

**Shun Tak Fraternal Association**  
**Leung Kau Kui College**  
**順德聯誼總會梁銑琚中學**



**School Report**  
**(2020 – 2021)**

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# School and Student Profile

1. Founded by the Shun Tak Fraternal Association in 1981, Leung Kau Kui College is a full-time government-aided coeducational school. There are twenty-five classrooms, fifteen special rooms, a hall, a library, a basketball and a volleyball court in the school. With the completion of the School Improvement Project (SIP) in 2000, a storey of classrooms on the 5/F, an activity room and a lift have been added to the original campus. These new facilities have expanded both the usable areas and room for student activities. From 2008 onwards, the conversion and refurbishment of some special rooms have been carried out progressively. As a result, more classrooms are available to improve the learning environment of the whole school. Recently, some renovation works, including the school's main entrance and lobby, the covered playground, the canteen, the Multi-purpose Theatre, some special rooms, and also the general office and staff rooms, have been carried out. With the learning facilities installed, the learning environment for our students has been greatly improved. The improvement in facilities and sustainable development of the school could not have been realized without the funds raised from parents, alumni and our sponsoring body.

## Lesson Time for the 8 Key Learning Areas

2. (a) The following lists the percentage of lesson time allocated to each key learning area in our school.

KLA Form	Chinese Language	English Language	Math. Education	Science Education	Technology Education	Personal, Social and Humanities Education	Arts Education	Physical Education	SS Liberal Studies	SS Elective Subjects	OLE	Total
S1 – S3	15.5%	15.5%	13.8%	12.0%	8.0%	20.1%	7.4%	4.0%	--	--	3.7%	100%
S4 – S6	15.3%	15.3%	11.9%	--	--	--	--	3.4%	11.9%	35.4%	6.8%	100%

- (b) The following shows the senior secondary elective subjects offered in each KLA.

KLA Form	Science Education	Technology Education	Personal, Social and Humanities Education	Arts Education	PE	Others	Total
S4	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts Music#	PE#	Japanese# ApL	14
S5	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts	PE#	Japanese# ApL	13
S6	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts Music#	PE#	Japanese# ApL	14

#Network courses

## Class Structure

3. There were 24 classes in our school in the academic year of 2020-2021, including four classes from S1 to S6. The total number of students in our school was 734 of which 356 were male and 378 were female students.

## Vacant School Places

4. As the number of applicants exceeded the places we offered, there were no vacancies in our school.

## Student Attendance

5. There were 196 school days in the academic year 2020-2021. Students' performance in terms of attendance was good.

Attendance rate of our students in respective forms this year:

	Attendance Rate
S1	99.18%
S2	99.27%
S3	99.39%
S4	99.52%
S5	98.92%
S6	97.85%

## Students' Reading Habits

6. Number of reading items students borrowed from the school library :

S1	S2	S3	S4	S5	S6	Total
5	493	42	24	138	6	708

7. Record of borrowing items :

Chinese reading items	English reading items	Public examination paper	SBA CD	Periodic magazines	Others	Total
905	225	158	3	1	18	1310

8. Number of reading items students borrowed in the Chinese Reading Scheme :

Total
1,107

Note: Due to the impact of COVID-19 and the suspension of face-to-face classes in 2020-2021, the numbers of the above items were greatly reduced compared to those in previous years.

## Students' Performance

### 9. Students' Results (Mean) of Hong Kong Pre-S1 Attainment Test in 2019-2020

	English	Chinese	Mathematics
<b>Results (mean)</b>	66.4	68.0	83.5

Note: Due to the impact of COVID-19, the Hong Kong Pre-S1 Attainment Test in 2020-2021 was cancelled.

### 10. Hong Kong Diploma Secondary Education (HKDSE) Examination 2021

Our students obtained good results in the 2021 HKDSE. They obtained a total of 226 Level 5+ of which 24 were Level 5\*\*.

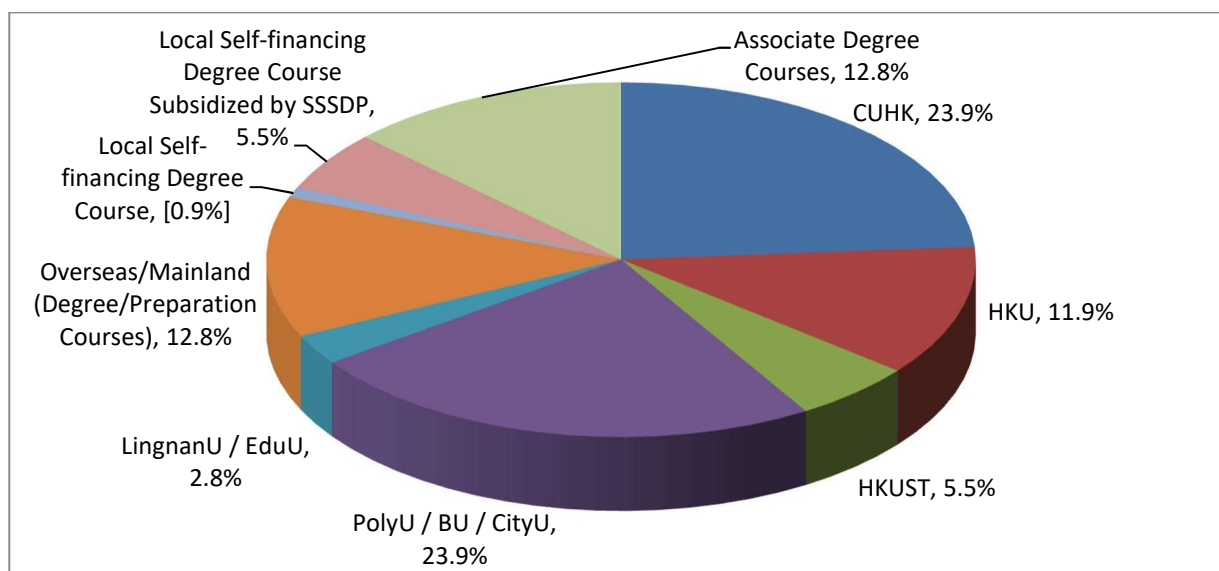
Percentage of students who attained "3322" in 4 core subjects: 88.1%, Level 2+ in 5 subjects (including Chinese and English Language): 100%, Level 3+ in Chinese Language: 89.0%, Level 3+ in English Language: 97.2%, Level 2+ in Mathematics: 100% and Level 2+ in Liberal Studies: 100%. On average, each student obtained Level 4+ in 4.5 subjects.

Individual outstanding achievements: Leung Chi Shing and Leung Ming Kei attained 5\*\* in four subjects; Chiu Ka Kwan, Hung Shing Hei and Lo Sharon attained 5\*\* in two subjects.

