

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



School Report
(2021 – 2022)

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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. After 40 years of determined efforts, it is now one of the best-known EMI schools in Tuen Mun. The students have outstanding performance both in academic and non-academic aspects.

The school provides high-quality all-round education for students in the district. To achieve this, the school offers balanced learning opportunities both inside and outside the classroom in which the five aspects of development, namely moral, intellectual, physical, social and aesthetic, are emphasized. Meanwhile, the school strives to nurture students to be responsible citizens of the society, the nation and the world under the school's mottoes 'Self-discipline, Self-Improvement and Self-Confidence' and core values CD2R (Caring, Drive, Responsibility and Respect). In recent years, positive education is also highlighted. It is hoped that students are furnished with a fruitful life with positive attitudes and values.

The school has made every endeavour to improve the learning environment. 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 areas 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 and thus, improving 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. 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/ Citizenship and Social Development	SS Elective Subjects	OLE	Total
S1 – S3	15.5%	15.5%	13.8%	12.1%	8.0%	19.6%	7.5%	4.0%	--	--	4.0%	100%
S4 – S6	15.5%	15.5%	12.1%	--	--	--	--	3.4%	10.4%	36.2%	6.9%	100%

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

Form \ KLA	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	PE#	Japanese# ApL	13
S5	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts Music#	PE#	Japanese# ApL	14
S6	Biology Chemistry Physics	BAFS ICT	Chi. Hist. Economics Geography History	Visual Arts	PE#	Japanese# ApL	13

#Network courses

Class Structure

- There were 24 classes in our school in the academic year of 2021-2022, including four classes from S1 to S6. The total number of students in our school was 697 of which 352 were male and 345 were female students.

Vacant School Places

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

Student Attendance

- There were 196 school days in the academic year 2021-2022. Students' performance in terms of attendance was good.

Attendance rate of our students in respective forms this year:

	Attendance Rate
S1	99.19%
S2	99.10%
S3	99.22%
S4	98.95%
S5	97.91%
S6	95.75%

Students' Reading Habits

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

S1	S2	S3	S4	S5	S6	Total
194	153	96	161	501	39	1,144

7. Record of borrowing items :

Chinese reading items	English reading items	Public examination paper	SBA CD	Periodic magazines	Others	Total
1,197	589	136	13	11	0	1,946

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

Total
1,385

Note: Due to the impact of COVID-19 and the suspension of face-to-face classes in 2021-2022, 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 2021-2022

	English	Chinese	Mathematics
Results (mean)	63.6	59.2	81.1

10. Hong Kong Diploma Secondary Education (HKDSE) Examination 2022

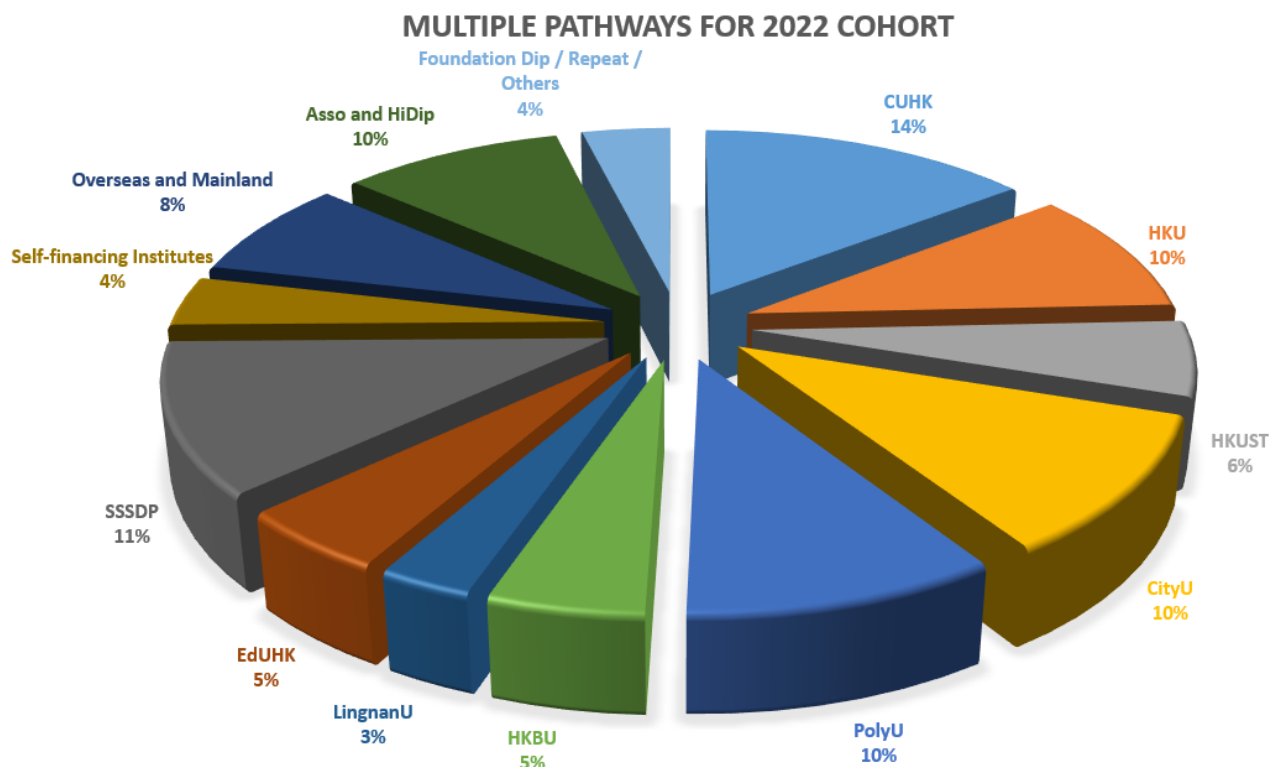
Our students obtained good results in the 2022 HKDSE. They obtained a total of 156 Level 5+ of which 12 were Level 5**. Percentage of students who attained "3322" in 4 core subjects: 88.3%, Level 2+ in 5 subjects :100%, Level 3+ in Chinese Language: 91.3%, Level 3+ in English Language: 96.1%, Level 2+ in Mathematics: 100% and Level 2+ in Liberal Studies: 100%. On average, each student obtained Level 4+ in 4.2 subjects.

