

School Annual Report 2022-2023

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 2022-2023, 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	24

2. Student enrolment

In September 2022, the total student enrolment was 696, with 323 boys and 373 girls. The overall attendance of students for the whole year was 96.9%.

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	429	61.6
North District	105	15.1
Ma On Shan, Sha Tin, Tai Wai, Fo Tan	42	6.0
Tin Shui Wai	2	0.3
Kowloon	8	1.1
Tsuen Wan, Tung Chung	3	0.4
Tuen Mun	1	0.1
Kwai Chung	3	0.4
Yuen Long	1	0.1
Shenzhen	102	14.7
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 optimization 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)	29/8/2028
Ms. Wong Bonny	Sponsoring Body Manager	27/8/2024
Mr. Shum Man Kwong	Sponsoring Body Manager	27/8/2024
Mr. Leung Po Chung Dannuel	Sponsoring Body Manager (Treasurer)	21/9/2028
Mr. Lee Sai Kee	Sponsoring Body Manager	12/1/2027
Mr. Lee Siu Ming Kenneth	Sponsoring Body Manager	12/1/2027
Mr. Tso Siu Man Simon	Sponsoring Body Manager	12/1/2027
Ms. Leung Suet Mui Betty	Independent Manager	21/7/2024
Mr. Lau Yiu Kwan	Alumni Manager	31/5/2023
Dr. Leung Pak Heng George	Alumni Manager	31/5/2025
Ms. Ip King Wan	Parent Manager	17/1/2025
Ms. Cheung Mei Kit	Alternate Parent Manager	21/3/2023
Ms. Mak Fung Han	Alternate Parent Manager	21/3/2025
Mr. Yeung Man Ching	Teacher Manager	14/3/2023
Mr. Tse Chung Man	Teacher Manager	14/3/2025
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 Alumni Manager, Mr. Lau Yiu Kwan, Alternate Parent Manager, Ms. Cheung Mei Kit and Teacher Manager, Mr. Yeung Man Ching, for their efforts in the previous year. A warm welcome is extended to the newly appointed members, our Alumni Manager Dr. Leung Pak Heng George, Alternate Parent Manager, Ms. Mak Fung Han and Teacher Manager, Mr. Tse Chung Man.

Staff

1. In 2022-2023, there were 55 full-time teachers, 6 teaching assistants, 3 laboratory technicians and 2 IT technicians, 25 tutors and coaches, and 16 clerical and supporting staff members. Among our full-time teachers, 92% of our teachers have completed teacher training (100% bachelor degree programmes, 48% an additional master's degree programmes and 21% special education training). All English and Putonghua teachers have met the EDB language proficiency requirements.
2. The school highly acknowledges the following teacher who retired at the end of the 2022-2023 academic year:

<u>Name</u>	<u>Years of service</u>	<u>Post(s) held in the school</u>
Ms. Wong Chor Yu	28	Department Chair of Economics

In addition, we also highly acknowledge the following teachers who have resigned at the end of the 2022-2023 academic year:

<u>Name</u>	<u>Years of service</u>	<u>Post(s) held in school</u>
Mr. Man Wai Kit	36	Department Chair of Mathematics (Junior Forms)
Mr. Chiu Kit Chau	17	Deputy Chair of the Discipline Committee
Ms. Lam Mei Ling	15	Chinese Language teacher

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 promotion has been made, commencing in 2023-2024:

<u>Name</u>	<u>Promoted rank</u>	<u>Promoted Post</u>
Ms. Cheung Suk Man	Acting SGM	Chair of the Career and Further Studies Committee
Mr. Chan Ka Kiu	Acting SGM	Department Chair of Chinese History Chair of the Life Education Committee

4. Ms. Keung Wai Yin was appointed as the Department Chair of Mathematics (Junior Form)

5. Recruitment of teaching staff:

Name	Post	Effective from
Mr. Ching Tak Ming	Integrated Science and Physics teacher (Contract GM)	1-9-2023
Mr. Chiu Tsz Sum	Mathematics teacher (Regular GM)	1-9-2023
Mr. Wong Shiu Kee	History teacher (Contract GM)	1-9-2023
Ms. Chan Yi Ching	Chinese teacher (Regular GM)	1-9-2023
Ms. Lai Wan Sze	English Language Department Chair (Junior Forms) (Regular Acting SGM)	1-9-2023
Ms. Pun King Min	Economics teacher (Regular GM)	1-9-2023
Ms. Tse Ho Yi	Mathematics teacher (Regular GM)	1-9-2023

6. Recruitment of non-teaching staff:

Name	Post	Effective from
Mr. Cheung Kai Yeung	Janitor	30-11-2022
Mr. Chu Man Ming	Janitor	13-6-2023
Mr. Hui Yiu Fai	IT Technician	5-5-2023
Mr. Ip Sai Pui	Clerical Assistant (CA)	1-8-2023
Mr. Ng Man Fat	Teaching Assistant (Career and Curriculum Planning)	1-9-2023
Mr. Wong Kam Fu	Teaching Assistant (Mathematics)	1-9-2023
Ms. Cheung Ka Yan	Teaching Assistant (English Language)	21-8-2023
Ms. Li Wing Lam	Teaching Assistant (Chinese Language)	3-7-2023
Ms. Lo Lok Ching	Teaching Assistant (Experiential Learning and CS)	12-7-2023
Ms. Tang Wun Yan	Teaching Assistant (SEN Support)	1-9-2023
Ms. Wan Li	Janitor	16-11-2022

7. Teachers' professional development

- 7.1. Ms. Wong Yuk Ying was seconded to the Education Bureau Life Planning Education Section from 1 September 2023 to 31 August 2024.
- 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 second 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 2022-2023. 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 provides subsidies up to \$1,000 for each teacher to attend "Continuing Professional Development" (CPD) courses. Nine teachers applied this year and received a total of \$7,926 subsidy. More teachers made use of this support from the school to participate in the courses to enrich their knowledge in their specialised areas.

1.1.1.2. Four Communities of Practice (CoP) of a variety of themes including SEN, positive education and Students' Habits building, were organised. In terms of administrative support, there is a consensus that holding a CoP does not require the organisers to put in extra 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. Three staff development days were organised respectively on 30 August 2022 (Identifying and Supporting Students with Mental Health Needs and Positive Education), 3 January 2023 (Diversified Pedagogies) and 22 March 2023 (New Sports tasting and outdoor visit).

1.1.2. To attain 15 hours CPD related to pedagogical aspect for every teacher

Teachers were encouraged to enroll in related training workshops and seminars. Administrative assistance, including the provision of study leaves, was offered to ensure teachers could improve their skills without disrupting their students' regular lesson schedules.