## Students' Careers Development

### 11. Students' Early Exit (students who dropped out before completing their studies): 5.7%

### 12. Destination of Exit Students (S6 graduates):



Out of 109 S6 graduates in 2021, 91 (83.5%) of them received an offer from Bachelor's Degree programmes and 18 (16.5%) of them received an offer from sub-degree or pre-university programmes.

## Our Teaching Staff

### Principal's and Teaching Staff's Academic Qualifications

13. There are 54 teaching staff members (including the Principal and one NET) in the school. All of them have attained a recognized Diploma of Education. All our English and Putonghua teachers have attained the language proficiency requirement stated by the EDB.

Teachers' highest academic qualifications	Recognized Diploma of Education	Bachelor's Degree	Master's Degree
Number of teachers	1	22	31
Percentage	1.9%	40.7%	57.4%

### Teaching Experience and Professional Development

14. In 2020-2021, the average number of hours spent by teachers and the principal on professional development courses was 50. The teaching experience of teachers is as follows:

Teaching Experience	0 to 2 years	3 to 5 years	6 to 10 years	More than 10 years
Number of teachers	0	4	8	42
Percentage	0%	7.4%	14.8%	77.8%

### Teachers' resignation

15. One teacher retired while three teachers (including one senior teacher and two assistant teachers) resigned in the school year.

# School's Major Concerns (2020-2021)

## 16. School's Major Concerns -- Evaluation and Follow-up Actions

### Major Concern 1: To enhance Teaching and Learning across curriculum so as to develop Lifelong and Self-directed Learners.

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
1. Development of school-based curriculum with collaboration among different KLAS / subject panels / different teachers within the same subject	2020-2021 academic year	<ul style="list-style-type: none"> <li>Curriculum planning among the subjects in the same KLA in S1-3               <ul style="list-style-type: none"> <li>S1-3 Basic Law education in PSHE KLA</li> <li>S2 ICT and D&amp;T in TE KLA</li> <li>S3 BAFS and Home Econ in TE KLA</li> </ul> </li> </ul>	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> <li>Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>Questionnaires</li> </ul> <u>Success Criteria</u> <ul style="list-style-type: none"> <li>Majority of teachers find the programmes beneficial.</li> <li>Majority of students find the programmes beneficial.</li> </ul>	<ul style="list-style-type: none"> <li><u>S1-3 Basic Law education in PSHE</u> <ul style="list-style-type: none"> <li>S1-3 Basic Law education in PSHE was well coordinated and carried out as scheduled. The collaboration among different subject departments in PSHE was thoroughly discussed in both the term start and term end PSHE meetings. The implementation was found in the schemes of work of different subjects.</li> </ul> </li> <li><u>Collaboration between different subject departments</u> <ul style="list-style-type: none"> <li>As the epidemic continued in this academic year, most of the learning activities were cancelled because no school activities could be arranged in the afternoon during the half day class and group work was not preferred. As a result, it was not possible to continue the original project work in different subject departments. For example, the joint project work of ICT and D&amp;T in S2 was cancelled.</li> <li>S3 BAFS &amp; Home Economics collaboration was scaled down where students prepared a business proposal (BAFS) and a food plan (HE) for the business venture. The students' performance was satisfactory and the ideas were creative and inspiring while the parts of marketing plan and budget were not well performed. Under the threat of COVID-19, the winners could not run the stall in School Carnival as it was still cancelled.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>S1-3 Basic Law education in PSHE will continue as a regular practice.</li> <li>Collaboration between different subjects is expected in 2021-22. If the epidemic continues, collaboration should be carried out in a smaller scale, instead of totally cancelling it.</li> </ul>
	2020-2021 academic year	<ul style="list-style-type: none"> <li>Collaborative lesson planning (CLP) and peer lesson observation               <ul style="list-style-type: none"> <li>All subject departments in</li> </ul> </li> </ul>	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> <li>Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>Questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>All subject departments completed CLP and peer lesson observation. Subject teachers opened at least one classroom for Peer Lesson Observation with CLP beforehand.</li> </ul>	<ul style="list-style-type: none"> <li>CLP and peer lesson observation will be executed as a regular practice.</li> </ul>

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
		LKKC should have their own plan on CLP and peer lesson observation	<u>Success Criteria</u> <ul style="list-style-type: none"> <li>The panel heads concerned submit a well-structured plan on time and carry out the programmes according to their plan.</li> <li>Teachers reflect upon their teaching and hence improve their teaching quality.</li> </ul>		
2. Enhancing the Effectiveness of Teaching and Learning through interactive teaching and subject cooperation.	2020-2021 academic year	<ul style="list-style-type: none"> <li>ITE and eLearning (Revised 3-year implementation plan) <ul style="list-style-type: none"> <li>With the newly purchased iPads for teachers and BYOD policy launched in S1, teachers are encouraged to develop more eLearning L&amp;T packages to facilitate flipped classroom teaching.</li> </ul> </li> </ul>	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> <li>Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>Questionnaires</li> </ul> <u>Success Criteria</u> <ul style="list-style-type: none"> <li>Each subject department has their own plan on eLearning, including the curriculum and teacher training.</li> <li>L&amp;T activities become more interactive.</li> <li>Self-directed learning is encouraged.</li> <li>Timely feedback to students is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The 3-year plan of IT in Education was revised and carried out as scheduled.</li> <li>All subject departments developed and implemented eLearning L&amp;T packages. The packages were further revised during teaching in the next school year.</li> <li>Class was suspended for a period of time. With the prior experience, teachers were able to conduct the online lessons effectively via Zoom/MS Teams and use Google Classroom more extensively, including delivering teaching materials, doing marking or giving feedback to students.</li> <li>Teachers were provided with iPads. This enhanced the proliferation of eLearning.</li> </ul>	<ul style="list-style-type: none"> <li>2021-22 school year is the third year of the 3-year plan of IT in Education, and all the planned measures will be carried out. For example, more eLearning packages should be prepared in all subject departments and teachers' training will continue.</li> <li>Next year, some Apps will be purchased on teachers' demand. We are also provided with one more year of free use of Loilonote. Teachers will be encouraged to adopt it for teaching.</li> </ul>
	2020-2021 academic year	<ul style="list-style-type: none"> <li>STEM Education <ul style="list-style-type: none"> <li>Project learning in STEM for S1-3 students. e.g. S1-2 IS, ICT and D&amp;T &amp; S3 Physics, Chemistry and Biology</li> <li>Student activities related to STEM, e.g. competitions, visits, talks and etc.</li> </ul> </li> </ul>	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> <li>Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>Questionnaires</li> </ul> <u>Success Criteria</u> <ul style="list-style-type: none"> <li>Majority of teachers find the programmes beneficial.</li> <li>Majority of students find enjoyment in the activities.</li> <li>Students' horizons are widened.</li> </ul>	<ul style="list-style-type: none"> <li>STEM activities were planned and included in the schemes of work of different subjects.</li> <li>Since the teaching time throughout the year was shortened and after-school activities were not expected, lots of STEM activities were scaled down or even cancelled. Also, planned visits and talks were cancelled or transformed to the online mode.</li> <li>Students in different levels participated in external competitions and achieved some prizes and awards.</li> </ul>	<ul style="list-style-type: none"> <li>Under the consideration of the epidemic, it is expected that more STEM related activities will be held in 2021-22.</li> </ul>



Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
	2020-2021 academic year	<ul style="list-style-type: none"> <li>Reading across the Curriculum (RaC) <ul style="list-style-type: none"> <li>Cross-subject collaboration on developing materials for RaC is encouraged.</li> </ul> </li> </ul>	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> <li>Schemes of work, meeting minutes and evaluation reports from the subject panels</li> <li>Questionnaires</li> </ul> <u>Success Criteria</u> <ul style="list-style-type: none"> <li>Each subject department has their own plan on RaC, including the topics and levels concerned and collaboration plans with other subjects.</li> <li>Majority of teachers find the programmes beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>As a school policy, every subject department planned at least one teaching package of RaC with another subject. Despite the fact that half day schooling was carried out throughout the year after school resumption, a high level of collaboration was completed as scheduled.</li> </ul>	<ul style="list-style-type: none"> <li>RaC will continue to encourage more collaboration among subject departments.</li> </ul>
3. Promoting Experiential Learning through various Life-wide Learning activities	31 <sup>st</sup> March – 1 <sup>st</sup> April 2021	<ul style="list-style-type: none"> <li>Sister school exchange activities (National Education)</li> </ul>	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> <li>Evaluation meetings</li> <li>Observation from teachers</li> <li>Questionnaires</li> </ul> <u>Success Criteria</u> <ul style="list-style-type: none"> <li>Majority of teachers find the programmes beneficial.</li> <li>Majority of students find enjoyment in the activities.</li> <li>Students' horizons are widened.</li> </ul>	<ul style="list-style-type: none"> <li>The funding provided by the EDB is about \$150,000 per year. A large-scale sister exchange activity is to be organized every 2 years. In other words, about \$300,000 can be utilized in such an exchange activity in which all S4-5 students in LKKC have a chance to visit our sister schools in Shunde. All LKKC students should be able to visit Shunde at least once in their 6-year secondary school life.</li> <li>The visit this year was scheduled to take place during Easter holiday. However, it was called off due to the epidemic.</li> </ul>	<ul style="list-style-type: none"> <li>If the situation allows, the activity can be organized in 2021-22.</li> </ul>
	2020-2021 academic year	<ul style="list-style-type: none"> <li>Drama Education <ul style="list-style-type: none"> <li>Radio Play in S2</li> <li>Commercials Competition in S3</li> </ul> </li> </ul>	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> <li>Evaluation Report from the English Department</li> <li>Questionnaires</li> </ul> <u>Success Criteria</u> <ul style="list-style-type: none"> <li>Majority of teachers find the programmes beneficial.</li> <li>Majority of students find enjoyment in the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Support on S2 Radio Play and S3 Commercials from Chung Ying Theatre was suspended due to the impossibility of holding mass activities even though a teachers' workshop was held at the end of the summer holiday.</li> </ul>	<ul style="list-style-type: none"> <li>The whole co-teaching arrangement in drama education will be resumed in 2021-22.</li> </ul>
	2020-2021 academic	<ul style="list-style-type: none"> <li>Life Wide Learning (LWL) activities <ul style="list-style-type: none"> <li>School level</li> </ul> </li> </ul>	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> <li>Meeting minutes and evaluation reports from the panels or committees</li> </ul>	<ul style="list-style-type: none"> <li>KLA coordinators, committee/unit heads and club I/Cs submitted proposals on organizing LWL activities in late September. The Financial</li> </ul>	<ul style="list-style-type: none"> <li>It is hoped that the funding can be fully utilized in the next school</li> </ul>

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
	year	activities, e.g. Performing Arts Competition, Whole School Activity Day, Christmas Party, School Carnival, etc. ■ KLA/Subject level activities, e.g. competitions, visits, tours, etc.	concerned • Questionnaires <u>Success Criteria</u> • The Committee/KLA Co-ordinators and panel heads submit a well-structured plan on time and carry out the programmes according to the plan. • Majority of teachers find the programmes beneficial. • Majority of students find enjoyment in the activities.	Management Unit then reviewed and approved these activities and decided how much of the grant could be utilized. • Under the impact of the epidemic, most of the scheduled LWL activities were cancelled. The actual spending was far less than planned.	year even under the threat of the epidemic.

**Major Concern 2: To strengthen the Value Education so as to foster students' positive values and attitudes**  
**Introduction of Positive Education in the school curriculum (formal, informal and hidden curriculum)**

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
<p>1. To facilitate students to understand their strengths and make good use of them in daily life</p> <ul style="list-style-type: none"> <li>Character Strengths Survey for S1 students.</li> <li>Introduction on the use of character strengths by specialists during Life Education lessons</li> <li>Parents' Talks and Workshops</li> </ul>	2020-2021 academic year	<ul style="list-style-type: none"> <li>A questionnaire on 24 personality strengths (VIA survey) was conducted in Life Education lessons of S1 in September.</li> <li>Guests from the Positive Education Enhancement Unit of CityU were invited to explain to teachers and students how the personality strengths can be applied.</li> <li>Parents' Talk in S1 Parents' Day on 22/11.</li> <li>Parents' Workshop.</li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>Evaluation forms of Life Education lessons.</li> <li>Teachers' comments and daily observation.</li> <li>School-based student, parent and teacher questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>All S1 students learn about their character strengths (by VIA survey)</li> <li>Students are able to understand themselves more. They are able to appreciate themselves as well as others.</li> <li>Parents appreciate their children's strengths and accept their weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>In general, students participated actively in the programmes conducted in the Life Education lessons.</li> <li>The high scores obtained in the evaluation forms of Life Education classes revealed that students enjoyed the programmes very much and they were able to appreciate themselves as well as others.</li> <li>Teachers in general had positive comments on the activities held in the first term, especially the talks provided by the guests from the Positive Education Enhancement Unit of CityU.</li> <li>However, due to COVID-19, most of the activities originally held in the second term were cancelled, including the Parents' Talk on the Parents' Day.</li> <li>Parents' Workshop in 05/2021 – 06/2021 was changed to online mode. Parents responded well to the activities organized.</li> </ul>	<ul style="list-style-type: none"> <li>Similar programmes should be held in the Life Education lessons in the future.</li> <li>We will continue to invite guest speakers to provide talks/training on Positive Education to teachers, students and parents.</li> <li>With some extra resources provided, we will strengthen Positive Education in S1 in the coming school year such as some tailor-made programmes for S1 Life Education lessons in which teacher training, CLP and class observation to be conducted.</li> </ul>
<p>2. To enable students to bolster their resilience to overcome challenges</p>	2020-2021 academic year	<ul style="list-style-type: none"> <li>S1 Joyful School Programme: The series of activities provide an effective platform for eliciting improvement in students' capacity</li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>Review reports of teacher meetings;</li> <li>Evaluation Report from HKFWS (Joyful School Programme)</li> <li>Questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>More than 80% of the student participants think that the objectives of the program are achieved.</li> <li>The participation rate is about 80%.</li> </ul>	<ul style="list-style-type: none"> <li>In the Joyful School programme, about 20 S1 students joined the 5-session training and an over-night camp provided by the HKFWS.</li> <li>A detailed report was provided by the HKFWS. More than 80% of the student participants reflected that the objectives of the programme were achieved. And the participation rate is about 80%. Most of the students agreed that the programme could enhance their positive thinking, resilience and communication skills.</li> </ul>	<ul style="list-style-type: none"> <li>Similar programmes should continue to be held in the coming year.</li> </ul>

