

# 沙田崇真中學

Shatin Tsung Tsin Secondary School



## 校務報告

2021-2022  
School Report

**Shatin Tsung Tsin Secondary School**  
**2021 – 2022 Annual Report**

## 1. School Information

### 1.1 School's goals and missions:

Being a Christian school whose education is grounded on the Christian value of love, it has consistently been our strong belief that through teachers who have committed to walk with the youths guiding the students patiently and systematically, and through close cooperation with parents who care about the growth of their children, our students can be nurtured in the six domains, namely ethics, intellect, physique, social skills, aesthetics, and spiritual growth. It is hoped that with an all-round education, each Shatin Tsung-Tsiner will realize God's grace and work, unearth their God-granted potential in various areas like academic, sports, aesthetics and leadership, and acquire the traits of being self-disciplined, thoughtful, trustworthy, self-motivated and willing to serve. Thus they can grow into youngsters who show care for themselves, love for others as well as God and who become leaders in step with the times. By being innovative, having a global perspective and being capable of commitment in this knowledge-based society, they can develop and contribute to society.

### 1.2 Student Information

The number of classes and students in the year 2021-2022

Class	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	6	6	6	6	6	6	36
Males	77	85	67	71	60	62	422
Females	83	70	84	73	79	82	471
Total	160	155	151	144	139	144	893

### 1.3 Teacher Information

Among a total of 73 teachers last year, five retired, four emigrated and two completed their contracts. Regarding the teaching qualifications and the teaching experience of our teachers, see the table below:

Educational Attainment	Number	Percentage
Bachelor's degree	73	100%
Teacher training	71	97.3%
Master's degree or above	31	42.5%

Teaching Experience	Number	Percentage
0-5 years	13	17.8%
6-10 years	5	6.8%
11-15 years	11	15.1%
Over 15 years	44	60.3%

Language Proficiency Benchmark	Standing
English	All teachers met the required benchmark
Putonghua	All teachers met the required benchmark

## 2. Achievements and Reflection on Major Concerns

**Priority Task 1:** To make use of the advantages of small classes to implement various

## tactics to enhance students' self-regulated learning

### Achievements

- Regarding teaching and learning, we planned to make use of the advantages of small-class teaching to implement various tactics, like self-learning, presentation, peer teaching, project learning, etc. in different subjects at each level, together with the pre-lesson tasks focusing on the main learning objective of the lessons, to facilitate self-regulated learning. With the delicate planning of teachers, students were given more chances to construct knowledge on their own so as to better consolidate their learning.
- Under the mixed mode or interchange between face-to-face classes and online schooling, teachers made use of different learning strategies to enhance students' ability in self-regulated learning in face-to-face classes. Some teachers helped our students to practise self-regulated learning after lessons by uploading teaching videos and exercises of different levels of difficulty, or setting up forums on the online platforms.
- We promoted the increasing practice of self-regulated learning in lessons by conducting lesson observation, collaborative teaching, staff development days, teacher and student surveys, etc. The Principal conducted lesson observation for all contract teachers. There were post-lesson evaluation meetings in which there was in-depth and sincere sharing on whether teachers could make good use of the advantages of small-class teaching and pre-lesson preparation materials, the design of the lesson, as well as if there was sufficient teacher-student and peer interaction and catering for individual differences.
- To strengthen the use of information technology in teaching, in addition to providing iPads for teachers, school-based workshops were conducted in which some of our teachers introduced the online platforms and software that they commonly use.
- Survey results showed that an average of 95% of the teachers agreed that they could draw benefits from the small class size in lessons to enhance students' ability to construct knowledge and they implemented tactics that could enhance self-regulated learning of students. Student survey results in the past four school years, as shown below, were promising and all these concluded that this major concern has been achieved.

	Strongly agree/Agree			
	2018/19	2019/20	2020/21	2021/22
1. I know our school promoted self-regulated learning this year.	79.5%	84.9%	83.4%	81.0%
2. This year, teachers gave me more chances to construct knowledge on my own in their teaching.	86.0%	86.9%	87.7%	82.7%
3. According to my experience, interactive learning in lessons, like group discussion and presentation, etc. helped me construct knowledge on my own.	84.1%	81.8%	83.1%	83.7%
4. According to my experience, pre-lesson tasks helped me construct knowledge on my own.	78.2%	81.4%	82.8%	81.3%
5. Self-regulated learning motivated me to be more active in learning this year.	64.5%	69.4%	69.9%	67.0%

- With reference to the stakeholders' survey results of teachers, teachers' ratings on "Students have strong learning interest.", "Students learn actively" and "Students are able

to use different resources to learn, e.g. internet, library, etc.” have increased slightly to 3.8 and 3.9 (the maximum is 5). With reference to the stakeholders’ survey results of students, items related to self-regulated learning like “Teachers always instruct us of learning methods, like preparation before lesson, use of concepts map, books and online resources, etc.”, “Teachers always inform us of our learning progress and problems.”, “Teachers always allow us to explore questions” and “Teachers always arrange learning activities, like group discussions and presentations, etc. in lessons.” scored 3.8 and 3.9. These results showed that teachers equipped students with numerous chances and ways for students to practice self-regulated learning. Nevertheless, when asking students if they could learn spontaneously, know how to set learning targets, make use of different learning methods, and evaluate their learning based on assessment results and teachers’ comments, students only gave an average rating of 3.5 which showed that there was still room for improvement for students to practice self-regulated learning on their own. After several discussions within relevant committee and at the Staff Meeting, we have decided to adopt an initiative “To incorporate e-learning into teaching to promote self-regulated learning” as one of the major concerns for the coming three-year School Development Plan. Teachers are expected to make good use of different electronic tools or platform to facilitate in-class interactions, self-learning and timely assessment. It is hoped that we can nurture students’ ability to construct knowledge independently, engage in self-learning and develop a more proactive learning attitude.

- Since small-class teaching has been in effect starting from the school year 2015/16, our HKDSE results have been further raised. We will further boost student performance with the help of small class size to enhance students’ self-regulated learning.

Year \ Level	4 or above	5 or above	5*&5**
2012-2015 Average	>65%	≈25%	≈10%
2018-2022 Average	>76%	≈34%	≈14%

- A total of 144 S6 student took part in the 2022 JUPAS

Meeting the minimum entrance requirements of degree programs (attaining 3322 in core subjects and Level 2 in one elective subject)	96.5%
Percentage of students offered a UGC-funded degree programme	81.9%
Percentage of students offered a self-financing degree programme	16.0%
Percentage of students offered a local degree programme	97.9%
Percentage of students offered a degree programme in HKU, CUHK or HKUST	44.0%

(Note : all percentages are calculated based on the total number of S6 students)

### Reflection

- Despite the fact that half-day schooling was practiced in most of the school year, most items could be completed. Teacher and student school-based and EDB stakeholder surveys showed that these items were deemed to be effective. In the next School Development Plan, we are going to further promote the practice of self-regulated learning among students with the increasing use of information technology in learning.

### Priority Task 2: To implement positive education to promote the well-being of students

#### Achievements

- The focus of this school year was “Positive Purpose”, which aimed at encouraging our students to achieve the targets they set with perseverance.



- Apart from teacher and student sharing in morning assemblies, elements of positive education, like character strength, growth mindset, etc. were also incorporated into Life Education lessons of each level. Teachers were encouraged to adopt different strategies in their daily teaching to cater for the physical and psychological needs of students.
- In addition to holding talks on mental health and positive education for students, class teachers helped students to set their individual and class targets at the beginning of the term, reviewed the progress with students and encouraged them to persist throughout the year.
- With reference to the school-based teacher survey, more than 70% of the teachers agreed that sharing on tactics among themselves helped them to practice positive education and 90% reported that they practiced tactics on positive education. S1 and S2 class teachers agreed that Life Education lessons with the incorporation of elements of positive education helped students nurture a positive life attitude. According to stakeholder survey of students, students showed positive response as they rated an average of 3.8 on items like “I love my school.”, “I have a harmonious relationship with my peers.” and “Teachers care about me.”. Some of the results of the school-based student survey held in June are shown and students also showed a positive response. Regarding APASO in part 4.6 in this report for our junior form students, their average scores in Teacher-Student Relationship and Social Integration were better than the territory-wide average scores. For our senior form students, their average scores in all items, including General Satisfaction, Negative Affect, Teacher-Student Relationship, Social Integration, Achievement, Opportunity and Experience, were better than the territory-wide average scores. In short, these positive results evidenced that this target has been achieved.

	Strongly agree/Agree			
	2018/19	2019/20	2020/21	2021/22
1. Sharing in morning assemblies and Messages to Shatin Tsung-Tsiners encouraged me to strive for a positive life.	66.7%	71.4%	72.1%	70.6%
2. Life Education lessons helped me to nurture a positive life attitude.	74.8%	76.0%	77.9%	77.4%
3. In this school year, I experienced positive emotions ( like being loved, appreciated or respected, etc. ) when encountering with my teachers.	78.3%	82.7%	81.5%	83.2%
4. The Friday song meditations helped me to experience positive emotions	62.6%	66.3%	67.7%	66.1%

**Reflection:**

- Regarding this major concern, only most items could be completed due to the practice of half-day schooling for most of the school year. Teacher and student surveys showed that most of the items were effective. Hence, this task has been achieved to a certain extent. In recent years, a lot of schools faced challenges that had never been met before. Grounded on the foundation of a harmonious teacher-student relationship, teachers' care could help students to settle their emotions and build up a positive attitude. This in turn further enhanced their positive relationship and formed a cycle.

**Priority Task 3: To widen students' horizons by enriching their exposure to different growth and life experiences**

Achievements	<ul style="list-style-type: none"> <li>● Various experiential learning activities were planned to widen students' horizons and for them to learn and practice the personality traits of Shatin Tsung-Tsiners. <ul style="list-style-type: none"> <li>S1 : all students took part in the Life Education Camp and visited a farm. The former helped the students know more about the personality traits of Shatin Tsung-Tsiners while the latter helped them experience agricultural work.</li> <li>S2 : all students joined an inclusion activity to know more about the life of those with hearing impairment and visited a farm to experience agricultural work.</li> <li>S3 : all students visited elderly living on their own and joined various social services in hopes of arousing students' awareness of the needs of the elderly and the underprivileged through sharing and communicating with them in the service.</li> <li>S4 : all students were to visit subdivided flats to realize what difficulties the grass-roots might face and join activities to learn more about the situations and needs of the ethnic minorities.</li> <li>S5 : all students were to join the Project Life Story held by the ELCHK to reflect on the meaning of life and help the elderly keep their sweet memories by writing down their life stories. They were also to take part in STTSS Career Expo and career exploring activities held by other organizations to learn more about various careers and their aptitudes so as to plan for their future studies and career.</li> </ul> </li> <li>● Due to the pandemic condition of COVID-19 and suspension of face-to-face classes, only the S1 Life Education Day Camp could be accomplished and some experiential activities and voluntary services for other levels were conducted in other ways. For example, our S3 students made some gifts on their own for the community and talked to the elderly on the phone to show their concern. S4 and S5 students discovered the needs of grass-roots and elderly through different talks. Some also served the children of ethnic minorities by providing voluntary tuition in Chinese Language.</li> <li>● Due to the pandemic condition of COVID-19, some regular activities, like work experience programs, visits and cross-border exchange tours could not be arranged. Yet, students who took part in various external experiential activities shared their experience and rewards of joining these activities to help other students expand their horizons. There were a total of six relevant sharings in this school year.</li> <li>● With reference to the stakeholder survey of teachers, teachers rating on items like "The school actively encourages students to take part in extra-curricular activities." and "The extra-curricular activities offered by the school can widen students' learning experiences." increased slightly to 4.3 and 4.2 respectively. Regarding student stakeholder survey, students' rating on item, "Teachers always arrange learning activities outside lessons, like project learning weeks, visits, field trips, etc." and "I am given more learning opportunities, like knowledge out of textbooks and life skills, through participating in school extra-curricular activities." was the same with last year's rating.</li> </ul>
Reflection	<ul style="list-style-type: none"> <li>● Both teacher and student surveys showed that the effectiveness of those completed items was satisfactory. It is hoped that the epidemic could be under control in the new school year so that the School can make use of the Life-wide Learning Grant offered by the EDB to provide students with various types of activities, especially those that take place outside the school premises and Hong Kong, to enrich their life and growth experience.</li> </ul>