1.2. To enhance teachers' efficacy by exploring and adopting diversified pedagogical strategies

1.2.1. To further equip teachers with the cutting-edge pedagogical strategies including Cooperative Learning, Blended Learning and Flipped Classroom and STEM Education (Design thinking)

1.2.1.1. Different departments made use of different pedagogies to different extents.

	Flipped Classroom	Cooperative Learning	Blended Learning	Others
History	✓	✓		✓ (Reading)
Chinese History		✓		
Integrated Humanities	✓		✓ (S2 Virtual Versailles)	✓ (S2 RaC)
Computer Studies	✓		✓	✓ (RaC)
Liberal Studies / Civic and Social Development	✓			✓ (RaC)
BAFS			✓	
Integrated Science	✓	✓		✓ (Junior form students joined the Secondary Science Online Self-learning Scheme)
Biology	✓			✓ (RaC)
Physics	✓	✓		✓ (RaC)
Chemistry	✓	✓		✓ (All S4 students were nominated to participate Chemistry Online Self-study Award Scheme)
Chinese Language		✓		
Chinese Literature		✓		
Economics and Society	✓			
Geography	✓		✓	
Home Economics		✓		
Design and Technology				✓ (Problem-solving mode Project Learning)
English Language		✓		
Mathematics	✓			
Visual Arts			✓	

1.2.1.2. Each subject department has made a positive start and has tried at least one of the suggested pedagogical strategies. The next step will be to explore even more and find out the most effective strategy (strategies) for different subjects and classes.

1.2.2. To strengthen the pedagogies related to STEM, Entrepreneurial Spirits, Career and Life Development in lessons

	STEM	Entrepreneurship	Career and Life Development
Economics		In S4, the quality of "efficient and enterprising" of entrepreneur has been emphasized. Successful entrepreneurs were used as illustration.	Career paths were mentioned briefly whenever appropriate, such as in topic of unemployment and GDP in S3 ES; in factors of production and market structure of S4 EC. Job opportunities in Greater Bay Area were mentioned during lessons.
English Language	An LaC project related to STEM was carried out in S3. Entrepreneurial spirits and Career and Life Development elements were introduced in the senior secondary curriculum.		
History		VASK elements and spirit of entrepreneurship were embedded in the topic "Modernisation	The Origins of Cinema – Talk of Audio-visual Preservation with 16 mm Film Screening 「光影時間囊——視聽文化保育講座及16毫米菲林

		and Transformation of Japan in the 20th century”	「電影放映會」 was organised for S5 on 28 Feb 2023. Apart from understanding the history of motion picture & cinema, students also had the opportunity to explore related careers, such as film restoration.
Mathematics	5 Mathematics-related to STEM projects were organised.		
Integrated Humanities		Elements of Entrepreneurial spirits were taught in the second semester. For instance, spirit of revolutionary ideas and adventure.	
Computer Studies	IoT courses were introduced in S3, programming courses were introduced to S1 to S4.		
Integrated Science	STEM lessons and activities were conducted in the LIT Centre.		
Biology	STEM articles were uploaded to Moodle.		
Physics			Various topics in Physics were linked to career development in engineering. Entrepreneurial Spirits were incorporated in experiential learning through SBA.
Chemistry			Some careers related to Pharmaceuticals were introduced in the topic of industrial chemistry (S6). More career information was given in the topic of organic chemistry. Besides, a visit to HKU Faculty of Pharmacology and Pharmacy was held for S4 and S5 students in May 2023. More than 90% students reflected that this activity enhanced their understanding about the related career.
Design and Technology	Cutting-edge technologies e.g. 3D Printing, Prototyping, Robotics, Smart City design were introduced.		
Home Economics			Teacher introduced the job nature of fashion designer. Some students were interested.
Liberal Studies / Civic and Social Development	Students were arranged to visit Aviation Technology enterprises in Zunhai.		

- 1.2.3. To join the Jockey Club “Diversity at Schools” Project to strengthen the capacities of teachers to cater for learners diversity by establishing a data management system and formulate differentiated teaching strategies to unleash students’ potential.
- 1.2.3.1. Twelve teachers participated in the programme. They attended online courses organised by Jockey Club “Diversity at School” Project to understand the rationale of Differentiated Instruction (DI) which is about how to make students learn best through improving learning environment, content, process and products such that it could maximize the learning potentials and outcomes of students.
- 1.2.3.2. All participants were required to submit a lesson plan with specific DI strategies to be adopted in the lesson to the Project. A professional team from HKU then reviewed and gave feedback to the lesson plans. Lesson observations, professional dialogues and interviews had been conducted in order to enrich the teaching and learning outcomes.
- 1.2.3.3. Training offered by JC:
- 1.2.3.3.1. It is commented that these online training courses could be useful for providing teachers insights on these new teaching strategies.
- 1.2.3.3.2. The booklet together with the materials found on the website of the Jockey Club “Diversity at Schools” Project are quite useful in helping teachers with lesson designs. It provides an overview of DI and the framework of corresponding teaching philosophy.
- 1.2.3.4. Lesson observations (Conducted by the HKU professional team):
- 1.2.3.4.1. Two subject representatives (Chinese Language and Integrated Science) have undergone the lesson observations.
- 1.2.3.4.2. Before the lesson, teachers submitted their lesson plans to the respective personnel one month before and written responses were received through email. Feedback was given to some of the lesson plans by the professional team.
- 1.2.3.4.3. Comments by the professional team were generally positive. It was commented that our teachers are professional, and the lessons are well-planned. “Learning” and “Making Progress” can be found in the lessons which are the two key elements of DI.

1.2.4. To enrich the knowledge among teachers through organizing “Communities of Practice” (CoP)

Date	Training topic	Number of staff involved
22-10-2022	Measures to cope with students’ emotional problems	26
21-4-2023	Teachers well-being – Nagomi pastel art (Positive Education)	16
12-5-2023	Classroom Discipline and Support to SEN in lessons	11
12-6-2023	Leader-in-Me	22

1.2.5. To enhance peer lesson observation and professional dialogue

1.2.5.1. Jockey Club “Diversity at Schools” Project (Please refer to the Strategy 1.2.3.)

1.2.5.2. Chinese Language School-based Support Scheme

All S1 Subject Teachers are required to participate in the project. Meetings, lesson observations and homework inspection were arranged regularly for professional development. Teachers expressed that the follow-up work and supportive measures provided from the project team are practical. Such projects could enrich students’ learning experiences and strategies. Their writing skills are improved as well.

1.2.5.3. School-arranged and Department-arranged lessons observation

1.2.5.3.1. School-arranged lesson observation:

Teachers found that such setting could facilitate the planning of lesson. Many teaching strategies, like grouping, cooperative learning, IT teaching pedagogies or even questioning techniques can be effectively shown in the lessons. The lessons tended to be smooth with appropriate tempo.

