



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

School Report

(2022 / 2023)

Annual School Report 2022/2023

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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, 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
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%)
2022/2023	1 (8.3%)	1 (8.3%)	2 (16.7%)	2 (16.7%)	1 (8.3%)	5 (41.7%)

2. Achievements and Reflections on Annual School Plan 2022/2023

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 disciplines of Science, Technology, Engineering and Mathematics.

Achievements and Reflections:

National security related curricula

All subjects have arranged learning tasks relating to the national security curriculum for students this school year.

A wide variety of learning tasks relating to the national security curriculum were prepared by various subject panels. There was a field trip to Kat Hing Wai and Kam Tin to learn about traditional Chinese buildings. Some talks about development and opportunities of Hong Kong in Greater Bay Area were held by the Geography Department. A comic design competition about the Basic Law and "One Country, Two Systems" was organized by the Departments of Citizenship and Social Development and Visual Arts. The activity Understanding Chinese Culture through Chinese Classic Sayings was jointly done by the Chinese Department and the Moral Education Committee. Basic Law Education was done by the Putonghua Department. Reading and writing tasks about national astronauts inspiring space dreams of Hong Kong youths were prepared by the English Department. Lastly, resource security and nuclear security topics were dealt with in the Science Key Learning Area.

Several cross-department collaboration tasks, namely Rivers in China by Geography and Chinese History Departments, Growing National Protected Tree species – Chen Xiang by Biology and Geography Departments, National Security Comic Design Competition by Visual Arts and Citizenship and Social Development Departments, Mega Structure in China by Chinese History and Technology for Life Departments, have been carried out this school year.

Information of workshops relating to different topics about national security was delivered to teachers regularly.

According to the student survey, 96% of the respondents agreed that their sense of national identity and law-abiding awareness had been enhanced through the implementation of national security related curricula.

National Security Education Teaching Resource Centre has been established by all subject departments this school year. Respective panel members utilized the resources to embed National Security Education learning elements in their lessons.

Subject-based teaching resources centre in our school network drive enabled teachers to review and update relevant information, so effectiveness of National Security Education was further enhanced.

Our school closely follows the curriculum framework of National Security Education prepared by the EDB and the resources approved by the EDB to ensure that all information used about national security is accurate.

Effective collaboration has provided opportunities for teachers from different departments to enhance professional interflow and experience sharing. Projects and competitions relating to National Security Education have been jointly carried out and held by several departments and education regarding national identity and law-abiding awareness has been effectively integrated into the formal and informal curricula as reflected by the results of the student survey.

Target concerned is achieved with good progress.

Optimising measures of four senior secondary core subjects

Reading to Learn and Other Learning Experiences (OLE) curricula were developed and implemented in both S4 and S5. Structured teaching strategies on reading and OLE were established and implemented effectively. Teaching schemes and learning materials of the 4 core subjects were devised and refined.

Various measures such as flexible grouping strategies, supplementary lessons, continuous assessment, quizzes of suitable level of difficulties were implemented to cater for students' diverse learning needs. SBA handbook for 2023/2024 (S5 cohort) was prepared and issued to teachers and students in December 2022. The format of uniform test of Chinese Language and English Language has been refined to facilitate assessment for learning.

According to the teacher survey, all S4 and S5 subject teachers agreed that the revised timetable and lesson arrangements created space for students to broaden their learning experience. They found that students attained reasonable examination results, which closely connect with their ability. They also stated that the optimized timetable and lesson arrangements for S4 and S5 could create space for students to broaden their learning experience.

According to the student survey, 85% and 94% of the respondents found that students' learning experience was broadened in Reading lessons and in OLE lessons respectively. 92% and 94% of the respondents also stated that assignment and assessment arrangements respectively could improve their learning outcome.

As reflected in the results of both teacher survey and student survey, the school-based Reading to Learn and OLE curricula were developed and implemented successfully this school year. It is also found that the revised teaching time of core subjects and the establishment of Reading to Learn and OLE subject departments have effectively provided additional opportunities for S4 and S5 teachers to cater for learner diversity and widened students' horizons.

As reflected in the student survey, some students preferred more reading time and more outdoor OLE activities. The school-based curriculum of the two new subjects can be further developed.

From the examination statistics, it is found that S4 and S5 students showed steady progress in their academic performance. It shows that the assignment and assessment arrangements have been well coordinated so most of the S4 and S5 students performed well in uniform tests and

examinations.

Target concerned is achieved with good progress

English as the medium of instruction (MOI)

All EMI subject teachers got well prepared to conduct lessons using English as MOI. They paid attention to students' language needs and provided them with appropriate support when necessary.

Bridging Programme for Pre-S1 students and remedial classes for selected S1 to S3 students were implemented to assist students concerned in learning relevant subjects in English properly.

In addition to textbooks adopted, EMI subject departments developed and chose suitable learning and teaching materials to support students to learn in English. Tailor-made worksheets, revision notes, vocabulary list, glossary, extra extensive reading (journals) and viewing (videos with English subtitles) materials, quality English materials (English songs), learning/assignment/assessment topics relating to students' daily life were integrated into regular learning content. Other means such as doing dictation and prompting students to answer questions in class were done a lot to facilitate the use of English in learning and teaching process.

Subject-based adaptive measures were deployed to facilitate S1 students to learn EMI subjects effectively. The English Department collaborated with 7 EMI subject departments on Language across the Curriculum (LaC) tasks to help students get useful language input that can aid their studies. 96% of the teachers concerned felt that respective subject-based measures could facilitate S1 students to learn content knowledge.

All EMI subject teachers could conduct their lessons effectively and 89% of the students concerned felt confident about learning content subjects concerned in English.

96% of the teachers concerned felt that students could learn more effectively through the Language across the Curriculum approach and 95% of the students concerned also agreed with it. 95% of the teachers concerned also felt that learning activities and sharing sessions in English, in both formal and informal curricula, were done properly by students. Collaboration between English Language and Mathematics Departments enhances learning effectiveness of S1 and S2 students as reflected in the student survey.

English is used as MOI in all EMI subjects effectively through formal and informal curricula such as classroom teaching, bridging programme and remedial classes as most of the student felt confident about learning content subjects concerned in English. Subject teachers concerned are encouraged to review respective formal and informal curricula to further bolster students' confidence about learning through EMI.

According to the satisfying results in surveys, learning and teaching effectiveness is maximized through the concerted efforts of all school-based measures.

It is suggested that English can be used more extensively on campus to help students get accustomed to using the language in authentic contexts.

Target concerned is achieved with good progress.

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 and 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 and 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 and 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 Science, Technology, Engineering, Art, and Mathematics (STEAM) subjects work jointly to broaden the school-based curriculum to increase learning effectiveness.

Many theme-based STEAM learning activities, namely S1 to S3 design projects: key label, mobile phone rack and walking robot, determining concentration of acid found in daily life, hydroponics, Micro:bit task-based projects using vehicle model sets and coding in Python, have been done. More than 50 theme-based STEAM learning activities have been organized by STEAM related subject departments individually and in a collaborative manner. Students also took part in various activities held by external organizations such as Faraday Challenge 2022 organized by the Institution of Engineering and Technology, Smart Water Detectives organized by the University of Hong Kong, Marine Vehicle Design/Construction Competition organized by the Hong Kong Institute of Marine Technology, Chinese Medicine Competition organized by Baptist University of Hong Kong, CubeSat Mission – Space Debris Removal organized by Hong Kong Polytechnic University as well as visiting InnoTech Expo.

STEAM Week jointly organized by 7 subject departments have been arranged. Students took part in various activities such as AI coding workshop, robot making, forensic science, DNA model making and inter-class competitions.

Information about external seminars and courses has been distributed to teachers through HODs of STEAM related subjects. About 77% of STEAM subject teachers have engaged in STEAM

related professional development activities in this school year. Collaborative lesson preparation and experience sharing within some subject departments were arranged.

According to the student survey, 95% of the students agreed that STEAM related learning activities could enhance their interest and relevant skills, which include creativity (95%), collaborative learning skill (96%), problem solving skill (97%) and innovativeness (96%) in STEAM.

The Art element has been integrated into STEM to become STEAM for all relevant activities. The refined curricula of the subjects concerned have provided more learning tasks and opportunities for students to enrich their learning experience in STEAM.

Most of the STEAM activities were arranged effectively to enhance life-wide learning experience of students. The broad spectrum of STEAM activities ranged from subject-based activities to training and competitions. Participants were highly engaged in the above-mentioned activities and some of them had outstanding performance. Their learning skills were enhanced through participating in different problem-based learning tasks. For instance, adopting vehicle model making sets in S1 Micro:bit coding effectively enhanced students' learning. Various kinds of model sets could be integrated into the formal coding curriculum to arouse students' interest in coding.

More cross-KLA collaboration is encouraged to enrich the learning experience of students in STEAM. Subject teachers of STEAM related subjects are encouraged to participate in relevant professional development activities. AI should be included in the formal curriculum of S1.

Target concerned is achieved with good progress.

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 ASP and programmes of the WPD Teams. Over 84.9% of students and 94.1% of teachers agreed that the morning assemblies, class teachers periods, talks under the flag, as well as teachers' encouragement, award schemes and commendation schemes could promote and cultivate students' positive values and attitude, and healthy lifestyle. Over 86.9% of students and 91.2% of teachers agreed that the activities organized by the school (like class teacher periods and talk under the flag) could enhance students' information literacy, especially Internet safety and proper use of information obtained from the Internet. Overall, 87.3% of students and 97.1% of teachers agreed that the activities arranged by the school could help students learn to be more grateful, thankful, positive and optimistic. The above figures prove that Task 1 could be achieved

and the success criteria were met.