### 3 Major Concerns and Strategies of Each Committee

#### 3.1 Management and organization

### **3.1.1 The major areas of concern**

- Recruiting additional human resources to reduce workload and pressure on teachers
- Nurturing in young staff the commitment and abilities to take up leadership roles in school

### **3.1.2 Support measures for addressing those concerns**

- Over the years, our teachers have been facing increasing workload and work pressure which has denied them time for deeper thinking and personal growth. To redress such an imbalance, the School made use of the “School Executive Officer Grant” and our own resources to successfully recruit one School Executive Officer and three administrative assistants who took up the tedious duties like delivering school notices and collecting replies using the eClass system and parent app, serving as substitute teachers and center supervisors, being on-duty after school and handling other administrative work. Former graduates were also employed as the exam invigilators to free up teachers’ precious time. In addition, with the use of Capacity Enhancement Grant, alumni and external instructors were recruited to take care of some elite and remedial classes and external coaches for the dancing team, the music classes and other school sports teams were sought to provide subject teachers with additional assistance. With the use of Teacher Relief Grant and the school’s resources, five additional teachers were added to the staff list to implement small-class teaching at all levels to help share the teaching duties. These aimed at easing the pressure confronting regular teachers and allowing them to focus on teaching and counseling work. In this school year, one Student Support Assistant and one English teaching assistant had been deployed to provide further support to our teachers.
- Last school year, we nurtured in young staff the willingness to take up more school duties with sharing and timely appreciation. They were offered space, support and challenges when carrying out their duties and were allowed to practice new measures so as to nurture their abilities in administrative work, problem-solving and leadership. In addition, we encouraged young staff to join different external courses and activities so as to equip themselves, widen their horizons and establish networks. Some were invited to take up more administrative duties, like panel heads, assistant panel heads, chairpersons or vice-chairpersons of committees, in school. In the past two school years, three young staff were promoted to the rank of Senior Graduate Master/Mistress. With this good foundation, it is expected that we can keep nurturing in young staff the commitment and abilities to take up leadership roles in school.

### **3.1.3 Other support measures**

- The Incorporated Management Committee of our school is composed of fifteen members (including two parents, one alumnus and two teacher representatives) drawn from different professional sectors like education, social service, legal profession, commerce, evangelistic groups and so on. Their role is to offer appropriate and professional advice on important school matters.
- The School Advisory Council, formed by the Principal, the Vice-principals, seven committee heads and four elected representatives from the teacher community, conducted regular meetings to discuss matters related to the school policies.
- Five general staff meetings were held to discuss school matters.
- All thirteen committees (e.g. the Academic Affairs Committee, the Student Support Committee, the Religious Affairs Committee, the Student Guidance Committee, etc.) implemented measures enabling students’ development in the domains of ethics, intellect, physique, social skills, aesthetics, and spiritual growth, with end-of-term evaluation on the effectiveness of those measures and submission of plans for the coming year.
- Each department is headed and monitored by a subject panel head who, from time to time and through the panel meetings, seeks to formulate teaching strategies, review curricula

and adjust the scheme of work as needs arise. A year-end evaluation was conducted to assess effectiveness and a plan for the next academic year was submitted.

- All departments carried out their annual homework inspection as usual.
- The Academic Affairs Committee conducted a value-addedness analysis following each public examination.
- The School collected parents' and students' opinions from the "School Policy Forum" and other channels (like phone calls, interviews and "Words of Shatin Tsung-Tsiners", etc.) and took appropriate follow-up.
- Copies of questionnaires for various stakeholders (the one developed by the Quality Assurance Division of the EDB) were distributed and completed by teachers, parents and students at the end of the term to assess the current development of the school.

### **3.2 Professional development for the Principal and teachers**

#### **3.2.1 The major areas of concern**

- Workshops designed to raise teaching quality
- Mentorship Scheme for new teachers to integrate with the school's culture and practices

#### **3.2.2 Support measures for addressing those concerns**

- All teachers took part in discussing and formulating the School Development Plan for the next cycle in which school development can be enhanced through putting in place a systematic Planning-Implementation-Evaluation (P-I-E) cycle while teachers could revise on how to practice empirical-based self-evaluation.
- Two workshops were conducted by our teachers in which they introduced online teaching and learning tools as well as their experience in using these tools.
- Lesson observation for all contract teachers was conducted by the Principal. Teachers were given chances to share their good teaching practices and reflect on how to enhance teaching effectiveness in the post-lesson evaluation meetings. In addition, our Mentorship Scheme continued to assist new teachers in settling into our school culture and honing their teaching skills.

#### **3.2.3 Other activities**

- The Principal over the last year completed 87.5 hours of professional development, and was invited to be the guest speaker at various primary schools to encourage the youngsters and share strategies when selecting secondary schools.
- The Principal took part in a task force group on self-regulated learning run by the Hong Kong Association of the Heads of Secondary Schools to have exchange with other schools.
- Our teachers actively enrolled themselves in various kinds of professional development courses or programs and achieved an average of 43 hours of training in various fields.

### **3.3 Teaching and learning**

#### **3.3.1 The major areas of concern**

- Nurturing in Shatin Tsung-Tsiners the abilities of critical and independent thinking, communication and self-learning
- Promoting STEM education
- Promoting reading

#### **3.3.2 Support measures for addressing those concerns**

- Subject teachers have been trying to give due emphasis to the development of thinking skills in curriculum content, teaching pedagogies, homework and assessments. With General Studies being a subject in its own right for S1-S3 and the promotion of Chinese and English debate, students were given opportunities to learn and practice



problem-solving and critical thinking skills. Furthermore, we had in place a widely-acclaimed practice of “Pre-Lesson Preparation”, which requires teachers to assign preparatory work to students in advance of the next lesson so as to enhance learning effectiveness. Lastly, all junior-form students were required to complete different project-based assignments within a period of three years in Science, Technology, Arts-in-Life, and General Studies so that enough training opportunities for self-regulated learning and problem-solving skills could be secured.

- To advance students’ English proficiency, job fairs, games and conversation booths, writing letters to the editor, dramas, spelling bees and debating competitions were arranged to provide students with even more opportunities to improve their listening, speaking and writing abilities. English sharing by students in the morning assemblies was very well received. At the same time, an S1 bridging course was also offered to create a better English ethos and thus raise students’ English competencies (Some of the aforesaid activities were cancelled due to the suspension of face-to-face classes). Students were persuaded to join English and Chinese writing competitions so as to encourage students to write more. The use of Putonghua as the medium of instruction in Chinese lessons in some classes of junior forms provided students with unquestioned benefits where learning and speaking PTH is concerned. Apart from these, drama elements were incorporated into the Arts-in-Life and the English curriculum for junior forms to hone students’ communication skills, while the curricula for General Studies, Arts-in-Life and Technology were adjusted to drill students’ presentation skills through project-based learning. Furthermore, the Career Guidance Committee provided senior form students with a series of sessions on meeting and interviewing skills. As regards extra-curricular activities, our teachers put forth great effort in training students for the Hong Kong Schools Speech Festival to raise students’ expressive power and the results were noticeable. (Please refer to Section 4 for details about student performance.)
- To promote a universal STEM education, an independent STEM lesson in which a school-based curriculum designed by our teachers with reference to the abilities of our students and the needs of society was in practice in S1. Our junior form curriculum has also incorporated the element of STEM and the following parts were completed this year:
  - S1 STEM lesson : students learnt about electronics and basic circuit testing, the hydroponic system and making a fan car.
  - S1 Technology and Mathematics subjects : students learnt to make 3-D items with the use of 3-D printers using their programming knowledge and mathematical knowledge in calculating areas.
  - S2 Technology subject : students were also given opportunities to create apps for smartphones and using micro:bit
  - S3 Physics : Tower Building Competition required students to search for information online, evaluate and calculate how much force the tower could bear and then make a relevant model.
    - There were some new STEM activities for students to enroll and these included drone, artificial intelligence and Robomaster courses funded by the program “IT Innovation Lab in School”.
- We also made use of the school campus to promote STEM education by setting aside an area on the rooftop garden as a “Science Learning Zone” where there are aquaculture and hydroponics. There is relevant content in the syllabus for the junior form Science subjects.
- The reading promotion group under the Academic Affairs Committee, in liaison with the Teacher Librarian, designed various activities, like La La Read (mobile book carts), subject-based reading schemes, book fairs and sharings, together with the Afternoon Reading Scheme (a 20-minute period administered immediately after lunch hours, which was suspended due to the practice of half-day schooling), the Junior Form Reading Award

Scheme and the Holiday Reading Scheme, to nurture in students a regular habit and interest in reading so that they could acquire new knowledge in different domains through reading. The School Library has been renovated to provide students with a more favorable environment for reading.

### 3.3.3 Curricula

- At junior levels, there were curricula in the language subjects (Chinese, English and PTH), Mathematics and Science subjects, Humanities, Arts-in-Life, Life Education, P.E. and Christian Education. As for the senior curricula, other than Chinese, English, Mathematics and Citizenship and Social Development/Liberal Studies (both English and Chinese groups are offered), our school provided twelve elective subjects (covering arts, science, business, P.E. and Visual Arts) to suit students' interests and abilities to develop their talents to the fullest extent.
- The English Language Department has successfully applied for the Quality Education Fund and was offered a grant of 0.57 million dollars to design a school-based junior form curriculum that can best suit the ability and interest of our students. The project was completed in this school year.
- As the Citizenship and Social Development subject started replacing Liberal Studies as a core subject in senior forms, the number of teaching periods for Maths extended modules, all core and elective subjects has been reviewed and adjusted. The teaching periods for junior-form History have also been increased.
- Teachers of different subjects produced a lot of teaching video clips to help students grasp the main foci of the topic during class suspension in the past school years. These video clips were used as pre-lesson preparation or revision to help to promote self-regulated learning and cater for learning diversity.
- To broaden students' sports and artistic perspectives, all juniors had to take up one musical instrument and one sport / art throughout the three years. S4 students were required to join one aesthetic activity or course. All students had to take part in the EDB-initiated School Physical Fitness Award Scheme and the Long-distance Training Testing.
- Extended learning activities emphasized self-learning, application of thinking skills, exploration and creativity. Regarding training for gifted students, in addition to Chinese and English debate and recital, there were training classes related to Chinese Language, English Language, Mathematics, Humanities subjects, Physical Education, Science and Technology subjects, Hong Kong Physics Olympiad, the International Biology Olympiad Hong Kong Contest, the program "IT Innovation Lab in School" and the like. Students were encouraged and arranged to join the gifted programs organized by tertiary institutes, the Hong Kong Academy for Gifted Education and the Education Bureau. The School also encouraged students to join the International Assessment for Schools, Australian Mathematics Competition for the Westpac Awards, Olympiads in Robotics, Informatics, Physics, Chemistry and Mathematics, etc. but unluckily some of these events could not be held as scheduled due to the pandemic.
- To cater for learner differences and to provide timely help for students with various learning needs, there were enhancement or remedial classes for core subjects for senior form students. In addition, the Principal, Vice-principals and members of the Academic Affairs Committee provided individual counseling and care to some students to help them prepare for the HKDSE. A junior-form Nourishment Class was held after the first term exam and the All Subjects Revision Class was held before the final exam to provide support to the junior-form students who are in need.
- To make sure students could lead a balanced lifestyle, students at junior levels were not supposed to spend over two hours on their homework every day.

