

School Annual Report 2021-2022

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 and 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 Enrolment

1. Class structure

In the school year 2021-2022, the school operated with 24 classes. Each level from Secondary 1 to 6 had four classes. The class structure is tabulated below:

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

* The four classes of Secondary 6 were divided into 5 groups for implementing small-class teaching.

2. Student enrolment

In September 2021, the total student enrolment was 696, with 323 boys and 373 girls. The overall attendance of students for the whole year was 98.2%.

3. Distribution of students' residential areas

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

Students' residential area	Number	Percentage
Tai Po	466	67
North District	102	14.7
Ma On Shan, Sha Tin, Tai Wai, Fo Tan	6	0.9
Tin Shui Wai	1	0.1
Kowloon	9	1.3
Tsuen Wan, Tung Chung	4	0.6
Tuen Mun	1	0.1
Kwai Chung	3	0.4
Shenzhen	104	14.9
Total	696	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 optimisation is upheld.

2. List of IMC members:

Name	Category of Manager	Tenure of office to
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
Mr. Lee Sai Kee	Sponsoring Body Manager	12/01/2027
Mr. Lee Siu Ming Kenneth	Sponsoring Body Manager	12/01/2027
Mr. Tso Siu Man Simon	Sponsoring Body Manager	12/01/2027
Dr. Fung Shu Fun	Independent Manager	26/04/2022
Mr. Yau Tat Yu	Alumni Manager	31/05/2023
Ms. Ip King Wan	Parent Manager	17/01/2023
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	1/12/2023
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 significant assets to the school. We extend our thanks to our SSB Managers Mr. Ho Ting Yau, Mr. Chan Ho Sing Herman and Mr. Lee Ka Kui, Independent Manager Dr. Fung Shu Fun, Alumni Manager Mr. Yau Tat Yu, Parent Manager Ms. Ip King Wan and Alternate Parent Manager Ms. Cheung Mei Kit for their efforts in the previous year. A warm welcome is extended to the newly appointed members, our SSB Managers, Mr. Lee Sai Kee, Mr. Lee Siu Ming Kenneth and Mr. Tso Siu Man Simon.

Staff

1. In 2021-2022, there were 54 full-time teachers, 1 part-time teacher, 5 teaching assistants, 1 associate teacher, 3 laboratory technicians and 2 IT technicians, 24 tutors and coaches, and 15 clerical and supporting staff members. Among our full-time teachers, 98% of our teachers have completed teacher training (96% bachelor degree programmes, 47% an additional master's degree programmes and 25% special education training). All English and Putonghua teachers have met the EDB language proficiency requirements.

2. The school highly acknowledges the following teachers who retired at the end of the 2021-2022 academic year:

Name	Years of service	Post(s) held in the school
Ms. Tang Mei Chi Elizabeth	39	Department Chair of Music Deputy Chair of Guidance Committee
Mr. Tse Chung Hang	37	Department Chair of Biology Chair of School Premises Management Committee
Mr. Yam Yee Kin	36	Department Chair of Physics Science KLA Coordinator Chair of Examination Committee
Ms. Ngai Pui Kwan Venice	34	Department Chair of Home Economics Advisory teacher of Angel Project
Ms. Lui Yin Fun	28	Department Chair of Chinese Language

Besides, we also highly acknowledge the following teachers who have resigned from the end of the 2021-2022 academic year:

Name	Years of service	Post(s) held in school
Ms. Sin Po Shan	34	Department Chair of Physical Education
Ms. Chan Lai Kuen	30	Former Department Chair of Chinese Language
Mr. Kwan Cheuk Fung	18	Department Chair of Chinese History Chair of OLE Committee
Mr. Wong Chun Ting	12	Chair of STEM Committee Department Chair of Integrated Science
Ms. Ko Kit Ying	11	Department Chair of English Language (Senior Forms)

We would like to express our gratitude to all of the above retired and resigned colleagues. 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. We sincerely wish them a happy and prosperous life ahead.

3. The following new appointments and promotions have been made, commencing in 2022-2023:

Name	Promoted rank	Promoted Post
Ms. Kwan Wan Fei	SGM	Department Chair of Integrated Science, Chair of the STEM Committee and the Coordinator of Science KLA
Mr. Pun Cheuk Wah	SGM	Chair of the Assessment and Big Data Management Committee
Ms. Sum Yat Nga	SGM	Chair of Publicity and Public Relations Committee
Ms. Yuen Wai Kam	SGM	Department Chair of Chinese Language (Junior Forms)
Mr. Hui Ming Chun	Acting SGM	Chair of the Experiential Learning Committee

4. The following new appointments have been made, commencing in 2022-2023:

4.1. Ms. Lam Wai Yee was appointed as the Department Chair of Physics

4.2. Ms. Hui Mei Yee was appointed as the Department Chair of Biology

5. Recruitment of teaching staff:

Name	Post	Effective from
Mr. Chan Ka Kiu	Department Chair of Chinese History (Regular GM)	1-9-2022
Ms. Hui Yuk Ming Louisa	Home Economics teacher (Regular GM)	1-9-2022
Ms. Leung Tsz Yan	Physical Education teacher (Regular GM)	1-9-2022
Mr. Li Ka Hong	Mathematics teacher (Regular GM)	1-9-2022
Ms. Ma Tsz Ching	Biology/IS and STEM support teacher (Contract GM)	1-9-2022
Mr. To Ka Chun	English Language teacher (Contract GM)	1-9-2022
Mr. Wong Tsz Ching Max	Physics teacher (Regular GM)	1-9-2022
Ms. Wu Tsz Chin Ida	English Language teacher (Contract GM)	1-9-2022
Ms. Wu Wai Kwan	Music teacher (Regular GM)	1-9-2022
Ms. Yip Po Ling	Chinese Language teacher (Regular GM)	1-9-2022
Ms. Ip Tsz Shan	Chinese Language teacher (Regular GM)	1-9-2022

6. Recruitment of non-teaching staff:

Name	Post	Effective from
Ms. Cheung Nicole	English Language Teaching Assistant	5-9-2022
Ms. Cheung Siu Ching	SEN Teaching Assistant	1-9-2022
Mr. Ching Tak Ming	Mathematics Teaching Assistant	1-9-2022
Ms. Chiu Ho Fung	Liberal Studies Teaching Assistant	4-7-2022
Ms. Ha Chau Mei	SEN Teaching Assistant	4-7-2022
Ms. Li Ka Man	Chinese Language Teaching Assistant	1-9-2022
Mr. Woo Cheuk Hin	Career and Further Studies Teaching Assistant	13-9-2022
Ms. So Wing Ki	Clerical Assistant	1-9-2022
Mr. Chu Man Ming	Janitor	14-6-2022
Mr. Tam Mo Fai	Janitor	15-10-2021
Mr. Tam Yongxiang	Janitor	31-5-2022
Ms. Lau Sau Lan	Janitor	30-11-2021

7. Teachers' professional development
 - 7.1. Ms Wong Yuk Ying continued to be nominated as the Hub Leader of 8 schools in the CLAP@JC Phase II – Hong Kong Benchmarks for Career and Life Development (HKBM).
 - 7.2. In terms of professional development, our teachers attended a wide range of training courses, talks, workshops and seminars organised by the EDB, HKEAA, universities and tertiary educational institutes for new perspectives and professional enhancement. We appreciate their continued effort for the benefit of students.

