



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

**School Report**

**(2021 / 2022)**

# Annual School Report 2021/2022

<b>Contents</b>	<b>Page</b>
<b>1. Our school</b>	<b>3-4</b>
1.1 School Mission	3
1.2 Brief Historical Background	3
1.3 School Premises	3
1.4 School Management	4
<b>2. Achievements and Reflections on Major Concerns</b>	<b>5-11</b>
2.1 Major Concern 1	5-8
2.2 Major Concern 2	8-11
<b>3. Learning and Teaching</b>	<b>12-19</b>
3.1 Our Curriculum	12-14
3.1.1 School Curriculum	12
3.1.2 Lesson Time for the 8 Key Learning Areas (S.1-3)	13
3.1.3 Curriculum Development Plan	14
3.1.4 Teaching and Assessment	14
3.1.5 Numbers of School Days	14
3.2 Our Teachers	15-18
3.2.1 Number of Teachers	15
3.2.2 Teachers' Experience	15
3.2.3 The Highest Academic Qualification	16
3.2.4 Professionally Trained Teachers	17
3.2.5 Subject-trained Teachers	17
3.2.6 Teachers Meeting Language Proficiency Requirement (LPR)	18
<b>4. Support for Student Development</b>	<b>19-33</b>
4.1 Moral, National and Civic Education	20-21
4.2 Guidance & Counselling	22-23
4.3 Discipline	24-25
4.4 Careers & Life Planning	26-27
4.5 Health & Sex Education	28-29
4.6 Environmental Education	30-31
4.7 Other Learning Experiences	32-33

<b>Contents</b>	<b>Page</b>
<b>5. Students' Performance</b>	<b>34-48</b>
5.1 Class Organization	34
5.2 Students' Attendance	34
5.3 Early Exit Students	35
5.4 Results of 2022 Hong Kong Diploma Secondary Education Examination	36
5.4.1 The Overall Performance	36
5.4.2 Performance in Different Subjects	36
5.5 Destination of S.6 Graduates 2022	37-38
5.6 Inter-school Activities and Awards	39-48
5.6.1 Academic	39-43
5.6.2 Art	44
5.6.3 Music	45
5.6.4 Scholarships	45
5.6.5 Outstanding Students	46-47
5.6.6 Others	48
<b>6. Financial Summary (Government and Non-government Fund)</b>	<b>49-50</b>
6.1 ESCBG Account (2021-2022) Financial Year	49
6.2 Extra-curricular Account (2021/2022) School Year	50
6.3 SMI Fund Account (2021/2022) School Year	50
<b>7. Future Planning</b>	<b>51-55</b>
7.1 School Development Plan 2021-2024	51-53
7.2 School Major Concerns 2022/2023	53-55

# 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 26<sup>th</sup> 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 13<sup>th</sup> August 1968, the first batch of students moved into the new premises on 3<sup>rd</sup> September 1968. The opening ceremony was officiated by Sir David Trench, G.C.M.G., M.C., Governor of Hong Kong, on 23<sup>rd</sup> 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, 2 Social Worker Rooms, 1 Learning Common Room 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 stakeholders, 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
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%)
2021/2022	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:

**Optimising teaching and learning strategies to enhance the learning effectiveness of students**

#### **Task 1**

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

#### **Task 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

#### **Task 3**

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

#### **Task 4**

To further extend 'Reading to Learn' to 'Reading across Curriculum' to assist students with their studies

#### **Task 5**

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

### **Achievements and Reflections:**

#### **National security related curricula**

All subject teachers have arranged learning tasks relating to the national security curriculum. A wide variety of learning tasks relating to the national security curriculum are prepared by various subject panels. For example, in the English Language panel, reading and writing tasks relating to traditional Chinese culture were designed for students. Chinese teachers guided students to participate in the workshops 「篇篇流螢(提前放暑假篇)閱讀計劃」 and 「認識國情網上自學計劃」 organized by the Academy of Chinese Studies. CS and LS teachers led students to learn about Hong Kong under "One Country, Two Systems" in collaboration with the Putonghua Department to introduce Basic Law to our students. Studies on the development of vaccines in China were conducted in Biology. The topic advantages brought by CEPA and the importance of maintaining good economic security were discussed in BAFS.

All subject teachers have developed respective teaching plans and achieved set learning outcome relating to the national security curriculum.

According to the student survey, 97% of students agreed that their sense of national identity and law-abiding awareness were enhanced through the implementation of national security related curricula. Relevant workshops were arranged in two staff development days where all teachers concerned attended courses or talks relating to the national security curriculum. Information of workshops relating to different topics about national security was also delivered to colleagues regularly

An establishment of subject based teaching resources centers is suggested so as to provide teachers with public and tailor-made teaching materials for enriching and enhancing National Security Education, while a KLA-based organization can enhance the effectiveness of Strand 1 and 7 of National Security Education.

## **Optimising measures of four senior secondary core subjects**

Administrative organization is restructured. 2 new departments, namely Reading to Learn and OLE, were established. Structured teaching strategies on reading and OLE were established and implemented effectively.

Teaching schemes and learning materials of 4 core subjects are devised and refined. Several sets of timetable and lesson-period allocation plans were implemented according to various stages of face-to-face / zoom lessons.

Continuous assessment strategies were used, and individual / small group guidance was provided for students according to their learning progress.

SBA handbook for 2022/2023 (S5 cohort) was prepared and issued to teachers and students in October 2021.

According to the teacher survey, 97% of S4 subject teachers agreed that the revised timetable and lesson arrangement create space for students to broaden their learning experiences while 93% of S4 subject teachers agreed that students attain reasonable examination results, which closely connect with their ability.

Preparation work for SBA was suggested to be starting with S4 students so as to allow more time for them to be familiar with the requirements and content of assessments and make improvement on their learning progress after receiving feedback from their teachers.

Different teaching approaches and materials of different levels of difficulty are suggested to be taken and made respectively to cater for students' learning diversity; students can have the autonomy to take different approaches in their self-direct learning process where higher flexibility would be provided for both teachers and students.

## **English as the medium of instruction (MOI)**

All EMI subject teachers are well prepared to give lessons in English confidently and effectively. They are highly aware of students' language needs and can provide them with appropriate support when necessary.

Bridging programmes and subject-based supportive/remedial measures were conducted and taken to assist S1 students in adapting to English-learning environment. Cross-subject cooperation was well sustained between the English Language Department and the Science Department, Language-across-the-curriculum materials are used to supplement learning and teaching. With the joint effort especially between English Language teachers and Maths teachers, Language-across-the-curriculum materials regarding basic sentence structure, the use of imperative language pattern and relevant mathematic questions were tailor-made to help students better learn about analyzing information in math word questions. Moreover, relevant online reading materials were suggested by the Reading to Learn Department to complement the cross-subject L&T materials and give students an authentic learning experience. The Academic Affairs Committee supports and collaborates with EMI subject panels to implement appropriate measures to sustain an English-rich learning environment at school.

According to the teacher survey, 100% of teachers concerned felt positive about using English as MOI and 98% of teachers found that it facilitates regular learning and teaching practices. They also felt that students can learn more effectively through a Language-across-the-Curriculum approach.

According to the student survey, 93% of students felt confident about learning content subjects concerned in English. Moreover, 92% of students concerned agreed that they can learn more effectively through a Language-across-the-Curriculum approach.

A whole-school approach can be adopted to enhance an English-rich learning environment. Subject-based MOI guidelines, for both teachers and students, especially S1 newcomers, should be reinforced by respective subject departments concerned to facilitate learning and teaching in English and cater for student's actual needs. All EMI subject teachers are strongly encouraged to have after-lesson discussion of academic topics with students using English. More English activities and sharing sessions in morning assembly should also be conducted to enhance the school's English learning environment.

### **From 'Reading to Learn' to 'Reading across Curriculum'**

The school-based lesson Reading to Learn was newly designed and the respective subject panel having teachers majoring various academic subjects was formed to implement relevant learning and teaching tasks.

A refined 6-stage (learn to read, strive to read, manage reading, appreciate reading, enjoy reading & reading for life) curriculum plan focusing on promoting pleasure reading was made to help students read widely, facilitate their learning and acquire values education. Besides individual reading activity, relevant teaching materials such as reviewing and setting one's reading plan, Chinese/English library book categorization systems, knowing about fictions & non-fictions, reading related video clips and learning activities like multimodal learning logs, students' sharing were prepared and conducted to help students experience the genuine pleasure of reading and cultivate a wholesome reading habit. On World Book Day (late May 2022) an international reading event, was introduced to students, followed by a fun video-shooting activity, which greatly attract students' interest.

According to the teacher survey, 100% of teachers concerned agreed that the refined reading curriculum can enrich and broaden students' learning experience. They also felt that the refined curriculum can develop students' positive values and attitudes.

According to the student survey, 94% of students having reading periods agreed that they can connect relevant reading texts to their learning experience and meet different learning needs.

Language-across-the-Curriculum (LAC) approach and more cross-departmental collaboration conducted so as to enhance the effectiveness of learning and teaching using English as the MOI; materials and students' work are to be collected for sustainable development of the programme. LAC should be a developing focus in all EMI non-language subjects in S1 & S2 to help students lay a solid foundation and increase their interest to learn while subject-based reading training of these subjects can also be integrated into the curriculum to enhance students' learning efficacy and efficiency. More diverse and multi-genre follow-up activities can be organized so as to enhance students' learning and the effectiveness of knowledge application.

### **Knowledge application across STEM disciplines**

Teachers of STEM subjects work jointly to broaden the school-based curriculum to increase learning effectiveness. Many theme-based STEM learning activities have been conducted. For example, investigative projects on removal of toxic gas such as formaldehyde, measurement of speed of sound by mobile apps, identifying biological parents after studying DNA fingerprinting and construction of catapult were done in science subjects. Micro:bit projects, Coding in Python and Pascal were carried out in the Computer Department.

STEM related co-curricular activities were also organized. For example, students took part in Robomaster 2021, Smart Country Mobile Van, a live science lesson from Tiangong Space Station and running a hydroponic greenhouse.

Teachers were provided with information and enrolled in external STEM / ITE related seminars or courses. Collaborative lesson preparation and experience sharing within subject departments were regularly arranged.



According to the teacher survey, 86% of the teachers in STEM education-related KLAs agreed that their refined curriculum and cross-KLA collaboration can enrich the learning experience of students in STEM. 75% of the teachers concerned stated that they have participated in relevant professional development activities. According to the student survey, students agreed that STEM related learning activities can enhance their interest (93%) and relevant skills, which include creativity (97%), collaborative learning skill (97%), problem solving skill (97%) and innovativeness (96%) in STEM.

Cross-departmental collaboration can be conducted to develop cross-KLA STEM learning tasks while STEM teachers are encouraged to participate in more workshops and seminars organized by external organizations so as to develop a sustainable school-based curriculum with the integration of innovative STEM ideas; knowledge and skills of STEM subject can be incorporated into existing learning activities across different KLA curriculum.

## **2.2 Major Concern 2:**

### **Promote students' wellness by nurturing their positive outlook in life**

#### **Task 1**

To nurture students' positive values and attitudes and to foster their healthy lifestyles

#### **Task 2**

To strengthen students' resilience to life challenges and adversities

#### **Task 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

### **Achievements and Reflections:**

#### **Nurturing students' positive values and attitudes**

The school-based survey results testify to the effectiveness of the strategies of the Annual School Plan (ASP) and programmes of the Whole-person Development (WPD) teams. More than 83.5% of students and 95.7% of teachers respectively agreed that the morning assemblies, class teachers periods, talks under the flag, teachers' encouragement and the school's reward systems could promote and cultivate our students' positive values, attitude and lifestyle. More than 90% of students and 95% of teachers respectively agreed that the school had arranged adequate activities to enhance our students' awareness of proper use of information on social media platforms. All these figures prove that Task 1 could be fulfilled and the related success criteria could be met.

