students can be better equipped with communication strategies and share the skills they acquired with their peers.</li> </ul>	\$3,240.00 (coach fees)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
<b>English Reading Enhancement Course</b>	To enhance selected S.5 students' reading comprehension strategies, such as: <ul style="list-style-type: none"> <li>➤ Inferring meaning;</li> <li>➤ Making predictions;</li> <li>➤ Evaluating understanding;</li> <li>➤ Tackling figurative language questions; and</li> <li>➤ Tackling explanatory and higher-order thinking questions</li> </ul>	➤ 10 online reading sessions, namely Building English Reading Strategies Online Program (** and **) Advanced) for two groups of selected students with auto-marking, class analysis; and individual analysis	A total of 125 S.5 students arranged into two groups were trained with different reading strategies	Selected according to students' performance in the Reading Paper and grouping recommended by subject teachers	1 hour for each of the 10 online sessions from 13 Sept 2021 to 30 Jun 2022 (Students take time to complete the tasks on their own.)	<ul style="list-style-type: none"> <li>➤ Two <i>Building English Reading Strategies Online Program</i> (** and **) Advanced) were conducted to enhance selected S.5 students' reading comprehension strategies, such as: <ul style="list-style-type: none"> <li>• Inferring meaning;</li> <li>• Making predictions; Evaluating understanding;</li> <li>• Tackling figurative language questions; and</li> <li>• Tackling explanatory and higher-order thinking questions.</li> </ul> </li> <li>➤ Students were recommended to take either course based on their performance in examinations and teachers' comments.</li> <li>➤ About 80% of students completed more than 70% of the exercises.</li> <li>➤ Teachers commented that students were able to apply the reading strategies acquired and made improvements in their school work.</li> <li>➤ Students found the practice and feedback on individual analysis useful for them to improve their English reading skills.</li> </ul>	\$15,000.00

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
<b>English Writing Enhancement Course</b>	<p>To enhance students' writing skills by equipping them with advanced vocabulary and language structures, and improving their techniques in</p> <ul style="list-style-type: none"> <li>➤ Doing task analysis</li> <li>➤ Making essay plans</li> <li>➤ Developing ideas</li> </ul>	<ul style="list-style-type: none"> <li>➤ Students were coached to analyse questions and plan their essays.</li> <li>➤ Learning materials were provided to enhance students' vocabulary and language structures.</li> <li>➤ Students' writings were marked and feedback was given for improvement.</li> </ul>	Selected S.6 students	More capable students from each of the senior classes according to the Half-yearly Exam	2 classes X 6 sessions (1.5 hours each) from Nov 2021 to Mar 2022	<ul style="list-style-type: none"> <li>➤ 20 S.6 students were selected to take part in the writing course, with 10 students in each class. 6 online sessions were conducted for each class.</li> <li>➤ All the students submitted 6 assignments with essay plans and 1 piece of writing for each assignment.</li> <li>➤ Instructors commented that students submitted their assignments on time and attended the course with very good learning attitude.</li> <li>➤ Students showed improvement in their writing tasks. They found the course useful as they were equipped with advanced vocabulary and language structures, and trained to master the skills of task analysis, and organizing and developing arguments. They benefited a lot from the detailed marking and feedback from the instructors.</li> </ul>	\$15,000.00 (coach fees)
<b>Leadership &amp; Forensic Science Program for S4 Elite Students</b>	<ul style="list-style-type: none"> <li>➤ To develop students' leadership skills and positive attitude</li> <li>➤ To cultivate students' interest in STEM learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participants being able to make planning and organize club / society activities for students</li> <li>➤ Participants being able to make judgement on crime scene investigation</li> </ul>	20 S.4 students	Selected among the top 40 students in the form according to their S.3 Annual Exam results	3 lessons, 1.5 hours each, in Feb 2022 (via zoom)	<p>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. 83% of students agreed that the programme helped prepare them for better performance in organizing activities. 88% of students believed that they could apply the skills and knowledge of forensic science to real-life situations.</p>	\$11,000.00 (course fee)