According to the APASO surveys, both our junior and senior form students in 2022/23 better performed in the subscales of Experience, General Satisfaction and Teacher-Student Relationship as compared with 2021/22 (second term). The scores in Experience rose from 1.79 to 2.60 for junior forms and from 1.97 to 2.4 for senior forms. The scores in General Satisfaction rose from 2.34 to 3.00 for junior forms and from 2.27 to 3.00 for senior forms. The scores in Teacher-Student Relationship rose from 2.34 to 3.29 for junior forms and from 2.42 to 3.00 for senior forms.

The APASO scores over the years 2021-23 (first term) show that the strategies in the ASP that aimed at cultivating our students' positive values and attitudes contributed to the development of positive outlook towards their learning experiences and the efforts of teachers. As a result, in 2022/23 both the junior and senior form students in general had higher ratings for their experiences in school (subscales Experience and General Satisfaction) and their teachers' work (Teacher-Student Relation) compared with 2021/22 (first term).

To a large extent, Task 1 was fulfilled and the success criteria 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 behavioural and mental problems of our students were triggered by improper words and actions of their peers, which mainly originated from their indifferent attitude. Second, some students, being self-centred and pessimistic, could not positively appreciate the opportunities available to them; some even find their school life less enjoyable in 2022/23 (second term). Third, uniform teams were rather unpopular as an OLE choice among our students. Fourth, a large proportion of our students, especially our S1 students, felt lonely, neglected, helpless and threatened. Fifth, some students could be easily influenced by unfounded, biased and distorted information on social media while some did not make use of the electronic platforms positively for learning, resulting in an unhealthy lifestyle and adversely affecting their academic performance.

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), and further develop the priority values and attitudes of 'respect for others', 'care for others' and 'empathy' among them. Students will also be instilled into proper use of social media and making good use of electronic platforms in order to enhance their information literacy.

Strengthening students' resilience to challenges and adversities

The school-based survey demonstrates the effectiveness of the strategies of the ASP and programmes of the WPD Teams. 84.7% of S4-6 students and 97.6 of teachers respectively agreed that the OLE lessons could strengthen students' resilience to face life challenges and adversities. 85.7% of students (S1-6 students hereafter) and 94.1% of teachers agreed that the various activities arranged by the school (including workshops, talks, morning assemblies, class teacher periods) could help strengthen students' resilience to face life challenges and adversities. Over 86.5% of students and 97.1% of teachers agreed that the various learning opportunities provided by the school (including seminars, workshops, visits and careers guidance sessions) could help students make sound decisions related to careers and life planning by increasing their understanding of their interests, abilities and orientations. Besides, the school could provide more opportunities for students to plan and organize activities independently and display their learning outcomes and achievements. Over 88.9% of students and 97.1% of teachers agreed that these opportunities encouraged students to develop their ability to solve problems, to hold a more positive view on their performance and ability (self-worth), and to become more confident in their competence in completing various tasks and achieve targets (self-efficacy). All these figures prove that Task 2 and the relevant success criteria could be met.

As mentioned above, the data of APASO shows that both our junior and senior form students in 2022/23 better performed in the subscales of Experience and Teacher-Student Relationship as compared with 2021/22 (first term). This may imply that the strategies in the ASP that aimed at cultivating their positive values and attitudes contributed to the development of positive outlook in students towards their learning experiences. As a result, they were more likely to feel that the various life-wide learning activities arranged by the school could strengthen their resilience and boost their self-worth and self-efficacy.

Regarding the subscale of **Achievement** and **Opportunity**, it is found that a rather large proportion of students felt that the school could not provide adequate success experiences for them and their school experiences were not very useful for their study at school and their future. Some students regarded decision making and life planning a major life challenge while some did not clearly understand their interests, abilities and orientations. It is also observed that 'Growth Mindset' has not yet been ingrained in many students and they would view challenges and adversities quite negatively.

To further strengthen our students' resilience and embrace challenges and adversities, more efforts will be put on boosting students' sense of achievements and problem-solving skills by providing them with more success experiences and more opportunities to plan and organize activities independently respectively. More should be done to empower students to make sound decisions related to their careers and life planning by helping them understand their interests, abilities and orientations through various learning opportunities. Students' 'growth mindset' has also to be further developed through OLE lessons and life-wide learning activities.

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. More than 88.1% of students and 97.1% of teachers respectively agreed that the regular activities (talks under the flag, morning assemblies, class teacher periods) as well as the various life-wide learning activities (such as talks, workshops, display boards, online quizzes, etc.) arranged for students could strengthen their commitment to the rule of law and safeguarding national security. The figures prove that Task 3 and the relevant success criteria could be met.

The APASO results also showed that our students better performed than other Hong Kong students in the subscale Attitude towards the Nations, with the junior and senior forms scoring 3.11 and 3.00 compared with the Hong Kong norm of 2.67 and 2.44 respectively. Besides, both the junior and senior forms recorded a higher score in 2022/23 compared with 2021/22 (first term), rising from 3.09 to 3.11 and from 2.85 to 3.00 respectively. Their performance continued to improve in the second term, with the scores further rising to 3.34 for junior forms and 3.12 for senior forms. This can demonstrate the effectiveness of our various activities and programmes in enhancing students' sense of national identity, in particular the more large-scale national activities (like CS Study Tour for S5 and Chinese Cultural Week) carried out in the second term.

To a very large extent, Task 3 was fulfilled and the related success criteria of the ASP were 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, some students may not have concrete understanding about the concept of comprehensive national security (總體國家安全觀) while some lacked adequate opportunities to actively participate in the organization of national education activities for schoolmates.

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 increasing students' awareness of comprehensive national security through organizing more activities for students to learn more about Chinese culture and history as well as the latest development of the Mainland to further enhance their national identity. Students are also encouraged to organize activities for schoolmates in order to further strengthen their commitment to the rule of law and 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

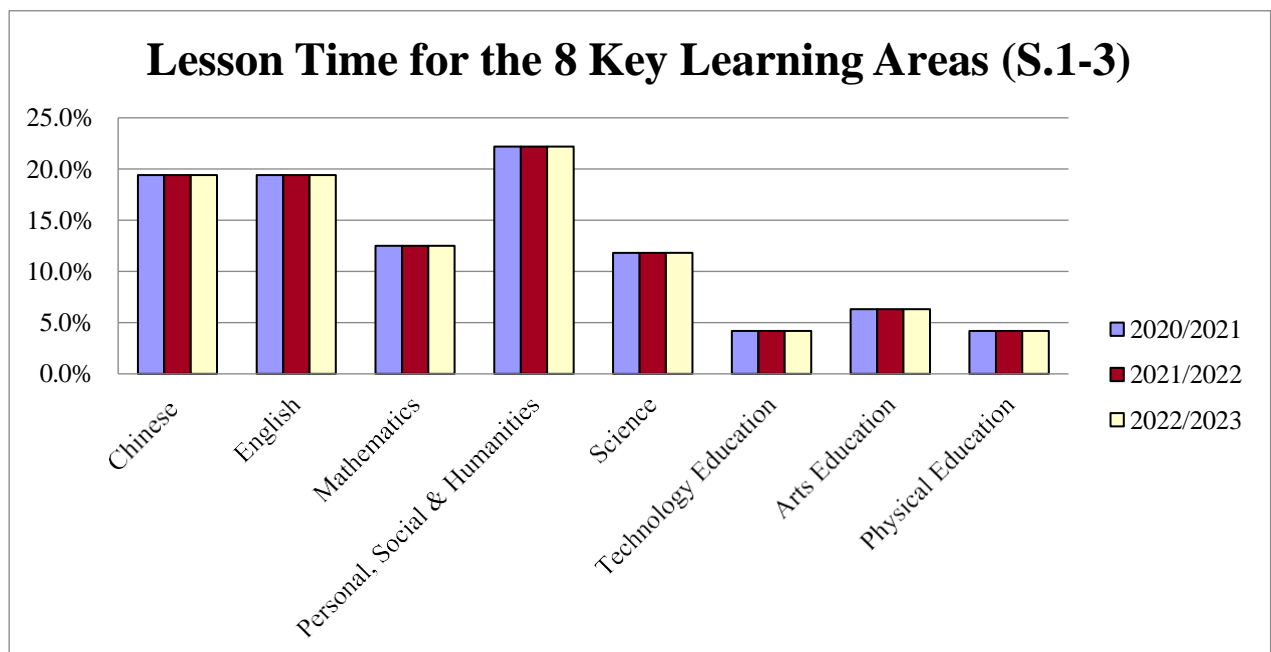
3.1 Our Curriculum

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)

KLA \ School Year	2020/2021	2021/2022	2022/2023
Chinese Language Education	19.4%	19.4%	19.4%
English Language Education	19.4%	19.4%	19.4%
Mathematics Education	12.5%	12.5%	12.5%
Personal, Social and Humanities Education	22.2%	22.2%	22.2%
Science Education	11.8%	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 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 STEAM 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

