

School Annual Report 2020-2021

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 our 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 2020-2021, 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	4(5*)	4(5*)	24

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

2. Student enrollment

In September 2020, the total student enrollment was 715, with 334 boys and 381 girls. The overall attendance of students for the whole year was 98.4%.

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	490	68.5
North District	101	14.1
Sha Tin, Tai Wai	11	1.5
Yuen Long, Tin Shui Wai	2	0.3
Kowloon	9	1.3
Tsuen Wan, Tung Chung	3	0.4
Tuen Mun	1	0.1
Kwai Chung	2	0.3
Shenzhen	96	13.4
Total	715	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
Mr Yau Tat Yu	Alumni Manager	31/05/2023
Ms Ng Ka Wai	Parent Manager	15/01/2021
Ms Ip King Wan	Parent Manager	17/01/2023
Mr Lee Wai Sun	Alternate Parent Manager	19/03/2021
Ms Cheung Mei Kit	Alternate Parent Manager	21/03/2023
Mr Yeung Man Ching	Teacher Manager	14/3/2023
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. We extend our thanks to our Alumni Manager, Mr Tso Siu Man Simon, Parent Manager, Ms Ng Ka Wai and Alternate Parent Manager, Mr Lee Wai Sun, for their efforts in the previous 2 years. A warm welcome is extended to the newly appointed member, our Alumni Manager, Mr Yau Tat Yu, Parent Manager, Ms Ip King Wan and Alternate Parent Manager, Ms Cheung Mei Kit.

Staff

1. At present there are 54 full-time teachers, 2 part-time teachers, 4 teaching assistants, 1 Associate Teacher, 3 laboratory technicians and 2 IT technicians, 18 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, 53% an additional master's degree programmes and 25% special education training). All English and Putonghua teachers have met the EDB language proficiency requirements.
2. Mr Lo Wai Ki, the Extra-Curricular Activities Master has retired. Having served the school for 37 years, Mr Lo has made great contributions to the school. He promoted the holistic development of students, via sports team training and organizing a variety of extracurricular activities alongside nurturing student leaders to take leading roles in the Student Association, Houses and Clubs.

3. The school highly acknowledge the following teachers who have resigned in 2021-2022:

Name	Years of service	Post(s) held in school
Mr Lee Tsz Wa	34	Visual Arts Panel Chair Publicity Committee and Project Steering Committee Chair
Ms Yong Fung Mei	30	Chemistry Panel Chair
Mr Chow Kam Cheung	28	Design and Technology Panel Chair Teacher-in-charge of the Gospel activities
Ms Law Ka Wai	14	Integrated Science Panel Chair Chemistry teacher
Ms Yuen Lam	12	English Language Panel Chair
Ms Lo Yee Man	19	English Language Panel Chair

We would like to express our gratitude to Mr. Lee Tsz Wa, Ms Yong Fung Mei and Mr Chow Kam Cheung and wish them well upon their early retirement. They made significant positive contributions to their subject departments and committees. They explored students' potential in different areas and led them to participate in different competitions, winning many important prizes. In addition, thanks are due to Mr Lee Tsz Wa for his great devotion and contribution in the establishment of the School History Gallery, which was opened on 27 November 2020.

4. Mr Hui Ming Chun and Ms Wong Ming Ling have been incorporated into the school regular staff establishment as Graduate Master and Graduate Mistress from the school year 2021-2022.
5. The following appointments have been made, commencing 2021-2022:
- 3.1. Ms Ko Kit Ying Matilda has been promoted to SGM as the English Language Panel Chair (senior form).
 - 3.2. Ms Chan Suet Hang has been promoted to SGM as the English Language Panel Chair (junior form).
 - 3.3. Mr Chau Chun Sing has been promoted to Acting SGM as the Extra-Curricular Activities Master.
 - 3.4. Ms Sum Yat Nga has been promoted to Acting SGM as the Publicity and Public Relations Committee Chair.
6. Recruitment of non-teaching staff:

<u>Name</u>	<u>Post</u>	<u>Effective from</u>
Ms Lau Sau Lan	Janitor	30 November 2020
Mr Fung Hoi Ching	Janitor	1 June 2021
Mr Chu Man Ming	Janitor	14 June 2021
Mr Kwan Man Kin	Janitor	30 July 2021

