

School Annual Report 2019-2020

Our School

School Mission

We are committed, with Christ as The All Exemplary, to providing a holistic Christian education, which fosters the sound development of students in the ethical, intellectual, physical, social, aesthetic and spiritual spheres, and which encourages students to take the initiative to learn, to explore solutions creatively, to develop their potential with a positive attitude, and to enjoy a harmonious but disciplined campus life. Therefore, we instill in their young minds the habit of life-long learning, the ability of adapting to changes, the drive for self-discipline, and the expression of self-confidence, in an endeavour to contribute to the future well-being of the community and mother country.

Class Structure and Student Enrollment

1. Class structure

In the school year 2019-2020, the school operated with 24 classes in total. Each level from Secondary 1 to 6 had four classes after joining the Voluntary Optimization of Class Structure Scheme. The class structure is tabulated below:

Level	S1	S2	S3	S4	S5	S6	Total
Class Number	4	4	4	4(5*)	4(5*)	4(5*)	24

** As a means to consolidate the learning outcomes in junior forms, the four classes in each level from Secondary 4 to 6 were divided into 5 groups for implementing small-class teaching.*

2. Student enrollment

In September 2019, the total student enrollment was 705, with 336 boys and 369 girls. The overall attendance of students for the whole year was 96.7%.

3. Distribution of students' residential areas

Since the adoption of the Secondary School Places Allocation System according to school nets, most students who have been admitted to our school come from primary schools located in the same district. Hence the largest percentage of our students come from Tai Po. A detailed analysis is as follows:

Students' residential area	Number	Percentage
Tai Po	507	71.9
North District	105	14.9
Sha Tin, Tai Wai	11	1.6
Yuen Long, Tin Shui Wai	3	0.4
Kowloon	12	1.7
Tsuen Wan, Tung Chung	7	1
Shenzhen	60	8.5
Total	705	100

Incorporated Management Committee

1. IMC managers, representing different categories of stakeholders, were elected in accordance with the Constitution. The IMC comprises seven managers from the sponsoring body, one manager from the principal, teacher, parent and alumnus categories respectively, as well as one independent manager. There is also an alternate teacher manager and an alternate parent manager. The Principal is an ex-officio manager. Two sub-committees on school management & development and school finance have been set up under the IMC. The IMC gives guidance and invaluable advice on matters related to school development and administration. The spirit of accountability and self-perfection is upheld.
2. List of IMC members:

<u>Name</u>	<u>Category of Manager</u>	<u>Tenure of office to</u>
Mr. Tang Kai Ming Kenneth	Sponsoring Body Manager (Supervisor)	29/08/2023
Mr. Ho Ting Yau	Sponsoring Body Manager	29/08/2023
Mr. Chan Ho Sing Herman	Sponsoring Body Manager	29/08/2023
Ms. Wong Bonny	Sponsoring Body Manager	27/08/2024
Mr. Shum Man Kwong	Sponsoring Body Manager	27/08/2024
Mr. Lee Ka Kui	Sponsoring Body Manager	29/08/2023
Mr. Leung Po Chung Dannuel	Sponsoring Body Manager (Treasurer)	21/09/2023
Dr. Fung Shu Fun	Independent Manager	26/04/2022
Mr. Tso Siu Man Simon	Alumni Manager	31/05/2021
Ms. Ng Ka Wai	Parent Manager	15/01/2021
Mr. Lee Wai Sun	Alternate Parent Manager	19/03/2021
Mr. Yeung Man Ching	Teacher Manager	14/3/2021
Mr. Pun Cheuk Wah	Alternate Teacher Manager	1/12/2021
Mr. Cheng Sze Wang	Principal (Ex-officio Manager) (Secretary)	---

3. We would like to express our heartfelt gratitude for the dedication of our school managers. Their insight, experience and faithful service are always great assets to the school. Special thanks go to our Independent Manager, Dr. Fung Shu Fun, who promised to continue his office for another two years. Also thanks to our Alternate Teacher Manager, Mr. Kwan Cheuk Fung, and a warm welcome is extended to the newly appointed member, our Alternate Teacher Manager, Mr. Pun Cheuk Wah.

Staff

1. At present there are 55 full-time teachers, 1 part-time teacher, 5 teaching assistants, 1 Associate Teacher, 1 Graphic Designer, 3 laboratory technicians and 2 IT technicians, 19 tutors and coaches and 15 clerical and supporting staff members. Among our full-time teachers, 100% of our teachers have completed teacher training, 95% bachelor degree programmes, 42 % an additional master degree programmes and 25% special education training. All English and Putonghua teachers have met the EDB language proficiency requirements.

2. The following teachers have retired in 2020-2021:
 - 2.1. Ms. Chan Kai Ming who served the school for 28 years and has made great contributions to English Language teaching in our school.
 - 2.2. Ms. Lee Ka Jane who served the school for 29 years and has great contributions to the English Language teaching in our school.
 - 2.3. Ms. Sin Yuet Hang who served the school for 31 years and has taken her early retirement. As the Guidance Mistress for 24 years, Ms. Sin has made marvelous contributions to Student Guidance and Counseling and resolved uncountable students' mental problems due to friendship, family issues and other difficulties during adaptation.

3. Ms. Chung Hoi Kam and Mr. Chau Chung Sing have been incorporated into the school regular staff establishment as Graduate Mistress and Master from the school year 2020-2021.

4. The following appointments have been made, commencing 2020-2021:
 - 4.1. Ms. Ngai Yuen Ming has been promoted to the PGM as the Assistant Principal (Administrative and Support) (c.f. 6).
 - 4.2. Mr. Yeung Man Ching has been promoted to the SGM as the Discipline Master (c.f. 7).
 - 4.3. Ms. Ng Yuk Lun has been promoted to the Acting SGM as the Guidance Mistress (c.f. 7).
 - 4.4. Ms. Wong Hang Sim has been promoted to the Acting SGM as the SEN Coordinator.
 - 4.5. Ms. Siu Ying Pui has been promoted to Laboratory Technician II.
 - 4.6. Our Clerical Assistant, Ms. Chan Siu Mui, has been promoted to Assistant Clerical Officer in the school year 2020-2021 after an internal recruitment among the clerical staff.