1.2.5.3.2. Teachers also shared that some new insights or teaching strategies can be obtained from the school-arranged lesson observations. They could know more about other subjects’ content, the skills in answering DSE questions and the techniques in holding discussion during the observations.

1.2.5.3.3. Teachers have been using different teaching strategies in lessons such as heterogeneous grouping, multi-sensory teaching and diversified learning tasks.

- 1.2.6. To liaise with different schools to exchange experiences on effective teaching strategies
The Staff Development Day on 3 Jan 2023 was hosted by expert teachers from FlipEdu 「香港翻轉教學協會」 in form of forum and parallel sessions. Teachers attended the parallel sessions based on their own interest.

Evaluations

1.3. 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.

1.3.1. Teaching Performance Survey

	Question	Target	Attainment
T2.	Adopting different pedagogical strategies according to students' abilities	> 3.31	3.41
T4.	Adopting different pedagogical strategies to achieve different teaching objectives	> 3.34	3.43

1.3.2. Stakeholder Survey

Teachers

	Question	Target	Attainment
34.	The school has developed an ambience of professional exchange	≥ 3.8	4.0
36.	The school's appraisal is conducive to my professional development	≥ 3.8	3.9
47.	I often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources	≥ 4.3	4.4
52.	I often arrange different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	≥ 4.0	4.3

Students

	Question	Target	Attainment
1.	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	3.9
5.	The teachers often organise different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation.	≥ 3.9	3.9

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

All the targets set for the teachers' survey were attained whereas the two scores from students' survey were very close to the target, showing students' positive responses to teachers' diversified pedagogical strategies. The reasons behind should be the persistence of half-day schooling during the first few months of the school year. Restriction measures were gradually relaxed from the second term and more different teaching strategies could be adopted.

1.3.3. Assessment Program for Affective and Social Outcomes (APASO) III

Subscales	Junior forms	Senior forms
	Q-score	Q-score
Creativity (Science-related)	88	88
Entrepreneurial Spirit (Risk Bearing)	103	103
Learning (Self-initiative)	116	116
Learning (Self-monitoring)	116	116
Learning (Self-planning)	116	116
Learning Aims (Mastery)	103	103
Learning Atmosphere (Cooperation)	106	106
Teaching (Clear Instruction)	108	108
Teaching (Teacher Support)	97	97

The referenced Q-score uses 100 as a standard baseline, representative of the norm in Hong Kong. A score exceeding 100 signifies a performance better than the Hong Kong standard, with the highest recorded score being 116.

Besides the "Creativity (Science-related)" and "Teaching (Teacher Support)" subsections, all other categories demonstrated exceedingly positive outcomes. This indicates that the implemented strategies are effectively influencing our targets set. However, we need to deliberate further on methods to foster a design-thinking mentality in students, not only in the regular science curriculum but also in cross-disciplinary activities related to STEM.

1.3.4. School-based survey:

3 items were set to collect the views from teachers.

1. There are 71% teachers who agreed that they adopted more diversified pedagogical strategies.
2. There are 67% teachers who implemented at least 2 pedagogical strategies out of the 3 options suggested in the School Annual Plan.
3. There are 83% teachers who participated in one department-arranged lesson observation.

1.3.5. For the criterion that the CPD hours of each teacher should meet 150 hours in a school development cycle (2021-2024), the data of 2022-2023 showed a rise from 59.01 to 68.37 CPD hours per teacher. Such positive achievement is due to the Education Bureau continuing to offer different ZOOM training courses in 2022-2023, even after the relaxing of different measures connected to the pandemic. Hence teachers were willing to participate such convenient arrangements throughout the whole year.

1.3.6. In accordance with the requirement for teachers to achieve 15 hours of CPD focused on pedagogical aspects, the school-based survey reported that 83% of teachers asserted they had met this benchmark. Nonetheless, a review of the official training records presented a lower percentage of 53.8% teachers who achieved the 15-hour CPD goal. It's noteworthy that the average CPD hours dedicated to pedagogical aspects was 26.8, significantly surpassing the initial target.

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 continue strengthening the "Life Building Scheme" (LBS)

2.1.1.1. The LBS pamphlet (student's version) was amended 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

2.1.1.2. Strategies (Students were asked to complete the followings)

2.1.1.2.1. For junior forms, 2 goals with action plans and reflections

2.1.1.2.2. For S4, one specific goal with action plan and 4 reflections including 1 related to career experiences;

2.1.1.2.3. For S5, one specific goal with action plan and 4 reflections

2.1.1.2.4. For S6, their goal is to complete writing their "Self-Accounts" to apply for JUPAS

2.1.2. To incorporate the "Leader in Me" (LiM) elements into the "Life Building Scheme" from S3 to S5

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.

2.1.2.2. Students were guided, by their class teachers, to formulate their goals and plans from different perspectives of the Leader-in-Me elements (habits).

- 2.2. To strengthen students' confidence in their future and work systematically towards their goals
- 2.2.1. To continue implementing the Hong Kong Benchmarks for Career and Life Development into different aspects including formal and informal curricula
- 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. Help students develop their goals on their future studies and careers systematically and work towards their goals with Hong Kong Benchmarks and Leader-in-Me.
- 2.2.1.2.2. Three-tiered Guidance (BM4 and BM6)

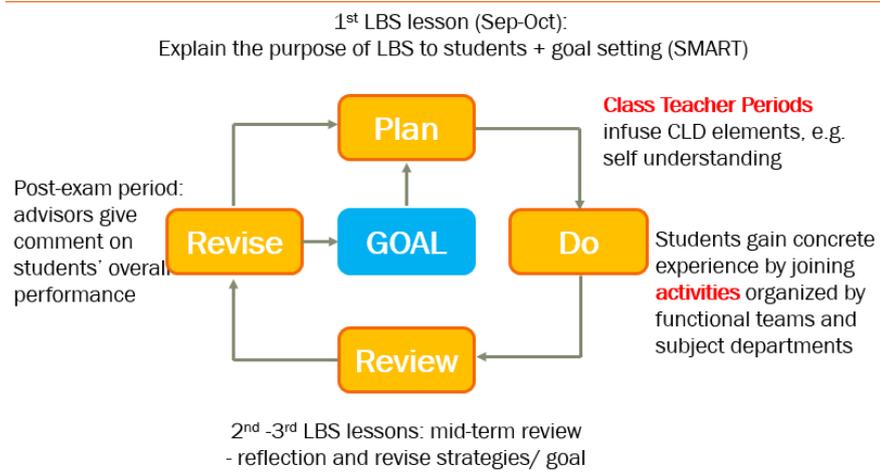
Class	Whole School Approach		
	Tier 1 Life Building Scheme	Tier 2 Career Teachers	Tier 3 Other committees & external resources
S1	Class teacher		Guidance Committee SEN teachers Social workers Educational Psychologists
S2	Class teacher		
S3	Class teacher	Group consultation	
S4	Class teacher	Support where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

Tier 1 : Life Building Scheme

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 External School Review (ESR). It was then extended to senior forms. To achieve systematization and standardization of class teacher guidance through the implementation of Life Building Scheme, professional training was provided to class teachers over the years. Besides, Teacher Advisor Handbook which stated the vision of the Scheme, duties and responsibilities of advisor, procedures ensured the guidance to students was of good quality and up to the expected standard.