Individual outstanding achievements: Lai Long attained level 5** in four subjects, level 5* in one subject and level 5 in one subject.

Students' Careers Development

11. Students' Early Exit (students who dropped out before completing their studies): 4.3%

12. Destination of Exit Students (S6 graduates):



Multiple Pathways	No. of students
The Chinese University of Hong Kong (CUHK)	15 (15%)
The University of Hong Kong (HKU)	10 (10%)
The Hong Kong University of Science and Technology (HKUST)	6 (6%)
City University of Hong Kong (CityU)	11 (11%)
The Hong Kong Polytechnic University (PolyU)	10 (10%)
Hong Kong Baptist University (HKBU)	5 (5%)
Lingnan University (LingnanU)	3 (3%)
The Education University of Hong Kong (EdUHK)	5 (5%)
Study Subsidy Scheme for Designated Professions / Sectors (SSSDP) Programmes	12 (12%)
Self-financing Institutes	4 (4%)
Overseas and Mainland	8 (8%)
Associate Degree and Higher Diploma	10 (10%)
Foundation Dip / Repeat / Others	4 (4%)
	103 (100%)

Out of 103 S6 graduates in 2022, 89 (86.4%) of them received an offer from Bachelor's Degree programmes and 10 (9.7%) of them received an offer from Associate Degree or Higher Diploma programmes.

Our Teaching Staff

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	20	33
Percentage	1.9%	37.0%	61.1%

Teaching Experience and Professional Development

14. In 2021-2022, the average number of hours spent by teaching staff on continuing professional development was 57.7. 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	2	3	8	41
Percentage	3.7%	5.6%	14.8%	75.9%

Teachers' resignation

15. One teacher retired while five teachers resigned in the school year.

School's Major Concerns (2021-2022)

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

School's Major Concerns -- Evaluation and Follow-up Actions

Major Concern 1: To Enhance the Effectiveness of Learning and Teaching in School-based 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. To enhance the effectiveness of learning and teaching through collaboration among teachers	2021-2022 academic year	<ul style="list-style-type: none"> To arrange collaborative lesson planning (CLP) and peer lesson observation in every subject department 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> Schemes of work, meeting minutes, action plans and evaluation reports from the subject panels Questionnaires <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> The panel heads concerned submit a well-structured plan on time and carry out the programmes according to their plans. Teachers reflect upon their teaching and hence improve teaching qualities. 	<ul style="list-style-type: none"> All teachers completed CLP and peer lesson observation. Every teacher opened at least one lesson for Peer Lesson Observation with CLP beforehand. Meanwhile, every teacher observed at least one lesson of the same subject in the same form. In general, teachers were positive towards this kind of professional exchange. They discussed in detail during panel meetings. From the EDB School-based Questionnaire, compared with the previous year, there was a 10% increase in teachers agreeing that the culture of professional exchange was established. 	<ul style="list-style-type: none"> CLP and peer lesson observation will be carried out as a regular practice.
	2021-2022 academic year	<ul style="list-style-type: none"> To join school-based support services provided by EDB / other support services provided by external organizations, so as to enhance the continuing professional development of teachers 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> Schemes of work, meeting minutes, action plans and evaluation reports from the subject panels Questionnaires <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> The subject departments, if applicable, propose to join support service and carry out accordingly Teachers are able to apply what they have learnt from the experience in the teaching 	<ul style="list-style-type: none"> This year, the school has not joined any support services provided by the EDB or other external organizations due to unsteady school time resulting from the pandemic. Instead, teachers' sharing within the subject panels increased. And a school-level professional exchange (in the aspect of e-learning) was accomplished. 	<ul style="list-style-type: none"> The school may join support services if found beneficial to our school development.
2. To promote learning across curriculum through	2021-2022 academic year	<ul style="list-style-type: none"> Reading across the Curriculum —All subjects <ul style="list-style-type: none"> Cross-subject 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> RaC plan, schemes of work, meeting minutes, action plans and evaluation reports from the subject panels 	<ul style="list-style-type: none"> Every subject department planned at least one teaching package of RaC with another subject. Although school time was lessened due to the pandemic, lots 	<ul style="list-style-type: none"> As all the subjects have tried RaC in the past years. It is supposed that teachers

Strategies/ Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
collaboration among subject departments		collaboration on developing materials for RaC is encouraged.	<ul style="list-style-type: none"> ● Questionnaires <u>Success Criteria</u> <ul style="list-style-type: none"> ● Each subject department has their own plan on RaC, including the topics, levels concerned and collaboration plan with other subjects. ● Majority of teachers find the programmes beneficial. 	of collaborations were executed. Some of them found that RaC enhanced students' learning while others had reservation.	thoroughly understand the pros and cons. In the next year, subject departments are highly encouraged to continue the practice. They can carry out RaC on a voluntary basis.
	2021-2022 academic year	<ul style="list-style-type: none"> ● National Security Education — All subjects <ul style="list-style-type: none"> ▪ National security education should be introduced in view of the subject nature 	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> ● Meeting minutes, action plans and evaluation reports from the subject panels ● Questionnaires <u>Success Criteria</u> <ul style="list-style-type: none"> ● National security education is included in the subject departments' action plan. ● Teachers perform the teaching according to the plan. 	<ul style="list-style-type: none"> ● With reference to the Curriculum Framework of National Security Education (NSE) and relevant materials provided by the EDB, all the subject departments concerned incorporated NSE into the curricula. ● Details can be found in the workplan and the schemes of work of different subjects. 	<ul style="list-style-type: none"> ● NSE will continue as a routine practice.
	2021-2022 academic year	<ul style="list-style-type: none"> ● Basic Law Education — PSHE subjects <ul style="list-style-type: none"> ▪ Basic Law education should be introduced in Life & Society, Chinese History, History and Geography in S1-3 	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> ● Meeting minutes, action plans and evaluation reports from the subject panels ● Questionnaires <u>Success Criteria</u> <ul style="list-style-type: none"> ● Basic Law education is included in the subject departments' action plan. ● Teachers perform the teaching according to the plan. 	<ul style="list-style-type: none"> ● The execution was found in the schemes of work of different subjects. ● 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. 	<ul style="list-style-type: none"> ● S1-3 Basic Law education in PSHE will continue as a routine practice.
	2021-2022 academic year	<ul style="list-style-type: none"> ● STEM Education <ul style="list-style-type: none"> ▪ Project learning in STEM in S1-3, e.g. <ul style="list-style-type: none"> ◆ S1-2 Integrated Science and D&T ◆ S2 ICT and D&T ◆ S3 Home Economics and BAFS ◆ S3 & SS Physics, Chemistry, Biology, 	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> ● Schemes of work, meeting minutes, action plans and evaluation reports from the subject panels ● Questionnaires <u>Success Criteria</u> <ul style="list-style-type: none"> ● Majority of teachers find the programmes beneficial. ● Majority of students find the programmes beneficial. ● Students' horizons are widened. 	<ul style="list-style-type: none"> ● STEM activities, e.g. project learning and participation in external competitions, were planned and included in the schemes of work of designated subjects. ● 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. 	<ul style="list-style-type: none"> ● More STEM related learning activities are expected to be held in the next year if the circumstances allow. Subject collaboration is highly appreciated.

