



**N.T. Heung Yee Kuk
Yuen Long District Secondary School**

School Report

(2020 / 2021)

Annual School Report 2020/2021

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1. Our School

1.1 School Mission

The school strives to provide students with all round education to inspire them to become responsible citizens and to be enthusiastic learners, developing their potential to the fullest extent so that they can cope with the challenge of the fast-changing world.

1.2 Brief Historical Background

The foundation-laying ceremony was held on 26th March 1966, with Hon. Aserappa JP, District Commissioner, New Territories, as our guest of honour. N.T. Heung Yee Kuk made a donation of \$600,000 while the remaining construction expenses were covered by the government. In September 1967, the first school year commenced. Since construction work was still in progress, teachers and students had to use the premises of Yuen Long Government Primary School as a temporary venue. Upon the completion of the construction work on 13th August 1968, the first batch of students moved into the new premises on 3rd September 1968. The opening ceremony was officiated by Sir David Trench, G.C.M.G., M.C., Governor of Hong Kong, on 23rd January 1969.

1.3 School Premises

The school premises are divided into 4 blocks: Administration and Special Rooms Block, Classrooms Block, New Annex Block and the Hall. Rooms in all blocks are air-conditioned. There are altogether 34 Classrooms, 4 Science Laboratories, 2 Computer / Multi-media Learning Centres, 1 Geography Room, 1 Visual Arts Room, 1 Design and Technology Room, 1 Music Room, 1 Student Activity Room, 1 Library, 1 Social Worker Room, 1 Learning Commons and 1 Heung-chung Interactive-time English Corner (HITEC). Other facilities include 2 Covered Playgrounds, 1 Basketball Court, 1 Volleyball Court, 1 School Garden, 1 Tuck shop and 1 Car Park.

1.4 School Management

The School Management Committee (SMC) was set up in September 1999 to implement school-based management. The SMC is comprised of a wide representation of stake-holders, including the Principal Education Officer (as Chairperson), the Principal, members from N.T. Heung Yee Kuk, teachers, parents, alumni and independent members who are professionals from different fields, to enhance transparency and accountability.

The composition of the SMC in Recent Years

	EDB	Principal	Teacher	Parent	Alumnus	Independent Member
2018/2019	1 (8.3%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	1 (8.3%)	5 (41.7%)
2019/2020	1 (8.3%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	1 (8.3%)	5 (41.7%)
2020/2021	1 (8.3%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	1 (8.3%)	5 (41.7%)

2. Achievements and Reflections on Major Concerns

2.1 Major Concern 1:

Optimizing the whole school approach to strengthening our professional learning community

Task 1

To extend “Reading to Learn” to “Language across Curriculum” to assist students with their studies

Task 2

To reinforce STEM education and ITE to enhance learning and teaching

Achievements and Reflections:

Reading to Learn

Due to having half-day class arrangements throughout the whole academic year, no Reading Period is included in the half-day timetable. Reading plans are integrated into the teaching scheme of various subjects. To prepare for the resumption of whole-day school, Chinese reading materials, English reading materials and content subject-wise reading materials used for school based Reading Lesson have been updated and are ready to be used.

To prevent the spread of the COVID-19 disease, the school provided extensive reading materials through online platforms. This arrangement sustained students’ reading habit during these special school days. E-books series “HyRead” of different genres were purchased and used by students. Self-access learning activities that promote reading were also organized in various subjects. For example, there are SDL reading coursework for S.1-S.3 students in English Language Department, e-Reading platform in Edmodo for S.4-S.5 Chemistry students, the online reading platform 看漢中文網 in Chinese Language Department, online videos and documentaries in History Department and online materials relating to studies of infectious and non-infectious diseases in Biology Department. All subject teachers felt positive about using the above-mentioned reading materials as they could help consolidate students’ learning while having limited lesson time.

Language Across the Curriculum (LAC)

Two points of focus on LAC, “WHY” questions and connectives, were done in this academic year. Concerning the two aspects mentioned above, all S.1 English Language and Science teachers agreed that:

- (i) LAC approach could enhance learning and teaching of the subject they teach;
- (ii) they collaborated effectively throughout the implementation of all LAC practices;
- (iii) LAC approach effectively enhanced the ability of students to use English to read, write and communicate when learning both subjects.

Over 98% of S.1 students agreed that LAC approach effectively enhanced their language skills in learning science in English. Subject teachers of S.1 English Language and Science collaborated in a highly organized manner. Output of all key working stages, i.e., content mapping, worksheet setting and fine-tuning teaching focus, were completed efficiently and effectively. 98% of students concerned gave positive responses to all details prepared for them. Corresponding worksheets of both subjects were set complementarily, making the effectiveness of learning and teaching get well enhanced.

STEM related Subject Curricula

Curricula of STEM related subjects were further refined to develop students’ creativity, problem-solving skill, collaboration skill and argumentation ability as well as further arousing their intellectual curiosity. All teachers in STEM education-related KLAs agreed that their

refined curriculum and cross-KLA collaboration effectively provided students with opportunities to develop different generic skills.

Theme-based Learning Tasks

To provide a platform for students to practise and display their knowledge and skills in various STEM projects, teachers organized theme-based learning tasks for students to do at different times; formal lessons, laboratory periods, recess and after school. Some theme-based learning tasks were done at different locations on school campus while others were done by students at home.

Various theme-based learning tasks are arranged in 80% of the contents of different STEM related subjects:

- (i) investigating DNA fragments in Biology;
- (ii) investigative project on conductivity of electrolytes to devise chemical cell with maximum output of voltage in Chemistry;
- (iii) coding with App Inventor and micro:bit and introducing PASCAL and PYTHON in Computer Science;
- (iv) designing thermal container in Physics;
- (v) designing hand warmer and magic crystal projects in Science;
- (vi) introducing Chinese Medicine in Chemistry and Biology;
- (vii) designing container for alcohol-based hand rub in Mathematics and Computer Science;
- (viii) having various other projects in Technology for Life.

80% of teachers agreed that theme-based learning tasks enriched the learning experience of students. Over 90% of students agreed that the refined curriculum in STEM related subjects could enrich their learning experience and develop their generic skills in STEM.

Although the scope of STEM activities is limited due to the impact of the COVID-19 pandemic, some students obtained outstanding achievements in STEM/Science competitions:

- (i) Two S.6 students represented Hong Kong to join the 36th Chinese Physics Olympiad and won the 3rd Prize;
- (ii) Groups of S.3 and S.5 students won Silver Awards in the BioMedical Engineering Competition and Inter-School Sumo-Robots Competition.

These achievements reflected that our students are capable of applying STEM knowledge effectively to various problem-solving tasks.

Professional Sharing

Professional sharing on design and implementation of theme-based learning tasks were done in different subjects on various occasions such as panel meeting, KLA meeting, WhatsApp group and daily conversation. Several teachers also joined some online STEM workshops in the second term.

100% of teachers of STEM subjects have taken part in the sharing. They all agreed that the sharing sessions have strengthened teachers' professional capacity.

2.2 Major Concern 2:

Integrating values education in both formal and hidden curriculum to assist students with character building

Task 1

To nurture students with positive core values and attitudes towards life by strengthening values education

Task 2

To foster an entrepreneurial spirit among students by enriching students' other learning experiences

Task 3

To develop students' lifelong learning capabilities and foster their whole-person development by diversifying their life-wide learning experiences

Achievements and Reflections:

All functional teams:

Positive values education covers 80% of the programmes of the functional teams. 98% of teachers and 86% of students found the learning activities useful in cultivating students' positive attitude towards life.

Based on teachers' observation and feedback, students were benefitted by developing positive values towards life from the structured values curriculum that was adopted in class teacher periods, inter-class and class-based activities. Students' understanding of positive values and attitudes was deepened.

Highlights of the year:

The theme "Being Grateful", "Being Proactive" and "Being Optimistic" was set. The activities and programmes organized by all functional teams were in line with the theme.

Various inter-class and class-based activities were launched to bring out the messages of the core values. The Discipline Team organized Punctuality Scheme and School Regulations Quiz to train students to be proactive and responsible for their studies. The Moral, Civic and National Education Team participated in the School Bulletin Board Design Competition on National Security, 2020 "National Constitution Day" Online Competition, 2021 National Security Education Day Online Quiz Competition, the 7th Territory-wide Inter-school Basic Law Competition, which offered opportunities for students to reinforce their positive values.

Elements of "Being Grateful", "Being Proactive" and "Being Optimistic" were embedded in class teacher periods via sharing inspirational stories of renowned people. Different scenarios on core values were designed for students' discussion and reflection. Throughout the school year, a total of 30 class teacher periods were prepared to help students stay optimistic and feel grateful amid the pandemic.

A whole-school Peer Support Programme was organized to teach students to be optimistic and grateful when facing the challenges brought by COVID-19. A wide variety of activities such as song dedication, game stalls, class teacher periods and teachers' sharing were included. This programme provided an effective channel for education of positive values and attitudes. Students' understanding of goal setting and development of healthy lifestyles were enhanced.

Class teachers adopted the principle of "One Person One Post" when allocating duties of class affairs, guiding students to learn to be grateful and proactive individuals so that they are capable of serving their classmates.

The Most Commendable Attitude Award Scheme was launched to appreciate students with good virtues with highlights on "Being Grateful", "Being Proactive" and "Being Optimistic".

