



Strive for Virtue  
Quest for Truth

明德惟志  
格物惟勤  
壬午歲一書院

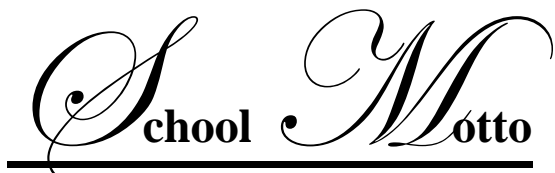


2019-20

# Annual School Report



港大同學會書院  
HKUGA COLLEGE



Strive for Virtue  
Quest for Truth

School Guiding Principles: 4 Cornerstones

Integration of Passion and Professionalism

Integration of Eastern and Western Cultures

Integration of the School and the Family

Integration of the School and the Community



## **School Vision:**

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Nurturing young global citizens with insight, culture, ideals, commitment and dedication to excellence.



## **Mission statement:**

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HKUGA College aims to provide a holistic education in a predominantly English environment in which students can discover the joy of learning through hard work, perseverance and creativity. By offering care, encouragement and positive reinforcement, the College helps students develop the capacity for empathy and become responsible, compassionate, inquiring, linguistically competent, knowledgeable and globally minded people who contribute to the community.



## **Background information about the College**

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HKUGA College is a co-educational day school under the Direct Subsidy Scheme of the Education Bureau of the Government of the Hong Kong Special Administrative Region (HKSAR). The College is the fulfillment of a collective dream of The Hong Kong University Graduates Association Education Foundation, which established HKUGA Primary School in 2002 and HKUGA College (the secondary school) in 2006. The dream, now a reality, is to sketch the blueprint of quality education in Hong Kong.

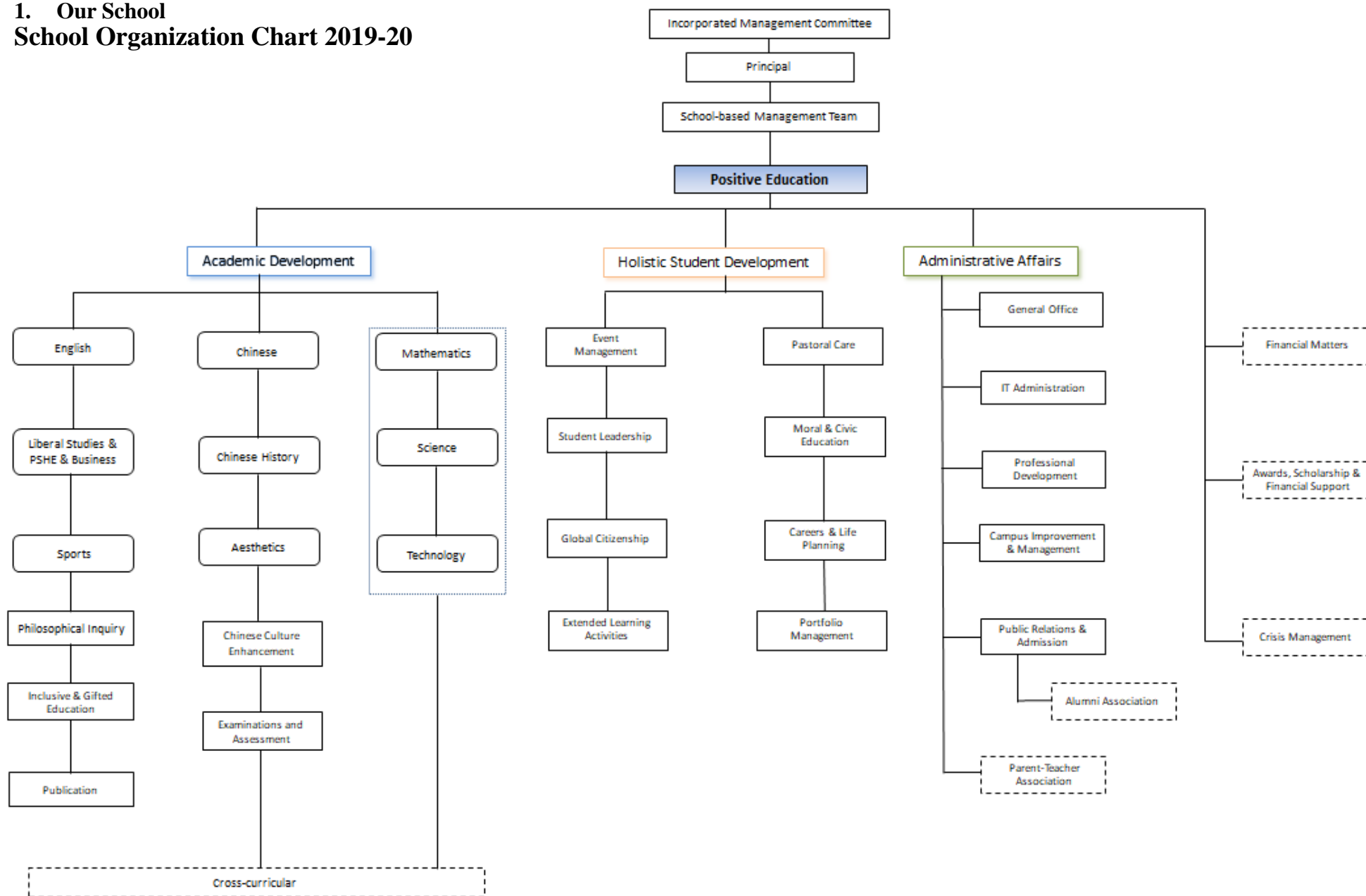
Being associated to The University of Hong Kong, itself a reputable educational and research institute in the world, the College enjoys a wide range of support from the University and its education faculty. Consequently, the College is gaining recognition in the community as a school with a mission and passion for quality education for its students.

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# 1. Our School

## School Organization Chart 2019-20



## Lesson allocation for the 9 Key Learning Areas 2019-20

KLA	English Language Education / Drama	Chinese Language Education / Chinese Drama	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Aesthetics Education	Physical Education	Modular Studies/ CASE
S1	16.9	20.0	15.4	16.9	13.8	4.6	6.2	3.1	3.1
S2	16.9	16.9	15.4	18.5	13.8	4.6	6.2	4.6	3.1
S3	16.7	16.7	13.6	21.2	13.6	3.0	3.0	6.1	6.1
S4	16.7	16.7	15.2	12.1% for LS and for each elective subject				3.0	0.0
S5	16.7	18.2	13.6	12.1% for LS and for each elective subject				3.0	0.0
S6	16.7	18.2	13.6	12.1% for LS and for each elective subject				3.0	0.0

## Learning hours for the 9 Key Learning Areas 2019-20

KLA	English Language Education / Drama	Chinese Language Education / Chinese Drama	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Aesthetics Education	Physical Education	Modular Studies/ CASE
S1	168	198	153	168	137	46	61	31	31
S2	168	168	153	183	137	46	61	46	31
S3	166	166	135	210	135	30	30	60	60
S4	156	156	142	113 hours for LS and each elective subject				28	0
S5	156	170	127	113 hours for LS and each elective subject				28	0
S6	88	96	71	64 hours for LS and each elective subject				16	0

\* S1-S3 17 Cycles

\* S4-S5 16 Cycles

\* S6 9 Cycles

## Class Organization and enrolment 2019-20

Form	One	Two	Three	Four	Five	Six	Total
no. of Classes	6	6	6	5	5	5	<b>33</b>
Enrolment	200	191	179	140	130	119	<b>959</b>

## Students' Attendance 2019-20

Form	One	Two	Three	Four	Five	Six	Total
Attendance Rate	99.3	99.2	99	99.3	98.6	98.1	<b>98.9</b>

## School Formal Curriculum for 2019-20

KLA	Form Subjects	S1	S2	S3	S4	S5	S6
English Language Education	English Language	✓	✓	✓	✓	✓	✓
	Literature in English				✓	✓	✓
	Drama	✓	✓				
Chinese Language Education	Chinese Language (PTH)	✓	✓	✓			
	Chinese Language (Cantonese)				✓	✓	✓
	Chinese Literature				✓		✓
	Chinese Drama	✓					
Mathematics Education	Mathematics	✓	✓	✓	✓	✓	✓
	Extended Module				✓	✓	✓
Science Education	Integrated Science	✓	✓				
	Physics			✓	✓	✓	✓
	Chemistry			✓	✓	✓	✓
	Biology			✓	✓	✓	✓
Technology Education	ICT	✓	✓	✓	✓	✓	✓
	Technology & Living	✓		✓			
Personal, Social & Humanities Education	BAFS (Accounting)				✓	✓	✓
	BAFS (Business Management)				✓	✓	
	Business Studies			✓			
	Chinese History	✓	✓	✓	✓	✓	✓
	Economics				✓	✓	✓
	Geography				✓	✓	✓
	History				✓	✓	✓
	Humanities	✓	✓	✓			
	Life and Society	✓	✓	✓			
	Liberal Studies				✓	✓	✓
Aesthetics Education	Visual Arts	✓	✓	✓	✓	✓	✓
	Music	✓	✓				
Physical Education	Physical Education	✓	✓	✓	✓	✓	✓
	Physical Education (HKDSE)				✓	✓	✓

## Evaluation of the S3 Modular Studies 2019-20

[https://docs.google.com/document/d/1j4PhQ5508p66UqDs\\_BM4P6QKPCID6n70/edit](https://docs.google.com/document/d/1j4PhQ5508p66UqDs_BM4P6QKPCID6n70/edit)

Due to the school suspension period, all Term 2 Modular Studies courses were cancelled.  
Course offered in 2019-2020 Term 1:



Term 1	Term 2 (cancelled)
Mathematics Beyond Numbers Physics in practice Fun with Mathematics and Electronics iOS programming: From beginner to intermediate 媒體中的文學 The Western Literature Survival Course: How to Read Classics with Confidence Understanding 'Real' Hong Kong Music in Technology (MIT)	媒體中的文學 Understanding 'Real' Hong Kong iOS programming: From beginner to intermediate None of Your Business??? Economics and Life Biotechnology and microbiology Chemical Technology STEM – Coding and Mathematics Introduction to Food and Nutritional Sciences Portfolio Building Sports Science

Term 1 programmes continued to provide opportunities for S3 students to get a taste of the subject they want to pursue at the DSE level and/or allow them to pick up something more advanced related to their interests and/or talents.

#### Achievements:

In terms of results, as reflected by students' performance in the assessments (Term 1: about 80% got 'Good' or 'Outstanding') and teachers' reports, in general, students did very well.

The Science-related programmes focused on providing opportunities for students to focus on the personal, social and intellectual values of courage, collaboration and curiosity, respectively. In *Mathematics Beyond Numbers*, the Math Department reported good student engagement and interest in the tasks provided, while the goal for next year is to more intentionally incorporate more student-to student-interaction. Good participation and engagement were also reported by the Physics department in its *Physics in Practice* programme. Their main goal for next year is to provide more experimental/demonstration kits for students to have more hands-on opportunities. As shared by the STEM group, student participation and engagement in the *Fun with Math and Electronics* were increased by providing more such hands-on opportunities through the design projects and simulations. Finally, under the STEM Modular Studies, Technology strengthened its *iOS Programming: From Beginner to Intermediate* experience this year. Students learned more advanced coding more systematically. By using the new techniques and joining related competitions, they developed a better understanding of the world around them, while improving their creativity and problem-solving skills. The department also fulfilled the goal of identifying and motivating talented students to join the ICT elective.