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
			<ul style="list-style-type: none"> <li>Majority of participants show improvement in self-management, confidence, team spirit and problem solving skills</li> </ul>		
	09/2020	<ul style="list-style-type: none"> <li>S2 training workshop <ul style="list-style-type: none"> <li>About 100 S2 students joined a 4-hour training workshop (24/09/2020).</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>Quality of organizing work by students;</li> <li>Questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>Through organizing these activities, students build up a stronger sense of self-competence to embrace challenges ahead.</li> </ul>	<ul style="list-style-type: none"> <li>Through organizing these activities, students built up a stronger sense of self-competence to embrace challenges ahead. Besides, the character strengths in positive psychology were also emphasized.</li> <li>According to the opinions from the teachers, students' self-management, team spirit, and problem-solving skills have been improved after the training programme.</li> <li>Students' relationships were improved after the training programme. However, as the duration of the workshop was short, the effect could not last long.</li> </ul>	<ul style="list-style-type: none"> <li>Similar training programme for S2 should be carried out. Over-night camp is more preferable.</li> </ul>
	2020-2021 academic year	<ul style="list-style-type: none"> <li>S1-3 Classroom Cleaning Programme <ul style="list-style-type: none"> <li>S1-3 students were first divided into groups of 4 to 5 students.</li> <li>They were responsible for some cleaning tasks of their own classrooms (10 min.) every day after school according to the roster.</li> <li>The objective is to enhance their capacity of self-management, confidence and team spirit.</li> <li>Certificates were awarded to the class that had a good performance every month.</li> </ul> </li> </ul>	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> <li>Review reports of teacher meetings;</li> <li>Score sheets filled by the teachers every day after their cleaning work;</li> <li>Questionnaires</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>The activities provide an effective platform for eliciting improvement in students' capacity in self-management, confidence, team spirit, and problem-solving skills.</li> </ul>	<ul style="list-style-type: none"> <li>In general, the opinions from class teachers were positive. The roster was clearly shown in most of the classes. Most groups could finish the cleaning work within 10-15 minutes. Their scores obtained in each category were usually above 3.</li> <li>It is observed that most class teachers would like to check randomly after school to maintain the performance of the students. However, there were occasions where some students did not stay behind for the cleaning work in some classes.</li> <li>Due to COVID-19, the scheme was scaled down and no certificates were awarded.</li> </ul>	<ul style="list-style-type: none"> <li>In the coming year, the scheme should be continued.</li> <li>More regular patrols are needed after school to make sure the students would do the cleaning work.</li> </ul>

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
	05/2021	<ul style="list-style-type: none"> <li>Inter-Class Discipline Competition <ul style="list-style-type: none"> <li>Subject teachers would give a mark to the class after each lesson.</li> <li>The scoring items include: classroom order, queuing, courtesy, punctuality, diligence, cleanliness and attendance.</li> </ul> </li> </ul>	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> <li>Marks awarded by teachers to different classes</li> <li>Questionnaires</li> </ul> <u>Success Criteria</u> <ul style="list-style-type: none"> <li>Through organizing these activities, students build up a stronger sense of self-competence to embrace challenges ahead.</li> </ul>	<ul style="list-style-type: none"> <li>According to the school-based survey report, the overall results this year were similar to those in the previous years.</li> <li>Due to COVID-19 the competition in March was cancelled. The competition in May was rescheduled to June (01/06/2021 – 11/06/2021) just before the Final Examination.</li> </ul>	<ul style="list-style-type: none"> <li>Based on the opinions of colleagues, the frequency of organizing such competition can be further optimized in order to give students room for improvement.</li> <li>Some new grading items can also be added so that students' performance can be assessed in a wider scope.</li> </ul>
3. To build a supportive atmosphere among teachers, students and parents: <ul style="list-style-type: none"> <li>Guidance Monitor Training Programme;</li> <li>Guidance Prefects training.</li> </ul>	2020-2021 academic year	<ul style="list-style-type: none"> <li>Guidance Monitor training programme <ul style="list-style-type: none"> <li>There were about 40 Guidance Monitors trained by the social workers from the HKFWS. They had joined 2 online workshops which were about gratitude, empathy and positive communication.</li> </ul> </li> <li>Guidance Prefects training <ul style="list-style-type: none"> <li>There were about 40 Guidance Prefects who joined the training programme provided by the social workers from the HKFWS.</li> </ul> </li> </ul>	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> <li>Evaluation Report from HKFWS (Guidance Monitor Training Programme)</li> <li>Programme evaluation reports of Guidance Committee</li> <li>Questionnaires</li> </ul> <u>Success Criteria</u> <ul style="list-style-type: none"> <li>More than 80% of the student participants think that the objectives of the program are achieved.</li> <li>The participation rate is about 80%.</li> </ul>	<ul style="list-style-type: none"> <li>From the questionnaires, more than 80% of the student participants agreed that the programme met its objectives. Most of the students thought that the programme could enhance their positive thinking and communication skills.</li> <li>According to the Evaluation Report from HKFWS, the performance and the participation rate (&gt;80%) of the students were satisfactory.</li> <li>Due to COVID-19, most of the training programmes were arranged on ZOOM.</li> </ul>	<ul style="list-style-type: none"> <li>Similar training programme should continue in the future.</li> <li>Face-to-face training would be arranged as far as possible.</li> </ul>
4. To enable students to cultivate a sense of purpose in life	2020-2021 academic year	<ul style="list-style-type: none"> <li>Whole-school Programme for strengthening "Career and Life Planning" education, enabling students to cultivate a</li> </ul>	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> <li>Review reports of teacher meetings</li> <li>Program evaluation reports of Careers Counselling Committee</li> </ul>	<u>Dream Foundation</u> <ul style="list-style-type: none"> <li>Dream Fund: Students could apply individually or in groups to realize their dreams. Finally 6 applicants were successfully nominated and each student could be subsidized \$1,500 to realize their dreams.</li> <li>More than 90% of the students agreed that through</li> </ul>	<ul style="list-style-type: none"> <li>COA: the result is a relevant resource for students to know more about themselves.</li> <li>The OLC activities might</li> </ul>