A total of 3-4 LBS lessons were conducted (2022-23: 3 lessons in S1 and 4 lessons in S2-S5). With teachers' guidance and feedback, students reviewed and updated their personal action plans at least once per year. (BM 6.2)

- 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 (博愛信修)
 - Goal setting in two aspects: academic & extra-curricular activities
 - For S3, LBS has enabled students to set and evaluate not only their goals on academic performance, but also students' career and life planning through VASK and LiM.
- Senior forms
 - With what they have learnt in LiM, S4 and S5 students were guided to set and evaluate their goals.
 - Make a year plan related to the four areas of Other Learning Experiences (Moral and Civic Education/Aesthetic Development/Physical Development/Community Service/Career-related Experiences), record their development and practice writing reflection
 - ❖ JUPAS: SLP & Additional Information
 - ❖ overseas studies: personal statement



Tier 2: guidance by career team

- Each student received 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 pathways. (BM 6.1)
- Career teachers and students identified and co-created students' life/career roadmaps during the guidance sessions. (BM 6.2)
- The role of subject teachers was strengthened. When S4 students who took three elective subjects intended to drop one of the elective subjects, they were required to seek the advice from subject teachers and career teachers.
- A robust record keeping system was established to facilitate career guidance. (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 reflections in WSC Moodle.

Tier 3

The support to students with special educational needs was strengthened. To meet the needs of SEN students, the current arrangements were as follows:

General support: EP and school social workers

Career guidance

- S3: career teachers
- S6: SEN coordinator

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: Cambridge Occupational Analysis (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, e.g. professional hairdressing course, using IG to dissemination information Issue career newsletter CLAP@JC Training Workshop (for Joint School CLD Club)	Career explorative activities: COA Group and individual counseling for S3 and S6 (S4 & S5 where necessary)
EL	OLE assemblies: career-related experiences e.g. voice actors, funeral directors		Service learning, e.g. The Elderly School	
LE			Student helpers	LBS: setting goal, tracking and reviewing plan
ECA			Student Association and CFS Committee jointly organised alumni sharing for S4-S5 students	
Discipline			Prefect team	
Guidance & social workers			Angel Team	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	Career and Life Development (CLD) lessons, career coordinators to support subject departments, CLD elements embedded in S5 non-X3 RaC (Math, ICT, History) would be cancelled next year	Level 1 workplace learning had been organised for all S5 students on Activity Day. Virtual internship organised by CLA for Youth @JC, Jockey Club CoCoon Student Training Entrepreneurship Programme for S4-S5, all students participated in Career Expo 『Job, On Your Mark!』 in Feb 2023	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. Info 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 experience sharing was included in the S3 Subject Selection Handbook
EL	OLE assemblies, LBS	Visits, e.g. Salvation Army Tai Po Elderly Service Centre by S4 students in the double lessons of CSD, Service learning, e.g. Elderly Storybook and Glove Puppet workshop collaborated with YWCA		issue e-notices about LBS to get parents involved in students' life planning
LE	Class teacher periods incorporating CLD elements, e.g. VASK, career management			
Guidance				To foster home-school cooperation: talks, workshops, release counseling information
Leader in Me	Goal setting, positive value			
Subject departments & Others	Incorporate CLD elements into subject curriculum Flight Simulation Training Course (aviation-related professions)	Organise career-related activities, e.g. - Visits: Hung Hing Printing Group Limited, Hong Kong Science Park, Construction Industry Council Tai Po Training Centre, CLP Academy - seminar organised by The Hong Kong Institute of Surveyors for S4-S5	Arrange students to attend seminars organised by universities	

*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

*BM8 : 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

Overall, more CLD activities were organised after the resumption of full-day in-person classes in this academic years.

The table below shows the CLD lessons

班級	生涯發展元素		
	自我認識及個人成長	探索多元出路 (升學、職業)	生涯規劃與管理、正面回饋
S1	班主任課: Managing My Life、告別幼稚、青春無限好		班主任課: Managing My Life - 訂立目標 (SMART), 正向思維 LBS: 訂立目標、反思、回饋
S2	班主任課: Who am I?、愛神之箭、告別幼稚、網絡欺[零]、缺陷無罪		班主任課: 智「NET」人生 - 手機 ('Seven Habits': Be Proactive, Put First Things First) LBS: 訂立目標、反思、回饋
S3	班主任課: 人生大拍賣、Cupid's Arrow	班主任課: 生涯發展途徑及多元出路	班主任課: 時間管理、讀書技巧 LBS: 訂立目標、反思、回饋
S4	班主任課: 標竿人生、My Mr./Ms. Right、who am I? OLE 週會: 德育及公民教育 週會: 精神健康	班主任課: 生涯發展途徑及多元出路 OLE 週會: 社會服務、與工作有關的經驗、體育發展、藝術發展	班主任課: 時間管理、讀書技巧 LBS: 訂立目標、反思、回饋
S5	班主任課: My Choice、My Mr./Ms. Right OLE 週會: 德育及公民教育 週會: 精神健康	班主任課: 生涯發展途徑及多元出路、面試、升學準備 OLE 週會: 社會服務、與工作有關的經驗、體育發展、藝術發展	班主任課: 時間管理 LBS: 訂立目標、反思、回饋
S6	週會: 精神健康	班主任課及週會: 選科及多元出路	班主任課: 時間管理、壓力管理 LBS: 撰寫 OEA

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

Habit		Manifestation of Habits in Career and Life Development Programmes
1	Be proactive	BM3, 4 and 6
2	Begin With the End in Mind	<p>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.</p> <p>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 realized they were in charge of their own lives. They learned to control the environment rather than complain when encountering difficulties.</p>

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 prioritize 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	Synergize	
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 implement "Positive Education" elements and strategies into informal curricula

- 2.3.1.1. In S2-3 class periods, we included lessons to teach positive attitude, for example 開朗一族.
- 2.3.1.2. Positive attitude is also cultivated through morning assemblies, including positive education elements.
- 2.3.1.3. During Biblical Knowledge lessons, examples from daily life were used to arouse students' interest, and quotes from Bible were shared to inspire students to think positively.

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

- 2.3.2.1. Friday Fellowship activities (Happy Friday) were co-organised by the School Christian Fellowship and the Love Foundation.
- 2.3.2.2. Love Foundation helped organise the Gospel Assemblies and conducted Life Education lessons which covered a series of themes concerning Christianity and life skills.

