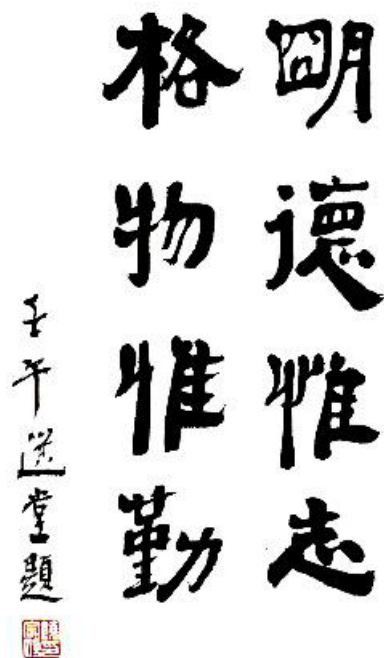
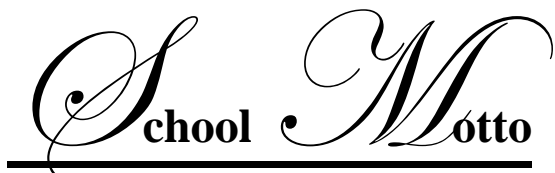




ANNUAL SCHOOL **REPORT** 2020~21

STRIVE FOR VIRTUE
QUEST FOR TRUTH



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:

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



Mission statement:

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

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.

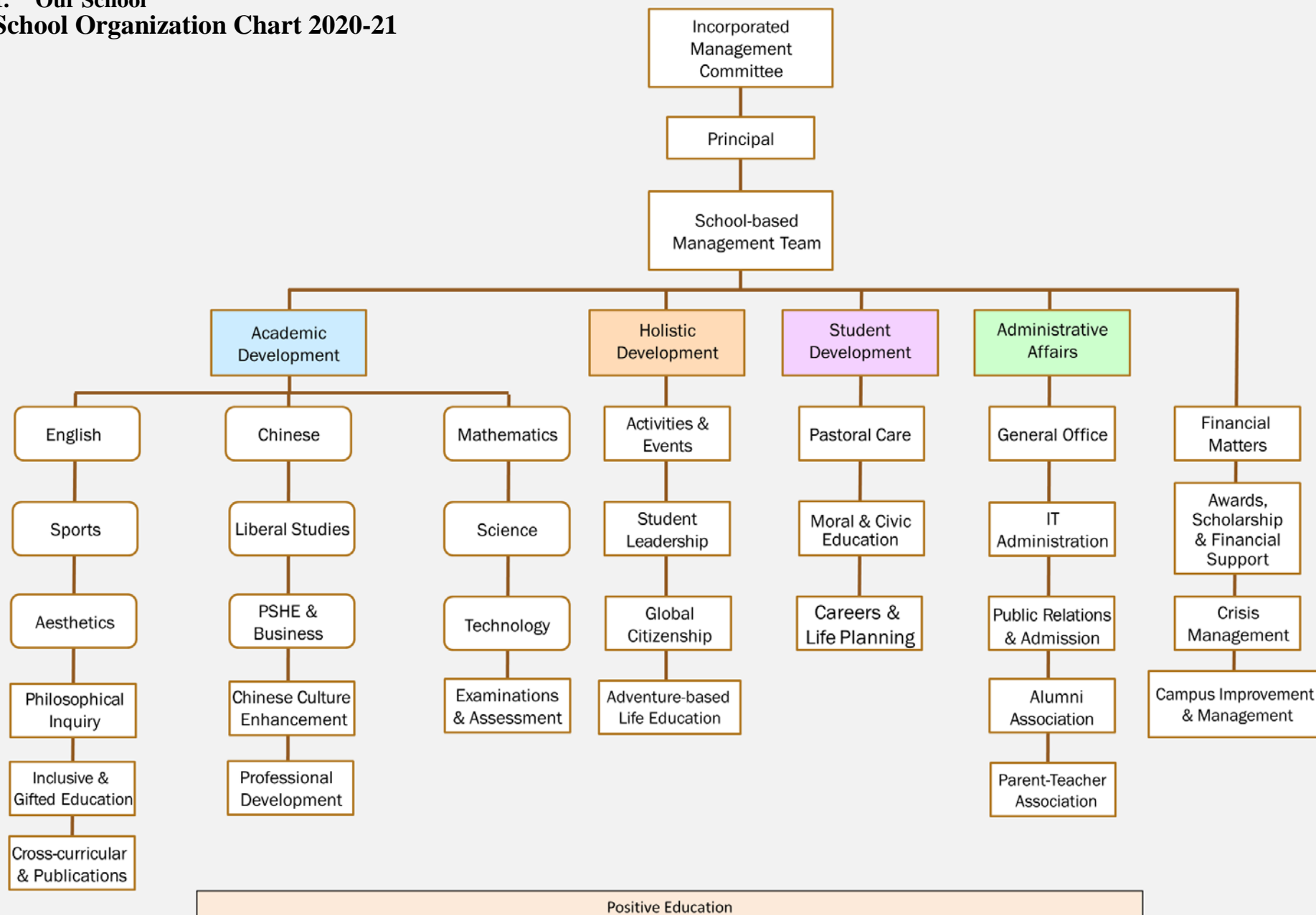
Being associated to The University of Hong Kong, itself a reputable educational and research institute in the world, the College enjoys a wide range of support from the University and its education faculty. Consequently, the College is gaining recognition in the community as a school with a mission and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

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1. Our School

School Organization Chart 2020-21



Lesson allocation for the 9 Key Learning Areas 2020-21

KLA	English Language Education / Drama	Chinese Language Education / Chinese Drama	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Aesthetics Education	Physical Education
S1	19.3	18.5	16.8	19.3	15.1	4.2	5.0	1.7
S2	16.8	18.5	16.8	20.2	15.1	4.2	5.9	2.5
S3	18.2	18.2	16.5	23.1	14.9	3.3	2.5	3.3
S4	16.9	16.9	15.4	12.2% for LS and for each elective subject				1.5
S5	16.9	16.9	15.4	12.2% for LS and for each elective subject				1.5
S6	16.9	16.9	15.4	12.2% for LS and for each elective subject				1.5

Learning hours for the 9 Key Learning Areas 2020-21

KLA	English Language Education / Drama	Chinese Language Education / Chinese Drama	Mathematics Education	Personal, Social & Humanities Education	Science Education	Technology Education	Aesthetics Education	Physical Education
S1	131	125	114	131	103	29	34	11
S2	114	125	114	137	103	29	40	17
S3	125	125	114	160	103	23	17	23
S4	116	116	105	84 hours for LS and each elective subject				11
S5	116	116	105	84 hours for LS and each elective subject				11
S6	64	64	58	46 hours for LS and each elective subject				6

* S1-S3 17 Cycles

* S4-S5 16 Cycles

* S6 9 Cycles

Class Organization and enrolment 2020-21

Form	One	Two	Three	Four	Five	Six	Total
no. of Classes	6	6	6	5	5	5	33
Enrolment	199	190	175	164	124	115	967

Students' Attendance 2020-21

Form	One	Two	Three	Four	Five	Six	Total
Attendance Rate	99.2	99.4	99.0	99.2	99	98.3	99.0

School Formal Curriculum for 2020-21

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				✓		✓
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)				✓	✓	✓

2. Achievements and Reflections on Major Concerns

With prolonged challenges that have restricted our ability to return to campus, as well as the types of activities that we could offer and experience, our Community has endeavoured to maintain a positive approach.

As we persevered within the HKUGA College Community, we have continued to innovate and create new ways to boost learning and a sense of wellbeing under 1-4-6 as our guiding method of articulation for planning and implementation of our version of Positive Education. Through this, we collectively turned our thoughts into our words, and our words into our actions for the benefit of one another. Our thanks go out to all of our staff, students and parents for their caring support and ‘can do’ attitude as their efforts are greatly appreciated.

Moving into the second year of online teaching, we faced some new challenges such as digital fatigue due to prolonged learning hours in front of a screen. Nonetheless, in general our learning quality in terms of lesson effectiveness and teacher support remained at a high standard.

Based on the signs of fatigue that we had noticed, we decided not to carry out an extensive summative student survey to assess the effectiveness of our Annual School Plan. Instead, we opted for a shorter survey combined with interviews of students selected randomly.

Below are the highlights of the results from different areas of 1-4-6 from the school plan of 2020-21:

Statements	Rating 3 or above
1. I am clear about what I am expected to learn and achieve in my lessons	96.1%
2. I am able to cope with the workloads arranged by the subjects.	91.1%
3. The lessons (both face-to-face and online lessons) are generally engaging or interesting.	89.5%
4. I have been more confident about learning than before.	82.1%
5. I am able to complete my assignments or tests at a high standard.	86.2%
6. I am able to gain help from teachers for my learning difficulties.	94.5%
7. I am more aware of Chinese culture and have a stronger understanding about it.	80.2%
8. I generally read more Chinese articles or references in both subject learning and leisure time.	74.5%

9. I feel more confident in learning Chinese as I could access Chinese references or resources when learning within other subjects this year.	77.5%
10. The learning this year helps me better understand my character strengths	85.1%
11. The learning this year helps me strengthen my weaker character strengths.	84.4%
12. I am able to identify how my studies in different subjects can have benefits for my community.	90.3%

Amidst the overall positive remarks, we are well aware of the impacts that online school has had on some key initiatives such as Chinese language and cultural enhancement. In our EMI context, physical contact time between teachers and students is of utmost importance to best engage them in learning Chinese and related subjects. However, with this reduced vastly during the school suspension time we found that it indicates that self-directed learning among students in Chinese reading and learning is still one of the areas for future development.