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
		<p>sense of purpose in life</p> <ul style="list-style-type: none"> <li>▪ Dream Foundation</li> <li>▪ Cambridge Occupational Analysis and Hope Action Inventory</li> <li>▪ OLE and OLC careers programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires</li> <li>• Observation by form teachers and careers teachers</li> </ul> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> <li>• Through these activities, students' self-understanding and aspirations/dreams towards studies and life are elicited and enhanced.</li> <li>• Students can set their individualized personal goals for the current academic year, and subsequently propose appropriate action plan(s).</li> </ul>	<p>these activities, their self-understanding and aspirations/dreams towards their studies and life were elicited and enhanced.</p> <p><u>Cambridge Occupational Analysis and Hope Action Inventory</u></p> <ul style="list-style-type: none"> <li>• The Cambridge Occupational Analysis test was attempted by S3 and S6 students. Students could understand more about themselves so that they could plan well ahead for their careers in the future. Students found it very easy to attempt the test and the result was self-explanatory.</li> <li>• The feedback from students was quite positive in general and they found it useful to help them better understand themselves and SS elective subjects/JUPAS selection.</li> <li>• Hope Action Inventory test was adopted in F5 and follow-up careers counselling activities were provided. The aspiration of students towards life planning was generally improved.</li> </ul> <p><u>OLE and OLC careers programmes</u></p> <ul style="list-style-type: none"> <li>• OLC careers programme's main objective was to let students explore their orientations and be aware of the importance of career planning. There were 4 and 6 sessions organized for S5 and S6 respectively throughout the year.</li> <li>• Most of the OLC lessons were conducted online because of COVID-19. Information about the universities was provided to students through leaflets, web links and etc.</li> <li>• To compensate for the disruptions brought by COVID-19, life planning activities were adopted through ZOOM and job internship program was provided to students during summer holiday.</li> </ul>	<p>help students think about and plan their future career deeply. If possible, it is highly recommended that we offer these activities again to students next year.</p> <ul style="list-style-type: none"> <li>• It is suggested that we should cooperate with various organizations to provide more job internship programme in the future, e.g. job shadowing and mentorship scheme.</li> </ul>

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
	2020-2021 academic year	<ul style="list-style-type: none"> <li>• Volunteer work <ul style="list-style-type: none"> <li>▪ OLE training sessions on proper attitude and effective skills in volunteer services</li> <li>▪ Promotion on volunteer work organized by external welfare organizations in school</li> <li>▪ School activities to allow students to experience the difficulties of the disabled.</li> </ul> </li> </ul>	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> <li>• Feedback from students in questionnaires</li> <li>• Students' volunteer services records (number of hours)</li> </ul> <u>Success Criteria</u> <ul style="list-style-type: none"> <li>• Students can recognize the needs of others.</li> <li>• Students are able to show care to various parties and individuals.</li> <li>• Students are able to organize volunteer services effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• A volunteer work record book was distributed to all S1 students in September. All volunteer work should then be reported and verified by the school twice every year (in September and January). The total number of hours of volunteer services would then be recorded and reported in the students' non-academic transcripts. Certificates would be awarded to those who had good performance in volunteer services.</li> <li>• Due to COVID-19, the total number of service hours for the whole school in this year was 76.5 hours, much less than that of the previous years.</li> <li>• Social Service Group usually organizes different kinds of volunteer work for students. However, due to COVID-19, most voluntary work could not be organized.</li> </ul>	<ul style="list-style-type: none"> <li>• More promotion should be followed in the coming years in order to boost students' participation rate.</li> </ul>
	2020-2021 academic year	<ul style="list-style-type: none"> <li>• Promotion of health and social welfare to protect and respect human life and dignity by the Red Cross Uniform Groups</li> </ul>	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> <li>• Students' reflection &amp; feedback worksheets</li> </ul> <u>Success Criteria</u> <ul style="list-style-type: none"> <li>• Through 'Progressive Activities Scheme', members are nurtured stage by stage to embrace the mission of Red Cross Uniformed Groups.</li> <li>• Youth members learn First Aid eagerly, in order to protect others.</li> <li>• Youth members provide health check-up services to the community regularly and participate in leadership training.</li> </ul>	<ul style="list-style-type: none"> <li>• Through the 'Progressive Activities Scheme' of the Red Cross Uniform Groups, members were nurtured stage by stage to embrace the mission of equipping themselves with leadership skills, health care knowledge, discipline and social service skills in order to provide a variety of quality services to the needy in the community.</li> <li>• Members were involved in managing and launching services to enable them to attain personal growth.</li> <li>• However, due to COVID-19, most activities could not be held as scheduled.</li> </ul>	<ul style="list-style-type: none"> <li>• It is expected that officials from the Red Cross Uniform Groups will provide training for our students and teachers.</li> <li>• More promotion work should be done and let more students join the Red Cross Uniform Groups.</li> </ul>

## Financial Report for the Year (2020-2021)

### 17. Financial Report for the year 2020-2021 (Unaudited)

Amount received for the year 2020-2021	58,921,643.72
Add : Amount carried forward from previous year 2019-2020	4,529,682.99
	63,451,326.71
Less : Salaries Grant	(39,946,734.23)
Less : TRG, SSCSG, DLG, LSGSS and etc	(8,596,859.82)
Available funding	14,907,732.66
Less : Total expenditures	9,477,930.44
Amount brought forward for next year	5,429,802.22

Particulars	Budget \$	Expenditures \$
Administration Grant	3,480,637.00	3,478,059.06
Composite Information Technology Grant	568,701.00	417,154.71
Information Technology Staffing Support Grant	319,559.00	319,559.00
Air-conditioning Grant	360,000.00	280,208.14
SBM Top-up Grant	30,000.00	-
Capacity Enhancement Grant	694,035.00	714,035.00
School and Class Grant	1,200,000.00	906,217.11
Lift Maintenance	138,000.00	136,717.00
Integrated Science	20,000.00	18,008.93
Visual Arts	36,000.00	34,379.50
Home Economics	32,000.00	31,838.20
Design & Technology	45,000.00	43,265.19
Computer Literacy and Computer & Information Technology	11,000.00	8,190.00
Putonghua	1,000.00	-
Supplementary Grant for School-based Management	-	-
Training and Development Grant	5,000.00	-
Moral and Civic Education	2,500.00	-
Programme Fund for Implementation of Whole School Approach to Guidance & Discipline Grant	-	2,050.00
Chinese Extensive Reading Scheme	10,000.00	-
English Extensive Reading Scheme	10,000.00	-
Composite Furniture and Equipment Grant	856,110.00	534,712.00
Provision for Long Service Payment	-	-
Executive Officer	534,660.00	570,131.60
Salary Grant : Non-teaching Staff	1,983,405.00	1,983,405.00
<b>Total</b>	<b>10,337,607.00</b>	<b>9,477,930.44</b>