The data of APASO shows that our junior form students in 2021/2022 better performed in the subscales of Achievement, Experience, General Satisfaction, Opportunity and Teacher-Student Relationship as compared with 2020/2021 (second term). Their scores in Achievement rose from 2.66 to 2.75, from 2.61 to 2.77 in Experience, from 2.77 to 2.86 in General Satisfaction, from 3.15 to 3.21 in Opportunity and from 3.28 to 3.33 in Teacher-Student Relationship. The data also shows that our junior form students performed better than the Hong Kong students. All the scores for the subscales in 2021/2022 are better than the Hong Kong norms in the same period: 2.55 (Achievement), 2.53 (Experience), 2.60 (General Satisfaction), 2.97 (Opportunity) and 2.98 (Teacher-Student Relation) respectively. Though their score in Negative Affect is slightly higher than that in last year (1.64 vs 1.62), it is lower than the Hong Kong norm (1.81).

The data of APASO shows our senior form students better performed in the same batch of subscales compared with last year (second term). Their scores in Achievement rose from 2.52 to 2.58, from 2.45 to 2.51 in Experience, from 2.58 to 2.64 in General Satisfaction, from 1.78 to 1.76 in Negative Affect, from 2.88 to 2.96 in Opportunity and from 3.12 to 3.24 in Teacher-

Student Relationship. They also better performed in all the subscales than the Hong Kong students, with the scores for the subscales in 2021/2022 being better than the Hong Kong norms in the same period: 2.42 (Achievement), 2.43 (Experience), 2.48 (General Satisfaction), 1.94 (Negative Affect), 2.77 (Opportunity) and 2.91 (Teacher-Student Relation) respectively.

Though the performance of senior form students in general were worse than that of the junior forms in most of the subscales, the APASO scores in the school years 2021/2021 and 2021/2022 can prove that the strategies in the ASP that aimed to cultivate their positive values and attitudes contributed to the formation of positive outlook in students towards their learning experiences and the work of their teachers in school in this school year. As a result, they in general would have higher ratings for their experiences in school and their teachers' work for them.

To a very large extent, Task 1 was fulfilled and the related success criteria of the ASP were met within the period of evaluation. Nevertheless, through observation and interviews with students and teachers, it is found that there are some weaknesses among our students and in our strategies. First, some students, especially the senior form students, often hold negative outlook towards people's work, meaning more has to be done to make our students more grateful and thankful so that they would become more likely to appreciate and recognize what the teachers and school do for them. Second, the misbehaviour of some students in school are derived from their improper values and attitudes, meaning that the school still to strive for strengthening values education. Third, some students are indulged in online games and communication, and some can be easily influenced by unfounded information online, meaning more has to be done to strengthen our student' information literacy.

To further nurture students' positive values and attitude and foster a healthy lifestyle, more efforts will be made to let students learn to be more grateful, thankful, positive and optimistic (感恩珍惜、積極樂觀), to carefully select appropriate life events for specific values education topics based on students' school life, and to enhance their information literacy by drawing their attention to Internet safety and proper use of information obtained from the Internet.

### **Strengthening students' resilience to challenges and adversities**

The school-based survey demonstrates the effectiveness of the strategies. More than 90.6% of students and 91.3% of teachers respectively admitted that the various life-wide learning (LWL) activities arranged by the school could increase the students' understanding of their interest, abilities and orientations and enhance their resilience to face life challenges and adversities. More than 89.5% of students and 89.1% of teachers respectively agreed that the various LWL activities could strengthen our students' self-worth and self-esteem, and make them more ready and willing to serve the school. Besides, more than 89.7% of students and 91.3% of teachers agreed that the school had provided many opportunities for our students to display their learning outcomes and achievements. All these figures prove that Task 2 was fulfilled and the relevant success criteria could be met.

As mentioned above, the data of APASO shows that our junior and senior form students in this school year better performed in the subscales of Achievement, Experience, General Satisfaction and Opportunity as compared with last year. The senior form students' performance in Negative Affect also shows slight improvement. This may imply that the strategies in the ASP that aimed to cultivate their positive values and attitudes could contribute to the development of positive outlook in students towards their learning experiences. They would become more likely to believe that the various LWL activities arranged for them could enhance their resilience and strengthen their self-worth and self-efficacy.

Regarding the subscale Test Anxiety, it is found that our junior form students' performance was worse than that of the Hong Kong counterparts, as reflected by their higher scores in the first term (2.66) and second term (2.56) in 2021/2022 than the norms in Hong Kong (2.47). Our senior form students performed better than the Hong Kong counterparts in the first term (2.48

vs 2.54), but they were on a par with them in the second term. Our junior form students performed better in the second term, but our senior form students' performance was less satisfactory than that in the first term.

Due to the impact of the COVID-19 epidemic, the arrangement of adventure outings to strengthen our students' resilience had to be cancelled in this school year. Nevertheless, to a very large extent, Task 2 was fulfilled and the related success criteria of the ASP were met within the period of evaluation. However, through observation and interviews with students and teachers, it is found that there are some weaknesses among our students and in our strategies. First, some students often feel stress on matters related to their studies. Second, some students show negative outlook towards challenges and adversities, and they will feel pressure easily in confronting them.

To further strengthen our students' resilience and embrace challenges and adversities, more efforts will be put on developing in them a "growth mindset", helping them better understand their interests, abilities and orientations, further developing their ability to solve problems by providing more opportunities for them to plan and organize activities independently, as well as boosting their self-worth and self-efficacy by providing them with more opportunities to display their learning outcomes and achievements.

### **Developing students into good law-abiding nationals**

The school-based survey results can demonstrate the effectiveness of the strategies of the ASP and programmes of the WPD teams, over 81.7% of students and 91.3% of teachers respectively agreed that the flag-raising ceremony, talks under the flag, morning assemblies, class teacher periods, displays and decorations about festivals and key events and online quizzes could help raise our students' sense of national identity. Over 87.8% of students and 97.8% of teachers respectively admitted that the various activities organized, including talks under the flag, morning assemblies, class teacher periods and online quizzes, could enhance our students' understanding of rule of law and responsibility of safeguarding national security. The figures prove that Task 3 was fulfilled and the related success criteria could be met.

The APASO results in the subscale Attitude towards the Nations further prove the effectiveness of the WPD teams' programmes to enhance the students' sense of national identity. Our scores are significantly higher than the norms in Hong Kong, 3.09 against 2.59 for the junior levels and 2.85 against 2.44 for the senior levels in the first term. The scores of the junior and senior forms further rose in the second term, recording 3.19 and 3.04 respectively. Given the fact that it is more difficult to change the mindset of senior form students, the rise in their score in this subscale is very encouraging indeed.

To a large extent, Task 3 was fulfilled and the related success criteria of the ASP has been met within the reporting period. However, through observation and interviews with students and teachers, it is found that there are some weaknesses among our students and in our strategies. First, many students lack adequate opportunities to learn Chinese history and culture as well as the close relations between Hong Kong and the Mainland by studying the cultural heritage in Hong Kong through visits and field trips. Second, the face-to-face exchange programmes with the sister schools on the Mainland have been suspended for years due to the COVID-19 epidemic. Many forms of exchange between the students and teachers of the two places are yet to be attempted. Thirdly, many students did not have adequate opportunities to actively participate in the organization of national education activities for their schoolmates. Many national education activities like quizzes are organized by outside bodies.

To further boost the effectiveness of the activities aimed at strengthening students' commitment to the rule of law and the safeguarding national security, more efforts will be put on encouraging our students to learn more about Chinese history and culture and the close relations between Hong Kong and the Mainland by arranging visits and field trips for them to study the cultural

heritage of Hong Kong, organizing more exchange programmes for them to know more about the latest development of China, and to providing more chances for them to participate in and organize activities related to safeguarding national security.

### **Conclusion**

The three tasks of Major Concern 2, namely, to nurture students' positive values and attitudes and to develop their healthy lifestyles, to strengthen students' resilience to life challenges and adversities, and to develop students into good law-abiding citizens who respect the spirit of the rule of law and shoulder the responsibility of safeguarding national security, have been achieved to a very large extent. This helps the fulfillment of the goal of Major Concern 2: to promote students' wellness by nurturing their positive outlook in life. To enhance the effectiveness of the development plan and to further develop our students' positive outlook in life, some existing strategies will be refined and some new strategies will be adopted in the next school year.

### 3. Learning and Teaching

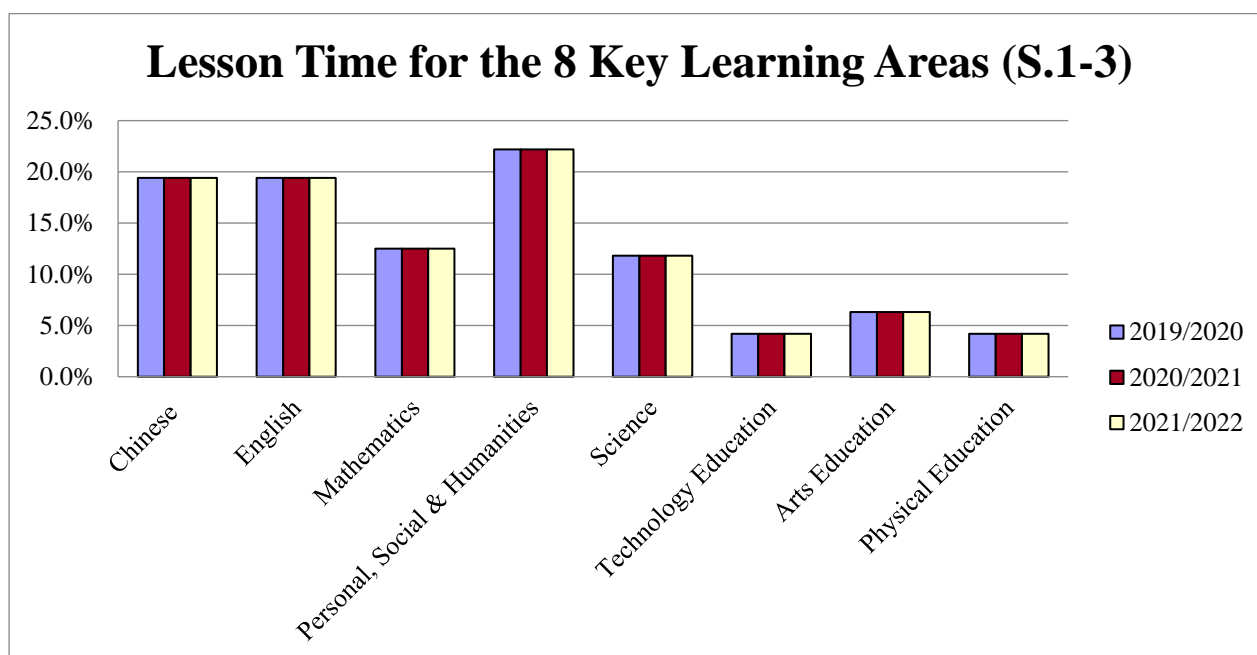
#### 3.1 Our Curriculum

##### 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				✓	✓	✓
Citizenship and Social Development				✓		
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	✓	✓	✓	✓	✓	✓
Class Teacher Period	✓	✓	✓	✓	✓	✓
Reading Period	✓	✓	✓	✓		
Other Learning Experience (OLE) Period				✓		

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

<b>KLA \ Year</b>	<b>2019/2020</b>	<b>2020/2021</b>	<b>2021/2022</b>
<b>Chinese</b>	19.4%	19.4%	19.4%
<b>English</b>	19.4%	19.4%	19.4%
<b>Mathematics</b>	12.5%	12.5%	12.5%
<b>Personal, Social &amp; Humanities</b>	22.2%	22.2%	22.2%
<b>Science</b>	11.8%	11.8%	11.8%
<b>Technology Education</b>	4.2%	4.2%	4.2%
<b>Arts Education</b>	6.3%	6.3%	6.3%
<b>Physical Education</b>	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 of moral, intellectual, physical, social and aesthetic development. To meet students' need, diverse approaches like enhancement and 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 broad and 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, school-based reading lessons and S.1 English Language-Mathematics 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 try out different e-learning platforms and means. Zoom lessons were also used to well maintain interaction between teachers 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. Assessments were done 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**