7. Recruitment of teaching staff:

<u>Name</u>	<u>Post</u>	<u>Effective from</u>
Ms Tam Tsz Tim	GM teacher (English Language)	1 September 2021
Ms So Ching Yan	GM contract teacher (English Language)	1 September 2021
Ms Kwan Wan Fei	GM teacher (Chemistry Panel Chair)	1 September 2021
Mr Yu Cho Fai	GM teacher (Chemistry)	1 September 2021
Mr Lam Hei Yue	GM contract teacher (Physical Education)	1 September 2021
Mr Yim Fu Tin	GM teacher (Design and Technology)	1 September 2021
Ms Cheng Man Yan	GM teacher (Visual Art)	1 September 2021
Mr Ng Wai Yam	Teaching Assistant (Mathematics & STEM)	1 September 2021
Mr Lai Wang Ho	Teaching Assistant (Chinese Language)	1 September 2021
Mr Wong Tsz Chung	Teaching Assistant (Liberal Studies)	1 September 2021

8. Teachers' professional development
 - 8.2. Mr Chau Chun Sing has been awarded the Professional Diploma Programme in Management of Student Activities in Primary and Secondary Schools.
 - 8.3. Ms Wong Yuk Ying was nominated to be the Hub Leader of 8 schools in the CLAP for Youth @JC Phase II – Hong Kong Benchmarks for Career and Life Development (HKBM).
 - 8.4. 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 new perspectives and professional enhancement. We salute their continual effort for the benefit of students, we salute them.

School Major Concerns

This was the final 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 2020-2021. 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 further 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. This scheme was continued in the 2020-2021 school year with a scale smaller than the original plan due to the pandemic.
 - 1.1.1.1.2. A Coral Ambassador Team with 12 students was set up to help maintain the coral aquarium. They participated in a workshop, a seminar and 2 field visits organized by CUHK to enhance their knowledge on the Hong Kong coral environment.
 - 1.1.1.1.3. The technology of programming was adopted to monitor the water quality of the aquarium, by installing an Arduino device. Students were also involved in the daily routine monitoring, by using the app installed in their mobile phone.
 - 1.1.1.1.4. The coral aquarium was used as a teaching tool in S1 Integrated Science on the topic "Living Organisms" and "Types of Reproduction".
 - 1.1.1.2. The "Aquaponics System" co-monitored by the Environmental Conservation Club and Horticulture Club
 - 1.1.1.2.1. A team of seven S2 students was recruited to take care of the aquaponics system.
 - 1.1.1.2.2. The system has successfully cultivated about 50 Pearl fish and some vegetables. However, they cannot be sent to the Day Care Centre or Units for the Elderly and were finally shared among staff to enjoy with their families.

- 1.1.1.2.3. The technology of programming was adopted to monitor the water quality of the aquaponics system by installing an Arduino device. Students were also involved in the daily routine monitoring, by using the app installed in their mobile phone
- 1.1.1.2.4. The system was used as a teaching tool in S2 Integrated Science and was adopted in the experiments on photosynthesis.
- 1.1.2. To further enhance students' interests and capacities in STEM through the establishment of the STEM laboratory under the QEF Dedicated Funding Programme for Publicly-funded Schools
- 1.1.2.1. Due to the delay in the approval of the QEF, the construction work of the STEM laboratory was also delayed until August 2021. Hence, the activities, programmes and training workshops can only start in the 2nd term of 2021-2022 year after the completion of all the renovation work of the laboratory.
- 1.1.2.2. The activities, programmes and training workshops to be organized in the afternoon of normal school days can only be opened for those students who have received the Covid-19 vaccination. So the use of the STEM laboratory will be maximized after whole-day face-to-face classes are resumed when 70% of students are vaccinated.
- 1.1.3. To cooperate with external organizations in developing an informal STEM curriculum to nurture students' interests and competence on STEM
- 1.1.3.1. Five S5 students participated in the 2020-2021 Hong Kong Students Science Project. All of them agreed that the project could increase their interests in STEM-related areas, and they have learnt new knowledge from the competition other than the knowledge from textbooks.
- 1.1.3.2. Five S2 students were invited to attend workshops organized by the Chemistry Department from November to March for joining the inter-school Science competition - Hong Kong Student Science Project Competition organized by The Hong Kong Federation of Youth Groups. We won the Silver Award in this competition.
- 1.1.3.3. Four S6 students enrolled in the International Biology Olympiad Hong Kong Contest 2020. One student won the Silver Award.
- 1.1.3.4. Four S6 students enrolled in the Hong Kong Biology Literacy Award 2020/2021. Wong Wang Lap obtained First Class Honours.
- 1.1.3.5. Two S3 students participated in 2020-2021 點創® 比賽 organized by YDC School-Company-Parent Program –Jockey Club InnoMind® .
- 1.2. To enhance the effectiveness of learning and teaching through adopting “Cooperative Learning”
- 1.2.1. To investigate the implementation of “Cooperative Learning” in enhancing student-student interaction in lessons, through visiting schools with exemplary experiences on the area.
- Due to the Covid-19 pandemic, the visit to Tin Ka Ping Secondary School was postponed.
- 1.2.2. To formulate subject-based plan on the development of “Cooperative Learning” strategies.
- Different subject departments have planned to implement cooperative learning into their respective curriculum. However, due to the suspension of classes intermittently throughout

the school year, most of their plans could not be put into practice.