Strategies/ Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
		Mathematics <ul style="list-style-type: none"> Student activities related to STEM, e.g. competitions, visits, talks, etc. 		<ul style="list-style-type: none"> Students in different levels participated in external competitions which were still organized under the threat of Covid. Some of them achieved some prizes and awards. 	
3. To promote self-directed learning through elearning (ITE and eLearning (Revised 3-year implementation plan))	2021-2022 academic year	<ul style="list-style-type: none"> BYOD Policy in S1 & S2 Making good use of eLearning platforms to promote self-directed learning among students and facilitate more interactive lessons and timely feedback 	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> Schemes of work, meeting minutes, action plans and evaluation reports from the subject panels Questionnaires <u>Success Criteria</u> <ul style="list-style-type: none"> Each subject department has their own plan on eLearning, including the curriculum and teacher training. L&T activities become more interactive. eLearning packages are designed and evaluated after implementation. Timely feedback to students can be provided. Self-directed learning is encouraged 	<ul style="list-style-type: none"> BYOD policy was implemented in S1 and S2. Teachers were able to introduce more interactive elements in the lessons in a more effective way. Due to Covid, ITE 3-year plan has been extended to the next academic year as the final year. This year, all subject departments developed and implemented elearning L&T packages in two forms in total. The teaching materials and learning activities were delivered to students via face-to-face lessons, Zoom or other LMSs. Also, all teachers were able to use Google Classroom to deliver teaching materials, do marking and give feedback for students. 	<ul style="list-style-type: none"> Next year is the third year of the revised 3-year plan of ITE. All the planned measures will be carried out. For example, two more elearning packages should be prepared in all subject departments and teachers' training will continue. Next year, we are still provided with one year of free use of Loilonote. Teachers will be encouraged to adopt it in teaching.
	2021-2022 academic year	<ul style="list-style-type: none"> Procurement of necessary software and hardware in order to promote eLearning 	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> Evaluation meetings of subject departments and the committees concerned Questionnaires <u>Success Criteria</u> <ul style="list-style-type: none"> Useful software and hardware are purchased on teachers' demands 	<ul style="list-style-type: none"> More iPads and notebooks were purchased to facilitate in-class elearning. Teachers were subsidized to purchase educational apps to facilitate teaching. 	<ul style="list-style-type: none"> Teachers are encouraged to adopt more apps which benefit the teaching. Subsidies can be provided if appropriate.
	2021-2022 academic year	<ul style="list-style-type: none"> Organizing teachers' training in order to enable teachers to conduct eLearning 	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> Evaluation meetings of subject departments and the committees concerned Questionnaires <u>Success Criteria</u> <ul style="list-style-type: none"> Training workshops are organized on Staff Development Day or other appropriate occasions 	<ul style="list-style-type: none"> The training was successfully completed with good feedback from teachers. Different KLAS, e.g. SCI, CLG, ENG and PSHE, shared their experiences on elearning. 	<ul style="list-style-type: none"> More practical experience sharing will be done next year. Teachers are encouraged to share in the subject level or, if appropriate, the school level.
4. To promote experiential	11th – 12th	<ul style="list-style-type: none"> Sister school exchange activities (National 	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> Evaluation meetings 	<ul style="list-style-type: none"> The funding provided by the EDB is about \$150,000 per year. In our school 	<ul style="list-style-type: none"> Starting from next year, senior form

Strategies/ Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
learning through various life-wide learning activities	April 2022	Education)	<ul style="list-style-type: none"> ● Observation from teachers ● Questionnaires <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> ● Majority of teachers find the programmes beneficial. ● Majority of students find enjoyment in the activities. ● Students' horizons are widened. 	<p>planning, every senior form student has a chance to visit our sister schools in Shunde. S4 and S5 students were originally arranged to have the tour at Easter. However, the tour was called off due to the epidemic.</p> <ul style="list-style-type: none"> ● Although a face to face visit was not feasible, a zoom meeting was held during our post-exam activities period. In the meeting teachers from Shunde No.1 Middle School, one of our Sister schools in Shunde, and our colleagues shared teaching pedagogies in different subjects such as English, Chinese and Mathematics. Both parties found the exchange fruitful. 	students are required to have a mainland study tour as one of the requirements of CS curriculum. As a result, S5 is expected to join the mainland study tour organized by the EDB while S4 students will visit Shunde as their sister school exchange activity.
	2021-2022 academic year	<ul style="list-style-type: none"> ● Drama Education <ul style="list-style-type: none"> ▪ S2 Radio Play ▪ S3 Commercials Competition 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> ● Schemes of work, meeting minutes, action plans and evaluation reports from English Department ● Questionnaires <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> ● Majority of teachers find the programmes beneficial. ● Majority of students find enjoyment in the activities. 	<ul style="list-style-type: none"> ● Under the QEF, Chung Ying Theatre Company was hired to organize workshops for S2 and S3 students in the second term in order to introduce drama elements in Radio Play and Commercial Competition. ● Because of covid-19, there was no hall performance. Instead, students produced video clips afterwards. ● To celebrate our 40th school anniversary, a cross-media theatre performance was arranged in the anniversary ceremony. In the performance, our students were trained by our alumni expertised in different areas of performing arts such as dancing, singing, acting, stage management, etc. Students involved found the experience valuable. And the guests of the ceremony highly appreciated our students' performance. 	<ul style="list-style-type: none"> ● To be more focused, English Department plans to hire Chung Ying Theatre Company to organize workshops solely for S3 students on drama performance.
	2021-2022 academic	<ul style="list-style-type: none"> ● Life Wide Learning (LWL) activities <ul style="list-style-type: none"> ▪ School level activities, 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> ● Meeting minutes and evaluation reports from the panels or committees concerned 	<ul style="list-style-type: none"> ● Most of the school level activities were cancelled because mass activities were not allowed under Covid. In 	<ul style="list-style-type: none"> ● It is hoped that the funding can be fully utilized in the next