School Major Concerns

This was the first year of the Three-year School Development Cycle 2021-2024. Three major concerns were addressed in the School Three-year Development Plan and the School Annual Plan 2021-2022. The overview of their implementation is given as follows:

1. Major Concern I: To strengthen teachers' knowledge and techniques in using effective pedagogies to facilitate students' learning

Achievements

- 1.1. To cultivate teachers to be life-long learners
 - 1.1.1. To encourage and facilitate teachers' professional training through providing financial and administrative support
 - 1.1.1.1. In terms of financial support, the school subsidises teachers attending "Continuing Professional Development" (CPD) courses with a maximum of \$1000 subsidies for each of them in the school year. Three teachers applied this year and received a total of \$2130 subsidy. The small number of applications for the subsidies is due to the provision of a significant number of free CPD courses by the EDB. Also, the fees of most of the courses offered by external organisations far exceed \$1000. This hinders teachers' intentions to apply for those paid courses.
 - 1.1.1.2. Six Communities of Practice (CoP) have been organised. In terms of administrative support, there is a consensus that holding a CoP does not require the organisers to put in too much effort because they are usually familiar with the topic they share; therefore, a reduction of other duties to spare time for CoP organisers to prepare and hold CoP is not necessary.
 - 1.1.1.3. Two staff development days were organised on 25 August 2021 and 7 January 2022 respectively. The one originally planned in April 2022 was postponed due to the special holidays arranged because of the 5th wave of the COVID-19 pandemic. Instead, we changed it, to participate in an online Professional Development course, the "Jockey Club Project Well Being", which all teachers were required to attend for a minimum of six hours. A total of 58 teachers completed this course.
 - 1.1.2. To enhance teachers' efficacy by exploring and adopting diversified pedagogical strategies
 - 1.1.2.1 To familiarize teachers with the cutting-edge pedagogical strategies including Cooperative Learning, Blended Learning and Flipped Classroom and STEM Education (Design thinking)
 - 1.1.2.1.1 In DT lessons, students made low-tech paper-glasses. Students learnt the design-thinking strategies before they made their product. Such processes require the students to complete different measurements on human face dimension, for example, the separation between the eyes and ears, the size of the head. Design-thinking habits could be cultivated through this kind of learning.
 - 1.1.2.1.2 Online platforms are widely used to provide alternative ways for self-learning and enhance learning effectiveness. For instance, the Moodle Platform is used for students to submit homework and download learning materials. In addition, many sets of by-topic Multiple Choice questions can be found in Moodle for self-learning. Also, Google Drive offers students a platform to review their performance in English Language School-Based Assessment as well. They can improve their work by studying model essays/assignments and doing peer evaluation. Meanwhile, teachers can also give comments with reference to the videos.

- 1.1.2.1.3 Different strategies (e.g. scaffolding, visualisation, building learning portfolio, cooperating with parents, etc.) were adopted in the S2 Chinese SEN student group to facilitate students' learning. From the data of the Teaching Performance Survey (TPS), it was found that students are very positive about the lessons.
- 1.1.2.1.4 Different subject departments have employed a variety of learning strategies to facilitate students' learning. On-line and offline tasks are often incorporated into their lessons.
- 1.1.2.2. To incorporate the elements of STEM, Entrepreneurial Spirits, Career and Life Development in lessons
- 1.1.2.2.1. Entrepreneurship spirit was learnt through English Language Paper 3 Listening and Integrated tasks. Given a context related to workplace, students are asked to imagine they are working in a company and complete tasks like writing different formal letters (e.g. an application letter, a reply to complaint letter, etc.)
- 1.1.2.2.2. Students learnt the salaries of different occupations in the topic about the calculation of salary tax in S3 Mathematics.
- 1.1.2.2.3. The development of the Greater Bay Area and the associated challenges and opportunities were discussed in Liberal Studies (LS)/Citizenship and Social Development (CSD) lessons.
- 1.1.2.2.4. Different entrepreneurs' backgrounds and successful cases, and effective money management strategies are introduced in Business, Accounting and Financial Studies (BAFS) lessons and Design and Technology (DT) lessons.
- 1.1.2.2.5. Students can have a deeper idea of the role of entrepreneurship in S3 Economics and Society (ES) lesson, via the topic about factors of production. They also learn methods to calculate salary and unemployment rate.
- 1.1.2.2.6. In general, students are encouraged to read and engage with "Reading across the Curriculum" (RaC) texts (with the collaboration between Information and Communication Technology (ICT), Mathematics and History Departments) about different occupations.
- 1.1.2.3. To explore opportunities to liaise with universities and other external resources to enhance teachers' competence in teaching
- 1.1.2.3.1. Chinese Language Department: Invited professionals from HKEAA to analyze the HKDSE past papers with students.
- 1.1.2.3.2. STEM Committee: cooperated with The Education University of Hong Kong to offer STEM workshops for students in the Language and Innovation Techno Centre (LIT Centre).
- 1.1.2.4. To enrich the knowledge among teachers through organising "Communities of Practice" (CoP)
- 1.1.2.4.1. In-school Trainings

Date	Sch Activities (related to MC1)	Training topic	Number of staff involved
25/8/21	Seminar Staff Development Day (SDD)	Blended learning, EdPuzzle, Teaching strategies on HKDSE, Leader in Me applications	59
21/10/21	Workshop (CoP)	Making MC exercises on Moodle	10
9/12/21	Workshop (CoP)	Briefing session on the use of LIT Centre	20
14/12/21	Workshop (CoP)	3D printing and laser cutting workshop	8
7/1/22	Workshop (SDD)	Cooperative learning	58
17/6/22	Workshop (CoP)	Understanding the Use of Microcontrollers in Education	12
23/6/22	Workshop (CoP)	3D Design and Printing	12

1.1.2.4.2. Off-school Trainings:

1.1.2.4.2.1. CY teachers attended STEM workshops which inspired them to give students hands-on experience.

1.1.2.4.2.2. Many teachers took a variety of professional courses, in order to sharpen their learning and teaching strategies. A selection of examples were chosen from the databank of the WSC-Portal system:

1.1.2.4.2.2.1. Learning and Teaching of Selected Topics in the Revised Secondary Mathematics Curriculum;

1.1.2.4.2.2.2. Workshop for Teachers on Enhancing Students' Collaboration Skills and Promoting Positive Relationships;

1.1.2.4.2.2.3. Data Science with Python Workshop

1.1.2.4.2.2.4. Inquiry, Investigation and Problem-Solving in Revised Secondary Mathematics Curriculum

1.1.2.4.2.2.5. Workshop on Designing an Automatic Hand Sanitiser Dispenser

1.1.2.4.2.2.6. Using Picture Books to Develop Students' Positive Values and Attitudes

1.1.2.4.2.2.7. Nurturing Students' Information Literacy to Enhance the Effectiveness of Self-directed Learning

1.1.2.4.2.2.8. Using IT Tools to Enhance e-Assessment for Mathematics and Science in Secondary Schools under New Normal

1.1.2.4.2.2.9. Using Microsoft Platform for Collaborative Learning and STEM Learning in Blended Mode (Basic Level)

1.1.2.4.2.2.10. Using Artificial Intelligence (AI) Microcomputer Sets to Develop Students' Creativity, Computational Thinking and Problem-Solving Skills (Advanced Level)

1.1.2.4.2.2.11. Oxford Junior Secondary English Webinar 2022- Moving Forward and Beyond : Effective Blended Teaching Strategies

1.1.2.4.2.2.12. Using IT Tools to Promote Creativity in Learning and Teaching in English Language Classrooms

1.1.2.4.2.2.13. Enhancing the Collaborative Learning Effectiveness in Personal, Social, Humanities Education Key Learning Area with the Use of the Breakout Room in Microsoft Teams

1.1.2.5. To encourage more effective and meaningful peer lesson observation and professional dialogue

1.1.2.5.1. This strategy is being conducted through the routine Appraisal exercises.

1.1.2.5.2. Different subject departments have been promoting professional dialogue in their panel meetings and collaborative learning periods.