- 1.2.3. To carry out trials on designated classes and subjects
- Subject departments were given the flexibility to adopt cooperative teaching strategies which were most suitable for their subject field. Some subjects made more use of the “Breakout Room” in zoom lessons which can achieve some elements of cooperative learning.

Evaluations

1.3. Quantitative evaluation results

1.3.1. Teaching Performance Survey (TPS)

The rating in TPS on Q32 (The learning activities offered by this subject can enhance my interests in STEM-related areas) is 2.95 which is below the expected score of 3.2. The main reason is the suspension of classes and half-day face-to-face classes over most of the school days, which students cannot join extra-curricular activities including the planned STEM activities.

1.3.2. Teacher Questionnaires

Most of the Science teachers agreed that students’ interests and abilities in STEM was enhanced under the related strategies implemented in this school year.

2. Major Concern II: To enhance students’ capacity through “Leader in Me” and “Career and Life Development” Benchmark

Achievements

2.1. To nurture students’ Seven 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 to excel.

2.1.2. To enhance the skills of a specific group of teachers (the Lighthouse Team), 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. The comprehensive training courses offered by the Hong Kong Academy of Leadership were completed last year. All teachers got the essential basic concepts and skills on Seven Habits. In addition, the school also enhanced the skills of the Lighthouse Team so that they can nurture students to develop their life-ready leadership skills, through adopting the Seven-Habit approach.

2.1.2.2. As a consolidation, a reference material, “the Seven Habits Scenarios” has been released to all teaching staff. The materials include seven common campus scenarios in which the Seven Habits will be useful to solve conflicts and improve situations.

2.1.2.3. The Discipline Committee and Guidance Committee have applied the concepts of the *Leader in Me* in training the Prefects Team and Student Helpers. Some teachers have also made use of the Seven Habits in teaching students how to manage their time.

2.1.2.4. A sharing session on the “Applications of the Leadership Principles of *Leader in Me* Seven Habits in Students’ Daily Life” was planned in one of the Staff Development Days. However, it was postponed until the following school year due to the

rearrangement of another seminar on National Security Law on 9 April 2021.

- 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. The *Leader in Me* lesson in each cycle was continued throughout this year. The lessons were taught by the Assistant Principals and 2 teachers of the Lighthouse Team.
- 2.1.3.2. The teaching materials provided by the Hong Kong 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 the Seven Habits. They were also aware of the scenarios in which the Seven Habits may be helpful to them.
- 2.1.4. To sustain "*Leader in Me*" in curriculum, assemblies and other public occasions at school
- 2.1.4.1. The concepts of the Seven Habits were continuously incorporated in public occasions such as the assemblies and some announcements.
- 2.1.4.2. 20 posters of the Seven Habits were posted on campus to remind or inform students of the details of the Seven Habits.
- 2.1.4.3. Due to the pandemic and suspension of all extra-curricular activities at school, students lacked chance to apply their knowledge and stretch their potentials in this area.
- 2.2. To nurture students' capacity on planning their future by adopting the "Career & Life Development" (CLD) Benchmark
- 2.2.1. To adopt the systematic CLD Benchmark strategies in enhancing teachers' awareness and abilities to help students develop their goals on their future studies and careers and put the strategies into practices
- The Careers and Further Studies Committee implemented a series of strategies and organized a couple of activities covering nearly all the Benchmark:

Objectives	Strategies / Activities
To address the needs of students in Career and Life Development lessons	Updating CLD lessons to include <ul style="list-style-type: none"> - sources of information about multiple pathways - career progression pathways - workplace VASK (Values, Attitudes Skills, Knowledge)
To guide students to develop their personal life goals and career roadmaps	Career explorative activities <ul style="list-style-type: none"> - S3 Cambridge Occupational Analysts (COA) - S5 Career Interest Inventory
	S3 <ul style="list-style-type: none"> - Providing counselling and helping students articulate their VASK (Life Building Scheme LBS : pilot)
	3D (Cross Boundary Class) and SEN: individual <ul style="list-style-type: none"> - Tracking and Reviewing students' plan - Organizing career-related activity - Organizing subject election talk - Organizing sharing activity
	S4-S5 <ul style="list-style-type: none"> - Providing individual counseling and tailored support to S4-S5 students with special educational needs/ at-risk students