Strategies/ Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
	year	e.g. Performing Arts Competition, Whole School Activities Day, Christmas Party, School Carnival, etc. <ul style="list-style-type: none"> ▪ KLA/Subject level activities, various subjects supported by related clubs, e.g. competitions, visits, tours, etc. 	<ul style="list-style-type: none"> • Questionnaires <u>Success Criteria</u> <ul style="list-style-type: none"> • The Committee/KLA Coordinators, panel heads and other teachers-in-charge 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. 	<p>KLA/subject level, some activities are still held in a smaller scale.</p> <ul style="list-style-type: none"> • Related to LWL Funding, KLA coordinators, committee/unit heads and club I/Cs submitted proposals on organizing activities in late September. The Financial Management Unit then reviewed and approved these activities and decided how much of the grant could be utilized. • Under the threat of Covid, most of the scheduled LWL activities were cancelled. Or some were switched to an online mode, e.g. a virtual guided tour to Hong Kong. The actual spending was far less than planned. • After the whole day school resumption, some activities were organized, especially during the post-exam activities. 	school 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
1. To launch a 3-year whole school positive education project supported by Yan Tak Charity Fund and Department of Social & Behavioural Sciences, CityU. <ul style="list-style-type: none"> ▪ To facilitate students to understand their strengths and make good use of them in 	2021-2022 academic year	<ul style="list-style-type: none"> • A questionnaire on 24 personality strengths (VIA survey) was conducted in Life Education lessons of S1 in September. • Guests from the Positive Education Enhancement Unit of CityU were invited to explain to teachers and students how the personality strengths can be applied. 	<u>Methods of Evaluation</u> <ul style="list-style-type: none"> • Evaluation forms of Life Education lessons. • Teachers’ comments and daily observation. • School-based student, parent and teacher questionnaires <u>Success Criteria</u> <ul style="list-style-type: none"> • All S1 students learn about their character strengths (by VIA survey) • Students are able to 	<ul style="list-style-type: none"> • In general, students participated actively in the programmes conducted in the Life Education lessons. • 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. • 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. • 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. • Parents’ Workshop in 11/2021 – 12/2021 was changed to 	<ul style="list-style-type: none"> • Similar programmes should be held in the Life Education lessons in the future. • We will continue to invite guest speakers to provide talks/training on Positive Education to teachers, students and parents. • With some extra resources provided, we will strengthen Positive Education in

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
<p>daily life</p> <ul style="list-style-type: none"> ▪ Character Strengths Survey for S1 students. ▪ Introduction on the use of character strengths by specialists during Life Education lessons ▪ Parents' Talks and Workshops 		<ul style="list-style-type: none"> • Parents' Talk in S1 Parents' Day on 21/11. • Parents' Workshop. 	<p>understand themselves more. They are able to appreciate themselves as well as others.</p> <ul style="list-style-type: none"> • Parents appreciate their children's strengths and accept their weaknesses. 	<p>online mode. Parents responded well to the activities organized.</p>	<p>Junior Secondary in the coming school year such as some tailor-made programmes for S1-S3 Life Education lessons in which teacher training, CLP and class observation to be conducted.</p>
<p>2. To enable students to bolster their resilience to overcome challenges</p>	<p>2021-2022 academic year</p>	<ul style="list-style-type: none"> • S1 Joyful School Programme: The series of activities provide an effective platform for eliciting improvement in students' capacity 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • Review reports of teacher meetings; • Evaluation Report from HKFWS (Joyful School Programme) • Questionnaires <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • More than 80% of the student participants think that the objectives of the program are achieved. • The participation rate is about 80%. • Majority of participants can acquire knowledge about emotion, mental health and positive attitude. 	<ul style="list-style-type: none"> • In the Joyful School programme, about 20 S1 students joined the 6-session training and an over-night camp provided by the HKFWS. • 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 emotion, mental health and positive attitude. 	<ul style="list-style-type: none"> • Similar programmes should continue to be held in the coming year.
	<p>09/2021</p>	<ul style="list-style-type: none"> • S2 training workshop <ul style="list-style-type: none"> ▪ About 100 S2 students joined a 3-hour training workshop (22/09/2021). 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • Quality of organizing work by students; • Questionnaires <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Through organizing these activities, students build up a stronger sense of self- 	<ul style="list-style-type: none"> • 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. • According to the opinions from the teachers, students' self- management, team spirit, and problem-solving skills have been improved after the training programme. • Students' relationships were improved after the training programme. However, as the duration of the workshop 	<ul style="list-style-type: none"> • The workshop is suggested to be held in the life education lesson. And a more challenging training day camp could be held next academic year.