5. Hiring of non-teaching staff:

<u>Name</u>	<u>Post</u>	<u>Effective from</u>
Ms. Kuang Meiling	Clerical Assistant	2 September 2019
Ms. Lau Sau Lan	Janitor	30 November 2019
Mr. Fung Hoi Ching	Janitor	1 June 2020
Mr. Chu Man Ming	Janitor	14 June 2020
Mr. Li Chi Hung	Janitor	30 July 2020

6. As stated in the Education Bureau Circular No. 6/2020 (d) Improving the manpower of vice-principals in public sector secondary school, our school is eligible to have 3 PGMs in 2020/21 school year.
Following the internal recruitment in July, Ms. Ngai Yuen Ming has been promoted to be the Assistant Principal (Administrative and Support).

7. Following the promotion of Ms. Ngai Yuen Ming, the post "Chair of the Discipline Committee" was available for internal promotion. Also, our Guidance Mistress, Ms. Sin Yuet Hang left for early retirement, the post "Chair of Guidance Committee" was available for internal promotion. After the internal recruitment exercises, Mr. Yeung Man Ching has been appointed to be the Discipline Master and Ms. Ng Yuk Lun has been appointed to be the Guidance Mistress in 2020/21 school year.

8. Hiring of teaching staff:

<u>Name</u>	<u>Post</u>	<u>Qualification</u>	<u>Effective from</u>
Ms. Wong Ming Ling	GM teacher	B.A. (City U), M.A. (CUHK)	1 September 2020
Ms. Sin Cheuk Man	GM teacher	B.A. (HKSYU), PGDE (EdUHK)	1 September 2020
Ms. Tse Ho Yi	Teaching Assistant (Mathematics & STEM)	B.Sc. (CUHK)	1 September 2020
Ms. Yeung Mei Ling	Teaching Assistant (Chinese Language)	B.A. (CUHK)	1 September 2020
Ms. Gu Jiabin	Teaching Assistant (English Language)	B.A. (UESTC Zhongshan), M.A. (BU)	1 September 2020
Ms. Lei Po Yee	Associate Teacher (AT) (History & Careers)	B.Soc.Sc. (City U)	1 September 2020

9. Teachers' professional development

- 9.1. Ms. Wong Hang Sim was granted 4 days to attend the SENCO Professional Development Programme.
- 9.2. Mr. Yeung Man Ching has taken the Professional Diploma Programme in Management of Student Activities in Primary and Secondary Schools.
- 9.3. Ms. Wong Yuk Ying and Ms. Hui Mei Yee were granted one week for the "CLAP for Youth @ JC - Career Leaders Training & UK School Visits".
- 9.4. In terms of professional development, our teachers attended a wide range of training courses, talks, workshops and seminars organized by the EDB, HKEAA, universities and tertiary educational institutes for perspectives and enhancement. For their continual effort for the benefit of students, we salute them.

School Major Concerns

This was the second year of the Three-year School Development Cycle 2018-2021. Three major concerns were addressed in the School Three-year Development Plan and the School Annual Plan 2019-2020. The overview of their implementation is given as follows:

1. Major Concern I: To equip students as competent learners in the 21st century

Achievements

- 1.1. To stretch students' potentials and enhance their abilities in Science, Technology, Engineering and Mathematics (STEM)
 - 1.1.1. To strengthen the 2 STEM Projects:
 - 1.1.1.1. The "School Coral Nurturing Scheme" co-organized by the CUHK and the Agriculture, Fisheries and Conservation Department
 - 1.1.1.1.1. A team of students was invited and trained to take care of the system. They also learnt how to nurture corals and assess their growth conditions.
 - 1.1.1.1.2. Students also got the chance to join the training sessions offered by the CUHK and participated in different activities organized by the CUHK and the Agriculture, Fisheries and Conservation Department.

- 1.1.1.1.3. A 24-hour CCTV and water quality monitoring system was set up so that both the teacher-in-charge and students can monitor the system anytime to ensure that the fish and coral are growing healthily.
- 1.1.1.2. “Aquaponics System” co-monitored by the Environmental Conservation Club and Horticulture Club
 - 1.1.1.2.1. The system was monitored carefully by the clubs. The fish and vegetables grew healthily.
 - 1.1.1.2.2. The fish were used as ingredients in the Home Economic lessons. Students prepared delicious food and shared it with their classmates, teachers and the Principal.
 - 1.1.1.2.3. The plan regarding sending fish to the Home for the Elderly was cancelled due to the pandemic.
- 1.1.2. To incorporate STEM elements in Science KLA, Technology KLA and Reading Across the Curriculum (RAC) Scheme
 - 1.1.2.1. Integrated Science
 - 1.1.2.1.1. More STEM activities, e.g. making bottle diver, making burglar alarm and making foam board cutter, were incorporated in S1 and S2 lessons.
 - 1.1.2.1.2. The STEM project ‘Making Water Suitable for Keeping Fish in Aquaponics’ was conducted in S1 lessons whereas the STEM project ‘Making Steady Hand Game’ was conducted in S2 lessons. The project marks were included as part of formative assessment marks. However, some STEM projects were cancelled due to the class suspension.
 - 1.1.2.1.3. S1 had a briefing session on the coral aquarium. The students learnt the “seven vital functions of living organisms” through the observation of sea anemone in the coral aquarium. S1 students learnt about impurities and microorganisms in water through the observation of impurities and microorganisms in water samples of coral aquariums through external microscope for iPad. Through the S1 STEM project “Making water suitable for keeping fish in aquaponics”, S1 students learnt about the water quality required for the living things in the aquaponics and water purification methods.
 - 1.1.2.2. Computer Literacy (CY)
 - 1.1.2.2.1. In CY lessons, S3 students were asked to design the prototype of a product and plan a proposal for an individual project. Then, they needed to work in groups and make the products.
 - 1.1.2.2.2. CY teachers helped students complete the plan of the proposal of their designs.
 - 1.1.2.2.3. As part of the ‘Language Across the Curriculum (LAC) programme, English teachers taught students how to write a proposal based on the plan.