	S6 Providing individual counselling and support services
To engage parents in guiding students to set goals and formulate action plans	<ul style="list-style-type: none"> • Issuing notices to inform parents about the support services offered by the Career Team • Exploring opportunities to cooperate with the PTA
To embed CLD elements in curriculum so as to equip students with career development competencies	Getting buy-in from teachers: explaining the importance of linking curriculum learning to CLD and the support provided by the Career Team
	Assigning career coordinators to support subject departments
	Providing relevant training to teachers to ensure consistency in shared, vision and approach.
To facilitate Student Careers Ambassadors to create an environment conducive to career and life development	<ul style="list-style-type: none"> • Co-creating CLD programmes with Career Ambassadors • Disseminating information through Student Careers Ambassadors • Guiding Student Career Ambassadors to issue career newsletters
To engage more students in planning, implementing and evaluating CLD	Using the Student Council as a platform to get students' voices to plan/ implement/ evaluate CLD policy to highlight the shared responsibilities
To provide more workplace learning experiences to students to explore career opportunities and understand workplace VASK	<p>Subject-based</p> <ul style="list-style-type: none"> • Delivering workplace learning via senior form subjects, e.g., introducing career paths, using resources from world of work • Working with subject panels to organize career-related experiences to address the specific needs of students <p>Form-based</p> <ul style="list-style-type: none"> • Collaborating with other committees to organize Level 1 workplace learning for senior form students (Activity Day) • Arranging students to join Business-School Partnership Programme (BSPP) • Debriefing students to relate learning experience to their goal or plan • Organising alumni sharing (Diamond Jubilee talks) • Extending of network to record the contact of existing partners and plan for extending network with partners • Joining meetings organized by HKBM to expand business network • Involving related stakeholders to evaluate and update the CLD policy and programmes for sustainable development
To enable students to understand the full range of further education opportunities, including both local and overseas, JUPAS and non-JUPAS, academic and vocational pathways (VPET)	<p>Subject-based</p> <p>Coordinating with subject panels to organize related experiences (visits, tours, admission talks, alumni sharing)</p> <p>Form-based</p> <ul style="list-style-type: none"> • Informing and encouraging students to participate in activities/ programmes to understand post-secondary education options (e.g., Information Day, tours and visits, online classes, summer programmes) • Organising a Career Expo
<p>Workplace learning</p> <p>Level 1 : observational activities, e.g. company visit, site visit (e.g. airport)</p> <p>Level 2 : activities enabling students to understand workplace roles, e.g. job tasting, job shadowing</p> <p>Level 3 : activities developing students' skills and knowledge, e.g. internship, job placement</p>	

CLD elements: transferrable skills, workplace learning, workplace VASK, career progression pathways, connection between subjects and careers

- 2.2.2. To enhance the professionalism of the Career teachers so that they can help create a positive atmosphere on students' CLD and develop plans and policies to aid smooth implementation.
- 2.2.2.1. 23 teachers (6 from the school's senior management level and 6 from the core middle management level) and the PTA Chairperson were nominated by the Principal to enhance their professional knowledge in Career and Life Development. The training seminars were organized by the Education University of Hong Kong.
- 2.2.2.2. 50% of the career team members received structural trainings on career guidance and counselling offered by CLAP for Youth @ JC and the authorized tertiary institutions. Career team members were also required to participate in continuing professional development relating to their role at least once per year.
- 2.2.3. To be one of the 6 "Resource Schools" in Hong Kong in promoting the HK Benchmark through CLAP 2.0.
- 2.2.3.1. Our school was invited by the Hong Kong Jockey Club Charities Trust to be one of the 6 Resource Schools of the CLAP for Youth @ JC Phase II – HK Benchmarks for Career & Life Development.
- 2.2.3.2. Our Career Mistress, Ms Wong Yuk Ying, was nominated to be the Hub Leader of the programme. She led 8 network schools in helping them develop the 10 Benchmarks. Besides, Ms Wong attended around 40 visits, seminars, meetings and interviews and actively participated in the fully subsidized Champion Level Advanced Certificate in HK Benchmarks for Career and Life Development Education accredited programme, conducted by the Education University of Hong Kong.
- 2.2.3.3. The school received 25% of the annual salary of a Senior Graduate Master for hiring a part-time teacher to take up most of the teaching load of Ms Wong so that she can devote her time in developing our school-based Career and Life Development strategies for achieving the HK Benchmarks as well as helping the 8 network schools develop their strategies for the same purpose.

Evaluations

2.3. Quantitative evaluation results

2.3.1. Stakeholder Survey

My view on Support for Student Development

Students		Parents		Teachers	
2019-2020	3.9	2019-2020	3.8	2019-2020	3.9
2020-2021	4.0	2020-2021	3.8	2020-2021	4.0

All stakeholders highly acknowledged the support in student development, this year a higher score from teachers and students was resulted when compared with the previous year. This shows that our teachers are able to help students solve problems they encountered in their personal

development at school levels.