<b>Year</b>	<b>Number of School Days</b>
<b>2019/2020</b>	192
<b>2020/2021</b>	192
<b>2021/2022</b>	190

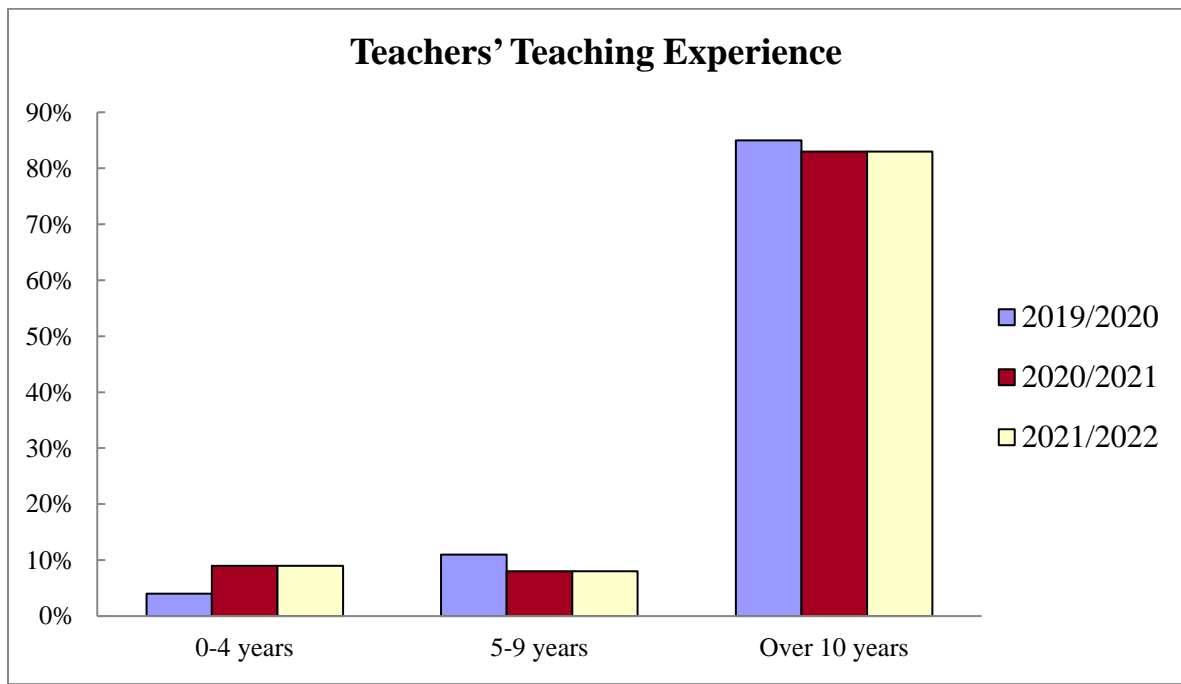
## 3.2 Our Teachers

### 3.2.1 Number of Teachers

School Year	2019/2020	2020/2021	2021/2022
Number of Teachers	53	53	55

### 3.2.2 Teachers' Teaching Experience

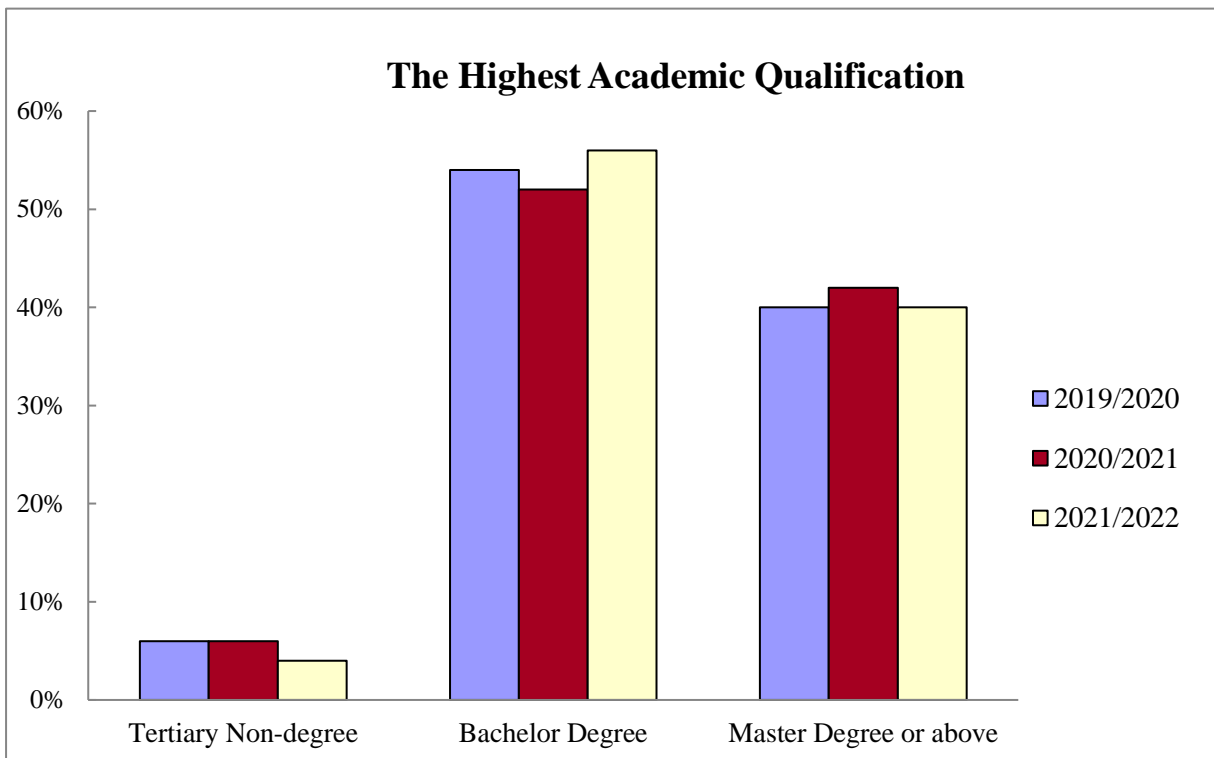
Year \ Teaching Experience	0 – 4 years	5 – 9 years	Over 10 years
2019/2020	4%	11%	85%
2020/2021	9%	8%	83%
2021/2022	9%	8%	83%





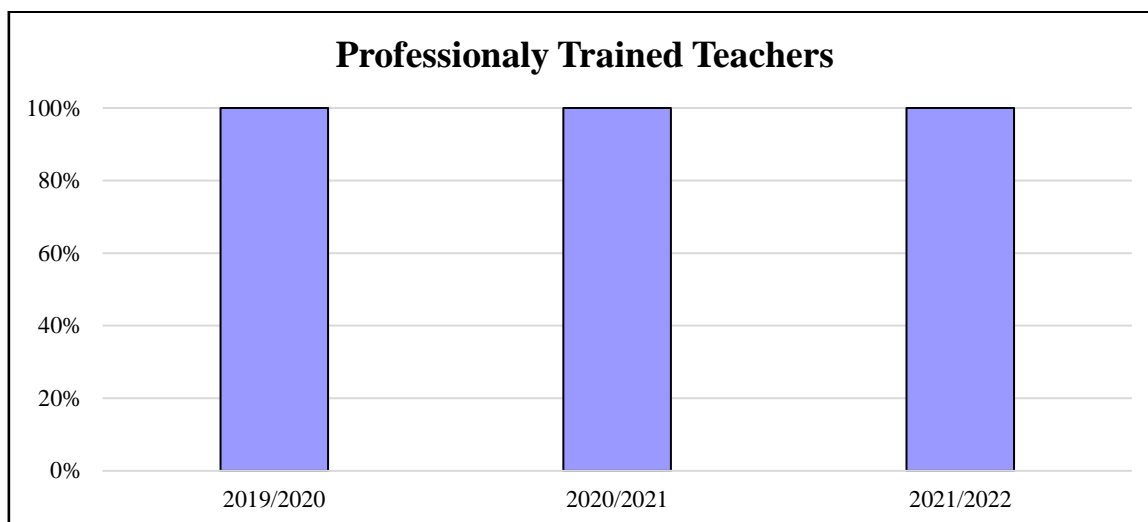
### 3.2.3 The Highest Academic Qualification

Year \ Qualification	Tertiary Non-degree	Bachelor Degree	Master Degree or above
2019/2020	6%	54%	40%
2020/2021	6%	52%	42%
2021/2022	4%	56%	40%



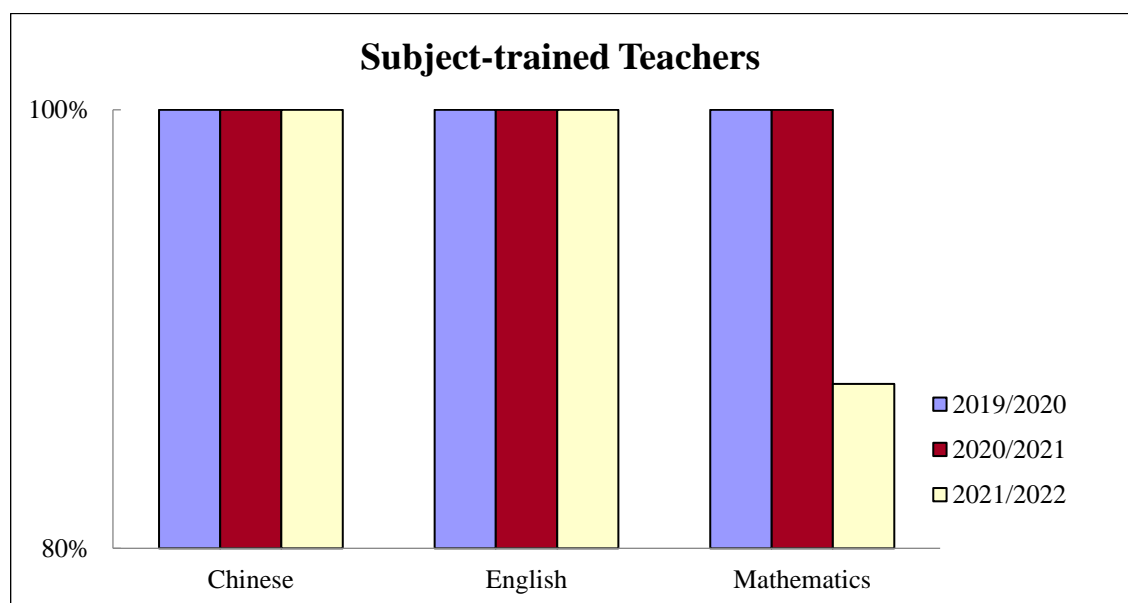
### 3.2.4 Professionally Trained Teachers