1.1.2.6. To liaise with different schools to exchange experiences on effective teaching strategies

1.1.2.6.1. A training workshop was hosted by the Assistant Principal of Tin Ka Ping Secondary School. Theoretical background and pragmatic practices of Cooperative Learning were demonstrated as part of the Staff Development Day in January 2022.

Evaluations

1.2. Quantitative Survey results

From the quantitative data collected through the Teaching Performance Survey (TPS), Stakeholder Survey (SHS) and school-based surveys, there is strong evidence to support the conclusion that the target has been achieved.

1.2.1. Teaching Performance Survey

	Question	Target	Attainment
T1.	Adjusting the contents according to students' abilities	> 3.34	3.35
T2.	Adopting different pedagogical strategies according to students' abilities	> 3.31	3.32
T4.	Adopting different pedagogical strategies to achieve different teaching objectives	> 3.34	3.34
T8.	Raising questions of different levels to develop students' enquiry thinking	> 3.33	3.34
T9.	Providing adequate opportunities for students to express their opinions	> 3.36	3.37

4 out of 5 have the increase of 0.01 compared with the data last year. Only T4 is essentially flat this year. Although most of the questions show a minor increase, the consistently high scores reflect that our teachers have adopted different pedagogies and strategies to improve students' learning.

1.2.2. Stakeholder Survey

Teachers

	Question	Target	Attainment
21.	The teacher professional development activities organised by the school are of great help to me in performing my duties.	≥ 3.8	3.7
22.	The school has developed an ambience of professional interflow.	≥ 3.8	3.9

Students

	Question	Target	Attainment
2.	The teachers often provide us with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	≥ 4.0	4.0
6.	The teachers often arrange learning activities such as group discussion and oral presentation in lessons.	≥ 3.9	3.9

Four questions were chosen to address this major concern. Two of them were collected from the views of students and the other ones were from the teachers.

Question 22 shows an increase of 0.1 but question 21 records a decrease of 0.1. The other ones, questions 2 and 6, just remain the same as last year. We may say that, owing to the prolonged suspension of school (special holidays in March and April), teachers may not have had the opportunities to practice what they learnt from the professional training or interflow, though such workshops and staff development sessions were provided.

Furthermore, for similar reasons, students may think that they were not very often given adequate group discussion and oral presentation opportunities due to the intensive and rushed curriculum which required completion within those "half-day" schooling model in the academic year.

1.2.3. School-based survey:

Three items were set to collect the views from teachers. They are:

1. I have more professional exchanges within subjects/KLA than last year.
2. I have more sharing of good practices concerning related topics in subject panel meetings, staff meetings and staff development days than last year.
3. The school effectively helped teachers become life-long learners.

Nearly 60% of teachers strongly agreed or agreed with the two items whereas 83% strongly agreed or disagreed with the third item. It can be concluded that they have paid more attention to professional exchanges within their panels and are willing to share some good practices in teaching during different scales of school meetings. To a large extent, these practices can sharpen teachers' techniques in classroom teaching.

2. Major Concern II: To nurture students to be proactive and positive learners

Achievements

2.1. To enhance students' ability to set and achieve meaningful goals

2.1.1. To strengthen the "Life Building Scheme" (LBS)

2.1.1.1. The OLE Committee amended the LBS pamphlet (student's version) with more concrete and detailed guidelines to help students set their 3 goals in terms of:

- Academic attainment
- Extra-curricular activities
- Careers and Life Development

2.1.2. To incorporate the "Leader in Me" elements into the "Life Building Scheme" in S3 and S4

2.1.2.1. "Leader in Me" elements were added to the LBS so that students can set their goals related to the 7 habits learnt in their S2 Leader in Me lessons. In addition, they can reflect on their goals by referring to the 7 habits in Leader in Me.

2.2. To strengthen students' confidence in their future and work systematically towards their goals

2.2.1. To implement the Hong Kong Benchmarks for Career and Life Development

2.2.1.1. The Hong Kong Benchmarks ("HKBM") is a systematic framework, serving as self-improvement tool for schools to strengthen career & life development provisions in a consistent and holistic manner. The HKBM consisting of 10 benchmarks, was co-created with CLAP's Global Advisor Sir John Holman, author of the UK's Gatsby Benchmarks. These benchmarks are of world-class standards and yet relevant to the contextual characteristics in a Hong Kong local setting. The HKBM Pilot was launched in 6 network schools (including our school) with diverse backgrounds in September 2019.

Core

1. A Stable and Visible Career & Life Development Policy
2. Professional Competencies & Leadership

Student Focused

3. Learning from Multiple Pathways Information
4. Address the Needs of Each Student
5. Student Engagement and Co-creation
6. Personal Guidance for Developing Career Roadmaps

Enabling Environment

7. Linking Curriculum Learning to Career and Life Development
8. Meaningful Encounters with the Workplace
9. Meaningful Encounters with Further and Higher Education
10. Parent Engagement and Support

2.2.1.2. Implementation and Effectiveness

2.2.1.2.1. Three-tiered Guidance (BM4 and BM6)

Class	Whole School Approach		
	Tier 1 Life Building Scheme	Tier 2 Career Teachers	Tier 3 Other committees & external resources
S1	Class teacher		Guidance Committee SEN teachers Social workers Educational Psychologists
S2	Class teacher		
S3	Class teacher	Group consultation	
S4	Class teacher	Support where necessary, e.g. - repeaters	
S5	Class teacher	- Advice on adding/ dropping elective subjects	
S6	Class teacher	Individual consultation	

Tier 1

A total of 3-4 LBS lessons were conducted. Students reviewed and updated their personal action plans with Class Teachers at least once per year. (BM 6)

Life Building Scheme (LBS)

The scheme was first introduced in junior forms in 2006. It was recognized as a well-planned scheme to achieve the designated purpose in the 2008 ESR. It was then extended to senior forms.

- Junior forms
 - Through participation in various activities and personal reflections, we aim for a balanced development of the student in the virtues highlighted in the school motto i.e. Learnedness, Love, Dedication and Integrity.
 - Goal setting in two aspects: academic & extra-curricular activities
- Senior forms
 - Make a year plan related to the four areas of Other Learning Experiences, record their development and practice writing reflection
 - JUPAS: SLP & Additional Information
 - Overseas studies: personal statement

Tier 2

- Each student receives at least TWO group guidance interviews on the choice of educational and career pathways at the end of Secondary 3. Each S6 student received at least one individual personal guidance interview on the choice of educational and career path pathways. (BM 6.1)
- Career teachers and students identified and co-created students' life/career roadmaps during the guidance sessions. (BM 6.2)
- A good record keeping system was established. (BM 6.3)
- WSC Portal which was a comprehensive record keeping system, accessible to both students and teacher advisors to maintain the continuity of students' progress on personal guidance, was established. (BM 6.2) To help students discover their own competence, interest, values, attitude, skills, knowledge (VASK) and expand notion of work (ENOW), the S3 LBS guiding questions were revised. This change could enrich students' profile and make personal guidance for developing career/ study roadmap more effective.
- Students completed their reflection in the WSC Moodle Platform.