Evaluations

2.4. Quantitative Survey results

2.4.1. Stakeholder Survey

Students

	Question	Target	Attainment
13.	I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and online resources, etc.	≥3.9	3.7
17.	The school is intent on fostering our leadership.	≥3.9	3.8
20.	My schoolmates actively participate in extracurricular activities.	≥3.9	3.8
22.	Through the opportunities that the school provides (including activities outside of the classroom), I can develop my interests and life skills.	≥4.0	3.9
23.	I like my school.	≥4.0	3.9
24.	I get along well with my schoolmates.	≥4.0	3.9
25.	The teachers care about me.	≥4.1	3.9

Among all the 7 items selected for measurement, each of them is 0.1 to 0.2 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. Assessment Program for Affective and Social Outcomes (APASO) III

Subscales	Junior forms	Senior forms
	Q-score	Q-score
Affect (No Academic Anxiety)	116	116
Affect (No Anxiety, Depressive Symptoms)	114	114
Affect (No Fear of Failure)	101	101
Affect (No Negative Affect)	116	116
Affect (Positive Affect)	116	116
Career Aspiration (Consider Own Competence)		102
Career Aspiration (Expected Future Career)		85
Leadership	108	108
Learning (Clear goal)	104	110
Learning Attitude (Perseverance)	110	110
Learning Motivation (Intrinsic)	116	116
Life Planning (Career Information)		85
Life Planning (Receive Advice)	116	116
Life Planning (Search for Information)	113	113
Life Planning (University Tours and Seminars)		112
Morality (Importance)	112	102
Self-concept (General School Study)	101	101

Similar to the information presented in Major Concern I, the findings here demonstrate the efficacy of our strategies in fostering goal-setting, advocating positive education, and promoting leadership and career and life planning. Nevertheless, we need to provide additional guidance to senior forms students as they navigate their future career paths, and educate them on how to source valuable information that can aid their forward planning.

2.4.3. School-based Survey:

Item	Responses	Students	Teachers
LBS and LiM can help students set and achieve their goals.	Strongly agreed and agreed	38%	64%
	Strongly disagreed and disagreed	20%	12%
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, Biblical Knowledge (BK) and LiM lessons help me build up a positive attitude.	Class period & BK score	2.96/4.00	
	LiM score	3.12/4.00	
Lessons conducted by Love Foundation help me build up a positive attitude.	Love Foundation score	3.03/4.00	

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 life.

2. 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 offer more meaningful and challenging activities both inside and outside school in either face-to-face or online manner

3.1.1.1. Students' Association

3.1.1.1.1. Several medium-to-large scale activities such as Christmas Stall were held on 24/12 and 25/12 outside school and the Cultural Week from 15/5 to 19/5 was co-organised with Dance Club and Japanese Cultural Club inside school. The activities were very popular among the students. It was meaningful in the sense that they were able to evaluate the activities afterwards for their personal development.

3.1.1.2. Houses

- 3.1.1.2.1. Some Inter-House Competitions such as badminton and dodgeball competitions were held. In general, house representatives were engaged during the Sports Day as the committee members were enthusiastic in track and field competitions and dance performance.
- 3.1.1.2.2. Sports Day was successfully held in March 2023. This year, students were either participants in the events or helpers of the event. It empowered students who are weak in sports to be part of the event. In general, student helpers were reliable and engaged in the event.

3.1.1.3. School Teams and Service Groups

- 3.1.1.3.1. Uniform Groups (Girl Guides, Scouts and Red Cross Youth Unit 84) have taken the responsibility to raise the national flag in morning assemblies. Meanwhile, diversified activities were held by these groups such as overnight camp, promotion and interest badge scheme, hiking, handcraft workshops, etc.
- 3.1.1.3.2. Elite students were nominated to join external organizations such as HK200 or Tai Po District Outstanding Student Award. Meanwhile, some students were also invited to join Tai Po District Youth Network to broaden their horizons. It is important to provide opportunities (such as Day 1 Assembly) for these students to share their experience with their schoolmates to attract more students to apply for these organizations.
- 3.1.1.3.3. More junior-form students were recruited as student helpers in which to motivate them in serving the school and gain experience (at least) as an observer of organizing activities. It is expected that they will join different student groups in S3-S5 with better preparations.
- 3.1.1.3.4. Some S4 students were collectively invited to work as helpers in a cross-country run event. It did not just cultivate the students on the importance of serving others, but also broaden their horizons in organising an inter-school activity.

3.1.1.4. Clubs and Societies

- 3.1.1.4.1. Most of the student groups had submitted their annual plans and budget plans and were able to follow their annual plans in holding in-campus activities. In general, students were enthusiastic in participating in activities such as game booths during recess and lunch time.
- 3.1.1.4.2. To empower the students to contribute to the school, the School Media Club was formed, and students were responsible to take up photography and footage taking in school events such as Sports Day, Singing Contest, Christmas Celebration, etc. Students are given the opportunities to learn workplace-related skills, such as interviewing, video editing and photo processing.
- 3.1.1.4.3. Opportunities of performance in front of a large audience were given to the students such as singing performance in the Christmas Celebration and dance performances in the car park on different occasions. It is aimed to boost the students' self-confidence as they might be talented in these areas.

3.1.2. To enhance exposures and experiences of students including academic and non-academic areas in either face-to-face or online manner

3.1.2.1. Academic

- 3.1.2.1.1. Students with different elective subjects were provided plenty of outing opportunities such as field trips in the countryside and visits to museums. Also, some students had joined exhibitions or visiting departments of the universities to explore more on their subject matters and earn some career-related experience.
- 3.1.2.1.2. For core subjects, students were invited as usual to participate in inter-school competitions such as debates, choral speaking and Olympiad contests. Some junior form students had also joined academic project competitions by using project days as preparations. These activities provide opportunities to the students to learn from each other with some renowned school in other districts.

3.1.2.2. Non-academic

- 3.1.2.2.1. In Physical Education, a wide variety of sports experience was given to the students. Coordinated with Sports Legacy Scheme, sports experiences such as fencing, physical fitness or kendo were promoted during or after lessons. Also, coordinated with EACT Jockey Club Active School, other sports experiences such as kin-ball, lacrosse, lawn bowls, etc. were promoted to the students.
- 3.1.2.2.2. Some students were invited to the softball carnival this year to further develop their interest and commitment in softball.
- 3.1.2.2.3. There was an expansion of sports teams this year, such as Archery Team and Track and Field Team. A potential volleyball team is expected to be formed in 2023-2024.
- 3.1.2.2.4. For Music, Choir, Chinese Ensemble and Musical Instrument Classes were resumed after the pandemic. A handbell team was formed. Members of the team are very committed, and a good team spirit is cultivated in them. Meanwhile, the lessons are well-designed, to let students in different forms reach different musical experience. (S1: Classical Music; S2-3: Chinese Opera; S4-5: Ensemble or Band Show)
- 3.1.2.2.5. Some students were provided an opportunity to attend a CUHK and HKU concert at Town Hall in May to learn how to appreciate music performance.
- 3.1.2.2.6. In Visual Arts, several workshops were held such as western calligraphy, marble art and DIY fluid be@rbrick. Students were generally interested in these workshops. In the meantime, some students had joined M+ workshops and a programme promoting the relationship between art and plants to explore the possibility of art from outside experience.
- 3.1.2.2.7. In Home Economics, a teacher-student cooking competition was held on 7 Dec 2022. It provided a good bonding experience between teachers and students. Students were also asked to prepare snacks during Parents' Day to learn about the importance of serving others.
- 3.1.2.2.8. A fashion show was held in the post-exam period to allow the students to show their talents in fashion design.