For the rest of the report, you will learn more about the types of activities and initiatives we offered throughout 2020-21 as well as our reflections for the future.

1 - Major Concern - Wellbeing

One other survey that was carried out was the annual Stakeholder Survey (SHS) and despite the world situation, there were also many positive aspects to celebrate (although there were generally slight reductions in the ratings about school life).

Our parents rated the highest from our records since 2014 in their child's interest and initiative in learning, and students' respect for teachers. For students, we did not see major drops in any of the areas except in learning experiences such as trips and excursions and extra-curricular activities. Teachers also rated some things more highly than within the last three years such as views on the management and leadership of the school, guidance and discipline efforts for students, but especially in terms of the school climate of working collaboratively and harmoniously together.

Through targeted, timely, student surveys and interviews, students assessed a reduction in self reported wellbeing and we attempted to address this through our clear pastoral structure, Class Tutors and social workers engaging actively with students even though this was generally online.

4 Underpinnings - infused and embedded across all areas

★ Global Citizenship

As we promote Global Citizenship, we have started to develop our approach through the lens of the United Nations Sustainable Development Goals (SDGs). These have started to be infused into our lesson schedules with different types of stimulus and projects.

There were also two new initiatives kicked off this year that involved students tackling social and environmental issues. The Life and Society Department started their Community Engagement Project (CEP) which engaged the S3 year level in active social work to raise awareness and promote empathy and action within our student body. In addition to this, our Cross-curricular Committee devised and implemented the first joint school projects that linked to a select number of SDGs, involving collaboration between our S3 students with those from a renowned school in Singapore. Throughout the second term, groups were facilitated by teachers from both schools to create meaningful projects that helped enhance both countries.



All of these activities culminated in our first Online World Day which was held online. This showcased the most successful project work and celebrated the successes from our students within science and STEM. This was the first time it was attended internationally.

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.

Nurturing global citizenship cannot detach from the awareness of our own culture and identity. Therefore, enhancement of Chinese language and culture is also one of the indispensable parts of the whole initiative. We arranged activities and special programs for students which were all well received. Some were able to provide more physical time for the positive exchanges between students and teachers during the suspension period. Please refer to section 15 for the activities.

★ Character Strengths

The 24 strengths are a means of reflection and targeting growth and development in the attitudes we aim to portray within our lives. Each year, our students and teachers identify, learn about and reflect on their strengths through different activities. This mainly took place throughout scheduled lessons and discussions with Class Tutors. Used in regular formative feedback sessions, the strengths are also cited within the summative reports at the end of each term.

★ Rephrasing our language and policies

As part of our school culture, the types of words we use and the way in which we communicate with one another is generally in line with our 1-4-6 philosophy and terminology. This has been embedded into the way we think, speak and act.

★ Growth Mindsets

With what we have learned through adversity, we have been able to glean numerous pathways toward developing our future educational approach toward a hybrid mode. Our teachers and students have become highly competent in the implementation of different Apps that we used

online, and we now see the benefits of these in face to face lessons through a hybrid approach. All of this is within our mindset of growth and development, as we celebrate successes and strive for new horizons.

By seeking and obtaining regular feedback from our stakeholders, our leadership has been able to plot a meaningful Development Plan that guides our path through the next three years of learning.

We have made strides in terms of increasing dialogue within lessons and helping one another inquire deeper into concepts and ideas that shape us. Student critiquing and peer feedback is becoming more and more a part of how learning can be made visible, and we share assessment details well in advance to give good guidance on the type and calibre of work expected.

One of our biggest growth areas this year has been in offering even more activities online than in previous years. Here are some of the examples:

Parents Nights in different levels and Parent Days

All Curriculum Nights, Parent Nights and Parent Days were conducted through online channels to ensure parents' participation while in a safe mode. Even though students could only come back to campus at restricted times, parents could not join any on-the-site programmes during the entire year. This meant that we had to make good use of online platforms to maintain good home-school collaboration. We organised more parents' events than in the past in order to provide parents with the most updated information regarding changes to school arrangements as guidelines changed based on the situation. We also held a parent talk to cater for the needs of parents in the period about how to deal with student device and gaming addiction.

S1-S3 Assessment Week

We found innovative ways to ensure that summative assessments could be carried out in an effective way that ensured fairness and equity in examinations. Although this did have its issues in terms of the number of devices needed to carry out the assessments and how students submitted their work, it was very effective in achieving its goal.

S1 Admission Seminar and Interviews

Due to social distancing concerns, we cancelled the originally planned Open Day and Admission Seminars. Instead, we organised a few online admission seminar sessions as well as open online classrooms for potential S1 applicants and their parents to attend. As we were not able to conduct admission interviews on the school campus we ended up arranging two rounds of online interviews for all S1 applicants.

Throughout our growth process, we set and work towards our goals and reflect systematically to help us work more efficiently and effectively. This process is done on daily, monthly and termly means in order to lead to cumulative growth all around.

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 a school with a long history of Pastoral Care we understand that this comes from the building and maintenance of relationships across the various levels within our school. Through listening to, and helping, one another we are able to build trust and develop commitment. Collectively, our Class Tutors as well as Subject Teachers, Social Workers and the Clinical Psychologist spent many hours reaching out to students to see how they were doing. Data we obtained helped provide the opportunity to target those in need and let them know that they were still part of our caring Community.

The year started with our first ever online Opening Ceremony to introduce all to the 'New Norms', and students then went to their virtual homerooms to meet with teachers. Our House Committees held a big hybrid House meeting with leaders presenting from within the school while the majority participated online. The PTA also moved online to welcome parents in the same fashion as The Hub truly lived up to its name as a base for these communications. Then once we were all able to return to campus in October, the Student Council arranged for a COVID pinata event as they physically and metaphorically beat the COVID virus.



Fostering a relationship with our Primary School students is of great importance, and we shared our new initiatives with Parents as well as hosted a series of online lessons for the P6 students so that they could gain insights about what life is like in the College.

Nevertheless, it is evident that our Community will need to remain diligent in the area of relationship building and maintenance, as the number of students that succumb to anxiety related issues increases. This will be an area of continued Professional Development for our staff as well as a focus of our Parents Nights and Assemblies for the years to come.

Interestingly, despite the prolonged closure of the school campus, the SHS results were still able to remain high for areas such as 'school climate' and 'support for student development'. This was the case for both students and parents indicating that they readily perceived the virtual aspects of our approach to successfully meet their needs in this area. In this way, the College and our community influence extended beyond the brick and mortar of the school buildings themselves.

Health

All challenges are meant to be faced head on. For this, we aimed to promote the learning and practice of daily habits for both physical and mental health. We did this through many self-directed endeavours such as artistic project work and videos of physical challenges to be uploaded onto galleries online. We also initiated our Adventure-based Life Education (ABLE) Programme which generated our self-directed hiking forms. These online tools encourage our community to get out in nature, follow a route and upload their pictures as they go.



Teachers were able to explore different activities to promote their own health such as the weekly staff yoga sessions offered by one of our expert teachers, a staff meeting that was turned into an activity session for different stress relieving and 'social circle' enhancing

activities, as well as regular soup and fruit days.

We also continued to use QEF Funds to provide services for more mental health awareness and support programmes in an online format. This longitudinal study will follow a number of students to gain data and develop programme effectiveness.



Emotions

We have continued to focus on four emotions within the last three years, Gratitude, Hope, Interest and Love. There are plenty of things that we can highlight as reasons to feel grateful, but from our student perspectives during Gratitude Week, they rated Family, Friends, School, Food and Health as their main areas. As a positive emotion, Gratitude is now considered ingrained in the culture and ethos of the College. Each class worked on different hexagons for their additions to the gratitude wall to visually represent the feelings of the College on the whole.



Hope was gained from the many successes we experienced from our efforts to maintain learning and we promoted interest in students through innovative means. While meals and gatherings were not 'on the table' as a way to express our love for the Community members, we provided care packages, and had a cross year level charity project to give sanitisers to the elderly.

The annual Christmas celebration and singing competitions were conducted online. Performances of the contestants were pre-recorded and broadcasted live to all the students and teachers. The event was hosted entirely by the chairman and vice chairman of the student council. This was a great roundoff to our first part of the year.

Emotional stability is going to be a challenge for all of us as we progress into 'living with COVID', but we will continue to foster the attitudes of 'Doing Good', 'Feeling Good' and 'Looking for the Good'.

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.

Striving to set and move toward our goals, we urge all Community members to find a sense of purpose in their work and develop their sense of agency within the classroom and school activities. We also aimed to give students the sense that they were positively impacting the world around them through leadership activities, charitable events and our STEM Teams. This infusion of exploring global issues was embedded into the curriculum through two cross curricular STEM projects for S2 and S3 in the form of our Air Swimmer and Junior Paleontologist programmes.