Tier 3

Selected examples of activities/ programmes organised by committees/ subject departments

Student Focused (BM3-BM6)

Committee/ Subject Department	BM3 Learning from Multiple Pathways Information	BM4 Address the Needs of Each Student	*BM5 Student Engagement and Co-creation	BM6 Personal Guidance for Developing Career Roadmaps
Career	CLD lessons Career explorative activities: COA To inform and encourage students to participate in activities/ programmes to understand post-secondary education options (e.g. Information Day, tours and visits, online classes, summer programmes)	Career explorative activities: COA	Career Ambassadors: co-create activity Using IG to disseminate information Issue career newsletter	Career explorative activities: COA Group and individual counselling for S3 and S6 (S4 & S5 where necessary)
OLE	OLE assemblies: career-related experiences		Volunteer service team	LBS: setting goal, tracking and reviewing plan
Life Education			Student helpers	
Discipline			Prefect team	
Guidance		Social Worker Focused Support Groups, e.g. 「想夢啟航」MBTI 測驗及生涯規劃探索工作坊	Angel Project	To adopt whole-school counselling by supporting students holistically
SEN		Support to SEN students		Support to SEN students

*BM5

Give opportunities to students to co-create activities/programmes through which they could strengthen their transferrable skills, such as communication skills, explore their interests, and understand their strengths and weaknesses.

Committee/ Subject Department	*BM7 Linking Curriculum Learning to Career and Life Development	*BM8 Meaningful Encounters with the Workplace	BM9 Meaningful Encounters with Further & Higher Education	BM10 Parent Engagement and Support
Career	CLD lessons staff meeting: give concrete examples of embedment of CLD elements into subject curriculum career coordinators Trial practice: S4 non-X3 RAC	CFS & OLE Committees planned to organise workplace learning for S5 on Activity Day, but it was cancelled due to the pandemic. Others Virtual internship organised by CLA for Youth @JC	Coordinate with subject panels to organise related experiences (visits, tours, admission talks, alumni sharing) Inform and encourage students to participate in activities/ programmes to understand post-secondary education options (e.g. Information Day, tours and visits, online classes, summer programmes)	issue e-notices to inform parents about the support services offered by career team distribute Career Newsletters to parents organise parent talks
OLE	Day 5 Assembly, LBS			issue e-notices about LBS to get parents involved in students' life planning
Subject departments	Incorporate CLD elements into subject curriculum	Organise career-related activities such as visits	Arrange students to attend seminars organised by universities	
Life Education	Class teacher periods incorporating CLD elements, e.g. VASK, career management			
Guidance				To foster home-school cooperation: talks, workshops, release counselling information
Leader in Me	Goal setting, positive value			

*BM7 : CLD learning experiences in timetabled lessons including

Class Teacher periods

Day 1 Assemblies for all forms

Day 4 Assemblies for S6

Day 5 Assemblies for S4-5

The lessons embed all important elements of CLD.

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

*BM 8 : Workplace learning

Level 1 observational activities, e.g. company visit, site visit (e.g. airport)

Level 2 activities enabling students to understand workplace roles, e.g. job tasting, job shadowing

Level 3 activities developing students' skills and knowledge, e.g. internship, job placement

2.2.2. To incorporate the elements of the "Leader in Me" into Career and Life Development

Habit		Manifestation of Habits in Career and Life Development Programmes
1	Be proactive	BM3, 4 and 6 Example (1) Life Building Scheme Teachers guide students to set goals and develop action plans based on their value, attitude, skills and knowledge (VASK). Teachers encourage students to join various activities. Review of progress and reflection of progress are conducted regularly to avoid distractions and reinforce commitments to their goals. Example (2) S3 and S6 consultation Teachers not only provided students with a wide range of multiple pathways information and career progression pathways, they also taught students to find and process up-to-date multiple pathways information in order to make informed choices for their future development. In this way, students realised they were in charge of their own lives. They learned to control the environment rather than complain when encountering difficulties.
2	Begin With the End in Mind	
3	Put First Things First	BM5 and 8 Examples: Careers Ambassadors and the Student Association Student leaders had opportunities to co-create career and life development programmes, such as running a stall at the Lunar New Year Fair with their teacher advisors In the process of planning and implementing the programmes, students learned to prioritise commitments and improve time management. As they needed to cooperate with other relevant stakeholders, they developed the skill of empathic listening, enhanced the ability to communicate and improved interpersonal relations.
4	Think Win-Win	
5	Seek First to Understand, Then to Be Understood	
6	Synergise	
7	Sharpen the Saw <ul style="list-style-type: none"> • Physical • Social/ emotional • Mental • Spiritual 	Students were taught the importance of living a life in balance, that is, taking the necessary time to renew themselves through relaxation. For example, Class Teacher Periods, e.g. Managing My Life in S1 Stress Management activities arranged by the Guidance Committee and school social workers Morning reading sessions

2.3. To nurture students' capacity to live positively

2.3.1. To explore "Positive Education" elements and strategies

2.3.1.1. Elements of positive education have been incorporated in the curriculum, such as class periods, Leader-in-Me lessons, Life Building Scheme and assemblies.

2.3.1.2. Elements of positive education have been added in the teaching materials of S2, 3 and 4 class periods, to instill the value of positive education in students. Teaching materials include videos to attract students' attention.

2.3.1.3. In setting goals in the Life Building Scheme, S2, 3 and 4 students were required to refer to the Leader-in-Me's seven habits of highly effective people.

2.3.1.4. Additionally, various activities organised by the Guidance Committee have been promoting positive education to students.

2.3.1.5. Regarding continued professional training courses for teachers, teachers have been trained through online professional development programmes (Jockey Club Project Well-being) during the special holiday. Teachers have learnt that positive education can be taught to students through various means and a great variety of activities e.g. service, gardening, running, etc.