3.2. To widen students' horizon through a diversity of experiences

3.2.1. To organise internal STEM-related activities and join the relevant competitions

3.2.1.1. Coral Aquarium and Aquaponics activities

- 3.2.1.1.1. 19 students were selected as Coral Ambassadors who were responsible for maintenance of the coral aquarium regularly. There was also a "Coral Restoration" lecture for all S1 students by the Chinese University of Hong Kong in May.
- 3.2.1.1.2. The Science Club committee and some S1 students conducted trials on planting and nurturing baby fish. Some Tilapia fish were donated to voluntary organisation.

3.2.1.2. STEM competitions

- 3.2.1.2.1. Our students also participated in various STEM related competitions. For example, in the Education Fair 2022 Exhibition video competition, one team got the Gold Award. In 2023 Inter-school Flight Simulation Challenge, one team got the 2nd runner up and the Outstanding Performance award.
- 3.2.1.2.2. Other competitions included the New Millennium Robotics and Challenge Cup 2023 for both S3 and S4 students and the Fun Science Competition 2023- Just Right There for S3 students. Students and teachers agreed that these can boost interest in STEM, enhance coding skills as well as problem-solving skills.

3.2.1.3. Diversity in STEM industry

- 3.2.1.3.1. To broaden students' horizons in different technology, a visit to Inno Expo@Tai Po 2022 was organised for S2 students during IS lessons. In the Inno Expo@Tai Po 2022, some S4 and S5 students designed a solar tractor which could monitor the direction of sunlight. They were also responsible for displaying the innovative products and giving on-site explanations to the visitors at the exhibition. In addition, an exhibition about radiation was held in school in December 2022 by S4 and S5 students.

- 3.2.1.3.2. By joining the Steering Committee on Tai Po Youth Network, students visited different workplaces, such as CLP Academy, Construction Industry Council Tai Po Training Centre, Hong Kong Science Park and Hung Hing Printing Group Limited. There were also Flight Simulation Training Courses and drone coding classes. Some students were selected to participate in the Hong Kong Inter-School Flight Simulation Challenge. This gave students more insight and up-to-date information about different career aspects in innovation and technology.
 - 3.2.1.3.3. Several STEM activities were held during the post-exam period such as the cooperation with the Edvenue Limited to organise a STEM Day for all S2 students. The topic is “Forensic Science-creative problem-solving skills in STEM”. Besides, a motor-making workshop was held for S4 to S5 students. Also, there was a one-day workshop including visiting the Toyota Company for S3 to S5 students and a two-day trip about China marine aviation and research was held in July.
- 3.2.2. To organise voluntary work and services in local sectors
- 3.2.2.1. Long-term service learning program with Oi Kwan Social Service
 - 3.2.2.1.1. A more long-term service learning program was kick-started with Oi Kwan Social Service. In the first term, members of the Zonta Club were divided into two teams, one focusing on the elderly with dementia while the other cater for the young old. The overall feedback was good as the students met the same service target for several times, which allows more room to build relationship. On the other hand, Oi Kwan Social Service rated our students’ performance as superior, building a trusted relationship.
 - 3.2.2.1.2. With such mutual trust, students could take a more essential role in designing their own service learning program. Therefore in the second term, the students planned some short courses to teach the elderly, for example, 3D-printing, painting and handcrafting. In return, the elderly may teach our students some new sports, such as Woodball. Such mutual learning between the young and old generations greatly promote intergenerational harmony.
 - 3.2.2.2. Incorporating service-learning into the existing curriculum
 - 3.2.2.2.1. A pilot scheme of service learning in the subject Citizenship and Social Development (CSD) was launched in S4. Students first learned about the background of aging population in Hong Kong. Then all S4 students were sent to visit the elderly and understand their plights. After that, they had to develop a service project idea to better cater for the elderly.
 - 3.2.2.2.2. The overall feedback was beyond expectation, especially for those who had not participated in any volunteer service before. This was the first time for them to get in contact with the authentic audiences and listen to their stories. Not only did the students develop their interpersonal communication skills, but they also had a more concrete big picture of what aging population is.
 - 3.2.2.2.3. Some ideas generated by students were excellent and plausible, which could be a potential service programme for next year for the Zonta Club. More importantly, the students cared more about the issues when they saw their service targets face-to-face. The authentic first-hand experience enables them to think deep about the social issue. Taking a more proactive role in voluntary service, students can benefit more from designing their own programme instead of simply providing “free labour” in some ordinary voluntary service.
 - 3.2.2.2.4. In addition, it provided a chance for our young students to really listen to the senior citizens in the city, promoting intergenerational harmony, which echoes with the aim of cultivating positive values in the curriculum of the CSD.

- 3.2.2.3. Other voluntary service
- 3.2.2.3.1. In the summer holiday, some students went to visit an elderly center by YWCA in Fanling. They first received basic training in communicating with the elderly and interviewing skills. Then they could put into practice by making a storybook for the elderly. After that, participants chose some iconic stories and turned them into puppet drama. Students and the elderly people learned how to make a puppet together and designed different scenes for the drama.
- 3.2.2.3.2. This is a well-structured voluntary service programme by the YWCA. Participants received basic training and clear instructions were given to them, which is especially suitable for junior form students to have a taste of voluntary service. Later when they acquire enough experience, they can join the Zonta Club to develop their own ideas.
- 3.2.3. To organise either face-to-face or online cross-boundary and overseas exchange activities
- 3.2.3.1. Rwanda Service learning trip
- 3.2.3.1.1. We have joined, as a participating school, a Rwanda Service Trip organised by the Polytechnic University, which was to help locals to install some solar panels. In total, there were 3 teachers and 6 students on the trip from 27 July to 5 August.
- 3.2.3.2. Mainland China exchange trip
- 3.2.3.2.1. All S5 students went to Aifeike Aviation Science Education Base in Zhuhai on 9 May, accompanied by 13 teachers, which is one of the compulsory requirements of the CSD. The route of the exchange trip was designed by the Education Bureau, which focuses on the aviation technology advancement of China in recent years. Students had to write a 1000-word report after the trip to conclude their observation and reflection.
- 3.2.3.2.2. The focus of the trip was very clear, which is the technology advance of China. Students were also required to propose a research question around this focus.
- 3.2.3.2.3. Jiangsu exchange trip
- The Hong Kong Federation of Education Workers organised a 7-day exchange trip to Jiangsu. Five S3 students and five S4 students joined the trip from 26/6/2023 to 2/7/2023. One highlight of the trip is that students live with local families for some days to deeply immerse into the local culture.