3. Learning and Teaching

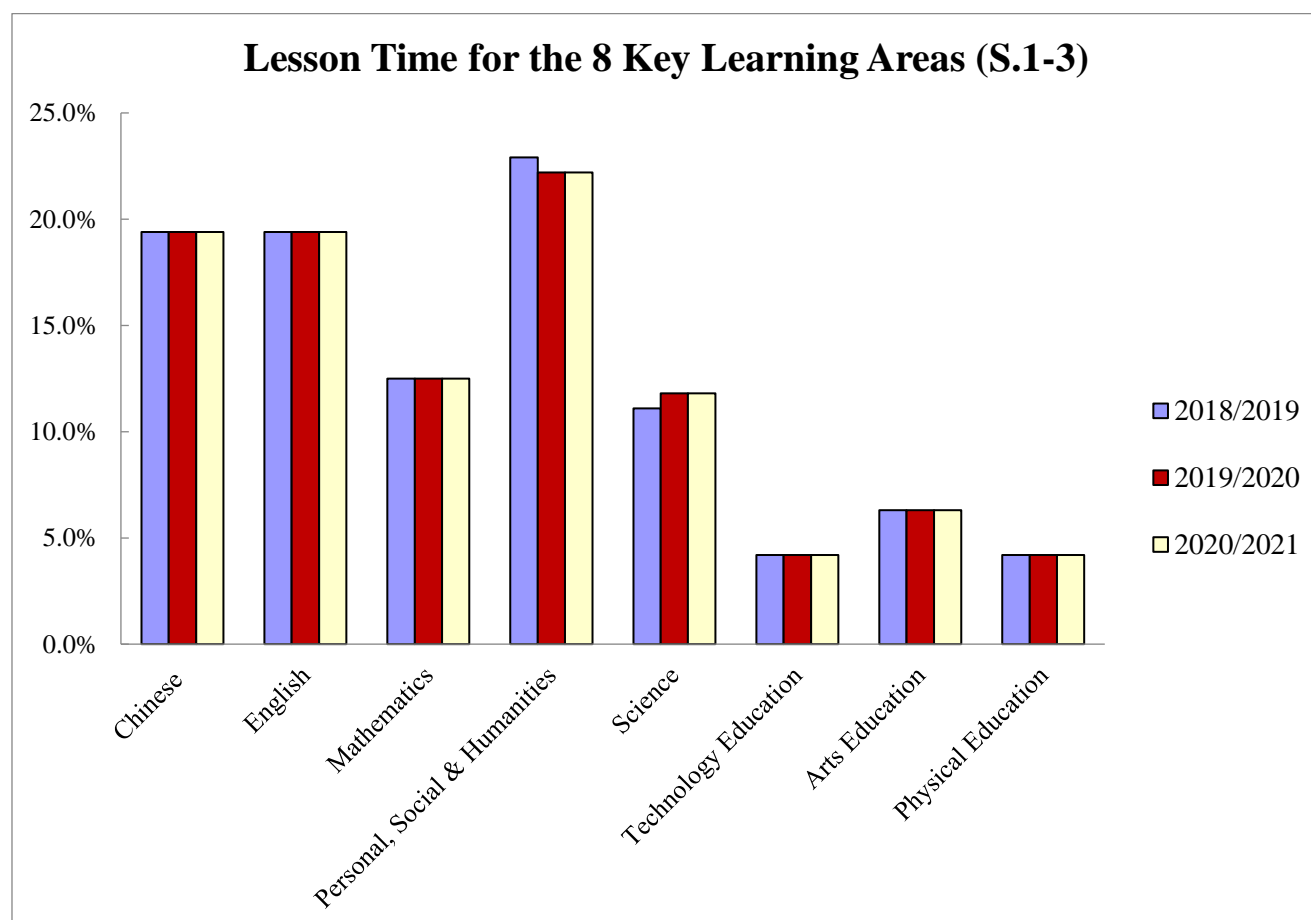
3.1 Our Curriculum

3.1.1 School Curriculum

Subject	Level					
	S.1	S.2	S.3	S.4	S.5	S.6
Chinese Language	✓	✓	✓	✓	✓	✓
Chinese Literature				✓	✓	✓
Putonghua	✓	✓	✓			
English Language	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓
Mathematics Extended Part Module 2				✓	✓	✓
Liberal Studies				✓	✓	✓
Accounting and Economics			✓			
Chinese History	✓	✓	✓	✓	✓	✓
Economics				✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓
History	✓	✓	✓	✓	✓	✓
Biology				✓	✓	✓
Chemistry				✓	✓	✓
Physics				✓	✓	✓
Science	✓	✓	✓			
Business, Accounting and Financial Studies				✓		
Computer Literacy	✓	✓	✓			
Information and Communication Technology				✓	✓	✓
Technology for Life	✓	✓	✓			
Music	✓	✓	✓	✓		
Visual Arts	✓	✓	✓		✓	✓
Physical Education	✓	✓	✓	✓	✓	✓
Life Education	✓	✓	✓			
Class Teacher Period	✓	✓	✓	✓	✓	✓
Reading Period	✓	✓	✓			

3.1.2 Lesson Time for the 8 Key Learning Areas (S.1-3)

KLA \ Year	2018/2019	2019/2020	2020/2021
Chinese	19.4%	19.4%	19.4%
English	19.4%	19.4%	19.4%
Mathematics	12.5%	12.5%	12.5%
Personal, Social & Humanities	22.9%	22.2%	22.2%
Science	11.1%	11.8%	11.8%
Technology Education	4.2%	4.2%	4.2%
Arts Education	6.3%	6.3%	6.3%
Physical Education	4.2%	4.2%	4.2%



3.1.3 Curriculum Development Plan

The school curriculum was well designed to include all the key learning areas, offering students a variety of subjects and giving them different learning experiences in moral, intellectual, physical, social and aesthetic development. To meet students' need, diverse approaches like after class enhancement remedial classes were adopted to stretch the potential of high flyers and give assistance to the weaker ones. It was also emphasized that students should have a solid foundation of learning different subjects in junior years so that it could pave the way for their studies in senior years. Many subject-wise and cross-subject learning activities like various theme-based STEM learning tasks, cross-curricular reading and S.1 English Language-Science LAC projects were also incorporated into the formal curriculum and post-lesson activities to widen students' exposure to diverse learning opportunities as well as developing their generic skills.

It is important that students can study their preferred elective subjects in the NSS curriculum. With good planning and allocation of resources, S.3 students could choose elective subjects according to their interests and abilities. Based on students' preferences, different combinations of elective subjects were formed and it led to the satisfaction rate of 100%.

3.1.4 Teaching and Assessment

Being ambitious for students, teachers put sustained effort into their work to strive for betterment on designing teaching materials and methods. Aiming at enhancing classroom dynamics, teachers particularly paid attention to employing effective learning tools and resources. It also prompted students to exercise try out different e-learning platform and means. Zoom lessons were also used to well maintain interaction between teacher and students, especially during class suspension caused by the COVID-19 pandemic. Students participated actively in both face-to-face and online lessons so they kept getting themselves involved in the learning process, maximizing both learning and teaching effectiveness.

Clear and instructive guidelines were developed for assignments, tests and examinations. Assessment were held seriously to reflect students' learning progress. Moreover, appropriate encouragement and praises were suitably used to foster students to learn well. Students' good work was displayed to recognize their effort as well as facilitating peer learning. Teachers' timely feedback was very effective positive reinforcement that helped sustain students' learning motivation and boost their confidence. With teachers' support and their hard work, students achieved brilliant results in both school examinations and the HKDSE Examination.