Both the Chinese and English departments successfully held the 媒體中的文學 (*Literature in Media*) and The *Western Literature Survival Course: How to Read Classics with Confidence*, respectively. In *Literature and Media*, students got a more thorough understanding of different works of literature through the comparison study between media and literature, thus fulfilling the goal of providing students with a taste of the Chinese Literature elective. In *Western Literature Survival Course: How to Read Classics with Confidence*, by engaging in depth with the given texts, students' interest was sparked. The department will explore how to further fine-tune the program to fulfill the goal of attracting more students to the elective subject.

Under LS, through *Understanding 'Real' Hong Kong* students explored such topics as the colonial history of HK, gender, ethnic minorities and poverty through popular culture. Through these opportunities, they gained an understanding of various aspects of life in Hong Kong. Once again, it was a golden opportunity for students to explore their individual, social and intellectual values.

Finally, in the realm of Aesthetics, the Music department offered *Music in Technology*, an opportunity for students to express their creativity and appreciation for beauty character strengths. In this modular study, the students with an intermediate level of proficiency in Music composition were inspired to use technology to create their own musical works that were then shared online; thus, sharing the joy of music with our community.



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## 2. Achievements and Reflections on Major Concerns

Without a doubt, 2019-20 has been one of the most unique years that all of us have experienced. The relentless challenges presented unparalleled opportunities for learning within our innovative



and persevering HKUGA College community. As a Community Community we worked on all aspects of 1-4-6 to ensure we made the most of the chances that arose. Our diligent and caring faculty redesigned their approaches to teaching, while our students adapted their way of learning to great effect. Parents too were supportive of the College and their children as they maintained their health, emotions and relationships. All the while, driving to maintain their sense of purpose, innovative means of engagement and ultimately achievement

throughout adversity.

### 1 - Major Concern

Our stakeholder survey supported us on our mission as it indicated that for the second year in a row, teachers' views in terms of harmonious and cooperative workplace. The development of student values and interpersonal skills have all continued to rise in the past 2 years. For parents and students too, the ratings encompassing relationships, developing discipline and virtues, as well as the general school environment have improved further from last year. Some ratings rose to the highest since 2013. This is not only a testament to the resilience and optimism that we have been cultivating in our Community, but also to the importance of maintaining our current course in developing a Positive culture, mindset development and the cultivation of practices and habits that promote growth.

Throughout the year, we took temperature checks of our stakeholders to determine how well they were holding up through the varied adversities. In general, we received positive feedback from the vast majority, with those in need being catered to by our devoted faculty and supportive social workers. Teachers Stakeholder Survey results indicated a higher level of job satisfaction as well as the highest levels of staff morale since 2015-16.

### 4 Underpinnings - infused and embedded across all areas



#### Global Citizenship

As always, development of intercultural understanding through experiential opportunities and associated reflection are key to developing this aspect, both within and outside the school. Although this year we were not able to hold our highly successful year-level learning trips due to COVID-19, we were still able to explore aspects through different means.

Our Student Leadership Committee introduced the Global Leaders Talks within assemblies for our S3-S5 students. This incorporated speakers from different areas of the world to talk about the practical aspects of world issues and the ways in which different organisations are tackling the challenges.



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Smaller workshops were offered for student leaders to delve deeper into the aspects of leadership and entrepreneurialship.

Although our trips with the Chinese Exploration and Research Society also had to be cancelled, a group of students went to Taiwan to learn more as part of our Chinese cultural enhancement programme. It involved a memorable visit to a rural location in Taiwan and participating in work with the locals, experiencing school life there, as well as the festival that took place at the time. We also enjoyed a number of Chinese cultural events within school at the times when we were able to be on campus.

Aiming to introduce more intercultural learning as well as the understanding of global issues across school life, we had an AFS (exchange student from Japan) and sharing from international university representatives.

According to the rasch scores of all S1 to S3 students in the APASO this year, the scores S1-S3 students rate for themselves in the area of '*Global Citizenship*' are generally higher than the HK averages across forms and both genders.

#### Character Strengths

We continued to explore our self-awareness through our 24 strengths with a view to develop practical means of harnessing these and achieving better as a result. All students and teachers identified, learned about and reflected on their strengths through weekly and daily pedagogical and pastoral activities and initiatives.

Character strengths are referenced by teachers in reflection sessions as well as end written and verbal feedback to students, colleagues and parents. We will continue on our journey in the direction of learning how to use the language of character strengths to enhance our understanding of how we may call upon them further to overcome adversity on our path to success.

#### Rephrasing our language and policies

Within the last two years, we have gotten to the point where we feel that our documentation is largely embedded with the theories, concepts, terminology and practices of Positive Education. These are embedded in our approach to learning and teaching on all platforms, and we continue to practice this in the way we communicate as a caring Community.

#### Growth Mindsets

With the complexities and changes that occurred this year, we were consistently reminded about the need to fully engage our Growth Mindset to continue to thrive under any circumstance. The evidence of this was obvious in so many ways as we all had to adapt and upskill at a fantastic pace.

Timely feedback is instrumental in accelerating the change and growth process. We regularly engaged our stakeholders to obtain their views and enhance our approaches to achieve the best outcomes while maintaining positive health and emotions.

In Learning and Teaching, the PIME model was used to facilitate department planning and

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student learning reflections. Peer lesson observations and learning from each others' best practices facilitated collaborative and cooperative learning within and across departments. This developed our processes and concepts in developing our new normal.

We will continue to focus on goal-setting and reflection in a systematic manner to develop our approaches to project work and competitions. As an add-on to the rephrasing of our language, we will focus on 'looking for the good' while seeking out and working on processes that enhance our Growth and Development Opportunities (GO & DO). In all areas, it is clear that we have embedded growth mindset language and approached into our everyday practices.



## 6 - Positive Elements - divided into 3 Ways of Being and 3 Ways of Doing

*Ways of Being: Relationships, Health and Emotions interact with one another and give us the pathway to how we should be:*



### Relationships



As cooperative organisms, the relationships we have with one another greatly impact our wellbeing, success and perseverance. With this in mind, our Pastoral Support system and practices are consistently developing based on the needs of the students.

On the whole, our Community has continued to focus on communication among members as a key element in relationship and trust building and has become committed to building a positive work and study environment with mutual respect and recognition. Showing appreciation to the work done by colleagues is a key element in this team building effort, as well as embracing minor mistakes committed by ourselves and others as learning opportunities.

Although there were not too many opportunities to perform professional development in these areas, our Class Teachers sought out opportunities to connect with those under their care, sharing best practices within year level meetings. This is enhanced further by our comprehensive system of working with students that may need some extra attention to better achieve their potentials.

From the Stakeholder Survey there was a consistent rise in the students' views on support for student development from the lowest levels since 2016-17, as well as those views about school climate. This was also reflected by the parents' views, which are all considerably positive as is generally the case. Their views on home-school collaboration have also raised in general to new heights in 2019-20. Teachers' views also continued to increase over the last two years in terms of harmonious relationships and cooperation.



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Subject Teachers continued to commit themselves to building stronger relationships by providing more opportunities for students to offer feedback to teachers as well as their peers. Positive relationships have been developed through embedding specific activities in the lessons, cultivating communities of practice for both teachers and students. Interactions based on strengths are specifically designed and seek to work on GO and DOs with both students and teachers eager to collaborate with one another.

### Health

Physical and Mental health are both important facets of our ways of being and there are key strategies that we employed to help enhance health. Students self-initiated joining in the Mental Health Youth Ambassador Programme affiliated with the Society of Psychiatry and we have been working on developing the linkage with our primary school to obtain data about future students so that we can better support their transitions.

We have used QEF Funds to provide services for more mental health awareness and support programmes throughout the year. This will follow a number of students to gain longitudinal data about the effectiveness of the programme.



Our House activities have continued to create a healthy level of competitive fun in a variety of activities. There were new bonding activities introduced this year that were well received, enhancing the student relationships and expanding social circles.

Various classroom activities focused on enhancing social wellbeing by planning for and encouraging activity-based group participation and learning. Best practices in these areas were shared between colleagues, especially when we needed to shift online in the second round of school suspension.

### Emotions

Although these impact our choices and our approach to different experiences of our daily lives, these are things that we often neglect or forget that we have control over. Learning to accept our negative emotions while seeking to identify and propagate the good emotions is the key message.

From our experiences and surveys in the last two years, we believe that there are plenty of opportunities for stakeholders to express gratitude to one another. As such, we consider this embedded within our school culture and regular practices. This is a daily experience within the College through various means that we propagate in our many initiatives. The College also arranged a number of events and initiatives for staff such as thanksgiving meals, regular fruit and soup days, as well as a half birthday break for staff. As a College, we also enjoyed Gratitude Week and constructed our Gratitude Wall to take it to the next level.

Our pastoral programme has continued to cultivate methods of self-regulation and managing our emotions, with restorative discipline utilised for students who have developed more serious behavioural issues. Although there is still an obvious decline in the APASO data for S5 and S6 girls in terms of their Emotional Stability, there have been positive trends year on year for our S1 students.





Although there were many daily and large scale altruistic activities planned for our students, many needed to be cancelled due to restrictions. Nevertheless, the message and regular experiences of our students and teachers on campus and online encourage our Community to explore the linkage between ‘Doing Good’ and ‘Feeling Good’ and ‘Looking for the Good’.

Interestingly, out of the 10 emotions, Hope, Interest and Love were the first three emotions that we wanted to focus on as year long themes. With the 2019-20 year, it became clear that we needed to continue with these as foci, even into the next year. We will strive to make these themes more prominent in the school campus as well as in activities and lessons. These are important emotions for us to remember to propagate in such challenging times.

### Ways of Doing - A flow from Purpose to Engagement to Accomplishment:

#### Purpose

The sense of Purpose is the stimulus that drives us forward on our path to success in whatever we target. As all of us are at our own level on our wellbeing continuum, we must cater to these individual needs for development.

Planning for growth and development through subject and personal reflections, as well as participating in different student leadership activities, service or charitable activities have also been achieved this year. These can hugely develop students’ character building through the interactions and challenges they encounter along their journey. Each of us are given opportunities to consider our pathway forward, with teachers developing according to their own goals, with support from their Appraisers and colleagues to make gains.

Even with the challenges of getting to the campus for extended periods, our STEM Teams worked to remedy world issues, with our S5 students continuing to strive for increased voluntary service hours.



Our Careers and Life Planning team worked to broaden horizons of the student body, to consider their possible life pathways, University options, and the people they should seek help from if ever they are in need.

We have also developed our systematic Newsela reading programme to enhance understanding of the subject materials, linking them to real life experiences. Teachers recommended subject related books, articles and magazines that were available through school eLearning and library resources, helping students build curiosity and discover more purpose from subject content.