School Year	Number of School Days
2020/2021	192
2021/2022	190
2022/2023	190

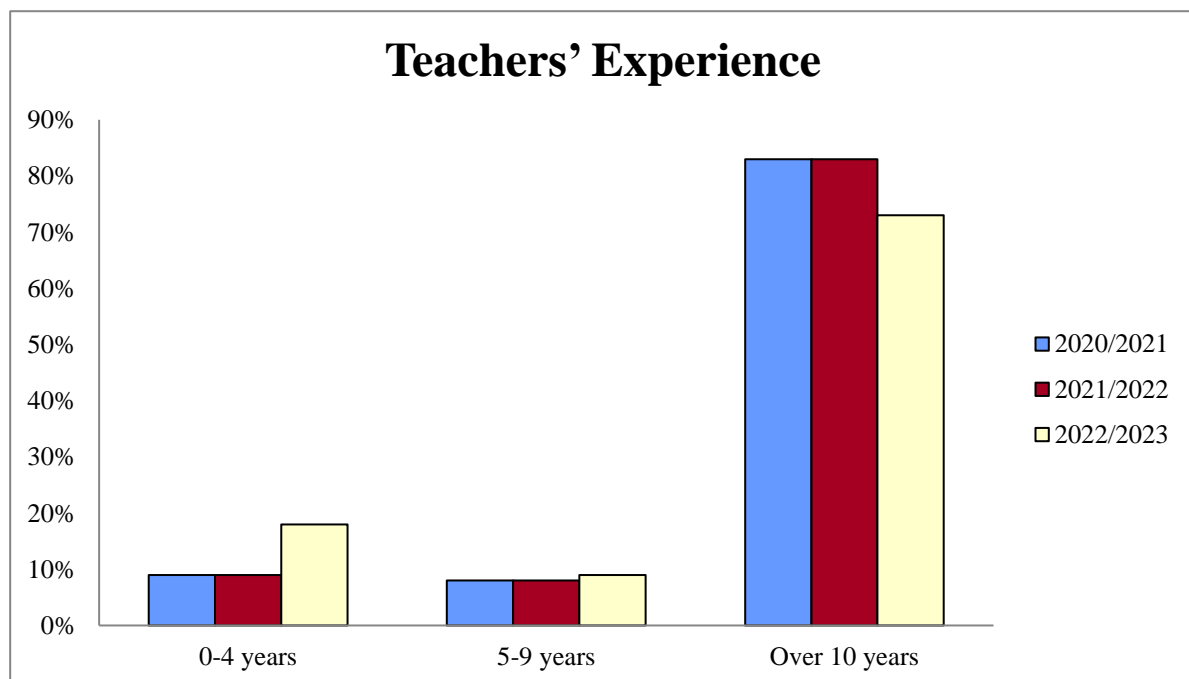
3.2 Our Teachers

3.2.1 Number of Teachers

School Year	2020/2021	2021/2022	2022/2023
Number of Teachers	53	55	55

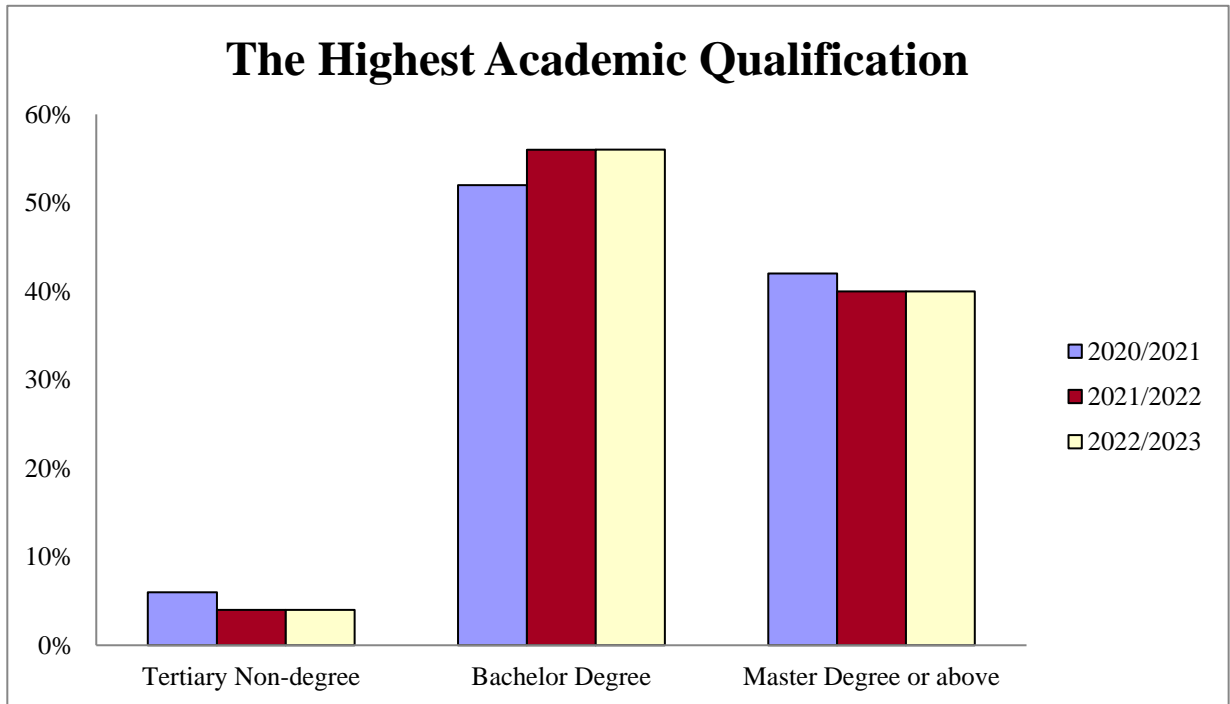
3.2.2 Teachers' Teaching Experience

Teaching Experience School Year	0 – 4 years	5 – 9 years	Over 10 years
2020/2021	9%	8%	83%
2021/2022	9%	8%	83%
2022/2023	18%	9%	73%



3.2.3 The Highest Academic Qualification

Qualification School Year	Tertiary Non-degree	Bachelor Degree	Master Degree or above
2020/2021	6%	52%	42%
2021/2022	4%	56%	40%
2022/2023	4%	56%	40%



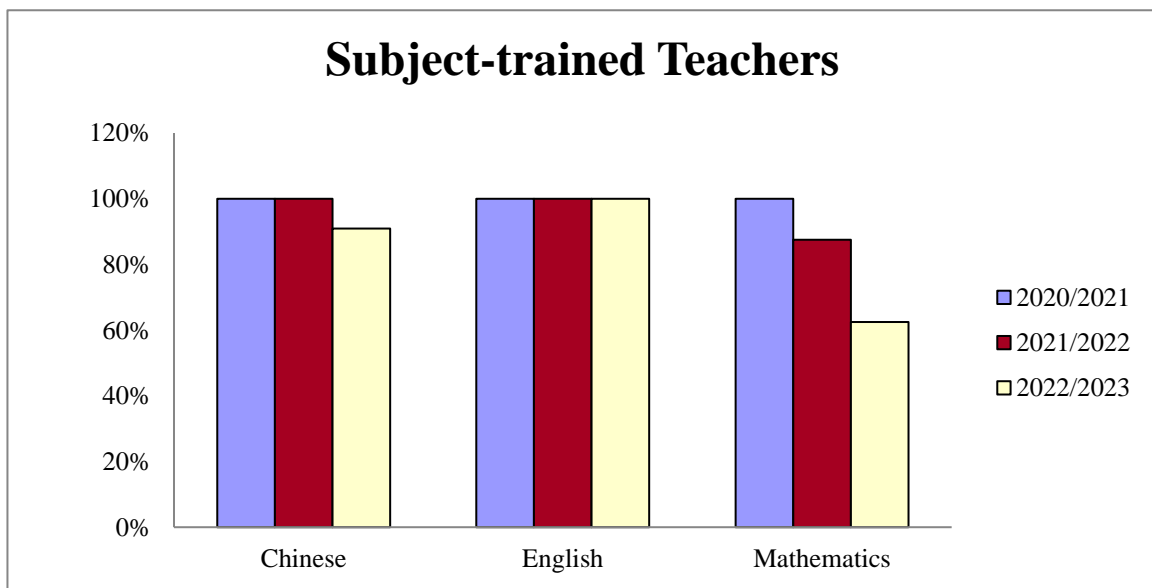
3.2.4 Professionally Trained Teachers

School Year	2020/2021	2021/22	2022/2023
Professionally Trained	100%	100%	95%



3.2.5 Subject-trained Teachers

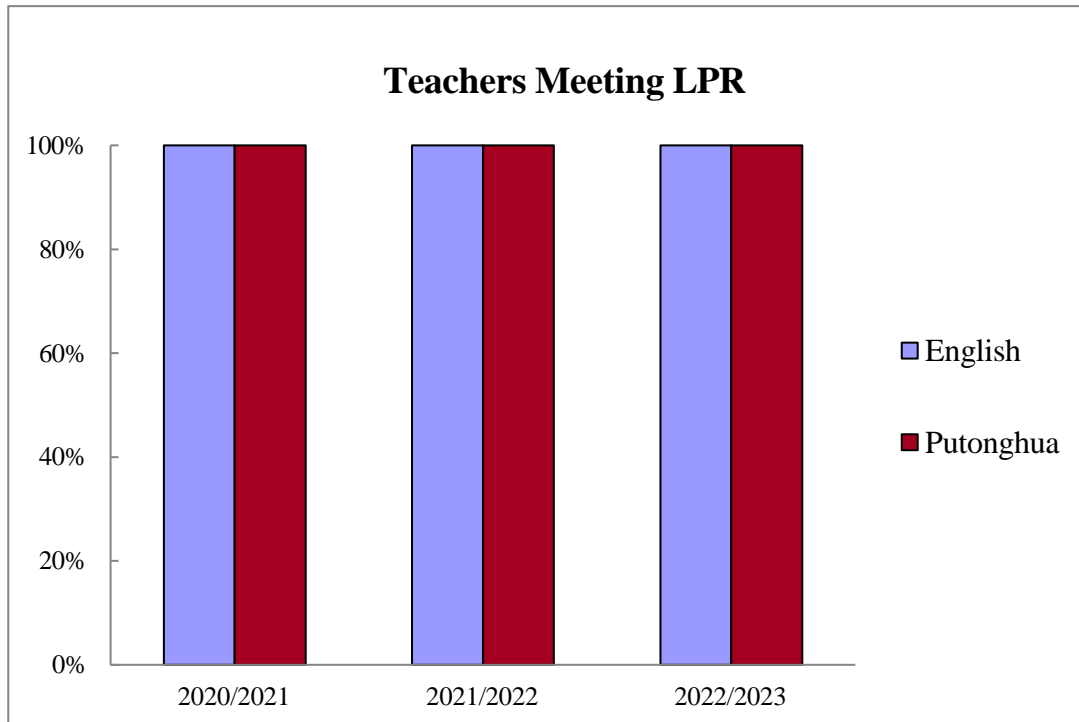
School Year \ Subject	Chinese	English	Mathematics
2020/2021	100%	100%	100%
2021/2022	100%	100%	87.5%
2022/2023	90.9%	100%	62.5%