3.1.5 Numbers of School Days

Year	Number of School Days
2018/2019	191
2019/2020	192
2020/2021	192

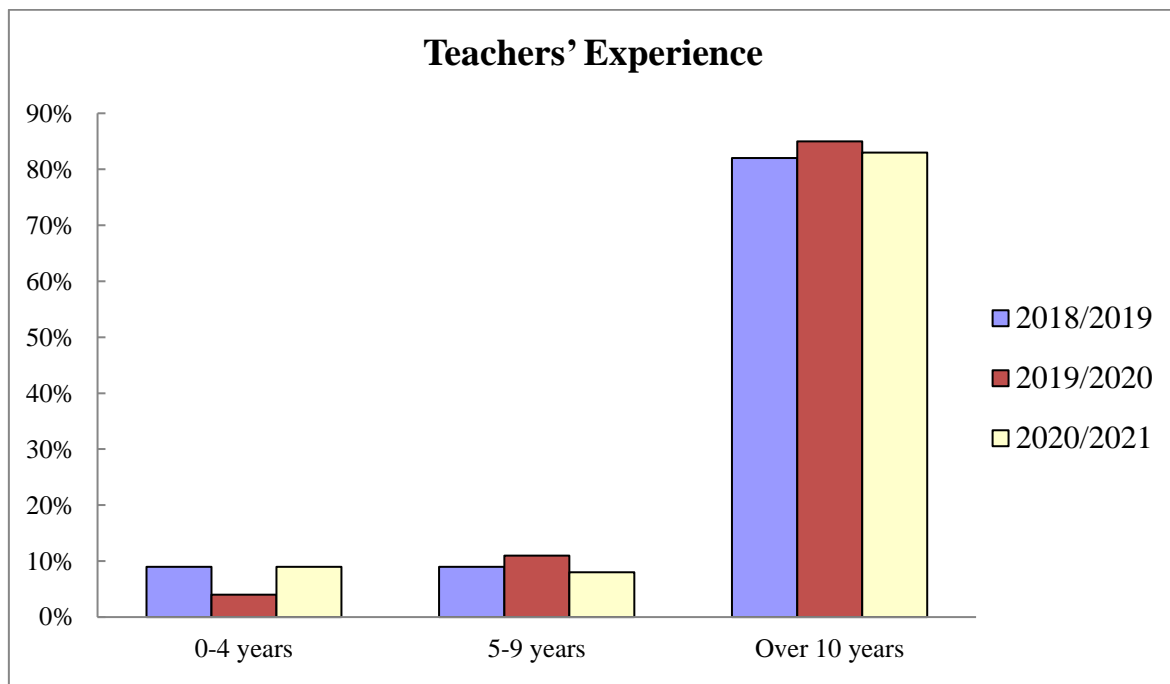
3.2 Our Teachers

3.2.1 Number of Teachers

School Year	2018/2019	2019/2020	2020/2021
Number of Teachers	54	53	53

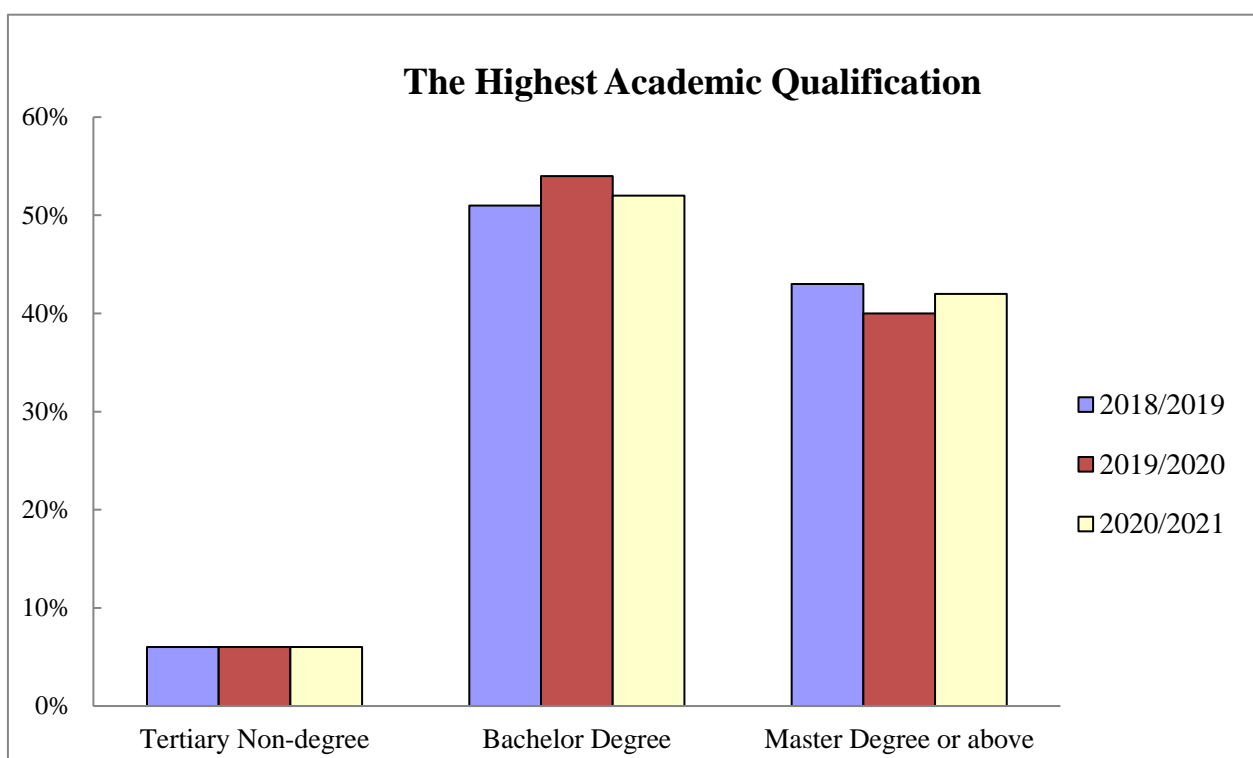
3.2.2 Teachers' Experience

Year \ Teachers' Experience	0 – 4 years	5 – 9 years	Over 10 years
2018/2019	9%	9%	82%
2019/2020	4%	11%	85%
2020/2021	9%	8%	83%



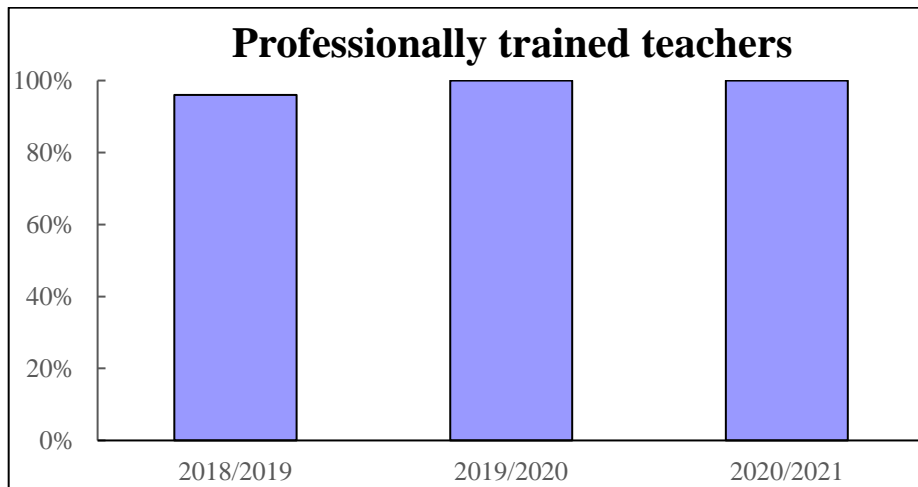
3.2.3 The Highest Academic Qualification

Year \ Qualification	Tertiary Non-degree	Bachelor Degree	Master Degree or above
2018/2019	6%	51%	43%
2019/2020	6%	54%	40%
2020/2021	6%	52%	42%



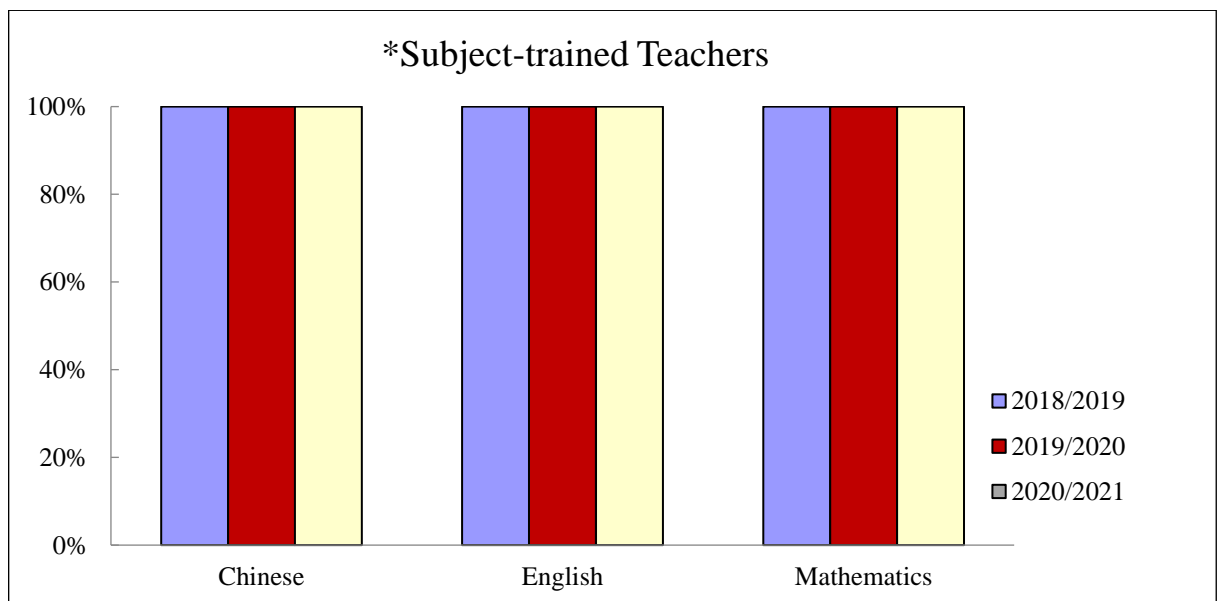
3.2.4 Professionally Trained Teachers

Year	2018/2019	2019/2020	2020/2021
Professionally Trained	96%	100%	100%



3.2.5 Subject-trained Teachers

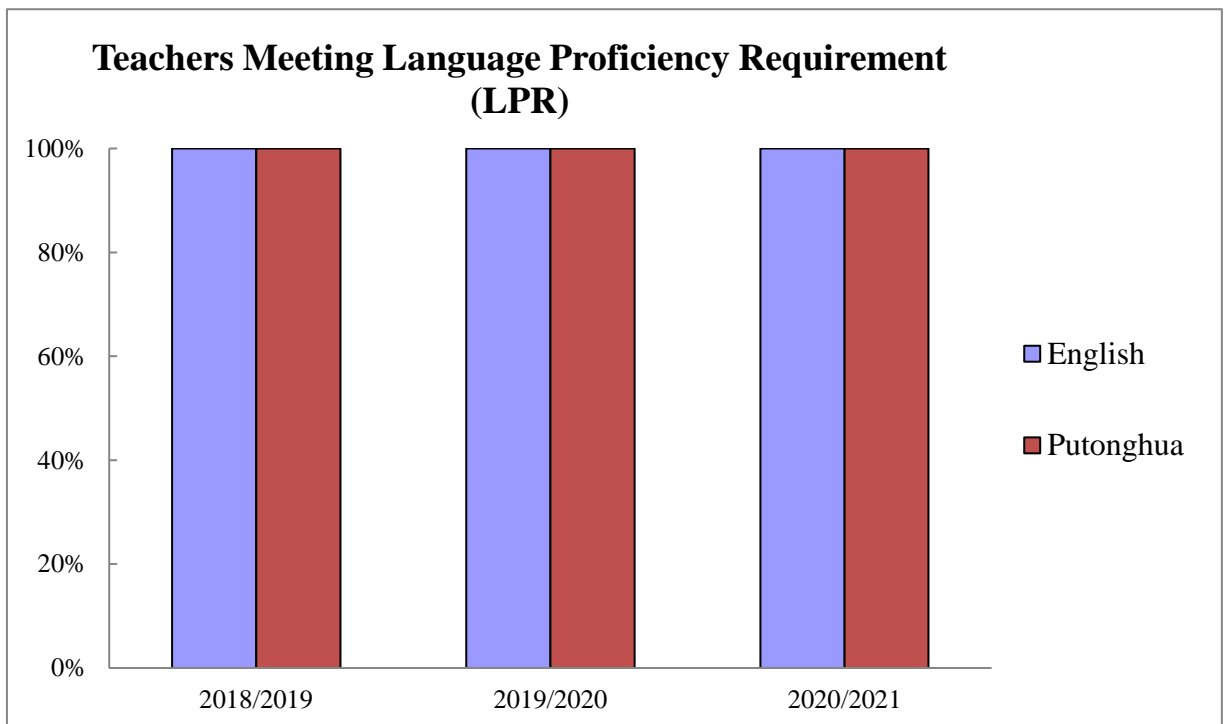
Year	Subject		
	Chinese	English	Mathematics
2018/2019	100%	100%	100%
2019/2020	100%	100%	100%
2020/2021	100%	100%	100%



*Subject-trained teachers refer to serving teachers assigned to teach subjects relevant to the subjects they majored in the former College of Education / Education University of Hong Kong, post-secondary colleges or universities

3.2.6 Teachers Meeting Language Proficiency Requirement (LPR)

Year \ Subject	English	Putonghua
2018/2019	100%	100%
2019/2020	100%	100%
2020/2021	100%	100%



4. Support for Student Development

To fully support our students in their personal growth, the Whole Person Development Committee which is comprised of the Discipline Team, the OLE & Life-wide Learning Team, the Guidance & Counselling Team, the Careers & Life Planning Team, the Moral, National & Civic Education Team, the Health & Sex Education Team and the Environmental Education Team aptly designed programmes and activities to provide pastoral care for students to enhance their personal development. Class teacher period was conducted every cycle to disseminate useful information that helped enhance students' quality of life and guide them to seriously consider matters relating to themselves, their school and the community to bolster whole person development. Students develop positive moral values and social attitudes through participating in a variety of activities of various themes. A whole school approach was adopted to cater for learner diversity. Class teachers, subject teachers, discipline teachers, guidance teachers, school social workers and the school-based education psychologist devotedly provided students who needed help with full support and extensive assistance. We also actively maintained close contact with their parents.