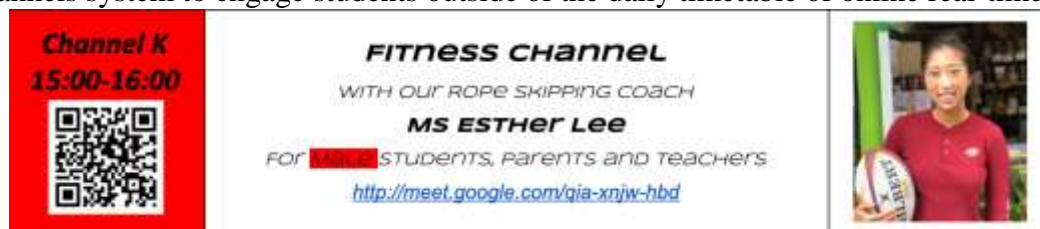
#### Engagement

True engagement is an effortless experience where people feel completely engrossed in the task at hand and devote their energy in an effortless manner. To achieve this we have tried a number of strategies in both academic and



non-academic activities with great results.

Due to the timing of the school closures, it was a challenge to engage students in different activities such as student leadership position promotion and voting activities. Nevertheless our Community had to be innovative and move these online. Our highly successful ELA programme was also forced to close, but the team shifted to design and implement an online Channels system to engage students outside of the daily timetable of online real-time lessons.



Our successful online lessons also needed to engage students in collaborative tasks that were designed to maximise their contributions based on their ability levels, balanced with the technical Wifi requirements that impacted us as the world moved in that direction en mass.

Teachers continued to build upon differentiated instruction practices and upskilled their knowledge and ability to use new Apps and organisation tools to maximise learning online. The interesting benefit of the shift to online learning is that teachers identified a number of students that became more engaged and participated at a higher level with the new circumstances. This confidence will be continued to nurtured through the new normal and hybrid approach to learning and teaching.

Throughout the months of school suspension, we carried out a series of surveys to collect views from students and parents so as to find out the strengths that we should keep on emphasizing and the growth areas that we need to work on. Below is the snapshot of the first survey for students being conducted in April, 2020 which focused on three areas: 1) Academic support, 2) Pastoral support and 3) Administration Arrangements:

#### Part A: Conduct of online lessons

Statements	Rating 3 and above
I am clear about what I am expected to learn and achieve in my lessons.	95.40%
Lessons are organized in a way that helps me achieve the learning objectives.	93.90%
I am able to cope with the workload arranged in the lessons.	87.70%
The assessment methods are appropriate to achieve the learning objectives.	85.00%
The assessment standards are made clear to me.	91.40%
The learning materials designed in the online lessons are interesting and manageable.	87.90%
I feel that I generally meet the teacher's expectations and the learning outcomes.	92.80%
I generally feel engaged in lessons.	87.20%
The lessons build up my interest and motivate me to study more in my spare time.	79.60%

Overall, the lessons are quite well-organised and able to support my needs.	91.30%
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### **Part B: Teachers' support during suspension**

Statements	Rating 3 and above
Teachers are able to give clear instructions and explanations in the lessons.	95.69%
Teachers are able to help me understand the key concepts, ideas and issues in lessons.	95.04%
I am inspired by the teachers during the online lessons.	84.33%
Teachers provide opportunities for me as well as other students to interact or collaborate in the lessons.	96.34%
Teachers provide me with timely and helpful feedback.	93.99%
Teachers are supportive when I need help.	96.34%
The pace of lessons is manageable for me.	90.21%

### **Part C: Assessment Arrangement**

Statements	Rating 3 and above
The assessment methods arranged can help me understand subject matter more clearly.	87.60%
The individual assessments are manageable.	86.29%
The group assessments are manageable.	88.90%
The assessment methods raise my interest in their subjects.	76.63%
There are a variety of assessment methods that keep me motivated.	82.25%

### **Part D: Pastoral Support**

Statements	Rating 3 and above
I stay at home almost all of the time.	93.73%
I have a balanced life even though I cannot go outside.	82.77%
I still enjoy my life during the class suspension.	86.68%
I have enough contact with my friends/classmates.	87.08%
I have enough contact with my Class Teachers.	80.16%
I enjoy talking/sharing with my Class Teachers.	82.90%
I can find someone to talk to if I have a need.	93.99%
I feel I am connected with the school, my teachers and schoolmates even though I cannot go to school.	90.21%
I sleep more than on normal school days.	79.77%
I eat better than during normal school days.	87.60%



I exercise more than during normal school days.	60.57%
I feel physically healthier than during normal school days.	67.10%
I exercise self-regulation during the school suspension.	80.68%
Regular online lessons make my life more positive.	79.24%

## Part E: Administration Arrangement

Statements	Rating 3 and above
The school has demonstrated clear planning and a strategic approach to support online learning since the beginning of the school suspension.	94.52%
The school has given clear instructions for home-learning.	96.34%
The school has provided sufficient support to start my online learning.	95.30%
I have a clear understanding of the expectations of online learning	95.56%
I am confident in using suitable eLearning tools to support my home learning.	92.82%
eLearning tools can enhance my learning effectiveness.	90.34%

Apart from our surveys, we have elicited teachers' review and reflections based on their practices. Even though our online learning arrangement has been well applauded, there are still a few areas that we need to address with more deliberate effort in the future blended learning era: 1) the variety of learning activities in online lessons is rather limited which might not favour the engagement of some students; 2) students with lower capability would face more difficulties due to lack of teachers' physical presence; 3) Prolonged screen time may generate eye strain and shoulder and neck pains among students.

To address those concerns, we enhance more individual support from teachers. Academically, more focus groups under teachers' guidance especially for the S6 students. Pastorally, more check-in calls with students and parents to identify their needs and give support more timely. Moreover, the timetable was also adjusted with shorter time for each lesson and longer break time so that students can have more rest time in between classes.

All in all, throughout the year, teachers have continued to enhance existing practices, especially in terms of those who struggle either because of language skills, increasingly focusing on providing necessary scaffolding and strategic pairing and grouping strategies in classes.

*See the appendix about the media coverage on p.14.*



### Accomplishment

Both throughout engagement and as a result of the efforts invested, Accomplishments can and should be identified, experienced and celebrated. Spurring us on to do more or go back to exploring our purpose for further growth based on our learning.

With the linkage between Growth Mindset and nurturing good relationships, we educate all about how to best use process praise and criticisms to obtain the best results in terms of

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measurable improvements. How we express ourselves can enable us to accomplish more and plan for successful development milestones to celebrate over time. Although it was not always easy or practical to incorporate a 3:1 (Positive Comments: Growth Opportunity) ratio, we continue to work along this ratio when commenting. This is especially true when summarising student reports for parents. With daily interactions, teachers are accustomed to incorporating strengths related to students' approaches, and build upon these through Development Opportunities.



Although the vast majority of events and competitions had to be cancelled, we were still able to achieve in many ways. These accomplishments did not just come in the major events such as local and international STEM competitions, but also in the daily opportunities that we experienced growth within our Community.

Our Subject teachers continue to promote, learning and practicing oral and written feedback strategies between the different stakeholders (S-S, T-S, S-T, T-T). Based on the feedback, clearer strategies were needed in order to address this point. Our encouragement-based feedback approach promotes a greater sense of accomplishment as well as increased effort investment and growth from students in their corrections and additional drafts following such feedback.

To conclude, we all have choices about how we perceive and experience events. As we were buffeted by many unprecedented events this was a great year, we were able to build upon our successes from previous experiences and forge ahead and correct our course with the feedback from our stakeholders.

The value-added aspects of our school are truly something to appreciate and to replicate. We move members in our Community along their individual wellbeing continuums, and will continue to do this with our updated Hybrid Learning approach for the years to come. Through this, we work to help continuously construct future world citizens with 21st Century skills and mindsets. The adversities we experienced this year have truly made us stronger and better equipped for the future.

As we do good, feel good and look for the good, we will continue to enhance our understanding of Positive Education and ourselves. Incorporating strategies to better encourage our Community to boost 1-4-6 and truly embed Wellbeing in everything that we do, we are confident that the school will further evolve into a continuously flourishing Community.

## Appendix - Media coverage on online learning of the college

Media	Title	Links
RTHK	17th February 2020 - 網上實時教學 中學教師：得個樣無回應都當缺席	<a href="https://www.facebook.com/RTHKVNEWS/videos/516151122238176/">https://www.facebook.com/RTHKVNEWS/videos/516151122238176/</a>
Now	網上教學如何做？ 教育局稱無統一依循標準	<a href="https://news.now.com/home/local/player?newsId=381652">https://news.now.com/home/local/player?newsId=381652</a>
RTHK	24th February 2020 - 830 Magazine	<a href="https://www.rthk.hk/tv/dtt31/programme/830mag/episode/618166">https://www.rthk.hk/tv/dtt31/programme/830mag/episode/618166</a>
TVB	2nd March 2020 - Sunday Report: 艱難的一課	<a href="https://www.dailymotion.com/video/x7ufse3">https://www.dailymotion.com/video/x7ufse3</a>
Apple Daily	停課抗疫 1   名校首推朝八午三全日 Live 教學 學生拉埋細妹上體育堂都得？	<a href="https://hk.appledaily.com/lifestyle/20200308/BRODYEUUCFWGISTYSI6HVEKDUU/">https://hk.appledaily.com/lifestyle/20200308/BRODYEUUCFWGISTYSI6HVEKDUU/</a>
South China Morning Post	Coronavirus: Hong Kong students adapt to online learning amid class suspension over pandemic	<a href="https://www.scmp.com/news/hong-kong/education/article/3075280/coronavirus-hong-kong-students-adapt-online-learning-amid">https://www.scmp.com/news/hong-kong/education/article/3075280/coronavirus-hong-kong-students-adapt-online-learning-amid</a>
Smart Parent		<a href="https://www.hkugac.edu.hk/explore/our-updates/savour-the-moment/9th-april-2020-smart-parents-vol-516-p-8-10">https://www.hkugac.edu.hk/explore/our-updates/savour-the-moment/9th-april-2020-smart-parents-vol-516-p-8-10</a>

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### 3. Career Guidance 2019-20

The Careers & Life Planning (CLP) Committee aims to provide guidance and support to students' life planning, career development and university applications through a wide range of platforms including email, the CLP Blog and the CLP Facebook Page. Apart from electronic platforms, the career corner at the library is also well-maintained to provide the most updated information to students.

In order to offer first-hand university information to suit students' diverse needs in pursuing higher education, we held our ninth University Fair on 18th October 2019. In addition to a range of universities from the UK, the US, Canada and Australia, we have expanded our network this year to new representatives from Switzerland and Japan. Besides, our alumni who have enrolled in various programmes from local universities were invited to share their valuable experience with our current students. This year, the JUPAS offer rate was 85.7% and the rate of overseas studies was 26%.

Internally, we have conducted a wide range of career talks for students during assembly and pastoral time. Guests from overseas universities were received on a regular basis to meet with career teachers and students. Individual and small group career consultations were available for students upon registration. Some graduates were also invited to conduct sharing sessions with S5 and S6 students on a number of occasions, such as the S5 and S6 Parents' Nights.

On the life-planning side, we have continued to collaborate with Inclusive Education Committee and invited fourteen students with special education needs to join a Career Focus Group, aiming to support students to acquire the knowledge, skills, attitudes and values for making informed career decisions through workshops, industry visits as well as individual career counselling. However, due to the prolonged school suspension, the programme has been postponed to the next academic year.