*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)

Subject School Year	English	Putonghua
2020/2021	100%	100%
2021/2022	100%	100%
2022/2023	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》 (S1) and 《論語》 (S3)	S.1 & S.3 students
	Constitution and Basic Law Student Ambassadors Training Scheme	S.1 - S.4 students
	iTeen Leadership Programme for Senior Secondary School Students	S.4 - S.5 students
	Flag-raising ceremony and Speeches under the National Flag	All students
	Sharing at Morning Assemblies	All students
	Class Teacher Periods	All students
Monthly Programmes:		
1/2023, 6/2023	Most Commendable Attitude Award Scheme	All students
9/2022	“Be Grateful, Being Proactive and Being Optimistic” Inter-class Display-board Competition	All students
Daily Programmes:		
9/2022	The 2022 National Day Online Quiz Competition	All students
10/2022	“One Country, Two Systems” and the Basic Law Slogan Competition	S.1 - S.5 students
10/2022	Chinese Costumes Activity	S.3 - S.4 students
11/2022	The 12th Hong Kong Students National Knowledge Contest	S.4 students
12/2022	2022 “National Constitution Day” Online Competition	All students
12/2022	Board Display on National Constitution Day	All students
12/2022	In memory of Former President of the People's Republic of China, Mr Jiang Zemin	All students
12/2022	Commemoration Activities of the 85th Anniversary of the Nanjing Massacre	All students
2/2023	Visit to the Hong Kong Palace Museum	S.1 students
2/2023	2023 Constitution and Basic Law Territory-wide Inter-school Competition	All students
2/2023	2023 National Security Writing Competition	S.1 - S.5 students
3/2023	Civic Education Essay Writing Competition	S.1 - S.5 students
3/2023	ICAC Drama	S.4 students
3/2023	The Fifteenth “Hong Kong Cup Diplomatic Knowledge Contest”	S.1 - S.5 students
4/2023	2023 National Security Online Quiz Competition	S.1 - S.5 students
4/2023	School Cleaning Campaign & Inter-class Classroom Cleaning Competition	S.1 - S.5 students
5/2023	Chinese Cultural Week	S.1 - S.5 students

Achievements

1. In the 2022 National Day Online Quiz Competition, our school won the Most Active Participation Award.
2. In the 2022 National Constitution Day Online Quiz Competition, our school obtained the Most Active Participation Award.
3. In the “2022 Let’s Join Hands in Safeguarding National Security” Programme, our students actively participated in three competitions: 2023 School Bulletin Board Design Competition on National Security, 2023 National Security Writing Competition, and 2023 National Security Online Quiz Competition. 3D WONG Wing-lee, 3D WONG Jennifer and 3D LAU Tsz-yau won the championship in 2023 School Bulletin Board Design Competition on National Security; 4E CHEN Yi-kwan won the Honourable Mention in 2023 National Security Writing Competition and 3D LAM Yi-nga got the Honourable Mention in 2023 National Security Online Quiz Competition. Our school also received the Most Active Participation Award in these competitions.
4. Our students shone in the Civic Education Essay Writing Competition. 1B WONG Yeuk-hei got the Second Runner-up in the Junior Secondary Category.
5. In the 2023 Constitution and Basic Law Territory-wide Inter-school Competition, our school got the District Outstanding School Award and the Most Active Participation School Award. In the Final of the competition, our school won the First Runner-up and 4E LUO Tsz-ling got the Best Speech Award.

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 more of the Seven Learning Goals of Secondary Education as a direction to promote values education.
3. We will encourage our students to organize more national education activities for their schoolmates.
4. In the next school year, the School Cleaning Campaign can be held before the Chinese New Year in order to teach students the traditional custom of New Year’s Eve Cleaning.

4.2 Guidance

Date	Major Events / Activities	Target Group
7/2022	Caring Ambassadors – Letter of Authorization Ceremony	S.4 Caring Ambassadors
8/2022	Caring Ambassador Training	S.4 Caring Ambassadors
8/2022	S1 Orientation School Tour by Caring Ambassadors	S.1 students
9/2022	Adaptation Workshop	S.1 students
10 – 12/2022	Class Teacher Periods on Anti-stress	S.1 - S.5 students
10/2022 – 3/2023	Morning Assembly Sharing on Resilience, Peer Relationship, Goal Setting	S.1 - S.6 students
11/2022	Communication Skills Workshop	S.1 students
10/2022 – 6/2023	Chill 鬆 Monday Happy Friday Moments	S.1- S.6 students
2/2023	Workshop on Relaxation Techniques for HKDSE Examination	S.6 students
3/2023	Communication Skills Workshop	S.2 students
3/2023	Caring Week	S.1 - S.5 students
3/2023	伴你同行 Orientation	S.1 - S.3 cross-border students
3 – 5/2023	Tuesday Care	S.1 students
7/2023	Caring Gift DIY Workshop	S.1- S.3 students

Achievements

1. A lot of activities have been organized to help S.1 students adapt to the new school life, e.g. adaptation and communication skills workshops, S.1 summer programmes, class teacher periods. Most of them have adapted well to the school environment.
2. A series of activities like “Chill 鬆 Monday”, “Tuesday Care” and “Happy Friday Moments” were organized to help students learn social and learning skills, as well as relieving their daily stress related to their studies.
3. Sharing sessions in Class Teacher Period 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. 伴你同行 Orientation was organized to help S.1 to S.3 cross-border students to adapt to the school environment and give extra support to them in dealing with daily schooling and stress related to their studies.
5. The Caring Week was successfully held in March 2023. 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.

6. 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 after 3-year on and off zoom lessons at home.
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. A total of 28 S.4 students and 10 S.5 students have been selected as the School Caring Ambassadors and Top Ten Ambassadors respectively next year. As the role models, they will further receive trainings to provide help and support to S1 students, spreading love and kindness in school.

4.3 Discipline

Date	Major Events / Activities	Target Group
Whole Year	Develop Students' Self-discipline and Prefects' Leadership Skills.	Whole School
9/2022-12/2022	Punctuality Stars Award	Whole School
2/2023	Prefect Training Day Camp	School Prefects 22/23
3/2023-6/2023	Interclass School Uniform Grooming Contest	Whole School
4/2023	Leadership Training Programme	S.4 & S.5 Prefects and Prefects Leaders
3/2023-4/2023	Leadership Training Programme	S.1 students
8/2023	Prefect Training Day Camp	School Prefects 22/23
4/2022	2023 National Security Display Board Design Competition	Whole School
6/2023	"Wise Youth" Discipline and Law-abiding – Anti-deception 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. The 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: 10 S.1 students, and 27 current prefect leaders. The programme included four small group meetings for S.1 students and one overnight training camp for S.4 and S.5 prefect leaders. 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 29 April 2023. 10 S.1 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

practiced 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. 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 successfully. Our school got the championship and Most Active Participation Award in **2023 School Bulletin Board Design Competition on National Security**.
5. In the “Wise Youth” Discipline and Law-abiding–Anti-deception Poster Design Competition, our school won many prizes – Championship, First Runner-up, and one Merit prize. Students learnt how to protect themselves from falling into scams, which were getting more rampant in recent years.

Reflections and Improvements

1. We found that impact from COVID-19 still had residual influence on students in the first term of this school year although we started whole-day lesson from September of this term. Students underperformed on punctuality and school uniform tidiness. Under the new policy, students were allowed to keep their mobile phones from this school year. However, more students failed to follow the rules regarding the use of phones and received punishments. We will focus on these three aspects, i.e., punctuality, school uniform tidiness and mobile phone using. We believe that maintaining students’ discipline and cultivating students’ self-control and law-abiding spirits was still very challenging.
2. It is hoped that we can instill 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 continue in the next school year to encourage students to keep up their good habit of being on time. We added a new competition about school uniform and tidiness of students. We will continue this competition next academic year to increase awareness of this aspect. Besides, Homework Guidance Class was resumed after 6 February 2023. 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, 79 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 and Life Planning

Date	Major Events / Activities	Target Group
Careers Exploration activities		
Whole Year	<ul style="list-style-type: none"> ● Alumni Sharing ● Applied Learning Counselling 	S.1 - S.6 students
Values Education activities		
Whole Year	<ul style="list-style-type: none"> ● Sharing in Morning Assemblies ● Speech under the National Flag ● Class Teacher Periods 	All students
Careers guidance to students		
Whole Year	<ul style="list-style-type: none"> ● Individual and Group Careers Guidance and Counselling for S.3, S.5 and S.6 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 Parent Letters, School Email, School Newsletters, Careers Display Board, etc. 	S.3 - S.6 students
Multiple Pathways Programmes		
Whole Year	<ul style="list-style-type: none"> ● Careers Interest Inventory ● Multiple Pathways Talk ● JUPAS & E-APP Talk 	S.5 - S.6 students
Self-understanding and Development Programmes		
Whole Year	<ul style="list-style-type: none"> ● Workshops and Activities on self-understanding ● Careers & Life Planning Talk for Parents of S.3 Students 	S.1- S.4 students & their parents
Careers Planning and Management activities		
Whole Year	<ul style="list-style-type: none"> ● JUPAS Online Application Workshops ● E-APP Online Application Workshops ● Interview Workshop ● School Nominations Direct Admission Scheme (SNDAS) ● Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions ● 清華大學 2023 年香港推薦生計劃 ● 北京大學 2023 年香港地區“博雅人才培養計劃” ● The Universities and Colleges Admissions Service (UCAS) 	S.6 students

Achievements

1. In line with the major concern of the Annual School Plan, the CLP Team successfully solicited support from different NGOs and alumni to organize life planning activities for students, nurturing the growth of students in career and life planning and instilling positive values into students.
2. Students were trained to have a genuine understanding of themselves. They were empowered to develop and reflect upon personal goals with aspirations for further studies and future career. They were provided with up-to-date information about senior secondary curriculum and tertiary studies, allowing them to make sound and informed choices.
3. Students' interest and exposure to career exploration was enhanced. Students' understanding and awareness of their national identity was enhanced.
4. Students' feedback on career guidance advisory service was highly encouraging. Careers teachers were eager to keep themselves abreast of the latest trend and up-to-date information regarding career and life planning which ensured that the counselling provided was a quality one. Career guidance advisory service succeeded in facilitating students' career planning and management.
5. 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 and some students still have difficulty in making decisions related to career and life planning which is a major life challenge to them. Enrichment and refinement on school-based career and life planning programs should be made whenever possible to help students understand their interests, abilities and orientations better so that they can make sound decisions related to career and life planning.
2. Based on teachers' observation and students' reflection, more and more students were keen on exploring more about the Greater Bay Area. CLP Team should continue to provide students with more information regarding development opportunities in the Greater Bay Area.