4.1 Careers & Life Planning

Date	Major Events / Activities	Target Group
Whole Year	Careers Exploration activities <ul style="list-style-type: none"> ● Alumni Sharing ● Applied Learning counselling 	S.3 – S.6 Students
Whole Year	To provide careers guidance to students <ul style="list-style-type: none"> ● Individual and Group Careers Guidance and Counselling for S.3, S.5 and S.6 students ● Orientation Evening for Parents of S.3 Students ● Preparing Leaving Certificates, Transcripts, Letters of Recommendation, Letters of Reference and other school documents for students ● Destination Survey on graduates including S.6 and non-S.6 students ● Responsive careers guidance provided on the day of release of HKDSE Results and JUPAS Results ● Dissemination of careers information through a variety of channels, including School Intranet Mail, School Newsletters, Careers Display Board, Letters to Parents, etc. 	S.3 – S.6 Students
Whole Year	Multiple Pathways Programmes <ul style="list-style-type: none"> ● Careers Interest Inventory ● Multiple Pathways Talk ● JUPAS & E-APP Talk 	S.5 – S.6 Students
Whole Year	Self-understanding and Development Programmes <ul style="list-style-type: none"> ● Careers & Life Planning Talk ● Workshops and Activities on self-understanding ● Careers & Life Planning Talk for Parents of S.3 Students 	S.1 – S.4 Students & their Parents
Whole Year	Careers Planning and Management activities <ul style="list-style-type: none"> ● JUPAS Online Application Workshops ● E-APP Online Application Workshops ● Interview Workshop ● Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions ● The Universities and Colleges Admissions Service (UCAS) 	S.6 Students

Achievements

1. Though the implementation of details in the programme plan was adversely affected by COVID-19, the Careers & Life Planning Team strove to implement its plan as far as possible in view of different constraints in this academic year. From the observation of teachers and evaluation questionnaires completed by students, students found the service we provided this year useful. Students were trained to have a genuine understanding of themselves and they were provided with up-to-date information about senior secondary curriculum and tertiary studies, allowing them to make informed choices.
2. Parents' awareness and support for their children's career and life planning was sustained.
3. Students' feedback on career guidance advisory service was highly encouraging. Career guidance advisory service succeeded in facilitating students' career planning and management.
4. All S.6 students completed all the applications to various tertiary institutions successfully and they were able to make informed and responsible choices.

Reflections and improvements

1. Career and life planning information is always changing. Enrichment and refinement on school-based career and life planning programmes should be made whenever possible to encourage students to keep track of the latest career and life planning information.
2. Based on teachers' observation, students were keen on joining various career and life planning programmes. However, students were very busy after school and this limited the flexibility when organizing the programmes.

4.2 Discipline

Date	Major Events / Activities	Target Group
Whole year	Develop students' self-discipline and hone prefects' leadership skills.	Whole School
9/2020-5/2021	Harmonious School "Peer Mediation Project"	S.5 Prefects
3/2021-5/2021	Student Ambassador Scheme	S.4 Prefects
3/2021-5/2021	Adversity Fighters	S.2-S.3 students
4/2021	Prefect Training	School Prefects
5/2021	"School Rules" Q&A	Whole School
10/2020-6/2021	Punctuality Stars Award	Whole School

Achievements

1. Different training programmes were organized for Prefects and Prefect Leaders. They learnt to be independent and improved their communication skills, thus allowing them to carry out their duties with confidence and having a stronger sense of belonging to the team.
2. Adversity Fighters was co-organized with the Healthy School Team to train 14 students from S.2 and S.3. This programme helped them gain a sense of accomplishment and learn how to tackle challenges in life.
3. "School Rules" Q&A was organized in May for reminding students of the importance of behaving well and following rules.
4. Promotion of punctuality was done this year. Punctuality Stars Award encouraged students to be punctual and nurtured this good habit in them.

Reflections and improvements

1. Due to the pandemic COVID-19, there was a lack of time students could stay at school. Disciplinary work, especially for cultivating students' self-discipline and law-abiding spirit, becomes more challenging. It is hoped that we can instill disciplinary concepts into students through activities. For instance, when promoting punctuality, some junior classes had outstanding performance. This plan will be continued to carry out in the next school year to encourage students to keep up their good habit of being on time to go to school. On the other hand, Homework Guidance Class will be continued when normal timetable is resumed. The school will try to identify students who are in lack of self-care ability and those who have difficulties in dealing with their studies as soon as possible and arrange them to seek help from respective subject teachers.
2. 71 students have accepted the appointment to be prefects. Next year, the Discipline Team will encourage all prefects to take part in different training programmes to enhance their leadership skills.

4.3 Environmental Education

Date	Major Events / Activities	Target Group
Whole Year	1. School Greening a. Campus greening b. Growing native plants and shrubs	Whole School
Whole Year	2. School Energy Saving and Recycling Scheme a. School Environmental Education Ambassador Scheme b. Theme-based talk in Morning Assembly on Energy Saving and relevant topics. Information concerned is sent to students via school mass email. c. Enhancement of energy saving training	
10/2020-6/2021 10/2020-7/2021 12/2020 09/2020-5/2021 Whole Year	3. Highlighting the importance of Biodiversity and Promoting Sustainable Development a. School Environmental Education Ambassador Scheme b. Ocean Park Conservation Alliance - Green Turtle Rehabilitation c. Organic Ambassador Training Scheme d. RTHK 《大自然逐樣講》 e. Class Teacher Period	
10/2020-6/2021 1/2021-7/2021	4. Educational Programmes held at School a. Green Holidays (Christmas and Lunar New Year) b. Hydroponic Farm @ Heung Chung	

Achievements

The above-mentioned activities provided ample opportunities for students to learn ideas, concepts and knowledge of environmental protection. Moreover, through group work and outings, students acquired essential generic skills of collaboration and communication. All these helped students develop positive values and cultivate a sense of responsibility towards themselves, their school, the community and the world.

Reflections and improvements

For improvement, students should get more involved in organizing environmental education programmes by participating in planning. Student leaders can further develop their awareness of different environmental issues. Another direction for future development is to introduce the concept of green campus and green life. Having a green campus with various local species, students can have closer contact with nature. Their motivation for conserving the environment can be strengthened. They can also encourage their peers to lead a green life.

4.4 Guidance & Counselling

Date	Major Events / Activities	Target Group
8/2020	Caring Ambassador Training	S.4 Caring Ambassadors
8/2020	Parent Talk	S.1 parents
9/2019	Adaptation Talk	S.1 students
9-10/2020	Anti-stress Talk	S.4 - S.6 students
2/11/2020	Peer relationship Talk	S.2 - S.3 students
11/2020	Cheerful Ambassador Training	S.1 Cheerful Ambassadors
12/4/2021	Problem-solving Talk	S.1-S.3 students
12/4/2021	Self-image Talk	S.4 - S.6 students
3-5/2021	Social Skill Building Groups	S.1 -S.2 students
22/5/2021	Caring Soap Making Workshop	20 S.3-S.5 students

Achievements

1. All S.1 students adapted to the school well with the help of Caring and Cheerful Ambassadors, talks, workshops and S.1 summer programmes.
2. Only two small counselling groups called Friendship 2 and Friendship 2.0 were carried out to help students better master social and learning skills because of the influence brought by the COVID-19 pandemic.
3. Class Teacher Period's sharing helped nurture a positive mindset in students. It successfully helped them cope with tough moments and equipped them with necessary skills to meet their developmental needs.
4. Caring Week was cancelled because of class suspension and half-day schooling.
5. All preventive and developmental measures made students feel the care and support given by the school.

Reflections and improvements

1. To nurture a caring personality in students and strengthen the caring culture in school, more involvement of other parties such as parents is needed.
2. More support to S.1 students can help them better adapt to the new school environment.
3. Caring Week will be implemented after the resumption of whole-day schooling.

4.5 Health & Sex Education

Date	Major Events / Activities	Target Group
9/2020	Student Health Service	S.1 students
24-25/2/2021 to 31/5/2021	Sharing in morning assembly: To deliver different health-related messages to students through sharing: hazards of smoking (24/2/2021), promotion of the activities of the Smoke-free teens (25/2/2021), importance of sleep (31/5/2021), etc.	All students
Whole year	Class Teacher Period: <ul style="list-style-type: none"> ● Preventive Measures of COVID-19 (19/10/2020) ● Stress Management (25/11/2020) ● Activities organized by the Smoke-free teens about harmful effects of smoking and dissemination of the message of smoke-free lifestyle (1-3/2/2021, 22-23/2/2021) 	All students S.1-2 online Class Teacher Period S.6 S.1-5
Whole year	Workshop: <ul style="list-style-type: none"> ● S.1 Sex Ed. Workshop: 友情與愛情 (25/2/2021) ● S.4 & 5 Talk: 性行為抉擇 (24/5/2021) ● S.3 Sex Education Workshop: 性教育 E-class (6-7/7/2021) 	S.1 S.4-5 S.3 *The workshops were cancelled due to having half-day timetable.
19/10/2020 to 25/3/2021	Smoke-free Teens Programme <ul style="list-style-type: none"> ● Two teams of students (five S.5 students and four S.2 students participated in the Smoke-free Teens programme organized by Hong Kong Council on Smoking and Health (COSH). The programme aims to nurture teenagers to become future leaders in society and to promote the smoke-free culture. 	9 participants organized activities for all students.
21/09/2021 to 13/04/2021	The 12 th Healthy Information Student Ambassadors Scheme 2020/21 <ul style="list-style-type: none"> ● Three S.4 students participated in the scheme. This scheme aims to enhance secondary school students' knowledge of the laws that regulate obscene and indecent articles as well as promoting the culture of using the Internet in a healthy manner. 	3 participants in S.4

Achievements

1. Due to the outbreak of COVID-19, the Student Health Service was only offered to S.1 students in this academic year. 115 S.1 students enrolled to use this service.
2. Due to using the half-day timetable, planned sex education talks and workshops were unable to be held in class teacher periods. Our team needed to tailor-make suitable topics in order to deliver different health-related messages to students. Positive feedback was received from class teachers and students.
3. In the 'Smoke-free Teens' programme, our nine participants were equipped with knowledge of smoking hazards and tobacco control through doing various activities held in the programme (virtual camp and online workshops). They were required to disseminate the message of leading a smoke-free lifestyle by organizing different activities, e.g. poster design competition, class teacher period, pledge to smoke-free lifestyle and online quiz competition, to their fellow schoolmates. The senior team was the champion in the competition and they were awarded a virtual tour visit visiting Macau and summer internship experience in COSH.
4. Two participants in the 12th Healthy Information Student Ambassadors Scheme 2020/21 got the Merit Prize in the Graphic Design Competition and the Logo Design Competition. The ambassadors were encouraged to use their knowledge of the laws regulating obscene and indecent articles to promote the culture of using the Internet in a healthy manner among their fellow students.