Online reading possibilities were enhanced through the Newsela programme in order to build interest and curiosity as well as provide guidance for reading around subjects and Philosophical Inquiry trialed, and effectively conducted, online lessons that helped students explore metacognition skills. Then the activities branched out to conduct ELAs and additional lessons specifically geared to the S3 students, to explore the way we think, as well as how we formulate knowledge and understand the world. Students said that these lessons offered them something other lessons could not, and that they gained a deeper insight into the topics being discussed.

Another trial was to develop and conduct our first ABLE Rice Programme with a number of S1 students. This involved going out into nature, getting dirty and experiencing life through a grain of rice. Students connected with nature and the basic needs we have for sustenance as they revisited their crop of rice during its growth cycle. This was well received by all involved and will be implemented as a whole year experiential programme next year. We also sent students to Ocean Park for the first time, where we were pleased to see the promising and meaningful experiential lessons on offer from their team. For most students, these were exceptional days of activities within the year.

Looking forward to university applications, over 300 parents joined our online PTA talk from the Hong Kong Overseas Studies Centre to learn about studying in the UK or Australia. Our Alumni also had a virtual sharing bi-week with different alumnus sharing about their experiences with preparing for and attending their new universities.

Engagement

Our teachers and student leaders have continued to strive for engagement within the lessons and other activities.

Extended Learning Activities (ELAs) continued to enable students to learn more about their subjects, sustain their interests, and explore their horizons. Much of this shifted online at different times, but the responses in terms of learning and involvement in the different tasks were encouraging to say the least. Students found that they were able to achieve their goals and improve their skills through doing. Of course this was achieved to a greater degree in face to face sessions with students rating >90% agreement in terms of acquiring knowledge, effective teaching and maintaining positive attitudes. However, when comparing with online ELAs, students rated highly in terms of the learning effectiveness with a >80% positive rating.

As teachers became more apt at carrying out collaborative sharing tasks within online lessons (and even lessons where students were forced to sit ‘face to back’) upon return to campus, we were able to keep the engagement levels high. Teachers shared their different means of developing this with others during our Professional Development days and regular collaborative planning sessions.

Although we have come far in terms of our differentiated tasks, there is no time to rest as we work to ensure that every student can access work at their own level and move forward at a pace that is suited to them. NCS groups work in small clusters to improve their language capacities, and teachers strategically group students to maximise learning outcomes on the whole.

As lifelong learners, we have all continued to enhance our practices to build capacities and ensure that we remain motivated for more development. From an educational standpoint, this involves providing necessary scaffolding and ensuring that all feel supported in their individual learning journey.



Accomplishment

The process of reflecting on and celebrating accomplishments is important for maintaining engagement and motivation. It is linked to the appreciation of growth and is the culmination of all that we try to achieve in 1-4-6.

For our College, we were able to celebrate a number of external sporting, cultural, innovation and subject awards in the different activities we engaged in. This spurs us on for the future as we aim to add value to the learning experience.

Our students and teachers continued to provide specific, actionable feedback in a more timely manner to one another, so that it can be constructive and productive in nature. This is through the practice of oral and written strategies between the different stakeholders (S-S, T-S, S-T, T-T). We are all accustomed to receiving and giving feedback as we see the potential for a brighter future with increased accomplishment.

A number of subjects developed self-directed blended modes of enabling students to do question drilling with immediate guidance and feedback using Google Forms. These formed the basis for lesson pre-tasks, self-assessed quizzes and a formative tool for achieving better while gaining understanding of concept application. This learning was reinforced through flipped subject content in terms of recorded lessons or experiments.

In conclusion, the value-added nature of all of our endeavours have continuously ensured that our students get the best from HKUGA College. This is a reflection of the values, attitudes, skills and knowledge that we encourage and foster within our actions. We are all the agents of change toward flexibility and rapid adaptability to the challenges around us.

Since starting our pathway toward exploring and understanding wellbeing in 2017, we are spurred on and uplifted by others who herald this as a noble endeavour. The OECD (Organisation for Economic Co-operation and Development) has highlighted 'collective wellbeing' as a key target for education from 2019.

Together, we will continue to incorporate strategies that boost the different facets of 1-4-6. We are confident that this will embed Wellbeing in everything that we do, to help us maintain our evolving and flourishing Community.

3. Career Guidance 2020-21

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, google drive, CLP Facebook Page and Instagram. Apart from electronic platforms, the career corner at the library is also well-maintained to provide the most updated information to students.

Due to the COVID-19 pandemic, we are unable to organize our own University Fair and invite university guests to deliver talks on our campus this year. However, as most of the local and overseas universities had organized their own online expo and admission talks. The team had gathered the information on our Facebook page and Instagram and encouraged the students to attend according to their interests.

This year, we organized our first online "alumni-sharing bi-week". In this programme, we had invited 15 alumni from different local and international universities to share their own learning experiences with our students. Over 200 students had attended the sharing talks and had gained first-hand information about the University life of different universities in different countries. Students expressed that the alumni personal experience sharing has been very useful to them and they do not normally hear that on university open days. The committee will continue to collaborate with the alumni association to provide more of these opportunities for our students to get support from the alumni.

On the life-planning side, we have continued to collaborate with the Inclusive Education Committee and invited 16 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.

This year, we continued to work with the PTA to provide parent education talks to parents. We managed to organize two online talks this year. The one held in term 1 was about further education in Australia and the UK. Over 300 families had participated. The one held in term two was about the role of parents in students' career development. Over 150 families had participated. The responses from parents were very positive and our team will continue to work with PTA on supporting parents in students' career and life planning.

Under the COVID-19 pandemic, we were still unable to provide activities that involve mass gatherings. However, we managed to organise the North Star Programme for S5 students. In view of the pandemic, we organised the kick-off ceremony online. For the group whose mentors were unable to bring students to their workplace due to the pandemic concerns, students were able to view the workplace through their online meetings with their mentors.

Similar to last year, as most of the counsellors' seminars were organized online, more of the committee members could participate or view the video recordings. With the relief of the COVID-19 pandemic, we look forward to providing more career and life planning activities to our students in the coming academic year.

4. Catering for Students with Special Education Needs 2020-21

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 provide more support for mental and emotional cases, a clinical psychologist (CP) service was introduced this year. To cater to individual learning needs, case conferences/consultations involving students and parents, our EP and/or SW, relevant teachers and Head of IGE were held. Before summer began, 2 school counselors joined our team to help support summer programs for our students.

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.

Our school continues to receive Learning Support Grant (LSG) to cater to students' diverse learning holistically and flexibly. Three different types of support groups were arranged with educational psychologists, social workers and counseling psychologists for our students in need. Although school suspension continued throughout the year with half-day face-to-face lessons mostly, the support groups continued online and face-to-face where possible. AConnect, one support group (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 as planned last year for our S3-S5 students were conducted mainly online. A full-time teacher has continued his duty 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 a smooth transition for our newcomers. Further enhancement on case transfer was discussed, including a list of good practices, strategies adopted and student learning styles for individual cases 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. PS class teachers meeting and case handover meeting were held in early July to ensure relevant parties are well aware and be able to plan ahead before Sep begins.

An online Pre-S1 parent talk took place at the start of the summer. 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 a major concern this year. The QEF proposal on Mindfulness-Based Social Emotional Learning (MBSEL) continued from last year. This year we focus on the remaining items of the project, including 5 online parent talks, series of professional development and trials with both junior and senior forms. Small groups (4 sessions) were also conducted so that the designed materials have been tested with advice from instructors after supervision. Whole form assemblies were also conducted to help

students better understand how to improve their well-being. Second group of parent workshops (10 sessions) were smoothly carried out while parents find them helpful and supportive. Student ambassador training for a team of selected students with the aim to share ways to support others mentally was also conducted.

Another QEF project about resilience has also started this year to support our S2 year form. 4 sessions of whole form workshops were carried out in face-to-face mode with a group of social workers conducted the activities. Pull out stress management program was also organised for selected students.