### **3.3.4 Other measures**

- To enhance teaching efficiency, there was the practice of collaborative teaching covering the formulation of the course boundaries, division of labor in lesson preparation, collective discussion, lesson plan revision, mutual class observation and reflection in the teaching process. Cross-curricular class observation was entertained to allow a widening of teachers' perspectives. The practice of collaborative teaching entered its nineteenth year of implementation and all departments were able to achieve the goals set out at the beginning.
- To supervise and assess students' learning, the school adopted various approaches like conducting surveys and interviews to get a better understanding of students' learning progress on top of the regular reviews and evaluations conducted at departmental meetings.
- Having considered that all our students belong to the highest banding in the territory and they generally have high expectation on their academic performance, the detailed rankings of each subject and whole form position for S1 and S2 students have been replaced by giving the respective range of the aforesaid positions in the hope of alleviating the pressure of some students.
- Based on the EDB guidelines, half-day schooling was adopted at the beginning of the school year. As the vaccine rate of the whole school reached the EDB requirement in late May, whole-day face-to-face classes for all levels resumed in early June. It was hoped that there would be sufficient time and space for students to consolidate what they had learnt and interact with their teachers and peers to establish a deeper relationship and enhance their personal growth.
- During the special holiday, teachers of various subject panels arranged different assignments and reading schemes to encourage students to make use of their time to sustain their learning spirit and read more.
- To cater for the learning needs and whole-person development of students, we arranged for students to have remedial classes, supplementary lessons and extra-curricular activities in the afternoon according to the EDB guidelines.

## **3.4 Student support**

### **3.4.1 The major area of concern**

- Nurturing the traits expected of a Shatin Tsung-Tsiner
- Promoting class building

### **3.4.2 Support measures for addressing the concern**

- Two class teachers were arranged for each junior class to enable class teachers to have more space in taking care of students of different needs. Class teachers drew up a year plan incorporating strategies on positive education to help our students experience a caring and joyful campus life. With Life Education lessons run by class teachers, the S1 Life Education Day Camp, S2 Experiential Activities and S3 Social Service, class teachers not only nurtured the character of their students, but also developed a mutually beneficial relationship with them and helped them expand their horizons.
- At the beginning of the school year when the pandemic seemed to be rather stable, we could arrange for students to stay in the afternoon to join face-to-face extra-curricular activities even though half-day schooling was practiced. We could also arrange our students to have their annual Picnic Day at different campsites. Our S6 students (the cohort which had undergone a special senior secondary school life intertwined with class suspension or half-day schooling) could enjoy the traditional graduation camping. In addition, our annual Sports Day, which had been cancelled for two years due to the pandemic, was also successfully held before the EDB announced the suspension of large-scale school activities.

- The annual S1 Life Education Camp could not be held due to the pandemic. Instead, we held a 2-day day camp on the theme of “G.O.D.— Goal, Overcome, Develop” to encourage our S1 students to set their life targets, embrace various challenges and overcome obstacles with perseverance. In doing so, students experienced personal growth and were rewarded with strategies to further their development. We also helped them develop team spirit through inter-class activities.
- Students were encouraged to take part in various external competitions, such as Hong Kong Schools Mooting and Mock Trial Competition and Hong Kong Interschool Mediation Tournament, to widen their horizons and build their self-motivation.
- Apart from school-based leadership training, students were also recommended to join external leadership training or activities, including Outstanding Secondary School Leaders Election, Hong Kong Union for Young Leaders and Orbis Student Ambassador Campaign etc. These help our student leaders to be more persevering and capable of embracing challenges, and to realize that they should not be served but serve. It is hoped that they can be more thoughtful, cooperative and willing to shoulder responsibilities. In addition, benchmarks were set for student leaders hoping that all student leaders could possess the personality traits of Shatin Tsung-Tsiners and become role models for their schoolmates. This year, an S3 student was awarded “Outstanding Student” in the junior section of the Sha Tin District Outstanding Student Award.

#### **3.4.3 Other activities.**

- All students filled out a questionnaire prepared by the Student Support Committee on the school aims. The survey findings, when compared with similar statistics administered over the last three years, showed generally positive responses. This bears a strong testimony to the effectiveness of the support measures concerned.
- Information was provided to class teachers before the commencement of the school year and it enabled them to know more about their students’ performance in the previous year. Monthly information on student behavioral performance was also provided to class teachers. The Student Support Committee held regular class teacher meetings to help class teachers learn more about the difficulties and needs of counseling and discipline of their students. Class teachers also shared their strategies on class building.
- The exchange with our sister schools in Beijing and Guangzhou was cancelled due to the epidemic and class suspension. To facilitate future interfaces, whether face-to-face or using video conferencing or wireless communication apparatus, more iPads and interactive panels have been installed using the relevant government grant.

### **3.5 Student guidance and discipline**

#### **3.5.1 The major area of concern**

- Cultivating the traits expected of a Shatin Tsung-Tsiner
- Enhancing class building

#### **3.5.2 Support measures for addressing the concern**

- To move towards the goal of fostering traits a Shatin Tsung-Tsiner should possess in our students, we put in place the Life Education Lesson, which was designed to boost students’ development in four domains, namely ‘Personal and Healthy Life’, ‘Social Life’, ‘Career Planning’, and ‘Civic Duty/National Identity.’ In designing the curriculum, form teachers were consulted so that the curriculum was a product of collective wisdom. The curriculum has been implemented for sixteen years and has proved to be effective.
- When the pandemic was relatively stable, some S1 and S2 classes could visit a farm and talk to some elderly which enabled them to experience agricultural work and understand the need and contribution of the elderly simultaneously. Though they could not visit the elderly home, we arranged for our S3 students to make some gifts independently and give



them to the community to show their concern and develop their empathy for others.

- Team building and adventure training were provided to prefects to help them develop team spirit and the quality of perseverance. In daily school life, prefects served in different school functions so as to nurture in them the willingness to shoulder responsibilities and the virtue of being trustworthy.
- Students were encouraged to commit themselves to serving others by actively engaging in activities like visiting the less privileged, fund-raising activities, being volunteers in the Ching Tsung Elderly Academy, etc. This year, some students took part in voluntary tuition services to help children of ethnic minorities to learn Chinese Language. It was hoped that students could learn about inclusion and realize their willingness to serve.
- To create a student population manifesting the Shatin Tsung-Tsiners' qualities of being trustworthy, thoughtful and willing to serve, we welcomed the EDB-initiated Integrated Education Scheme, in which a whole-school approach was adopted to support students with special educational needs in order to establish an inclusive campus and caring culture. In addition to a Special Educational Needs Coordinator (SENCO), a Special Educational Needs Supporting Teacher (SENST), two School Social Workers, a speech therapist and an educational psychologist, our school deployed one more Student Support Assistant so as to provide wider individual and group counseling services, to promote whole-person development and cater for individual needs. A Student Support Group was established. Together with the Learning Support Grant and the school resources, various measures have been put into effect. There was a regular communication channel with parents and assessment to identify if students have special educational needs. Regarding confirmed cases, apart from referral to the educational psychologist or the speech therapist, there were also various appropriate support services, like individualized education programs, social groups, speech therapy, tutoring and adjustments in assignments and assessments. Teachers and teaching assistants were encouraged to enroll in courses related to integrated education so as to enhance the learning effectiveness and communication skills of SEN students and help them to integrate into the school. School-based inclusive activities were held so that our students could have the opportunities to learn how to accept others' deficiencies that arose through no fault of their own.
- Working with YWCA, an inclusion activity was held for S2 students to help them experience the learning difficulties that students with special educational needs were facing and thus understand their needs.

### **3.5.3 Other activities**

- A student support database was set up to allow more effective support for students' growth.
- The Strive-for-Excellence Award Scheme, meant to elevate students' esteem and help students develop their growth potential, was promoted.
- Counselling Day and activities for appreciating teachers were held to help promote the teacher-student relationship through better communication.
- The Peer Mentoring Scheme was in place to assist S1 students in adapting to a new learning environment
- The Student Growth Group, Social Life Group and Attention Enhancement Group were set up to address students' needs during their growth process.
- Six online activities were run by the School Social Workers during the special holiday.
- Students were allowed to express their views about the school policy through Words of Shatin Tsung-Tsiners.
- Talks on handling pressure, sexual education and mental well-being were held for students.
- It was arranged for senior form students to fill in questionnaires about stress assessment

so that timely assistance could be offered to students in need.

- A series of career planning activities were run to help students acquire a better understanding of themselves and their career orientation. However, some activities (e.g. the career exploring activity provided by an external agency) could not be arranged due to the pandemic.
- There was timely information on further studies and career activities. Some visits to businesses, government organizations and academic institutes and job shadowing in different organizations which helped deepen students' understanding of various study and career paths could not be arranged due to the epidemic and suspension of face-to-face classes.
- A file for career planning was arranged for students to record and integrate their learning outcomes.
- Briefing sessions on senior form curricula were provided for junior students to allow early preparation.
- Information regarding choice of studies and careers, individual and group counselling were provided for senior form students and parents so as to help them make decisions more easily.
- Assistance was provided for S6 graduates on the day of the release of the public exam results as well as in writing references, resumes and honing their interview skills.
- Assistance was offered to those who intended to pursue further studies, either overseas or on the mainland.
- Various discipline awards were set up to nurture in students the good qualities of being able to tell right from wrong and being responsible.
- The New Identity Scheme was implemented to help students reflect on their own behavior through services.
- The Prefect Team provides an opportunity for students to hone their leadership skills.
- The activities of Junior Police Call were cancelled due to the epidemic.

### **3.6 Extra-curricular activities**

#### **3.6.1 The major area of concern**

- Cultivating the traits expected of a Shatin Tsung-Tsiner
- Enhancing class building

#### **3.6.2 Support measures for addressing the concern**

- Through the One-student-one-art/sport Scheme and One-student-one-art Scheme for Senior Form, students were encouraged to take part in activities related to multiple intelligence.
- The all-inclusive STTSS Award remained the main source of motivation for students to participate in class-based or inter-class activities.

#### **3.6.3. Other activities**

- To encourage students to get involved actively in extra-curricular activities, a total of ten interest groups, twenty-five music classes as well as thirty-nine school teams were offered. Activities and practices were carried out either face-to-face or online.
- The Red Cross Youth Unit continued to grow with a membership of 80 this school year. Apart from encouraging members to join courses offered by the Red Cross to expand their horizons, various services at school were organized to manifest in members the virtue of a willingness to serve.
- Students were allowed to initiate new interest groups so as to promote their self-regulated learning and the personality trait of being self-motivated. This school year, no such group was formed due to the pandemic.
- Students were also encouraged to become involved in various music, drama, dancing and

visual arts competitions. One-student-one-art Scheme was also promoted at senior levels to create a better aesthetic aura.

- A wild camp accompanying an astronomy activity was scheduled to enrich students' growth and life experiences and enable them to learn and practice life skills, but could only be held on campus due to the pandemic.
- Class-based activities and inter-class competitions were held. Together with the all-inclusive STTSS Award, students were encouraged to take part actively in inter-class activities to build up their team work and sense of belonging to the class. This year, the picnic, Christmas party, Sports Day and inter-class basketball were held face-to-face while long distance running and relay competitions were cancelled due to the epidemic.
- To hone and promote students' leadership skills and team spirit, the six Houses organized various inter-house competitions. This school year, the annual Sports Day (organized by the all-student Sports Events Organizing Committee), the inter-house basketball, football and board design competitions were successfully held. The posts of the House Captains were continued to be filled by self-nominated candidates who were elected through 'universal suffrage', thus allowing students to take part in the promotion of house affairs.
- Senior-form (including Head and Vice-head Prefects, House Captains and Vice-house Captains, student committee members of Students' Union and the Religious Affairs Committee) and junior form student leaders were arranged to enroll in the advanced and elementary leadership training course organized by the HKYWCA Shatin Integrated Social Service Centre. Student leaders received training in honing their activity-coordinating and -leadership skills, building up team spirit, communicating with others, handling conflicts and understanding the roles and qualities that a leader should possess. This year, 34 junior form students joined the 30-hour elementary course while 50 students joined the 36-hour advanced course held in the summer vacation.
- To advance leadership potential of members of class associations, a training class was held for S1 students concerned.