- 2.3.1.6. Encouraging students to participate in different services was an effective way to improve the positive attitude of students. For instance, currently, half of the student helpers are S2 students and the Life Education Committee Chair reported that they could do well in their positions at their age. It is agreed that generally, students were more willing to help teachers in subject work or extra-curricular activities when compared with previous cohorts.
- 2.3.2. To enrich the school atmosphere in “Positive Education”
- 2.3.2.1. Whole-school enrichment in Positive Education:
- 2.3.2.1.1. The Guidance Committee organised a theme-based Guidance Week in the 1st school term to promote the importance of self-care and positive life attitudes to all students through:
- Assemblies about stress management
 - information and game booths about positivity
 - “Feed Your Heart Life Story” redemption by students from all forms and “Positivity Message Wall” to encourage students after whole-day school resumption
- 2.3.2.2. Class teachers were encouraged to organise class activities during the special holiday in the 5th wave of the COVID-19 pandemic to deliver positive and encouraging messages among students. The Principal and teachers were also invited to join.
- 2.3.2.3. The Leader-in-Me elements have been incorporated in some class periods to encourage students to apply the seven habits in daily life to live proactively and positively.
- 2.3.2.4. Support for Cross-boundary students:
- 2.3.2.4.1. “Support Programme for Hong Kong Students Staying in Shenzhen under the COVID-19 pandemic - Psychological and Academic Support” Groups:
Funded by the International Education Bureau of Hong Kong SAR Government, our school took part in the “Support Programme for Hong Kong Students Staying in Shenzhen under the COVID-19 pandemic – Psychological and Academic Support” by Social Service Hong Kong Branch (ISS-HK). The schemes aimed at providing all-round services for cross-boundary students, most of whom had not been attending school in Hong Kong since the outbreak of the pandemic.
- 2.3.2.4.2. Extra care was offered to cross-boundary students, including arranging virtual picnics, live-broadcast of all school group events and simultaneous term tests and examinations at a specified education centre in Shenzhen.
- 2.3.2.5. Angel Project:
The Angels organised “The School and I” online game session and operated Padlet message pages with S1 classes to cultivate positive peer support among the students during the special holiday.
- 2.3.2.6. Special holiday arrangements:
For the purpose of continuously fostering students’ positive personal development and maintaining interpersonal relationships with teachers and other students, the Guidance Committee, Life Education Committee and Extracurricular Activities Committee organised the “LOL” (Lots of Love, Lots of Laughs) Programme with a variety of interactive and entertaining activities for our students during the special vacation. Through the activities, students were encouraged to take every opportunity to explore their potential and enrich themselves during the special holiday.

- 2.3.2.6.1. Guidance Committee:
 - 2.3.2.6.1.1. Positivity Record Booklet
 - 2.3.2.6.1.2. Gratitude Cards for students and parents
 - 2.3.2.6.1.3. WISDOM Kits for the special holidays
- 2.3.2.6.2. School Social Worker focused Groups:
 - 2.3.2.6.2.1. Teens Social Support Group
 - 2.3.2.6.2.2. Teens Game Group
 - 2.3.2.6.2.3. Teens Breakthrough Group
- 2.3.2.6.3. Life Education Committee:
 - 2.3.2.6.3.1. Positivity Campaign
 - 2.3.2.6.3.2. Song Dedication Programme
- 2.3.2.6.4. ECA Committee:
 - 2.3.2.6.4.1. Rate for the best sharing of My Favourite Things

2.3.3. To enrich the Christianity atmosphere with the assistance of the “Love Foundation” to guide students to live positively according to words in the Bible

- 2.3.3.1. Students are more participative in Biblical Knowledge (BK) lessons this year. In some cross-boundary classes, they participate actively through their chats during the online lessons. Students were more willing to participate in BK lessons with less resistance towards the words of God as evidenced by their better attitude and performance in school examinations.
- 2.3.3.2. Some S3 students were invited to go to the Friday Fellowship activities and they were willing to join it regularly.
- 2.3.3.3. The support of the ‘Love Foundation’ is adequate in Friday Fellowship activities, Gospel assemblies and Life Education lessons in S2 LiM lessons.

Evaluations

2.4. Quantitative Survey results

2.4.1. Stakeholder Survey

Students

	Question	Target	Attainment
12.	I know how to set learning goals for myself.	≥ 3.9	3.8
15.	The teachers are able to help us solve problems we encounter in our growing process, such as in our physical and mental development, making friends and academic performance.	≥ 3.9	3.9
18.	The school actively guides us to acquire the skills to get along with others well.	≥ 4.0	3.9
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	≥ 4.0	3.9
22.	The students respect the teachers.	≥ 4.0	4.0
23.	I like my school.	≥ 4.1	4.0
24.	I get along well with my schoolmates.	≥ 4.2	4.1
25.	The teachers care about me.	≥ 4.1	4.0

Among the 8 items selected for measurement, 2 of them remained the same as last year whereas 6 of them have 0.1 lower than last year. However, all scores are still at a high level which reflected that students generally showed positive responses towards the strategies implemented.

2.4.2. APASO

Junior forms

Item	Target	Attainment
Goal Setting	≥ 3.05	3.00
Situation Control	≥ 2.85	2.98
Emotional Stability	≥ 2.78	2.83
Perseverance	≥ 2.96	2.96
Social integration	≥ 2.93	2.96

Senior forms

Item	Target	Attainment
Goal Setting	≥ 2.93	2.75
Situation Control	≥ 2.87	2.77
Perseverance	≥ 2.85	2.70
Achievement	≥ 2.46	2.44
Task	≥ 3.15	3.01

Junior form students gave higher scores than last year, whereas senior forms got lower scores in all 5 categories. This may be due to the long special holidays and prolonged half-day schooling, which reduced their chances to participate in different extra-curricular activities. Especially the senior form students who always take the leading role in those activities. Moreover, the pressure of public examination will, to a greater extent, negatively influence their emotion and confidence because of the uncontrollable factors hindering their learning effectiveness under the pandemic conditions.

School-based Survey:

Item	Responses	Students	Teachers
LBS can help students set and achieve their goals	Strongly agreed and agreed	58.6%	44.8%
	Strongly disagreed and disagreed	39.1%	10.3%
LiM lessons can help students set and achieve their goals	Strongly agreed and agreed		66.6%
	Strongly disagreed and disagreed		0%
Career guidance by my school could effectively enhance my confidence in future careers and further studies	Strongly agreed and agreed	62%	
	Strongly disagreed and disagreed	36.6%	
Class periods and Biblical Knowledge help me build up a positive attitude	Strongly agreed and agreed	74%	
	Strongly disagreed and disagreed	25.1%	
LiM lessons help me build up a positive attitude	Strongly agreed and agreed	77.3%	
	Strongly disagreed and disagreed	21.1%	
Lessons conducted by Love Foundation help me build up a positive attitude	Strongly agreed and agreed	52.3%	
	Strongly disagreed and disagreed	47.7%	

The statistical data of this survey reflected that both teachers and students agreed that the strategies concerning the Career and Life Development, the Life Building Scheme, the Leader in Me lessons and the lessons conducted by the Love Foundation, could offer a certain degree of positive influence in helping students set and achieve goals and develop a positive attitude in their life.

3. Major Concern III: To unleash students' potential through experiential learning

Achievements

3.1. To offer diversified opportunities for students with different talents and strengths

3.1.1. To strengthen the Clubs, Associations and Teams to offer more meaningful and challenging activities

3.1.1.1. Student Association

- 3.1.1.1.1. A talent show was held in September 2021. Around 40 performers and 100 audience members actively participated in the event. Singing and dancing performances were included. The performing students displayed great self-confidence during the events.
- 3.1.1.1.2. An acting Student Association was formed in October 2021, and they originally had an opportunity to hold a stall in a lunar new year fair organised by the EdUHK (on 21-22 January 2022) involving purchasing, negotiating with business parties, and making hand-craft products. Due to the pandemic, the activity was cancelled.
- 3.1.1.1.3. A Class-Association workshop was held in December 2022 by the Student Association to help junior form students generate ideas of holding the Christmas Celebration.
- 3.1.1.1.4. The Student Association held a charity sale with UNICEF after the resumption of school in May 2022. They collaborated with student helpers in holding a UNICEF activity in the post-examination period to raise the students' awareness upon 17 sustainable development goals (SDGs).