5. Scholarship/Fee Remission Scheme

A) 2020-21 Fee remission granted to 58 students

% granted	100%	75%	50%	25%	Total	Total no. of Applicants
No. of students	27	16	9	6	58	58

B) 2020-21 Scholarship awarded to 95 students

Scholarship	% granted	100%	50%	20%	Total
Academic	No. of students	16	36	35	87
Sports	No. of students	3	3	2	8

6. Student Performance 2020-21

Academics

第二十三屆全港中學生中小學普通話演講比賽 2021

S2CT	Chow Hoi Kiu Chloe	港島區初中組優異星獎
S2FL	Zhang Wan	港島區初中亞軍
S2JM	Lam Hoi Faat	港島區初中組優異星獎

「篇篇流螢」網上閱讀計劃

S3LT	Lee Cheuk Wing	初中組「卓越表現獎」銅獎(全港第三名)
S3LT	Lee Cheuk Wing	初中組「卓越表現獎」銅獎(全港第三名)
S4TW	Lo Tsz Yan	高中組「卓越表現獎」金獎(全港第一名)
S4TW	Lo Tsz Yan	高中組「卓越表現獎」銅獎(全港第三名)
S5CL	Tam Samuel Eliot	高中組「卓越表現獎」銀獎(全港第二名)
S5CL	Tam Samuel Eliot	高中組「卓越表現獎」銀獎(全港第二名)
S5YC	Cheng Tsz Ching	高中組「卓越表現獎」銅獎(全港第三名)
S5YC	Kwok Kwan Yin	高中組「卓越表現獎」金獎(全港第一名)
S5YC	Cheng Tsz Ching	高中組「卓越表現獎」金獎(全港第一名)

72nd Hong Kong Schools Speech Festival

Dramatic Duologue

S4CC	Lau Adrian Wai Yin	Certificate of Merit (Champion)
S4WC	Barton Emma Patricia	Certificate of Merit (Champion)
S4WC	Kan Chi Yan Ethan	Certificate of Merit (Champion)
S4YC	Wong Yuet Chin	Certificate of Merit (Champion)
S2TC	Lee Yui Ting	Certificate of Merit
S4CC	So Tsz Ching	Certificate of Merit
S4TW	Lai Hei Ching	Certificate of Merit

Public Speaking Solo

S4WC	Lai Ka Ming Laurence	Certificate of Merit
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Solo Prose

S1SW	Murakami Haru	Certificate of Proficiency
S4CC	Lau Adrian Wai Yin	Certificate of Merit (Champion)
S4WC	Barton Emma Patricia	Certificate of Merit (Champion)
S4WC	Kan Chi Yan Ethan	Certificate of Merit (Champion)
S4YC	Wong Yuet Chin	Certificate of Merit (Champion)
S5CY	Shih Wei Fan	Certificate of Merit (Champion)
S5LT	Cheang Hiu Lam	Certificate of Merit (Champion)
S1FS	Pang Hoi Lam Kylie	Certificate of Merit (2nd place)

S2AC	Chan Nicole Jane Yee	Certificate of Merit (2nd place)
S2FL	Kwan Rachel Hilary	Certificate of Merit (2nd place)
S4TW	Chan Justin Travis	Certificate of Merit (2nd Place)
S1CN	So Eytan	Certificate of Merit
S1CT	Koo Hei Wai	Certificate of Merit
S1CT	Cheng Hoi Man	Certificate of Merit
S1SW	Chan Wing Yeung	Certificate of Merit
S1SW	Lai Cheuk Hin	Certificate of Merit
S2TC	Tse Yin Long	Certificate of Merit
S3CY	Li Joy Sze	Certificate of Merit
S3LT	Ngai Chi Yeung Ernest	Certificate of Merit
S4CC	So Tsz Ching	Certificate of Merit
S4TW	Lai Hei Ching	Certificate of Merit
S4TW	Siu Pui Yuet	Certificate of Merit
S4WC	Lai Ka Ming Laurence	Certificate of Merit
S5CL	Tam Ho Sum	Certificate of Merit
S5CY	Wong Sheung Yee	Certificate of Merit
S5CY	Chua Man Shan	Certificate of Merit
S5LT	Chan Ching	Certificate of Merit
S5LT	Wong Jennifer Hayden	Certificate of Merit
S5LT	Wong Michelle Jade	Certificate of Merit

Solo Verse

S2JM	Lo Sze Chit Ryan	Certificate of Proficiency
S5BC	Chung Pak Ting Pavel	Certificate of Proficiency
S3CD	Wong Ka Yan	Certificate of Merit (Champion)
S5CY	Shih Wei Fan	Certificate of Merit (Champion)
S1BL	Leung Ngo Chun	Certificate of Merit (3rd Place)
S1CN	Chan Pak Kiu	Certificate of Merit (3rd Place)
S1SW	Ng Pak Hei Cyrus	Certificate of Merit (2nd Place)
S1SW	Tso Kei Lim	Certificate of Merit (2nd Place)
S3CY	Lam Nga Yi	Certificate of Merit (2nd Place)
S4TW	Chan Justin Travis	Certificate of Merit (2nd Place)
S4YC	Ho Audrey Yanwing	Certificate of Merit

The 36th Sing Tao Inter-School Debating Competition

S4TW	Chan Justin Travis	Most Improved School Award
S4YC	Chan Ainod	Most Improved School Award
S5CL	Tam Samuel Eliot	Most Improved School Award
S5CY	Davis Kan Daniel	Most Improved School Award
S5CY	Shek Tsoi Yee Chloe	Most Improved School Award

S5CY	Shih Wei Fan	Most Improved School Award
S5LT	Gu Matthias Lucas Ting Hon	Most Improved School Award
S5YC	Tan Jing Yee	Most Improved School Award

The 36th Sing Tao Inter-School Debating Competition (3rd Preliminary)

S5CY	Davis Kan Daniel	Winning Team, Best Debater, Best Interrogative Debater
S5CY	Shih Wei Fan	Winning Team
S5LT	Gu Matthias Lucas Ting Hon	Winning Team

Hong Kong Budding Poets (English) Award 2020/21

S4TW	Lo Tsz Yan	Honorable Mention - The Outstanding Student Poet Awards
S4TW	Siu Pui Yuet	Honorable Mention - The Outstanding Student Poet Awards
S5CY	Shek Tsoi Yee Chloe	Gold - The Outstanding Student Poet Awards, The Poet of the School Awards
S4TW	Man Aliysa	Silver - The Outstanding Student Poet Awards
S4YC	Chan Ainod	Silver - The Outstanding Student Poet Awards
S5CY	Shih Wei Fan	Silver - The Outstanding Student Poet Awards
S5CL	Tam Samuel Eliot	Bronze - The Outstanding Student Poet Awards
S4TW	Chan Justin Travis	Participant
S4YC	Kwok Wing Yan	Participant
S5CY	Cheng Long Hang	Participant
S5CY	Chua Man Shan	Participant
S5CY	Chung Josh Cheuk Hei	Participant
S5CY	Davis Kan Daniel	Participant
S5CY	Kon Wyn	Participant
S5CY	Wong Sheung Yee	Participant
S5LT	Lai Yat Ning Cheryl	Participant

Hong Kong Young Writers Awards 2021

S1SW	Chan Wing Tsun Valerie	Highly Commended
S1SW	Leung Yat Laam Ashley	Certificate of Participation

The Speaker 2021

S5CY	Kon Wyn	Second runner-up
S5CL	Chan Marcus Tze Kwan	Certificate of Excellence
S5CY	Shih Wei Fan	Certificate of Merit
S4TW	Man Aliysa	Participant

Greater Bay Area Mathematical Olympiad (Greater Bay Area Region)

S2TC	Sze Long Kit Gary	Third Class Honour
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Greater Bay Area Mathematical Olympiad (Hong Kong Region)

S2TC	Sze Long Kit Gary	Second Class Honour
S5YC	Woo Muk Yan Matthew	Third Class Honour

Hong Kong International Mathematical Olympiad Heat Round 2020 (HK Region)

S5YC	Woo Muk Yan Matthew	Bronze Award
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The 7th Annual International Mathematical Modeling Challenge (Regional Contest)

S4CW	Li Chi Ying	Honorable Mention
S4CW	Zhang Kexin	Honorable Mention
S4TW	Chia Audrey Cheuka	Honorable Mention
S4YC	Kwok Wing Yan	Honorable Mention
S5CY	Hui Darwin	Honorable Mention
S5CY	Tsang Blanc	Honorable Mention
S5CY	Yan Hei Long Jonathan	Honorable Mention
S5LT	Fong Kai Chun	Honorable Mention
S5YC	Kwan Ching Yeung	Honorable Mention
S5YC	Lai Yat Nam	Honorable Mention
S5YC	Leung Wing Tin	Honorable Mention
S5YC	Woo Muk Yan Matthew	Honorable Mention
S4TW	Chan Justin Travis	Meritorious
S4YC	Chan Ainod	Meritorious
S5CY	Chua Man Shan	Meritorious
S5YC	Tan Jing Yee	Meritorious

The 7th Annual International Mathematical Modeling Challenge (International Contest)

S4TW	Chan Justin Travis	Finalist
S4YC	Chan Ainod	Finalist
S5CY	Chua Man Shan	Finalist
S5YC	Tan Jing Yee	Finalist

The 73rd Hong Kong Schools Music Festival

Alto Saxophone Solo (senior)

S1BL	Li Cheuk Hin Elvan	Silver Award
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Bassoon Solo (Junior)

S4CC	Lee Cheuk Hei	Silver Award
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Cello Solo (Intermediate)

S3CY	Wong Chun Ho	Silver Award
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S4TW	Lin Tsz Ching	Silver Award
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Clarinet Solo (Junior)

Wan Hei Yin	SECOND with Silver Award
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Flute Solo (Junior)

S2FL	Kwan Rachel Hilary	FIRST with Silver Award
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S1CH	Ng Ka Kiu	SECOND with Silver Award
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S1CT	Poon Sze Ching	Silver Award
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S2FL	Sum Hong Yee	Silver Award
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Graded Piano Solo