Reflection and improvements

1. Due to using the half-day timetable, planned sex education talks and workshops were unable to be held in the class teacher periods. Our team could only provide limited health-related information to class teachers. It would be more informative and interesting to invite guest speakers from various organizations to disseminate information of different relationships or sex-related messages and knowledge to students.
2. The dates and duration of workshops should be carefully set. It is suggested that we should have some online workshops or lectures arranged for the half-day timetable. Activities and topics in the workshops could be further refined to meet the needs of different students.

4.6 Moral, National & Civic Education

Date	Major Events / Activities	Target Group
Whole Year	Display of virtue quotes and sayings	All Students
	講授《弟子規》	S.2
	講授《論語》	S.3
	Flag-raising ceremony	All Students
	Class Teacher Period	All Students
Monthly Programmes:		
1/2021 & 6/2021	Most Commendable Attitude Award Scheme	All Students
3/2021	Writing activity about “Being Grateful”, “Being Proactive” and “Being Optimistic”	S.1-S.5
Other Programmes:		
12/2020	2020 National Constitution Day Online Quiz Competition	S.1-S.6
12/2020	Civic Education Essay Writing Competition	S.1-S.6
4/2021	2021 National Security Education Day Online Quiz Competition	S.1-S.5
4/2021	School Bulletin Board Design Competition regarding National Security	S.1-S.5
4/2021	Positive Parent Campaign: Naming Competition for the Family Members of Our Ambassadors “Mommy Light” and “Daddy Light”	S.1-S.5
5/2021	The 7 th Territory-wide Inter-school Basic Law Quiz Competition	S.1-S.3

Achievements

1. Our school won the Most Active Participation Award in the 2020 National Constitution Day Online Quiz Competition organized by the Education Bureau.
2. Our students shone in the Civic Education Writing Competition organized by the Yuen Long District Civic Education Committee. 2D NG Kai-yui was the Champion in the Junior Category. 3C FONG Ngai-tung and 2C CHEUNG Cheuk-nok were the 1st Runner-up and 2nd Runner-up in the Junior Category respectively. 1A LAU Tsz-yau got the Merit Prize in Junior Category and 5E XIONG Maggie got the Merit Prize in the Senior Category.

3. Our school won the Most Active Participation Award in the 2021 National Security Education Day Online Quiz Competition organized by the Education Bureau.
4. In the School Bulletin Board Design Competition on National Security, a team of students including 4E CHAN Hoi-yi, 4E LAM Yan-ping and 4B CHENG Aggie won the 1st runner-up.
5. In the Positive Parent Campaign Naming Competition for the Family Members of Our Ambassadors “Mommy Light” and “Daddy Light”, 5D WONG ka-yee was the Champion.
6. In the 7th Territory-wide Inter-school Basic Law Competition, our students actively participated in it and performed well. Our school won the Most Active Participation Award and entered the final of the secondary school group.
7. Our team aims at instilling the message of “Being Grateful”, “Being Proactive” and “Being Optimistic” into students. According to responses from a relevant questionnaire, over 90% of teachers and students were satisfied with all activities relating to the theme.

Reflection and improvements

Due to the COVID-19 pandemic, lots of planned activities could not be implemented as scheduled. It is hoped that the activities can be implemented in the next school year so that students can receive moral, national and civic education through joining different activities.

4.7 Other Learning Experiences

Date	Major Events / Activities	Target Group
9/2020	Introducing the OLE System	S.1 Students
12/2020	Christmas Activities	Whole School
5/2021	Recess Activities	
7/2021	Life-wide Learning Period	
Whole Year	Student Association Activities	Whole School
	Management of OLE Clubs and Team Affairs / Club and Team Activities	
	Management of House Affairs / House Activities	
	Student Award Scheme	
	Student Learning Profile	
	School-based After-School Learning and Support Programmes: Community-based Projects	Selected Students

Achievements

1. The OLE Team was badly affected by the COVID-19 pandemic and fully realized the significant challenges it posed to school life. Students were encouraged to participate in online workshops and competitions. They were given opportunities to showcase their talents, communication and leadership skills. They served as organizers of school functions and events such as Christmas activities, games and competitions of the Life-wide Learning period. These events were successfully held and students enjoyed participating in them.
2. While students were given the active roles of organizing these events, the school acted as a facilitator to assist them in deciding on theme, venue as well as setting budgets for various events. With teachers' support and guidance, students learned about the importance of team spirit. A sense of commitment and responsibility was also nurtured. More importantly, they had chances to be leaders and their managerial skills could be refined.
3. Student gained experience in designing framework, finding resources, sharing workload and organizing activities by themselves. After each event, they would have evaluation to strive for improvement.

Reflections and improvements

1. Although students met different hurdles in organizing activities, they were trained to solve problems properly. In order to overcome adversities, they learned to compromise and cooperate with different parties, teams and people. It is evident that their leadership skills, team spirit, problem-solving skills as well as interpersonal skills were greatly enhanced.
2. It is also found that through solving problems together, students became resilient and adopted a positive attitude. They learnt from experience that they should not give up when facing problems or challenges. They could work together as a team and tried their best to find solutions. As a result, students developed a more optimistic outlook on life, which was invaluable to nourishing their whole person development.

5. Students' Performance

5.1 Class Organization

Number of Operating Classes

Level	S.1	S.2	S.3	*S.4	*S.5	*S.6	Total
No. of Classes	4	4	4	4	4	4	24

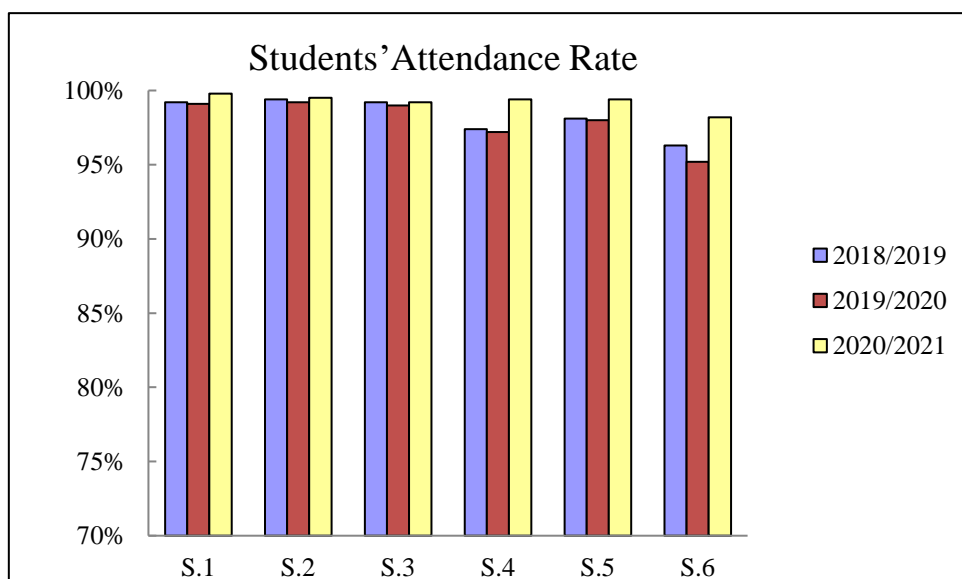
*Divided to 5 Groups for Core subjects.

Number of Students

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of Boys	57	60	50	63	56	64	350
No. of Girls	80	84	87	70	74	71	466
Total Enrolment	137	144	137	133	130	135	816

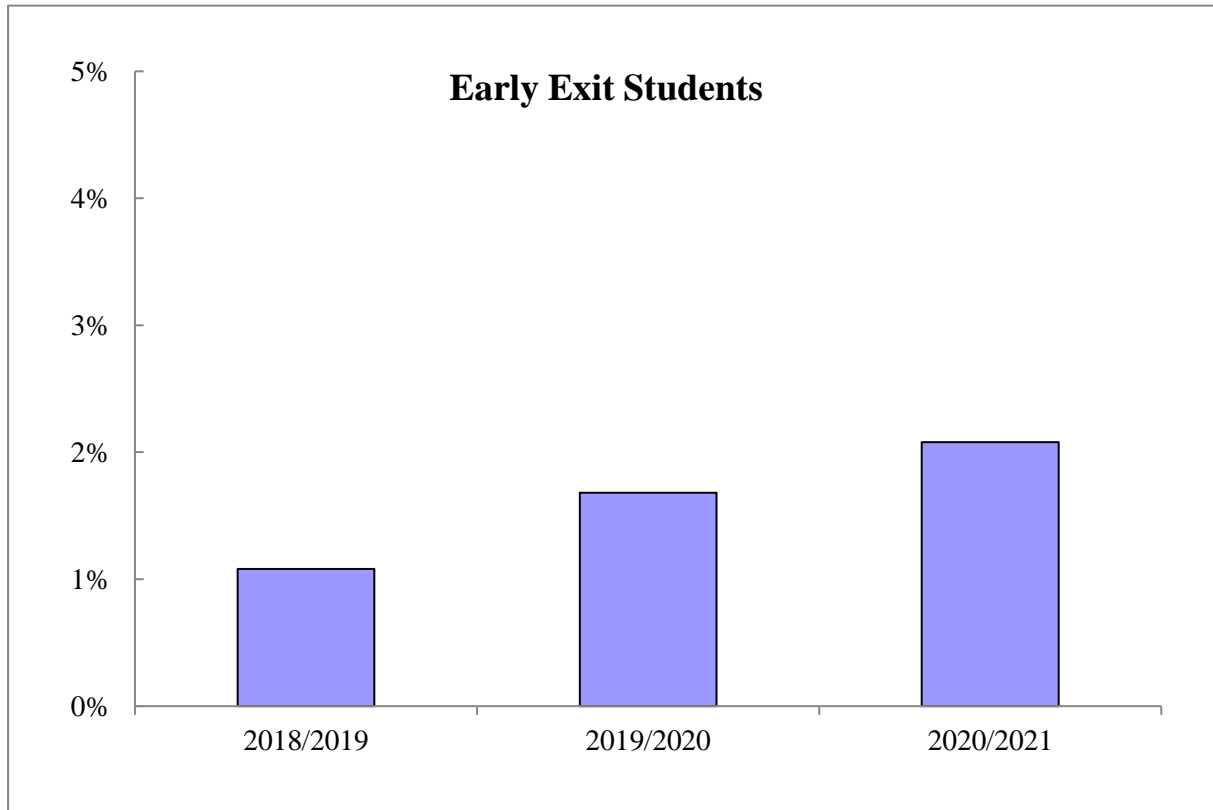
5.2 Students' Attendance

Year \ Level	S.1	S.2	S.3	S.4	S.5	S.6
2018/2019	99.2%	99.4%	99.2%	97.4%	98.1%	96.3%
2019/2020	99.1%	99.2%	99.0%	97.2%	98.0%	95.2%
2020/2021	99.8%	99.5%	99.2%	99.4%	99.4%	98.2%