Year	2019/2020	2020/21	2021/2022
Professionally Trained	100%	100%	100%



### 3.2.5 Subject-trained Teachers

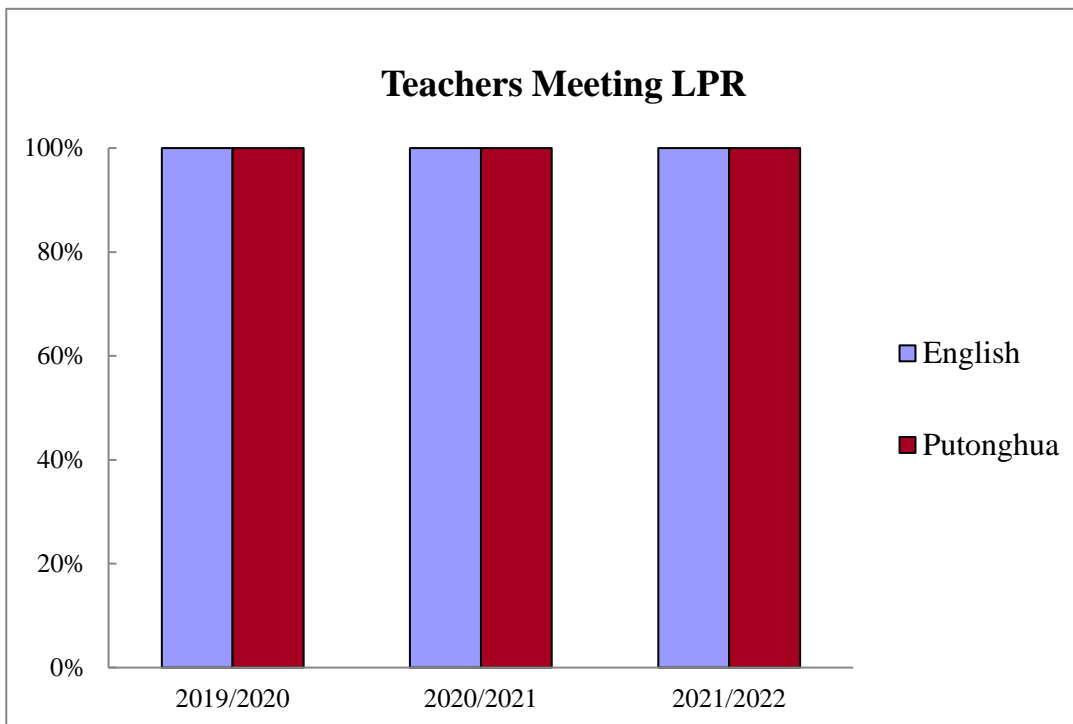
Year \ Subject	Chinese	English	Mathematics
2019/2020	100%	100%	100%
2020/2021	100%	100%	100%
2021/2022	100%	100%	87.5%



\*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)

<b>Subject</b> <b>Year</b>	<b>English</b>	<b>Putonghua</b>
2019/2020	100%	100%
2020/2021	100%	100%
2021/2022	100%	100%



## **4. Support for Student Development**

To fully support our students for their personal growth, the Whole-person Development Committee, which is comprised of the Discipline Team, the Other Learning Experiences Team, the Guidance Team, the Careers and Life Planning Team, the Moral, National and Civic Education Team, the Health and Sex Education Team, the Environmental Education Team, and the Healthy School Programme, aptly designed programmes and activities to provide pastoral care for students and to enhance their whole-person development. A whole-school approach was adopted to cater for learners' diversity. Class teachers, subject teachers, discipline teachers, guidance teachers, school social workers and the school-based education psychologist, through concerted effort with one another and effective communication with parents, devotedly provided students in need with full support and extensive assistance. Moreover, class teacher periods, morning assemblies and speeches under the national flag were conducted every cycle to disseminate positive messages that helped enhance their quality of life and guide them to seriously consider matters relating to themselves, their school, the community, the nation and the world. Finally, a wide range of life-wide learning activities were arranged for students to cultivate their positive values and attitudes, to strengthen their resilience to challenges and adversities, and to enhance their law-abidingness and commitment to safeguarding national security.

## 4.1 Moral, Civic and National Education

Date	Major Events / Activities	Target Group
Whole Year	Display of virtue quotes and sayings	All students
	Learning of 《弟子規》 (S.1, S.2) and 《論語》 (S.3)	S.1-S.3 students
	Basic Law Student Ambassadors Training Scheme	S.3 & S.4 students
	Flag-raising ceremony and Speeches under the National Flag	All students
	Sharing at Morning Assemblies	All students
	Class Teacher Periods	All students
<b>Monthly Programmes:</b>		
1/2022, 6/2022	Most Commendable Attitude Award Scheme	All students
10/2021	“Be Grateful, Being Proactive and Being Optimistic” Inter-class Display-board Competition	All students
2/2022	Writing activity about “Being Grateful, Being Proactive, and Being Optimistic”	S.1-S.5 students
<b>Daily Programmes:</b>		
9/2021	The 2021 National Day Online Quiz Competition	All students
10/2021	The Final of the 7 <sup>th</sup> Territory-wide Inter-school Basic Law Competition	S.3 & S.4 students
11/2021	The 6 <sup>th</sup> National Students “Learn the Constitution Speak the Constitution” Activity National Speech Contest Grand Final	S.3 students
11/2021	Civic Education Slogan Competition	All students
12/2021	Civic Education Essay Writing Competition	All students
12/2021	2021 “National Constitution Day” Online Competition	All students
12/2021	Board display on National Constitution Day	All students
12/2021	Board display on Nanjing Massacre	All students
2/2022	The 8 <sup>th</sup> Basic Law cum the 25 <sup>th</sup> Anniversary of Establishment of the HKSAR Territory-wide Inter-school Competition	S.1-S.5 students
3/2022	The 14 <sup>th</sup> “Hong Kong Cup Diplomatic Knowledge Contest”	S.1-S.5 students
5/2022	The 3 <sup>rd</sup> Greater Bay Area Life Education Writing Competition	S.1-S.5 students
5/2022	2022 National Security Online Quiz Competition	S.1-S.5 students
5/2022	2022 Slogan-cum-Poster Design Competition on National Security	S.1-S.5 students
6/2022	Board display on National Security	S.1-S.5 students
6/2022	ICAC Drama	S.4 students

## **Achievements**

1. In the 2021 National Day Online Quiz Competition, our school won the Most Active Participation Award.
2. In the Final of the 7<sup>th</sup> Territory-wide Inter-school Basic Law Competition, our school won the championship.
3. 3C LUO Tsz-ling got the First Prize and Best Delivery Award in the 6<sup>th</sup> National Students “Learn the Constitution Speak the Constitution” Activity National Speech Contest Grand Final.
4. 3D TSOI Wing-yu Wingie was awarded the Merit Prize in Junior Secondary Category in the Civic Education Slogan Design Competition.
5. Our students shone in the Civic Education Essay Writing Competition and 2D LAU Tsz-yau got the Champion in the Junior Secondary Category.
6. Our school obtained the Most Active Participation Award in the 2021 National Constitution Day Online Quiz Competition and 4E WONG Ching-hong was awarded the Merit Prize.
7. 5A LAU Yee and 5D CHIU Yuen-yin got the First Prize in the Senior Category in the 3<sup>rd</sup> Greater Bay Area Life Education Writing Competition.
8. 4E CHEN Wai-yan participated in the Basic Law Student Ambassadors Training Scheme and won the Best Performance Award (Individual) in both National Constitution Day Quiz Competition and Beijing 2022 Winter Olympics Quiz Competition, jointly organized by the Education Bureau and The China Current.
9. In the 2022 National Security Online Quiz Competition of the “2022 Let’s Join Hands in Safeguarding National Security” Programme, 4E CAI Ching-hang won the Honourable Mention in Secondary Category; our school was also awarded The Most Active Participation Award (Territory-wide).
10. In the 2022 Slogan-cum-Poster Design Competition on National Security under the “2022 Let’s Join Hands in Safeguarding National Security” Programme, 2D WONG Wing-lee got the Third Prize (Junior Secondary Section) whereas 3D WAN Chui-yu got the Honorable Mention (Junior Secondary Section). Our school was also awarded the ‘Active Promotion School Award (Junior Secondary Section)’.
11. The members of the School Flag Guards were arranged to receive training provided by the Association of Hong Kong Flag-guards.

## **Reflection and Improvements**

1. Our team will encourage more students to participate in the Basic Law Student Ambassadors Training Scheme in the next school year.
2. Activities to be held in the next school year can cover all the 10 priority values and attitudes: Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Care for Others, Law-abidingness, Empathy and Diligence.
3. We will encourage our students to organize more national education activities for their schoolmates.

## 4.2 Guidance & Counselling

Date	Major Events / Activities	Target Group
8/2021	Caring Ambassador Training	S.4 Caring Ambassadors
8/2021	Talk for Parents	S.1 parents
9/2021	<ul style="list-style-type: none"> <li>● School Tour by Caring Ambassadors</li> <li>● Adaptation Talk and Workshop</li> <li>● Social Counselling Group on social skills</li> </ul>	S.1 students
9-10/2021	Talk on Anti-stress	S.4-S.6 students
2/11/2021	Talk on Peer Relationship	S.2-S.3 students
11/2021	Cheerful Ambassador Training	S.1 Cheerful Ambassadors
12/2021	Talk on Problem-solving	S.1-S.3 students
12/2021	Talk on Self-image	S.4-S.6 students
11/2021 - 6/2022	<ul style="list-style-type: none"> <li>● Chill 鬆 Monday</li> <li>● Wednesday Care</li> <li>● Happy Friday Moments</li> </ul>	S.1-S.5 students
11/2021 - 6/2022	S1 learning support group for cross-border students staying in Shenzhen	S.1 students
2/2022	Talk on relaxation techniques about stress-relief	S.6 students
5/2022	Caring Week	S.1-S.5 students
6/2022	Caring Soap Making Workshop	Twenty 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. For the S.1 students staying in Shenzhen, a support group had been established to facilitate communication between the students and school, which helped cater their need on socializing and learning.
2. Different varieties of activities like “Chill 鬆 Monday”, “Wednesday Care” and “Happy Friday Moments” were organized to help students better master social and learning skills, as well as relieving their daily stress related to their studies.
3. Class Teacher Period’s sharing helped students nurture a positive mindset. It successfully helped them cope with tough moments and equipped them with necessary skills to meet their developmental needs.

4. The Caring Week was successfully held in May 2022. It helped establish a caring culture in school. Positive feedback was received from students, and they agreed that those activities helped strengthen students' awareness of caring for themselves and others.
5. All preventive and developmental measures made students feel the care and support given by the school.

### **Reflections and Improvements**

1. To cultivate students to be more caring and further enhance the caring culture in school, more involvement of other stakeholders such as parents is needed.
2. More support can be provided to S.1 students to help them adapt to the new school environment, especially to those staying in mainland China.
3. More activities related to strengthening students' resilience and resistance to adversities could be further organized for students, which can give them strength to overcome challenges and obstacles.



### 4.3 Discipline

Date	Major Events / Activities	Target Group
Whole Year	Develop students' self-discipline and prefects' leadership skills.	Whole School
9/2021-12/2021	Punctuality Stars Award	Whole School
3/2022-5/2022	Leadership Training Programme	S.4 & S.5 Prefects and Prefects Leaders
3/2022-5/2022	Leadership Training Programme	S.1-S.2 students
5/2022	Disney Global Perspectives: An Adventure in Our Society (Secondary School)	School Prefects
7/2022	Prefect Training Day Camp	School Prefects
8/2022	Prefect Training Day Camp	School Prefects 22/23
3/2022	"Wise Youth" Discipline and Law-abiding – Anti-deception Colouring and Slogan Design Competition	Whole School
4/2022	2022 National Security Slogan and Poster Design Competition	Whole School

#### Achievements

1. Different training programmes were organized for School Prefects and Prefect Leaders. They learnt to be independent and improved their communication skills, which allowed them to carry out their duties with confidence and to have a stronger sense of belonging to the team.
2. Promotion of punctuality was done this year. Punctuality Stars Award in the first term encouraged students to be punctual and this good habit was nurtured in them.
3. To enable students to show their talents, a tailor-made leadership training programme was organised, targeting two groups of students: 12 S.1 and S.2 students, and 27 current prefect leaders. The programme included four Zoom meetings and one field orientation activity for both groups. This year's curriculum was different from previous years'. We followed the philosophy of "Life Affecting Life" to allow students to grow together. Two groups of students with different abilities attended the field orientation activity on 28 May 2022. 12 junior form students got to know their senior teammates through the field activities. They had the opportunity to learn from the senior form prefects and set their own learning goals. 27 prefect leaders practised what they had learned in the programme. They exerted

their leadership skills to complete various challenges whereas they boosted their self-confidence and continued serving as the prefect leaders.