S1CT	Gong Ching Lam	Grade Eight	SECOND with Gold Award
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S1SW	Ng Sum Lui	Grade Five	Bronze Award
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S2FL	Wong Ching Kwan	Grade Five	Bronze Award
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S2KL	Chan Sze Wing Deborah	Grade Five	Silver Award
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S1FS	Chiu Irina	Grade Seven	Bronze Award
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S2JM	Ng Chi Kuan Jane	Grade Seven	Bronze Award
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S2FL	Leung Yan Yu Angelice	Grade Seven	Gold Award
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S3LT	Leung Hoi Ying	Grade Seven	Silver Award
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S2KL	Wong Meryl Finn	Grade Six	Gold Award
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S1CT	Chang Lok Him	Grade Six	Silver Award
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S2CT	Chung Ka Sin	Grade Six	Silver Award
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Harmonica Solo (Senior)

S2TC	Tse Yin Long	Silver Award
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Marimba Solo

S2TC	Lee Yui Ting	Silver Award
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S3KL	Wan Hoi Kit	Silver Award
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Piano Solo - Composer of the Year

S5BC	So Natalie Tsz Yau	THIRD with Gold Award
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Piano Solo - Tom Lee Music Scholarship

S2AC	Tam Hei Tung	Gold Award
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Trombone Solo Junior

S1FS	Leung Sue Man	THIRD with Silver Award
S1CN	Wong Yin Chiu	Silver Award

Trumpet Solo Senior

S4WC	Ho Jianne	SECOND with Silver Award
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Violin Concerto Age 13 or under

S2JM	Hou Hiu Chung Henry	Silver Award
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Violin Solo

S1FS	Chiu Irina	Grade Six	FIRST with Gold Award
S1BL	Wan Cheuk Yin Charlie	Grade Four	Silver Award
S1SW	Yip Tsz Tung	Grade Six	Silver Award
S2JM	Tsui Tsz Yuen	Grade Six	Silver Award
S1CN	Yeung Lok Yin Kaden	Grade Six	Bronze Award

Vocal Solo (Foreign Language - Female Voice)

S1CN	Ma Tsz Kiu	Silver Award	Silver Award
S2KL	Chan Sze Wing Deborah	Silver Award	Silver Award
S3CD	Wong Ka Yan	Silver Award	Silver Award

笛獨奏 初級組

S3LL	Wong Bettina	銀獎
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揚琴獨奏 深造組

S4CC	Lo Chong Hei	銀獎
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Sports

Zurich Insurance Hong Kong Inter-School 3X3 Basketball Competition 2020

S5LT	Chen Sze Ki	Champion of Shooting Contest
S1BL	Fung Cheuk Ling	3rd Runner Up
S4CC	Wong Laetitia	3rd Runner Up
S5LT	Chen Sze Ki	3rd Runner Up
S5LT	Lee Mun Ying	3rd Runner Up

Culture

Field Report Competition for Secondary School 2020-2021

S4TW	Tam Jayne	Champion
S4WC	Chan Yee Ling Eunice	Champion
S4WC	Cheung Ying To	Champion
S4YC	Cheah Yuen-Ling Zoey	Champion
S4YC	Kong Sin Yu Cindy	Champion

Enactus Social Innovation Challenge 2021

S5BC	So Natalie Tsz Yau	First runner-up
S5YC	Cheng Tsz Ching	First runner-up
S5YC	Heung Wing Tung	First runner-up

The Greater Bay Area STEM Excellence Award 2021 (Hong Kong)

S3CS	Tsui Yuen Chak	Merit Award
S3CY	Chan Ngo Lam	Merit Award
S3CY	Wong Lok Hei	Merit Award
S3LT	Lau Ho Lam	Merit Award
S3LT	Ting Chung Kei Bianca	Merit Award
S3LT	Yuen Tin Wai	Merit Award
S4CC	Chan Yee Ching Jocelyn	Merit Award
S4CC	Ying Tung Avari	Merit Award
S4CW	Chen Georgia To Sum	Merit Award
S4CW	Li Chi Ying	Merit Award
S4TW	Chia Audrey Cheuka	Merit Award
S4WC	Barton Emma Patricia	Merit Award
S4WC	Ng Chin Wai Denise	Merit Award

Do your :bit Hong Kong School Challenge 2021

S3CY	Ko Po Kiu Selina	1st Runner-Up
S3LT	Chong Yeung Ling	1st Runner-Up

Social Innovation: Community 4.0 Competition

S4CC	Kwan Hui Yat
S4WC	Chan Hon Wang Jaco
S5CL	Kong Siu Long
S5CL	Lau Lester
S5CL	Oh Sau Chak

教育局及香港電子學習教育協會聯合主辦「中史解碼」KOL 大募集

S4CC	Lee Cheuk Hei	Distinction
S4CC	Lo Chong Hei	Distinction
S4CC	Wong Yu	Distinction
S4WC	Fung King Lun	Distinction

香港中學 IT 知識網上問答挑戰賽

S5CY	Chua Man Shan	Golden Medal
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7. Financial Summary

DSS Schools' Annual Financial Position Financial Summary for the 2019/2020 School Year

	Government Funds	Non-Gov't Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	62.78%	N.A.
School Fees	N.A.	33.67%
Donations, if any	N.A.	0.18%
Other Income, if any	0.91%	2.46%
Total	63.69%	36.31%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	79.74%	
Operational Expenses (including those for Learning and Teaching)	9.86%	
Fee Remission / Scholarship	3.73%	
Repairs and Maintenance	1.00%	
Depreciation	5.67%	
Miscellaneous	N.A.	
Total	100%	
Surplus/Deficit for the School Year #	1.18 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	8.30 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

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 (2020-21)

Date	Ref. No.	To IMC	Name of donor	Description	Quantity	Amount (HK\$)	Whether the donations received are solicited*	Date approved by IMC
10/12/2020	2021001	2021001	Hong Kong Island School Heads Association Kowloon Region School Heads Association New Territories School Heads Association (Whealthfields (HK) Ltd.)	Walch instant hand sanitizer 20 ml	1,056 pcs	7,392.00	N/A	IMC 13/11/2020
10/12/2020	2021002	2021002	Hong Kong Island School Heads Association Kowloon Region School Heads Association New Territories School Heads Association (Whealthfields (HK) Ltd.)	Walch instant hand sanitizer dispenser	3 unit	600.00	N/A	IMC 13/11/2020
10/21/2020	2021003	2021003	Home Affairs Department, Southern District	Face mask and instant hand sanitizer pack	150 packs	4,500.00	N/A	IMC 13/11/2020
11/25/2020	2021004	2021004	Southern District Joint Schools Conference (Home Affairs Department, Southern District)	Face mask	200 pcs	400.00	N/A	IMC 29/1/2021
2/28/2021	2021005	2021005	Mr Wong Ha Ming 汪夏明先生 (a member of HKUGA)	For purchasing library books (Chinese History and Geography-China related)		5,000.00	N/A	Para. 6.4 of minutes dated 16/4/2021

3/12/2021	2021006	2021006	Hong Kong Island School Heads Association Kowloon Region School Heads Association New Territories School Heads Association (Whealthfields (HK) Ltd.)	Walch anti-bacterial foaming hand wash dispenser	144 pcs	4,320.00	N/A	Para. 6.4 of minutes dated 16/4/2021
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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 2020-21

Task Area	Major Area(s) of Concern	Strategies	Benefits anticipated (e.g. how workload is alleviated)	Time scale	Resources required	Success criteria
Curriculum development & enhancement of students' learning	<p>1. To enhance the value education of our school-based curriculum (e.g. the implementation of Community Engagement Project in S3)</p> <p>2. To incorporate game-based learning and VR into our junior teaching so as to raise our students' interest in the subject</p>	To recruit one full time LS teacher	<p>The workload of other subject teachers in implementing the Community Engagement Project can be relieved</p> <p>More focused effort can be put into arousing students' interest in learning Life & Society/ Liberal Studies</p>	From September 2020 to August 2021	Salary	<p>The introduction of Community Engagement Project in our S3 curriculum</p> <p>The incorporation of game-based learning into S1 teaching</p> <p>The incorporation of VR to facilitate S2 teaching</p> <p>Students' love of learning and their commitment of service could be enhanced</p>

Evaluation Person responsible

The introduction of Community Engagement Project in our S3 curriculum:

- The CEP lessons for our S3 students were carried out as planned. Our students have carried out various services benefitting children living in poverty, ethnic minorities, physically disabled persons, and the elderly (e.g. offering free interest class (physical); arranging free English tutorials for poor children (online); creating video clips to raise people's awareness for anti-discrimination; writing opinion letter to the relevant government department to call for an improvement of barrier-free facilities in the Central and Western district, etc.),
- The project has successfully developed our students' empathy and open-mindedness, as reflected by the scoring of following items
 - (4.08/5) The CEP helps me to become more aware of the needs of my community.
 - (4.08/5) I have a responsibility to serve my community.
 - (3.82/5) The community service involved in my CEP makes me more aware of my own biases and prejudices.

The incorporation of game-based learning into S1 teaching:

- Have developed 4 sets of game-based learning artifacts to support our S1 and S2 subject teaching.
- Have co-operated with an assistant professor from the University of St. Joseph (Macau) in evaluating the effectiveness of game-based learning in our S1 L&S teaching.
- 76.2% of our students strongly agree/ agree that our game based learning has increased their learning motivation towards L&S
- Students' engagement has been vastly improved according to our subject teachers' observation.