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
			competence to embrace challenges ahead.	was short, the effect could not last long.	
	2021-2022 academic year	<ul style="list-style-type: none"> • Assembly Talks and Sharing <ul style="list-style-type: none"> ▪ Paralympic Athlete Mr. So Wa-wai and Miss Yam Kwok-fan gave a sharing to S4-S6 students and were interviewed by our students. ▪ Our alumnus life fighter, Dr. Ng Ka-wing, Gary, gave a talk about his anti-cancer experience. • Life education program about Olympic Athlete for all forms of students. Guiding students to explore and appreciate their own character strengths through lesson activities and writing reflection. 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • School-based student, parent and teacher questionnaires • Teachers' comments and students' participation. • Evaluation forms of Life Education lessons. <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Students are able to build up resilience and to face challenges and failure with positive attitudes. 	<ul style="list-style-type: none"> • In general, students were very attentive during the Assembly and participated actively in the Life Education lesson. • The high scores obtained in the Life Education evaluation forms and the reflection written by the students revealed that they enjoyed the programme and they were inspired by the Paralympic Athletes. • Teachers in general had positive comments on the activities, especially the Paralympic Athlete sharing. 	<ul style="list-style-type: none"> • The talks and sharing were filmed, which can be broadcasted in the future, in order to reach more students. • We will continue to invite guest speakers to provide talks and sharing, to build up students' resilience and positive attributes.
	2021-2022 academic year	<ul style="list-style-type: none"> • S1-3 Classroom Cleaning Programme <ul style="list-style-type: none"> ▪ S1-3 students were first divided into groups of 4 to 5 students. ▪ They were responsible for some cleaning tasks of their own classrooms (10 min.) every day after school according to the roster. 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • Review reports of teacher meetings; • Score sheets filled by the teachers every day after their cleaning work; • Questionnaires <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • The activities provide an effective platform for eliciting improvement in students' capacity in self-management, confidence, 	<ul style="list-style-type: none"> • Due to COVID-19, the scheme was cancelled. 	<ul style="list-style-type: none"> • In the coming year, the scheme should be continued if the circumstances allow.

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
		<ul style="list-style-type: none"> ▪ The objective is to enhance their capacity of self-management, confidence and team spirit. ▪ Certificates were awarded to the class that had a good performance every month. 	team spirit, and problem-solving skills.		
	05/2022	<ul style="list-style-type: none"> • Inter-Class Discipline Competition <ul style="list-style-type: none"> ▪ Subject teachers would give a mark to the class after each lesson. ▪ The scoring items include: classroom order, queuing, punctuality, diligence, cleanliness and attendance. 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • Marks awarded by teachers to different classes • Questionnaires <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Through organizing these activities, students build up a stronger sense of self-competence to embrace challenges ahead. 	<ul style="list-style-type: none"> • Due to suspension of face-to-face classes and special holidays arrangement, this year's competition was held only once (8 days from 21/06/2022 – 30/06/2022). In general, students' performance was good, all classes submitted the mark sheets on time. • This year we focused on their learning attitude and order of lesson, so we didn't add any new grading items to assess. From the marks awarded by teachers, we find that some junior students needed to have reminders on their learning attitude as well. • According to the school-based survey report, the overall results this year were similar to those in the previous years. 	<ul style="list-style-type: none"> • New grading items may be added.
3. To build a supportive atmosphere among teachers, students and parents: <ul style="list-style-type: none"> ▪ Guidance Monitor Training Programme; ▪ Guidance Prefects training. 	2021-2022 academic year	<ul style="list-style-type: none"> • Guidance Monitor training programme <ul style="list-style-type: none"> ▪ There were about 40 Guidance Monitors (2 from each class) trained by the social workers from the HKFWS. • Guidance Prefects training <ul style="list-style-type: none"> ▪ There were about 40 Guidance Prefects who joined the training programme 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • Evaluation Report from HKFWS (Guidance Monitor Training Programme) • Programme evaluation reports of Guidance Committee • Questionnaires <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • More than 80% of the student participants think 	<ul style="list-style-type: none"> • 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. • According to the Evaluation Report from HKFWS, the performance and the participation rate (>80%) of the students were satisfactory. • Due to COVID-19, most of the training programmes were arranged on ZOOM. 	<ul style="list-style-type: none"> • Similar training programme should continue in the future. • Face-to-face training would be arranged as far as possible.

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
		provided by the social workers from the HKFWS.	that the objectives of the program are achieved. <ul style="list-style-type: none"> The participation rate is about 80%. 		
4. To enable students to cultivate a sense of purpose in life	2021-2022 academic year	<ul style="list-style-type: none"> Whole-school Programme for strengthening “Career and Life Planning” education, enabling students to cultivate a sense of purpose in life <ul style="list-style-type: none"> Aptitude Test Workplace sharing and Job internship Mentorship program Overseas studies counselling Dream Fund Mainland-Hong Kong interchange 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> Review reports of teacher meetings Program evaluation reports of Careers Counselling Committee Questionnaires Observation by form teachers and careers teachers <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> Through these activities, students’ self-understanding and aspirations/dreams towards studies and life are elicited and enhanced. Students can set their individualized personal goals for the current academic year, and subsequently propose appropriate action plan(s). 	<p><u>Aptitude Test</u></p> <ul style="list-style-type: none"> The test was straightforward and thus, the result was self-explanatory. The feedback from students was quite positive in general and they found it useful in self-understanding and SS electives subjects/JUPAS selection. <p><u>Workplace sharing and Job internship</u></p> <ul style="list-style-type: none"> 5 S4 and S5 students took part in Job Placement Scheme offered by HKFWS from 29 July to 31 August. Briefing and workplace training workshops are provided, followed by a 5-day job placement in information technology firms, hair salons, multimedia production house, and florists for candidates who passed the job interviews. 4 S5 students participated in Rehabilitation Work Experience Programme 2022 organized by The Social Welfare Department, where they gained work experience at the rehabilitation service at the Tin King Sheltered Workshop run by The New Life Psychiatric Rehabilitation Association, from 13 to 28 August 2022. 4 taster sessions lasting for 3 to 4 hours of rehabilitation work were provided to students. Through job shadowing, observation and interaction with the workplace reality, students learnt how rehabilitation services can assist people with disabilities in developing their physical, mental and social capabilities to the fullest possible extent and by promoting their integration into the community. <p><u>Mentorship program</u></p> <ul style="list-style-type: none"> 22 students took part in the JA Company Programme 2021/22 organized by Junior Achievement (JA). They were able to receive support from mentors working in various fields to actualize their business plans. Students 	<ul style="list-style-type: none"> The activities might 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. It is suggested that we should cooperate with various organizations to provide more job internship programmes in the future, e.g. job shadowing and mentorship scheme.