The new initiative of the committee this year is to collaborate with PTA to introduce parents education programmes on career and life planning. We managed to organise a parents' seminar about fruitful secondary school life on 28th September 2019 before the gathering restriction was in place. The other two seminars related to further overseas studies will be postponed to the next academic year.

Under the COVID-19 pandemic, a number of CLP activities could not take place, including the workplace visits and presentations of S5 North Star Program, the S5 Career Sparkle centre visit and the S4 form-based life-simulation activities. In replacement of that, we have organised a few different online career workshops and seminars for the affected year groups. In the upcoming year, we will explore different modes of CLP activities for our students.

With all the changes brought by COVID-19, a lot of counselling seminars organised by local universities, as well as international conferences such as the UCAS conference, have gone online. As a result, more committee members have been able to join these online conferences and acquired the latest information through the electronic platform. In the coming year, our team will continue to enhance our career-related knowledge so as to provide stronger support to our students.

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#### **4. Catering for Students with Special Education Needs 2019-20**

The Inclusive and Gifted Education Committee (IGE) is responsible for the operation of the Special Education Needs (SEN) Policy. The committee is directly under the Academic Development Committee (ADC) and provides support to the whole person development for students with SEN. The committee is facilitated by the Committee Head and 8 other teacher members, social workers (SW), school-based educational psychologist (EP) and speech therapist (ST). To cater for individual learning needs, case conferences/consultations involving students and parents, our EP and/or SW, relevant teachers and Head of IGE were held.

The team continued the work in regular accommodations in accordance with individual needs. Numerous successful applications for HKDSE special examination arrangement (SEA) were discussed and proceed. Individual examination locations and times extension were also arranged during the pre-S1 HK Attainment Test as usual.

This is the first year DSS Schools receive Learning Support Grant (LSG) to cater for students' diverse learning holistically and flexibly. Three support groups were arranged with educational psychologists and social workers for our students in needs. Although school was suspended in the middle of the schedule, the support groups continued online. AConnect, one support groups (junior form) for social skills development were continued by a social worker from Heep Hong Society this year. Two career life planning (CLP) groups by HKFYG were initially planned for our S3-S5 students based on the positive feedback from last year's group. Due to the school suspension in the pandemic and consideration on the risks for industrial visits and effectiveness, the programs were put to halt for this year. A full time teacher has also been employed to help partly with the teaching as well as the support and administration of our team.

With the current work so far for the bridging program with our primary section mainly focusing on students' attitudes and general behaviours, this year has been another success for smooth transition for our new comers. Further enhancement on case transfer was discussed, including list of good practices, strategies adopted and student learning style for individual case so that subject and class teachers of S1 can take into account for consideration and continue with the good practice he/she developed throughout the 6 years. With a higher number of cases for the coming year, P6 class teachers meeting and case handover meeting were separated to ensure sufficient time is given for each and individual case.

With the extension of school suspension since July, the third mentorship program started with an online Pre-S1 parent talk for the first time at the start of the summer holiday. Topics about life in the college, expectation alignment and support we have in place were introduced while the SEN coordinator and social worker from primary school were there also to support. Parents were contacted individually also for better understanding and any questions they have.

Well-being continues to be the major concern. With the QEF proposal on Mindfulness Based Social Emotional Learning (MBSEL) approved, the kick off ceremony took place in Nov 2019 including a parent sharing about mindfulness and emotional control. The first thematic parent seminar on helping a child to be master of their own emotions also took place in Dec 2019. Two student assemblies (junior and senior forms) were able to take place in school

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during Dec/Jan while the school campus TV team project and visits went on for several visits in Dec 2019. During the suspension, we managed to continue with the core teacher and parent ambassador training online in the month of May and June 2020. The project shall continue in the coming academic year. Other stress relief activities such as Zentangle drawing, dance workshop, mindfulness and stretching program were organised for individual forms also during term one to help them cope with stress.

## 5. Scholarship/Fee Remission Scheme

### A) 2019-20 Fee remission granted to 46 students

% granted	100%	75%	50%	25%	<b>Total</b>	Total no. of Applicants
No. of students	19	6	16	5	<b>46</b>	48

### B) 2019-20 Scholarship awarded to 86 students

% granted	100%	50%	20%	<b>Total</b>
No. of students	17	40	29	<b>86</b>

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## 6. Student Performance 2019-20 Academics

### 「觸地生情 2019」徵文比賽

S3CT Chia Audrey Cheuka 季軍

### 2019/20 Hong Kong Budding Poets Award

S4CY	Chung Josh Cheuk Hei	Gold - The Outstanding Student Poet Awards
S5CL	Fung Ka Yan	Gold - The Outstanding Student Poet Awards
S3CT	Chan Ainod	Silver - The Outstanding Student Poet Awards
S4CY	Chua Man Shan	Bronze - The Outstanding Student Poet Awards
S3CT	Young Simona Tsz Wing	Honorable Mention - The Outstanding Student Poet Awards
S3CT	Man Aliysa	Honorable Mention - The Outstanding Student Poet Awards
S3CT	Ying Tung Avari	The Poet of the School

### 2019-2020 中國中學生作文大賽(香港賽區)

S5CL	Tam Hoi Man	金獎(高中組)
S5KS	Wong Sheung Yan	銅獎(高中組)

### 2019 香港校際普通話朗誦比賽中學組團體誦 -冠軍

Team Members:

S1CH	Chung Ka Long	S1SW	Chan Yim Hei
S1CH	Lam Hiu Tung Zoe	S1SW	Cheng Wing Yan Emmie
S1CT	Chow Hoi Kiu Chloe	S1SW	Law Sophie
S1CT	Lee Yan Kiu Grace	S1SW	Siu Brianna
S1CT	Leung Wing Hei	S2BT	Tsui Yuen Chak
S1CW	Au Yeung Sin Chun	S2CL	Ho Chan Hung
S1CW	Chu Wing Sze	S2CL	Yip Yan Ki Charlotte
S1CW	Lam Chung Yee	S2CM	Keung Ho Tsun
S1CW	Lam Hei Shun	S2CM	Lo Lok Wing
S1CW	Wong Kai Ho	S2CM	Lui Tsz To Alexie
S1CW	Wu Rachel	S2CT	Li Yee Lam
S1LM	Chow Ho Ki	S2CT	Ty Ka Ching Kathryn
S1ST	Chan Kai Lok Matthew	S2DL	Lo Curtis Tsz Hin
S1ST	Ho Hoi Lam Sophia	S2DL	O Yui Yee
S1ST	Wong Letty		

### BASF Chemistry Kids' Lab Challenge

S5CH	Hilton Kenneth Lloyd	1st runner up
S5CH	Tan Ching Hsi	1st runner up

### Happy Green Campaign – 2nd Runner Up

Team Members:



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S5CI	Chan Chi Huen	S5CH	Lam Ingrid Ying Hei
S5CI	Chan Yat Long	S5CH	Liu Ryan
S5KS	Hui Wai Ting	S5KS	Yau Cheuk Fung
S5LN	Lai Yin Lok		

### Harvard Book Prize

S5KS	Shung Ka Kiu	1st runner-up
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### HKFYG English Public Speaking Contest 2020

S5CL	Lam Hi Yi	District Semi-Finalist
S3CT	Zhang Kexin	District Semi-Finalist
S3LM	Lo Kei Tung	Certificate of Participation

### Hong Kong Young Writers Award 2020

S3CT	Chan Ainod	Certificate of Participation
S5KS	Wong Yeung Yi	Certificate of Participation

### Hong Kong Youth Science & Technology Innovation Competition

S1ST	Li Joyce Yin Yeung	3rd Prize
S1ST	Yu Ching Kaitlyn	Merit

### Hua Xia Cup (HK Region)

S1SW	Chan Kwan Ting	First Class Honour
S1CH	Lam Chun Hong	First Class Honour
S1CH	Sze Long Kit Gary	First Class Honour
S2CL	Cheung Wui Hei Odo	First Class Honour
S1CT	Lo Fong Ho Brian	Second Class Honour
S3LM	Ho Lok Him	Second Class Honour
S3AT	Li Ho Hin	Second Class Honour
S1CW	Chu Wing Sze	Third Class Honour
S3CK	Tsang Lok Shing Alvin	Third Class Honour

### Mathematics Project Competition for Secondary School-the Good Performance team

Team Members:

S1ST	Chan Sophie Wing Yeen	S1CT	Choy Hiu Chi Charis	S1ST	Tam Hei Tung
S1CT	Chau Suet Ying Katie	S1CT	Leung Charisse Chi Yuet		
S1CH	Chen Ming Hin	S1CT	Lo Fong Ho Brian		

### 71st Hong Kong Schools Speech Festival Choral Speaking – Proficiency

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**Team Members:**

S1LM	Chow Ho Ki	S1SW	Chan Chak Fung	S2CL	So Dion Hermione
S1LM	Chow Ying Lam	S1SW	Cheng Ching Him	S2CL	Wong Tsz Ying Katie
S1LM	Kok Terrance	S1SW	Ho Annette	S2CM	Chin Shih Han
S1LM	Lam Hiu Ho	S1SW	Ho Vanessa	S2CM	Li Tsz To
S1LM	Lam Pak Fung	S1SW	Mak Marcus Ryan	S2CT	Lam Yan Lok
S1LM	Leung Hoi Yu Clarice	S1SW	Wong Yu Him	S2CT	Leung Yuet
S1LM	Shek Tsoi Kiu Kayla	S2BT	Tsang Tsz Yat	S2TC	Chong Ki Ling
S1LM	Tong Tsz Ching	S2CL	Ho Chan Hung	S2TC	Hung See Wing
S1LM	Wong King Him	S2CL	Kok Jotham	S2CL	Ng Sin Ying Cheryl
S1ST	Yu Ching Kaitlyn				

**Individual Awards****Dramatic Duologue**

S4CY	Kon Wyn	2nd Runner Up
S4LT	Lai Yat Ning Cheryl	2nd Runner Up
S5CL	Lam Hi Yi	2nd Runner Up
S3CT	Li Lecheng	2nd Runner Up
S5CL	Ngan Ching Man Yola	2nd Runner Up
S3CT	Wong Yu	2nd Runner Up
S3AT	Chen Georgia To Sum	Certificate of Merit
S4CY	Cheng Long Hang	Certificate of Merit
S3CT	Chia Audrey Cheuka	Certificate of Merit
S4CY	Lam Isaac	Certificate of Merit
S3AT	Leung Cheuk Yiu Katherine	Certificate of Merit
S3CT	Lo Tsz Yan	Certificate of Merit
S3CY	Ng Chin Wai Denise	Certificate of Merit
S3CT	Wong Chun Yee	Certificate of Merit
S3LM	Wong Yuet Chin	Certificate of Merit
S3CY	Young Songwei Palin	Certificate of Merit
S1CW	Kho Kaitlyn Beatrice Chua	Proficiency
S1CW	Kon Yo	Proficiency

**Dramatic Scene**

S3FW	Barton Emma Patricia	1st Runner Up
S3AT	Chen Georgia To Sum	1st Runner Up
S3CY	Cheung Ying To	1st Runner Up
S3CT	Chia Audrey Cheuka	1st Runner Up
S3CT	Ying Tung Avari	1st Runner Up