## Evaluation Report on the Use of Diversity Learning Grant (DLG) (2020-2021)

18. In the implementation of the Senior Secondary Curriculum, we have made every effort to offer a great variety of learning experiences as possible for our students. The Diversity Learning Grant (DLG) is provided by the Education Bureau to help schools to diversify their SS curriculum to cater for students' needs. To broaden students' horizons, increase their cultural exposure and maximize their future career possibilities, the grant allows for the provision of "Other Languages (OL)" courses such as French, Japanese, Spanish and German. These language courses lead to the Advanced Supplementary (AS) Level language examinations offered by the Cambridge International Examinations and administered by the Hong Kong Examinations and Assessment Authority (HKEAA). Besides, this grant can be used to support "Other Programmes (OP)" for gifted students which include enhancement programmes (both enrichment, i.e. breadth and extension and / or depth and pace) offered by schools / academic associations / professional bodies; credit-bearing courses especially designed and offered by tertiary institutions targeted for talented / gifted students at senior secondary level; and all programmes provided by the Hong Kong Academy for Gifted Education.

In 2020-2021, the details of the usage are as follows:

### 1) Tuen Mun Network Courses (P.E. & Music)

Some of our senior form students are gifted in P.E. and music and are interested in taking these subjects as one of their elective subjects in HKDSE. However, due to the limitation of manpower and other resources, we could not offer these subjects in our senior form curriculum. Through joining the Tuen Mun Network Courses, these gifted students, together with students from other schools, could take these subjects in the weekend classes in which experienced teachers are hired and the total lesson time is comparable to those elective subjects offered in normal curricula. Learners are expected to sit for the HKDSE Examination with P.E. / Music as one of their elective subjects.

In this school year, the number of students who have participated in Tuen Mun Network Courses (P.E. & Music) is summarized as follows:

	P.E.	Music
S4	2	2
S5	3	0
S6	3	2

The performance of the respective S6 students in 2021 HKDSE is summarized below:

No. of students attained	P.E.	Music
Level 5 or above	0 (0.0%)	0 (0.0%)
Level 4 or above	1 (33.3%)	0 (0.0%)
Level 3 or above	2 (66.6%)	2 (100%)
Level 2 or above	3 (100%)	2 (100%)
Level 1 or above	3 (100%)	2 (100%)

## 2) Other Languages Courses (Japanese)

All students who are interested in learning Japanese language are selected and enrolled in the Tuen Mun Network Courses (Japanese) which are held on weekends. The language course is coordinated by the Tuen Mun Secondary School Heads Association and provided by the Lingnan Institute of Further Education.

Learners are required to finish regular assignments, in-class dialogues and occasional tests and examinations. While students of the beginning (S4) level acquire a basic level of language proficiency to master simple daily conversations and read/write about their daily lives, those of the intermediate (S5) and higher (S6) levels could handle more sophisticated communication in diverse language contexts.

In this school year, the number of students who participated in Other Languages Courses in our school is summarized as follows:

	Japanese
S4	15
S5	10
S6	11

The performance of the respective S6 students in Cambridge International Examination 2020 November Series is summarized below:

No. of students attained	Japanese
Grade A	10 (90.9%)
Grade B or above	11 (100%)
Grade C or above	11 (100%)
Grade D or above	11 (100%)
Grade E or above	11 (100%)

## 3) Applied Learning Courses (Mode 1)

ApL offers studies with equal emphasis on practice and theory linked to broad professional and vocational fields. For holistic learning, a flexible combination of ApL with core subjects, elective subjects and Other Learning Experiences helps provide theoretical and applied learning opportunities to cater for students' diverse learning needs.

We adopted Mode 1 of implementation to offer ApL courses while taking into account the learning needs of our students. Courses take place mainly at the venues of course providers and are taught by tutors of the course providers. We make arrangements for students to attend the courses according to the timetables set by the course providers.

In this school year, the number of students who participated in ApL Courses in our school is summarized as follows:

	ApL
S5	3
S6	5

The performance of the respective S6 students in 2021 HKDSE is summarized below:

No. of students got the results of	ApL
Attained with Distinction (II)	2 (40%)
Attained with Distinction (I) or above	3 (60%)
Attained or above	5 (100%)

19. Financial Report on Diversity Learning Grant (2020-2021)

	ApL	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 31,700.00	\$ 110,361.83
<b>Less :</b> Amount clawed back	0.00	0.00	0.00
<b>Revenue :</b> Government Grant	64,355.00	84,000.00	140,400.00
	64,355.00	115,700.00	250,761.83
<b>Expenditure :</b>			
1. Gifted Education Programmes		0.00	
2. Tuen Mun Network Courses (P.E. & Music)		82,200.00	
3. Tuen Mun Network Courses (Japanese)			140,400.00
4. Activities for students taking Other Languages			0.00
5. Purchasing necessary reference materials and equipment			58.00
6. ApL Courses	64,355.00		
	\$ 64,355.00	\$ 82,200.00	\$ 140,458.00
<b>Balance brought forward for next school year</b>	<u>\$ 0.00</u>	<u>\$ 33,500.00</u>	<u>\$ 110,303.83</u>

## Evaluation Report on the Use of Capacity Enhancement Grant (CEG) (2020-2021)

20. Capacity Enhancement Grant (CEG) is provided to relieve teachers' workload so that teachers have enhanced capacity to concentrate on critical tasks in the education reforms (24 classes or above at \$638,461 per annum for 2020/2021). Schools can use the CEG to hire outside services and/or personnel on a temporary basis to achieve the following objectives:
- (a) curriculum development, including the integration of information technology in teaching;
  - (b) enhancing students' language proficiency; and
  - (c) coping with the diverse and special learning needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties.

### 21. Capacity Enhancement Grant (2020-2021)

Government Grant for 2020-2021	\$ 638,461.00
<b>Expenditure :</b>	
1. Employment of Teaching Assistants	<u>714,035.00</u>
	(75,574.00)
Amount covered by EOEBG	<u>75,574.00</u>
<b>Balance brought forward for next school year</b>	<u><u>\$ 0.00</u></u>

## Evaluation Report on the Use of School-based After-school Learning and Support Programmes Grant (2020-2021)

22. The School-based After-school Learning and Support Programmes Grant is a cash grant to subsidize activities organized and/or services rendered for needy students to participate in after-school learning and personal developmental programmes. The primary target group is disadvantaged students with learning and/or adjustment difficulties in the school. The learning outcomes and improvements in the affective aspects observed in the target students are an important measurement and evaluation of the effectiveness of the programmes delivered.