4.5 Health and Sex Education

Date	Major Events / Activities	Target Group
09/2022	Student Health Service	S.1- S.3 students
Morning assembly sharing:		
12/2022	Importance of Breakfast	All students
12/2022	Smoke-free Promotion of 4 Smoke-free Elite Teams	All students
03/2023	A Healthy Love Relationship	All students
Speeches under the National Flag:		
12/2022	Tobacco Control in the Mainland and Hong Kong	All students
03/2023	Prevalence of Myopia in Adolescents in the Mainland and Suggestions on Eye Health Protection	All students
05/2023	Dietary Advice for Chinese and the Importance of a Healthy Diet	All students
Class teacher period:		
10/2022	Anti-sexual harassment	S.1 students
10/2022	Beware of love traps	S.2-S.3 students
10/2022	Love is...?	S.4-S.5 students
12/2022	Smoke-free Elite Teens	S.1-S.5 students
03/2023	Love and Sex	S.4-S.5 students
Workshop and talk:		
03/2023	Sex Education Workshop: Anti-sexual harassment (organized by the Health Department)	S.1 students
03/2023	Food Safety and Healthy Diets (delivered by speaker from the Food and Environmental Hygiene Department)	S.2-S.3 students
Competitions and programmes		
07/2022 – 09/2023	Hong Kong Secondary School Health Exhibition Presentation Competition 2022 6 S.4 students participated in this competition organized by the Health Exhibition Organizing Committee, Medical Society, CUHK.	6 S.4 students participated in the competition.
09/2022 – 05/2023	Smoke-free Elite Teens Programme 2022-23 4 teams of S.3-S.5 students participated in the Smoke-free Elite Teens Programme co-organised by the Hong Kong Council on Smoking and Health and the Education Bureau.	20 participants organized various activities for all students of the school.
2/2023 – 4/2023	Hong Kong Secondary School Chinese Medicine Quiz Competition 2022-23 2 teams of S.4 students participated in the Hong Kong Secondary School Chinese Medicine Quiz Competition 2022-23 organized by the School of Chinese Medicine, Hong Kong Baptist University.	10 S.4 students participated in the competition.

Achievements

1. 380 S.1-S.3 students participated in the Health Service and the participation rate is 88.6%.
2. Due to the resumption of whole-day timetable, 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. A Sex Education workshop and a food safety talk were arranged for junior forms students during the class teacher periods. Positive feedback was received from both class teachers and students.
3. Our school has been participating in the “Smoke-free Elite Teens” programme for 10 consecutive years. Our four participating teams organised various smoke-free advocacy activities on campus during the Smoke-free Week (from 7/12-15/12/2022) and in the community, spreading the smoke-free, healthy living message. With their concerted efforts and creativity, they attained remarkable achievements. Team 3 was the First Runner-up and Team 4 was awarded Outstanding Smoke-free Teams. Students in Team 3 were awarded an exchange day trip 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 were screened to enter the preliminary round and they were awarded the Bronze award in the preliminary round.
5. Two teams of our S.4 and S.5 students participated in the Hong Kong Secondary School Chinese Medicine Quiz Competition 2022, organised by the School of Chinese Medicine, Hong Kong Baptist University. The competition aims to promote Chinese medicine culture and raise students’ interest in Chinese medicine and pharmacy. Team A was awarded the Second Runner-up

Reflection and Improvements

1. 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
Morning assembly sharing		
10/2022	Rich Biodiversity and its Conservation Work in Hong Kong	Whole School
5/2023	Plantation in Hong Kong	
Speeches under the Flag		
10/2022	Policy of protecting biodiversity and its effectiveness	Whole School
12/2022	Using advanced technology to combat global warming	
3/2023	Wetland conservation in the Mainland	
5/2023	Development of green finance	
Class Teacher Period		
3/2023	Biodiversity in Hong Kong	Whole School
Educational Programmes held at School		
9/2022-7/2023	Green Classroom Competition	Whole School
10/2022-7/2023	Hydroponic Farm @ Heung Chung	S.2 & S.3 students
11/2022-7/2023	Incense Tree Conservation on Campus	S.4 students
5/2023	Water saving talk by HKU	S.2 students
Educational Programmes held outside School		
11/2022	CORAL REEFStoration Ambassador Programme	S.2 students
12/2022-8/2023	Take Action! 2023 Youth Biodiversity Conservation Leadership Training Scheme	S.4 & S.5 students
3/2023-6/2023	Smart Water Detectives: A STEAM Student Ambassador Programme	S.4 students
Competition		
9/2022-8/2023	"My Green Space" Student Competition	S.2, S.3, S.4 & S.5 students

Achievements

- Students attained remarkable achievements in "My Green Space" Student Competition. 1 group of S.2 students won the championship, and 1 group of S.3 students won the 2nd runner-up in the junior secondary division. 1 group of S.5 students won the 1st runner-up in the senior secondary division.
- 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. Outings could be held in the next school year to facilitate students' interest towards protecting environment of Hong Kong.
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 at the start of the school year.

4.7 Other Learning Experiences

Date	Major Events / Activities	Target Group
9/2022	Introducing the OLE System	S.1 students
9/2022	Life-wide Learning Days (Due to limited participants of Swimming Gala)	Whole School
9/2022	Annual Swimming Gala	
10/2022	Annual Sports Days	
11/2022	Heung Chung's Got Talent (S6)	
12/2022	Christmas Activities	
1/2023	Life-wide Learning Day	
3/2023	Open Day	
5/2023	Heung Chung's Got Talent (S1-S5)	
6-7/2023	Life-wide Learning Period	
Whole Year	Student Association Activities	
	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. We provided a myriad of possibilities of self-directed learning for students. Students had abundant opportunities to utilise and demonstrate their skills and abilities in organising and preparing for different school functions and events such as Heung Chung's Got Talent, Inter-house Singing Contest, Inter-house Sports Day and Open Day.
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' 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 foster 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	5	4	4	4	4	25

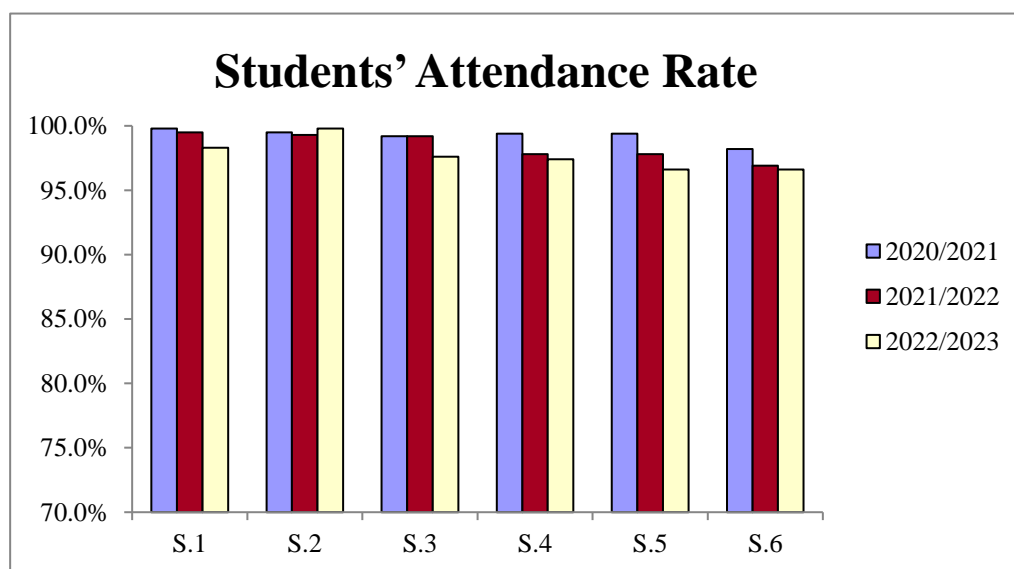
*Divided to 5 Groups for Core subjects.