The incorporation of VR to facilitate S2 teaching

- An attempt was made in introducing VR in our students' learning about the urban-rural disparity in China

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	<ul style="list-style-type: none"> To facilitate the reform of school based Chinese Language curriculum. To enhance students learning inside classroom by organizing after school tutorial classes. To enhance students learning outside classroom by organizing language related activities and competitions. 	To recruit one full time Chinese Language teacher	<ul style="list-style-type: none"> For the additional staff, he would help prepare the learning materials including powerpoints and worksheets related to the reformed curriculum. He will also lead some after school tutorial classes and assist in different kinds of activities and competitions such as Chinese Cultural Week, choral speaking competition, Chinese New Year Celebration etc. For other teachers, they can be relieved some workload so that they can enhance students learning in other areas. 	From September 2020 to August 2021	<p>The grant has proved to be extremely helpful in assisting teachers in our student enrichment programs.</p> <p>An extra staff member helped to promote Chinese culture around school to all students, including NCS. This process involved training students to participate in choral speaking competitions, assisting teachers to organize Chinese New Year celebration and other Chinese culture related activities at school, cooperating with students to organize language competitions such as writing competition, helping to reform the junior Chinese curriculum, as well as managing administrative work for many kinds of inside and outside school competitions.</p> <p>The extra staff also provided academic help for students and to narrow the learning diversity by organizing after school tutorial class after school.</p>

Date	Description	HKD
28/08/2020	2020/2021 CEG Grant received	674,920.00
30/08/2021	2020/2021 CEG Grant adjustment	(2,895.00)
31/08/2021	2 teachers salary	(672,025.00)
31/08/2021	Balance c/f	-

9. School-based After-school Learning and Support Programmes 2020-21

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 0_ (including A. CSSA recipients, B. SFAS full-grant recipients and C. _____ 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						
Total no. of activities:									
@No. of man-times									
**Total no. of man-times					Total Expenses				

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			
Learning Effectiveness						
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						
Personal and Social Development						
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						
Community Involvement						
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)

10. Sister School Exchange Report 2020-21

Although we have not been able to carry out any engagements with our Sister Schools in China this year, we have been preparing for activities in the coming year.

We have been trialling some student collaboration project work with a school in Singapore as well as devised a number of potential collaborative and competitive tasks that do not require physical travelling. i.e. Positive Education Sharing, Debate Competitions, Musical Challenges and Student Leadership Sharing. The total expenditure was HK\$48,000.

We have also worked on improving our IT Live Communication facilities with a total expenditure of HK\$44,750. This brought the total expenditure to HK\$92,750.

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 were conducted throughout the year. Due to COVID-19 school suspensions and limited scheduled lesson times, we were not able to arrange for any exchange activities.	N/A	N/A	We have been spending the year preparing for future activities. This has involved working with a school in Singapore to devise online student collaborative projects. We have also bought equipment for musical sharing and video sharing.

Part 2: Financial Report

Item No.	Name of the exchange	Expenditure Item	Amount	Remarks
1.	Musical Instrumental sharing.	Musical Instruments	HK\$48,000.00	The musical instruments will help our students to have a different means of sharing with our sister schools.
2.	In order to facilitate the communication between our sister schools online, the school has purchased some equipment to support the online conferences.	Camera	HK\$44,750.00	These purchases should better prepare us for online sharing and collaboration with our sister schools for the coming years.
		Total	HK\$92,750.00	
		Annual Balance of Grant	HK\$102,258.00	

11. Report on the Use of the Promotion of Reading Grant 2020-21

Part 1: Financial Report

Item	Expenses (\$)	
	Estimated	Actual
1. Purchase of Books & Magazines		
· Printed Chinese and English books	10,000	13,692.47
· Printed Chinese and English magazines	25,000	22,998.10
2. Web-based Reading Schemes		
· Online Reading Platform (Britannica)	10,100	9,703.73
· Subscription of Chinese and English e-resources	35,000	19,789.05
3. Recommendations by teachers	5,000	1,822.88
Total	85,100	68,006.23

Part 2: Evaluation of the Effectiveness

1. Evaluation of the objectives:

a. Developing the STEM and Chinese Culture Enhancement reading:

This was achieved through acquisition of printed Chinese and English books and magazines related to both STEM and Chinese Culture Enhancement, online resources, including the reading platform, Britannica, and Chinese e-books and through teacher recommendations.

b. Setting up a collection of online resources for STEM

The collection of online resources for STEM was expanded through the use of online reading platforms, including Britannica and Newsela.

c. Enhancing the development of RaC via the subscription of e-resources

Development of RaC occurred through acquisition and promotion of Britannica and Newsela.

2. Evaluation of strategies:

a. Developing the STEM and Chinese Culture Enhancement reading:

The magazine collection, including that of STEM and Chinese Culture Enhancement, was updated with input from HoDs to ensure the appropriateness and quality of the new and existing magazine collection. Promotion occurred through the Daily Bulletin. The librarian organised both a live (for S1 students only) and recorded step-by-step explanations on how students could access the online resources. The library webpage was updated to streamline and simplify the process of accessing online resources.

b. Setting up a collection of online resources for STEM

Three workshops were organised to guide teachers on how to utilise different online reading platforms, including Britannica and Newsela. These platforms offer an extensive collection of articles and research tools for the purpose of expanding STEM knowledge.

c. Enhancing the development of RaC via the subscription of e-resources

Both Britannica and Newsela were promoted through the Daily Bulletin, on the library web page and in Language Across the Curriculum lessons in S1. Over 50% of the teachers regularly assigned readings to their students on Newsela and there were on average close to 500 clicks per month on Britannica.

Review on the accomplishments of the School Library for the year 2020-21

Focus: to strengthen students' learning and promote "Reading across the Curriculum"

The Hub as the Symbolic Heart of our Positive Education Initiative

Throughout the year, the library hosted subject events, school visitors, various face-to-face and online meetings, subject DEAR lessons and reading related activities that were organised by the Reading Committee. Information about the Reading Challenge was disseminated through the library, with monthly book displays to attract students to participate in the Reading Challenge. Some of the Book Club face-to-face sessions were held in the library, as was the library orientation programme for S1 students during the Language Across the Curriculum lessons.

The DEAR Librarian Lesson/Lesson Time in the HUB

Language Across the Curriculum lessons in S1 were utilised to cover reading strategies and familiarise the incoming students with the various resources available in the library and online. During the library orientation programme in early October, the librarian took the students around the library to familiarise them with our school collection and a detailed briefing was given on how students could access online resources of the library. After school resumed, subject teachers utilised their lesson time in the library from time to time.

Collection Development in the HUB

The library collection was expanded through the acquisition of new Chinese and English magazines, books and e-resources, especially for but not limited to Chinese Culture Enhancement and STEM. Through consultation with HoDs, the magazine collection from previous years was updated. Book recommendations and requests from different subject teachers and students also resulted in the expansion of the collection of books in the library.

The Role of the Cross-curricular Committee Head

The Cross-curricular Committee successfully organised regular Chinese and English Book Clubs, a Reading Challenge, World Book Day activities and an Author Talk. Nearly ten students participated in each of the inaugural Chinese and English Book Clubs. Close to seventy students participated in the Reading Challenge, where they read at least one book per month based on the various themes. World Book Day activities lasted for a week, and included an Author Talk, sharings by students who participated in the Book Clubs, prize giving and an online book exhibition.

Collaboration with the Primary School

Throughout the year, the librarian was constantly in touch with the Primary school librarian. In their discussions, ideas were exchanged on the functions of the library during the pandemic, reading habits of the incoming primary six students and on library book collections.

Building Up the Role of the Class Librarians

Two class librarians were chosen from each class at the beginning of the school year. Throughout the year, they served as a bridge between the library and their homerooms. They also helped with keeping records of DEAR books, overseeing the design of the Class Library Corners in S1 and regularly attending briefings on reading events

12. Report on the Learning Support Grant 2020-21

[直接資助計劃學校適用]

「全校參與」模式照顧有特殊教育需要的學生

年終檢討表

學校: 港大同學會書院

(2020 / 2021 學年)

(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		

(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:

	派發學生支援摘要
V	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
V	在學校報告及學校概覽中清楚列明支援措施及服務
V	「學生支援組」定時與家長檢視學生的學習進展
	其他，請註明：()

2. 本校恆常與家長溝通的機制，包括：

V	通告	V	電話/電子平台
V	家長日		學生支援摘要
	家長培訓	V	學生評估/進展報告
V	家長面談		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:

	運用「有特殊教育需要非華語學生支援津貼」增聘教學助理
	運用「有特殊教育需要非華語學生支援津貼」外購專業服務
	協助翻譯
	推動共融文化活動以建構共融校園
	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
	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及確立共融的價值觀
(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：	協調學生的學習活動及加強策動校內外的支援及資源

2020/21 學年學習支援津貼財政報告

上學年可保留的累積盈餘:	HK\$320,616.00	(a)			
本學年總撥款:	HK\$778,506.00		+	HK\$278,950	= \$1,057,456.00
	第一期撥款(b)			第二期撥款(c)	
本學年可用金額(總收入):	HK\$1,378,072.00	(d)			
		[(a)+(b)+(c)]			
本學年總支出:	\$907,964.72	(e)			