- 1.1.2.2.4. As part of the LAC programme, DT teacher planned technical support and runs workshops to prepare students for making their products. It was eventually cancelled due to the class suspension.
- 1.1.2.3. Design and Technology
- 1.1.2.3.1. DT Curriculum was enhanced to involve more elements related to STEM, coding, control technology and fabrication techniques.
- 1.1.2.3.2. All S1 students learnt how to draft 3D models with computer software and how to convert the model to a file that the 3D printer can read.
- 1.1.2.3.3. In collaboration with the Home Economics Panel, all S2 students were supposed to learn to design and make a cookie cutter by 3D printing technique. It was cancelled due to the class suspension.
- 1.1.2.4. Mathematics
- 1.1.2.4.1. S3 Statistics was taught earlier in the 1st term to equip students' capability to handle data.
- 1.1.2.4.2. The Mathematics Department also cooperated with the Coral Aquarium team in incorporating the data collected by the chemical and temperature sensors in the aquarium into their homework when teaching the topic "Statistics".
- 1.1.3. To continue the nomination of students to external trainings, projects and competitions related to STEM
- 1.1.3.1. More than 95 % of S1 and S2 students joined the activity "Portable Experiments" organized by Science Club from 23/9 to 26/9. They did six experiments related to Physics, Chemistry and Biology in IS Lab and finished relevant tasks. S2 Science Talk was cancelled due to the class suspension.
- 1.1.3.2. 12 S1 students with superb performance in school assessments of Integrated Science were invited to join Integrated Science Enrichment Class to stretch their potential. However, due to the class suspension, only two lessons were conducted this year.
- 1.1.3.3. Five S2 students were chosen to join the Hong Kong Student Science Project Competition organized by The Hong Kong Federation of Youth Groups, The Education Bureau and The Hong Kong Science Museum. However, the competition was eventually cancelled due to the class suspension.
- 1.1.3.4. A team of students were invited to join the Tai Po Inno Expo 2020 (創科@大埔). However, activities were cancelled due to the class suspension.
- 1.1.3.5. We joined the CLPe solution. It encourages students to take the initiative to learn, to explore innovative ways, and to contribute to the future well-being of society. A solar system with 33 solar panels was installed on campus as a way to support green energy, reduce electricity expenses, and cultivate the seeds of energy conservation knowledge among students. We have also approved by the EMSD "Solar Harvest – Solar Energy Support Scheme" and will install 36 solar panels in 2020/2021 school year. Hence our school will have 69 solar panels totally which reflects our passion to contribute to environmental protection.

1.2. To enhance the effectiveness of learning and teaching through adopting effective pedagogical approaches

1.2.1. To enhance learning and teaching effectiveness through adopting different e-learning and e-teaching strategies which are proved to be effective in different subjects

Chinese Language	Self-learning materials, including flipped classroom, reading materials and comprehension, were uploaded to Moodle. Teachers also marked and made comments to assignments on Moodle. S1 students participated in Moodle activities 49989 times, which is the highest rate of participation of all forms.
English Language	Self-learning materials, including flipped classroom, 3-minute news clips comprehension, exercises and readers, were uploaded to Moodle platform.
Mathematics	Self-learning materials, including flipped classroom, reading materials, exercises and answers, were uploaded to Moodle. In Zoom lessons, teachers discussed the content of the materials with students.
Liberal Studies	Self-learning materials, including flipped classroom (discussion of questions and answers) and assignments, were uploaded to Moodle. Teachers also marked and made comments to assignments on Moodle.
BAFS	Self-learning materials, including MC exercises and Google Quiz, were uploaded to Moodle. Students were required to participate in the Google Quiz on Fridays for 10 weeks.
Biology	Self-learning materials, including flipped classroom, PowerPoint for self-study and online MC exercises, were uploaded to Moodle.
Chemistry	For S3 classes, students read e-books and then take the online quizzes on Moodle. Besides, self-regulated learning exercises and tests were provided for S3 to S6 classes.
Physics	MC question bank was established on Moodle platform for self-learning. Besides, HKDSE MC question explanation videos were uploaded to Moodle for enhanced learning.
Chinese Literature	SBA learning resources, interactive exercises, commentaries, quizzes and self-learning video clips etc. were uploaded to Moodle.
Others	Make use of iPads to deliver lessons with web-based materials effectively as well as different apps to assist both face-to-face and real-time online teaching.

1.2.2. To make effective use of the Moodle platform in developing students' self-regulated learning habits, especially during the class suspension period

1.2.2.1. At the beginning of the class suspension in February, we made use of our Moodle learning platform to maintain students' learning progress through recording lessons and uploading teaching videos to the platform for students to watch.

- 1.2.2.2. However, the pandemic persisted and all teachers started to learn how to use the remote teaching apps ZOOM. After the three-week trial period from the end of February, we launched formal real-time online lessons from 21 March 2020 with three lessons every day for each class until 22 May 2020 before the resumption of class.
 - 1.2.2.3. The Moodle platform played a very important role in delivering information from the school to students. Also, it provided a very effective platform for teachers to upload information and documents, such as notes, exercises and marked homework, for students' reference and also for students to submit homework to their teachers.
 - 1.2.2.4. Form-based forums were established for students and teachers to communicate.
 - 1.2.2.5. In addition, online exercises and quizzes were uploaded to the platform for students to evaluate their learning progress from time to time.
- 1.2.3. To investigate the implementation of “Cooperative Learning” in enhancing student’s interaction in lessons
- 1.2.3.1. A half-day professional development for Subject Department Chairs on “Cooperative Learning” was scheduled in April. However, it was cancelled due to the Covid-19 pandemic. We postponed the implementation of this pedagogical strategy to the next school year.
- 1.2.4. To enhance teachers’ exposure on related pedagogical approaches through attending professional development courses organized by the EDB and other organizations
- 1.2.4.1. Due to the social unrest and Covid-19 pandemic, many training seminars and workshops were either postponed or cancelled. As the class suspension proceeded in the second term, more and more teachers began to enrol in online training seminars offered by the Education Bureau and external organizations. Most of them were concerning online teaching techniques and strategies. Teachers gained the knowledge and techniques within a very short time and became very competent professionals of online teaching. This new norm kicked off a smoother and wider road towards e-teaching and blended learning. The speed is unexpectedly fast and it created a breakthrough in the development of e-learning and e-teaching.

Evaluations

1.3. Quantitative evaluation results

1.3.1. Teaching Performance Survey (TPS)

The score of question 32 (The learning activities offered by this subject can enhance my interests in STEM-related areas) is 3.02, which is the same as last year.

1.3.2. Teacher Questionnaires

76% of teachers concerned agreed that students’ interests and abilities in STEM were enhanced through different lessons and school activities and programmes.

1.3.3. Stakeholder Survey

In the aspect “My view on Student Learning”, the scores for this year were slightly higher than last year for all stakeholders.

	2018-2019	2019-2020
Student	3.8	3.8
Teachers	3.2	3.4
Parents	3.4	3.5

1.3.4. APASO Survey

Score in “Academic Self Concept” in junior forms was lower than the last school year whereas the score in senior forms was higher than last year.