Number of Students

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of Boys	69	75	52	55	47	60	358
No. of Girls	73	83	78	78	79	65	456
Total Enrolment	142	158	130	133	126	125	814

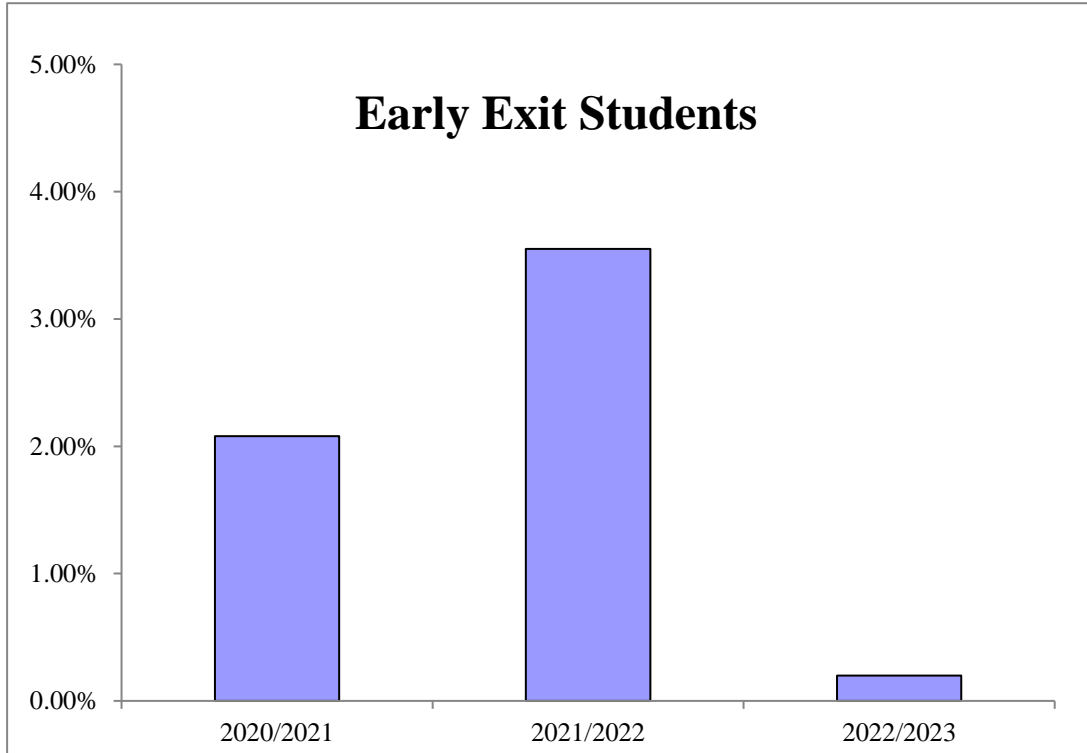
5.2 Students' Attendance

Level School Year	S.1	S.2	S.3	S.4	S.5	S.6
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%
2022/2023	98.3%	99.8%	97.6%	97.4%	96.6%	96.6%



5.3 Early Exit Students

School Year	2020/2021	2021/2022	2022/2023
Early Exit Students	2.08%	3.55%	0.2%

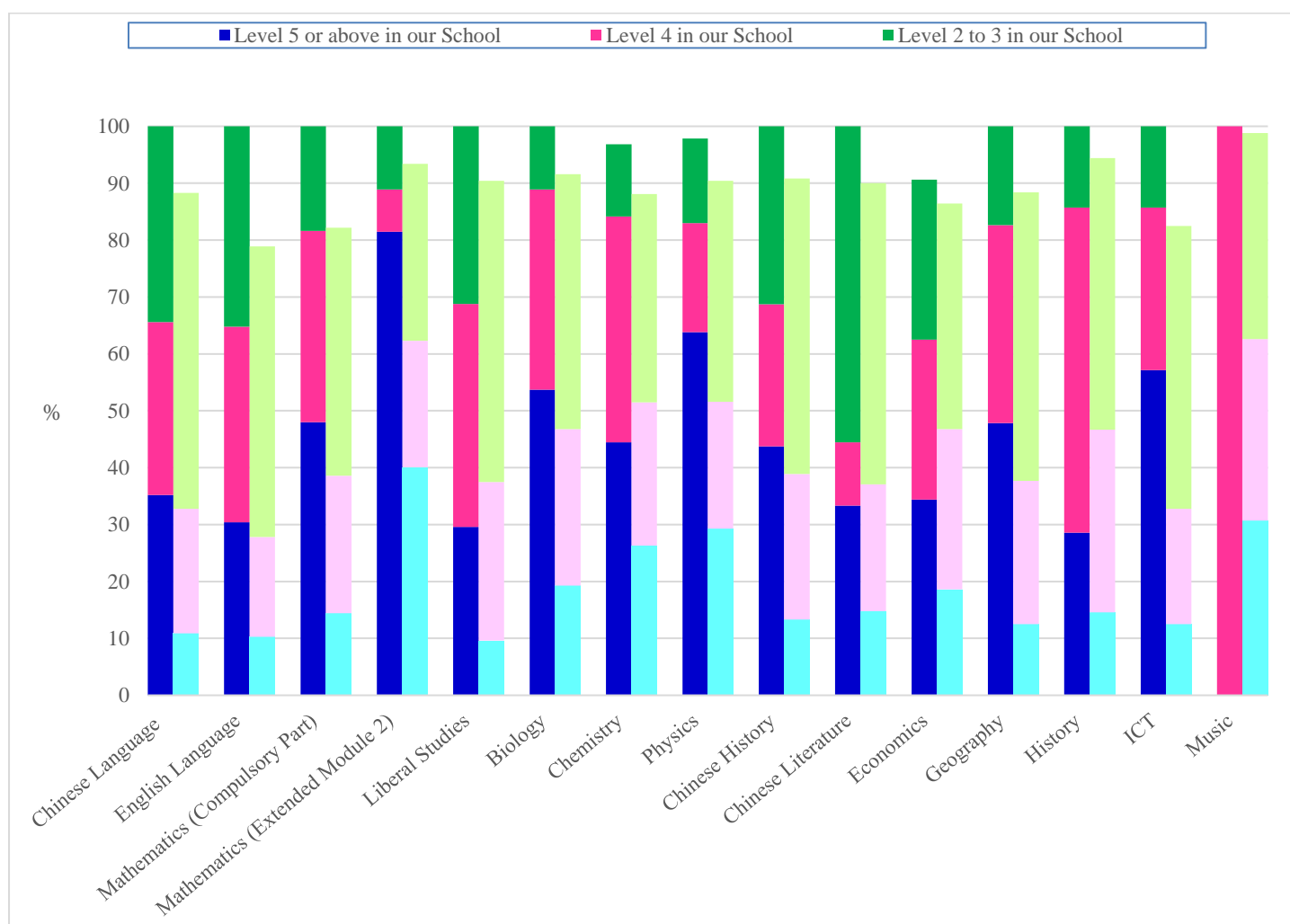


5.4 2023 Hong Kong Diploma Secondary Education Examination Results

5.4.1 The Overall Performance

No. of students sitting the examination	125
Total no. of Level 5**	42
Total no. of Level 5* or above	160
Total no. of Level 5 or above	338
Total no. of Level 4 or above	613
% of students attained Levels 33222 in core subjects and 1 Elective	85.6%
Overall passing %	100%
The best individual result	Four 5**

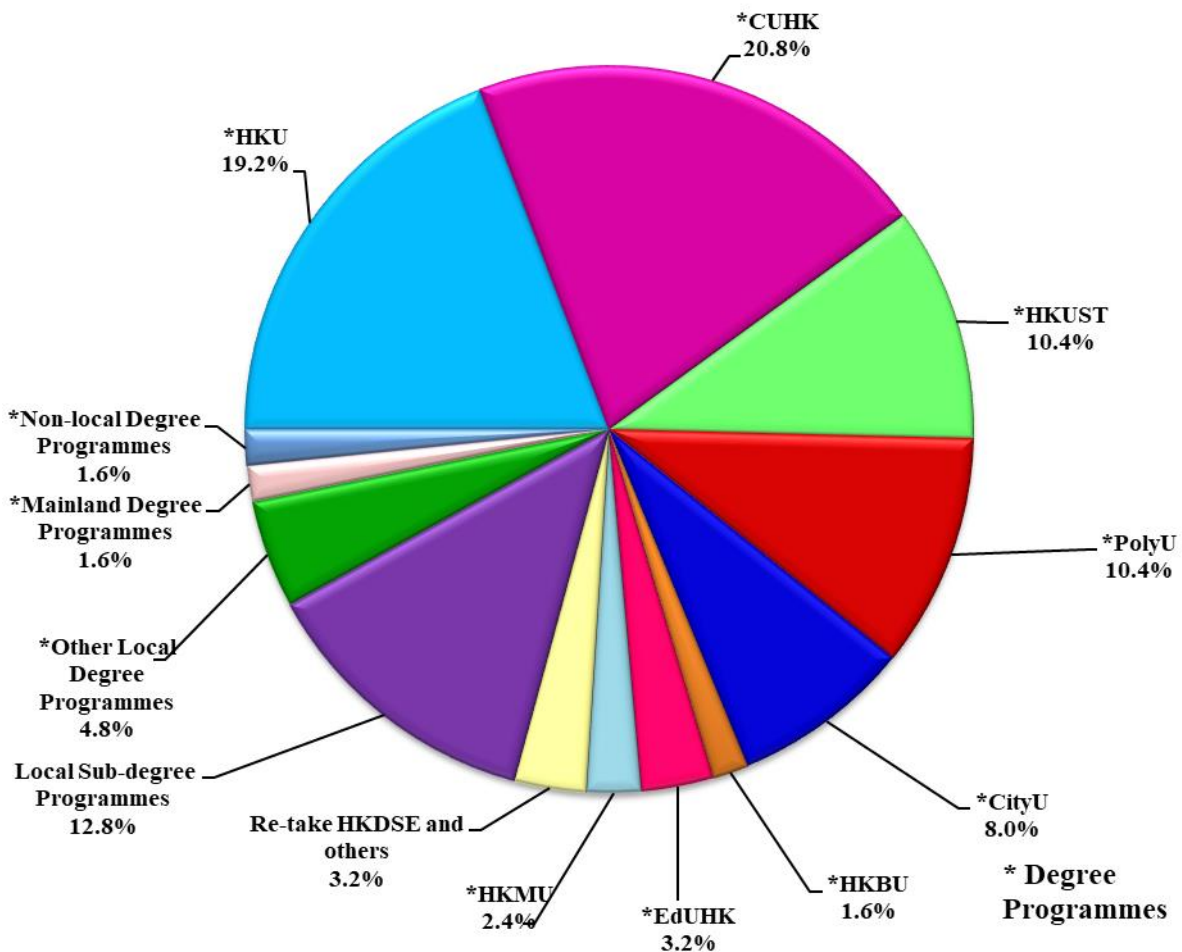
5.4.2 Performance in Different Subjects



5.5 Destination of S.6 Graduates 2023

Almost all our graduates continue their studies in tertiary institutions both locally and non-locally. 50.40% 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**. 6 students who excelled in HKDSE Examination and have a keen interest in medicine obtained offers of Medicine Programmes, with 3 from The University of Hong Kong and 3 from The Chinese University of Hong Kong. Meanwhile, a total of 20 students obtained offers of medicine-related programmes, including Pharmacy, Dental Surgery, Nursing, Physiotherapy and Radiography.