Title	Objectives	Deliverables	Target	Selection mechanism	Duration and venue	Evaluation	Expenditure
<b>Subsidy Scheme for courses and competitions</b>	To subsidize students who enrolled in science competitions for the purpose of developing their gifted potential	Well performed students in competitions being able to be Science Research Team member for more advanced research training	Science Competitions: 22 S.4 – 5 Students	Science Competitions: S.4 – 6 Students recommended by subject teachers based on their academic results and performance in class	International Chemistry Quiz on 28 Jun 2022	22 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.	\$1,980.00 (application fee for competition)
<b>Science Enhancement Programmes</b>	To enhance students' science literacy and skills in science research	Outstanding research works shared in school webpage	Selected S.4 – 6 gifted students in science	S.4 – 6 Students passed the screening test and / or were recommended by subject teachers based on their academic results and performances in class	Science Research (Whole year at senior laboratories)	This objective has been fully achieved. Several teams of outstanding students were selected to participate in various competitions and won <ul style="list-style-type: none"> <li>➤ Gold Award, 1st in International Special Award, Canadian Special Award in 6th International Invention Innovation Competition, iCAN; and</li> <li>➤ First Place Award, Emerson Materials Science Special Award in the Hong Kong Youth Science and Technology Innovation Competition 2022.</li> </ul> Students were invited to share their research findings and reflection in the STEM week.	\$19,140.00 (course fee)

**Total Expenditure: \$93,210.00**

## 2021- 2022 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
2021-2022	3	2	1	1	3	6	16

### 二、撥款運用

本校在2021/22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**49,172.95**元。本校在2021/22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	備註 / 學生表現	
1. 聘請 2 名中文老師	\$ 702,225	+\$99,750 (運用其他學校津貼支付部分老師薪金)	
2. 中文朗誦訓練班	\$ 1,600	2021-2022 2 名非華語學生應考 IGCSE 國際考試： 1 名學生考獲 9 級、1 名學生考獲 8 級  3 名非華語學生應考 GCE AL 國際考試： 1 名學生取考獲 *級、1 名學生考獲 A 級、1 名學生考獲 C 級	
3.中文輔導班 (香港大學專業進修學院)	/	1 名非華語學生參與	
4. 2021/2022 非華語學生中文朗誦比賽	/	6 名非華語學生參與	
目標：(二) 建構共融校園			
項目	全年實際開支	備註	總結
1.中秋節攤位活動	/	中一、二全級及名初中非華語學生參與	透過活動、遊戲和體驗等形式，讓學生輕鬆愉快地認識中國傳統中秋節習俗。
2.伴讀計劃	/	初中學生及初中非華語學生參與	有機會與其他級別的華語學生相處，多閱讀中文報紙。
3. 糉子、香包工作坊	\$3,200	全校非華語學生參與	認識中國端午節的習俗
4. 非華語硬筆書法比賽	\$36	全校非華語學生參與	認識漢字的結構、筆順
5. 鴨脷洲文化考察活動	/	高中修讀中史及中一至中四非華語學生參與	認識香港漁村文化
<b>合共：</b>	<b>\$707,061</b>		

姊妹學校交流報告書  
(2021/22 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.	<b>山東淄博文化及學習交流團</b> 交流團將探訪淄博第一中學，與該校老師進行美藝及文化交流、進課室觀課及一起上課、出外參觀等。 (有關詳情參閱附件一)	一、老師層面：通過交流，認識山東和香港生活習俗及文化，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。	● 因疫情關係，交流活動無奈取消。	<ul style="list-style-type: none"> <li>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。</li> <li>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。</li> </ul>
2.	<b>網上視像交流</b> 鑒於疫情仍未明朗，計畫透過實時視像課堂進行語文學習及交流。 <b>(暫定中四級/高一)</b>	<p>二、學生層面：透過交流活動，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。</p> <p>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。</p>	<p><b>網上視像交流</b> <b>(中四級丙班)</b> <b>山東淄博第一中學 — 香港英皇書院</b> <b>2022 網上語文學習交流活動</b></p> <p>1. 疫情下，兩校仍努力保持緊密的聯繫。原來計畫的交流互訪活動，改以視像形式進行，於 2022 年 6 月 21 日在 4C 課室舉行了「<b>2022 網上英語示範課暨交流活動</b>」，主題是議論文寫作。是次寫作題目有關電動車的興衰，老師相繼將該班同學所費煞心思製作的一分鐘短影片播出。同學們各自詮釋不同角度的觀點，思路清晰；有時候還夾雜著一些時下的梗圖，惹得同學捧腹大笑，相信山東的同學也能感受到英皇書院課堂輕鬆愜意又不失啟發性的氛圍！此外，老師更給予同學每個組別一部平板</p>	