	2018-2019	2019-2020
Junior forms	2.86	2.65
Senior forms	2.69	2.71

The statistical data reflected that the strategies implemented in the school year 2019-2020 on stretching students’ potentials and enhancing their abilities in STEM were satisfactory. This may be due to the effect of both social unrest and Covid-19 pandemic. Both incidents caused suspension of classes and extra-curricular activities. Especially during the pandemic in the second term, all ECA activities were cancelled. For the effectiveness of learning and teaching, it was enhanced through the adoption of various e-learning and e-teaching strategies and pedagogical approaches. During the class suspension period, teachers’ e-teaching and students’ e-learning competency were drastically enhanced. This has laid a substantial foundation for “blended learning” in future.

2. Major Concern II: To develop students’ leadership traits through character building

Achievements

2.1. To nurture students’ 7 habits by adopting the *Leader in Me* initiatives

2.1.1. To adopt systematic strategies in enhancing all teachers’ awareness and abilities to help nurture students’ habits in leading themselves for excellence

2.1.2. To enhance the skills of a specific group of teachers – the Lighthouse Teams so that they can help nurture students to develop their life-ready leadership skills through adopting the seven-habit approach

For the above two strategies, the following achievements were attained:

2.1.2.1. Teacher training was the first step to implement *Leader in Me* because teachers should be the role model to demonstrate the meaning of *Leader in Me* and how Seven Habits are implemented.

- 2.1.2.2. To help all teachers get the basic concepts of Seven Habits, staff development workshops provided by the HK Academy of Leadership were arranged for all teachers. In addition, the school also enhanced the skills of the lighthouse team so that they can help nurture students develop their life-ready leadership skills through adopting the seven-habit approach. The Lighthouse Team was consisted of S2 class teachers, subject teachers, Guidance & Discipline teachers who have closer contact with S2 students, or play more important roles in student support. Please refer to the list of workshops held for all teachers and Lighthouse Team below:
- 23 Aug 2019, AM
 - 23 Aug 2019, PM
 - 25 Sep 2019
 - 19 Oct 2019
 - 28 Apr 2020 (Zoom workshop)
 - 14 May 2020 (Zoom workshop)
- 2.1.3. To nurture and develop S2 students' seven habits through a systematic strategy involving a special curriculum, theme-based activities and self-reflections
- 2.1.3.1. For S2 classes, there was one *Leader in Me* lesson in each cycle. The lesson was taught by the Assistant Principals first and then the Discipline Mistress and a Career Guidance teacher.
- 2.1.3.2. The teaching materials provided by the HK Academy of Leadership for students are well-structured, well-printed, of high quality and at an appropriate level.
- 2.1.3.3. According to students' performance and exercises in lessons, students were generally able to understand the meaning and concepts of Seven Habits. They were also aware of the scenarios in which Seven Habits may be helpful to them.
- 2.1.4. To deliver messages related to *Leader in Me* in assemblies and other public occasions at school
- 2.1.4.1. At the beginning of the school year, an assembly was held for all students with the topic "From Lose-Lose to Win-Win", featuring one of the Seven Habits. As a whole, the response was positive.
- 2.1.4.2. In addition, messages related to Seven Habits were also incorporated into some assemblies.
- 2.1.4.3. 20 posters of Seven Habits have been posted on campus to remind or inform students of the details of the Seven Habits. Teachers found them useful in reminding teachers and students of what Seven Habits are.

Evaluations

2.2. Quantitative evaluation results

2.2.1. Stakeholder Survey

In the aspect “My view on Support for Student Development”, the scores of this year were the same as last year for all stakeholders.

	2018-2019	2019-2020
Student	3.9	3.9
Teachers	3.9	3.9
Parents	3.8	3.8

2.2.2. APASO Survey (junior forms)

	2018-2019	2019-2020
Goal setting	3.11	2.97
Perseverance	3.05	2.89
Task	3.20	3.03

In the “Goal setting”, “Perseverance” and “Task” aspects, the scores in junior forms were lower this year. This may be due to the effect of both social unrest and Covid-19 pandemic. These incidents have greatly affected the normal school life and even the daily life of all students. All the school activities were cancelled and students needed to change their daily routine and learning pattern. Indeed, all the three aspects were a great challenge throughout the year. Generally speaking, the slight decline in scores revealed that our junior form students managed to perform well in these aspects.

2.2.3. S2 students’ conduct and discipline records

The following table also shows the comparison on the performance of S2 students between this school year and last school year on four aspects:

S2 students’ performance	2018-2019	2019-2020
Average conduct marks	114.8	111.6
Number (percentage) of students awarded A grade in Conduct	66 (52%)	49 (40%)
Number (percentage) of students having “No penalty records”	21 (17%)	49 (40%)
Number (percentage) of students having “No late homework records” in each term	51 (40%)	70 (57%)

According to the data above, S2 students seem to possess a higher ability of self-discipline in this school year. They attained quite distinctive progress in the “No penalty” and “No late homework” records. This could probably be the positive effect of building up their “7 Habits” during this school year. A more proactive action, which is, to work even harder to strive for excellent conduct, is anticipated in the coming school year.

2.3 Qualitative evaluation results

- 2.3.1 According to the questionnaires provided by the Hong Kong Academy of Leadership, teachers generally had good comments on the workshops related to Seven Habits. They considered the workshops well-planned, clear and focused. A teacher survey was done to evaluate the effectiveness of one of the workshops. Teachers were asked to grade the workshop in eight aspects. According to a 1-to-10 scale with 10 being the highest score, the majority of respondents gave 7-9 in all aspects. However, a few teachers revealed that the workshops were too theory-oriented and their opinion brought new insights.
- 2.3.2 In terms of the outcome, it was agreed that teachers were more familiar with the meaning of Seven Habits after the above workshops. Yet, merely knowing what Seven Habits are is not enough. The major limitation for teachers to build up their understanding and even practise Seven Habits is that teachers had few chances to recall and practise Seven Habits in their busy daily work.