Destination of S.6 Graduates 2023



Statistics on the Destination of S.6 Graduates 2023 (Number and Percentage)

Degree Programme 學士學位課程	The University of Hong Kong (HKU) 香港大學	24 (19.2%)
	The Chinese University of Hong Kong (CUHK) 香港中文大學	26 (20.8%)
	The Hong Kong University of Science and Technology (HKUST) 香港科技大學	13 (10.4%)
	The Hong Kong Polytechnic University (PolyU) 香港理工大學	13 (10.4%)
	City University of Hong Kong (CityU) 香港城市大學	10 (8%)
	Hong Kong Baptist University (HKBU) 香港浸會大學	2 (1.6%)
	The Education University of Hong Kong (EdUHK) 香港教育大學	4 (3.2%)
	Hong Kong Metropolitan University (HKMU) 香港都會大學	3 (2.4%)
	Other Local Degree Programmes 其他本地院校學士學位課程	6 (4.8%)
	Mainland Degree Programmes 內地大學學士學位課程	2 (1.6%)
	Non-local Degree Programmes 非本地大學學士學位課程	2 (1.6%)
Local Sub-degree Programmes 本地院校副學位課程		16 (12.8%)
Re-take HKDSE and others 重考香港中學文憑試		4 (3.2%)
Total :		125 (100%)

5.6 Inter-school Activities and Awards

5.6.1 Values Education

Activities	Awards	Number obtained
Youth Kung Fu Performance in Cerebration of the National Anniversary	--	--
I Love My Motherland Golden Bauhinia Cup HK Inter-school Writing Competition cum Putonghua Recitation Contest	Third Prize	3
Junior Police Call Flag Raising Competition 2022, the Junior Police Call	First Runner-up in the New Territories North	1
One Country, Two Systems and the Basic Law Slogan Competition 2022	Second Runner-up	1
2022 National Day Online Quiz Competition	Most Active Participation School Award	1
Basic Law and 'One Country, Two Systems' Comic Design Competition 2022	First Runner-up	1
	Second Runner-up	1
	Merit Award	3
	The Most Active Participation Award	1
2022 National Constitution Day Online Quiz Competition	Most Active Participation Award	1
2023 School Bulletin Board Design Competition on National Security	Champion	1
	Most Active Participation Award	1
2023 National Security Writing Competition (Chinese)	Merit	1
	Most Active Participation Award	1
2023 National Security Online Quiz Competition	Merit (Individual)	1
	Most Active Participation Award	1

Activities	Awards	Number obtained
The 2023 Constitution and Basic Law Territory-wide Inter-school Competition	First Runner-up (Secondary)	1
	Best Speech Award	1
	Most Active Participation School Award	1
	District Outstanding School Award	1
Inter-departmental Counter Terrorism Unit 5 th Anniversary Advertisement Design Competition	First Runner-up	1
	Merit Award	1

5.6.2 Outstanding Students

Activities	Awards	Number obtained
New Territories Outstanding Students Selection 2022	Top 10 New Territories Outstanding Student	1
	New Territories Outstanding Student	3
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
	Top 10 Yuen Long Outstanding Students – Senior Form	2
	Yuen Long Outstanding Student Junior Form	4
	Yuen Long Outstanding Student Senior Form	4
The 8 th Outstanding Student Leaders Selection, the Arete	Top 45 Outstanding Participants	1
Student of the Year Award 2022/23, South China Morning Post	Student of the Year (Linguist – Putonghua) Top 8 Finalist	1
	Student of the Year (Scientist & Mathematician) Top 12 Finalist	1
“Hong Kong 200” Leadership Project, HKFYG Leadership Institute	Certificate of Appreciation (Outstanding Performance in Community Map Sharing Session)	1
	Certificate of Appreciation	4
The 14 th Hong Kong Outstanding Teens Election, Hong Kong Playground Association	Merit	2

5.6.3 Scholarships

Activities	Awards	Number obtained
Multi-faceted Excellence Scholarship 2022	Multi-faceted Excellence Scholarship	1
Grantham Scholar of the Year Award	Grantham Scholar of the Year Award	1
Sir Edward Youde Memorial Prize	Sir Edward Youde Memorial Prize	2
Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields 2022-23	Sir Robert Black Trust Fund Grants for Talented Students in Non-academic Fields	1
Heung Yee Kuk Scholarship	Heung Yee Kuk Scholarship	3
Heung Yee Kuk Scholarship (Non-academic Fields)	Heung Yee Kuk Scholarship (Non-academic Fields)	3
Murjani Scholarship	Murjani Scholarship	5

5.6.4 Languages

Activities	Awards		Number obtained
“I Love My Motherland” Golden Bauhinia Cup Hong Kong Inter-school Writing Competition cum Putonghua Recitation Contest	Third Prize		1
2021-22 National Secondary School Essay Writing Competition	Bronze Award		1
Poetry Remake Competition 2021/22 of the Campaign on ‘Promoting Positive Values and Attitudes through English Sayings of Wisdoms 2021/22	Commendable Award		1
	Certificate of appreciation		1
The 9 th ‘I am a Bookworm’ and ‘Reflective Essay Writing Competition’	Champion		1
	Netizens’ Choice Award		1
The 19 th Biliteracy & Trilingualism Composition and Speech Competition	The Best Composition		1
	Top 10 Outstanding Composition		2
Civic Education Essay Writing Competition	Second Runner-up		1
The 12 th ‘Hong Kong Secondary Schools Student Literature and Art Monthly Journal’ Creative Writing Competition 2022/23	Champion		1
The 5 th Biliteracy and Trilingualism Essay and Speech Competition (Junior Secondary Category)	Best English Essay Competition	Gold	1
		Silver	1
		Merit	1
	Best Chinese Essay Competition	Gold	1
		Silver	2
		Merit	1
	Junior Secondary Final	Merit	2
The 12 th intervarsity Creative Writing Competition	Teenager Writer Award		1

Activities	Awards	Number obtained
National Youth Chinese Language Usage Competition 2022-2023 – “Elite Cup” Grand Final	First Class Award	1
	Second Class Award	1
	Third Class Award	1
	Merit Award	1
Elite Students Project in Chinese Language 2021/22	Silver Award	1
Future Star Award of Literacy Creation	Merit Award	1
Story and Novel Writing	Champion	1
The 12 th Inter-GSS English Debating Competition 2022/2023	Second Runner-up	1
	The Best Debater Award	2
The Harvard Book Prize 2023	Winner	3
The 74 th Hong Kong Schools Speech Festival (Chinese and English Sections), the Hong Kong Schools Music and Speech Association	Champion	8
	First Runner-up	3
	Second Runner-up	4
“Star of tomorrow” Prize of literary creation	Merit	1
eWorks Award Scheme 2021/2022	Champion – Story and Novel Writing (Secondary School Category)	1

5.6.5 STEAM

Activities	Awards	Number obtained
Hong Kong Green Technology Creation Competition 2021/2022	Second Runner-up	1
	Third Runner-up	1
	Merit	1
International Biology Olympiad – Hong Kong Contest 2022	Merit	1
The IET Faraday Challenge Day	First Runner-up	1
	Second Runner-up	1
	Merit	3
Hong Kong Olympiad in Informatics	Bronze Award (Junior Secondary)	1
Yuen Long District Secondary School Robot Sumo Wrestling Competition	Third Runner-up	1
Hong Kong Secondary School Chinese Medicine Knowledge Competition 2022, the School of Chinese Medicine, Hong Kong Baptist University	Second Runner-up	1
Sing Yin Physics Olympiad 2022/2023	Merit Award	3
PolyU CubeSat Mission – Space Debris Removal	Special Merit Award	1
The International Mathematical Modelling Challenge 2023	First Class Award	1
The Hong Kong Mathematical High Achievers Selection Contest 2022/2023	Second Honour Award	1
	Third Honour Award	1
Smoke-free Elite Teens Programme 2022-2023, Hong Kong Council on Smoking and Health and the Education Bureau	First Runner-up	1
	Outstanding Smoke-free Team	1
	Outstanding Team	1
Hong Kong Mathematics Creative Problem-Solving Competition for Secondary Schools	Silver Award	1
	Creativity Award	1

Activities	Awards	Number obtained
Hong Kong Physics Olympiad 2023	Honourable Mention for School	1
	First Class Honours	1
	Honourable Mention	1
Robo-Soccer Competition – Bright Future Cup	Champion	1
	Most Valuable Player	1
Statistical Project Competition for Secondary School Students 2022/2023	Certificate of Appreciation	3
Hong Kong Secondary School Health Exhibition Presentation Competition 2022	Bronze Award	6
2021 International Chemistry Quiz (ICQ) (H.K. Section)	Certificate of High Distinction	3
	Certificate of Distinction	10
	Certificate of Credit	2
	Certificate of Participation	2
2022 ‘Hua Xia Cup’ National Mathematical Olympiad Competition	Grand Prize Award	1
Asia International Mathematical Olympiad Open Contest 2022	Gold Honour	1
The 39 th Hong Kong Mathematics Olympiad Open Contest 2021/2022	Second-class Honour	1
	Third-class Honour	3
Hong Kong Secondary School Health Exhibition Presentation Competition 2022, Medical Society, The Chinese University of Hong Kong	Bronze Award	1