4. “Disney Global Perspectives: An Adventure in Our Society (Secondary School)” was held on 18 June 2022. This programme was set to make good use of the Park as an example for students to explore the conservation topics while encouraging them to gain an understanding of the challenges and opportunities faced by most people. Through group discussions and multi-perspective thinking, students were inspired to think more and be ready to join the global community. The prefects broadened their horizons and observed different facets of cultural exchanges. The Theme Park was not only a SMALL world, but it also acted as a mini-society. They learnt to face challenges bravely, think more from various perspectives and discover other possibilities, for the Park and for others.
5. As for the need of National Security Law Education in school, we collaborated with the VA Department in two competitions. Through joining the competitions, National Security Law was introduced and promoted in a soft way. Our school got three awards: Second Runner-up, Merit Prize and Most Active Involvement Award in **2022 National Security Slogan and Poster Design Competition**.
6. In the Colour Filling and Slogan Design Competition of Students being Disciplined and Law-abiding, our school won many prizes – Champion, First and Second Runners-up, and 12 Merit prizes. Students learnt how to protect themselves from falling into the scam traps, which were getting more threatening in recent years.

### **Reflections and Improvements**

1. School programmes were affected greatly by COVID-19 in this academic year. The time students having classes on school campus was lacking. Maintaining students’ discipline, especially in cultivating students’ self-control and law-abiding spirits, became more challenging.
2. It is hoped that we can instil discipline concepts into students through various activities. For instance, when promoting punctuality through the Punctuality Stars Award, some junior classes had outstanding performance. This plan will be continued in the coming school year to encourage students to keep up their good habit of being on time to go to school. Besides, Homework Guidance Class will be ready when whole-day timetable is resumed. The school will try to identify students who lack self-care ability and those with difficulties in their studies as soon as possible and arrange them to seek help from respective subject teachers.
3. Up till now, 82 students have accepted the appointment of being prefects. Next year, the Discipline Team will encourage all the prefects to take part in different training programmes to enhance their skills and capabilities, particularly in leadership and collaboration skills.

## 4.4 Careers & Life Planning

Date	Major Events / Activities	Target Group
<b>Careers Exploration activities</b>		
Whole Year	<ul style="list-style-type: none"> <li>● Alumni Sharing</li> <li>● Applied Learning counselling</li> </ul>	S.3-S.6 students
<b>Values Education activities</b>		
Whole Year	<ul style="list-style-type: none"> <li>● Sharing in morning assemblies</li> <li>● Speech under the National Flag</li> <li>● Class Teacher Periods</li> </ul>	All students
<b>Careers guidance to students</b>		
Whole Year	<ul style="list-style-type: none"> <li>● Individual and Group Careers Guidance and Counselling for S.3, S.5 and S.6 students</li> <li>● Preparing Leaving Certificates, Transcripts, Letters of Recommendation, Letters of Reference and other school documents for students</li> <li>● Destination Survey on graduates including S.6 and non-S.6 students</li> <li>● Responsive careers guidance provided on the day of release of HKDSE Results and JUPAS Results</li> <li>● Dissemination of careers information through a variety of channels, including parent letters, school email, School Newsletters, Careers display board, etc.</li> </ul>	S.3-S.6 students
<b>Multiple Pathways Programmes</b>		
Whole Year	<ul style="list-style-type: none"> <li>● Careers Interest Inventory</li> <li>● Multiple Pathways Talk</li> <li>● JUPAS &amp; E-APP Talk</li> </ul>	S.5-S.6 students
<b>Self-understanding and Development Programmes</b>		
Whole Year	<ul style="list-style-type: none"> <li>● Careers &amp; Life Planning Talk</li> <li>● Workshops and Activities on self-understanding</li> <li>● Careers &amp; Life Planning Talk for Parents of S.3 Students</li> </ul>	S.1- S.4 students & their parents
<b>Careers Planning and Management activities</b>		
Whole Year	<ul style="list-style-type: none"> <li>● JUPAS Online Application Workshops</li> <li>● E-APP Online Application Workshops</li> <li>● Interview Workshop</li> <li>● School Nominations Direct Admission Scheme (SNDAS)</li> <li>● Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions</li> <li>● 清華大學 2022 年香港推薦生計劃</li> <li>● 北京大學 2022 年香港地區 “博雅人才培養計劃”</li> <li>● The Universities and Colleges Admissions Service (UCAS)</li> </ul>	S.6 students

## **Achievements**

1. Though the implementation of the programme plan was adversely affected by COVID-19, the CLP Team tried our best to implement our plan as far as possible in view of the 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 choice.
2. Students' feedback on career guidance advisory service was highly encouraging. Career guidance advisory service succeeded in facilitating students' career planning and management. Newly added elements including opportunities on the Mainland, values education received positive response from students.
3. 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 programs should be made whenever possible to encourage students to keep track on the latest career and life planning information.
2. Based on teachers' observation, more and more students were keen on exploring more about studying in Mainland China. Careers Teachers are suggested to keep themselves abreast of relevant latest news/trend/information so as to attend to the needs of students.

## 4.5 Health & Sex Education

Date	Major Events / Activities	Target Group
09/2021	<b>Student Health Service</b>	S.1- S.6 students
<b>Morning assembly sharing:</b>		
10/2021	Importance of adequate sleep	All students
06/2022	Sharing of healthy diet – low sugar and sodium	All students
06/2022	Sharing from the awardees of Smoke-free Elite Teens	All students
<b>Speeches under the National Flag:</b>		
10/2021	COVID-19 Vaccination Promotion	All students
11/2021	COVID-19 Control in China	All students
03/2022	COVID-19 Control in Beijing Winter Olympics	All students
<b>Class teacher period:</b>		
11/2021	Healthy Lifestyle, Healthy Diet	S.1-S.2 students
11/2021	Friendship and Love	S.4-S.5 students
11/2021	Stress Management	S.6 students
12/2021	Smoke-free Elite Teens	S.1-S.5 students
05/2022	Anti-sexual harassment	S.1-S.5 students
<b>Workshop:</b>		
03/2022	S.1 Sex Education Workshop: Changes in Puberty (organized by the Health Department)	*The workshop was cancelled due to the special holiday.
<b>Competitions and programmes</b>		
09/2021 – 06/2022	<b>Smoke-free Elite Teens Programme 2021-22</b> 2 teams of students (6 S.5 students and 4 S.4 students) participated in the Smoke-free Elite Teens programme organized by Hong Kong Council on Smoking and Health.	10 participants organized various activities for all students of the school
07/2022 – 09/2023	<b>Hong Kong Secondary School Health Exhibition Presentation Competition 2022</b> 6 S.4 students participated in this competition organized by the Health Exhibition Organizing Committee, Medical Society, CUHK.	Six S.4 students participated in the competition.

## **Achievements**

1. 765 S.1-S.6 students participated in the Health Service and the participation rate is 92.7%.
2. Due to the practice of half-day timetable and the special holidays in March and April, the scheduled sex education talks and workshops were cancelled this year. Our team tailor-made topics and materials to deliver different health-related messages to students through class teacher periods and sharing sessions during morning assemblies and talks under the national flag. Positive feedback was received from both class teachers and students.
3. Our school has been participating in the “Smoke-free Elite Teens” programme for 9 consecutive years. This year, two teams of our students attained remarkable achievements: Team 1 was the Second Runner-up and Team 2 was awarded Outstanding Smoke-free Teams. Students in Team 1 were awarded a virtual tour visit to Macau and summer internship experience in COSH.
4. Six S.4 students participated in the Hong Kong Secondary School Health Exhibition Presentation Competition 2022 organized by the Health Exhibition Organizing Committee, Medical Society, CUHK. Their selected topic is “Prevalence, risk factors and treatments of Age-related Macular Degeneration in Hong Kong and other Asian countries”. They have been screened to enter the preliminary round and the competition will continue to the first term of the next academic year.

## **Reflection and Improvements**

1. Due to the practice of half-day timetable and the special holiday, planned sex education talks and workshops scheduled to be held in Class Teacher Periods were to be cancelled. Our team could only provide limited health-related information to students through some Class Teacher Periods and sharing sessions. 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. More of these activities will be included in the coming school year if the situation of the pandemic has been improved.
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 any contingency. Activities and topics in the workshops could be further refined to meet the needs of different students.

## 4.6 Environmental Education

Date	Major Events / Activities	Target Group
<b>School Greening</b>		
Whole Year	Create name tags for native plants and shrubs in school	Whole School
<b>School Energy Saving and Recycling Scheme</b>		
Whole Year	School Environmental Education Ambassador Scheme	Whole School
10/2021-7/2022	Green Classroom Competition	
12/11/2021 & 13/05/2022	Theme-based talk in Morning Assembly on Energy Saving and relevant topics	
<b>Highlighting the Importance of Biodiversity and Promoting Sustainable Development</b>		
10/2021-6/2022	Organic Ambassador Training Scheme	S.5 students
10/2021-6/2022	Water Wise Student Ambassador Scheme	S.4 students
11/2021-7/2022	Butterfly breeding programme	S.4 students
Whole Year	Class Teacher Period <ul style="list-style-type: none"> <li>● Green buildings</li> <li>● Energy saving</li> <li>● Rivers management in Hong Kong</li> </ul>	Whole School
Whole Year	Speeches under the National Flag	Whole School
<b>Educational Programmes held at School</b>		
10/2021-7/2022	Hydroponic Farm @ Heung Chung	S.2 & S.3 students

### Achievements

- 3 students obtained gold award and 2 students bronze award in the Organic Ambassador Training Scheme held by the Institute of Bioresource and Agriculture and Hong Kong Organic Resource Centre of HKBU.
- 3 students obtained gold award and 2 students silver award in the Water Wise Student Ambassador Scheme hosted by the Faculty of Social Sciences, HKU.
- The above-mentioned activities provided ample opportunities for students to learn ideas, concepts and knowledge of environmental protection. 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**

1. Due to the COVID-19 pandemic, some of the outing activities and education programmes held outside school has been cancelled or changed to online mode. Students have less chance to take field trips.
2. Students should get more involved in organizing environmental education programmes by participating in the planning stage. The environmental ambassadors can further develop their awareness of different environmental issues by having more training in the start of the school year.



## 4.7 Other Learning Experiences

Date	Major Events / Activities	Target Group
9/2021	Introducing the OLE System	S.1 students
9/2021	Life-wide Learning Days (Due to the cancellation of Sports Days and Swimming Gala)	Whole School
12/2021	Christmas Activities	
1/2022	Life-wide Learning Day	
3-4/2022	Interest Classes during Special Vacation	
7/2022	Life-wide Learning Period	
Whole Year	Student Association Activities	Whole School
	Management of the OLE Clubs and Team Affairs / Club and Team Activities	
	Management of House Affairs / House Activities	
	Student Award Scheme	
	Student Learning Profile	
	Speeches under the National Flag	
	School-based After-School Learning and Support Programmes: Community-based Projects	Selected students

### Achievements

1. The OLE Team faced great challenge this year due to the impact of the COVID-19 pandemic. However, the OLE team still managed to arrange a variety of activities for our students in the Life-wide Learning Periods and during class suspension. Students were given the opportunities to showcase their talents and leadership skills as organizer of school functions and events. These events were successfully held and students' participation was very keen.
2. While students were given the active roles of organizing these events, the school acted as a facilitator to assist them in deciding on themes, venues 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 instilled in students. More importantly, they had chances to be leaders and enhanced their generic skills.
3. Student gained experience through designing activity framework, finding resources, allocating duties and work, and organizing the activities by themselves. After each event, they would have evaluation to strive for improvement.