### **3.7 Students' Union**

- A wide range of activities, like School Policy Week, singing contest (preliminary round and final), inter-house dodge ball matches, camping at school campus, Stationery Crazy Sales and Teachers' Day were successfully held.
- Various kinds of services and welfare were offered. There were various sales activities like stationery sales (at below-market price levels), SU papers, binding covers and paper, etc. Other services included photocopying services (free on the Public Exam Results Release Day), and loans of various types of ball and chess games, umbrellas and phones.
- The joint-school leadership training camp could not be held due to the epidemic.
- Three photocopiers in the library, Staff Room and Teachers' Resource Room were well managed.
- Opinions were collected to assess the effectiveness of the work done by the SU. A survey on teachers' and students' opinions in this regard was conducted through the use of questionnaire.

### **3.8 Religious activities**

#### **3.8.1 The major areas of concern**

- Stepping up effort to preach the Gospel
- Cultivating the traits expected of a Shatin Tsung-Tsiner

#### **3.8.2 Support measures for addressing those concerns**

- Gospel and hymn sharing were integrated into morning assemblies and the former was also conveyed in hall assemblies.

- The yearly Gospel Week, the S1 Gospel Camp and the Graduates Gospel Camp remained the best time for recruiting. There were two evangelical assemblies (one for junior forms and one for senior forms) and three preparation activities. A total of 25 students converted to Christianity. Though the Graduates Gospel Camp and the S1 Gospel Camp had to be changed to day camps due to the epidemic, we believed that the seeds of gospel we have sown will germinate and grow one day according to God's schedule. We will keep praying for the faith of our students and take every opportunity to sow and irrigate.
- The traits expected of a Shatin Tsung-Tsinerand staying positive were fostered through the Christian Education lessons. S1 to S3 Christian Education lessons were conducted in the form of a fellowship. Subject teachers, other teachers, the Principal and the preacher from Sun Chui Church were arranged to lead the group sharing. Students could learn the Bible messages more effectively with group discussion and activities and hence convert to the Christian faith. There were altogether seventeen mentors. A talk on the influence of media and homosexuality was arranged in the Christian Education lessons for S4 and S5 respectively in the hope that students could have a deeper understanding and reflection of Christian faith.
- After-school growth groups led by Christian teachers served the new believers by helping them to know more about Christian teaching through close and intimate care.

### **3.8.3 Other activities**

- Retreats, prayer meetings and fellowships were organized to promote spiritual growth among colleagues.
- Fellowship, leadership training and devotion groups were activated to facilitate Christian students' spiritual growth. A profound training workshop for the ex-co members of the Christian fellowship was provided under the direction of an external Christian agency, the Little Fire Limited.
- Students were found to draw paintings on the wall and staircases within the school campus under the instruction of designers so as to share the gospel messages and positive values with others.

## **3.9 Home-school communication**

### **3.9.1. The major areas of concern**

- Sustaining the promotion of parental education in step with the school development

### **3.9.2. Support measures for addressing those concerns**

- The Home-School Cooperation Committee worked closely with the Academic Affairs Committee, the Career Guidance Committee and the Discipline Committee in the organization of nine talks and seminars. Some of these talks helped S1 parents grasp the essence of the school policies. Some provided useful and updated information on further studies and career choices to senior form parents. There were a total of over 1000 attendees.
- The PTA, in conjunction with the Home-School Cooperation Committee, held three talks on positive education and parenting with a total of 216 attendants.
- Regarding the promotion of the Reading Club on Positive Education, a 4-session Pastel Nagomi Art Class was held and participants read a book about how to lead a joyful life together. There was sharing of books in every session. With positive feedback from participants, the aforesaid activity was extended and a special art class was held during the summer vacation. In addition, a writer's talk on the book "Road to Happiness: Ten Keys of Positive Psychology to Life" was held in June and attendants were encouraged to read the book after the talk.

### **3.9.3 Other activities**



- Though the Lunar New Year Gathering was cancelled, the Home-School Cooperation Committee set up a contact network between the school and parents and among parents themselves through regular committee meetings, the 'School Policy Forum' and various parent talks. The Home-School Cooperation Committee strengthened the home-school communication network with channels like issuing the Parent Basic Law, the bulletins, setting up class-based WhatsApp groups, etc.
- To provide more concrete support for the school education and functions, the Parent-Teacher Association set up scholarships and the number of awardees reached around 40.
- Parents were recruited to be volunteers in the vaccine injection.
- The environmentally friendly program of second-hand textbook donation, which aimed to provide books to parents and protect the environment, was suspended due to the shortened summer vacation.

### **3.10 Activities involving alumnae/alumni**

- To strengthen the ties with the alumni, the database has been constantly updated. Electronic copies of the alumni bulletin were issued and the webpage of the Alumni Affairs Committee has been frequently updated to share with our alumni the most updated school and alumni news.
- To encourage graduates to join the Alumni Association, the Alumni Affairs Committee helped the graduating classes to organize the Graduation Dinner cum "Thank-you Teachers Sharing". The Committee also held a special last day for the graduating classes which symbolizes the official ending of their secondary school life.
- The football and basketball matches of the Alumni Cup were successfully held in December. The Homecoming Day scheduled in March was postponed to August due to the pandemic. A cookie-making workshop, graduation anniversary celebration and school campus visit were held with a total of 18 teachers and over 300 alumni taking part.
- The Alumni Association has set up an annual scholarship awarded to students who are willing to serve.
- The election of an alumnus manager and ex-co members of the Alumni Association were held.

### **3.11 Student welfare**

- Affordable photo-taking services, flu vaccination, ordering services for textbooks, school uniforms and sportswear were arranged.
- Assistance was provided for students in applying for various learning funds, subsidy schemes like the Personalized Octopus Card Scheme, School Textbook Assistance Scheme, Student Travel Subsidy Scheme, Subsidy Scheme for Internet Access and insurance (against accidents in activities).
- Internal scholarships were set up and assistance was provided for students who would like to apply for external ones.
- There was vetting of candidates nominated for the Outstanding Student Award and various external academic exchange programmes.
- The Tuck Shop Management Team was set up to collect opinions from teachers, parents and students regarding issues over food quality and service enhancement.

### **3.12 Campus Facilities**

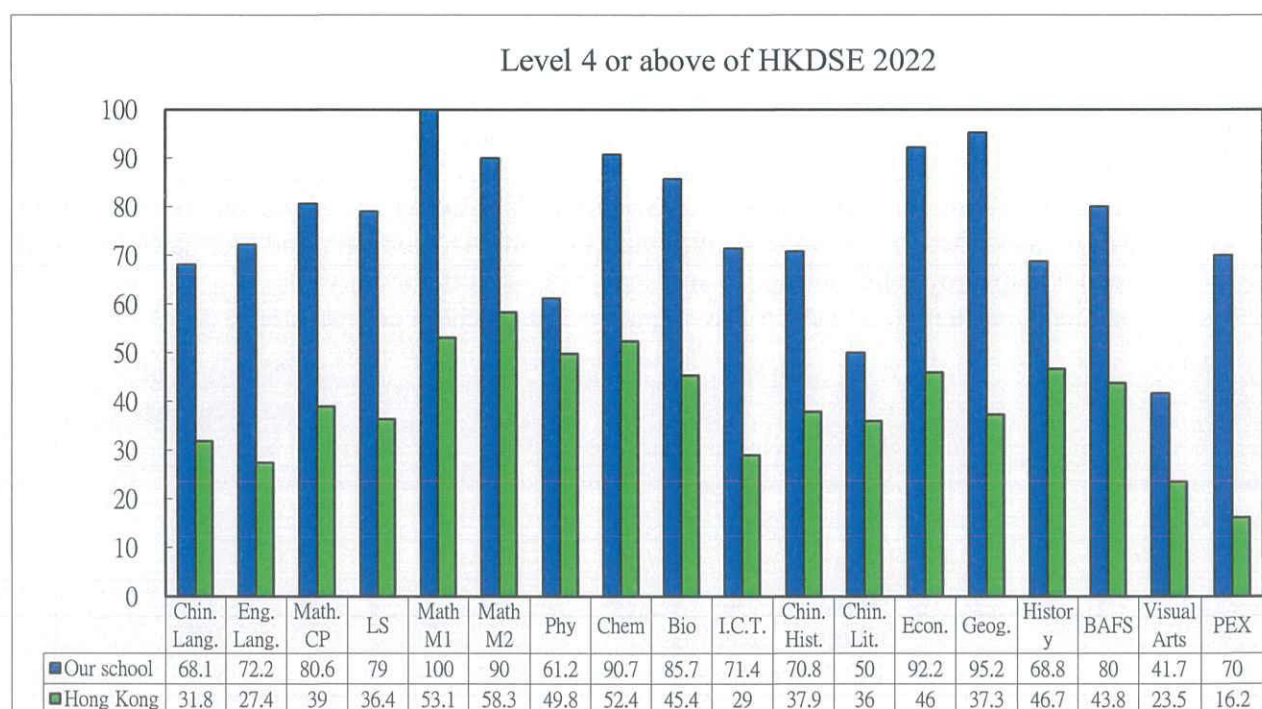
- Computers in one of the computer rooms have been replaced with new ones and interactive panels have been installed in five special rooms or laboratories to support daily learning and teaching.
- More iPads were purchased to further promote e-learning and enhance learning and teaching effectiveness.

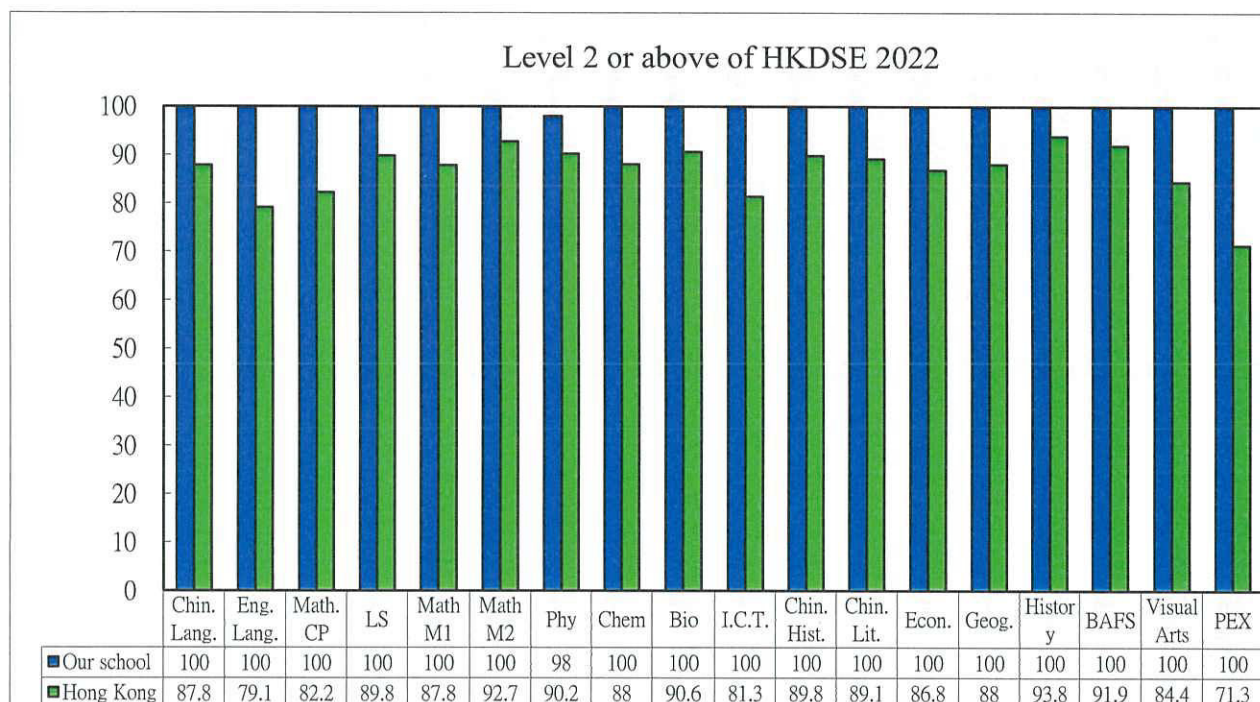
- All classrooms and interior walls on campus have been repainted.
- The EPDM of the court on the fifth floor has been renovated.
- The ventilation system in the School Hall and classrooms have been updated according to the EDB's specifications.
- A safety device has been installed in the lift.
- For the purpose of having lunch, partitions on tables have been improved.
- Mosquito killer lamps have been installed.
- The Physical Education Department has successfully applied for a fund of over 800,000 dollars offered by the Quality Education Fund to expand and renovate the Gym Room and install new smart fitness equipment to enable digitized training. Students' motivation and cognitive knowledge of sports will be improved.