3. To fully explore and develop the potential of gifted students

Achievements

- 3.1. To nurture students' diverse talents and enhance their exposures through providing various educational activities
- 3.1.1. To review the school-based gifted education policy by collaborating with the CUHK
According to the review report, our teachers
- 3.1.1.1. possess adequate basic knowledge on gifted education.
 - 3.1.1.2. possess very positive attitude towards gifted education.
 - 3.1.1.3. are able to master the basic technique and strategies in gifted education.
- 3.1.2. To make use of the web-based learning courses to support gifted students to pursue self-directed learning
- 3.1.3. To identify students' strengths and talents through Pre-S1 data, academic achievements and ECA participation records
For the above two strategies, the following approaches were adopted:
- I. To conduct pull-out programmes outside the regular classroom for the gifted students to have systematic training as a homogeneous group.
 - II. To provide enrichment and extension activities across most of the subjects by breadth and depth to allow differentiated teaching strategies and learning opportunities for high achievers inside the regular classroom.

Activities / programmes organized:

- 3.1.3.1. Teachers made use of the above records and information to nominate students to participate in various gifted programmes, according to their strengths. For example, nominations of HKAGE student members were made directly by matching the programmes provided (e.g. Chinese, English, Mathematics and Science) with the elite students selected in lower forms. The number of enrolled students increased compared with last year.
 - 3.1.3.2. Inter-school competitions, including history and cultural projects, Mathematics competitions, etc., were cancelled due to the pandemic. Teachers were unable to provide regular training in the period of school suspension.
 - 3.1.3.3. Some regular elite teams or classes, such as Chinese writing class, English Debate Team and English MC Team, were still ongoing in the second term although the frequency was limited by the pandemic. Dozens of English elite students were chosen to join the Zoom elite class for enrichment.
- 3.1.4. To provide more opportunities for students to explore and develop their talents through comprehensive nomination schemes, e.g. awards, trainings and career attachment programmes (EDB and Alumni)
- 3.1.4.1. HK Jockey Club CLAP training workshop was provided to Career Ambassadors for leadership training and teaching them to help S3 peers in subject selection. Career Ambassadors prepared for a Career Expo in school and gathered enrollment information from different tertiary institutes. Unfortunately, some information days and sharing were cancelled due to the pandemic.
 - 3.1.4.2. Most training programmes were cancelled due to the pandemic.
 - 3.1.4.3. Alumni talks were arranged but were cancelled due to the pandemic.
- 3.1.5. To offer more chances for students to approach and contribute to the community and nation through local and overseas voluntary work and services in sister schools in the Mainland respectively.
- 3.1.6. To offer chances for students to broaden their horizons through cross-boundary and overseas exchange and experiential tours

For the above two strategies, the following approaches were adopted:

- 3.1.6.1. The Scotland exchange tour was completed successfully. Six S4 students had class shadowing in our partner school, Liberton High School. They attended lessons with local students, visited different cultural spots and participated in the “Scotland China Education Network” Youth Summit. They benefited a lot from this trip and planned to share their experiences with their schoolmates in an assembly in the second term. However, the sharing session was cancelled.
- 3.1.6.2. The Kagoshima Exchange tour-cum-signing of Partner School Memorandum with the Tatumizu Junior High School scheduled in May 2020 was cancelled.

- 3.1.6.3. The Chengdu Service Tour with Hong Kong Polytechnics University scheduled in July 2020 was cancelled.
 - 3.1.6.4. The Singapore experiential tour scheduled in July was cancelled.
 - 3.1.6.5. Voluntary Service Programme “V-ARE-ONE” was cancelled.
 - 3.1.6.6. Some students with voluntary work experience were nominated to join NGO training programmes, such as a 10-month training provided by UNICEF which included face-to-face training (before pandemic) and ZOOM training (after school suspension).
 - 3.1.6.7. Cross-boundary exchanges and overseas tours were cancelled due to the pandemic.
- 3.1.7. To stretch students’ potential through different events in the Diamond Jubilee Celebrations
- 3.1.7.1. All the Diamond Jubilee Celebration Programmes were postponed to the next school year due to the social unrest in the first term and the Covid-19 pandemic in the second term.

Evaluations

3.2. Quantitative evaluation results

3.2.1. Teaching Performance Survey (TPS)

	2018-2019	2019-2020
Q4. The teacher is able to give enrichment to high achievers.	3.28	3.26
Q26. The teacher has different expectations on us which are aligned with our strengths and weaknesses.	3.29	3.27

Though the scores are a bit lower than last year, students generally agreed that teachers took care of the diversity among them and could display appropriate expectations and offered suitable enrichment measures to high achievers.

3.2.2. Stakeholder Survey (SHS)

	2018-2019	2019-2020
Teachers		
29. The school strategically arranges different learning modes and opportunities for students in the light of students’ abilities, interests and needs.	3.8	4.0
47. The school provides enough opportunity to foster students’ leadership.	3.9	4.0
51. The school’s extra-curricular activities can help extend students’ learning experiences.	4.1	4.1
Students		
21. Through participation in the school’s extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased	3.9	4.0

This year, the scores of the above four areas even attained a higher level than last year, achieving the targets set in the Annual Plan. All teachers were familiar with the process of gifted education. However, due to the pandemic, students' participation in extra-curricular activities, training and services were greatly affected.

In the school year 2019-2020, more resources were originally allocated to this area. However, only 31 students with potential in the academic and leadership areas were nominated to 10 gifted education courses and the total expenses for subsidizing them was \$39,782, which was 61% less than last year.

3.2.3. APASO

	2018-2019		2019-2020	
	Junior	Senior	Junior	Senior
Achievement	2.73	2.58	2.55	2.64

Since nearly all kinds of extra-curricular activities, exchange tours, inter-school competitions and training programmes were cancelled in the second term due to the pandemic, students' sense of achievement was seriously affected. The data reflected that junior forms student were affected to a greater extent whereas senior form students were more resilient and can still maintain a higher sense of achievement.

Our Learning and Teaching

The School Curriculum

The school curriculum was designed with due emphasis on preparing students to pursue further studies after their secondary education and also inspiring them to plan for the future career.

Junior Secondary

In junior forms, a school-based curriculum addressing the needs of our students was developed to supplement the formal curriculum and to prepare them for their senior secondary studies.

English Language

Drama, short stories and poetry were incorporated into the junior form English curriculum. The school-based language arts curriculum aimed to strengthen students' capacity to appreciate literature, increase their confidence in public speaking and develop their creativity. In addition, these built the foundation for the smooth transition from junior levels to the senior secondary elective modules.