3.1.1.2. Houses:

- 3.1.1.2.1. The inter-house table tennis competition was successfully held during lunchtime at the school gymnasium in November 2021.
- 3.1.1.2.2. An inter-house quiz for junior forms was held by the Life Education Committee in February 2022 whereas the quiz for senior forms was held in the post-exam period.
- 3.1.1.2.3. An inter-house meme creation competition was held in April 2022. Around 40 students participated in the competition.
- 3.1.1.2.4. An inter-house dodgeball competition was held in the post-exam period, to provide an opportunity for the students to learn the importance of teamwork and team spirit.

3.1.1.3. School Teams and Service Groups:

- 3.1.1.3.1. Most of the school teams training and service group gathering had been suspended due to the special holiday arranged and various anti-pandemic measures.
- 3.1.1.3.2. Most of the school teams resumed training once the suspension of the school was over. Some of the school teams or service groups continued their gathering via Zoom (e.g. Debate Team, Girl Guides, Long-distance Running Team), despite the effectiveness being highly affected.
- 3.1.1.3.3. Christian Fellowship organised several Zoom gatherings to replace normal weekly meetings under the pandemic.
- 3.1.1.3.4. Due to the cancellation of inter-school competitions, students were unable to have a vivid goal to achieve or the taste of a competitive environment.
- 3.1.1.3.5. A Flag-raising Group has been formed from the uniform groups to perform weekly flag-raising ceremony.

3.1.1.4. Clubs and Interest Groups:

- 3.1.1.4.1. In general, the activities of clubs and interest groups were highly affected, as after-school non-academic activities were not recommended under the anti-pandemic measures.

- 3.1.1.4.2. Most activities from clubs and interest groups were converted into short and taster-type ones so that they could be held during recesses (around 15 minutes each).
- 3.1.2. To offer more chances for enhancing the exposures and experiences of students including academic and non-academic areas
- 3.1.2.1. Academic Areas in enhancing the exposures and experiences of students
 - 3.1.2.1.1. In Chinese Language, choral speaking enrichment class, external writing competitions and school-based support writing improvement class were held.
 - 3.1.2.1.2. In English Language, public-speaking workshops, online drama and debate training were provided to the students. An interschool debate competition was held in the first term. An English week was successfully held in May 2022 to promote geographical culture to the students.
 - 3.1.2.1.3. In Mathematics, students were invited to participate in interschool competitions, such as the Mathematics Creative Problem-Solving Competition, the Mathematics Project Competition and the Hua Xia Cup Mathematics Competition. However, due to the pandemic, some of the competitions such as Pui Ching Mathematics Invitation Competition was cancelled.
 - 3.1.2.2. Non-academic Areas in enhancing the exposures and experiences of students
 - 3.1.2.2.1. In music, musical instrument practices were resumed, either by Zoom lessons or Face-to-face sessions throughout the academic year. In December 2021, the Music Club organised an inter-class Music Festival and all senior-form classes had a chance to perform on the stage. Meanwhile, some students participated in the 74th Hong Kong Schools Music Festival by submitting video recordings on their musical performances. However, some activities such as Chinese Ensemble was suspended due to the anti-pandemic measures.
 - 3.1.2.2.2. In sports, some interschool competition were cancelled, such as the softball competition. The students actively participated in the remaining events, such as badminton, table tennis, athletics and swimming competitions organised by the Hong Kong Schools Sports Federation in the first term. Meanwhile, the sports teams resumed training after the school suspension. Some experiential classes, including archery and wall-climbing were successfully held in school after the special holiday. Students from different forms enjoyed these experiences. A Long-distance Running Team was formed in this academic year and they had regular training, either in school or at Tai Po Sports Ground. An S3 newly emerged Sports Experience Day was held in the post-examination period.
 - 3.1.2.2.3. In the area of cultural events and arts, students participated in inter-school drawing competitions in the first term and a drama competition in the second term. Some senior form Visual Arts students participated in a tour to Kowloon City to capture the idea of drawing of a local community. Also, a programme connecting arts to emotional wellness was held in June.
 - 3.1.2.3. External Activities to enhance the exposures and experiences of students
 - 3.1.2.3.1. On picnic day, all local S2 and S3 students participated in adventurous experiential learning at Anchor House at Ma Wan. Meanwhile, all local S1 students participated in in-school adventurous activity and all cross-boundary students participated in a virtual tour to Dr. Sun Yat-sen Historical Trail to learn more about the history of Hong Kong.

- 3.1.2.3.2. To enhance STEM knowledge for S2 students, a visit to the Smartone 5G Lab at Sky 100 was held in November 2021, when all S2 students went to Sky 100 in ICC Kowloon to understand more about the application of 5G technology.
- 3.1.2.3.3. Trips to Mai Po, Tai Kwun, M+ Museum and the Green Hub, etc. were held in the post-examination period to order to get more exposure.
- 3.2. To widen students' horizons through a diversity of experiences
- 3.2.1. To offer more chances for students to STEM
- 3.2.1.1. A STEM Lab (The Language and Innovation Techno Centre) has been built as the base of STEM development. It was officially opened in July 2022.
- 3.2.1.2. Professional training / CoP for teachers in different fields to participate, including:
- curriculum planning (e.g. robot design and collaboration among DT and CY)
 - designing STEM-related activities (e.g. solar power water filter, game equipment with chip)
 - maintenance of the coral aquarium and aquaponics system
 - the use of microcontrollers
 - 3D printing and laser cutting
- 3.2.1.3. Sharing of the acquired knowledge of aquatic systems and assisting the science teachers to apply it to teaching:
- S1 and S2 Integrated Science
 - S4-S6 Chemistry and Biology
- 3.2.1.4. The direction of STEM development in our school is similar to the mainstream, e.g. robotics & 3D printing. It is because these fields are suitable for our students' ability. In addition, learning materials related to these fields are also more readily available in market. This allows a quicker start of STEM.
- 3.2.1.5. There has been collaboration between STEM and science subjects. e.g. students learnt theories and basic knowledge in water quality and then applied them in STEM projects by designing a water filtering device.
- 3.2.2. To offer more chances for students to approach and contribute to the community and nation through local voluntary work and services in sister schools in the Mainland respectively
- 3.2.2.1. School Volunteer Team and Zonta Club were responsible for organising and participating in different types of voluntary services. 25 volunteers joined an activity known as Christmas Small Boxes held by CNEC Grace Light Chapel Elderly Centre. However, due to suspension as well as the pandemic, most planned voluntary services could not be held.
- 3.2.2.2. Though most voluntary services were suspended this year, the future trend of development in voluntary services was planned and discussed.
- 3.2.3. To enhance students' role in cross-boundary and overseas exchanges tours
- 3.2.3.1. Due to the pandemic and quarantine policies in Hong Kong, no cross-boundary exchange tours were organised.
- 3.2.3.2. The Principal has kept email contact with the Principal and Officials in Tarumizu Central Junior High School, Kagoshima, Japan.
- 3.2.3.3. The teacher-in-charge for the Scotland Partner School has kept email contact with the teacher-in-charge there during the pandemic.
- 3.2.3.2. For the two sister schools in the Mainland, we kept in contact with the Principals and teachers-in-charge in both schools through WeChat groups. Due to the limited accessibility through online meeting, only Nan Wu Middle School can be liaised with Zoom. Two Zoom meetings were held in April 2022 with Nan Wu Middle School to discuss participation in their English Festival held in May 2022. Two students participated in the English Speech Competition, and two participated in the English Song Singing Contest. Prizes were won in both events.