## 4. Students' Performance

### 4.1 HKDSE

The average rate of students achieving level 2 and level 4 or above in the 2022 HKDSE are as follows.





#### 4.2 Extra-curricular and community-based activities

- A headcount of 1337 who acquired successful membership eligibility was registered in various interest group activities (under 5 categories: Aesthetics, Academic, Interest, Physical Development and Community Services). The activities of the Junior Police Call were still suspended. There were a combined total of 611 members and 952 participants in the school teams (athletic, aesthetics and academic) in this school year.
- Our students participated in the following major inter-school competitions:

Title	Number of participants
HK Schools Music Festival	33
Joint School Music Competition	278
HK Schools Speech Festival	74
HK Schools Drama Festival	35
HK Schools Dance Festival	16
Chinese debating	28
English debating	30
HK Schools Sports Federation Inter-school Competitions	103

Our students achieved various awards in different competitions. Our school was awarded three Gold Awards and two Silver Awards at the Joint School Music Competition. In the district inter-school volleyball, badminton, table-tennis and handball competitions (the remaining basketball matches were cancelled), our school obtained one Champion, two first runners-up, one second runner-up, one third runner-up and seven Awards of Merits (fifth place). Our teams also got a place in the eight finalists at the All Hong Kong Schools Jing Ying Badminton Tournament (Boys' Section) and the Basketball Tournament (Girls' Grade C). (Refer to the appendix for details about their performance).

- Our students participated in the following community services:

Activity	Number of participants
Sunshine Phone Calls to the Elderly	15
Cleaning the beach	20
Service at CNEC Ta Tung School	20

Service at EFCC - Hong Fook Church Elderly Centre	26
Selling the Care for The Elderly Charity Ticket for Tsung Tsin Mission of Hong Kong	29
Voluntary Chinese Language Tuition Service for Ethnic Minority Children	39
Making Gifts for the Community	120

#### 4.4 Religious activities

- The number of students converted to the Christian faith: 25
- The number of students joining the gospel day camps: 109
- The average number of students joining the Christian fellowship: 19

#### 4.5 Careers and further education of S6 students

- A total of 144 S6 students took part in the 2022 JUPAS

Meeting the minimum entrance requirements of degree programs (attaining 3322 in core subjects and Level 2 in one elective subject)	96.5%
Percentage of students offered a UGC-funded degree programme	81.9%
Percentage of students offered a self-financing degree programme	16.0%
Percentage of students offered a local degree programme	97.9%
Percentage of students offered a degree programme in HKU, CUHK or HKUST	44.0%

(Note : all percentages are calculated based on the total number of S6 students)

#### 4.6 Indicators of students' affective and social outcomes

Item	Subscale	School Junior Average(21/22)	HK Junior Average	Effect Size	School Junior Average (20/21)
1	General Satisfaction	2.53	2.60	Negligible	2.66
2	Negative Affect	1.73	1.81	Negligible	1.66
3	Teacher-Student Relationship	3.07	2.98	Negligible	3.14
4	Social Integration	2.98	2.92	Negligible	3.05
5	Achievement	2.41	2.55	Small	2.53
6	Opportunities	2.95	2.97	Negligible	3.03
7	Adventure	2.43	2.53	Negligible	2.53

Item	Subscale	School Senior Average(21/22)	HK Senior Average	Effect Size	School Senior Average(20/21)
1	General Satisfaction	2.62	2.48	Small	2.60
2	Negative Affect	1.87	1.94	Negligible	1.95
3	Teacher Student Relationship	3.10	2.91	Small	3.06
4	Social Integration	3.03	2.94	Small	2.98
5	Achievement	2.51	2.42	Negligible	2.41
6	Opportunities	2.95	2.77	Small	2.91
7	Adventure	2.45	2.43	Negligible	2.40

Comments:

- Overall speaking, for our junior form students, their average scores in Negative Effect, Teacher-Student Relationship and Social Integration were better than the territory-wide average scores. For our senior form students, their average scores in all items, including General Satisfaction, Negative Affect, Teacher-Student Relationship, Social Integration,



Achievement, Opportunity and Experience, were better than the territory-wide average scores.

#### 4.7 Students' attendance records

Form	Absence rate (%)	Attendance rate (%)
S1	0.9%	99.1%
S2	0.2%	99.8%
S3	1.1%	98.9%
S4	1.2%	98.8%
S5	1.9%	98.1%
S6	1.9%	98.1 %

### 5. Summarizing The Past and Planning For The Future

#### 5.1 Work performance

Though facing many unexpected and rapid changes in this school year, some goals set out at the beginning could still be successfully completed. The feedback from students, parents and teachers was very positive. The school is grateful to God and this also bears a strong witness to the unfading enthusiasm and professionalism among our teachers, as well as the support and recognition of various stakeholders. We are confident of taking up the future challenges – to combat the epidemic and implement the new 3-year plan as follows :

- (i) To incorporate e-learning into teaching to promote self-regulated learning
- (ii) To promote values education to support Shatin Tsing-Tsiners' character formation and positive education
- (iii) To maintain a professional teaching team towards sustainability and sustain the school culture by preparing suitable teachers to be school leaders

#### 5.2 Development plan: situational analysis

##### 5.2.1 Externally

- Financial resources provided by the government
- Limited manpower provided by the government
- Recent social events, the pandemic and the emigration tide have affected the emotions and interpersonal relationship of students
- Social ethos affecting the effectiveness of value education

##### 5.2.2 Internally

- A spacious campus with well-structured facilities
- Sound administrative hierarchy
- A pool of devoted teachers with professionalism
- Adequate training and support for new teachers to improve their teaching pedagogy
- Self-financing small-class teaching
- Heavy workload and insufficient rest confronting teachers
- Good students' conduct, positive self-image and high level of willingness to learn and to be taught
- Opportunities for the elevation of students' life qualities
- Increasing number of students and teachers leaving the school due to further studies overseas or emigration

### **5.3. Future development**

#### **5.3.1 Management and organization**

- Reducing workload and pressure on teachers
- Nurturing in young staff the commitment and abilities to take up leadership roles in school

#### **5.3.2 Teachers' professional development**

- Raising teaching quality
- Mentorship Scheme for new teachers to integrate with the school's culture and practices

#### **5.3.3 Academic affairs**

- Nurturing in Shatin Tsung-Tsiners the abilities of critical and independent thinking, communication and self-learning
- Promoting STEM education
- Promoting reading
- Promoting e-learning

#### **5.3.4. Student support, discipline, guidance, religious affairs, extra-curricular activities**

- Cultivating the traits expected of a ShatinTsung-Tsiner
- Stepping up evangelistic effort
- Strengthening class building

#### **5.3.5 Students' welfare**

- Campus embellishment
- Utilizing government subsidies to reduce students' activity expenses

#### **5.3.6 Liaison with parents**

- Strengthening parental education

#### **5.3.7 Alumni**

- Widening the network of alumni

Nature of activities	Number of participants		Awards
	Territorial	Regional	
Sports		41	<p>HKSSF Shatin &amp; Sai Kung Secondary Schools Area Committee Inter-school Athletics Championships:</p> <ul style="list-style-type: none"> <li>• Javelin of Boys Grade B – First Prize (4A Lau Sai Pong)</li> <li>• Javelin of Girls Grade B – First Prize (4A Wong Wai Yan)</li> <li>• 200m of Boys Grade A – Second Prize (4F Ng Wai Chun)</li> <li>• 800m of Girls Grade C – Third Prize (1A Yu Long Ching)</li> <li>• High Jump of Boys Grade A – Second Prize (5A Li Tsz Hin)</li> <li>• 100m of Boys Grade A – Third Prize (4F Ng Wai Chun)</li> <li>• 400m of Girls Grade B – Third Prize (3B Ngan Sum Yu)</li> <li>• Discus of Boys Grade A – Third Prize (6F So Pak Hei)</li> <li>• High Jump of Boys Grade B – Third Prize (4D Chan Ka Yan Cullen)</li> <li>• 100m of Girls Grade C- Fourth Prize</li> <li>• Shot Put of Boys Grade C – Fourth Prize</li> <li>• 100m of Girls Grade A - 1 Award of Merit</li> <li>• 100m of Girls Grade B – 1 Award of Merit</li> <li>• 200m of Boys Grade B – 1 Award of Merit</li> <li>• 200m of Girls Grade A – 1 Award of Merit</li> <li>• 200m of Girls Grade B – 1 Award of Merit</li> <li>• 200m of Girls Grade C – 1 Award of Merit</li> <li>• 400m of Boys Grade B – 1 Award of Merit</li> <li>• 400m of Girls Grade A – 1 Award of Merit</li> <li>• 400m of Girls Grade C – 1 Award of Merit</li> <li>• 800m of Boys Grade B – 1 Award of Merit</li> <li>• 800m of Boys Grade C – 1 Award of Merit</li> <li>• 110m Hurdles of Boys Grade B – 1 Award of Merit</li> <li>• Shot Put of Girls Grade A – 1 Award of Merit</li> <li>• Discus of Girls Grade A – 1 Award of Merit</li> <li>• Discus of Girls Grade B – 1 Award of Merit</li> <li>• Javelin of Boys Grade A - 1 Award of Merit</li> <li>• High Jump of Boys Grade C – 1 Award of Merit</li> <li>• High Jump of Girls Grade A - 1 Award of Merit</li> <li>• Long Jump of Girls Grade A – 1 Award of Merit</li> </ul>
		12	<p>Inter-school Swimming Championships:</p> <ul style="list-style-type: none"> <li>• 50m Butterfly of Boys Grade B – First Prize (4B Po Yuet Sing)</li> <li>• 50m Butterfly of Girls Grade A – First Prize (5A Ho Chek Kei Kelly)</li> <li>• 200m Breaststroke of Boys Grade B – Second Prize (4C Tsoi Gu Chit)</li> <li>• 100m Backstroke of Girls Grade B – Third Prize (3D Chan Chung Yau)</li> <li>• 50m Breaststroke of Girls Grade C – Award of Merit</li> </ul>

		28	Inter-school Badminton Competition: <ul style="list-style-type: none"> <li>Boys Grade A - First Prize</li> <li>Boys Grade B - Fourth Prize</li> <li>Girls Grade B - Award of Merit</li> </ul>
		24	Inter-school Volleyball Competition: <ul style="list-style-type: none"> <li>Girls Open Grade - Second Prize</li> <li>Boys Open Grade - Award of Merit</li> </ul>
		22	Inter-school Table Tennis Competition: <ul style="list-style-type: none"> <li>Boys Grade A - Award of Merit</li> <li>Boys Grade B - Award of Merit</li> <li>Boys Grade C - Award of Merit</li> <li>Girls Grade A - Award of Merit</li> <li>Girls Grade B - Award of Merit</li> </ul>
		27	Inter-school Handball Competition: <ul style="list-style-type: none"> <li>Boys Open Grade - Second Prize</li> <li>Girls Open Grade - Third Prize</li> </ul>
	1		Hong Kong Schools Sports Federation All Hong Kong Schools Jing Ying Athletics (Group) Tournament (Boys 200M): <ul style="list-style-type: none"> <li>Sixth Prize</li> </ul>
	4		All Hong Kong Schools Jing Ying Badminton (Team) Tournament: <ul style="list-style-type: none"> <li>Preliminaries</li> </ul>
	8		All Hong Kong Inter-school 3x3 Basketball Marathon (Girls Grade C): <ul style="list-style-type: none"> <li>Preliminaries</li> </ul>
	10		Hong Kong Youth Championship 2021 (Volleyball)(Girls U14) organized by Volleyball Association of Hong Kong, China: <ul style="list-style-type: none"> <li>Second Prize</li> </ul>
	1		2021 Chinese YMCA of Hong Kong Short Course Competition organized by Chinese YMCA of Hong Kong: Butterfly - First Prize (5A Ho Chek Kei Kelly) Freestyle - First Prize (5A Ho Chek Kei Kelly) 200m Individual Medley - First Prize (5A Ho Chek Kei Kelly)
Academics	59		The 73rd HK Schools Speech Festival organized by Hong Kong Schools Music and Speech Association, our students obtained 4 First Prizes, 9 Second Prizes, 6 Third Prizes and 42 Awards of Merit. They are as follows: Chinese Dramatic Duologue <ul style="list-style-type: none"> <li>1 First Prize (4A Lee Lok Yi Abbie, 4A Mung Sze Yu)</li> <li>1 Award of Merit</li> </ul>