**Shakespeare Monologue**

S5KS	Cheung Wai Tak	2nd Runner Up
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S5LN	Lai Hiu Chi Emily	Certificate of Merit
S5CH	Wong Hau Wing	Certificate of Merit

### **Solo Prose**

S3AT	Chen Georgia To Sum	Champion
S6CY	Hung Chun Yip	1st Runner Up
S3CT	Chan Justin Travis	1st Runner Up
S4CY	Chua Man Shan	2nd Runner Up
S1ST	Wong Hoi Yuen Xavier	2nd Runner Up
S5CI	Chan Yat Long	Certificate of Merit
S5CH	Chan Zi Wun	Certificate of Merit
S1LM	Kok Terrance	Certificate of Merit
S3CT	Chan Ainod	Certificate of Merit
S5CI	Lam Ka Hong	Certificate of Merit
S4BC	Ma Ching Yi	Certificate of Merit
S6FW	Ng Ka Tung	Certificate of Merit

### **Solo Verse**

S4CY	Lam Isaac	Champion
S1ST	Chan Sophie Wing Yeen	2nd Runner Up
S4CY	Kon Wyn	2nd Runner Up
S1CH	Wong Ka Him	2nd Runner Up
S4CY	Wong Sheung Yee	2nd Runner Up
S1LM	Chan Sze Wing Deborah	Certificate of Merit, 2nd place
S5CH	Chan Zi Fung	Certificate of Merit
S1ST	Chang King Yui Derek	Certificate of Merit
S2CL	Chong Chi Ching	Certificate of Merit
S3CT	Chu Chun Yin	Certificate of Merit
S6CW	Ho Anson	Certificate of Merit
S3CY	Hui Nok To Rocco	Certificate of Merit
S1LM	Kwok Jocelyn Clare	Certificate of Merit
S2DL	Lau Jed	Certificate of Merit
S4LT	Lau Ming	Certificate of Merit
S2CT	Lee Sui Lam Anthea	Certificate of Merit
S2CM	Leung Hoi Ying	Certificate of Merit
S5LN	Leung Lok Yin	Certificate of Merit
S2CM	Li Joy Sze	Certificate of Merit
S2BT	Lo Cheuk Ling Sophia	Certificate of Merit
S4CY	Shih Wei Fan	Certificate of Merit
S3CT	Zhang Kexin	Certificate of Merit

### **Thailand International Mathematical Olympiad (Semi-Final)**

S1SW	Zhang Wan	Bronze Award
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S1SW	Zhang Wan	Merit Award
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### **The 6th Annual International Mathematical Modeling Challenge (International Contest)**

S4LT	Fong Kai Chun	Finalist
S4YC	Kwan Ching Yeung	Finalist
S4YC	Lai Yat Nam	Finalist
S4YC	Leung Wing Tin	Finalist
S5KS	Chan Sheung Yat Arthur	Meritorious
S5CH	Kwong Charles Chun Hei	Meritorious
S5KS	Shung Ka Kiu	Meritorious
S5KS	So Eliz Bonnie	Meritorious
S5CH	Chan Zi Fung	Successful Participant
S5CH	Kwong Brian Chun Him	Successful Participant
S5CH	Mak Peter	Successful Participant
S5KS	Wong Yeung Yi	Successful Participant

### **The 6th Annual International Mathematical Modeling Challenge (Regional Contest)**

S5KS	Chan Sheung Yat Arthur	Outstanding	S5CH	Mak Peter	Meritorious
S5CH	Kwong Charles Chun Hei	Outstanding	S5KS	Wong Yeung Yi	Meritorious
S5KS	Shung Ka Kiu	Outstanding	S4LT	Fong Kai Chun	Meritorious
S5KS	So Eliz Bonnie	Outstanding	S4YC	Kwan Ching Yeung	Meritorious
S5CH	Chan Zi Fung	Meritorious	S4YC	Lai Yat Nam	Meritorious
S5CH	Kwong Brian Chun Him	Meritorious	S4YC	Leung Wing Tin	Meritorious

### **World Class Tests**

S2BT	Yip Wing Long	Distinction (Mathematics); Merit (Problem Solving)
S4CY	Yan Hei Long Jonathan	Distinction (Mathematics); Distinction (Problem Solving); Most Outstanding Candidate In Problem Solving (Aged 12-14)
S4CY	Tsang Blanc	Distinction (Mathematics); Merit (Problem Solving); Most outstanding candidate in Mathematics (Aged 12-14)
S3CT	Wong Yu	Distinction (Mathematics); Distinction (Problem Solving)
S3CT	Li Lecheng	Distinction (Mathematics); Merit (Problem Solving)
S4YC	Chung Chun Lam Ryan	Distinction (Mathematics)
S2CT	Hui Ting Hei Stanley	Distinction (Mathematics)
S2DL	Xue Runbo	Merit (Mathematics); Merit (Problem Solving)
S3FW	Chan Yee Ching Jocelyn	Merit (Mathematics)
S2BT	Chiu Franchesca Hei Tung	Merit (Problem Solving)
S4YC	Leung Wing Tin	Merit (Mathematics)
S3CY	Liu Tsz Yi	Merit (Mathematics)
S4BC	Sze Cheuk Man	Merit (Mathematics)
S3CY	Wan Chun Fan	Merit (Mathematics)

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## Young Medical and Healthcare Professional Summer Programme

S5KS Shung Ka Kiu

Outstanding student award

### 全港原珠筆書法比賽 - 入圍

S1CH	Fung Sum Ching	S2CT	Ho Lok Ching
S1CT	Chow Valerie Wing Kei	S2CT	Uematsu Haruka
S1CW	Chu Wing Sze	S2TC	Cheung Ho Ching Dorothy
S1CW	Wan Man Nok Charlotte	S3AT	Ho Jianne
S1LM	Leung Hoi Yu Clarice	S3AT	Kwok Wing Yan
S1SW	Chan Fuk Han	S3AT	Tong Jamie Nib
S1SW	Zhang Wan	S3CT	Wong Ching
S2BT	Lam Nga Yi	S3CY	Lau Ho Ching
S2BT	Lee Cheuk Wing	S3FW	Wong I Lam
S2CL	Ng Kristy Kay Sze		

### 第 71 屆香港學校朗誦節

S1CH	Nie Sze Nga Rachel	普通話女子詩詞獨誦(中一二)冠軍
S1CT	Chau Suet Ying Katie	二人朗誦(中一二)優良
S1CT	Chow Hoi Kiu Chloe	普通話女子散文獨誦(中一中二)優良
S1CT	Kwan Rachel Hilary	二人朗誦(中一二)優良
S1CW	Cheung Tsz Huen	普通話女子詩詞獨誦(中一二)良好
S1CW	Kon Yo	二人朗誦(中一二)優良
S1CW	Wan Man Nok Charlotte	二人朗誦(中一二)優良
S1LM	Lam Cheuk Hin	普通話男子詩詞獨誦(中一二)優良
S1ST	Chang King Yui Derek	粵語男子散文獨誦(中一)亞軍
S1ST	Lam Hoi Faat	粵語男子詩詞獨誦(中一)亞軍
S1ST	Li Joyce Yin Yeung	普通話女子散文獨誦(中一中二)亞軍
S1ST	Wong Meryl Finn	粵語女子散文獨誦(中一)優良
S1ST	Lam Hoi Faat	普通話男子散文獨誦(中一中二)優良, 普通話男子詩詞獨誦(中一二)冠軍
S1SW	Chan Ching Hei	普通話男子散文獨誦(中一中二)優良
S2BT	Chia Andrea Charmaine	二人朗誦(中一二)優良
S2CL	Chong Chi Ching	普通話女子散文獨誦(中一中二)優良
S2CL	Hon Chin Ching Chloe	二人朗誦(中一二)優良
S2CL	Ng Kristy Kay Sze	二人朗誦(中一二)優良
S2CL	Wong Tsz Ying Katie	二人朗誦(中一二)優良
S2CM	Lo Lok Wing	二人朗誦(中一二)優良
S2CM	Tsang Tsz Chin	二人朗誦(中一二)優良
S2CT	Chan Charis	二人朗誦(中一二)優良
S2CT	Leung Yuet	二人朗誦(中一二)優良
S2DL	Chan Yan Ho Pacem	普通話男子詩詞獨誦(中一二)優良

S2DL	Kong Yan Nok	普通話女子詩詞獨誦(中一二)亞軍
S2TC	Chong Ki Ling	二人朗誦(中一二)優良
S2TC	Ho Yuan Sheng	二人朗誦(中一二)優良
S2TC	Leung Cheuk Ying	二人朗誦(中一二)優良
S2TC	To Shu Yuet	二人朗誦(中一二)優良
S3AT	Choi Hoi Lam	二人朗誦(中三四)優良
S3AT	Kwok Wing Yan	普通話女子散文獨誦(中三中四)優良
S3AT	Yeung Lok Yin	二人朗誦(中三四)優良
S3CK	Chang Wan Yau Samantha	粵語女子散文獨誦(中三)優良
S3CK	Chong Sum Yui	二人朗誦(中三四)優良
S3CK	Lai Hei Ching	二人朗誦(中三四)優良
S3CK	Ng Ching Hang	普通話男子詩詞獨誦(中三四)優良
S3CT	Ip Shun Him Samuel	粵語男子散文獨誦(中三)優良
S3CT	Kan Wan Ching	粵語女子詩詞獨誦(中三)優良
S3CT	Kwok Wai Sze	二人朗誦(中三四)優良
S3CT	Lau Hiu Tung Vanessa	二人朗誦(中三四)良好
S3CT	Tsui Hoi Ching	二人朗誦(中三四)良好
S3CT	Wong Ching	二人朗誦(中三四)良好
S3CT	Wong Chun Yee	二人朗誦(中三四)良好
S3CT	Wong Laetitia	二人朗誦(中三四)良好
S3CY	Liu Tsz Yi	普通話女子詩詞獨誦(中三四)優良
S3CY	Tam Jayne	普通話女子詩詞獨誦(中三四)優良
S3FW	Chow Ting Chin	二人朗誦(中三四)優良
S3FW	Lau Adrian Wai Yin	二人朗誦(中三四)良好
S3FW	Lin Tsz Ching	二人朗誦(中三四)優良
S3FW	Liu Chun Ho	二人朗誦(中三四)良好
S3FW	Tsang Shuk Yin	二人朗誦(中三四)優良
S3FW	Wong Wang Lok	二人朗誦(中三四)良好
S4CY	Chua Man Shan	二人朗誦(中三四)優良
S4LT	Tsui Ka Ying	普通話女子詩詞獨誦(中三四)優良
S4YC	Chan Hei Lui Kiandra	二人朗誦(中三四)優良
S5KS	Cheung Wai Tak	二人朗誦(中五六)良好
S5LN	Chong Pak Long	普通話男子詩詞獨誦(中五六)優良
S5LN	Lai Hiu Chi Emily	二人朗誦(中五六)良好
S6CY	So Fermin	粵語男子詩詞獨誦(中五六)優良

## Sports

### All Hong Kong Inter-School Rugby Sevens Competition 2019-2020 (Girls A Grade) – Fourth Place

Team members:

S4BC	Leung Yoanna	S5KS	O Megan Yik Wai
S4LT	Chen Sze Ki	S5LN	Chan Cheuk Lam
S4LT	Cheng Sum Ching Jasmine	S6CW	Lok Rachel Cheuk Wing