5.6.6 Sport

Activities	Awards	Number obtained
Inter-School Table Tennis Competition 2021-2022, Hong Kong Schools Sports Federation Yuen Long Secondary Schools Area Committee	Fourth in Girls Grade B	1
2022 Inter-Secondary School Dodgeball Rookie Tournament, Dodgeball Association of Hong Kong, China	Third Runner-up Multi-ball Style – Boys Senior	1
	Fourth Runner-up Single-ball Style – Boys Junior	1
	Fourth Runner-up Single-ball Style – Boys Senior	1
Inter-School 5-a-side Football Competition 2021-2022, Hong Kong Schools Sports Federation Yuen Long Secondary Schools Area Committee	Second Runner-up Boys	1
Inter-School Badminton Competition 2021-2022, Hong Kong Schools Sports Federation Yuen Long Secondary Schools Area Committee	Third Runner-up Girls Grade B	1
Inter-School Swimming Championships 2022/2023, Hong Kong Schools Sports Federation Yuen Long Secondary Schools Area Committee	Overall Champion Girls Grade B	1
	Overall First Runner-up Girls Grade A	1
	Overall First Runner-up Girls	1
	Champion 4x50m Girls Grade B Medley Relay	1
	First Runner-up 4x50m Girls Grade A Freestyle Relay	1
	First Runner-up 4x50m Boys Grade A Freestyle Relay	1
	Champion	4
	First Runner-up	3
	Second Runner-up	3
Third Runner-up	3	

Activities	Awards	Number obtained
Inter-School Athletics Championships 2022/2023, Hong Kong Schools Sports Federation Yuen Long Secondary Schools Area Committee	Second Runner-up 200m Boys Grade C	1
	Third Runner-up 400m Girls Grade C	1
HKSSF Inter-School Basketball Competition (Yuen Long)	First Runner-up Boys Grade B	1

5.6.7 Art

Activities	Awards	Number obtained
Celebrating of the 25 th Anniversary of Hong Kong's Return to Motherland – 6 th Hong Kong Youth Calligraphy Contest	Merit Award	1
The 2 nd Hong Kong School Chinese and English Penmanship Competition	Excellence Award	1
Understanding Our Motherland Red Packet Design Competition	First Runner-up	1
	Second Runner-up	2
	The Most Active Participation School Award	1
Hong Kong School Drama Festival 2021/2022	Award for Outstanding Cooperation	1
	Award for Outstanding Performer	2
	Award for Outstanding Director	1
	Award for Outstanding Script	1
The 5 th Inter-Government Secondary Schools Drama Fest 2022/2023	Award for Outstanding Cooperation	1
	Award for Outstanding Stage Effect	1
	Award for Commendable Overall Performance	1
	Award for Outstanding Performer	2
Short Play Writing Award Scheme	Certificate of Merit	2

5.6.8 Music

Activities	Awards	Number obtained
Joint School Music Competition 2022 Secondary School Chinese Instrument (Guzheng) Solo Senior	Silver Award	1
75th Hong Kong Schools Music Festival		
Zheng Solo - Junior	Silver Award	1
Zheng Solo – Senior	Gold Award	1
Zheng Solo – Senior	Silver Award	1
Liuqin Solo – Intermediate	Bronze Award	1
Pipa Solo – Junior	Bronze Award	1
Graded Piano Solo - Grade Three	Silver Award	1
Graded Piano Solo - Grade Five	Silver Award	7
Graded Piano Solo - Grade Six	Silver Award	1
Graded Piano Solo - Grade Six	Bronze Award	1
Graded Piano Solo - Grade Seven	Silver Award	2
Graded Piano Solo - Grade Seven	Bronze Award	2
Graded Piano Solo - Grade Eight	Silver Award	2
Graded Piano Solo - Grade Eight	Bronze Award	2
Trumpet Solo – Junior	Silver Award	1
Clarinet Solo – Junior	Silver Award	1
Graded Violin Solo – Grade Four	Bronze Award	1
Guitar Solo – Intermediate	Silver Award	1
Violin Concerto	Silver Award	1
Cello Solo - Intermediate	Silver Award	1
Female Voice – Duet	Bronze Award	2
Female Voice	Silver Award	2
Descant Recorder Solo	Silver Award	2

5.6.9 Community Service

Activities	Awards	Number obtained
Yuen Long District Outstanding Volunteer Election 2022, Yuen Long District Co-ordinating Committee	First Runner-up (Secondary School)	1
	Second Runner-up (Teenager)	1

6. Financial Summary

Government and Non-government Fund

6.1 ESCBG Account 2022-2023 Financial Year

	Income \$	Expenditure \$
Balance B/F from 2021-2022 Financial Year	703,155.00	---
(a) Non-school-specific Grants		
- Subject Grants	635,924.00	426,579.67
- Other Education Purposes	0	173,945.5
- Baseline adjustment - GSS	(127,882.00)	0
Sub-total:	508,042.00	600,525.17
(b) School-specific Grants		
- Composite IT Grant	561,737.00	589,802.97
- SBM Top-up Grant - GSS	51,235.00	6,050.00
- Capacity Enhancement Grant	649,682.00	646,470.00
Sub-total:	1,262,654.00	1,242,322.97
Surplus C/F for 2022-2023 Financial Year	639,199.00	---

6.2 Extra-curricular Account 2022/2023 School Year

	(\$)
Balance B/F from 2021/2022 School Year	517,618.12
Income	1,002,800.52
Expenditure	1,046,650.30
Year Deficit	(43,849.78)
Total Balance C/F for ECA A/C in 2022/2023 School Year	473,768.34

6.3 SMI Fund Account 2022/2023 School Year

	(\$)
Balance B/F from 2021/2022 School Year	196,689.07
Income	2,859.29
Expenditure	22,072.05
Year Deficit	(19,212.76)
Total Balance C/F for SMI Fund A/C in 2021/2022 School Year	177,476.31

7. Future Planning

7.1 School Development Plan 2021-2024

Major Concern 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 STEAM 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 STEAM 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.

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 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. Annual School Plan 2023/2024

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

- 1.1 To deepen students' sense of national identity and law-abiding awareness through formal curricula
- Administration
 - To enhance students' understanding of patriotism by providing them with relevant learning materials from the refined school-based National Security Education Curricula involving all subject departments
 - Learning and Teaching
 - To deepen students' understanding of the history, culture and development of our country through providing them with quality tailor-made learning materials and well-designed classroom activities
 - To nurture students to become informed and responsible citizens by learning and teaching tasks of various subjects
- 1.2 To strengthen catering for diverse needs and aptitudes of students by furnishing them with extensive learning experiences
- Administration
 - To provide S4 to S6 students with extra learning opportunities through optimizing the existing teaching scheme, pedagogy and assessment of core subjects as well as offering them school-based Reading to Learn lessons and OLE lessons
 - To cater for students' diverse learning and development needs by adopting appropriate learning and teaching measures such as group teaching, remedial and enhancement sessions

- 1.3 To enhance students' English proficiency through helping them immerse in an English learning environment
- Administration
 - To help students lay a solid foundation of English by reinforcing the use English as MOI in both formal and informal curricula
 - To assist S1 students in adapting to doing their studies in English by refining subject-based enrichment/remedial measures
 - To further enhance students' English proficiency via providing them with an English-rich learning environment, letting students use English authentically in school life such as giving English sharing sessions in morning assembly and making English public announcements over the PA system
 - To provide additional English learning support for students through Language across the Curriculum (LaC) and Reading across the Curriculum (RaC) approaches
- 1.4 To boost students' STEAM knowledge and skills through different academic disciplines
- Administration
 - To increase students' acquisition of STEAM related knowledge and skills by using optimized STEAM related learning tasks in different subject departments
 - Learning and Teaching
 - To further develop students' skills in STEAM through providing them with a wide variety of hands-on experience relating to STEAM, encouraging them to participate in diverse STEAM related learning activities

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 further develop students' priority values and attitudes of 'respect for others', 'care for others' and 'empathy' through diversified learning activities
 - To further help students learn to be more grateful, thankful, positive and optimistic (感恩珍惜、積極樂觀) through various learning opportunities
 - To nurture positive attitudes and promote healthy lifestyle by introducing the 'One Person One Uniform Team' programme in S1
 - To help S1 students better adapt to secondary school life by strengthening the orientation programmes
 - To enhance students' media and information literacy, with a focus on proper use of social media and making good use electronic platforms through various learning activities

- 2.2 To strengthen students' resilience to life challenges and adversities
- To boost students' sense of achievement by providing more success experiences for them, such as creating chances for them to provide services for schoolmates and other people, and nominating students for suitable competitions
 - To strengthen students' confidence in solving problems (self-efficacy) by providing them with more opportunities to plan and organise activities
 - To empower students to make sound decisions related to their careers and life planning by helping them understand their interests, abilities and orientations through various learning opportunities
 - To further develop students' 'growth mindset' through OLE lessons and life-wide learning activities
- 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 further increase students' awareness of comprehensive national security (總體國家安全觀) by organising more whole-school, co-curricular activities
 - To further enhance students' national identity by arranging more well-organised activities for them to learn Chinese history and culture as well as the latest development of the Mainland
 - To strengthen students' commitment to the rule of law and safeguarding national security by encouraging them to organise more activities for schoolmates