5.3 Early Exit Students

School Year	2018/2019	2019/2020	2020/2021
Early Exit Students	1.08%	1.68%	2.08%

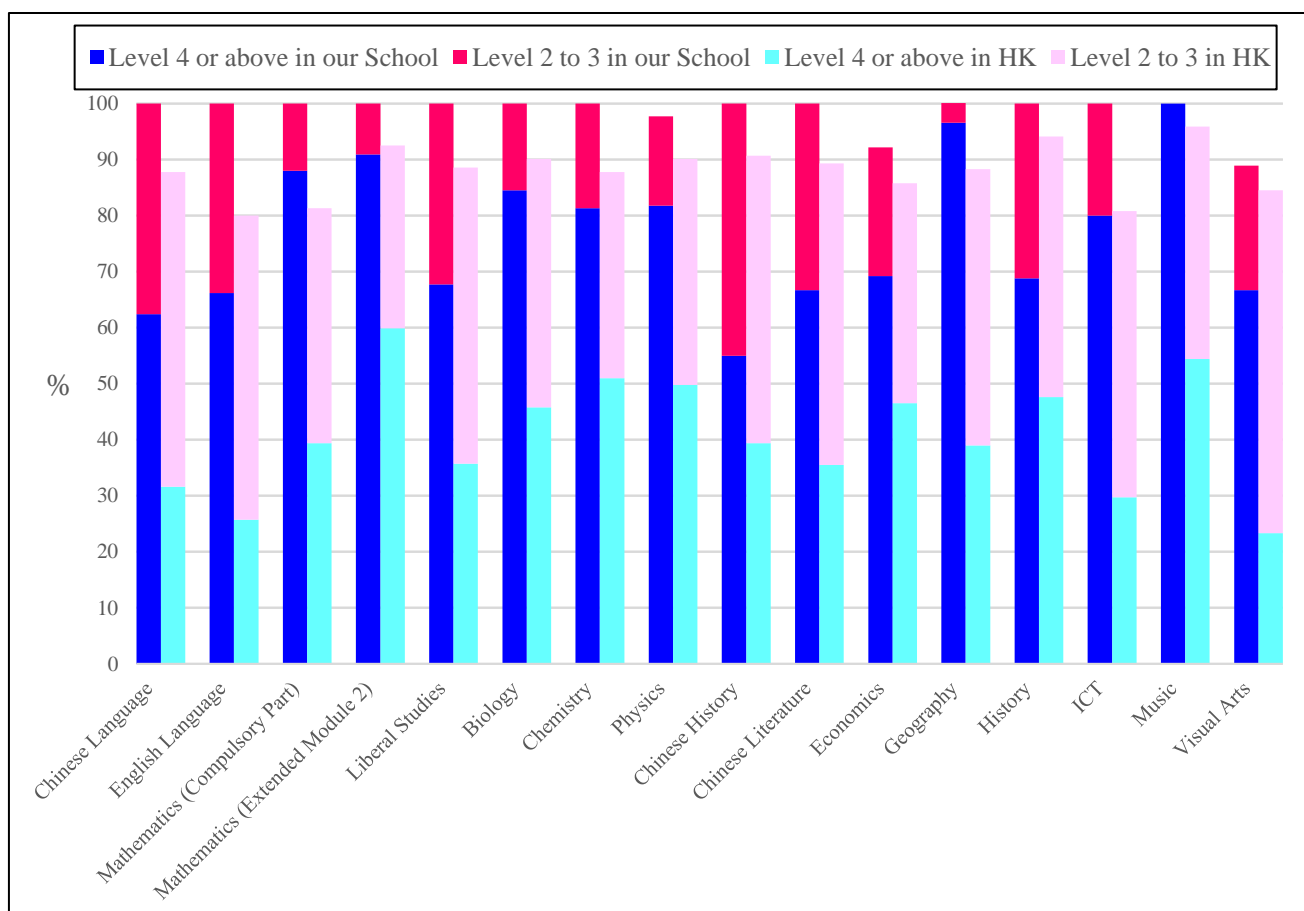


5.4 Results of 2021 Hong Kong Diploma Secondary Education Examination

5.4.1 The Overall Performance

No. of students sitting the examination	133
Total no. of Level 5**	56
Total no. of Level 5* or above	188
Total no. of Level 5 or above	355
Total no. of Level 4 or above	649
% of students attained Levels 33222 in core subjects and 1 Elective	85.7%
Overall passing %	100%
The best individual result	Five 5**, two 5* and one 5

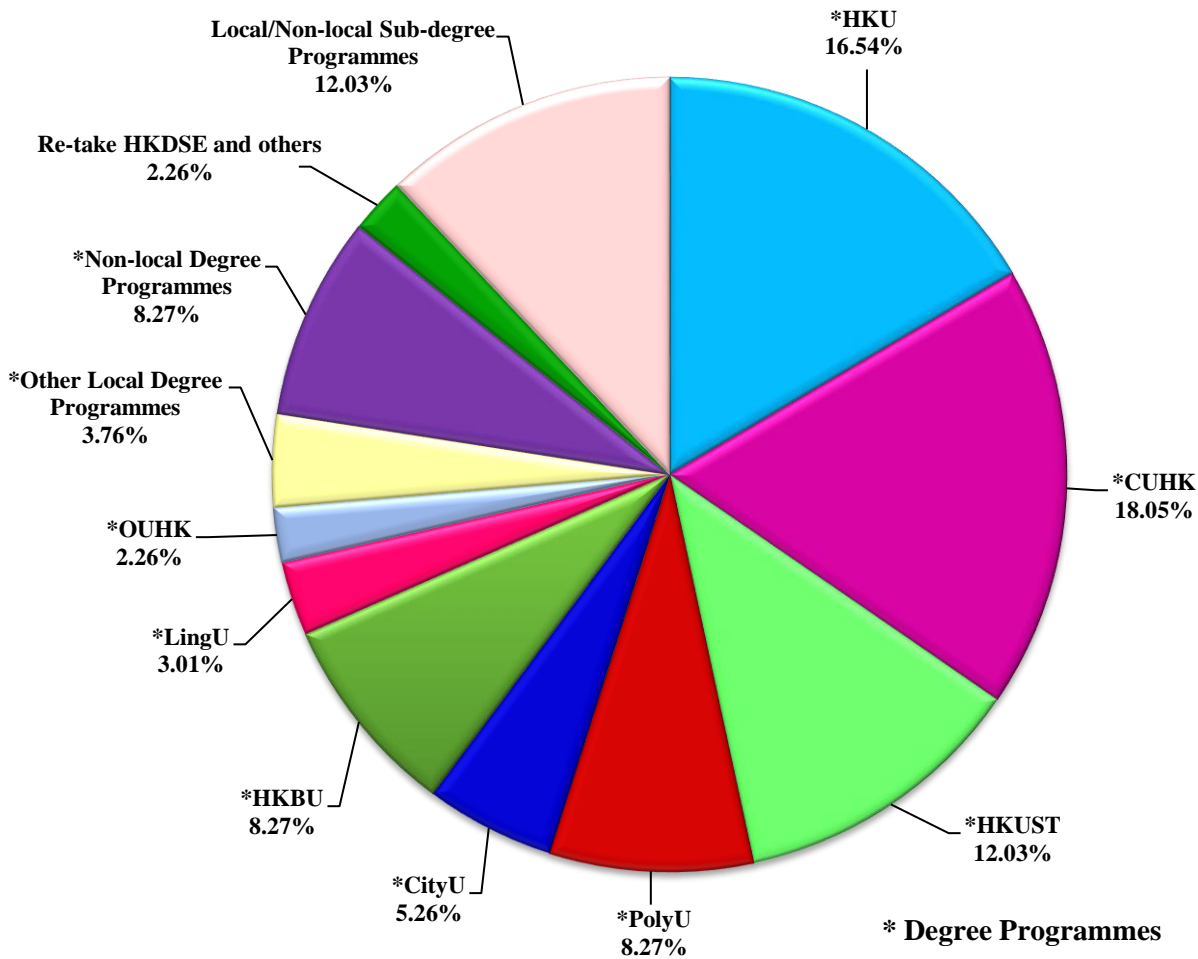
5.4.2 Performance in Different Subjects



5.5 Destination of S.6 Graduates 2021

Almost all our graduates continue their studies in tertiary institutions both locally and non-locally. 46.62% of graduates were admitted to the degree programmes of the three main universities, namely the University of Hong Kong, the Chinese University of Hong Kong and the Hong Kong University of Science and Technology.