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S4LT	Lee Mun Ying	S6CY	Siu Hoi Ching
S5CI	Chu King Yu Jenny	S6CY	Wong Wing Yu
S5CL	Lam Hi Yi	S6FW	Cheng Sum Yuet Sarah
S5KS	Cheung Wai Tak	S6FW	Cheng Wai Nam

### **ASICS Hong Kong Junior Age Group Athletics Championships 2019**

S1CH	Wong Wan Chi	Girl's C - 60m 1st runner-up
S1SW	Siu Brianna	Girl's C - High Jump Champion
S2CL	Lee Xin Qiao Chelsea	Girl's C - High Jump 1st runner-up
S2CL	Yip Yan Ki Charlotte	Girl's C - 100m 1st runner up & 60m Champion
S2CM	Li Tsz To	Girl's C - 100m Champion
S4BC	Lee King Him Keith	Boy's B - 100m 2nd runner-up & 200m Champion
S4LT	Lee Wing Yiu	Girl's B - 100m 1st runner-up & 200m Champion
S5CL	Ngan Ching Man Yola	Girl's A2 - 400m 1st runner-up & 200m Champion

### **Inter School Basketball Competition Division I - 2nd Runner Up (Girls A Grade)**

Team members:

S4LT	Chen Sze Ki	S4BC	Leung Yoanna
S4LT	Cheng Sum Ching Jasmine	S6CW	Lok Rachel Cheuk Wing
S6FW	Cheng Sum Yuet Sarah	S5KS	O Megan Yik Wai
S5CL	Law Abby	S6CC	Wong Chung Ning
S4LT	Lee Mun Ying		

### **Inter School Swimming Competition (Division I) 2019-2020**

S4LT	Hung Lok Ching	Girls B 200m Free Style 2nd Runner-up
S5CL	Leung Ka Ching	Girls A 200m Free Style 2nd Runner-up    Girls A 100m Free Style 2nd Runner-up

### **Inter-School Cross Country Competition 2019-2020 Division Three (Area Four) Girls Overall Champion**

Team members:

S1CH	Wong Wan Chi	S2CT	Uematsu Haruka
S1LM	Yu Kiu Gabriella	S3AT	Siu Pui Yuet
S1LM	Chan Lok Ching	S4BC	Lam Kwan Yat
S1ST	Li Joyce Yin Yeung	S4BC	Ma Ching Yi
S2BT	Chui Tin Heng	S4CY	Leung Wing Ka
S2CL	Ho Chan Hung	S4LT	Chen Sze Ki
S2CL	Ng Kristy Kay Sze	S4LT	Lee Mun Ying
S2CL	Ng Sin Ying Cheryl	S4LT	Hung Lok Ching
S2CL	Yip Yan Ki Charlotte	S5CL	Chu Hor Ting
S2CM	Li Tsz To	S5CL	Leung Ka Ching

### **Girls A – Champion**

Team members:



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S1LM	Yu Kiu Gabriella	S4LT	Lee Mun Ying
S3AT	Siu Pui Yuet	S5CL	Chu Hor Ting
S4CY	Leung Wing Ka	S5CL	Leung Ka Ching
S4LT	Chen Sze Ki		

### Girls B - 1st runner-up

Team members:

S2BT	Chui Tin Heng	S4BC	Lam Kwan Yat
S2CL	Ho Chan Hung	S4BC	Ma Ching Yi
S2CL	Ng Kristy Kay Sze	S4LT	Hung Lok Ching

### Girls C - 1st runner-up

Team members:

S1CH	Wong Wan Chi	S2CL	Yip Yan Ki Charlotte
S1LM	Chan Lok Ching	S2CM	Li Tsz To
S1ST	Li Joyce Yin Yeung	S2CT	Uematsu Haruka
S2CL	Ng Sin Ying Cheryl		

### Individual Award

S1CH	Wong Wan Chi	Individual Award Girls C - 8th
S1LM	Yu Kiu Gabriella	Individual Award Girls A - 10th
S1LM	Chan Lok Ching	Individual Award Girls C - Champion
S2CL	Ng Sin Ying Cheryl	Individual Award Girls C - 1st runner-up
S3AT	Siu Pui Yuet	Individual Award Girls A - 2nd runner-up
S4BC	Ma Ching Yi	Individual Award Girls B - 10th
S4LT	Hung Lok Ching	Individual Award Girls B - 2nd runner -up
S5CL	Leung Ka Ching	Individual Award Girls A - 3rd runner-up

## Inter-School Cross Country Competition 2019-2020 Division Two

### Boys C - 1st runner-up

Team members:

S1CH	Pun Chit Lam	S1SW	Fung Caleb
S1CH	Yan Jayden	S2BT	Hau Timothy
S1CT	Chow Chun Ngo	S2CL	Wong Yat Chun
S1LM	Leung Tsz Wo	S2CM	Law Tsz Yat
S1ST	Au Chin Ming	S2DL	Lam Tsun Hei
S1ST	Wong Hoi Yuen Xavier		

### Individual Award

S1CT	Chow Chun Ngo	Boys C - 2nd runner-up
S1LM	Leung Tsz Wo	Boys C - 5th

## Inter-school swimming competition (Division II)

S1ST	Au Chin Ming	Boys C 200m Free Style 4th Place
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S6CC	Lam Kwan Yuet	Boys A 100m Back Stroke 4th Place
S2DL	Lam Tsun Hei	Boys C 100m Breast Stroke 1st Runner-up Boys C 200m Breast Stroke 1st Runner-up
S2CT	Leung Pui Lok	Boys C 100m Free Style Champion Boys C 200m Free Style 1st Runner-up
S5LN	Po Hin Hang	Boys A 200m Individual Medley 1st Runner-up Boys A 200 Free Style 4th Place
S2CL	Sin Pak Hei	Boys C 200m Individual Medley 4th Place
S6CY	So Fermin	Boys A 200m Breast Stroke 1st Runner-up Boys A 100m Breast Stroke 2nd Runner-up
S3CT	Wong Chun Yee	Boys C 200m Breast Stroke 4th Place
S2TC	Wong Kai Hong Franco	Boys C 50m Breast Stroke 4th Place

## Culture

### Arts-Street International Competition in Paris

S4LT	Tsui Ka Ying	Diploma in Visual Arts of The Official International Competition In Europe
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### Piatra Neamt Creativ 3rd edition 2019

S4LT	Tsui Ka Ying	Certificate of Merit
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### 第二十八屆全港中學生十大新聞選舉短片拍攝比賽 – 1st Runner Up

Team Members:

S3AT	Lai Chak Kwan
S3CT	Li Lecheng
S3CK	Tang Pik Yi Peggy
S3CT	Wong Yu
S4CY	Yip Hao Ran

## 7. Financial Summary

### DSS Schools' Annual Financial Position Financial Summary for the 2018/2019 School Year

	Government Funds	Non-Gov't Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	59.77%	N.A.
School Fees	N.A.	33.08%
Donations, if any	N.A.	0.09%
Other Income, if any	0.66%	6.40%
<b>Total</b>	60.43%	39.57%

<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)	
Staff Remuneration	75.72%
Operational Expenses (including those for Learning and Teaching)	14.84%
Fee Remission / Scholarship	3.38%
Repairs and Maintenance	0.97%
Depreciation	5.09%
Miscellaneous	N.A.
<b>Total</b>	100%
<b>Surplus/Deficit for the School Year #</b>	0.17 months of the annual expenditure
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #</b>	7.41 months of the annual expenditure
<i># in terms of equivalent months of annual overall expenditure</i>	

**Details of expenditure for large-scale capital works, if any:**

The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☒ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau' s requirements (Put a "✓" where appropriate).

### Register of Donations Received by School (2019-10)

Ref. No.	Name of donor	Description	Quantity	Amount (HK\$)	Whether the donations received are solicited*	Date approved by IMC
01/11/2019	張力行先生	Grandfather of 1) Tong Tsz Hei Ivan S4CL (2019-20) 2) Tong Tsz Fung Henry S1CW (2019-20) (The donation was received via Dr Shen Shir Ming)		200,000.00	N/A	Para. 8.6 of IMC on 7/11/2019
01/04/2020	Donation from guardians	Surgical Face Mask	950 pcs	1,900	N/A	Para. 4.4 of IMC on 23/4/2020
24/04/2020	HKDSS	Surgical Face Mask	800 pcs	1,600	N/A	Para. 8.3 of IMC on 24/7/2020
24/04/2020	Hong Kong CACL (HK 抗疫連線)	Surgical Face Mask	880 pcs	1,760	N/A	Para. 8.3 of IMC on 24/7/2020
30/04/2020	中聯辦 Liaison Office of the Central People's Government in the HKSAR	Surgical Face Mask (Bantiore)	500 pcs	1,000	N/A	Para. 8.3 of IMC on 24/7/2020
05/05/2020	EDB	Surgical Face Mask (KF94)	90 pcs	180	N/A	Para. 8.3 of IMC on 24/7/2020
05/05/2020	Southern District Joint Schools Conference	Surgical Face Mask	141 pcs	282	N/A	Para. 8.3 of IMC on 24/7/2020
15/08/2020	HK Club	Used gym equipment Used 95T Treadmill Used 95X Crosstrainer Used Concept II (Indoor Rowing Machine)	2 units 3 units 2 units	9,000 10,500 4,000	N/A	Para. 8.3 of IMC on 24/7/2020

Note: \*Donations including cash grant in form of discount or commission fee to schools. According to EDBC 10/2016, schools should not solicit donations or advantages from trading operators/suppliers.

#A mandatory item for schools to fill in if donors are the schools' trading operators/suppliers.

@Specify the amount of money and the quantity of goods or services being purchased.