Evaluations

3.3. Quantitative Survey results

3.3.1. Stakeholder Survey

Students

	Question	Target	Attainment
22.	Through the opportunities that the school provides (including activities outside of the classroom), I can develop my interests and life skills.	≥3.9	3.9

Teachers

	Question	Target	Attainment
64.	The school provides adequate opportunities for students to develop their leadership abilities.	≥4.0	4.2

Parents

	Question	Target	Attainment
11.	The school helps my child develop their interests and life skills.	≥4.0	4.0

Teachers, students and parents all showed positive responses. Resuming normal school definitely helps students' all-round development through different exposures and experiences by offering a wider range of opportunities on a variety of areas.

3.3.2. Assessment Program for Affective and Social Outcomes (APASO) III

Subscales	Junior forms	Senior forms
	Q-score	Q-score
After-school Learning Activities (School Organised)	116	116
Global Perspective (Attention)	113	113
Global Perspective (Respect for Diversity)	106	106
National Identity (National Flag, Anthem)	116	116
National Identity (Achievements)	116	116
National Identity (Proud, Love)	116	116
National Identity (Responsibility, Obligations)	116	116
Satisfaction (School)	116	116
School Atmosphere (Belongingness)	116	116
School Atmosphere (Not Lonely)	108	108
Volunteering Work Frequency	102	102

The results presented in this Major Concern are the most encouraging, showcasing the positive influence of the implemented strategies in assisting students to discover and enhance their strengths and potentials via diverse experiential learning activities. This has a notably positive impact on their sense of belonging, national identity, and global outlook.

3.3.3. School-based Survey:

Item	Responses	Teachers	Students
The school provided appropriate opportunities for students of different talents and strength.	Strongly agreed and agreed	93%	
	Strongly disagreed and disagreed	0%	
Planned extra-curricular activities are carried out properly.	Strongly agreed and agreed	91%	
	Strongly disagreed and disagreed	2%	
The voluntary services help students broaden their horizons.	Strongly agreed and agreed		100%
	Strongly disagreed and disagreed		0

Both teachers and students strongly agreed that the school could offer appropriate and more diversified opportunities for students to unleash their potentials, enhance their life skills, widen their horizon and broaden their experiences.

Learning and Teaching

Development of Key Tasks

Character-building & Leader in Me

We stress on 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

Senior Forms Elective Subjects

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 Japanese Language offered by our school, 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 S1 and 2 Integrated Science and S3 Computer Literacy curriculum through project learning.

Whole-school Language Policy

English has been adopted as the medium of instruction, except in Chinese Language, Chinese History, Liberal Studies, Citizenship and Social Development, 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. During this 3-year School Development Cycle, Cooperative Learning is emphasized in making lessons more student-centred and enhancing the student-student interactions. Flipped Classroom is adopted to nurture students' pre-lesson preparation habit and self-directed learning ability. Blended Learning strategy is implemented to break the resources and time barrier to learn and teach more effectively. 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) and the Reading across the Curriculum (RaC) have been implemented to enhance language learning effectiveness through the concerted effort of different departments.

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 has 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 the Resource School (2020-2022) which adopts Hong Kong Benchmarks for Career and Life Development (HKBM). A Career Room has also been set up 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 organised 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. 134 senior form students showing strengths in different areas were nominated to participate in 19 courses or activities related to academic, leadership, civic education and music organised by universities and external organizations for enhancing their capacities. The expenses in these areas reached \$85,870 in the school year 2022-2023. 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 (SENCO), 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.

The Support from the SEN Support Committee to the SEN students in 2022/2023

The following information is about the support to SEN students by the SEN Support Committee in 2022-2023:

1. Number of SEN students in the 3-Tier Intervention Model is as follows:

T1: 7 students, T2: 39 students, T3: 2 students Total : 48 students

Form	Number of SEN students
S1	7
S2	4
S3	5
S4	8
S5	13
S6	11
Total	48

2. Learning Support Grant (LSG) in 2022/2023 : \$799999

- The LSG reached threshold 1 in 2021/2022, an amount equivalent to the annual salary at starting pay point of a basic rank graduate teacher is deducted from the respective LSG amount (2022/2023) for conversion into an additional regular post for basic rank graduate teacher in the establishment. The new teaching post is titled as Special Educational Needs Support Teacher (SENST). In addition, a Special Educational Needs Support Teaching Assistant has been recruited to offer assistance to the committee.
- In 2022/2023, our School and Lam Tsuen Public Wong Fook Luen Memorial School have formed a cluster to employ School-based Speech Therapist (SBST for the implementation of the Enhanced School-based Speech Therapy Service (SBSTS). The percentage of SBSTS of Lam Tsuen Public Wong Fook Luen Memorial School (the base school) and Wong Shiu Chi Secondary School are 70% and 30% respectively. The enhanced SBSTS is covering the domains of prevention, intervention and development and assists schools, teachers and parents in supporting students with SLI.
- Five S6 students have been given special examination arrangements in the Hong Kong Diploma of Secondary Education Examination 2023.

Different services are provided to SEN students to cater for students' diverse learning needs.

1. EDB Educational Psychologist

105 meetings were arranged for students, teachers, parents and school social workers.
Students: 74 meetings Others: 31 meetings
Number of students: 17

Form	Number of students
S1	4
S2	2
S3	2
S4	4
S5	3
S6	2
Total	17

2. Speech Therapist

68 meetings were arranged from September to February in 10 days.
Students: 68 meetings
Number of students: 12

Form	Number of Students
S1	2
S2	1
S3	3
S4	2
S5	3
S6	1
Total	12

3. School-based Speech Therapy

76 meetings were arranged for students and inspector.
Students: 73 meetings Others: 3 meetings
Number of students: 15

Form	Number of students
S1	3
S2	3
S3	3
S4	2
S5	3
S6	1
Total	15

4. Art Therapist

54 meetings were arranged for students.
Students: 44 meetings
Others: 10 meetings
Number of students: 6

Form	Number of students
S3	2
S4	3
S5	1
Total	6

5. A Homework Tutorial Class was arranged after school to give necessary support to the junior form SEN students to overcome their difficulties in study. A part time TA was employed to support the class.