Destination of S.6 Graduates 2021



**Statistics on the Destination of S.6 Graduates 2021
(Number and Percentage)**

Degree Programme	The University of Hong Kong (HKU)	22 (16.54%)
	The Chinese University of Hong Kong (CUHK)	24 (18.05%)
	The Hong Kong University of Science and Technology (HKUST)	16 (12.03%)
	The Hong Kong Polytechnic University (PolyU)	11 (8.27%)
	City University of Hong Kong (CityU)	7 (5.26%)
	Hong Kong Baptist University (HKBU)	11 (8.27%)
	Lingnan University (LU)	4 (3.01%)
	The Education University of Hong Kong (EdUHK)	0 (0%)
	The Open University of Hong Kong (OUHK)	3 (2.26%)
	Other Local Degree Programmes	5 (3.76%)
	Non-local Degree Programmes	11 (8.27%)
Local / Non-local Sub-degree Programmes	16 (12.03%)	
Re-take HKDSE and others	3 (2.26%)	
Total :		133 (100%)

5.6 Inter-school Activities and Awards

5.6.1 Academic

Activities	Awards	Number obtained
The 2020-2021 National Secondary School Essay Writing Competition (Hong Kong Division), the Hong Kong Institute for Promotion of Chinese Culture	Literary Star (Junior Group)	1
	Gold Award (Junior Group)	1
	Silver Award (Senior Group)	1
National Youth Language Knowledge Competition 2020-2021 Elite Cup Essay Live Preliminary (Hong Kong District)	Third Place (Junior Form)	1
The 17 th Bilingual and Trilingualism Composition and Speech Competition (New Territories West), the Rotary Club of Hong Kong Island West and the Federation of Education Workers	Merit Award (Junior Group)	1
	Merit Award (Junior Group)	1
Civic Education Writing Competition, the Yuen Long District Civic Education Committee	Champion (Junior Category)	1
	1 st Runner-up (Junior Category)	1
	2 nd Runner-up (Junior Category)	1
	Merit Prize (Junior Category)	1
	Merit Prize (Senior Category)	1
The 11 th Inter-Government Secondary Schools English Debating Competition (Grand Final)	Champion	1
	Best Debater Award	1
The 36 th Sing Tao Inter-School Debating Competition (2 nd Preliminary), Sing Tao Daily, The Standard and the Education Bureau	Best Debater Award	1
The 21 st Century Cup National English Speaking Competition (Hong Kong Region) Grand Final, China Daily Asia Pacific and VDO English	1 st Runner-up (Secondary Schools Category)	1
	The Best Impromptu Speaker Award	1

Activities	Awards	Number obtained
The Hong Kong Federation Of Youth Groups English Public Speaking 2021, The HKFYG Leadership Institute	2 nd Runner-up (Junior Division)	1
The 72 nd Hong Kong Schools Speech Festival (Chinese and English Sections), the Hong Kong Schools Music and Speech Association	First Place	1
	Second Place	2
	Third Place	4
	Certificate of Merit	21
	Certificate of Proficiency	1
The 7 th Yuen Long District Star of Arts Programme, the Yuen Long District Arts Committee	Star of Arts	1
Pan-Asia Pacific International Mathematics Invitation Competition, the Pan-Asia Pacific International Mathematics Invitation Competition Organizing Committee	First Class Award	3
	Second Class Award	6
	Third Class Award	5
	Grand Prize (Final)	1
Asia International Mathematical Olympiad Open Contest (Final)	Gold Award	1
	Silver Award	2
	Bronze Award	5
Thailand International Mathematical Olympiad (Final), The Thailand Mathematics Society	Champion of Senior Secondary Group	1
	Gold Award	1
	Bronze Award	2
Thailand International Mathematical Olympiad (Heat-Hong Kong Region), The Thailand Mathematics Society	First runner-up of secondary school	1
	Gold Award	14
	Silver Award	18
	Bronze Award	15

Activities	Awards	Number obtained
Guangdong-Hong Kong-Macao Bay Area Mathematical Olympiad 2021 (Final), the Olympiad Champion Education Centre	Second Prize Award	2
Guangdong-Hong Kong-Macao Bay Area Mathematical Olympiad 2021 (Qualifier Round), the Olympiad Champion Education Group	First Class Award	1
	Second Class Award	1
	Third Class Award	6
Guangdong-Hong Kong-Macao Bay Area Mathematical Olympiad 2021 (Preliminary round-Hong Kong Region), the Olympiad Champion Education Centre	2 nd Runner-up (Secondary School Team Category)	1
	First Class Award	14
	Second Class Award	21
	Third Class Award	12
The 38 th Hong Kong Mathematics Olympiad, the Department of Mathematics and Information Technology of Education University of Hong Kong and the Mathematics Education Section of Education Bureau	Regional Winner	1
	Overall Best Performance	1
	Best Performance (Paper 1)	1
	Second-class Honour Certificate	1
	Best Performance (Paper 2)	1
Xiwanbei International Mathematics Contest (Final round), the Xiwanbei Organization Committee	First-class Honour Certificate	1
	The Champion of Gold Prize	1
	Gold Prize	1
The 2021 Xiwanbei International Mathematics Contest Final, the Xiwanbei Organization Committee	Gold Prize (Final)	1
	Silver Award	1

Activities	Awards	Number obtained
Hua Xia Cup National Mathematical Olympiad Competition 2021 (Semi-final)	Grand Prize	2
	Second Class Award	6
	Third Class Award	2
Hong Kong International Mathematics Olympiad, the Olympiad Champion Education Centre	Gold Award	15
	Silver Award	13
	Bronze Award	11
Hong Kong International Mathematical Olympiad (Semi-final), the Olympiad Champion Education Centre	Silver Award	1
International Mathematical Olympiad Preliminary Selection Contest – Hong Kong 2021, the Education Bureau, the Hong Kong Academy for Gifted Education and the International Mathematical Olympiad Hong Kong Committee	Silver Award	1
	Bronze Award	1
International Junior Science Olympiad 2021 (Hong Kong Screening)	Third Honour	2
Hong Kong Physics Olympiad 2020	Third Honour	3

5.6.2 Art

Activities	Awards	Number obtained
The 41 st “Hymns to Mothers” International Youth and Children’s Calligraphy and Painting Contest	Golden Prize	1
Xu Beihong Cup International Arts Competition for Youth & Children	Second Class Award	1
The 40 th Quality Star Cup National Youth and Children’s Painting and Calligraphy Contest	Golden Prize	1
	Silver Prize	1
China National Youth & Children’s Painting and Calligraphy Photography Competition	Junior Group Prize	2
Xi Yangyang Cup National Youth and Children’s Painting, Calligraphy & Photography Contest	First Grade Award	1
Spring Couplet Calligraphy Competition, Superior Culture	Secondary Junior – Spring Couplet 2 nd Runner-up	1
	Secondary Junior – Single-character Huaichun Silver Award	1
	Secondary Junior – "Fu" Chinese Huaichun Silver Award	1
“Protect Hong Kong Marine Environment” 4-Panel Comic Drawing Competition 2020, the Agriculture, Fisheries and Conversation Department	Most Supportive School Award	1
	Outstanding Award (Junior Secondary Category)	3
	Outstanding Award (Senior Secondary Category)	1

5.6.3 Music

Activities	Awards	Number obtained
The 73 rd Hong Kong Schools Music Festival 2021, the Hong Kong Schools Music and Speech Association	Champion	1
	1 st Runner-up	2
	2 nd Runner-up	1

5.6.4 Scholarships

Activities	Awards	Number obtained
Grantham Scholars of the Year Award, the Grantham Scholarships Fund Committee	Certificate & Scholarship	2
Murjani Scholarship, the Education Scholarships Fund Committee	Certificate & Scholarship	6
Sir Edward Youde Memorial Prizes for Secondary School Students 2020/21, the Sir Edward Youde Memorial Fund Council	Certificate & Scholarship	2
Sir Robert Black Trust Fund Grants for Talented Students in Non-Academic Field 2020/2021, the Sir Robert Black Trust Fund Committee	Certificate & Scholarship	2
Future Stars – Upward Mobility Scholarship, Commission on Poverty	Scholarship	2
Heung Yee Kuk Scholarship, N.T. Heung Yee Kuk	Scholarship	3
Heung Yee Kuk Scholarship (Non-academic field), N.T. Heung Yee Kuk	Scholarship	3
Link University Scholarship, Link REIT	Awardee	1

5.6.5 Outstanding Students

Activities	Awards	Number obtained
Student of the Year, South China Morning Post	One of the 12 Finalists (Performing Artist)	1
President's Scholars, University of Hong Kong	President's Scholar, HKU (Faculty of Architecture)	1
The 6 th Outstanding Student Leaders Selection, The Arete	One of the Top 5 Outstanding Student Leaders	1
	The Best Debater	1
	The Most Popular Debater	1
	One of the Top 40 Outstanding Participants	1
Outstanding Student Leaders Award 2020-2021, Hok Yau Club.	One of the Top 10 Outstanding Student Leaders	1
	One of the Top 33 Outstanding Student Leaders	2
The 33 rd HKSAR Outstanding Students Selection, the JCI Yuen Long and the HKSAR Outstanding Students' Union	Top 20 Outstanding Students	1
Hong Kong Outstanding Students Award 2019-20, the Young Arch Foundation	One of the Top 10 Hong Kong Outstanding Students	1
	One of the Top 40 Hong Kong Outstanding Students	1
2021 Hong Kong Outstanding Teens Election, the Hong Kong Playground Association	Hong Kong Outstanding Teens Award 2021	1
The Harvard Book Prize 2020, Harvard Club of Hong Kong	Book Prize Winner	3
	Winner of 2021 Essay Award	1
New Territories Outstanding Students Selection 2020, The Federation of the New Territories Youth	One of the Top 10 N.T. Outstanding Students	1
	N.T. Outstanding Student	4

Activities	Awards	Number obtained
Yuen Long District Outstanding Volunteer Election 2020, the Social Welfare Department	1 st Runner-up	1
The 15 th Yuen Long District Outstanding Students Selection 2020, the Federation of Yuen Long Youth	Best School Team Award	1
	Champion (Junior Form)	1
	1 st Runner-up (Junior Form)	1
	2 nd Runner-up (Junior Form)	1
	Champion (Senior Form)	1
	1 st Runner-up (Senior Form)	1
	Top 10 Yuen Long District Outstanding Students (Junior Form)	5
	Yuen Long District Outstanding Students (Junior Form)	10
	Outstanding Writing Award (Junior Form)	1
	Outstanding Speaking Award (Junior Form)	1
	Top 10 Yuen Long District Outstanding Students (Senior Form)	3
	Yuen Long District Outstanding Students (Senior Form)	10
	Outstanding Writing Award (Senior Form)	1
Outstanding Speaking Award (Senior Form)	1	

5.6.6 Others

Activities	Awards	Number obtained
The 7 th Territory-wide Inter-school Basic Law Competition, the Curriculum Development Institute of the Education Bureau	One of the Top 5 highest scoring schools	1
	Most Active Participation Award	1
Hong Kong Basic Law Ambassador Training Scheme Mascot Design Competition, the Education Bureau	2 nd Runner-up	1
The School Bulletin Board Design Competition on National Security, the Curriculum Development Institute of the Education Bureau	1 st Runner-up (Secondary School Group)	1
2020 National Constitution Day Online Quiz Competition, the Education Bureau	Most Active Participation Award	1
2021 National Security Education Day Online Quiz Competition, the Curriculum Development Institute of the Education Bureau	Most Active Participation Award	1
Appreciation for Volunteer Service, the Social Welfare Department	Bronze Award	2
Caring School Award Scheme 2020, the Hong Kong Christian Service, the Hong Kong Association of Careers Masters and Guidance Masters and the Education Bureau	Honorary Award	1