			<p>Solo Prose Reading</p> <ul style="list-style-type: none"> <li>• 2 Third Prizes (3E Ho Ka Yee, 5F Wong Suet Ching)</li> <li>• 3 Awards of Merit</li> </ul> <p>Solo Verse Speaking</p> <ul style="list-style-type: none"> <li>• 4 Second Prizes (1B Wong Pak Yu, 4D Lau Yan Yee, 5A Wong Hei Yi, 5A Wong Hoi Tung)</li> <li>• 2 Third Prizes (3B Chen Siyu, 3D Chang Yuet Ying)</li> <li>• 2 Awards of Merit</li> </ul> <p>Solo Bible Speaking</p> <p>1 Award of Merit</p> <p>English</p> <p>Public Speaking Solo</p> <ul style="list-style-type: none"> <li>• 4 Awards of Merit</li> </ul> <p>Solo Bible Speaking</p> <ul style="list-style-type: none"> <li>• 1 First Prize (5B Chan Hiu Lam)</li> <li>• 1 Second Prize (5B Chu Nok Ching)</li> <li>• 2 Awards of Merit</li> </ul> <p>Solo Verse Speaking</p> <ul style="list-style-type: none"> <li>• 2 First Prizes (1C Chan Cheuk Ying, 4D Lau Yan Yee)</li> <li>• 2 Second Prizes (3E Ho Ka Yee, 5A Wong Hei Yi)</li> <li>• 2 Third Prizes (2C Ng Cheuk Wing, 5A Teng Chi Kit)</li> <li>• 19 Awards of Merit</li> </ul> <p>News Feature Presentation</p> <ul style="list-style-type: none"> <li>• 1 Second Prize (5B Chang Hoi Ching)</li> </ul> <p>Putonghua</p> <p>Solo Verse Speaking</p> <ul style="list-style-type: none"> <li>• 1 Second Prizes (2C Chu Hoi Chin)</li> <li>• 2 Awards of Merit</li> </ul> <p>Solo Prose Reading</p> <ul style="list-style-type: none"> <li>• 8 Awards of Merit</li> </ul>
	134 (International)		<p>International Competition and Assessments for School 2022 organized by Janison, our students obtained 8 Top Medal Winners, 13 High Distinctions, 27 Distinctions, 65 Credits and 24 Merits. They are as follows:</p> <p>English</p> <ul style="list-style-type: none"> <li>• 1 High Distinction (5B Chau Yat Yuet)</li> <li>• 5 Distinctions</li> <li>• 27 Credits</li> </ul>

			<ul style="list-style-type: none"> <li>12 Merits</li> </ul>
			<p>Mathematics</p> <ul style="list-style-type: none"> <li>5 Top Medal Winners (1D Lai Kin Fung, 1E Wong Wai Kwan, 2F Lau Luen Yung, 3E Wu Cheuk Hin Johnny, 5A Lok Yin Fung)</li> <li>9 High Distinctions (1D Lai Kin Fung, 1E Ng Hon Yin, 1E Wong Wai Kwan, 2D Chung Man Yui, 2E Fung Cheuk Hei, 2F Lau Luen Yung, 3E Wu Cheuk Hin Johnny, 3F Tsang Tsz Ying, 5A Lok Yin Fung)</li> <li>14 Distinctions</li> <li>22 Credits</li> <li>5 Merits</li> </ul> <p>Science</p> <ul style="list-style-type: none"> <li>3 Top Medal Winners (2E Chan Cheuk Yin, 2E Lee Edison, 4B Wong Ho Hei)</li> <li>3 High Distinctions (2E Chan Cheuk Yin, 2E Lee Edison, 4B Wong Ho Hei)</li> <li>8 Distinctions</li> <li>16 Credits</li> <li>7 Merits</li> </ul>
	2		<p>Weather Fans Staycation 2021 organized by Ho Koon Nature Education cum Astronomical Centre and Hong Kong Observatory:</p> <ul style="list-style-type: none"> <li>Silver Award (6D Ng Lai Shuen)</li> <li>Bronze Award (6B Ng Man Chak)</li> </ul>
	1		<p>International Network Mathematics Elite Challenge 2021 organized by Superior Culture:</p> <ul style="list-style-type: none"> <li>Silver Award (1E Wong Wai Kwan)</li> </ul>
	9		<p>Thailand International Mathematical Olympiad organized by Thailand Mathematics Society:</p> <p>Heat Round (Hong Kong Region):</p> <ul style="list-style-type: none"> <li>2 Gold Awards (2D Chung Man Yui, 5A Wong Hoi Tung)</li> <li>6 Silver Awards (1A Ngai Hiu Kwan, 1D Au Tsun Ming, 1E Wong Wai Kwan, 2D Chan Hui Yeung, 2D Chau Kit Hang, 5A Ho Chek Kei Kelly)</li> <li>1 Bronze Award (2B Li Kichik)</li> </ul> <p>Semi-Final</p> <ul style="list-style-type: none"> <li>1 Second Prize (2D Chung Man Yui)</li> </ul>

			<ul style="list-style-type: none"> <li>1 Gold Award (5A Wong Hoi Tung)</li> <li>1 Bronze Award (1D Au Tsun Ming)</li> </ul>
			<p>Final</p> <ul style="list-style-type: none"> <li>1 Gold Award (5A Wong Hoi Tung)</li> </ul>
	8		<p>Hong Kong International Mathematical Olympiad 2022 organized by Olympiad Champion Education Centre:</p> <p>Heat Round (Hong Kong Region)</p> <ul style="list-style-type: none"> <li>6 Silver Awards (1A Ngai Hiu Kwan, 2D Chau Kit Hang, 2D Cheung Hoi Kiu, 2D He Yixiao, 2F Law Ka Chun, 5A Wong Hoi Tung)</li> <li>2 Bronze Awards (1E Wong Yik Lai Ian, 1F Li Ka Wing)</li> </ul> <p>Semi-Final (Hong Kong Region)</p> <ul style="list-style-type: none"> <li>1 Gold Award (5A Wong Hoi Tung)</li> </ul>
	2		<p>Greater Bay Area Mathematics Competition 2022 organized by Olympiad Champion Education Group:</p> <p>Hong Kong Region</p> <ul style="list-style-type: none"> <li>First Class Honour (5A Wong Hoi Tung)</li> <li>Third Class Honour (1A Ngai Hiu Kwan)</li> </ul> <p>Greater Bay Region</p> <ul style="list-style-type: none"> <li>Second Class Honour (5A Wong Hoi Tung)</li> </ul>
	2		<p>International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2022 organized by International Mathematical Olympiad (Hong Kong) Committee:</p> <ul style="list-style-type: none"> <li>1 Bronze Award (5A Lok Yin Fung)</li> <li>1 Honourable Mention (5A Wong Hoi Tung)</li> </ul>
	2		<p>39th Hong Kong Mathematics Olympiad (2021/2022) organized by The Mathematics Education Section of the Education Bureau:</p> <ul style="list-style-type: none"> <li>2 Third Class Honours (5A Lok Yin Fung, 5A Wong Hoi Tung)</li> </ul>
	1		<p>World Mathematics Invitational 2022 (Preliminary Round) organized by World Mathematics Invitational Organizing Committee:</p> <ul style="list-style-type: none"> <li>1 Bronze Award (1E Wong Wai Kwan)</li> </ul>
	3		<p>True Light Girls' Invitational Mathematics Contest 2021 organized by True Light Middle School of Hong Kong</p> <ul style="list-style-type: none"> <li>1 Award of Merit</li> </ul>
	1		<p>Hong Kong Physics Olympiad 2021 organized by The Hong Kong Academy for Gifted Education:</p> <ul style="list-style-type: none"> <li>1 Second Honour (5A Lok Yin Fung)</li> </ul>



	8		<p>"VideoChem!" - CityU Chem Video Competition for Secondary School organized by Department of Chemistry, City University of Hong Kong:</p> <ul style="list-style-type: none"> <li>Third Prize (6A Chan Kin Cheuk, 6A Ho Hop Yat, 6A Leung Seng Chun Clayton, 6A Pang Ka Him, 6A Shum Kwong Sing, 6A Tang Ching Hei Justin, 6A Wong Chong Wo, 6D Tong Sam)</li> </ul>
	12		<p>The 2<sup>nd</sup> Hong Kong Secondary School Cosmetic Formulation Competition organized by Department of Chemistry, City University of Hong Kong:</p> <ul style="list-style-type: none"> <li>8 Awards of Merit</li> </ul>
	13		<p>International Biology Olympiad – Hong Kong Contest 2021 organized by Education Bureau, The Hong Kong Academy for Gifted Education:</p> <ul style="list-style-type: none"> <li>3 Bronze Awards (6A Chung Kam Hong, 6A Pang Ka Him, 6A Wang Zhiyi)</li> <li>1 Award of Merit</li> </ul>
	1		<p>"Chinese New Year" Scratch Game Design Competition 2021 organized by Creative Foundation Management</p> <ul style="list-style-type: none"> <li>Third Prize (4F Leung Pui Yuk)</li> </ul>
	6		<p>Hong Kong Olympiad in Informatics 2021/22 organized by The Hong Kong Association for Computer Education:</p> <ul style="list-style-type: none"> <li>1 Bronze Award (5A Wong Cheuk Hei)</li> <li>1 Award of Merit</li> <li>1 Finalist</li> </ul>
	1		<p>“Start the Day Full of Energy” Slogan Design Competition organized by Education Bureau:</p> <ul style="list-style-type: none"> <li>First Prize (1D Chung Hoi Ying)</li> </ul>
	8		<p>Hong Kong Schools Mooting and Mock Trial Competition 2021/22 organized by Hong Kong Schools Mooting and Mock Trial Association:</p> <p>Preliminary</p> <ul style="list-style-type: none"> <li>Outstanding Advocacy in Preliminaries (4D Ho Cheuk Wing)</li> </ul>
	3		<p>Hong Kong Interschool Mediation Tournament 2022 organized by Hong Kong Schools Mooting and Mock Trial Association:</p> <ul style="list-style-type: none"> <li>Best Questioning Skills Prize (4A Lee Lok Yi Abbie, 4A Mung Sze Yu, 4B Xu Kai Ting)</li> </ul>
	6		<p>The Hong Kong Bar Association Debating Competition 2021 organized by Hong Kong Bar Association:</p> <ul style="list-style-type: none"> <li>The Best Debater (5C Sum Blessing)</li> </ul>
	4		<p>Basic Law Debating Competition (New Territories East Section) organized by Joint Committee for the Basic Law of Hong Kong:</p> <p>Group C</p> <ul style="list-style-type: none"> <li>The Best Debater (3E Chen Hoi Ying)</li> </ul>