Number of days: 22 days
Time : 3:45 pm – 5:15 pm

Form	Number of students
S1	2
S2	3
S3	2
Total	6

6. A Chinese Tutorial Class was arranged for the senior form SEN students to improve the writing skills in Chinese subject. A part time TA is employed to support the class.

Number of days: 5 days
Time : 3:45 pm – 5:15 pm

Form	Number of students
S4	1
S5	2
Total	3

7. A Chinese Tutorial Class was arranged for the S6 ASD students to improve the writing skills in Chinese subject. A Part time TA was employed to support the class.

Number of days: 5 days
Time : 3:30 pm – 5:00 pm

8. A board game social skill training group was organised by Hong Kong Young Women's Christian Association to enhance ASD and ADHD students' social skills.

Number of days: 7 days
Time : 4:00 pm – 5:30 pm

Form	Number of students
S1	2
S2	4
Total	6

9. An executive function skill training group was organised by Hong Kong Young Women's Christian Association to enhance ASD and ADHD students' executive function skills and increase their motivation for learning.
Number of days: 6 days
Time : Post exam period
10. A career planning training group was organised by Hong Kong Young Women's Christian Association (YWCA). Students can understand their personal character, different workplaces and further education pathways.
Number of sessions: 18

Form	Number of students
S1	3
S2	3
S3	2
Total	8

Form	Number of students
S3	1
S4	3
S5	1
Total	5

11. A programme 「欺零融異」校園共融計劃 was held in the post examination period (6 July, 2023) for S1 students. The programme was organised by The Education University of Hong Kong (Project Aspire). The aim of the programme is to let students understand bullying from multiple perspectives, reflect on their own patterns in interpersonal interactions, and learn empathy. In addition, students understand and experience the difficulties of people with autism spectrum disorders, eliminate misunderstandings, and build a caring and inclusive campus.

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			
	2019-2020	2020-2021	2021-2022	2022-2023
Average number of books borrowed	9	8*	6*	9*

Table showing the average number of books borrowed by each student from the School Library in 2019-2022 (Not including books borrowed under the Chinese and English Extensive Reading Schemes)

* The library service was suspended in different period of time during the pandemic from February 2020 to February 2023. Hence students have had very limited access to the library services during the school suspension and half-day schooling period.

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 2022-2023, 381 out of 458 (71 cross-border students are not eligible to join) S1-5 students were awarded a merit certificate for completing 10 or more English books from September 2022 to June 2023.

English reading was also promoted internally through Author Sharing Seminar, Junior Form Extensive Reading Scheme (ERS) lessons, S4-S5 Short Story lessons and RaC lessons, joining the eRead Scheme by the HKEd City, holding Book Club meetings, author sharing seminar and a book fair, etc. There were many opportunities for students to enjoy the fun of reading.

Chinese reading was promoted through organizing various reading activities like Author Sharing Seminars, Reading Week, reading lessons, teachers' book sharing sessions, and a book fair. Besides, students were nominated to participate in different reading competitions and awards such as the World Book Day Creative Competition, Syu Sing Literacy Voice Acting Award and the Annual Book Report Competition for Secondary School Students etc.

Support for Student Development

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 2022-2023. 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. After the improvement of the pandemic situation, the Student Council resumed their meetings whereas the Student Association also resumed most of their routine activities.

School prefects assist in upholding school discipline, and likewise, serve as exemplars for their fellow schoolmates in their conduct. The team consists of 62 members in the school year 2022-2023. 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 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. There were 29 students enrolled in these activities. Another 30 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. Two big training sessions were held by the school social worker and MINDSET HK respectively 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 (26 “Happy Fridays” in 2022-2023 with around 15-30 participants each time), assemblies, special evangelistic meetings, Christmas Worship provide us with the opportunities to share God’s good news with students. The theme of 2022-2023 was “Walk in the light” (在光明中行). 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 assemblies. In the 2022-2023 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 2022-2023. The average Continuous Professional Development hours of each teacher was 68.37 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, The 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 teaching skills to support students’ learning. As a routine practice, sharing of the contents and materials in the external training programmes and seminars took place in different departments and committees.

Staff development activities that addressed the second Major Concerns of the school were held. A staff development seminar about “Love and Care in School Amid Class Resumption” and a workshop on “Positive Education” were held before the start of the school year in August 2022. Another staff development workshop on “Diversified Pedagogies” comprising 8 parallel sessions about sharings and demonstrations of different teaching strategies hosted by FlipEdu was held on the Staff Development Day in January 2023. Additionally, teachers tried different new sports offered at school (such as gymnasium, archery and wall climbing) and paid a visit to the countryside in March 2023. The responses of teachers were very positive.

Additionally, 2 Communities of Practice (CoP) were organised by the Vice Principal (Admin & Support), with the help of the Guidance Committee, Discipline Committee and SEN Support Committee, to help teachers on topics including “how to handle students with emotional and other SEN problems in class” and “Brief introduction of Leader-in-Me”. The other 2 CoP about “Nagomi pastel art” and “Measures to cope with students’ emotional problems” were organised by the Guidance Committee for interested teachers.

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 school and parents. In the school year 2022-2023, the Guidance Committee organised a variety of activities with the PTA, such as a series of parents’ activities, talks and workshops organised by Healthy Campus Programme and MINDSET Hong Kong related to parent-child communication. The Guidance Committee and the PTA co-organised an S1 anti-drug seminar, one joint-school Food Science Workshop with Po Leung Kuk Tin Ka Ping Millennium Primary School, three leisure-related workshops related to Chinese culture and festive celebration, 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.

The PTA also encouraged parents to participate in local voluntary activities with their children to serve the disadvantaged. Parents and students were eager to serve in the parent-child voluntary service organised by the school social workers in Tai Po. After the improvement of the Pandemic situation, a “face-to-face” Annual Parents’ Day was successfully conducted on 26 February 2023 which class teachers were able to meet parents and students directly to share on different aspects of the family and school life. The PTA also held a few booths to foster the connection among parents. 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

106 S6 students sat for the examination with 105 participated in the JUPAS. 101 (96.2%) met the general entrance requirements for sub-degree courses, i.e. with 5 DSE subjects attaining Level 2 or above. 92 (87.6%) met the general entrance 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 657 entries, a total of 406 (64.1%) scored Level 4 or above, while 647 (97.9%) scored Level 2 or above. The overall performance was the best since the launch of the HKDSE in 2012.

Statistics on Further Studies and Employment

101 out of the 106 S6 graduates in 2023 continued their studies within tertiary education. The following table provides the statistics on further studies and employment:

Local degree courses	79 (74.5%)
Local sub-degree courses	15 (14.2%)
Repeating S6	1 (0.9%)
Overseas (including China) degree courses	7 (6.6%)
Employment	1 (0.9%)
Not confirmed	2 (1.9%)
Others	1 (0.9%)