## **Reflections and Improvements**

1. Although students encountered different hurdles in organizing activities, they were trained to deal with the problems skillfully, hence, strengthening their problem-solving skills. In order to overcome adversities, they learned to compromise and cooperate with different parties, teams and people. It is evident that their leadership, cooperative and collaboration, problem-solving skills as well as interpersonal skills were greatly enhanced.
2. It is also found that through solving problems together, students became more resilient and able to adopt a positive attitude in life. They learnt from experiences 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. Hence, more chances will be provided for students to organize activities in the next school year to develop their whole person.

## 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	5	4	4	4	4	4	25

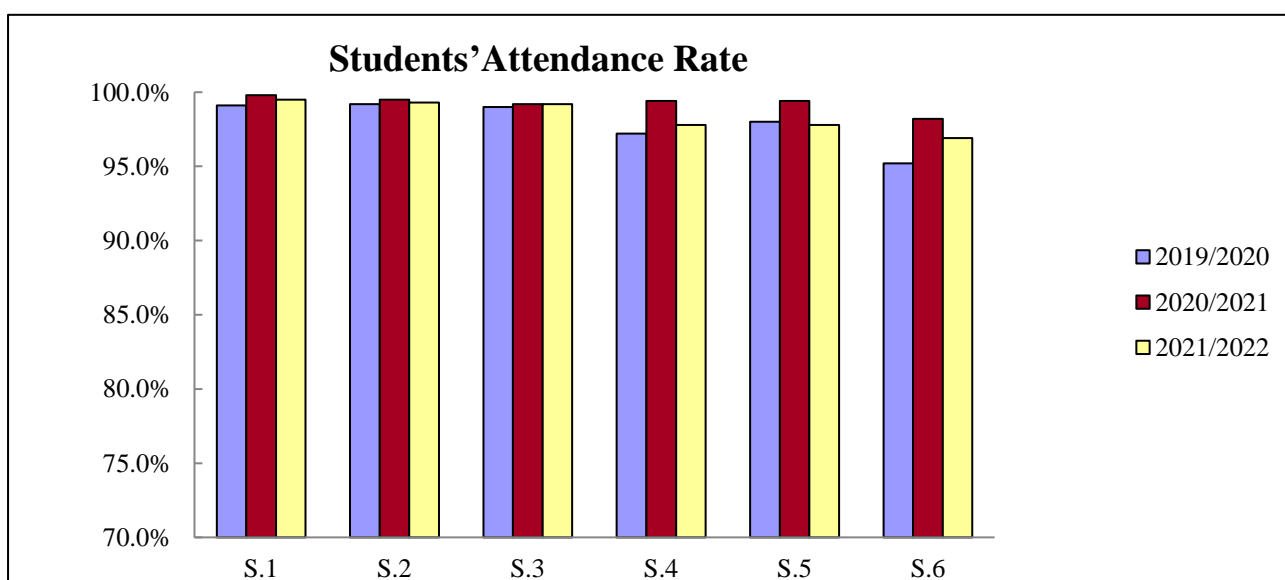
\*Divided to 5 Groups for Core subjects.

#### Number of Students

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of Boys	76	54	56	51	61	53	351
No. of Girls	89	73	84	86	65	71	468
Total Enrolment	165	127	140	137	126	124	819

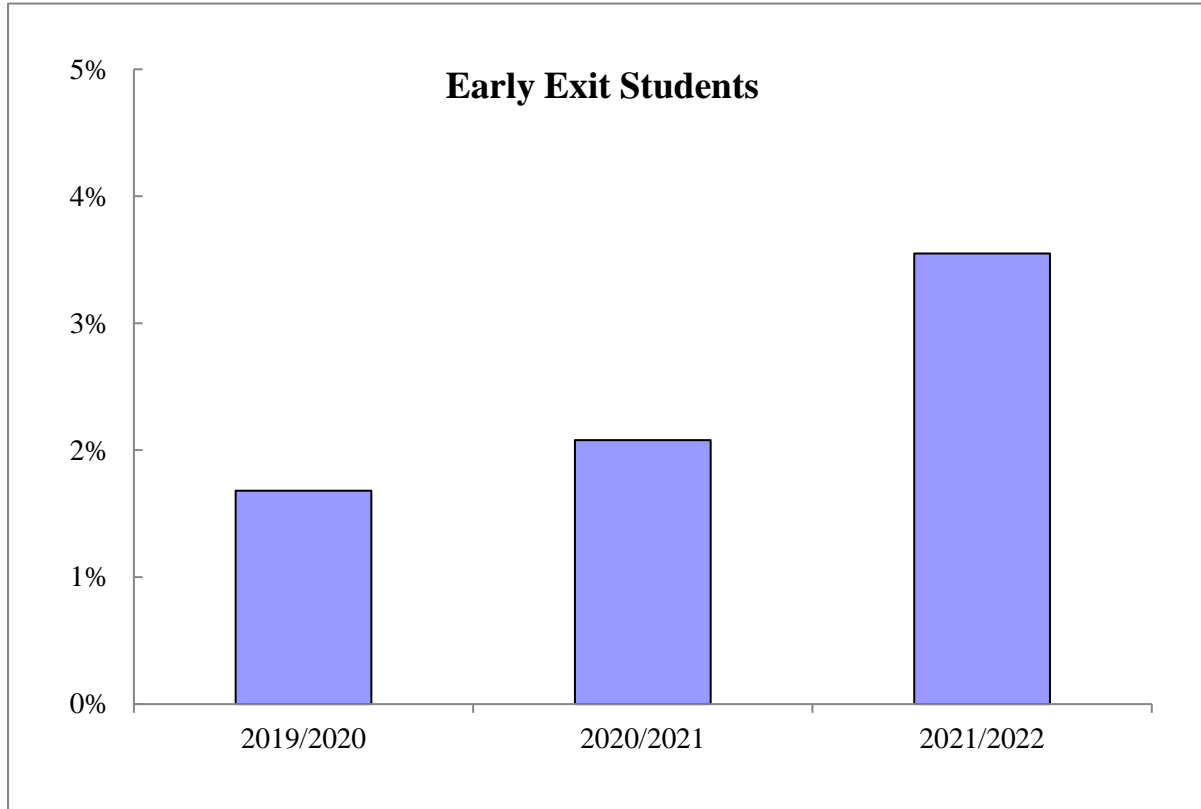
### 5.2 Students' Attendance

Year \ Level	S.1	S.2	S.3	S.4	S.5	S.6
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%
2021/2022	99.5%	99.3%	99.2%	97.8%	97.8%	96.9%



### 5.3 Early Exit Students

School Year	2019/2020	2020/2021	2021/2022
Early Exit Students	1.68%	2.08%	3.55%

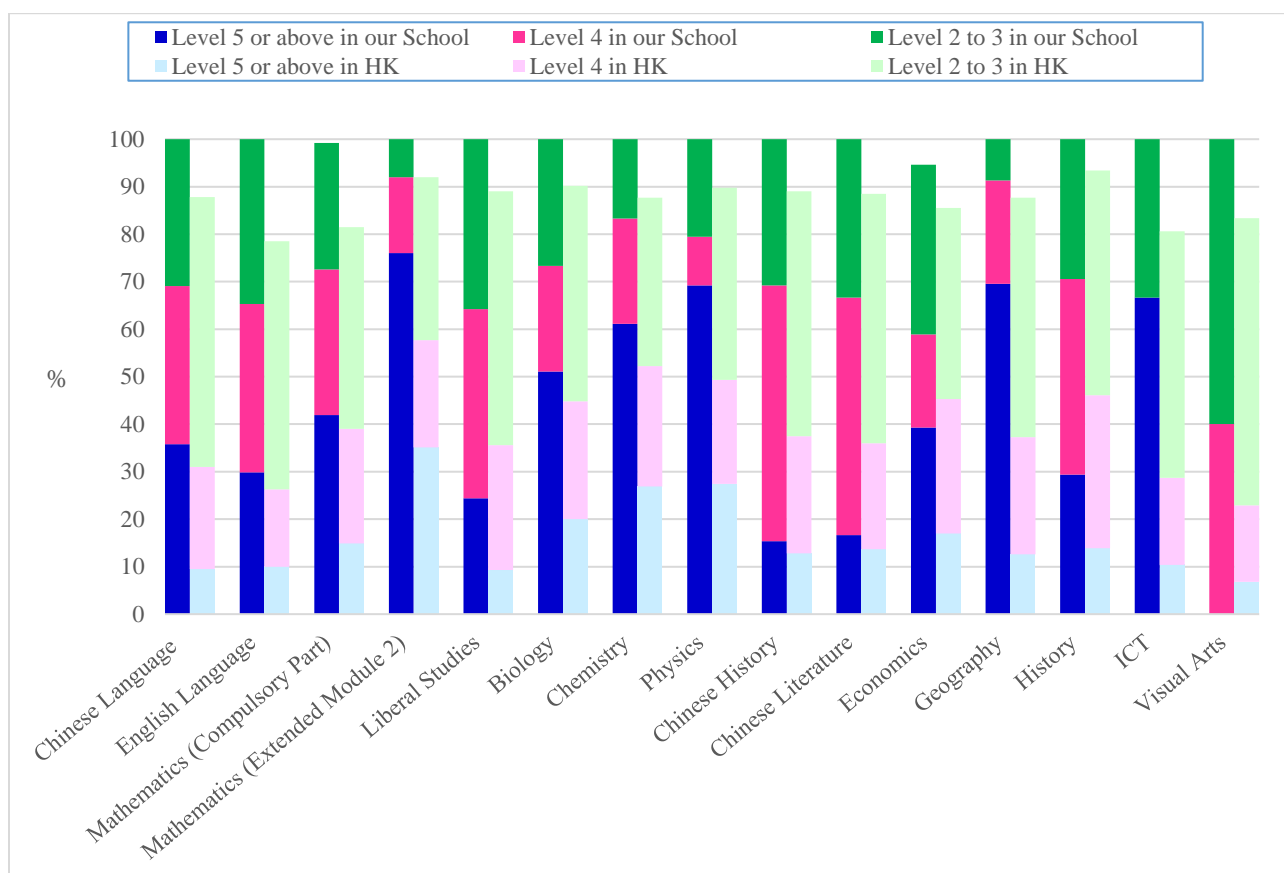


## 5.4 Results of 2022 Hong Kong Diploma Secondary Education Examination

### 5.4.1 The Overall Performance

No. of students sitting the examination	124
Total no. of Level 5**	43
Total no. of Level 5* or above	156
Total no. of Level 5 or above	319
Total no. of Level 4 or above	563
% of students attained Levels 33222 in core subjects and 1 Elective	88.71%
Overall passing %	100%
The best individual result	Seven 5**