Evaluations

1.2. Quantitative Survey results

1.2.1. Stakeholder Survey

Students

	Question	Target	Attainment
1.	The teachers often arrange learning activities outside class for us, such as project learning week, visits, field trips, etc.	≥ 3.6	3.6
20.	My schoolmates actively participate in extra-curricular activities.	≥ 4.0	3.9
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	≥ 4.0	3.9

Teachers

	Question	Target	Attainment
29.	The school strategically arranges different learning modes and opportunities for students in the light of students' abilities, interests and needs.	≥ 4	4.0
50.	The school actively encourages students to participate in extra-curricular activities.	≥ 4.1	4.2
51.	The school's extra-curricular activities can help extend students' learning experiences	≥ 4.1	4.3

Parents

	Question	Target	Attainment
10.	Through participation in the school's extra-curricular activities, my child's learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased.	≥ 3.9	4.0

Parents and teachers showed more positive responses than students. As the expectations of students will be a bit higher in this 2nd year of the pandemic, such half-day schooling, internal and external activities arrangement were a little less than their expectations. However, the scores of questions 20 and 21 were still at high levels.

1.2.2. APASO

Junior forms

Item	Target	Attainment
Interpersonal Competence	≥ 2.88	2.80
Perseverance	≥ 2.96	2.96
Emotional Attachment to the Nation	≥ 2.98	3.13
Commitment	≥ 3.05	3.12
Social Integration	≥ 2.93	2.96

Senior forms

Item	Target	Attainment
Interpersonal Competence	≥ 2.71	2.74
Perseverance	≥ 2.85	2.70
Emotional Attachment to the Nation	≥ 2.57	2.65
Commitment	≥ 2.98	2.88
Social Integration	≥ 2.88	2.84

In terms of the strategies implemented in this major concern, which are focused mainly on extra-curricular activities, both junior and senior form students showed quite positive responses in the 5 items selected, although a few categories for senior form students had a lower score than last year. The reason is surely similar to that mentioned in the previous major concern.

School-based Survey:

Item	Responses	Teachers	Students
School provided appropriate opportunities for students of different talents and strength	Strongly agreed and agreed	83%	
	Strongly disagreed and disagreed	0%	
School provided diversified opportunities for students.	Strongly agreed and agreed	85.1%	68%
	Strongly disagreed and disagreed	0%	30.4%

Teachers strongly agreed that the school, operating under such difficult conditions, had tried her best to offer appropriate and diversified opportunities for students. It is understandable that students would have higher expectations. However, It is positive to see that a predominate proportion of students still agreed that the school had offered diversified opportunities for them. This reflected that our students fully understood the situation was due to uncontrollable anti-pandemic measures, and the school had done her best.

Learning and Teaching

Development of Key Tasks

Character-building & Leader in Me

We stress character building and leadership development in nurturing our students. Students are nurtured with virtues of respect, love, responsibility, integrity and appreciation, through value education provided by the school-based Life Education programmes. The Leader in Me programme has been implemented in the regular timetable to develop our students through building “Seven Habits of Highly Effective People” (Stephen Covey). Students learn to be their own leaders before being the leaders of others.

Positive Education

Students are proactively nurtured with a positive mind to face difficulties and challenges in life, through pastoral care of teachers and various activities organised by the Life Education Committee, Guidance Committee, and Experiential Learning Committee. Students are taught to make responsible choices, build character, connect with others, cope with stress and manage their time and life properly.

Broadening horizons

Students can broaden their horizons through experiential learning by participating in various leadership training programmes, competitions, volunteer services, service learning programmes organised by local universities or other institutions. In addition, students can participate in various overseas exchange tours with our partner schools in the United Kingdom, Japan, and our sister schools in Mainland China.

Christian Education

To carry out the school mission and vision of our founder, Dr. Wong Tak-hing, we preach the Gospel to our students through Biblical Knowledge lessons in junior forms, Christian Fellowship, assemblies and Evangelistic activities such as Gospel Week & Christmas Worship. Christian students take the role of leading prayers and sharing short Bible messages in school assemblies, whereas Christian teachers lead Bible Study Groups to guide students to grow spiritually.

School-based Curriculum

Electives

Apart from the core subjects, students can take 3 out of 10 elective subjects including Chinese Literature, Chinese History, Economics, Geography, History, Biology, Chemistry, Physics, Information & Communication Technology, and Business, and Accounting & Financial Studies. Other than the above subjects, students can study Mathematics Extended Part Module 1 or 2. In addition, students can take Applied Learning courses offered by other institutes and other electives offered by the Network Schools in Tai Po.

Curriculum highlights

The school is committed to encouraging students to develop the ability of “learning to learn” through class periods in S1. S.2 students are offered character-building and leadership training in the “Leader in Me” lessons, which educate students with the “Seven Habits of Highly Effective People” (Stephen Covey). STEM elements have been incorporated in the Integrated Science curriculum through project learning.

Teaching strategies under the Pandemic

Since we are still under the influence of the COVID-19 pandemic this year, our school continued exploring ways to optimise teaching and learning effectiveness, both in class suspension during the 5th wave and also the half-day classes after that. All staff were very familiar with different strategies in tackling the period of class suspension and half-day schooling. The Moodle System continued to serve as an interactive platform for teachers and students to communicate with each other on class practices and as a learning resources bank as well during the class suspension period and throughout the whole school year for cross-boundary students. All subject departments devised teaching strategies to make “Suspending Classes without Suspending Learning” happen. Teachers continued to take 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.

Whole-school Language Policy

English has been adopted as the medium of instruction, except in Chinese Language, Chinese History, Biblical Knowledge and non-academic subjects. The school language policy emphasises the mastery of both English and Chinese languages. Students are also given an opportunity to learn a third language – Japanese, which is offered in junior forms as an extra-curricular activity, and as a formal subject in senior forms. Students in senior forms are required to take stipulated official language examinations.

Learning and Teaching Strategies

The school adopts a multiple teaching-learning approach. Interactive elements such as e-Learning, field trips and project work are integrated systematically into the formal curriculum, with a view to enhancing students' thinking skills, creativity and expression. Cooperative Learning is emphasised in making lessons more student-centred. Debate and drama elements are introduced to enrich language classes. E-Learning is widely used through the school-based Moodle learning platform, to nurture students to be self-regulated learners beyond the classrooms. The Language across the Curriculum Project (LaC) has been implemented to enhance language learning effectiveness through the concerted effort of different departments. An application of diversified learning strategies, such as peer assessment and concept maps have been coordinated to further facilitate students' learning.

Career and Life Planning Education

Our school adopts a holistic, developmental and systematic approach for career education and guidance. Different committees work together with the concerted support of class teachers and external organisations for students' life planning.

Students are guided to develop and pursue their goals and plans in their future studies and careers in their junior forms through the Life Building Scheme, a school-based Life planning programme implemented since 2006. S3, S5 and S6 students are provided with group or individual counselling regarding their aptitude, ability, and choice of subjects, to help them pursue their career path with appropriate selection of subjects and university courses. Seminars, visits, workplace learning experiences, and sharing by alumni from different fields are also arranged to enrich their knowledge of different careers.