Chinese Language

The habit of self-study was nurtured among our students. Study guides on Chinese were compiled for both junior and senior form students. With the collaboration of parents, students were required to make use of their time outside the classroom to self-study according to the progress suggested by the guide. The Chinese Language Department offered diversified learning activities, including reading week, morning reading sharing sessions, raising awareness of Chinese culture, recitation of literature, author seminars, innovative writing class and senior form joint school oral training etc. The elements related to the senior secondary elective modules were also infused into the junior form Chinese Language curriculum – science fiction, translated novels, and drama were included in the extensive reading book list; modules on debate, news, novels, script writing and cultural issues were taught as enrichment. Joining the School-based Support Services of the EDB, great assistance was offered by the professional advisor to senior form students, especially on the essential elements required in the HKDSE curriculum.

Computer Literacy (CY) and Design & Technology (DT)

Technology Education was extended through the concerted effort of the two departments. S2 students learnt Scratch programming in CY lessons and applied their programming skills in control technology in DT lessons. Synergy was developed among the subjects on developing students' problem-solving skills. CY was firstly introduced in S3 in the school year 2017-2018 and the number of lessons was increased to 2 lessons per cycle from the school year 2018-2019. The curriculum was designed as a STEM project, in which students were required to write individual project proposals and make their products in groups. It was a cross-curricular strategy, in which the proposal was one of the writing tasks in the English Language curriculum and the designs were built in the CY lessons.

Senior Secondary

In senior forms, students could study two to three from 10 elective subjects apart from the four core subjects. Japanese was offered as an elective in relation to other languages. Students could take applied learning run by external course suppliers, or other elective subjects offered by the network schools in Tai Po.

Learning Diversity

Small-class Teaching

With careful utilization of various funds provided by the Education Bureau, the school deployed our own resources for the division of 4 classes into 5 groups in senior forms. In view of the constraint of resources, small-class arrangement will be cancelled from S1 to S4 but maintained in S5 and S6 classes in the school year 2020-2021. A variety of teaching strategies will continue to be implemented in those forms in order to maximize the advantages of the smaller class size.

Remedial Class

In junior forms, students were streamed according to their academic performance. Students requiring extra support and guidance were grouped into smaller classes. After-school remedial classes were organized for students with below-par performance in English, Chinese and Mathematics. Students who fell into the bottom tier in each of the core subjects received remedial support. Regular teachers or Teaching Assistants were deployed to take up these classes.

Gifted Education

The school made use of the resources from the Diversity Learning Grant to enhance gifted education. 31 senior form students showing strengths in different areas were nominated to participate in 10 courses or activities related to academic, leadership, civic education and music organized by universities and external organizations for enhancing their capacities. The expenses in these areas reached \$39,782 in the school year 2019-2020. The amount was far less than the previous years due to the social unrest and Covid-19 pandemic.

One of our S6 students Chan Cheuk Lam is not only gifted in Gymnastics, but studied diligently during her time at school. Thanks to the encouragement and effective guidance of her teacher, Mr. Lee Tsz Wa, she was awarded the Home Affairs Bureau “Multi-faceted Excellence Scholarship” with an amount of \$168,400, equivalent to her 4-year university tuition fee.

Support for Students with Special Educational Needs

Our school adopts the Whole-School Approach to Integrated Education. Led by the Special Educational Needs Coordinator (SENCO), the Special Educational Needs subcommittee was established to strengthen the support in catering for students with Special Educational Needs (SEN) in different areas. A teaching assistant has been recruited to offer support to the committee.

With a view to adopting the most appropriate and effective strategies in the support programmes, the committee is in collaboration with various school committees. Their intervention strategies include administering accommodations on homework, examinations and teaching curricula. The committee also works closely with parents and educational psychologists in order to provide students with the best support. Moreover, the Learning Support Grant has been deployed for the provision of art therapy and speech therapy sessions to students with SEN, and for setting up social groups to enhance their social skills. The school-based Educational Psychologist from the Education Bureau is ready to provide on-site support by offering counselling services and developing Individual Education Plans for individual students in need.

To allow students to be equitably assessed in internal school examinations, our school provides candidates with SEN special examination arrangements in accordance with the nature and the degree of their special needs, for example, taking assessments separately, offering extended examination time and supervised breaks. We will also help them apply for the special examination arrangement in the HKDSE.

In addition, teachers were nominated to attend regional sharing sessions and courses to equip themselves with the essential qualifications in handling students with special educational needs. Furthermore, the school also encouraged all teaching staff to participate in various talks and seminars in order to raise the professional knowledge and skills in integrated education.

The expenses were covered by the Learning Support Grant for Secondary School (SEN) of the EDB, amounting to \$720,000. Other administrative support to cater for the needs of these students were extra examination time and special seating arrangements. We have continued the “Joyful@School Campaign” – “Share Respect for Life, Walk Together in Adversity” programme at the expense of the school’s own resources and with the great support of the school social workers. In addition, the School-based Educational Psychologist Service offered by the Education Bureau provided strong support for the school. The Educational Psychologist mainly provided psycho-educational assessments, counselling and guidance services for students in need.

Reading

The school holds the belief that reading is a key leading to lifelong learning. The school statistics indicated that students were still having active engagement in reading. However, the total number of school hours was greatly affected by the social unrest in the first term and the Covid-19 pandemic in the second term. There was a falling trend on the average number of books borrowed from our school library though the data did not reflect students’ other sources of reading, such as e-books, reading materials on Moodle offered by each subject and the books borrowed from public libraries. Our students’ reading habits and the strategies in promoting reading habits at school, in terms of both reading quality and quantity, were also evaluated.

	School year						
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Average number of books borrowed	20	20	21.2	19	16	16	9*

Table showing the average number of books borrowed by each student from the School Library in 2013-2020 (Not including the books borrowed under the Chinese and English Extensive Reading Schemes)

**The library circulation service was suspended from January to May 2020 owing to the class suspension period.*

The Chinese Department, English Department and Library worked closely to establish the reading environment on campus. Since 2004, the school has been participating in the Popular Reading Award Scheme organized by the Hong Kong Professional Teachers’ Union (HKPTU). The Scheme is divided into two parts – reading of Chinese books and participation in reading-related activities. As in the past, our students maintained a high standard of performance in the event. In the school year 2019-2020, 281 (76.6%) of junior form students received the “Purple Badge of Honour” – the highest award in recognition of their systematic reading habits and skills in pursuing knowledge. The Hong Kong Public Library Reading Programme for Children and Youth (HKPL) was first launched in 2012 with the objective of promoting English reading in junior forms. In the school year 2019-2020, 195 (53.1%) of our S1-3 students were awarded a merit certificate for completing 10 or more English books in 8 months.