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
				<p>expressed that it was an eye-opening experience for them to learn about how a business works. However, due to the time clash with our internal exams, students had to be absent from a few activities. They consider the programme a worthwhile experience for them and the later cohorts.</p> <p><u>Overseas studies counselling</u></p> <ul style="list-style-type: none"> • Individual counselling services were offered to 16 students who have considered studying overseas. Students were able to gain better understanding of their aspirations and found pathways that were suitable for them to actualize their dreams. <p><u>Dream Fund</u></p> <ul style="list-style-type: none"> • Students can apply as individuals or groups. 6 individual students and 2 groups of 10 students joined the program and finally all applicants were nominated and all were subsidized (\$1,500 for each individual student and \$3,000 for each group). Most of the applicants had proposals related to sports and the goals of other applicants were related to video-filming. Students were able to consolidate their experience through a written report and a PowerPoint presentation, and some of the parties were invited to share their experience with other students during school assembly. <p><u>Mainland-Hong Kong interchange</u></p> <ul style="list-style-type: none"> • Students were provided sufficient support and ample assistance regarding their application to mainland universities. While it was impossible to organize visits and study tours, students still received information about various application programmes and eagerly participated in them. Students were particularly interested in applying for courses at top-notch universities including Peking University and Tsinghua University. 	

Strategies/Tasks	Time Frame	Details of Program	Evaluation / Success Criteria	Evaluation	Suggestions and follow up actions
	2021-2022 academic year	<ul style="list-style-type: none"> • Volunteer work <ul style="list-style-type: none"> ▪ OLE training sessions on proper attitude and effective skills in volunteer services ▪ Promotion on volunteer work organized by external welfare organizations in school ▪ School activities to allow students to experience the difficulties of the disabled. 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • Feedback from students in questionnaires • Students' volunteer services records (number of hours) <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Students can recognize the needs of others. • Students are able to show care to various parties and individuals. • Students are able to organize volunteer services effectively. 	<ul style="list-style-type: none"> • 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. • The total number of service hours for the whole school in this year was 344 hours, much more than that of the previous years. • Social Service Group usually organizes different kinds of volunteer work for students. However, due to COVID-19, most voluntary work could not be organized. 	<ul style="list-style-type: none"> • More promotion should be followed in the coming years (2022-2023) in order to boost students' participation rate.
	2021-2022 academic year	<ul style="list-style-type: none"> • Promotion of health and social welfare to protect and respect human life and dignity by the Red Cross Uniform Groups 	<p><u>Methods of Evaluation</u></p> <ul style="list-style-type: none"> • Students' reflection & feedback worksheets <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> • Through 'Progressive Activities Scheme', members are nurtured stage by stage to embrace the mission of Red Cross Uniformed Groups. • Youth members learn First Aid eagerly, in order to protect others. • Youth members provide health check-up services to the community regularly and participate in leadership training. 	<ul style="list-style-type: none"> • 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. • Members were involved in managing and launching services to enable them to attain personal growth. • However, due to COVID-19, most activities could not be held as scheduled. 	<ul style="list-style-type: none"> • It is expected that officials from the Red Cross Uniform Groups will provide training for our students and teachers. • More promotion work should be done and let more students join the Red Cross Uniform Groups.

Financial Report for the Year (2021-2022)

17. Financial Report for the year 2021-2022 (Unaudited)

Amount received for the year 2021-2022	59,132,600.02
Add : Amount carried forward from previous year 2020-2021	5,559,087.64
	64,691,687.66
Less : Salaries Grant	(40,603,168.78)
Less : TRG, DLG, LSGSS and etc	(7,868,691.02)
Available funding	16,219,827.86
Less : Total expenditures	10,034,901.10
Amount brought forward for next year	6,184,926.76

Particulars	Budget \$	Expenditures \$
Administration Grant	3,450,556.00	3,448,854.48
Composite Information Technology Grant	483,159.00	443,461.08
Information Technology Staffing Support Grant	321,796.00	321,796.00
Air-conditioning Grant	360,000.00	334,989.16
SBM Top-up Grant	30,000.00	-
Capacity Enhancement Grant	300,159.00	525,568.72
School and Class Grant	1,200,000.00	915,508.68
Lift Maintenance	148,000.00	156,807.00
Integrated Science	20,000.00	20,670.47
Visual Arts	36,000.00	19,008.70
Home Economics	32,000.00	32,393.50
Design & Technology	45,000.00	49,208.75
Computer Literacy and Computer & Information Technology	11,000.00	11,782.00
Putonghua	1,000.00	-
Supplementary Grant for School-based Management	-	293.31
Training and Development Grant	5,000.00	-
Moral and Civic Education	2,500.00	4,999.00
Programme Fund for Implementation of Whole School Approach to Guidance & Discipline Grant	2,000.00	-
Chinese Extensive Reading Scheme	10,000.00	-
English Extensive Reading Scheme	10,000.00	-
Composite Furniture and Equipment Grant	1,000,000.00	1,302,629.00
Provision for Long Service Payment	-	-
Executive Officer	418,200.00	442,855.00
Salary Grant : Non-teaching Staff	2,004,076.25	2,004,076.25
Total	9,890,446.25	10,034,901.10

Evaluation Report on the Use of Diversity Learning Grant (DLG) (2021-2022)

18. In the implementation of the Senior Secondary Curriculum, we have made every effort to offer as 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" courses, such as French, Japanese, Spanish and German. These language courses shall lead to the Advanced Supplementary (AS) Level language examinations offered by the Cambridge Assessment International Education (CAIE) and administered by the Hong Kong Examinations and Assessment Authority (HKEAA). Besides, this grant can be used to support programmes 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 2021-2022, 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	0	0
S5	2	1
S6	3	0

The performance of the respective S6 students in 2022HKDSE is summarized below:

No. of students attained	P.E.	Music
Level 5 or above	0 (0.0%)	0 (0.0%)
Level 4 or above	2 (66.7%)	0 (0.0%)
Level 3 or above	3 (100%)	0 (0.0%)
Level 2 or above	3 (100%)	0 (0.0%)
Level 1 or above	3 (100%)	0 (0.0%)