支出細項如下：

項目		金額(\$)
1	增聘全職和/或兼職教師	\$ 416,000.00
2	增聘教學助理	\$ -
3	聘請輔導員	\$ 76,615.00
4	外購專業服務	\$ 303,000.00
5	購置學習資源	\$ 55,649.72

6	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	\$ 56,700.00
7	其他：(請列明：_____)	\$ -

本學年年終末累積津貼餘款：\$470,107.28 (f) [(d)-(e)]

餘款佔本年度撥款的百分比(%)：44% (g) [(f) / [(b) +(c)]]x100%

	支援項目項目名稱	服務目的(例如:分班或小組教學/共融活動、讀寫訓練、社交訓練、培養專注力等)	外購服務機構名稱(如適用)	推行時間(包括活動/上課總時數或每小時所需的平均費用)	服務對象(例如有特殊教育需要學生人數及其類別、教師、家長人數)	表現指標評估方法	成效檢討	實際支出/平均支出	
1	聘請 1 名全職或兼職合約教師	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:	\$ 416,000.00

2	聘請 0 名 全職 或兼 職教 學助 理		不適用					費用總 數:	
3	聘請 2 名 全職 或兼 職輔 導員	個別/小組輔 導、共融活 動、共融行政	不適用	從六月開 始	全校學生	年度評核	成效有待來年檢討。	費用總 數:	\$ 76,615.00
4	聘請專業服務	讀寫訓練	溢思教育 心理服務	節數/次 數: 17 次 每節時數: 1.5 小時 總時數: 25.5 小時	特殊教育需要學 生類別: 讀寫困難 人數:6(中一至中 二)	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。同時設有家長 會議作總結以加強 家長的認識及配合。	平均每小 時費用: 費用總 數:	\$ 1,200.00 \$ 30,600.00

5	聘請專業服務	培養專注力	領言教育	節數/次數： 17 次	特殊教育需要學生類別： 注意力不足/過度活躍症	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：	\$ 941.18
				每節時數： 1.5 小時					\$ 24,000.00
				總時數： 25.5 小時					
6	聘請專業服務	社交訓練	領言教育	節數/次數： 17 次	特殊教育需要學生類別： 自閉症	以問卷作了解	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。同時設有家長會議作總結以加強家長的認識及配合。	平均每小時費用： 費用總數：	\$ 941.18
				每節時數： 1.5 小時					\$ 24,000.00
				總時數： 25.5 小時					
					人數:7(中一至中二)				
					人數:4(中一)				

7	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	特殊教育需要學 生類別： 自閉症 人數:5(中一)	以問卷 作了解	學生整體滿意活動 安排及內容，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：	\$ 225.64
				每節時數：1.5 小時					\$ 4,400.00
				總時數: 19.5 小時					
8	聘請專業服務	情緒支援輔 導	溢思教育 心理服務	節數/次 數：10 次	特殊教育需要學 生類別： 需要情緒支援 有精神病患 人數:8	年度評 核	導師工作表現良 好，能有效為學生提 供情緒支援輔導。	平均每小 時費用： 費用總 數：	\$ 1,375.00
				每節時數：8 小時					\$ 110,000.00
				總時數: 80 小時					
9	聘請專業服務	就業支援服 務/輔導	香港青年 協會	節數/次 數：12 次	特殊教育需要學 生類別： 自閉症,讀寫困 難 注意力不足/過 度活躍症 人數:16	以問卷 作了解	學生整體滿意活動 安排及內容，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：	\$ 1,145.83
				每節時數：8 小時					\$ 110,000.00
				總時數: 96 小時					

10	安排共融文化活動及培訓	SEN 桌遊導師課程	共享桌遊	節數/次數：	3 次	特殊教育需要學生類別：	以訪問作了解	成效有待課程完成及明年小組檢討。	平均每小時費用: 費用總數:	\$ 342.86
				每節時數：	7 小時	不適用 人數:2				\$ 7,200.00
				總時數:	21 小時					
11	校本教師培訓	在線學習材料製作	溢思教育心理服務	節數/次數：	9 次	特殊教育需要學生類別：	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:	\$ 1,375.00
				每節時數：	4 小時	不適用 人數:95+				\$ 49,500.00
				總時數:	36 小時					
12	購置學習資源	共融活動社交及專注力訓練 融合教育資源庫	不適用	節數/次數：	次	特殊教育需要學生類別：	以問卷作了解 年度評核	學生整體滿意活動安排及內容，讓小組能提供適切的活動以貼合參與者之需要。 資源庫成效有待明年檢討。	平均每小時費用: 費用總數:	不適用
				每節時數：	小時	人數: 不適用				\$ 55,649.72
				總時數:	不適用 小時					
總額										\$ 907,964.72

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 2020-21

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. Including transportation to events. Sharing of STEM projects that link to other schools	To explore different world issues and our ability to resolve some of the problems	Oct 2020-July 2021	S3-S5	Students from S3-S5 participated in different competitions for STEM related activities. The involvement in the Teams has increased over recent years with a high rate of participation. Student Achievement awards in IFTA Competition and HKIRC Cyber Youth Programme, as well as the IFTA Girls In Tech.	\$3,536.00	E1, E2, E7	✓				✓
Cross-KLA	Learning materials upkeep in the STEM nature Trail also in other STEM activities conducted around the campus outside of class times.	To engage students in STEM learning as they explore the grounds of the school.	Oct 2020-July 2021	S1-S5	This trail is available for all students to visit throughout their leisure time and is used in different lessons as a stimulus for learning.	\$1,000.00	E1	✓				✓

Cross-KLA	World Day – Linked with Science, STEM Departments as well as Global Citizenship Committee and Chinese Cultural Enhancement Committee.	To expose students to world issues as well as the learning that has taken place throughout the year across the various school trips.	July 2020	S1-S3	This event was shifted online so there was no need to set up booths.	\$0	COVID	✓	✓		✓	
Sciences	Competition fees and transportation to those competitions.	To engage in different competitions within Hong Kong	Sept 2020 – July 2021	S4-S6		\$0	COVID	✓				
Business/ L&S	Business Club Activities Culminating in the Annual LNY Fair in Victoria Park	Students learn about business through real-life experiences	Sept 2020 – July 2021	S3-S5		\$0	COVID	✓				
English	Competitions and related costs	Promote students Interest in learning English	Sept 2020 – July 2021	S1-S5	Students participated in various debating competitions.	\$1,000.00	E1, E2, E7	✓		✓		
English	Subject Based ELA	To develop English skills through different types of activities i.e. Debating	Sept 2020 – July 2021	S1-S5	This was shifted to online mode.	\$0	COVID	✓				
English	English Week activities and incentives - doing fun and engaging activities throughout the week	To promote the use of English	Sept 2020 – July 2021	S1-S6	English Week was held in October 2020, with various fun activities that were held over four days.	\$1,625.00	E1	✓				
Geography/ History	Field Trips – Locally and Overseas, including local transportation costs and field work equipment	To promote learning of topics in real world scenarios.	Sept 2020 – July 2021	S4-S5		\$0	COVID	✓		✓		

Humanities	Conducting of different projects and School-wide functions	To promote the learning of the subject as well as cross curricular elements.	Sept 2020 – July 2021	S1-S5		\$0	COVID	✓				
Liberal Studies	Community Engagement Project – Students select an issue that is negatively affecting the community and seek ways to improve the situation.	To encourage students to link what they have learned in the curriculum with ways to help improve the world in their own way.	Sept 2020 – July 2021	S3	The project was the first of its kind within the College and engaged students in groups to seek out ways to improve society within Hong Kong. This was not limited to group learning but also involved educating others about the need for improvements.	\$13,188.00	E1, E2, E6	✓	✓		✓	
Liberal Studies	Guest Talks and Local Visits	To encourage a wider interest and links between the curriculum and the real world	Sept 2020 – July 2021	S1-S5	Students designed and made board games to explore the issues involved in LS. These board games were designed by students so that they could be used to teach other students outside of the classroom.	\$2,868.00	E6	✓	✓			
Maths	Competitions and costs involved to transport and enroll	To promote the learning of Maths among other students.	Sept 2020 – July 2021	S1-S5		\$0	COVID	✓				
Cross KLA	Newsela Subscription-programme designed to boost reading interests and cross curricular reading within self-directed learning	To get more students to read in their own time, specifically on topics that would enhance reading around the different curriculum areas.	Sept 2020 – July 2021	S1-S5	The use of Newsela has increased gradually over the year, as different KLAs have successfully incorporated it into their teaching and learning. More and more students are reading articles on Newsela in their leisure time as well.	\$123,110.00	E7, E8	✓	✓		✓	
Expenses on Item 1.1												

1.2	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)											
CASE Activities	Costs involved in conducting a comprehensive system of boosting students interests through different biweekly activities outside of the normal classrooms in various areas. CASE stands for Creative Arts and Sports Education.	To enhance the students' development of skills and interests in various non-academic activities.	Oct 2020- July 2021	S1-S2		\$0	COVID			✓		
Chinese	Activities such as special days and festival celebrations	To promote interest in Chinese and the cultural aspects involved	Sept 2020 – July 2021	S1-S6	Various activities were organised such as Letter to Parents, Chinese New Year and mid-Autumn festival celebrations. Students showed respect and love to parents while learning the history of various festivals.	\$11,182.00	E1	✓				
Chinese	Competition application fees	To promote interest in learning Chinese	Sept 2020 – July 2021	S1-S5		\$0	COVID	✓				
Musical Teams	Team Training sessions and culminating video	To improve the performances of our school musical teams and to promote their performances even in times of COVID-19	Sept 2020 – July 2021	S1-S5		\$0	COVID			✓	✓	