2.3.2. APASO Survey (junior forms)

Areas	Target score	Actual score
Goal setting	>3.11	3.05
Situation control	>2.97	2.85
Interpersonal Competence	>3.05	2.88
Task	>3.2	3.08

Though the scores in the above four areas were still high, they did not achieve the target set in the annual plan. It is probably due to the prolonged school suspension and the cancellation of extra-curricular activities in the acute situation of the pandemic last year.

2.3.3. S2 students' conduct and discipline records

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

S2 students' performance	2019-2020	2020-2021
Average conduct marks	111.6	116.1
Number (percentage) of students awarded Grade A in Conduct	49 (40%)	75 (60%)
Number (percentage) of students having "No penalty records"	49 (40%)	59 (48%)
Number (percentage) of students having "No late homework records" in each term	70 (57%)	66 (53%)

According to the data above, S2 students possess a higher ability of self-discipline in this school year. They attained quite distinctive progress in the "Conduct marks", "Number of grade A conduct" and "No penalty records". This could probably be the positive effect of building up their "Seven Habits" during this school year. A more proactive approach in the coming school year.

2.3.4. School-based survey

2.3.4.1. According to the results in the Teaching Performance Survey, the score for Q36 (School have helped me pursue my studies and careers) is 3.16 (max. 4) which reflected that students were very positive to the school's strategies in this category.

2.3.4.2. According to the school-based questionnaires for the Lighthouse Team teachers, 73% agreed that they have cultivated the Seven Habits and agreed that the Leader in Me programme can nurture students' good habits which are essential to their school life, as well as their career path in the future. 66% of them claimed that they have demonstrated the Seven Habits to their students.

2.3.4.3. For the Career and Life Development area, 78% of teachers agreed that students have the awareness of their future studies, careers and their goals enhanced according to the results of a school-based survey. Besides, in another survey of parents, 74% were

satisfied with the effectiveness of the school strategies on enhancing their children's awareness and concerns on their future careers.

3. Major Concern III: To fully develop the potentials of the more able and the gifted students under the school-based gifted education curriculum

Achievements

3.1. To nurture students' diverse talents and enhance their exposures through providing various educational activities

3.1.1. To enrich teachers with knowledge of the characteristics of the gifted students and the trend of gifted education

7 teachers participated in the following courses organized by the EDB:

- Learning and Teaching Strategies for the Secondary Mathematics Curriculum Series: (9) Gifted Education in Secondary Mathematics
- Briefing Session on the "School Nomination" Mechanism of the Hong Kong Academy for Gifted Education (2020/21)
- Advanced Course (A): Setting out the Blueprint for School-based Gifted Education(Secondary)
- Advanced Course (B): SWOT Analysis for the Implementation of School-based Gifted Education (Secondary)
- Stem in gifted education
- EDB Online Foundation Course for Teachers -Gifted Education
- Advanced Course (C) Practical Cases Analysis: Three-tier Implementation Model of Gifted Education -Level 1 Whole-class Instruction (Secondary)
- Advanced Course (F): Professional Development for Teachers and Resources Deployment for Gifted Education (Secondary)
- Identification of Gifted Students: Setting up a School-based Student Talent Pool to Foster the School-based Gifted Education Development (Secondary)
- Advanced Course (D) Practical Cases Analysis: Three-tier Implementation Model of Gifted Education -Level 2 Pull-out Programme (Secondary)

3.1.2. To review the "Three-tiered implementation mode" in 6 committees: CFS, Discipline, Guidance, Life Education, OLE and ECA

3.1.3. To provide more learning opportunities for the exceptionally gifted students in the form of specialist training outside the school setting (Level 3)

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)

- For these 3 strategies, reviews were done and the current selection system is mainly based on the

academic performance of students in core subjects, and self-nomination is sometimes accepted. The current screening method is adequate as certain number of more able students are guaranteed to have the chance to develop their talents through participating different activities.