			<p>電腦，讓他們實時在課堂上寫作一小段關於議論角度的段落。投影幕上同學「執筆飛書」，各顯神通！課後他們的回應是課堂非常生動，師生得益匪淺。</p> <p>2. 配合中文科的《我們的無花果樹》寫作活動，其後，同於4C班進行中文科的寫作交流。老師先將寫作活動的教案傳給溜博第一中學的交流負責老師，再轉交給該校語文教研組給予意見。寫作活動於6月27日舉行，並錄製成影片，再邀請姊妹學校師生寫作文章。</p> <p>課堂上除了照片、錄影及實物的觀賞，也走出課室到花園深入感受及想像無花果樹曾經的綠樹成蔭，再由新的無花果樹苗而燃起希望，希望幼苗能夠茁壯成長，繼承前樹，守護一代又一代英皇仔。</p> <p>兩次的交流活動都頗具意義，在疫情下尤其難得，雖未臻完美，但我們盼望在疫情下，也能繼續透過交流活動加深與姊妹學校彼此間的認識，建立更深厚的友誼，發展更緊密的合作關係。</p>	
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## 第二部分：財政報告

年度撥款：9/21—3/22	\$78,563
4/22—8/22	<u>\$78,564</u>
	\$157,127

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	\$49,700	
		總計	\$49,700	
		2021-2022 年度結餘	\$107,427 (\$157,127-\$49,700)	

## 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；

## Report on the Use of the Promotion of Reading Grant 21/22 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 interactive reading platform provided by EdCity, students can read e-books of different topics and genres (e.g. Fiction, STEM) using their electronic devices. 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’ language competence and comprehension skills were enhanced. Most of the 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 2252 of e-books was recorded on eRead Scheme. Students’ reading experience was enriched during the special vacation. 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 the pandemic. Fortunately, the S.1 & S.2 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 user-friendly and captivating EdCity eRead platform layout has promoted the reading habit of students during the special vacation.
  - 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. 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. However, the length and the word choices of reading passages could not challenge the students. After evaluation and teachers’ discussions, a new English reading platform was therefore chosen to stretch students’ potentials. English teachers also recommended a pre-DSE online reading programme for S.3 students for strengthening the language foundation.
  - 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, three 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 are to be introduced during the reading period.

## Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	
	Printed books – 38 books	\$3,483.34
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
	<b>Total:</b>	\$55,783.34
	<b>Unspent Balance:</b>	\$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  
2021-2022 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%)
<b>總計</b>	<b>0</b>	<b>\$0.00</b>

(三) 活動開支詳情

範疇	活動簡介	開支 (\$)	受惠學生 人次 <sup>1</sup>	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)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
<b>1</b>	<b>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</b>							
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	第 1 項總開支	----						
<b>2</b>	<b>境外活動：資助有經濟需要的學生參與境外活動／境外比賽</b>							
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	第 2 項總開支	-----						

<sup>1</sup> 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 <sup>1</sup>	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)	價值觀教育	體藝發展	社會服務	與工作有關的經驗
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							
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	第3項總開支	---						
	總計	\$0.00	0					

全方位學習聯絡人 (姓名、職位) : Mr. CHAN Ping-san, SEO (Ag)