(2) Other Language Course (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	6
S5	14
S6	9

The performance of the respective S6 students in Cambridge International Examination 2021 November Series is summarized below:

No. of students attained	Japanese
Grade A	9 (100%)
Grade B or above	9 (100%)
Grade C or above	9 (100%)
Grade D or above	9 (100%)
Grade E or above	9 (100%)

(3) Applied Learning Course (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	8
S6	2

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)	1 (50%)
Attained with Distinction (I) or above	2 (100%)
Attained or above	2 (100%)

19. Financial Report on Diversity Learning Grant (2021-2022)

	ApL	Other Programmes	Other Languages
Balance carried forward from previous school year	\$ 0.00	\$ 33,500.00	\$ 110,303.83
Less : Amount clawed back	0.00	0.00	0.00
Revenue : Government Grant	99,150.00	84,000.00	113,100.00
	<u>99,150.00</u>	<u>117,500.00</u>	<u>223,403.83</u>
Expenditure :			
1. Gifted Education Programmes		0.00	
2. Tuen Mun Network Courses (P.E. & Music)		55,000.00	
3. Tuen Mun Network Courses (Japanese)			113,100.00
4. Activities for students taking Other Languages			0.00
5. Purchasing necessary reference materials and equipment			0.00
6. ApL Courses	99,150.00		
	<u>\$ 99,150.00</u>	<u>\$ 55,000.00</u>	<u>\$ 113,100.00</u>
Balance brought forward for next school year	<u>\$ 0.00</u>	<u>\$ 62,500.00</u>	<u>\$ 110,303.83</u>

Evaluation Report on the Use of Capacity Enhancement Grant (CEG) (2021-2022)

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 \$642,934 per annum for 2021/2022). 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 (2021-2022)

Government Grant for 2021-2022	\$ 642,934.00
Expenditure :	
Employment of Teaching Assistants	<u>\$ 525,568.72</u>
Balance brought forward for next school year	<u>\$ 117,365.28</u>

Evaluation Report on the Use of School-based After-school Learning and Support Programmes Grant (2021-2022)

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 2021-2022, the funding was proposed to be applied in the following areas:

- (1) Academically-oriented Tutorial Classes
 - To assist students with learning difficulties in developing their study skills to cope with tests and examinations.
- (2) Excursions on local culture
 - To encourage students to reach out to the wider local community to understand more about local culture, community features and social phenomena.
- (3) Extra-curricular Classes
 - To cultivate students' different aspects of talents.
- (4) Procurement of materials/equipment
 - To purchase materials/equipment such as sports equipment, educational toys, chess sets, books, etc. for development of personal development and life skills.

In this school year, Only (1) Academically-oriented Tutorial Classes was held and the other activities (2) – (4) were suspended due to COVID-19.

23. School-based After-school Learning and Support Programmes Grant (2021-2022)

Balance carried forward from last school year	\$ 159,600.00
Less : Amount clawed back at the end of school year 2020-2021	84,000.00
Revenue : Government Grant for 2021-2022	<u>84,000.00</u>
	159,600.00
Expenditure :	
(1) Academically-oriented Tutorial Classes	<u>\$ 9,100.00</u>
Balance brought forward for next school year	<u><u>\$ 150,500.00</u></u>

Evaluation Report on the Use of Learning Support Grant for Secondary Schools (LSGSS) (2021-2022)

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:
- employing additional teaching staff and/or teaching assistants;
 - procuring outside professional services;
 - purchasing teaching resources and/or aids;
 - organizing learning activities or related activities to promote an inclusive culture; and
 - conducting school-based teacher training activities on integrated education.

In 2021-2022, the funding was used in the following areas:

- Hiring an educational psychologist (stationed at school) 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 planning and coordinating group activities and guidance programs; consultation for schools, parents and students; co-ordination and mobilization of non-school-based community resources).
- 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.
- Procuring supporting resources for SEN students
 - To provide services which include students' individual training and assessment, group treatment on improving students' social skills, consultation on school's syllabi, professional training or consultation for parents
- 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
- Procuring Occupational Therapy Direct Services – School-based services
 - To provide occupational therapy services and speech/art therapy services for our students in need

25. Financial Report on Learning Support Grant for Secondary Schools (2021-2022)

Balance carried forward from previous school year		\$ 993.29
Less : An additional basic rank GM (SENST)		381,000.00
Revenue : Government Grant for 2021-2022		<u>623,651.00</u>
Total amount of usable fund		243,644.29
Expenditure :		
(1) Hiring a school based educational psychologist and an assistant teacher to support SEN students	\$ 234,660.00	
(2) Organizing learning activities or related activities to promote an inclusive culture.	110,150.00	
(3) Procuring supporting resources for SEN students	0.00	
(4) Procuring outreaching occupational/speech therapy for the needy students	8,300.00	
(5) Procuring Occupational Therapy Direct Services – School-based services	<u>20,350.00</u>	<u>373,460.00</u>
		<u>(129,815.71)</u>
Amount covered by EOEBG		\$ <u>129,815.71</u>
Balance brought forward for next school year		<u>\$ 0.00</u>

Evaluation Report on the Use of Teacher Relief Grant (TRG) (2021-2022)

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 2021-2022:

- (1) Employment of 6 Contract Teachers
 - Two contract teachers were employed to enhance the learning and teaching in Mathematics.
 - One contract teacher was 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.
 - One contract teacher was employed to substitute a regular teacher on leave in 2021-2022.
- (2) Employment of 2 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 2 Teaching Assistants
 - To support school's general administrative work wherever appropriate, in support of subject and IT teaching activities, and any relevant learning and teaching related tasks in the school.
 - To support the implementation of SBA in SS subjects, learning & teaching activities of the language subjects and etc. to organize some after-school learning programmes for the needy students.
- (4) 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.
- (5) S1 – S5 Mentoring Scheme
 - The Academic Concern Group of the Academic and Administration Committee selected students from S1 to S5 with leaning difficulties and low achievements to form study groups. Under the guidance of teachers, student mentors, who were recruited from the current S6 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.