- According to past experience, the HKAGE program provides some eye-opening opportunities for the gifted. They could have a chance to learn from university professors in writing scientific reports, and more importantly, extend their social circles and broaden their horizons.
- Five core committees including the Discipline Committee, Guidance Committee, Extra-curricular Activities Committee, Life Education Committee and Careers and Further Studies Committee, have implemented a variety of strategies at all levels for students to possess different talents. The following is a brief summary:

Careers and Further Studies Committee

- Level 1 : Career and Life Planning lessons
- Level 2 : Job Experience Day
Entrepreneurship Programme
- Level 3 : Science Challenge Programme
Greater Bay Area Internship Programme

Discipline Committee

- Level 1 : Routine announcement and assemblies
New Life Scheme for behaviour improvement
- Level 2 : Leadership training camps for School Prefects
- Level 3 : Leaders Foundation Programme organized by the HKFYG for leaders with great potentials

Guidance Committee

- Level 1 : Angel Project
School-based Healthy Campus Programme
Mental Health Week
Social Worker zoom sessions
- Level 2 : Coolmind students workshop supported by the KELY Support Group and Mind HK
Good Mood Project organized by YWCA
- Level 3 : Community Volunteering Programme
Health in Mind Programme

Extra-curricular Activities Committee

- Level 1 : Routine Class Activities
- Level 2 : Student Association, Houses, Sports Team, Clubs, Service Teams, Uniform Groups

Level 3 : Inter-School Competitions (academic and non-academic)

Life Education Committee

Level 1 : Class teachers period, Project G

Level 2 : Training workshops for Health Ambassadors and Assembly Support Team

3.1.5. To offer more chances for students to approach and contribute to the community and the nation through local and overseas voluntary work and services in sister schools in the Mainland respectively

3.1.6. To offer chances to students to broaden their horizons through cross-boundary and overseas exchange and experiential tours

- Due to the pandemic, very limited opportunity was available. However, our Student Voluntary Service Team still got a valuable chance to join a cooperation program with the Lingnan University to visit the home for the elderly via zoom.
- Overseas and Mainland exchange programmes, they were all suspended due to the pandemic.

3.1.7. To stretch students' potential through different events in the Diamond Jubilee Celebrations
Our Diamond Jubilee Celebration Programmes were greatly scaled down or cancelled due to the pandemic. Programmes which can offer a very good chance to explore and develop and stretch students' potentials such as the "Open Days" and "Musical" were cancelled. Other programmes such as Alumni Talks, Speech Day and Thanksgiving Service were scaled down and the preparatory work was mainly handled by teachers.

Evaluations

3.2. Quantitative evaluation results

3.2.1. Stakeholder Survey

	Question	Target Score	Actual score
21 (Students)	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
10 (Parents)	My child's learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased	>3.9	3.9
29 (Teachers)	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 (Teachers)	The school provides enough opportunity to foster students' leadership	>3.9	4.0

48 (Teachers)	The school can help students develop good interpersonal skills	>3.9	3.8
51	The school's extra-curricular activities can help extend students' learning experiences	>4.1	4.1

3.2.2. Teaching Performance Survey

Question		Target Score	Actual score
3	The teacher knows our strengths and weaknesses.	>3.26	3.32
4	The teacher is able to give enrichment to high achievers.	>3.27	3.3
6	The teacher is able to adopt pedagogical strategies based on our levels	>3.26	3.32
26	The teacher has different expectations on us which are aligned with our strengths and weaknesses.	>3.28	3.33
38	The subject provides adequate learning opportunities to nurture my talents	>3.22	3.23

3.2.3. APASO

Areas	Level	Target score	Actual score
Achievement	Senior	>2.58	2.46
	Junior	>2.73	2.66

In view of the data from the above 3 surveys, most of the targets were achieved. The work of the school was highly acknowledged by students, parents and teachers. However, under the prolonged pandemic period, students' sense of achievement was negatively affected to certain extent. More effort is required to raise their morale this year and we have this opportunity under the resumption of face-to face classes.

Our Learning and Teaching

Teaching strategies under the Pandemic

Online Teaching

Inevitably, the Covid-19 pandemic has changed our education ecology forever. Our school has been exploring ways to optimize teaching and learning effectiveness even though all the students are out of the classrooms. The Moodle System has served as an interactive platform for teachers and students to communicate with each other on class practices and as a learning resources bank as well. All subject departments have devised their teaching strategies to make "Suspending Classes without Suspending Learning" happen. Teachers have taken different professional development programmes on how to sharpen their skills on digital platforms and reach out to their students more efficiently and effectively through chat groups, Zoom meetings, online quizzes, and also document sharing, during the pandemic.

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

Language arts components are incorporated into the English Language curriculum at junior levels. The school-based language arts curriculum covers drama, short stories, poetry and classic literature, aiming to strengthen students' capacity to appreciate literature and encourage their creative use of English. These help students build a solid foundation for the smooth transition from junior levels to learning the Language Arts elective modules at senior levels.

Chinese Language

The habit of self-regulated learning was nurtured among our students. Study guides on Chinese were compiled for both junior and senior form students. With the implementation of the Flipped Classroom strategy in junior forms, students were required to make use of their time outside the classroom to enhance their writing skills by watching teaching videos made by teachers. The Chinese Language Department offered diversified learning activities, including author seminars and innovative writing classes. 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. To cater for learner diversity, we adopted both remedial and enrichment classes for supporting those in need and developing those with potential to excel respectively.