In 2020-2021, the funding was proposed to be applied in the following areas:

- (1) A training course in logical thinking
  - To enhance students' problem-solving skills and learning effectiveness through the application of logic in thinking, speaking and writing
- (2) A training course in product design and marketing
  - To introduce to students the art of product design and marketing, and to inspire them to consider starting a small business from scratch
- (3) Excursions on local tangible and intangible cultural heritage
  - To encourage students to reach out to the wider local community to experience a taste of local tangible and intangible cultural heritage such as historical buildings, and traditional Chinese festivals and their corresponding handicraft and snacks production
- (4) A non-local learning tour for sports team members
  - To broaden sports team members' knowledge and experience in sports training opportunities and strategies

The above activities were suspended due to COVID-19.

23. School-based After-school Learning and Support Programmes Grant (2020-2021)

Balance carried forward from last school year	\$ 87,000.00
<b>Less :</b> Amount clawed back at the end of school year 2019-2020	11,400.00
<b>Revenue :</b> Government Grant	<u>75,600.00</u>
	\$ 151,200.00
<b>Expenditure :</b>	
	<u>0.00</u>
<b>Balance brought forward for next school year</b>	<u><u>\$ 151,200.00</u></u>

## Evaluation Report on the Use of Learning Support Grant for Secondary Schools (LSGSS) (2020-2021)

24. This grant is provided by the Education Bureau to enhance the support for students with special educational needs (SEN). Provision of the LSGSS is based on the number of students with SEN enrolled at the school. Schools can flexibly and strategically deploy the LSGSS on measures for supporting students with SEN. Specifically, the LSGSS can be used for:
- (a) employing additional teaching staff and/or teaching assistants;
  - (b) procuring outside professional services;
  - (c) purchasing teaching resources and/or aids;
  - (d) organizing learning activities or related activities to promote an inclusive culture; and
  - (e) conducting school-based teacher training activities on integrated education.

In 2020-2021, the funding was used in the following areas:

- (1) Hiring of a counselor and an assistant teacher to support SEN students
  - To provide supportive service for SEN students/ parents and other students with greater psychosocial needs as stated in the proposal (including casework; planning and coordinating group activities and guidance programs; consultation for schools, parents and students; co-ordination and mobilization of non-school-based community resources).
- (2) Organizing learning activities or related activities to promote an inclusive culture
  - Some learning programmes have been organized to promote an inclusive culture.
  - Through co-operative learning activities, the mutual acceptance among students could be further promoted.
- (3) Procuring supporting resources for SEN students
  - To provide services including students' individual training and assessment, group treatment on improving students' social skills, consultation on school's syllabi, professional training or consultation for parents.
- (4) Procuring outreaching occupational/speech therapy for the needy students
  - To provide outreach occupational therapy services and speech/art therapy services for our students in need.

### 25. Financial Report on Learning Support Grant for Secondary Schools (2020-2021)

Balance carried forward from previous school year	\$ 85,553.69
<b>Revenue :</b> Government Grant for 2020-2021	<u>619,305.00</u>
Total amount of usable fund	704,858.69
<b>Expenditure :</b>	
1. Hiring of a counselor and an assistant teacher to support SEN students	\$ 632,140
2. Organizing learning activities or related activities to promote an inclusive culture.	48,328.50
3. Procuring supporting resources for SEN students	146.90
4. Procuring outreaching occupational/speech therapy for the needy students	<u>23,250.00</u>
<b>Balance transferred to next school year</b>	<u>\$ 993.29</u>

## Evaluation Report on the Use of Teacher Relief Grant (TRG) (2020-2021)

26. The Teacher Relief Grant aims at simplifying the administrative procedure for appointing supply teachers to replace teachers on leave and providing flexibility for schools to opt to obtain a cash grant by freezing up to 10% of their teaching establishment in aided schools established with an incorporated management committee (IMC). Schools will have enhanced financial support and autonomy in planning their manpower deployment, organizing staff professional development and student learning activities, and employing staff of various disciplines.

After detailed planning and discussion, it was decided that the TRG be used in the following areas in 2020-2021:

- 1) Employment of 6 Contract Teachers
  - Two contract teachers were employed to enhance the learning and teaching in Mathematics.
  - Two contract teachers were employed to enhance the learning and teaching in Chinese Language.
  - One contract teacher was employed to enhance the learning and teaching in English Language.
  - One contract teacher was employed to enhance the learning and teaching in Integrated Science and Physics.
- 2) Employment of 3 Assistant Teachers
  - To enhance the learning and teaching in Chinese Language, English Language and Mathematics.
  - To organize some after-school learning programmes for the needy students
- 3) Employment of Part-time Coaches
  - To support the training of school teams (sports, debate speech and etc.)
  - To create space for teachers who were involved in extra-curricular activities
- 4) S1 – S5 Mentoring Scheme
  - The Academic Concern Group of the Academic and Administration Committee selected students from F.1 to F.5 with leaning difficulties and low achievements to form study groups. Under the guidance of teachers, student mentors, who were recruited from the current F.6 students or former students studying at university, provided tutoring in academic subjects plus advice on students' study skills and daily developmental problems that they might encounter in their school life.
  - Most of the students who joined this scheme showed improvement in their learning attitude. Furthermore, the comments and feedback from the students joining the scheme were very positive. Most teachers welcomed this encouraging outcome and suggested operating the same scheme as a regular practice in future years.
  - Furthermore, some F.4 and F.5 students who failed in their final exams had to re-attempt the exams. Two mentors were recruited to provide assistance to their preparation during the summer holidays.
- 5) Employment of supply teachers for substituting teachers on sick leave or study leave

27. Financial Report on Teacher Relief Grant (2020-2021)

Balance carried forward from previous school year		\$1,575,387.63
<b>Revenue :</b>		
Annual recurrent cash grant for 2020-2021		218,140.00
Optional cash grant (freezing teaching posts temporarily)		4,833,429.00
Other cash grant -- TSA		<u>0.00</u>
Total amount of usable fund		6,626,956.63
<b>Expenditure :</b>		
1. Employment of Full-time Contract Teachers	\$3,158,320.84	
2. Employment of Assistant Teachers	693,000.00	
3. Employment of Part-time Coaches	427,160.00	
4. S1 – S5 Mentoring Scheme	70,510.00	
5. Employment of supply teachers	<u>16,780.00</u>	<u>4,365,770.84</u>
<b>Balance transferred to next school year</b>		<u>\$ 2,261,185.79</u>



## Evaluation Report on the Use of the Grant for the Sister School Scheme (2020-2021)

28. The Sister School Scheme has served as a platform for professional exchange and cooperation between our school and our sister school counterparts in the Mainland, i.e. Shunde No. 1 High School and Shunde LiangQiuJu Vocational & Technical School.