			Round 1 The Best Debater (3E Chen Hoi Ying)
	14		Hong Kong Secondary School Debating Competition 2022 organized by Hong Kong Secondary School Debating: Term 1 – Round 1 <ul style="list-style-type: none"> <li>The Best Debater (2F Chu Ching Yin, 5B Chang Hoi Ching)</li> </ul> Term 1 – Round 2 <ul style="list-style-type: none"> <li>The Best Debater (2E Cheng Ho Yau, 2F Siu Kai Chun)</li> </ul> Term 2 – Round 1 <ul style="list-style-type: none"> <li>The Best Debater (2E Wong Tze Yan)</li> </ul>
	3		Sing Tao Inter-School Debate Competition(English) (Top 8 Teams) organized by Sing Tao Daily: <ul style="list-style-type: none"> <li>The Most Improved Award (3E Lo Sze Wing, 5B Chang Hoi Ching, 5B Ng Tsz Kiu Jayden)</li> </ul> First Preliminary <ul style="list-style-type: none"> <li>The Best Debater (3E Lo Sze Wing)</li> <li>The Best Interrogative Debater (3E Lo Sze Wing)</li> </ul> Second Preliminary <ul style="list-style-type: none"> <li>The Best Interrogative Debater (5B Chang Hoi Ching)</li> </ul> Third Preliminary <ul style="list-style-type: none"> <li>The Best Debater (5B Chang Hoi Ching)</li> <li>The Best Interrogative Debater (5B Chang Hoi Ching)</li> </ul>
	3		The 17th Inter-school Economic Debate Competition (Friendly Match) organized by Hong Kong Joint School Economics Association: <ul style="list-style-type: none"> <li>Winner Award (2B Chow Tsz Him, 2C Tsang Man Yin, 4A Yeung Hoi Kiu)</li> <li>The Best Debater (4A Yeung Hoi Kiu)</li> </ul>
	8		The 3rd Inter-school Debate Competition organized by Hong Kong School Debate Federation: Round 2 <ul style="list-style-type: none"> <li>The Best Debater (5B Wong Tsz Yuet)</li> </ul> Preliminary Round <ul style="list-style-type: none"> <li>The Best Debater (5C Sum Blessing)</li> </ul>
	4		Wenhuabei Inter-School Debating Competition organized by Aspiring Education Consulting Publishing Company Limited: <ul style="list-style-type: none"> <li>The Best Debater (4A Yeung Hoi Kiu)</li> </ul>

	4		2022 Money Management Online Quiz organized by Hong Kong Family Welfare Society Financial Education Centre: <ul style="list-style-type: none"> <li>3 First Honours (5A Tang Pak Yeung, 5D Kwong Tsz Nok, 5D Lam Chi Kin)</li> <li>1 Fourth Honour (5A Cheung Wang Hei)</li> </ul>
	1		NowTV STEM Awards 2021 organized by Now TV: <ul style="list-style-type: none"> <li>Silver Award (1A Ngai Hiu Kwan)</li> </ul>
	2		HKIRC Cyber Youth Programme 2021 organized by Hong Kong Internet Registration Corporation Limited: <ul style="list-style-type: none"> <li>2 Awards of Merit</li> </ul>
	7		Canadian English Writing Competition 2022 (Arch Cup) organized by English Association of Asia: Preliminary <ul style="list-style-type: none"> <li>1 Gold Award (5A Wong Lai Hei)</li> <li>1 Silver Award (5A Wong Hei Yi)</li> <li>1 Bronze Award (5A Ku Wai Kwan)</li> </ul> Semi-final <ul style="list-style-type: none"> <li>1 Silver Award (5A Ku Wai Kwan)</li> </ul>
	1		Annual Harvard Global WE Essay Contest organized by Harvard Global WE: <ul style="list-style-type: none"> <li>1 Award of Merit</li> </ul>
	11		From Player to Page Video Game Writing Competition organized by Cicero Group Limited: <ul style="list-style-type: none"> <li>1 Finalist</li> </ul>
	1		Brain Game organized by Young Post, South China Morning Post: <ul style="list-style-type: none"> <li>Third Prize (2F Cheng Kai Chit Cyrus)</li> </ul>
	4		The 9th Inter-school Competition of Project Learning on Hong Kong's History and Culture organized by Hong Kong Museum of History, The HK Institute for Promotion Chinese: <ul style="list-style-type: none"> <li>4 Finalists</li> </ul>
Aesthetics	33		The 74th Hong Kong Sch. Music Festival organized by Hong Kong Schools Music and Speech Association, our students obtained 1 First Prize, 1 Second Prize, 1 Third Prize and 26 Awards of Merit: <ul style="list-style-type: none"> <li>Graded Piano Solo - First Prize (2E Lu Chun Tung)</li> <li>Clarinet Junior - Second Prize (2C Tsang Tsz Tung)</li> <li>Liuqin Junior - Third Prize (3F Cheng Hei Ching)</li> </ul>
	192		Joint School Music Competition 2022 organized by Hong Kong Joint School Music Association <ul style="list-style-type: none"> <li>Secondary School - School Orchestra - Gold Award</li> <li>Secondary School - Chinese Orchestra - Gold Award</li> </ul>

		<ul style="list-style-type: none"> <li>Secondary School - Senior Choir Challenge Group - Gold Award</li> <li>Secondary School - School Band - Silver Award</li> <li>Secondary School - Junior Choir Challenge Group - Silver Award</li> </ul>
1 (International)		2021 IPEA Elite Competition (Hong Kong, Macau & Taiwan) organized by International Percussion Education Association: <ul style="list-style-type: none"> <li>First Prize (1E Wong Wai Kwan)</li> </ul>
1		Hong Kong Student String Competition organized by HKNTP: <ul style="list-style-type: none"> <li>Gold Award (4A He Cho Yin)</li> </ul>
1 (International)		The 13th International Children and Youth Strings Performance organized by Global Arts, Sports and Culture Association: <ul style="list-style-type: none"> <li>Second Prize (4A He Cho Yin)</li> </ul>
1		Young and Children Musicians Festival 2021 organized by Asia Pacific Talent Migrants Association: <ul style="list-style-type: none"> <li>Silver Award (4A He Cho Yin)</li> </ul>
1		2021 Hong Kong International Music and Arts Festival organized by Hong Kong International Musicians and Artists Association:                     20th Century <ul style="list-style-type: none"> <li>Second Prize (5A Wong Hoi Tung)</li> </ul> Baroque <ul style="list-style-type: none"> <li>Third Prize (5A Wong Hoi Tung)</li> </ul>
1		Hong Kong Music Talent & Performance Award organized by Music Moments and My Music Academy:                     Piano (Secondary School Diploma Class) <ul style="list-style-type: none"> <li>First Prize (5A Wong Hoi Tung)</li> </ul>
1		Superior Culture International Youth Music Festival 2022 organized by Superior Culture: <ul style="list-style-type: none"> <li>Silver Award (1E Wong Wai Kwan)</li> </ul>
1		Asia Student Arts Festival 2022' organized by First Education Group:                     Marimba <ul style="list-style-type: none"> <li>Second Prize (1E Wong Wai Kwan)</li> </ul>
1		International Young Artist Music Contest 2021 organized by Muse Music (Asia) Association: <ul style="list-style-type: none"> <li>Third Place (1E Wong Wai Kwan)</li> </ul>
16		The 57th School Dance Festival organized by Hong Kong Schools Dance Association Limited: <ul style="list-style-type: none"> <li>Highly Commended Award</li> </ul>
2		The 1st Secondary School Students Creative CUP Short Video-making Competition organized by China Education Exchange (Hong Kong) Centre Limited: <ul style="list-style-type: none"> <li>Third Prize (6E Cheung Yu Hang, 6F Lam Wai Kit)</li> </ul>

	1		'Cycling Safety' Short Video Contest 2021 organized by Shatin Junior Police Call: <ul style="list-style-type: none"><li>1 Award of Merit</li></ul>
	1		"We love Hong Kong" Painting - Eco Bag Design Contest 2021 organized by Hong Kong Children and Youth Arts Association: <ul style="list-style-type: none"><li>1 Award of Merit</li></ul>
	8		Exhibition of Student Visual Arts Work organized by Education Bureau: <ul style="list-style-type: none"><li>1 Award of Merit</li></ul>
	2		Grantham Visual Arts Award (Junior Secondary Group) 2020/2021 organized by Hong Kong Society for Education in Art: <ul style="list-style-type: none"><li>Winner (3E Qin Chi Ho)</li></ul>
	1		Year of Tiger Colouring Contest 2022 organized by Hong Kong Youth Creative Arts Association: <ul style="list-style-type: none"><li>Second Prize (2D Cheung Hoi Kiu)</li></ul>
	3		Safety and Health at Work Poster Design Competition 2022 organized by Occupation Safety and Health Council: <ul style="list-style-type: none"><li>Champion (5C Wong Chun Wing)</li></ul>
	13		"Visual Accessibility 2021" Secondary School Student Four-panel Comics and Heart-to-heart Statement Creation Competition (Senior Group) organized by Retina Hong Kong: <ul style="list-style-type: none"><li>Third Prize (4F Lok Chiu Yin)</li></ul>
	2		'Searching for Public Arts' Photo Contest organized by MLH Youth Cultural & Education Foundation: <ul style="list-style-type: none"><li>2 Awards of Merit</li></ul>
	6		Building, Civil Engineering and Built Environment Photo Competition organized by Vocational Training Council: <ul style="list-style-type: none"><li>Third Prize (4C Chu Wing Ching)</li></ul>
	4		The 11th World Children Art Awards 2022 organized by World Children Arts & Culture Association: <ul style="list-style-type: none"><li>1 Excellent Award (2D Cheung Hoi Kiu)</li></ul>
Others	2		Tsung Tsin Mission Outstanding Secondary School Student Award organized by Tsung Tsin Mission of Hong Kong: <ul style="list-style-type: none"><li>Outstanding Secondary School Student Award (3E Yiu Lok Wai, 5A Ho Chek Kei Kelly)</li></ul>
	1		The 18th Shatin Most Outstanding Student Award <ul style="list-style-type: none"><li>Outstanding Student (3E Chen Hoi Ying)</li></ul>

	2		<p>Hong Kong Young Ambassador Scheme organized by The Hong Kong Federation of Youth Groups and Tourism Commission:</p> <ul style="list-style-type: none"> <li>• Gold Medal (6C Lim Zhi Wei)</li> <li>• Silver Medal (6C Tam Lok Yiu)</li> <li>• Bronze Medal (6C Wen Chi Kit)</li> </ul>
	1		<p>The Hong Kong Federation of Youth Groups</p> <p>"Easy Volunteer" 2021 - Volunteer Service(Individual)</p> <ul style="list-style-type: none"> <li>• Silver Award (6C Tam Lok Yiu)</li> </ul> <p>"Easy Volunteer" 2022 Continuous Service Award (200hours)</p> <ul style="list-style-type: none"> <li>• Continuous Service Award (6C Tam Lok Yiu)</li> </ul>
	1		<p>Volunteer Service organized by Volunteer Movement:</p> <ul style="list-style-type: none"> <li>• Bronze Award (6C Lim Zhi Wei)</li> </ul>

**Shatin Tsung Tsin Secondary School**  
**Report on the Use of the Capacity Enhancement Grant 2021/22**

**A. Financial Report**

Methods	Rationale / Value	2021-2022 Budget	2021-2022 Expenditure
1. Recruitment of graduates as invigilators ( \$50/hour for internal exams; \$133/hour for public exams )	To free up more teachers' time for the 4 items mentioned in Aims	\$120,000	\$118,158.12
2. Employment of part-time teachers for enhancement and remedial classes at various levels	(i) To enhance students' language competency (ii) To cater for individual learner's needs	\$30,000	\$10,790
3. Recruitment of administrative assistants and part-time teachers to help teachers handle the following: (i) collecting reply slips, sick leave letters and handling students' attendance records (ii) taking up teaching duties when the need arises	To free up more teachers' time for the 4 items mentioned in Aims	\$500,000	\$411,432
		\$650,000	\$540,380.12