## 8. Capacity Enhancement Grant Report 2019-20

Task Area	Major Area(s) of Concern	Strategies	Benefits Anticipated (e.g. how workload is alleviated)	Time Scale	Evaluation
Curriculum Development & Enhancement of students learning	<ol style="list-style-type: none"> <li>1. To enhance the Basic Law Education element based on ESR review</li> <li>2. To facilitate the value education of Liberal Studies in terms of Positive Education and Philosophical Inquiry teaching approach</li> </ol>	To recruit one full time LS teacher	<p>More deliberate endeavor can be put on how to integrate the basic law education well with the existing curriculum of Life and Society.</p> <p>More focused effort can be put into developing the value education element through formal and informal curricula such as students' enquiry project and activities;</p>	From September 2019 to August 2020	<ul style="list-style-type: none"> <li>• The grant was effectively used to employ one LS teacher who has brought substantial contribution to Liberal Studies Department as more learning materials are modified with more value education components.</li> <li>• The teacher also facilitated the professional development among teachers by exploring more engagement-based or enquiry-based learning tasks and activities to facilitate students' learning in classroom.</li> <li>• On the other hands, more assessments on improving students' understanding and analysis of social affairs were provided. More students were encouraged to engage in the preparation and organization of social affair competitions.</li> </ul>

Curriculum Development & Enhancement of students learning	<p>To facilitate the development of the school based Chinese Language Curriculum</p> <p>To conduct the small group tutorial with students during lesson time and after school support sessions</p>	To recruit one full time Chinese Language teacher	<p>Teachers can relieve some of their workload in handling students’ learning diversity.</p> <p>Cater for the needs of our students by providing them suitable learning materials, assessment and public examination skills</p>	From September 2019 to August 2020	<p>The grant was extremely helpful in assisting teachers in our student enrichment programs.</p> <p>The extra staff member helped promoting Chinese culture around school to all students, including Non-Chinese Speaking (NCS) students. This process involved training of students to participate in choral speaking competitions, assisting teachers to organize Chinese Cultural Week at school, leading students to prepare for the Chinese New Year Celebration Day, cooperating with students to organize language competitions such as Poem Translation, as well as managing administrative works for various of inside and outside school competitions.</p> <p>The extra staff member also provided academic support for students and to narrow the learning diversity by organizing after school tutorial class.</p>								
<p>Summary of the expenses of CEG Grant 2019/20</p> <table><tr><td>CEG Grant 2019/20 received</td><td>\$681,628</td></tr><tr><td>Less:</td><td></td></tr><tr><td>Salary for 2 Teachers</td><td>(\$929,500)</td></tr><tr><td>Amount covered by School Fund</td><td>(\$247,872)</td></tr></table>						CEG Grant 2019/20 received	\$681,628	Less:		Salary for 2 Teachers	(\$929,500)	Amount covered by School Fund	(\$247,872)
CEG Grant 2019/20 received	\$681,628												
Less:													
Salary for 2 Teachers	(\$929,500)												
Amount covered by School Fund	(\$247,872)												

## 9. School-based After-school Learning and Support Programmes 2019-20

Name of School: HKUGA College

Staff-in-charge: Freddie Sum

Contact Telephone No.: 28708815

A. The number of students (count by heads) benefitted under the Grant is 7 (including A. 0 CSSA recipients, B. 6 SFAS full-grant recipients and C. 1 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Rugby Team		1		80%	09/2019-12/2019	501.00	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation by tutors and instructors</li> <li>Records of performance</li> <li>Questionnaire</li> </ul>	Ms Aggie Poon	N/A
Using technology to boost creativity: STEAM 101			1	80%	09/2019-12/2019	1,400.00	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation by tutors and instructors</li> <li>Competition</li> <li>Questionnaire</li> </ul>	STEAMmaker LTD	N/A
Archery Team		1		80%	09/2019-12/2019	657.00	<ul style="list-style-type: none"> <li>Attendance record</li> <li>Observation by tutors and instructors</li> <li>Records of performance</li> <li>Questionnaire</li> </ul>	Mr. Mui Kwan Shing	N/A



Athletics Team (Track)		2		80%	09/2019-12/2019	2,200.00	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Observation by tutors and instructors</li> <li>• Records of performance</li> <li>• Questionnaire</li> </ul>	Ms. Wan Kin Yee	N/A
Choir (Senior)		1		80%	09/2019-12/2019	667.00	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Observation by tutors and instructors</li> <li>• Records of performance</li> <li>• Questionnaire</li> </ul>	Ms. Tammy Ho (Mr Daniel Kuk)	N/A
Orchestra		1		80%	09/2019-12/2019	402.00	<ul style="list-style-type: none"> <li>• Attendance record</li> <li>• Observation by tutors and instructors</li> <li>• Records of performance</li> <li>• Questionnaire</li> </ul>	Mr Amos Lee (Mr Daniel Kuk)	N/A
<b>Total no. of activities:</b>									
<b>@No. of man-times</b>	0	6	1		<b>Total Expenses</b>	5,827.00			
<b>**Total no. of man-times</b>	7								

Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

### C. Project Effectiveness

*In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?*

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students’ motivation for learning		✓				
b) Students’ study skills						✓
c) Students’ academic achievement						✓
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
<b>Personal and Social Development</b>						
f) Students’ self-esteem		✓				
g) Students’ self-management skills			✓			
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others		✓				
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
<b>Community Involvement</b>						
n) Students’ participation in extracurricular and voluntary activities		✓				
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community		✓				
q) Your overall view on students’ community		✓				

**D: Comments on the project conducted**

***Problems/difficulties encountered when implementing the project***

***(You may tick more than one box)***

- ☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- ☐ difficult to select suitable non-eligible students to fill the discretionary quota;
- ☐ eligible students unwilling to join the programmes  
(Please specify: \_\_\_\_\_);
- ☐ the quality of service provided by partner/service provider not satisfactory;
- ☐ tutors inexperienced and student management skills unsatisfactory;
- ☐ the amount of administrative work leads to apparent increase on teachers' workload;
- ☐ complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☒ the reporting requirements too complicated and time-consuming;
- ☐ Others (Please specify): \_\_\_\_\_

**E: Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)**

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## 10. Sister School Exchange Report 2019-20

Name of the Mainland Sister School (s): (1) BEIJING ACADEMY, CHINA (2) 浙江省宁波市同济中學

### Part 1: Details of Exchange Activities

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1.	No exchange activities could be conducted throughout the year. Due to the issues affecting Hong Kong from the start of the school year and into the COVID-19 school suspensions, we were not able to contact them successfully or to arrange for any exchange activities.	N/A	N/A	Now that the issues affecting Hong Kong have changed, we will attempt to contact the schools again to see what exchanges may be possible at this stage. These exchanges will be limited to online functions as we do not foresee the possibility for travel during this year.

### Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount	Remarks
1.	In order to facilitate the communication between our sister schools online, the school has purchased some equipment to support the online conferences.	Ultra-HD Camera system with automatic camera control – Rally Video Conference System	HK\$42,210.00	These purchases should better prepare us for online sharing and collaboration with our sister schools for the coming years.
		Touchable EE Interactive Panel with mobile stand and installation	HK\$51,100.00	
		Touchable EE Interactive Panel with Fixed installation	HK\$53,200.00	
		Total:	HK\$146,510.00	
		Annual Balance of Grant:	HK\$38,973.42	

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## 11. Report on the Use of the Promotion of Reading Grant 2019-20 School Year

The major objectives for the Promotion of Reading were:

- Further developing the STEM and Chinese Culture Enhancement reading by building up the printed collection of Chinese and English STEM books & Chinese Culture Enhancement books
- Set up a collection of online resources for STEM
- Enhance the development of RaC via the subscription of e-resources

	Item	Estimated Expenses (HK\$)	Actual Expenses (HK\$)
1.	Purchase of Books & Magazines		
	• Printed Chinese and English books	\$20,000	\$17,279
	• Printed English and Chinese magazines	\$23,000	\$20,888
2.	Web-based Reading Schemes		
	• Online Reading Platform (Britannica)	\$10,100	\$9,804
	• Subscription of Chinese & English e-resources	\$50,000	\$14,000
3.	Recommendations by teachers	\$3,000	\$2,333
	Total	\$106,100	\$64,304

## 12. Report on the Learning Support Grant 2019-20

(一) 本校在照顧有特殊教育需要學生方面的情況如下：（請在適當的方格內加上‘V’）

I	校園文化	十分滿意	滿意	尚可	有待改善
a)	領導層支持「學生支援組」推動「全校參與」模式融合教育，建構校本共融文化		V		
b)	教職員能接納有特殊教育需要的學生並願意承擔支援的責任		V		
c)	學生朋輩間能接納彼此的獨特性及個別差異		V		
d)	學校與家長有良好的伙伴關係，經常溝通以了解學生的進度		V		
II	學校政策				
a)	領導層訂立有關支援有特殊教育需要學生的政策，並定期檢視目標和成效		V		
b)	學校資訊透明度高，並已在學校報告及學校概覽內清楚闡明校本融合教育政策、所獲得的額外資源和向學生提供的支援措施，有關家長亦清楚子女的支援需要及進展		V		
c)	已訂定行動計劃安排教職員接受特殊教育的持續專業培訓，並預期會符合教育局訂定的培訓目標		V		
d)	靈活地統合和調配資源，確保資源善用以便為學生提供適切的支援服務		V		
III	支援措施				
a)	教師能透過課堂教學或利用教育局提供的評估工具，及早識別學生的特殊教育需要		V		
b)	已成立「學生支援組」（或相關組別），並由特殊教育統籌主任協助校長/副校長，有策略地規劃、推行、監察、評估及協調各項特殊教育支援措施		V		
c)	已採用學生支援記錄冊，並定期檢討學生的學習進展及支援的成效		V		
d)	「學生支援組」能與科組協作，為有特殊教育需要的學生擬定支援計劃、課程及教學調適、考試及評核的特別安排等		V		
e)	透過專業交流，提升教職員的教學技巧		V		
f)	採用多元化教學策略(如協作教學、合作學習)以促進學生的學習		V		
g)	按學生的需要而訂立多元化的評估調適策略			V	
h)	為有需要個別加強支援的學生提供結構化的支援方案/個別學習計劃			V	

## 2019/20 學年學習支援津貼財政報告

上學年可保留的累積盈餘：	HK\$0.00	(a)			
本學年總撥款：	HK\$895,272.00		+	HK\$173,448	= \$1,068,720.00
	第一期撥款(b)			第二期撥款(c)	
本學年可用金額(總收入)：	HK\$1,068,720.00	(d)			
		[(a)+(b)+(c)]			
本學年總支出：	\$617,054.30	(e)			

支出細項如下：

項目		金額(\$)
1	增聘全職和/或兼職教師	396,500
2	增聘教學助理	0
3	外購專業服務	160,010
4	購置學習資源	50,544.3
5	安排學習/共融文化活動、校本教師培訓及家校合作支援活動	10,000
6	其他：(請列明：_____)	0

本學年年終末累積津貼餘款：	\$451,665.7	(f) [(d)-(e)]
餘款佔本年度撥款的百分比(%)：	42%	(g) [(f) / [(b) +(c)]]'x100%



	支援項目 項目名稱	服務目的	外購服務 機構名稱 (如適用)	推行時間	服務對象	表現指標 評估方法	成效檢討	實際支出/ 平均支出	
1	聘請全職 1 名 合約教師	分班教學、共融 活動、共融行政	不適用	全個學年	全校學生	年度評核 (包括教學 工作及共融 工作)	工作表現良好	費用總數: HK\$396,500	
2	聘請全職 0 名 教學助理		不適用					費用總數:	
3	聘請全職 0 名 輔導員		不適用					費用總數:	
4	聘請專業服務	讀寫訓練	溢思教育 心理服務	節數/次 數: 32 次  每節時數: 1.5 小時 總時數: 48 小時	特殊教育需 要學生類 別: 讀寫困難  人數:10(5 初中、5 高 中)	以問卷作了 解	學生整體滿意活 動安排及內容， 認為參加活動後 增加對中文的信 心，。同時掌握 及明白一些閱讀 及寫作的技巧， 如議論文。	平均每小時 費用:  費用總數:	HK\$1,621  HK\$77,805
5	聘請專業服務	培養專注 力	溢思教育 心理服務	節數/次 數: 32 次  每節時數: 1.5 小時 總時數: 48 小時	特殊教育需 要學生類 別: 注意力不足 /過度活躍 症  人數:9 (4 初中、5 高中)	以問卷作了 解	部分學生認為他 們能夠學習到一 些實用的技巧以 協助他們的專注 力及學習。同時 部分學生認為如 其活動不是在網 上而是實體進 行，則更能有效 協助他們的專注 力培訓。	平均每小時 費用:  費用總數:	HK\$1,621  HK\$77,805