Activities	Awards	Number obtained
Harmonious School “Peer Mediation Project”, the Hong Kong Family Welfare Society and the Education Bureau	Certificate of Commendation	12
IEL Faraday Challenge Day Final, the Institution of Engineering Technology	Champion	1
	3 rd Runner-up	1
“My Green Space” Student Competition 2020-2021, the Hong Kong Green Building Council	2nd Runner-up (Junior Secondary)	1
Positive Parent Campaign - Naming Competition for the Family Members of Our Ambassadors “Mommy Light” and “Daddy Light”, the Education Bureau	Champion	1
Smoke-free Teens Programme 2020-2021, Hong Kong Council on Smoking and Health	Champion	1
Yuen Long District Outstanding Volunteer Election 2020, the Yuen Long District Co-ordinating Committee on Promotion of Volunteer Service of the Social Welfare Department	1 st Runner-up	1
	Merit Award	1

6. Financial Summary

Government and Non-government Fund

6.1 ESCBG Account (2020-2021) Financial Year

	Income \$	Expenditure \$
Balance B/F from 2019-2020 Financial Year	699,707.00	---
(a) Non-school-specific Grants		
- Subject Grants	623,131.00	211,808.21
- Other Education Purposes	0	431,560.00
- Baseline adjustment - GSS	(142,118.00)	0
Sub-total:	481,013.00	643,368.21
(b) School-specific Grants		
- Composite IT Grant	461,574.00	372,897.97
- Extra Recurrent grant under ITE4 - GSS	27,808.00	27,808.00
- SBM Top-up Grant - GSS	50,204.00	0
- Capacity Enhancement Grant	636,610.00	578,970.00
Sub-total:	1,176,196.00	979,675.97
Surplus C/F for 2021-2022 Financial Year	733,871.82	---

6.2 Extra-curricular Account (2020/2021) School Year

	(\$)
Balance B/F from 2020/2021 School Year	438,152.98
Income	324,076.62
Expenditure	296,332.30
Year Surplus	27,744.32
Total Balance C/F for ECA A/C in 2021/2022 School Year	465,897.30

6.3 SMI Fund Account (2020/2021) School Year

	(\$)
Balance B/F from 2019/2020 School Year	225,077.36
Income	61,876.42
Expenditure	71,485.61
Year Deficit	(9,609.19)
Total Balance C/F for SMI Fund A/C in 2021/2022 School Year	215,468.17

7. Future Planning

7.1 School Development Plan 2021-2024

1. Optimising learning and teaching strategies to enhance the learning effectiveness of students

1.1 To enhance students' sense of national identity and law-abiding awareness through implementation of national security related curricula

- Learning and Teaching

- Integrate the national security-related curriculum into the present syllabuses of different academic subjects.

- Scrutinize the present learning and teaching related activities, materials and methods as well as assessment tools and practices to incorporate the elements of National Security Curriculum.

- Staff Development

- Foster professional development, particularly in the national security aspect, by encouraging teachers to attend courses and talks to provide them with updates of national security issues.

1.2 To create space for students and cater for learner diversity through implementation of optimising measures of four senior secondary core subjects

- Administration

- Fine-tuning the administrative organization to facilitate the implementation of the corresponding new curricula and the related measures.

- Learning and Teaching

- Refine the lesson period allocation and timetable arrangement according to the optimizing measures.

- Optimise the teaching scheme, pedagogy and assessment of Chinese language, English language, Mathematics and Citizenship and Social Development.

- Implement various learning and teaching measures to cater for students' diverse learning and development needs.

- SBA

- Refine teaching and learning arrangements of SBA of corresponding subjects.

1.3 To sustain the implementation of using English as the medium of instruction (MOI)

- Administration

- All EMI subjects' formal and informal curriculum should be strengthened with emphasis particularly on junior levels to help students lay a solid foundation to learn relevant subject knowledge in English and pave the way for acquiring more in-depth knowledge when students are promoted to senior secondary years.

- Subject-based MOI guidelines, for both teachers and students, especially S1 newcomers, should be reinforced by subject panels concerned to facilitate learning and teaching in English and cater for student's actual needs.

- Enhance collaboration between English Language teachers and content subject teachers to help students learn more effectively through a Language-across-the-Curriculum approach (LAC).

- Further boost the English-rich learning environment in school.

1.4 To further extend 'Reading to Learn' to 'Reading across the Curriculum' to assist students' studies

- Administration

- Form a Reading to Learn committee comprising of representatives from across KLAs to work out and review details in reading enhancement measures.
- Refine the existing school-based cross-curriculum reading plan to facilitate effective learning and widen students' scope for reading.

- Learning and Teaching

- Further enhance values education through preparing a wide variety of texts and organizing reading-related activities.

1.5 To strengthen students' ability to integrate and apply knowledge and skills across different STEM disciplines

- Administration

- Refine the curricula of KLAs concerned and strive for inter-departmental cooperation to help create a solid knowledge base among students and enhance their interests in STEM through student-centred pedagogies.
- Integrate problem-based learning tasks to respective curriculum, both formal and informal ones, to promote and nurture students' creativity, collaboration, problem solving skills and innovativeness.

- Staff Development

- Enhance teachers' professional development and knowledge transfer by encouraging teachers to participate in relevant external seminars/courses and attend various sharing sessions.

2. Promote students' wellness by nurturing their positive outlook in life

2.1 To nurture students' positive values and attitudes and to foster them to develop healthy lifestyles

- To enrich students' other learning experiences so as to promote positive values and attitudes
- To strengthen students' virtue cultivation and related work on guidance and discipline
- To enable students to acquire necessary skills that enable them to be responsible individuals who learn to search, assess and use information properly (including information on social media platforms)

2.2 To strengthen students' resilience to life challenges and adversities

- To strengthen students' abilities in goal-setting, self-reflection and life-planning
- To organize a wide range of life-wide learning activities so as to enhance students' resilience, perseverance, teamwork and develop their problem-solving and emotion management skills
- To foster students' sense of self-worth and promote their self-empowerment through providing students with opportunities to serve the school and the community

2.3 To develop students into good law-abiding nationals and citizens who respect the spirit of the rule of law and shoulder the responsibility of safeguarding national security

- To enhance students' understanding of the country's history and development, the importance of national security, the national flag, national emblem and national anthem, as well as the constitutional order established for the Hong Kong Special Administrative

Region (HKSAR) under the Constitution and the Basic Law, their national identity, the spirit of the rule of law and other related issues

- To maintain close communication with parents and enhance home-school cooperation by soliciting parents' support, understanding and collaboration so as to guide and nurture students with love and care, promote students' effective learning and healthy development and help them become good nationals and citizens who observe rules and laws

7.2. School Major Concerns 2021/2022

Major Concern 1: Optimising teaching and learning strategies to enhance the learning effectiveness of students

- 1.1 To enhance students' sense of national identity and law-abiding awareness through implementation of national security related curricula
 - Integrate the national security-related curriculum into the present syllabuses of different academic subjects.
 - Scrutinize the present learning and teaching related activities, materials and methods as well as assessment tools and practices to incorporate the elements of National Security Curriculum.
 - Foster professional development, particularly in the national security aspect, by encouraging teachers to attend courses and talks to provide them with updates of national security issues.
- 1.2 To create space for senior secondary students and cater for learner diversity through the implementation of optimising measures of four senior secondary core subjects
 - Fine-tune the administrative organization to facilitate implementation of the corresponding new curricula and the related measures.
 - Refine the lesson-period-allocation and timetable arrangement according to the optimizing measures.
 - Optimise the teaching scheme, pedagogy and assessment for Chinese language, English language, Mathematics and Citizenship and Social Development.
 - Implement various learning and teaching measures to cater for students' diverse learning and development needs.
 - Refine teaching and learning arrangements of SBA of various NSS subjects.
- 1.3 To sustain the implementation of using English as the medium of instruction (MOI)
 - All EMI subjects' formal and informal curriculum should be strengthened with emphasis particularly on junior levels to help students lay a solid foundation to learn relevant subject knowledge in English and pave the way for acquiring more in-depth knowledge when students are promoted to senior secondary years.
 - Subject-based MOI guidelines, for both teachers and students, especially S1 newcomers, should be reinforced by subject panels concerned to facilitate learning and teaching in English and cater for student's actual needs.
 - Enhance collaboration between English Language teachers and content subject teachers to help students learn more effectively through a Language-across-the-Curriculum approach.
 - Further boost the English-rich learning environment in school.

- 1.4 To further extend 'Reading to Learn' to 'Reading across Curriculum' to assist students with their studies
- Form a Reading to Learn committee comprising of representatives from across KLAs to work out and review details in reading enhancement measures.
 - Refine the existing school-based cross-curriculum reading plan to facilitate effective learning and widen students' scope for reading.
 - Further enhance values education through preparing a wide variety of texts and organizing reading-related activities.
- 1.5 To strengthen students' ability to integrate and apply knowledge and skills across different STEM disciplines
- Refine the curricula of KLAs concerned and strive for inter-departmental cooperation to help create a solid knowledge base among students and enhance their interests in STEM through student-centred pedagogies.
 - Integrate problem-based learning tasks into respective curriculum, both formal and informal ones, to promote and nurture students' creativity, collaboration, problem solving skills and innovativeness.
 - Enhance teachers' professional development and knowledge transfer by encouraging teachers to participate in relevant external seminars/courses and attend various sharing sessions.

Major Concern 2: Promote students' wellness by nurturing their positive outlook in life

- 2.1 To nurture students' positive values and attitudes and foster healthy lifestyles in them
- To inculcate values in students by means of assemblies, class teacher periods and reading periods
 - To provide students with various programmes to enhance effectiveness of values education
 - To nurture students' proper values and attitudes through positive encouragement, reward system and related activities
 - To convey positive messages to students via different platforms and commendation schemes
 - To organize a range of related activities to enhance students' awareness of proper use of information on social media platforms
- 2.2 To strengthen students' resilience to life challenges and adversities
- To provide students with various learning opportunities such as seminars, workshops, visits and careers guidance advisory sessions so as to facilitate their understanding of their interests, abilities and orientations for making informed and responsible choices on careers and life planning
 - To strengthen students' resilience by organizing a series of activities such as visits, leadership training programmes, adventure outings and inspirational talks
 - To equip students with leadership, planning and organization skills so that they are able to plan and organize activities independently to serve the school
 - To provide students with opportunities to present and display their achievements on every possible occasion
- 2.3 To develop students into good law-abiding nationals and citizens who respect the spirit of the rule of law and shoulder the responsibility of safeguarding national security
- To enhance students' understanding and awareness of their national identity by means of talks, assemblies, visits, and quiz competitions

- To strengthen students' recognition of their national identity by arranging various Mainland exchange programmes and interflow activities with sister schools
- To conduct seminars and workshops for parents to assist them in helping children understand the spirit of the enactment of the National Security Law