Starting from 2015, our school participated in the CLAP for Youth@JC Project and was one of the five Network Schools (2015-2018), a Pilot School (2019-2020), and is now a Resource School (2020-2022) which adopts Hong Kong Benchmarks for Career and Life Development (HKBM). A Career Room has been built to offer a wider variety of related programmes to our students.

Student Support

Whole School Approach to Catering for Learner Diversity

At the start of the year, the school organises the "Learning to Learn Scheme" for S1 students to establish good learning habits and skills. In junior forms, consolidation in languages and mathematics are provided through remedial classes. Moreover, underperforming junior form students are provided support from the Guidance Committee to strengthen their motivation in studies. Additionally, we offer enrichment classes to enhance gifted students' interests. We also nominate and subsidise students to participate in different enrichment courses organised by local universities to stretch their potential.

Gifted Education

The school made use of the resources from the Diversity Learning Grant to enhance gifted education. 121 senior form students showing strengths in different areas were nominated to participate in 29 courses or activities related to academic, leadership, civic education and music organised by universities and external organisations for enhancing their capacities. The expenses in these areas reached \$128,914.80 in the school year 2021-2022. The amount was far less than expected due to the persistence of the pandemic throughout the whole year.

Whole School Approach to Integrated Education

Our school has adopted the Whole-School Approach to Integrated Education. Led by the Special Educational Needs Coordinator, the Special Educational Needs Support Committee provides support to students with Special Educational Needs (SEN) in different areas. Our intervention strategies include administering accommodations on homework and examinations, and providing on-site professional services. The committee works closely with parents, teachers and professionals, such as educational psychologists, speech therapists, art therapists and social workers to provide SEN students with the best support. In addition, teachers are encouraged to receive related training as part of their professional development.

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						
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Average number of books borrowed	21.2	19	16	16	9	8*	6*

Table showing the average number of books borrowed by each student from the School Library in 2015-2022 (Not including books borrowed under the Chinese and English Extensive Reading Schemes)

** The library circulation service was suspended from 14 March 2022 to 23 April 2022 due to the special holidays whereas only half-day schooling was permitted from May 2022 to the end of the school year for the school could not attain that 90% of students had received the 2nd dose of the COVID-19 vaccination. Hence students have had very limited accessibility to the library services.*

The Chinese Language Department, English Language Department and the Library Committee worked closely to establish the reading environment on campus. This year, the two departments participated in the Hong Kong Public Library Reading Programme for Children and Youth (HKPL), which was first launched in 2012, with the objective of promoting and cultivating reading habits and widening the scope of reading and knowledge in different areas. In the school year 2021-2022, 444 (63.8%) of our S1-5 students were awarded a merit certificate for completing 10 or more English books from September 2021 to June 2022.

Though many external reading activities were cancelled due to the COVID-19 pandemic, English reading was still promoted internally through the junior form Extensive Reading Scheme (ERS) lessons, S4 Short Story

lessons and RAC lessons, joining the eRead Scheme by the HKEd City, holding Book Club meetings and a mini book fair, etc. There were many opportunities for students to enjoy the fun of reading.

Chinese reading was promoted through author seminars, Reading Week, reading lessons, teachers' book sharing sessions, and a mini book fair.

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 2021-2022. Also, the positive atmosphere of "Live with Love" and "Wonderful School Life" were promoted through two "Life Education Programme Weeks". 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 organises retailing services, inter-school activities and other school-based activities. However, due to the 5th wave of the COVID-19 pandemic, all the meetings of the Student Council were suspended and only a very limited number of activities 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 65 members in the school year 2021-2022. Their leadership and cooperation skills were enhanced through in-school programmes and leadership training day-camps and further polished through routine onsite patrol duties and the regular face-to-face and 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 activities related to moral, health and civic education issues. 22 students enrolled in these activities. Another 42 students were recruited for the "Angel Project", which aims to provide peer counselling and guidance to S1 students while they adjust to their new secondary school life. One big training session was held by the school social worker to enhance their counselling skills and self-confidence. 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 (21 Happy Fridays in 2021-2022 with 15-25 participants each time), assemblies, special evangelistic gatherings, Christmas and Easter Worship provide us with the opportunities to share God's good news with students. The theme of last year was "Jesus is the Light of the World". 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 face-to-face Day 1 assemblies and the Principal shared Psalms in whole-day schooling Day 4 morning assembly. In the 2021-2022 school year, our school continued to work in partnership with the "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 the 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.

Staff Development

Our teachers actively engaged themselves in continual professional development in the school year 2021-2022. The average Continuous Professional Development hours of each teacher was 91 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, Basic Law, National Security 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 Concerns of the school were held. A staff development seminar about Cooperative Learning delivered by the Assistant Principal of Tin Ka Ping Secondary School, Mr. Chung Wai Tak, who was also our teacher in the early 90s. Colleagues showed very positive feedback that the content was very pragmatic and ready to be put into routine lessons.

Additionally, 2 Communities of Practice (CoP) were organised by the IT in Education Committee, to help teachers make multiple choice question data banks in the Moodle platform to improve students' self-regulated learning. Also, two workshops were held to introduce our newly established "Language and Innovation Techno Centre" (LIT Centre) and to familiarise colleagues with the 3D Printing and Laser Cutting technology.

Due to the 5th wave of the pandemic, the Staff Development workshop about "Flipped Classroom" and "Self-regulated Learning" originally scheduled for 11 April 2022 was cancelled due to the "Special Holidays" and was postponed to the next school year. Instead, all teachers were required to participate in an online Professional Development course, "Jockey Club Project Well Being" with a minimum of six hours.

To meet another target of 2021-2022, a workshop about Positive Education which was hosted by a very famous professional, Dr. Charles Yu Tak Shun, was carried out on 25 August 2022. Dr. Yu delivered a very stimulating message which offered colleagues great insights into Positive Education.

Home-school Cooperation

The school values home-school cooperation and proactively strengthens the bond with parents. In collaboration with the Parent-Teacher Association (PTA), thematic activities such as seminars, parent talks, workshops, and outings are held annually. Parents' voices are welcome through direct communication with school personnel and in consultative meetings organised by the PTA. The firmly established home-school partnership facilitates the holistic development of our students.

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 2021-2022, 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, an 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. Due to the outbreak of the 5th wave of the pandemic, the Annual Parents' Day was conducted online on 27 February 2022 so that class teachers continued to get 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. 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

109 S6 students sat for the examination with 107 participated in the JUPAS. 105 (98.1%) met the basic requirements for sub-degree courses, i.e. with 5 DSE subjects attaining Level 2 or above. 89 (83.2%) 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 673 entries, a total of 374 (55.4%) scored Level 4 or above, while 657 (97.3%) scored Level 2 or above. The overall performance was satisfactory.

Statistics on Further Studies and Employment

99 out of the 109 S6 graduates in 2022 continued their studies within tertiary education. The following table provides the statistics on further studies and employment:

Local degree courses	74 (67.9%)
Local sub-degree courses	15 (13.8%)
Repeating S6	5 (4.6%)
Overseas (including China) degree courses	10 (9.2%)
Employment	0 (0%)
Not confirmed	4 (3.6%)
Others	1 (0.9%)