Reading habit was also nurtured through different departments, such as the morning reading sessions on Days 3 and 5 as well as Chinese book sharing sessions co-organized with the Chinese Language Department during the last five minutes of the morning reading sessions.

Though external reading activities, e.g. the Hong Kong Battle of Books and the Hong Kong International Literacy Festival, were cancelled due to the Covid-19 pandemic, English reading was still promoted internally through the junior form reading lessons, S4 Short Story lessons, Book Club meetings and mini book fair. There were many opportunities for students to enjoy the fun of reading.

Chinese reading was promoted through author seminars, reading groups, reading lessons, teachers' book sharing sessions, mini book fair and so on.

Information Technology for Interactive Learning

The school intranet provides a platform for extending learning beyond the classroom. Teachers uploaded the teaching materials used in lessons for students to revise at home. The set-up of the Moodle platform is also an effective means to cater to students' diverse needs and promote self-regulated learning. Interactive exercises and reading materials were provided to encourage self-learning and to cope with the variations in learning styles and pace. "Flipped classroom" was made possible with the video clips uploaded so that students could prepare for the corresponding lessons beforehand.

Besides, there was an increase in the number of teachers making use of iPads in their lessons. Students made use of this tool to carry out peer evaluations in language lessons. Besides, geography lessons were enriched and enhanced by using VR technology. Cross-curricular collaboration was adopted by the Home Economics Department and Design & Technology Department in designing and producing the "cookie cutters" by using the 3D printers in the DT workshop and using them to cut the cakes made in the HE lessons.

Moodle continued to serve as the interactive hub for students and their teacher advisors in the Life Building Scheme. The web-based platform served as a supplement to face-to-face interviews. Students submitted their personal development plans, activity records and reflections to the platform, while teacher advisors monitored students' progress and gave immediate feedback in return. Students could also access the "Wiseneews" accounts to search for information related to current issues. It was especially useful for Liberal Studies and writing. Similarly, students could access online TVNews modules for current news clips in English as a way of improving listening skills.

The school year 2019-2020 was so special that no one ever came across nor possessed experiences to handle the effects of both the social unrest and the pandemic. During the initial stage of the class suspension period, the school made use of Moodle for students to do self-directed learning at home. Teachers uploaded recorded lessons, online learning tasks and homework to the respective subject folders. Students were required to upload their assignments to the platform within designated deadlines.

An interactive forum was set up in the platform for the communication between teachers and students. However, under the long-term class suspension due to the severe situation of the pandemic, the school started to launch online real-time lessons in March through the remote meeting software e.g. ZOOM to carry out the lessons while both the students and teachers were at home.

Staff Development

Our teachers positively engaged themselves in professional development. In the school year 2019-2020, under the influence of the social unrest and Covid-19 pandemic, the average Continuous Professional Development hours of each teacher still reached 37.1 hours. They attended both face-to-face and online courses related to subject knowledge, guidance, administration, personal development and many others. Sharing of the materials collected in external training and seminars was a routine practice in individual departments and committees.

In the school year 2019-2020, the staff development workshops mainly covered the School 2nd and 3rd Major Concerns which are related to the “Leader in Me” programme and “Gifted education” respectively. 14 hours of Leader-in-me training was provided to the core members of the staff team while non-core members attended another series of training. Due to the pandemic, some lessons were arranged on ZOOM. However, it was found that such an arrangement was a bit ineffective. Therefore, the last lesson has been postponed until the pandemic is less severe. We believe that all the staff involved in the project could bring a positive influence to the students.

With the collaboration of the CUHK, a seminar about school-based gifted education was held last November. However, it could not be run smoothly as the occurrence of social movement on that day (11/11/2019). The lecturer could only give a brief introduction to the area of gifted education but could still provide an overview of our school-based gifted education. The guest analyzed our school’s situation through a pre-test and post-test and gave some valuable comments. In conclusion, our teachers developed concrete foundations of knowledge in gifted education with relevant skills to carry out the teaching process and a positive attitude towards the development of school-based curriculum.

Besides, some self-learning videos were produced by our IT department in order to facilitate teachers’ online teaching during the Covid-19 pandemic. Furthermore, some tools, for example, personal Moodle MC Question Bank Builder and online marking strategies, were introduced to teachers. All these training sessions or activities could enhance teachers’ competency while adopting the real-time online teaching.

Teaching Enhancement and Support Measures

Additional teaching force made it possible to implement small class teaching in senior forms. Through the effective utilization of different Government Funds and Grants, such as the Expanded Operating Expenses Block Grant, Teacher Relief Grant, Capacity Enhancement Grant and School Executive Officer Grant, a total of \$3,800,000 was used in the school year 2019-2020 to employ 4 teachers, 1 associate teacher and 4 teaching assistants. These government subsidies were great help in creating teachers’ space and enhancing teaching effectiveness.

To cater for financial difficulties, the Student Activities Support Grant and School-based After-school Learning and Support Grant enabled many enrichment learning activities to be organized beyond the classroom at reduced costs. In the school year 2019-2020, the subsidies received were \$99,450 and \$97,800 respectively. They were used to cover students’ expenses in a wide range of activities, such as visits, project excursions, community services, training camps, physical and aesthetic classes, interest groups and career-related experiences. The respective total beneficiaries amounted to 117 and 74, and the corresponding expenses were \$13,338 and \$48,400. The amount is far less than the previous year due to the social unrest and Covid-19 pandemic.

The school facilities and infrastructure are renovated annually to maintain a reasonable learning and teaching environment. Under the Major Repair (2019/20) Scheme, the EDB granted a lump-sum of \$999,000 for the internal decorations in S3 classrooms, replacement of ventilation fans in S1 and S2 classrooms, decorating some of the toilets and other miscellaneous repair works. In addition, a total of \$2,050,000 was received for installing 20 split-type air conditioners in the School Hall.

Support for Student Development

Class Management

At school, class teachers stand on the frontline in establishing students' values, giving day-to-day guidance and being their companions in their growth. Apart from being their teachers, they shoulder duties in running the class periods that cover different areas related to values education, organising class activities for developing life skills, and collaborating with parents and other teachers to give appropriate guidance to students.

Apart from the aforementioned important roles, they also act as the teacher advisors to their students under the school-based Life Building Scheme. The Scheme was first introduced to S1 in 2006. By the school year 2011-2012, the scheme was fully implemented from S1 to S6. It is designed to instill among students the habits of setting developmental goals, designing action plans and making reflections. In junior forms, students draft their development plans with a focus on the virtues highlighted in the school motto. In senior forms, the scheme incorporates the needs for career development. The scheme provides opportunities for students to discuss with their class teachers their future plans and receive advice on their life path.