(6) Employment of supply teachers

- For substituting teachers on sick leave or study leave.

27. Financial Report on Teacher Relief Grant (2021-2022)

Balance carried forward from previous school year		\$ 2,270,405.79
Revenue :		
Annual recurrent cash grant for 2021-2022		222,335.00
Optional cash grant (freezing teaching posts temporarily)		4,833,420.00
Other cash grant -- TSA		<u>0.00</u>
Total amount of usable fund		7,326,160.79
Expenditure :		
(1) Employment of Full-time Contract Teachers	\$ 2,461,765.69	
(2) Employment of Assistant Teachers	355,243.00	
(3) Employment of Teaching Assistants	382,722.46	
(4) Employment of Part-time Coaches	474,175.00	
(5) S1 – S5 Mentoring Scheme	92,500.00	
(6) Employment of supply teachers	<u>75,510.00</u>	<u>3,841,916.15</u>
Balance transferred to next school year		<u>\$ 3,484,244.64</u>

Evaluation Report on the Use of the Grant for the Sister School Scheme (2021-2022)

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 will be 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 good teaching ideas and methodologies, share teaching experience, foster curriculum planning and thus, enhance professionalism. Through sister school visits and participating in other cultural, arts and sports activities etc., not only can students enhance their friendships, but also broaden their horizons and deepen their understanding of the Mainland/Hong Kong. The amount of the recurrent grant for the 2021/22 school year is \$157,127.00.

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 April 2022. However, the tour was suspended under COVID-19. Instead, we held an online sharing session with subject teachers in Shunde No.1 Middle School (Chinese, English & Mathematics) to share e-learning strategies in both schools. Besides, some equipments 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 (2021-2022)

Balance carried forward from previous school year	\$ 269,485.00
Less : Amount clawed back at the end of school year 2020-2021	113,450.00
Revenue : Annual recurrent cash grant for 2021-2022	<u>157,127.00</u>
Total amount of usable fund	313,162.00
 Expenditure :	
Purchase of communication equipment for exchange	<u>\$ 203,683.00</u>
 Balance transferred to next school year	 <u><u>\$ 109,479.00</u></u>

Evaluation Report on the Use of the Life-wide Learning Grant (2021-2022)

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 thrive outside classroom. 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 2021/22 school year, the school-based provision for each public sector school will be \$152,107; the class-based provision is calculated based on the number of approved classes at the per class rates of \$42,590 for secondary schools. Thus, the amount of the recurrent grant for the 2021/22 school year is \$1,174,267.

After detailed planning and discussion, the LWL Grant was used in 2021-2022 as follows:

- (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.
- (2) To organize or participate in non-local exchange activities or competitions to broaden students' horizons
- (3) To procure equipment, consumables and learning resources for promoting life-wide learning

31. Financial Report on Life-wide Learning Grant (2021-2022)

Balance carried forward from previous school year		\$ 1,094,622.98
Revenue : Government Grant for 2021-2022		<u>1,174,267.00</u>
Total amount of usable fund		2,268,889.98
Expenditure :		
(1) To organise life-wide learning activities in different KLA's / 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	\$ 1,110,680.86	
(2) To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons	8,640.00	
(3) To procure equipment, consumables or learning resources for promoting life-wide learning	<u>85,206.20</u>	<u>1,204,527.06</u>
Balance transferred to next school year		<u><u>\$ 1,064,362.92</u></u>

Evaluation Report on the Use of the Promotion of Reading Grant (2021-2022)

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 further enhancing their reading abilities.

After detailed planning and discussion, the Promotion of Reading Grant was used in 2021-22 as follows:

- (1) 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 print to non-print, we can flexibly use the grant for procuring e-books 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.

- (2) 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, some of the reading promotion activities planned were cancelled. The funding of Promotion of Reading Grant for 2021-22 can be carried forward to the next school year.

33. Financial Report on Promotion of Reading Grant (2021-2022)

Balance carried forward from previous school year	\$	49,876.49
Revenue : Government Grant for 2021-2022		62,851.00
Total amount of usable fund		112,727.49
Expenditure :		
(1) Procuring reading resources, including both printed books and e-books	\$	65,063.41
Balance transferred to next school year	\$	47,664.08

Evaluation Report on the Use of the Citizenship and Social Development Grant (2021-2022)

34. The reform of Liberal Studies (LS) is one of the measures to optimize the four senior secondary (SS) core subjects so as to create space for students and cater for learner diversity. The Education Bureau (EDB) has accepted the optimizing proposals of the four SS core subjects (i.e. Chinese Language, English Language, Mathematics, and Citizenship and Social Development in lieu of LS) endorsed by the Curriculum Development Council (CDC) and the Public Examinations Board (PEB) of the Hong Kong Examinations and Assessment Authority (HKEAA).

LS will be renamed Citizenship and Social Development (CS). The reformed curriculum will adhere to the rationale and aims of the existing LS curriculum. As one of the support measures, the EDB will provide a one-off grant of \$300,000 to support the implementation of the curriculum of CS starting from the 2021/22 school year.

Schools may take their school context into consideration as well as development needs and flexibly deploy the one-off grant to support teachers in teaching CS and conducting relevant learning and teaching activities.

After detailed planning and discussion, the Citizenship and Social Development Grant was planned to be used in 2021-2022 as follows:

- (1) Developing or procuring relevant learning and teaching resources (including multimedia and eLearning resources), mobile applications and software, as well as reference materials for CS
- (2) Organizing school-based learning activities for enhancing the learning and teaching effectiveness of CS

Unfortunately, Activity (2) was suspended due to COVID-19.

35. Financial Report on Citizenship and Social Development Grant (2021-2022)

Balance carried forward from previous school year	\$ 0.00
Revenue : Government Grant for 2021-2022	<u>300,000.00</u>
Total amount of usable fund	300,000.00
 Expenditure :	
(1) Developing or procuring relevant learning and teaching resources (including multimedia and eLearning resources), mobile applications and software, as well as reference materials for CS	<u>\$ 4,999.00</u>
 Balance transferred to next school year	 <u><u>\$ 295,001.00</u></u>

- End of Report -