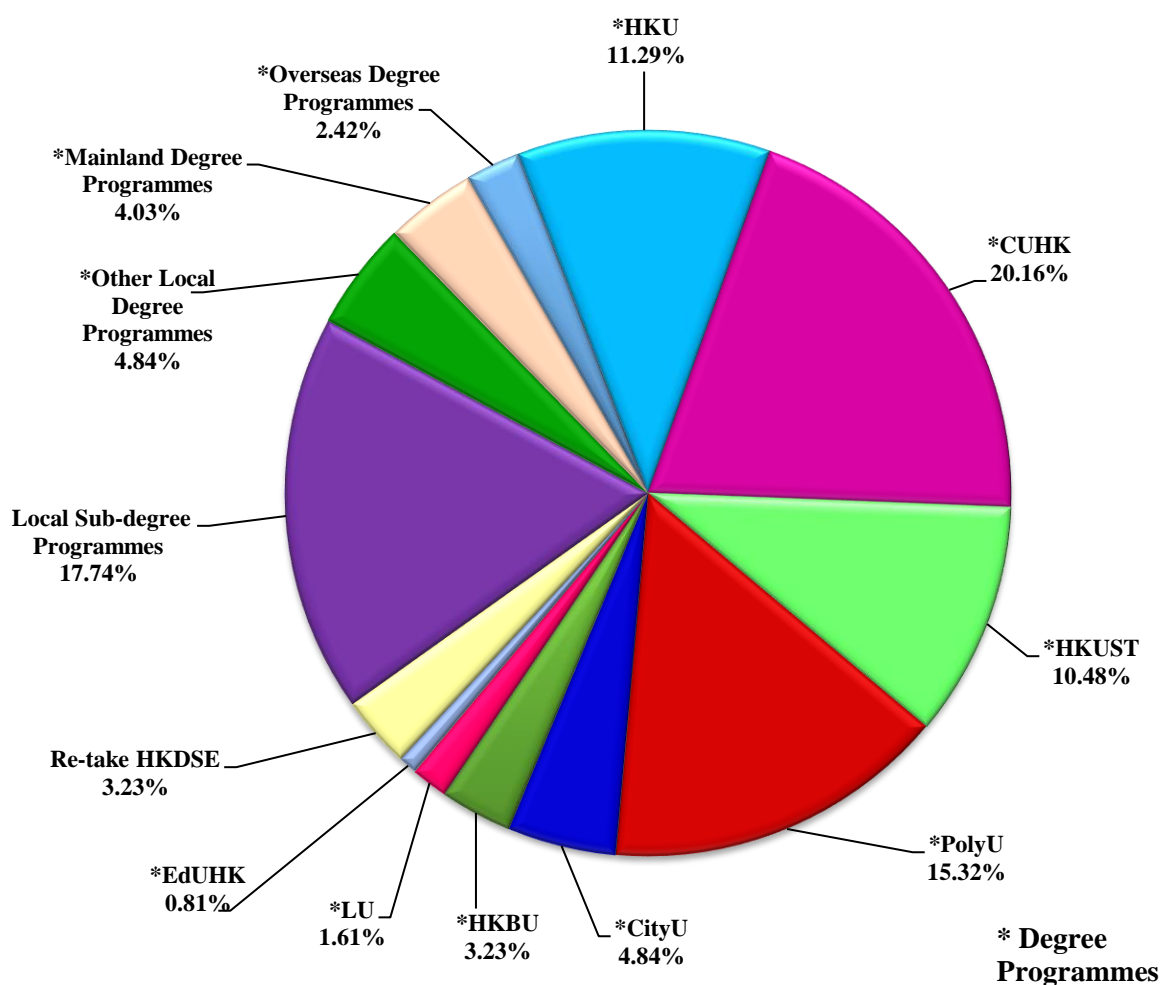
### 5.4.2 Performance in Different Subjects



## 5.5 Destination of S.6 Graduates 2022

Almost all our graduates continue their studies in tertiary institutions both locally and non-locally. 41.93% 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**. Three of our graduates were admitted to prestigious universities of our nation, namely **Tsinghua University** and **Peking University**.

### Destination of S.6 Graduates 2022



## Statistics on the Destination of S.6 Graduates 2022 (Number and Percentage)

<b>Degree Programme</b> 學士學位課程	<b>The University of Hong Kong (HKU)</b> 香港大學	<b>14</b> (11.29%)
	<b>The Chinese University of Hong Kong (CUHK)</b> 香港中文大學	<b>25</b> (20.16%)
	<b>The Hong Kong University of Science and Technology (HKUST)</b> 香港科技大學	<b>13</b> (10.48%)
	<b>The Hong Kong Polytechnic University (PolyU)</b> 香港理工大學	<b>19</b> (15.32%)
	<b>City University of Hong Kong (CityU)</b> 香港城市大學	<b>6</b> (4.84%)
	<b>Hong Kong Baptist University (HKBU)</b> 香港浸會大學	<b>4</b> (3.23%)
	<b>Lingnan University (LU)</b> 嶺南大學	<b>2</b> (1.61%)
	<b>The Education University of Hong Kong (EdUHK)</b> 香港教育大學	<b>1</b> (0.81%)
	<b>Other Local Degree Programmes</b> 其他本地院校學士學位課程	<b>6</b> (4.84%)
	<b>Mainland Degree Programmes</b> 內地大學學士學位課程	<b>5</b> (4.03%)
	<b>Overseas Degree Programmes</b> 海外大學學士學位課程	<b>3</b> (2.42%)
<b>Local/ Non-local Sub-degree Programmes</b> 本地/海外院校副學位課程		<b>22</b> (17.74%)
<b>Re-take HKDSE and others</b> 重考中學文憑試		<b>4</b> (3.23%)
<b>Total :</b>		<b>124</b> (100%)

## 5.6 Inter-school Activities and Awards

### 5.6.1 Academic

Activities	Awards	Number obtained
Xiwanbei International Mathematics Contest, Xiwanbei Organization Committee	Gold Prize	1
	Silver Prize	1
2021 「泓文盃」 Mathematics Elite Invitational Final, New Knowledge and Culture Academy	First Class Prize	1
Nurturing Gifted Students to be Entrepreneurs in STEM Industry Program in 2021, Hong Kong Academy for Gifted Education and the Chinese University of Hong Kong	Best Written Content Award	1
Chemists Online Self-study Award Scheme 2021	Diamond Award	4
	Gold Award	1
2020-2021 Chinese Secondary School Essay Contest (Hong Kong)	Second Honour	1
	Outstanding Award (Junior Form)	1
	Golden Award (Junior Form)	1
	Silver Award (Senior Form)	1
Hong Kong Olympiad in Informatics	Senior Group Bronze Medal	1
	Senior Group Honorable Medal	2
	Junior Group Bronze Medal	1
The 19th China Daily '21st Century-Xueersi Cup' National Junior High School English Speaking Competition Grand Final	Second Prize	1



<b>Activities</b>	<b>Awards</b>	<b>Number obtained</b>
The 73rd Hong Kong Schools Speech Festival (Chinese and English Sections), the Hong Kong Schools Music and Speech Association	Champion	4
	Second Place	2
	Third Place	8
	Certificate of Merit	42
	Certificate of Proficiency	8
2021 “National Constitution Day” Online Competition	Merit Prize (Secondary section)	1
The 6th National Students “Learn the Constitution Speak the Constitution” Activity National Speech Contest Grand Final	First Prize	1
	Best Delivery Award	1
Hong Kong Physics Olympiad	Second Honor	1
	Honourable Mention	1
International Junior Science Olympiad 2021 – Hong Kong Screening	Second Honour	1
	Third Honour	4
Basic Law Student Ambassadors Training Scheme Constitution Day - Quiz Design Competition on Understanding Our Country	Best Performance Award (Individual)	2
Civic Education Slogan Competition	Merit Prize (Junior Category)	1
Civic Education Writing Competition	Champion (Junior Category)	1
	Merit Prize (Junior Category)	2
	Merit Prize (Senior Category)	3
The 3rd Guangdong-Hong Kong-Macao Greater Bay Area Life Education Essay Competition	Most Active Participation Award	1
	First Place (Senior Form)	2
	Second Place (Senior Form)	4
	Third Place (Senior Form)	1
	Outstanding Essay Award	9

<b>Activities</b>	<b>Awards</b>	<b>Number obtained</b>
The 37 <sup>th</sup> Sing Tao Inter-School Debating Competition	Best Interrogative Debater Award	1
	Best Interrogative Debater Award (3 <sup>rd</sup> Round Preliminary Round)	1
	Best Debater Award (2 <sup>nd</sup> Round Preliminary Round)	1
	Best Debater Award (3 <sup>rd</sup> Round Preliminary Round)	1
Junior Secondary Science Online Self-learning Scheme (JSSOSS)	Gold Award	1
	Silver Award	1
Chinese Writing Open Competition 2021-2022	Outstanding Prize -Junior Form (Preliminary Round)	1
	First Prize - Junior Form (Preliminary Round)	1
	Second Prize - Junior Form (Preliminary Round)	1
	Third Prize - Senior Form (Preliminary Round)	1
	First Prize - Junior Form (Semi-Final Round)	1
	First Runner-up - Senior Form (Semi-Final Round)	1
The Hong Kong Federation of Youth Groups English Public Speaking 2022	Second Runner-up	1
2021-2022 Reading Award Scheme	Junior Form Merit Award	4
	Senior Form Merit Award	1
Thailand International Mathematical Olympiad Heat Round 2021-2022	Gold Award	1
2022 Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad (Qualifier Round)	First Prize (Senior Secondary Group)	1
The 34 <sup>th</sup> Inter-School Mathematics Contest 2022 Senior Individual Event	Silver Award	1
	Honorable Mention	1
2022 Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad (Preliminary Round)	First Prize (Senior Secondary Group)	1
The 34 <sup>th</sup> Inter-School Mathematics Contest 2022 Individual Warm-up Section	Masterminds Award	1
“Star of tomorrow” Prize of literary creation	Merit	1

<b>Activities</b>	<b>Awards</b>	<b>Number obtained</b>
Hong Kong Mathematics Creative Problem-Solving Competition for Secondary Schools	Bronze Award	4
2021 National Day Online Quiz Competition	Most Active Participation Award (territory-wide)	2
	District Outstanding School Award (district-wide)	1
2022 National Security Online Quiz Competition	Most Active Participation Award (territory-wide)	1
	Honorable Mention	1
2022 Slogan-cum-Poster Design Competition on National Security	Active Promotion School Award (Junior Secondary Section)	1
	Third Prizes (Junior Secondary Section)	1
The 3 <sup>rd</sup> Chang Xiang Greater Bay Area Hong Kong Youth Writing Competition	Merit Prize (Senior Secondary)	1
“Little Raindrops Dream Comes True” Writing Competition	Merit Prize (Secondary School)	1
The 5 <sup>th</sup> Hong Kong Youth Calligraphy Contest	Ink Brush Calligraphy Third Prize	1
	Penmanship - Third Prize	1
The 46 <sup>th</sup> Hong Kong Youth Cultural and Arts Competitions - Hong Kong Youth Chinese Calligraphy Competition	Ink Brush Calligraphy - The First Runner up	1
The 3 <sup>rd</sup> Hong Kong Penmanship Competition 2022	First Runner-up (Secondary Division - Chinese Calligraphy)	1
The 18 <sup>th</sup> Bilingual & Trilingualism Composition and Speech Competition	Senior Form Merit Award	2
The 8 <sup>th</sup> Annual International Mathematical Modeling Challenge (The International Contest of Greater China)	Meritorious	4
	Honorable Mention	4
2022 Harvard Book Prize	Harvard Book Prize	3
Career Planning App (POC) Design Competition 2022 – Essential Skills and Personality Traits X-ray Competition	First Runner-up	3
	Outstanding Student Award	3
Nurturing Gifted Students to be Entrepreneurs in STEM Industry: Understanding Artificial Intelligence (AI) and business skills for entrepreneurs (Phase III)	Certificate of Distinction	1
	Certificate of Merit	1

Activities	Awards	Number obtained
Nurturing Gifted Students to be Entrepreneurs in STEM Industry program in Summer 2021	Certificate of Merit	1
	Certificate of Distinction	1
	Certificate for Most Social Idea	1
	Certificate for Second runner-up	1
Good People Good Deeds English Writing Competition 2020-21	Merit (Senior)	1
The First Hong Kong Senior Form Student Impromptu Speech Competition	Silver Award	1
Chinese Dream Our Winter Olympics International Calligraphy and Painting competition	Golden Prize	1
The Final of the 7 <sup>th</sup> Territory-wide Inter-school Basic Law Competition	Champion	1
Elite Student Programme in Chinese Language (2021/2022)	Elite Student – Silver Award	1
The 4 <sup>th</sup> Biliteracy and Trilingualism Composition and Speech Competition (New Territories West)	Gold Award (Junior Form)	1
	5th place (Junior Form)	1
	Merit Award (Junior Form)	1
	Best Chinese Composition Award (Junior Form) – Merit Award	1
	Best English Composition Award (Junior Form) – Gold Award	1
	Best English Composition Award (Junior Form) – Merit Award	1