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. The S3 CY 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, apart from the four core subjects, students could study two to three out of the ten core elective 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

Remedial and Enhancement Class

In junior forms, 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. Teachers or Teaching Assistants were deployed to take up these classes.

In senior forms, core-subject departments have launched different high-flyers programmes. Experienced teachers guide the high-achievers to thrive and help them explore their interests by enrolling them in academic competitions or recommending books, websites, or documentaries to them so as to stretch their potential.

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 9 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 \$85,070 in the school year 2020-2021. The amount was far less than expected due to the persistence of the pandemic throughout the whole year.

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 Support Committee was established to strengthen the support in catering for students with Special Educational Needs (SEN) in different areas. Our school satisfied the criteria eligible for recruiting an additional teaching post, the SEN Support Teacher (SENST) to offer extra 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. In addition, 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 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 supporting 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 \$449,775. 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 actively engaged in reading. However, the total number of school hours was greatly affected by the pandemic. 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 departments 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						
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Average number of books borrowed	20	21.2	19	16	16	9	8*

Table showing the average number of books borrowed by each student from the School Library in 2014-2021

(Not including books borrowed under the Chinese and English Extensive Reading Schemes)

** The library circulation service was suspended intermittently from September to December 2020 and January to April 2021 due to school suspension under the pandemic.*

The Chinese Language Department, English Language 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. 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 2020-2021, 325 (84.6%) 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 2020-2021, 200 (52.1%) of our S1-3 students were awarded a merit certificate for completing 10 or more English books in 8 months.

Though external reading activities, e.g., the Hong Kong Battle of the 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 etc. 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 well-established school-based Moodle platform has continued to be an important tool to ensure effective learning and teaching under the prolonged intermittent suspension of classes throughout the whole year. Teachers uploaded the teaching materials used in lessons for students to revise at home. The platform can also offer an excellent way to 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.

Cross-curricular collaboration was adopted by the Home Economics Department and the Design & Technology Department. S2 students produced homemade cookies with self-designed and printed cookie cutters by the 3D printers in the DT workshop.

More importantly, with the generous donation from our Alumna Ms Cheng Wai Ching, all teachers received a new iPad Pro with digital pencil in January 2021. This created a very good opportunity for all teachers to use this most updated and advanced device to deliver their online lessons effectively with a variety of apps such as Edpuzzle, Padlet, Kahoot and Quizzizz etc. to enhance learning and teaching effectiveness. In order to ensure a higher quality online learning and teaching, the school subscribed an online meeting programme “ZOOM”, with the maximum peripheral functions so that lessons with more variety such as breakout rooms, polling and Webinar could be applied in different situations to satisfy different needs. The school can also generate different statistical data to evaluate students’ attendance and performance.

Staff Development

Our teachers actively engaged themselves in continual professional development in the school year 2020-2021. The average Continuous Professional Development hours of each teacher was 72.6 hours, which is much higher than the expected soft target of 50 hours per year. They attended both face-to-face and online courses related to subject knowledge, administration, IT, student development and many others. In terms of the Domain, most teachers attended training courses to improve their subject knowledge and IT in teaching. This showed that our teachers were eager to improve their online teaching skills to support students’ learning during the pandemic. As a routine practice, sharing of the materials collected in external training programmes and seminars was found in individual departments and committees.

Staff development activities that addressed the first and the second Major Concern of the school were held. A staff development seminar about students with psychological needs and another workshop in the form of Community of Practice (CoP) were held respectively for teachers to enhance their awareness about students’ mental health. Besides, a pedagogies-related staff development workshop on “questioning techniques” was held to facilitate classroom teaching and learning.

In addition, in response to the teachers’ needs for training sessions to make the online lessons more interactive, a workshop in form of Community of Practice (CoP) was organized for teachers to serve this purpose. Two online tools of Padlet and Go Formative were introduced, demonstrated and tried out in the workshop. The participants found the workshop useful for their daily teaching.

To meet the educational and societal needs, two staff development seminars about legal matters on education were organized to improve teachers' understanding on matters concerning tort of negligence, the school's and teacher's legal liability, as well as the National Security Law. Positive feedback was received from teachers in these staff development activities and teachers found these training sessions practical in their daily teaching.