6	聘請專業服務	賽馬會喜伴同行計劃 社交訓練	協康會	節數/次數： 13 次 每節時數： 1.5 小時 總時數： 19.5 小時	特殊教育需要學生類別： 自閉症 人數：5	以問卷作了 解、與學生 面談及觀察	清晰及持續的聯絡與溝通，讓小組能提供適切的活動以貼合參與者之需要。	平均每小時 費用： 費用總數：	HK\$226 HK\$4,400
7	購買教學資源及教具	加強小組教學	不適用	節數/次數： 次 每節時數： 小時 總時數： 0 小時	特殊教育需要學生類別： 人數：	以問卷作了 解	成效有待明年檢討。	平均每小時 費用： 費用總數：	N/A HK\$50,544.3
8	籌組共融及學習之計劃	加強學生對精神健康的認知		節數/次數： 1 次 每節時數： 2 小時 總時數： 2 小時	特殊教育需要學生類別： 人數：	與學生面談及觀察	學生整體滿意活動安排及內容，能夠從其運動及活動中得到身心的舒展，他們均歡迎未來再有相類活動。	平均每小時 費用： 費用總數：	HK\$5,000 HK\$10,000
總額									HK\$617,054.3

註：如學校能提供運用學習支援津貼聘請額外支援教師/教學助理/的費用(薪金+強積金供款)的資料，請填寫。

### 13. Report on the Use of the Life-wide Learning Grant 2019-20

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences					
Category 1	To organise / participate in life-wide learning activities												
1.1	Local Activities: To organise life-wide learning activities in different KLAS / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)												
Cross KLA	Students participate in STEM PROJECTS linked to STEM competitions aiming to address a spectrum of difficult health and world issues.	To explore different world issues: Salmonella Artificial Nerves Alternative Medicines Plastic Degradation Food Allergen Detection Renewable Water Desalination Eczema Helping those with disabilities	Oct 2019-July 2020	S3-S5 >500	STEM Teams - 3 teams joined HKYSTIC, SSPC and The Greater Bay STEM competitions. Project titles were: 1.Investigation on the prevention of egg contamination 2.Plastic Digestion by mealworms 3.App for disabled persons  Plastic digestion was awarded the gold medal in The greater bay STEM competition.	\$9,921.33	E1, E2, E7					✓	
Cross-KLA	World Day – Linked with	To expose students to world issues as	July 2020	S1-S6 >900	N/A – Cancelled due to COVID-19	\$0	N/A as the day was		✓				

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	Science, STEM Departments as well as Global Citizenship Committee and Chinese Cultural Enhancement Committee.	well as the learning that has taken place throughout the year across the various school trips.					cancelled					
Expenses on Item 1.1						\$9,921.33						
<b>1.2</b>	<b>Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)</b>											
	Global Leaders Talks/Student Leadership Workshops – 6 external speakers who are leaders presenting their experiences working on global issues,	To provide insights about world issues, potentials and exploring career options. To cultivate leadership through related workshops with speakers.	Sept 2019-May 2020	S3-S5 >500	Due to social issues and COVID-19 we were only able to hold 4 of the talks in the first term - well received from students, and our student leaders found the topics discussed interesting. Also incorporated skills of our artist students to have graphical representations of speakers and their talks being made in real time then given to speakers as souvenirs. Due to the effects	\$10,052.95	E6		✓			✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	innovation, personal and career development.				of COVID-19, we were forced to cut short the series and not able to conduct more wide-scale surveys of the student body due to fears of survey fatigue over the lengthy school suspension.							
	House Fun Fair Activities – Student led activities from leadership teams to engage rest of the student body in resilience and positive emotion activities within school.	To promote the use of PIME in leading events. To help students deal with stress related to impending examinations. To build relationships.	May 2020	S1-S5 >800	Student-led activities aimed at promoting resilience and positive health among the others. Two highlights were House Orientation Day and House Bonding Challenge - Sit up challenge in December. Besides promoting sense of bonding and belonging within House, also promoted physical health and helped students gain a sense of resilience for upcoming examinations after the Christmas break.	\$2,701.57	E7		✓		✓	
	School Team Training Support	To enhance the physical learning of our Athletes. To boost the competitive nature of our teams in interschool competitions	Sept 2019- Sept 2020	S1-6 >80	Due to the social situation at the start of the year and the school and sports centre closures during the Social Situation and COVID-19 pandemic, there were only regular training sessions held for our sports teams.  Although we could not do additional training sessions during these periods, we innovated	\$84,660.00	E5	✓		✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					to 'Channels' to boost the physical and mental wellbeing of our Sports teams, as well as other students. These Channels involved external coaches to help guide students through specific activities online.							
	Career Talks from external speakers	To discuss key learning points to the students and better prepare them for life choices.	Sept 2019- Dec 2020	S4-6 >400	Career Talks from external speakers - JUPAS selection strategies from the Hok Yau Club for all our S6 students who stated that the talk was useful to them with some hoping to hear about interview arrangements of JUPAS institutions in future. Also there was another talk from the same organisation about JUPAS choice modification (after DSE results Release) strategies. This involved all S6 students and some parents and was done through Google Meet.	\$5,400.00	E6					✓
	Sex Education Talks	To promote positive attitudes toward sex. To inform students about the legal and social implications of sexual activity.	Sept 2019 – Apr 2020	S4-6 >400	We were able to hold a Sex Education talk for our S4-6 students - 94.5% of students were satisfied with topics discussed. The speaker used interesting videos and questions to engage students effectively. 88.5% felt better prepared for communication when in a relationship and 92.4% felt better prepared for dealing with	\$1,200.00	E6		✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					breakups.  Due to the COVID-19 pandemic, we were not able to hold our Junior Sex Education Talk.							

**Expenses on Item 1.2** **\$104,014.52**

1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
Chinese Cultural Trip	20 Students supported by 2 teachers go to Taiwan to learn about the culture in a rural area. This learning will lead to student sharing upon their return.	To understand and practice exploratory learning through field trips, observing and engaging with people and their culture in different regions.	Oct 2019	S1-3 16	October 26 to 31,- Taitung Chishang "Food Farmer Education" Experience Group - 16 students from S1 to 3 went to Chishang, Taitung to experience the "Food Farmer Education" experience. Farming experience/rice ear art festival/school exchanges/sightseeing. Visited sites to learn about the history and development of Chishang rice planting, toiled in fields to understand meaning of "hard work." Student accounts stated that they thought the trip was unforgettable.	\$19,200.00	E4, E7	✓	✓			



Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)
								I M P S C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences

Expenses on Item 1.3	\$19,200.00
Expenses for Category 1	\$133,135.85

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
House	Purchasing of paraphernalia to be made into different cheering tools.	To promote a sense of House Spirit and connectedness. These will be used in different activities and cheering events.	\$6,416.83
Leadership	Leadership (reflective and Instructional) Journal printing.	To engage leadership teams in active discourse as well as reflective practice that promotes a growth mind-set.	\$2,870.00
Arts	S6 Art Show to show – Printing of booklets, invitations, souvenirs, spotlights, mounting card, etc.	To provide an avenue to promote visual arts within the school. To promote aesthetic appreciation within the student body.	\$3,042.20
Expenses for Category 2			\$12,329.03

Domain	Item	Purpose	Actual Expenses (\$)
		<b>Expenses for Categories 1 &amp; 2</b>	<b>\$145,464.88</b>

\*: Input using the following codes; more than one code can be used for each item.

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc. )	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify )
E5	Fees for hiring expert / professionals / coaches	COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

### Number of Student Beneficiaries

Total number of students in the school:	
Number of student beneficiaries:	
Percentage of students benefitting from the Grant (%):	100%

Contact Person for Life-wide Learning (Name & Post):

Mr. Stephen Hinds  
Assistant Principal

### (三) 家校合作

1. 本校透過下列的途徑讓家長清楚知悉學校為學生提供的支援：

<input checked="" type="checkbox"/>	派發學生支援摘要
<input type="checkbox"/>	為需要加強支援的學生訂定結構化的支援方案/個別學習計劃
<input checked="" type="checkbox"/>	在學校報告及學校概覽中清楚列明支援措施及服務
<input checked="" type="checkbox"/>	「學生支援組」定時與家長檢視學生的學習進展
<input type="checkbox"/>	其他，請註明：( )

2. 本校恆常與家長溝通的機制，包括：

<input checked="" type="checkbox"/>	通告	<input checked="" type="checkbox"/>	電話/電子平台
<input type="checkbox"/>	家長日	<input checked="" type="checkbox"/>	學生支援摘要
<input type="checkbox"/>	家長培訓	<input checked="" type="checkbox"/>	學生評估/進展報告
<input checked="" type="checkbox"/>	家長面談	<input type="checkbox"/>	其他（請列明： )

### (四) 支援有特殊教育需要的非華語學生(如適用)

本校為有特殊教育需要的非華語學生提供以下支援：

<input type="checkbox"/>	運用「有特殊教育需要非華語學生支援津貼」增聘教學助理
<input type="checkbox"/>	運用「有特殊教育需要非華語學生支援津貼」外購專業服務
<input type="checkbox"/>	協助翻譯
<input checked="" type="checkbox"/>	推動共融文化活動以建構共融校園
<input checked="" type="checkbox"/>	設計生涯規劃活動協助非華語學生適應和過渡不同的學習階段
<input type="checkbox"/>	其他，請註明：( )

(五) 本校在推行融合教育方面仍須加強或改善的地方是：

(如有需要，請參考《照顧學生個別差異～共融校園指標》)

- (a) 共融校園文化方面： 加強家長對共融校園的認識
- (b) 共融政策方面： 加強老師在照顧學生個別差異能力上的培訓
- (c) 共融措施方面： 加強策動校內外的支援及資源

## 14. Report on the Use of the Student Activities Support Grant 2019-20

### I. Financial Overview

A	Allocation in the Current School Year:	6,500.00
B	Expenditure in the Current School Year:	2,427.00
C	Unspent Amount to be Returned to the EDB (A – B):	4,073.00

### II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	0	\$0.00
Full-grant under the School Textbook Assistance Scheme	6	\$1,827.00
Meeting the school-based financially needy criteria	1	\$600.00 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	7	<b>\$2,427.00</b> (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

### III. Details of Expenses

II. Details of Expenses								
Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries <sup>1</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.1	Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises)							
	Expenses on Item 1.1	0						
1.2	Local activities: To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)							
ELA	Rugby Team	101.00	1			✓		
ELA	STEAM 101 – Using technology to boost creativity	600.00	1			✓		
ELA	Archery Team	257.00	1			✓		
ELA	Athletics Team (Track)	600.00	1			✓		
ELA	Choir (Senior)	267.00	1			✓		
ELA	Athletics Team (Field)	600.00	1			✓		
ELA	Orchestra	2.00	1			✓		
	Expenses on Item 1.2	2,427.00						

<sup>1</sup> Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries <sup>1</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.3	Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions							
	Expenses on Item 1.3	0						
1.4	To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities							
	Expenses on Item 1.4	0						
1.5	Others							
	Expenses on Item 1.5	0						
1.6	To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure							
	Expenses on Item 1.6	0						
	Total	2,427.00	7					

Contact Person for Life-wide Learning (Name & Post): Mr. Stephen Hindes  
Assistant Principal