## 5.6.2 Art

Activities	Awards	Number obtained
“Protect Hong Kong Marine Environment” 4-Panel Comic Drawing Competition 2021	Outstanding Award (Junior Secondary Group)	3
“Chinese Dream, Our Winter Olympics” and the Chinese Aesthetic Education, The 18th Research and Study Tour “Ice and Snow Feelings” International Calligraphy and Painting Exhibition Evaluation Activity	Gold Award Heung Yee Kuk Scholarship (Non-academic Fields)	1
Stylish Black and White Painting Competition	Traditional Painting Secondary Junior Silver Award	1
The 42nd China National Youth Children Painting and Calligraphy Competition	Chinese Painting Silver Award	1
2021 UOB Art in Ink Awards	Landscape or Figurative (Junior Student Category) Bronze Award	1
Hong Kong Youth Chinese Calligraphy and Painting Competition 2021	Chinese Painting (Secondary Group) Outstanding Award	1
Hong Kong Youth Architectural Drawing Competition	Chinese Painting (Secondary Group) Outstanding Award	1
Spring Couplet Calligraphy Competition (Congratulatory message Huaichun)	Secondary Junior Congratulatory Message Huaichun Gold Award	1
Spring Couplet Calligraphy Competition (“Fu” Chinese Huaichun)	Secondary Junior “Fu” Chinese Huaichun Silver Award	1
Spring Couplet Calligraphy Competition (Single- Character Huaichun)	Secondary Junior Single - Character Huaichun 1 <sup>st</sup> Runner Up	1
Spring Couplet Calligraphy Competition (Spring couplet)	Secondary Junior Spring couplet Silver Award	1
The 42 <sup>nd</sup> International Children Drawing Contest cum Photography Competition	Second Runner-up	1

### 5.6.3 Music

Activities	Awards	Number obtained
The 74 <sup>th</sup> Hong Kong Schools Music Festival	Erhu Solo - Senior	1
	Graded Piano Solo - Grade Eight	4
	Graded Piano Solo - Grade Seven	6
	Graded Piano Solo - Grade Six	5
	Graded Piano Solo - Grade Five	2
	Graded Piano Solo - Grade Four	2
	Liuqin Solo - Junior	1
	Zheng Solo - Intermediate	1
	Zheng Solo - Junior	1
	Zheng Solo - Senior	1

### 5.6.4 Scholarships

Activities	Awards	Number obtained
Multi-faceted Excellence Scholarship 2022	Multi-faceted Excellence Scholarship	1
Sir Edward Youde Memorial Prize	Sir Edward Youde Memorial Prize	2
Heung Yee Kuk Scholarship	Heung Yee Kuk Scholarship	3
Heung Yee Kuk Scholarship (Non-academic Fields)	Heung Yee Kuk Scholarship (Non-academic Fields)	3
Hong Kong Scholarship for Excellence Scheme 2022/2023	Hong Kong Scholarship for Excellence	1

## 5.6.5 Outstanding Students

Activities	Awards	Number obtained
Yuen Long Outstanding Students Selection 2021	Champion - Junior Form	1
	Champion - Senior Form	1
	Top 10 Yuen Long Outstanding Students – Junior Form	3
	Top 10 Yuen Long Outstanding Students – Senior Form	3
	Yuen Long Outstanding Student - Junior Form	7
	Yuen Long Outstanding Student - Senior Form	5
New Territories Outstanding Students Selection 2021	Top 10 New Territories Outstanding Student	1
	New Territories Outstanding Student	2
2021 Hong Kong Outstanding Teens Election	Hong Kong Outstanding Teens	1
Outstanding Student Leaders Award 2020-2021, Hok Yau Club	Outstanding Student Leaders	2
	Top 10 Outstanding Student Leaders	1
The 7 <sup>th</sup> Outstanding Student Leaders Selection, the Arete	Top 40 Outstanding Participants	1
The 33 <sup>rd</sup> HKSAR Outstanding Students Selection	Top 20 Outstanding Students	1
Student of the Year Awards 2021/2022, South China Morning Post	Best Devotion to School (One of the 12 Finalists)	1
	Linguist (English) (One of the 12 Finalists)	1
	Scientist & Mathematician (One of the 12 Finalists)	1
Grantham Scholars of the Year Award, the Grantham Scholarships Fund Committee	Scholars of the Year (One of the 24 Finalist)	1

Activities	Awards	Number obtained
Yuen Long Outstanding Students Selection 2022	Champion - Junior Form	1
	First Runner-up - Junior Form	1
	First Runner-up – Senior Form	1
	Top 10 Yuen Long Outstanding Students – Junior Form	2
	Yuen Long Outstanding Student - Junior Form	4
	Top 10 Yuen Long Outstanding Students – Senior Form	2
New Territories Outstanding Students Selection 2022	Top 10 New Territories Outstanding Student	1
	New Territories Outstanding Student	3



## 5.6.6 Others

Activities	Awards	Number obtained
Asia International Handbell Olympics 2021	Junior Handbells Section Silver	1
Hong Kong Schools Sports Federation New Territories Inter-School Tennis Competition 2021-2022	Second in Boys	4
Yuen Long Secondary Schools Area Committee Inter-School Swimming Championships 2021/2022	Boys A grade 200m Breaststroke - First Runner-up	1
	Boys A grade 200m Breaststroke - Second Runner-up	1
	Boys A Grade 50m Backstroke - Champion	1
	Boys B Grade 50m Freestyle stroke - Third Runner-up	1
	Boys C Grade 50m Butterfly stroke - Second Runner-up	1
	Girls A Grade 100m Backstroke - First Runner-up	1
	Girls A grade 200m Individual Medley - First Runner-up	1
	Girls B Grade 100m Backstroke - Champion	1
	Girls B Grade 50m Butterfly stroke - Champion	1
	Girls C Grade 100m Breaststroke - First Runner-up	1
Yuen Long Secondary Schools Area Committee Inter-School Swimming Championships 2021/2022	Girls C Grade 50m Backstroke - 1st Runner-up	1
	Girls C Grade 50m Backstroke - Champion	1
Inter-School Athletics Championships 2021/2022	Second Runner-up, Boys B Grade Long Jump	1
Short Play Writing Award Scheme	Certificate of Merit	2
Smoke-free Elite Teens Programme 2021-2022	Second Runner-up	4
	Outstanding Team	1
The 9th Hong Kong International Youth Performance Arts Festival	First Place (Hong Kong District Preliminary Round-Zheng Grading Class Grade 8)	1
Young and Children Musicians Festival 2021	Central Conservatory of Music Grade 7 - Guzheng	1
Yuen Long District Star of Arts 2021/2022	Star of Arts	1

## 6. Financial Summary

### Government and Non-government Fund

#### 6.1 ESCBG Account (2021-2022) Financial Year

	Income (\$)	Expenditure (\$)
Balance B/F from 2020-2021 Financial Year	733,871.00	---
(a) Non-school-specific Grants		
- Subject Grants	627,493.00	200,210.86
- Other Education Purposes	0	249,330.00
- Baseline adjustment - GSS	(133,213.00)	0
Sub-total:	494,280.00	449,540.86
(b) School-specific Grants		
- Composite IT Grant	528,777.00	625,748.21
- SBM Top-up Grant - GSS	50,555.00	2,700.00
- Capacity Enhancement Grant	641,070.00	672,140.00
Sub-total:	1,220,402.00	1,300,588.21
Surplus C/F for 2021-2022 Financial Year	703,155.93	---

## 6.2 Extra-curricular Account (2021/2022) School Year

	(\$)
Balance B/F from 2020/2021 School Year	465,897.30
Income	315,034.22
Expenditure	263,313.40
Year Deficit	51,720.82
Total Balance C/F for ECA A/C in 2021/2022 School Year	517,618.12

## 6.3 SMI Fund Account (2021/2022) School Year

	(\$)
Balance B/F from 2020/2021 School Year	215,468.17
Income	1,206.55
Expenditure	19,985.65
Year Deficit	(18,779.10)
Total Balance C/F for SMI Fund A/C in 2021/2022 School Year	196,689.07

## 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 their 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 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 2022/2023**

### **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
- Review and optimize the implementation of National Security Education Curricula by different subject departments.
  - Establish subject-based teaching resource centers to provide teachers with public and tailor-made teaching materials.
  - Enhance professional development by arranging more regular and ad hoc intra-departmental and inter-departmental collaboration and sharing.
- 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
- Develop School-based Curricula of Reading to Learn and OLE for S4 and S5 classes.
  - Refine the lesson-period-allocation and timetable arrangement according to the optimizing measures.
  - Optimise the teaching scheme, pedagogy and assessment of Core 4 subjects of S4 and S5 classes.
  - Implement various learning and teaching measures to cater for students' diverse learning and development needs.
  - Coordinate assignment and assessment arrangements, including SBA, of various NSS subjects.

- 1.3 To sustain the implementation of using English as the medium of instruction (MOI)
- Reinforce using English as MOI in formal and informal curriculum to help students lay a solid foundation to learn.
  - Refine subject-based supportive / remedial measures to assist S1 students in adapting to doing their studies in English.
  - Enhance collaboration between English Language teachers and content subject teachers to help S1 and S2 students learn more effectively through a Language-across-the-Curriculum approach.
  - Further boost the English learning environment through having sharing sessions in morning assembly and other English activities.
- 1.4 To further extend 'Reading to Learn' to 'Reading across Curriculum' to assist students with their studies
- Refine the existing school-based cross-curriculum reading plan to facilitate effective learning and widen students' reading horizons.
  - Subject departments and School Library organize reading activities to promote reading to students.
  - Further enhance values education through preparing a wide variety of reading texts for students and organizing reading-related activities.
- 1.5 To strengthen students' ability to integrate and apply knowledge and skills across different STEM disciplines
- Review and optimize STEM related learning tasks in different subject departments.
  - Arrange more STEM related life-wide learning activities for students.
  - Enhance teachers' professional development through having collaborative lesson preparation (CLP) and peer lesson observation.

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

- 2.1 To nurture students' positive values and attitudes and to foster their healthy lifestyles
- To place more emphasis on developing students' positive values and attitudes so that they can learn to be more grateful, thankful, positive and optimistic
  - To inculcate positive values in students through organizing various activities and learning experiences including assemblies, class teacher periods, talks under the national flag, life-wide learning activities and programmes
  - To carefully select appropriate scenarios / life events for specific values education topics based on students' school life so that they can learn and apply positive values and attitudes in school contexts
  - To nurture students' positive values and attitudes through teachers' encouragement, award schemes and commendation schemes
  - To enhance students' information literacy, with a focus on Internet safety and proper use of information obtained from the Internet

- 2.2 To strengthen students' resilience to life challenges and adversities
- To help students develop a 'growth mindset' and strengthen their resilience through the OLE lessons and a wide range of activities and programmes so that they can embrace challenges and adversities
  - To help students better understand their interests, abilities and orientations through various learning opportunities including seminars, workshops, visits and careers guidance sessions so that they can make sound decisions related to careers and life planning
  - To further develop students' ability to solve problems by providing more opportunities for them to plan and organize activities independently
  - To boost students' self-worth and self-efficacy by providing them with more opportunities to display their learning outcomes and achievements
- 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 encourage students to learn more about Chinese history and culture as well as the close relations between Hong Kong and the Mainland by studying the cultural heritage of Hong Kong through visits and field trips
  - To organize more exchange programmes for students so that they can have better understanding of the latest development of China through interaction with students in the Mainland
  - To strengthen students' commitment to the rule of law and safeguarding national security by organizing regular activities such as talks under the flag, assemblies and class teacher periods as well as various life-wide learning activities organized by the school and external bodies