With effect from the 2018/19 school year, a recurrent grant has been provided by EDB to enhance both the quality and quantity of sister school exchange activities. We can make use of the grant to arrange exchange activities (such as school visits, student activities, seminars, lesson demonstrations, lesson evaluation, video conferencing and experience sharing) and decide such details as contents, modes, number of participants, frequency, dates and destinations of exchange activities with our sister schools in light of the developmental needs at the student, teacher and school management levels etc. Through activities like lesson observation, lesson evaluation and teaching demonstrations, etc., teachers can learn from each other's good teaching ideas and methodologies, share teaching experience, foster curriculum planning and enhance professionalism. Through sister school visits and participation in other cultural, arts and sports activities etc., not only can students enhance their friendship, but also broaden their horizons and deepen their understanding of the Mainland/Hong Kong. The amount of the recurrent grant for the 2020/21 school year is \$156,035.

After detailed planning and discussion, the grant was proposed to be used in organizing a tour for about 240 students and 30 teachers to visit Shunde No. 1 High School in March 2021. However, the tour was suspended under COVID-19. Instead, several pieces of equipment which can facilitate the communication between Shunde and Hong Kong were purchased during the year.

### 29. Financial Report on Grant for the Sister School Scheme (2020-2021)

Balance carried forward from previous school year	\$ 154,950.00
<b>Revenue :</b> Annual recurrent cash grant for 2020-2021	<u>156,035.00</u>
Total amount of usable fund	310,985.00
<b>Expenditure :</b>	
Purchase of communication equipment for exchange	<u>41,500.00</u>
<b>Balance transferred to next school year</b>	<u><u>269,485.00</u></u>

## Evaluation Report on the Use of the Life-wide Learning Grant (2020-2021)

30. Life-wide learning extends learning beyond the classroom to other contexts, and attaches great importance to learning in authentic contexts as it enables students to achieve learning objectives which are difficult to achieve through classroom learning alone. The knowledge, skills, positive values and attitudes that students acquire in experiential learning are important in developing their lifelong learning capabilities and fostering their whole-person development.

As proposed in the 2018 Policy Address, a recurrent Life-wide Learning (LWL) Grant is provided to public sector schools starting from the 2019/20 school year to support schools in taking forward, on the present foundation, life-wide learning with enhanced efforts. Schools may, in light of their school contexts, flexibly deploy the Grant to organize more out-of-classroom experiential learning activities in different Key Learning Areas (KLAs) and curriculum areas, so as to enliven and enrich the learning experiences of students to broaden their horizons, enhance their learning motivation and interest, and foster their whole-person development.

The Grant comprises a school-based component and a class-based component. For the 2020/21 school year, the school-based provision for each public sector school will be \$151,050; the class-based provision is calculated based on the number of approved classes at the per class rates of \$42,294 for secondary schools. Thus, the amount of the recurrent grant for the 2020/21 school year is \$1,166,106.

After detailed planning and discussion, the LWL Grant was planned to be used in 2020-2021 as follows:

- To organize 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)
- To organize diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in their 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)
- To organize or participate in non-local exchange activities or competitions to broaden students' horizons
- To procure equipment, consumables and learning resources for promoting life-wide learning

However, due to the impact of the epidemic, most of the LWL activities planned were cancelled. The actual utilization was about \$876,900 only. The LWL funding for 2020-21 can be carried forward to the next school year. This creates more room to organize LWL activities in 2021-22, including subsidizing students' and teachers' participation.

### 31. Financial Report on Life-wide Learning Grant (2020-2021)

Balance carried forward from previous school year		\$ 893,624.30
<b>Revenue :</b> Government Grant for 2020-2021		<u>\$ 1,166,106.00</u>
Total amount of usable fund		\$2,059,730.30
<b>Expenditure :</b>		
1. To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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	\$ 742,532.32	
2. To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons	\$ 8,775.00	
3. To procure equipment, consumables or learning resources for promoting life-wide learning	<u>\$ 197,800.00</u>	<u>\$949,107.32</u>
<b>Balance transferred to next school year</b>		<u><u>1,110,622.98</u></u>

## Evaluation Report on the Use of the Promotion of Reading Grant (2020-2021)

32. Starting from the 2018/19 school year, the EDB has disbursed a new Promotion of Reading Grant to all public sector schools. Deployment of the new grant is not limited to the Chinese Language and the English Language subjects, nor is it confined to the procurement of books. Schools can use the new grant to organize different types of school-based reading activities, including subscriptions to web-based reading schemes, hiring of service providers such as writers, professional storytellers as well as organization of seminars, storytelling and parent-child reading sessions with a view to nurturing a good reading culture in schools and enabling students to derive pleasure and enjoyment from reading while enhancing further their reading abilities.

After detailed planning and discussion, the Promotion of Reading Grant was planned to be used in 2020-21 as follows:

- Procuring reading resources, including both printed books and e-books
  - The grant can be used to procure different kinds of books, which include Chinese and English printed books and e-books.
  - With the change of students' reading mode from reading printed books to online reading and reading e-books, we can flexibly use the grant for procuring ebooks and subscriptions to web-based reading schemes to engage students in different kinds of reading activities, including cross-curricular reading activities that cover different subjects and themes.
- Organizing learning activities related to the promotion of reading
  - In addition to launching school-based reading activities and reading award schemes to create a good reading atmosphere and increase students' motivation and engagement in reading, we can also use the grant for organizing diversified and fun activities to promote reading such as themed-based reading activities on STEM education, Chinese History and culture, moral education or healthy living.
  - We can also use the grant to procure services for organizing learning activities to promote reading, including subscriptions to web-based reading schemes, and for hiring services from and collaborating with service providers such as writers and professional storytellers to conduct seminars, storytelling and parent-child reading sessions etc., to promote reading.

However, due to the impact of the epidemic, most of the reading promotion activities planned were cancelled. The funding of Promotion of Reading Grant for 2020-21 can be carried forward to the next school year.

### 33. Financial Report on Promotion of Reading Grant (2020-2021)

Balance carried forward from previous school year	\$23,090.70
<b>Revenue :</b> Government Grant for 2020-2021	\$62,414.00
Total amount of usable fund	\$85,504.70
 <b>Expenditure :</b>	
Procuring reading resources, including both printed books and e-books	\$36,451.21
<b>Balance transferred to next school year</b>	<u>\$ 49,053.49</u>

- End of Report -