A Co-class Teacher System was implemented in senior forms for 7 years. It has successfully reduced the workload of class teachers and enhanced both the quantity and quality of students' counseling. This practice was shifted to junior forms from the school year 2017-2018 with the rising S1 population and the need of nurturing students' characters and habits in junior forms to strengthen their foundation for the challenges in senior forms.

S1 Bridging

A well-structured series of programmes has been developed to help our new S1 entrants to adapt to life in the school. We emphasise building up a close partnership with parents. Before the start of the school term, parents are able to meet the school administration staff and their children's class teachers in two different occasions which are usually scheduled in mid-July and late August respectively. During the school term, the Annual General Meeting (AGM) of the Parent-Teacher Association in October and the Annual Parents' Day in February provide opportunities for teachers and parents to exchange their views on student development. However, the Annual Parents' Day was cancelled due to the Covid-19 pandemic.

Before each new school year, a two-week English Bridging Programme is organised for S1 students, aiming at helping them to transit their learning medium from Chinese to English. The programme is effective in building students' confidence in using English in the classroom. Due to the Covid-19 pandemic, this programme was postponed from late July to mid-September this year.

To give further emotional support to the newcomers, a seminar titled "Seek Help ABC" was delivered by our school social worker, Ms. Wong Tak Chong, as one of the S1 orientation activities. The seminar was designed to help students transit to a new learning environment by introducing new adjustment strategies and learning habits to students. Senior form students also had their role. They were recruited as peer counselors of S1 students under the Angel Project. Activities, lunch gatherings and workshops were specifically organized for S1 students by the Angels.

"Learning how to Learn" is a school-based half-year programme with the objective of developing students' study skills and habits right at the beginning of their secondary studies. Students are required to go through a series of reflection exercises under the supervision of their class teachers. Parents are also involved through giving feedback to their children's reflections.

Values Education

The Life Education Committee continued to adopt *Leader in Me* as the theme of values education in the school year 2019-2020. The values were integrated in class periods, assemblies and training workshops. Most importantly, the school also provided opportunities for students to incorporate these values in services for the school and community.

The Student Association and Student Council are two major bodies serving as the communicative bridge between students and the school. The former plays the role in communicating with the school to realise students' expectations while the latter serves as a consultative body. The Student Association also organizes retailing services, inter-school and other activities.

School prefects assist in upholding school discipline, and likewise, serve as exemplars for their fellow schoolmates in their conduct. The team was formed with 71 members in the school year 2019-2020. Their leadership skills were polished through routine onsite patrol duties and the regular Wednesday lunch meetings which involved head prefects and leaders. The team cultivated a tradition based on a strong sense of belonging and pride in their identity.

Student helpers form another important group of student leaders on campus. Their role was to support the Life Education Committee in organising educational activities related to moral, health and civic issues. 39 students enrolled in these activities. Another 36 students were recruited for the "Angel Project", which aims to provide peer counseling and guidance to S1 students when they adjust to their new secondary school life. The helpers and angels provided services to their schoolmates voluntarily, whilst bearing the burden of their studies. Their contributions were significant and should be highly commended.

Religious Activities

Biblical Knowledge lessons, Christian Fellowship, assemblies, special evangelistic meetings, Christmas and Easter Worship provide us with the opportunities to share God's good news with students. The theme of last year was "Following Jesus" (跟隨耶穌). The core of Christianity is not only about the forgiveness of sin, but God's love for all of us. We are deeply loved by God. He is willing to sacrifice for us, die on the cross, love and accept us unconditionally. He forgave all our sins and made us reconcile with him.

Students took the role of leading prayer and sharing short Bible messages in school assemblies. During Wednesday lunchtime, they were given the opportunity to share their faith through the school announcement system. In the 2019-2020 school year, our school worked in partnership with "Love Foundation" (愛基金) to strengthen our effectiveness in reaching for God. Tai Po Christian & Missionary Alliance Church (基督教宣道會大埔堂) and Remembrance of Grace Church Tai Po Church (基督教銘恩堂大埔堂) also led Bible studies and activities in the Christian fellowship. All the study materials were designed to echo the yearly theme.

We are grateful for Christian teachers' participation in leading Bible Study Groups, and also to the Pastors and volunteers from Love Foundation, Tai Po Christian & Missionary Alliance Church and Remembrance of Grace Church Tai Po Church for giving support to the evangelistic works in this school.

We are also grateful to have the Pastor and colleague from the EFCC Po Nga Church as one of our Bible teachers in routine curriculum as well as the tutor in the S1 spiritual and life education course.

Home-school Cooperation

Teachers have close liaison with parents. The Parent Teacher Association (PTA) plays a crucial role in enhancing communication and cooperation between teachers and parents. In the school year 2019-2020, the Guidance Committee planned to organise a variety of activities with the PTA, such as three thematic parents' talks, parent groups, cross-boundary tours and residential camping etc. The main theme was "Healthy Family". One parents' talk and two workshops were successfully completed but the others were cancelled due to the Covid-19 pandemic.

The PTA helped parents to participate in local voluntary activities with their children to serve the people in need. Though the Annual Parents' Day was cancelled, "Sunshine telephone calls" were made by class teachers during the class suspension period so that the school could keep in touch with parents and offer assistance to those with special needs. The school's door is always open to parents and they are always welcome to the school or to make appointments with teachers to share and discuss different issues concerning their children. Parents are also our important co-workers as well as honourable guests at different school events.

Student Performance

Hong Kong Diploma of Secondary Education Examination

115 S6 students sat for the examination. 111 (96.5%) met the basic requirements for sub-degree courses, i.e. with 5 DSE subjects attaining Level 2 or above, including English Language and Chinese Language. 94 (81.7%) met the basic requirements for degree courses under JUPAS, i.e. with four core subjects attaining Levels 3, 3, 2, 2 respectively and one elective attaining level 2 or above. Of the 18 subjects with a total of 727 entries, a total of 52.3% scored Level 4 or above while 98.1% scored Level 2 or above. The overall performance was satisfactory.

Statistics on Further Studies and Employment

113 out of the 115 S6 graduates in 2020 continued their studies. The following table provides the statistics on further studies and employment:

Local degree courses	66
Local sub-degree courses	39
Repeating S6	0
Overseas (including China) degree courses	8
Employment	1
Not confirmed	1