Teaching Enhancement and Support Measures

Additional teaching force made it possible to implement small class teaching in F.5 and F.6. Through the effective utilization of different government funds and grants, such as the Expanded Operating Expenses Block Grant, Teacher Relief Grant, Capacity Enhancement Grant, Learning Support Grant and School Executive Officer Grant, 2 contract teachers, 1 associate teacher, 1 Executive Officer and 4 teaching assistants were employed. These government subsidies were a 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 2020-2021, the subsidies received were \$106,600 and \$117,000 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 62 and 107, and the corresponding expenses were \$101,230 and \$58,585. The amount is far less than the previous year, due to the Covid-19 pandemic.

The school facilities and infrastructure are renovated annually to maintain a reasonable learning and teaching environment. Under the Major Repair (2020/21) Scheme, the EDB granted a lump-sum of \$1,202,000 for the renovation of the Administrative Room to 3 Assistant Principal rooms, complete redecorations of the Visual Arts room, refurbishing of the staircase's handrails and construction of a working room inside the Career Room.

Support for Student Development

Class Management

At school, class teachers stand on the frontline in cultivating 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 of 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 has been implemented in junior forms since 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. It has successfully reduced the workload of class teachers and enhanced both the quantity and quality of students' counseling.

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 on 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 on two different occasions which are usually scheduled in mid-July and late August respectively.

Before each new school year, a two-week English Bridging Programme is organised, aiming to help the S1 students to adopt well to the English medium of instruction. The programme has proven to be effective in building students' confidence in using English in the classroom.

To give further emotional support to the newcomers, a seminar titled "Seek Help ABC" was delivered by our school social worker 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. Online activities were specifically organized for S1 students by the Angels during the pandemic.

"Learning How to Learn" is a school-based half-year programme with the objective of developing students' study skills and habits 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 on their children's reflections.

Values Education

The Life Education Committee continued to adopt the elements of *Leader in Me* as the theme of values education in the school year 2020-2021. The values were integrated in class periods, assemblies and training workshops. Most importantly, the school 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 activities and other school-based activities. However, due to the pandemic, all the meetings of the Student Council were

suspended whereas very limited number of functions were held by the Student Association.

School prefects assist in upholding school discipline, and likewise, serve as exemplars for their fellow schoolmates in their conduct. The team consists of 64 members in the school year 2020-2021. Their leadership skills were polished through routine onsite patrol duties and the regular online 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. 20 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. All student leaders 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”. 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 face-to face classes period. In the 2020-2021 school year, our school worked in partnership with “Love Foundation” to strengthen our effectiveness in reaching for God. Tai Po Christian & Missionary Alliance Church and Evangelical Free Church of China Po Nga Church also led Bible studies and activities in the Christian fellowship and the Biblical Knowledge lessons. 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 Evangelical Free Church of China Po Nga Church for giving support to the evangelistic works in this school.

Home-school Cooperation

Teachers have close liaisons with parents. The Parent Teacher Association (PTA) plays a crucial role in enhancing communication and cooperation between teachers and parents. In the school year 2020-2021, the Guidance Committee organised a variety of activities with the PTA, such as a series of Healthy Campus Programme parents’ activities, talks and workshops related to parent-child communication. The Guidance Committee and the PTA co-organised one parent support group by the school social worker, to develop rapport among parents, S1 anti-drug seminar, three leisure-related

workshops, three parent talks about parent-child rapport and internet use, and a day camp to bridge home-school communication. In the activities, parents, teachers and students showed active participation. Due to the Covid-19 situation, the activities in the first school term were conducted on zoom. In the second school term, there was a mix of live and Zoom mode to cater for both local and cross-boundary parents and students.

The PTA also encouraged parents to participate in local voluntary activities with their children to serve the disadvantaged. The Annual Parents' Day was postponed and conducted online in April 2021. Class teachers got the chance to talk to parents to evaluate their children's school life and performance in both daily lessons and in term tests and examinations under the partially suspended period. Additionally, in order to support S1 parents and students, the PTA and the Guidance Committee co-organised the S1 Parents' Talk after First Term Test to keep parents abreast of the newcomers' learning and exchange ideas with the school. The school's door is always open to parents and they are always welcome 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

107 S6 students sat for the examination and 104 participated the JUPAS. 100 (96%) met the basic requirements for sub-degree courses, i.e. with 5 DSE subjects attaining Level 2 or above. 83 (80%) 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 672 entries, a total of 397 (59.1%) scored Level 4 or above while 650 (96.7%) scored Level 2 or above. The overall performance was satisfactory.

Statistics on Further Studies and Employment

100 out of the 109 S6 graduates in 2021 continued their studies tertiary education. The following table provides the statistics on further studies and employment:

Local degree courses	65 (59.6%)
Local sub-degree courses	21 (19.3%)
Repeating S6	5 (4.6%)
Overseas (including China) degree courses	14 (12.8%)
Employment	0
Not confirmed	4 (3.7%)