Sports	Coach hiring to teach different types of sports related activities. i.e. Dance Sports and Funk Jazz, Swimming, Lacrosse and Archery	To broaden the horizons of our students beyond the skillset of our regular PE Teachers	Sept 2020 – July 2021	S1-S6		\$0	COVID			✓		
Sports	Sports Team Enhancement – Additional training sessions for our focus sports teams.	To enhance specific skills, fitness and team bonding.	Sept 2020 – July 2021	S1-S6	Even throughout COVID there were some opportunities to offer additional training for our Sports Team Members. This will keep them prepared for future competitions in the coming years.	\$6,470.00	E1, E2, E5			✓		
Activity Based Life Education	Extended Student External Activities – Visiting learning opportunities through different organisations and linking their field work to either the formal or informal curriculum. i.e. Year level excursions to work on a local organic rice farm or team building activities, or House Competitions outside of campus. Including transportation for students and the accompanying teachers.	To get students out of the campus and experience the real world. To build resilience in the face of hardships.	Nov 2020- July 2021	S1-S3	This was a huge success for the students who attended the activities. This year we operated a voluntary experience for S1 students to visit a farm in Tai Po to carry out rice farming. Students rated their experience very highly and there were lots of examples of good student learning within their workbooks.	\$84,384.00	E1, E2, E5, E6		✓	✓	✓	
Career and Life Planning	Career Talks from external speakers and activities	To provide latest information about University application and JUPAS choice strategies	Sept 2020- Dec 2021	S4-S6	The talks provided the most updated information about University applications. High participation rate and positive comments from students and parents shows that they were successful.	\$6,100.00	E6					✓

Extended Learning Activities	Subsidies for student ELAs and competitions. i.e. school team general practices, transportation costs, stationery and materials,	To promote students' broadening of horizons and enhancement of their current skills.	Sept 2020 – July 2021	S1-S6	Students who attended the different ELAs rated their experiences and learning highly across the year. This was even though they were online.	\$46,285.00	E1, E2, E5			✓		
Global Citizenship	Student Activities – Activities other than the 'World Day'	To promote Global Citizenship or awareness of the 17 UN Sustainable development Goals.	Sept 2020 – July 2021	S1-S4	These activities were very meaningful and enabled students to engage in different forms of social and charity work.	\$25,895.00	E6		✓		✓	
Global Citizenship	Global Leaders Talks – External speakers who are leaders presenting their experiences working on global issues, innovation, personal and career development.	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		\$0	COVID (no assemblies for talks)		✓		✓	✓
General Student Development	Guest Speakers – Stress and Resilience	To develop students understanding about stress and the ways to boost resilience	Sept 2020 – July 2021	S1-S6	Student engagement in the talks was high with meaningful questions raised.	\$16,320.00	E6		✓			
Student Leadership	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	This move towards House bonding rather than competition was effective in boosting relationships and connection with the House and the school.	\$5,990.00	E7		✓		✓	
Student Leadership	Peer Counsellor Events with S1 students	To aid the transition from primary to secondary school for our S1 students	Sept 2020 – July 2021	S1/S4/S5	Although many activities were carried out online, S1 students felt supported while older students developed their sense of purpose.	\$2,729.00	E1		✓		✓	

Student Leadership	Student Leader Bonding and training activities	To encourage a stronger cohesiveness within reflective student leadership teams.	Sept 2020 – July 2021	S3-S5		\$0	COVID		✓		✓	
Moral and Civic Education	Sex Education Talks	To promote positive attitudes toward sex. To inform students about the legal and social implications of sexual activity.	Sept 2020 – Apr 2021	S1-S6		\$0	COVID (no assemblies for talks)		✓			
Adventure-based Life Education	Ocean Park Learning Trips	To boost students' experiential learning across the areas of UN Sustainable Development Goals.	Dec 2020 - July 2021	S1-S2 S3	This was a very successful series of student visits for S1-S3 to Ocean Park and their special learning programmes. Students had a strong sense of the SDGs from these visits.	\$31,350.00 \$28,500.00	E6		✓			
			Expenses on Item 1.2			\$411,532.00						
1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students’ horizons											
			Expenses on Item 1.3			\$0						
			Expenses for Category 1			\$411,532.00						

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.	\$2,869.00
Arts	S6 Art Show to show – Printing of booklets, invitations, souvenirs, spot lights, mounting card, etc.	To provide an avenue to promote visual arts within the school. To promote aesthetic appreciation within the student body.	\$5,000.00
Positive Education	School-Based Student Planner and Reflective booklets – Student planner is divided into various sections with student activities and reflections infused on all pages. This includes sections about how students can develop their Positive Health, Relationships and regulate their emotions, as well as promote a sense of positive purpose, aim for increased engagement and celebrating accomplishment and constructive feedback. To be used on a daily basis by Class/Subject Teachers and with Home school Collaboration.	To promote a culture of positive education across the entire school To enable students to have a strong positive outlook for the future as they reflect on the present and the past	\$57,490.00
Music	Purchasing of Music Scores and Instruments for the band room and also to purchase musical scores.	To promote student interest and engagement in musical activities.	\$84,820.00
Sports	Sports Equipment and the maintenance of equipment within the Gym for student use outside of general classes.	To develop the interest and engagement of students as well as to improve overall fitness.	\$3,170.00
IT	ICT – Purchasing of software and teaching equipment for Life-wide learning	To enhance the teaching of students through the different extended learning activities.	\$20,960.00
Expenses for Category 2			\$174,390.00
Expenses for Categories 1 & 2			\$585,841.00

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:	967
Number of student beneficiaries:	967
Percentage of students benefiting from the Grant (%):	100%

14. Report on the Use of the Student Activities Support Grant 2020-21

I. Financial Overview

A	Allocation in the Current School Year:	\$5,850
B	Expenditure in the Current School Year:	\$0
C	Unspent Amount to be Returned to the EDB (A – B):	\$5,850

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	0	\$0.00
Meeting the school-based financially needy criteria	0	\$0.00 (capped at 25% of the total allocation for the school year)
TOTAL	0	\$0.00

III. Details of Expenses

11. Details of Expenses									
Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ¹	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	0							
ELA	STEAM 101 – Using technology to boost creativity	0							
ELA	Archery Team	0							
ELA	Athletics Team (Track)	0							
ELA	Choir (Senior)	0							
ELA	Athletics Team (Field)	0							
ELA	Orchestra	0							
	Expenses on Item 1.2	0							

¹ 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.

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	0	0					

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

15. Enhancement of Chinese Language and Culture

活動	細節
中華文化/中國歷史週會	<p>日期：中三（8/3/2021）；中一（16/3/2021） 形式：中三（網上講座）；中一（實體講座） 內容：介紹先秦「九流十家」的思想主旨，尤以「儒道墨法」為主要內容，詳細解釋這些思想對現代生活各層面（如學業、人際關係、品行等）的啟示和應用。讓同學在瞭解中華文化並不單止於儒家思想的同時，亦反思中華文化與平日生活關係的密切</p>  <p>日期：9/3/2021 對象：中三同學 形式：網上講座/遊戲/短片分享 內容：從中港台的現代流行曲中尋找中華文化元素，讓同學可進一步瞭解中國曲風、樂器及詩詞中的音樂性，同時可體會到新一代華人演藝者如果透過曲詞創作，建立獨立於西式流行曲的風格及文化認同。</p> 
全校歡聚慶元宵暨歡送中六慶祝活動	<p>中國文化委員會特別就元宵節籌辦了「全校歡聚慶元宵暨歡送中六」慶祝活動，讓學生歡聚一堂，透過不同活動了解元宵節的意義，並與中六學生一起共渡在校的最後時光。中一至中五學生通過屏幕，觀看各社社員製作湯圓的影片，了解元宵節的習俗，並在家中製作燈籠、猜燈謎，感受節日氣氛。中六同學則即場製作燈籠，並寫上他們的願望。當天中六老師為他們送上親手寫的心意卡，傳遞真誠的祝</p>

	<p>福，並和他們在燒豬前拍照留念，祝願他們公開試考獲理想成績。</p> 
<p>「紙上談心」</p>	<p>分別於上下學期進行，分別以父母及老師為對象，由各班班會主席寫上心意卡，向父母及老師的悉心照顧及教導，表達感激之情。此在發揚「孝道」及「師道」精神的同時，亦促進建立學生「感恩」的性格強項。</p> 
<p>剪紙技藝班</p>	<p>中國文化委員會與嶺南大學合作，於 3-5 月期間，舉辦了「剪紙技藝班」，讓同學認識中國的民間藝術。課程分為四節，以「傳統剪紙」及「當代創作」為主題，同學透過參考不同的紙樣進行製作，深入瞭解剪紙的風俗特徵，以及體驗其文化意義。</p> 