**Aims :** To reduce teachers' workload so that there will be a much better use of time for the following:

- (i) Teaching pedagogy : Collaborative teaching
- (ii) Language ability : Creating better-English ethos and promoting reading culture
- (iii) Catering for the needs of individual learners
- (iv) Assessment methods : Formative assessment



**Shatin Tsung Tsin Secondary School**  
**Report on the Use of the Life-wide Learning Grant**  
**2021-2022 School Year**

**Category 1: To organise / participate in life-wide learning activities**

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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												
1	Extra-curricular Activities (Hydroponics)	Biology	Oct2021–May2022	S1 students and S4-S5 Biology students	260	Record the number of students joined and the number of activities	\$50,030.00	E6, E7	✓				
2	STEM Programme and Visits	Technology	Oct2021–May2022	S4 to S6 ICT students	50		\$11,489.33	E2, E6	✓				
3	S1 Life Education Day Camp		23/9/2021-24/9/2021	S1	165		\$77,475.00	E1, E2, E5		✓			
4	S1 and S2 Experiential Activities (Farming)		Nov2021–Apr2022	S1-S2	315		\$14,520.00	E2, E6		✓			
5	S3 Social Service	Life Education Programme	Oct2021–May2022	S3	151	Student questionnaire and record of the activities	\$1,607.00	E1		✓		✓	
6	Career Experiential Activities		Feb2021–May2022	S4-S5	284		\$15,250.00	E5, E6					✓
7	S1-S6 Life Education Programs		Jan2021–Apr2022	S1-S6	894		\$19,192.90	E1, E5		✓			
8	Movie Appreciation		Sep2021–Jul2022	S1-S6	894	Number of students joined	\$9,179.00	E1		✓			
9	Whole School Counselling Activities (e.g. Counselling Days)	Moral Education	Sep2021–Jul2022	S1-S6	894		\$660.00	E1, E5		✓			
10	Other Self-initiated Visits		Nov2021–Jul2022	S1-S5	750	Student questionnaire and record of the activities	\$996.30	E1		✓			
11	Prefect Training Programs		Dec2021, Mar & Aug2022	S2-S5 Prefects	80		\$2,058.00	E1		✓			
12	Elementary Leadership Training Programs	Leadership Training	Oct2021–Nov2021	S1-S3 student leaders	40		\$5,532.40	E1		✓			
13	Hong Kong Union for Young Leaders Membership Fee		Oct2021–Jun2022	S4-S5	2	Record of the activities	\$3,000.00	E1		✓			
14	School Picnic Day	Life Experiential Activities	8/11/2021	S1-S6	894		\$39,489.20	E1		✓			
15	Chinese and English Debate Team Training				80		\$104,800.00	E5	✓				
16	Dancing Team Training				40		\$14,000.00	E5	✓		✓		
17	Drama Team Training				60		\$136,794.20	E5	✓		✓		
18	Badminton Team Training						\$45,581.00	E1, E5			✓		
19	Basketball Team Training	School Team Training	Sep2021–Aug2022	Team members		Record the number of students joined and the number of activities	\$39,629.00	E1, E5			✓		
20	Volleyball Team Training						\$14,548.00	E1, E5			✓		
21	Football Team Training						\$22,054.50	E1, E5			✓		
56430	Handball Team Training						\$56,430.00	E5			✓		
23	Table Tennis Team Training						\$29,488.00	E1, E5			✓		

24	Archery Team Training	School Team Training	Sept2021–Aug2022	Team members	150	Record the number of students joined and the number of activities	\$36,646.00 E5		✓
25	Athletic Team Training						\$42,540.00 E5		✓
26	Others School Teams: Mathematics, Visual Arts, Speech Festival Training				100		\$3,790.20 E1, E5	✓	✓
27	Sports Tasting Programs	Physical Education	Sept2021–Jun2022	S1 to S6	894	Record of the activities	\$34,690.00 E5	✓	✓
28	Sports Day Programs		3/1/2022, 5/1/2022	S1 to S6	894		\$409.00 E7		✓
29	Chinese Orchestra Training				320		\$52,000.00 E5		✓
30	Symphonic Orchestra Training	School Team Training	Sept2021–Aug2022	Team members	320		\$14,000.00 E5		✓
31	School Band Training				320		\$38,000.00 E5		✓
32	Junior Choir and Senior Choir Training				320		\$72,000.00 E5		✓
33	Interest Group Activities	Extracurricular Activities	Sept2021–Jun2022	Club members	100	Record the number of students joined and the number of activities	\$5,006.00 E5		✓
34	Hong Kong Red Cross Youth Unit Activities				80		\$9,063.25 E1,E7	✓	✓
35	School Team Expenditure (Application Fee, Registration Fee, Venue Booking Fee, Traffic Allowance, Accessories)	School Team Training	Sept2021–Aug2022	Team members	300		\$29,948.00 E1		✓
(Please insert rows above if the space provided is insufficient.)									
Sub-total of Item 1.1							\$1,051,896.28		
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons								
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Sub-total of Item 1.2							\$0.00		
Expenses for Category 1							\$1,051,896.28		

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning**

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1	Electric Pottery Wheel	Arts	Developing students' aesthetic ability	\$19,360.00
2	Walls and Stairs Painting	Arts		\$57,500.00
3				
(Please insert rows above if the space provided is insufficient.)				
Expenses for Category 2				\$76,860.00
Expenses for Categories 1 & 2				\$1,128,756.28

\* : 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.)

E2 Transportation fees

E3 Fees for non-local exchange activities / competitions (students)

E4 Fees for non-local exchange activities / competitions (escorting teachers)

E5 Fees for hiring expert / professionals / coaches

E6 Fees for students attending courses, activities or training organised by external organisations recognised by the sch

E7 Purchase of equipment, instruments, tools, devices, consumables

E8 Purchase of learning resources (e.g. educational softwares, resource packs)

E9 Others (please specify)

**Category 3: Estimated Number of Student Beneficiaries**

Total number of students in the school:	894
Number of student beneficiaries:	894
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post):	Tai Kin Fai (Vice Principal)
---------------------------------------	------------------------------



**Shatin Tsung Tsin Secondary School**  
**Report on the Use of the Promotion of Reading Grant**  
**2021-2022 School Year**

Amount of grant for 2021/22 : \$73,326

Amount carried forward from 2020/21 : \$55,779.76

Total : \$129,105.76

**Part 1: Evaluation of the Effectiveness:**

1. Evaluation of the objective:

With reference to the theme(widening students' horizon), students were exposed to different thematic books and resources assigned by the science, humanities and cultural subjects.

2. Evaluation of strategies:

The books purchased by different subjects could cover a wide variety of themes to widen students' scope of knowledge. Senior form students were invited to join different workshops organized by external organizations to broaden their horizons. To help junior secondary students to develop a good reading habit, junior form reading records were submitted as scheduled. 100% of the students fulfilled the minimum requirement of the reading scheme. A drawing competition was held to encourage students to read a book borrowed from the library and then create a picture.

**Part 2: Financial Report**

	Items	Estimated Expenses (\$)	Actual Expenses (\$)
1.	Purchase of Books	\$79,400.00	\$80,524.48
	✓Printed books		
	E-Books		
2.	Web-based Reading Schemes		
	e-Read Scheme		
	Other scheme : _____		
3.	Reading Activities	\$49,705.76	
	➤ Hiring writers, professional storytellers, etc. to conduct talks		
	➤ Hiring external service providers to organise student activities related to the promotion of reading		\$6,240
	➤ Paying the application fees for activities and competitions related to the promotion of reading		\$499
	➤ Subsidising students for their participation in and application for reading-related activities or courses		
4.	Other : Prizes for competitions related to the promotion of reading Materials for activities related to the promotion of reading		\$5,179 \$474
	<b>Total:</b>	\$129,105.76	\$92,916.48
	<b>Unspent Balance:</b>		\$36,189.28

\* Please tick the appropriate boxes or provide detail

# Programme Evaluation Report for DLG – Other Programme: Gifted Education for the 2021/22 school year

Programme title	Objective	Target (No./level/selection)	Duration /Start Date	Deliverable	Evaluation	Expenditure
Leadership Training Programme	Leadership training program for S4-S5 student leaders (prefects, ex-co members of Houses, Students' Union, Religious Affairs Committee, etc.)	students from S.4 to S.5	8/2022	Leadership skills enhanced after joining the training programme	95.6% of the participants met the attendance requirement of the course.  Around 95% of the participants reflected that the course could help them improve leadership skills including team building, managing conflicts with others, time management and organizing activities.	\$9,422.00
English Enhancement Class	To broaden students' horizons in the application of English language	15 S.6 elite students in sports or arts	09/2021 – 07/2022	The relevant skills students enhanced after joining the class and production of various compositions	The attendance of the participants was excellent (100%). The attitude of all participants was good and they found the program useful.	\$27,000.00
Short Story Writing Workshop	To further polish students' writing skills	8 S.5 top students in English writing	14/11/2021	The writing skills students enhanced after joining the class	The attendance of the participants was excellent (100%). The attitude of all participants was good and they found the program useful.	\$1,152.00
Subsidizing students to	To broaden elite senior form students'	Elite senior form students	09/2021 – 08/2022	The knowledge and experience students	<ul style="list-style-type: none"> <li>4 students joined programs provided by the HKUST and</li> </ul>	\$9,750.00

participate in competitions or education programs held by external organizations	horizons in different disciplines			gained after joining the programs or competitions	HKU in different disciplines, like Chemistry, Life Science, Engineering, etc. <ul style="list-style-type: none"> <li>All students concerned completed the program and obtained a certificate or a transcript of the program.</li> <li>7 S.4 students participated in the Secondary Schools Bridge Demonstration Competition and gained relevant experience.</li> </ul>	
Geography Enrichment Class	To enrich students' knowledge in Geography	21 S.6 students who have good performance in Geography	12/2021	The knowledge in Geography enhanced after joining the class	The attendance of the participants was excellent (100%). The attitude of all participants was good and they found the program useful.	\$1,620.00
BAFS Enrichment Class	To enrich students' knowledge in BAFS	10 S.6 students who have good performance in BAFS	10/2021-12/2021	The knowledge in BAFS enhanced after joining the class	The attendance of the participants was excellent (100%). The attitude of all participants was good and they found the program useful.	\$3,780.00
Biology Enrichment Class	To enrich students' knowledge in Biology	6 S.6 students who have good performance in Biology	12/2021	The knowledge in Biology enhanced after joining the class	The attendance of the participants was good (95%). The attitude of all participants was good and they found the program useful.	\$2,970.00

Chinese Enrichment Class	To enrich students' knowledge in Chinese	20 S.6 students who are gifted in sports and arts	3/2022	The knowledge in Chinese enhanced after joining the class	The attendance of the participants was good (97%). The attitude of all participants was good and they found the program useful.	\$8,775.00
Chemistry Enrichment Class	To enrich students' knowledge in Chemistry	9 S.5 students who have good performance in Chemistry	07/2022-08/2022	The knowledge in Chemistry enhanced after joining the class	The attendance of the participants was good (90%). The attitude of all participants was good and they found the program useful.	\$2,700.00
Mathematics Enrichment Class	To enrich students' knowledge in Mathematics	11 S.4 & S.5 students who have good performance in Mathematics	07/2022-08/2022	The mathematics skills of the students enhanced after joining the class	The attendance of the participants was good (95%). The attitude of all participants was good and they found the program useful.	\$2,700.00
Buying and repairing Chinese musical instruments	To facilitate students' training in Chinese musical instruments	At least 20 senior form students from various music classes and the Chinese Orchestra can use those instruments at school during their music practices	9/2021 – 8/2022	The skills of playing Chinese musical instruments enhanced and the grand ensemble playing effect enhanced in the Chinese Orchestra	The performance of music class members and the Chinese Orchestra was recorded and their overall performance was good. The Chinese Orchestra won the Gold Award in 2022 Joint School Music Competition.	\$29,300.00

Subsidizing the Conducting Fee of the School Band	To facilitate students' training in the School Band	School Band members(around 60 students)	9/2021 – 8/2022	Ensure the employment of a high standard conductor	Performance of competition result and in-school performance quality	\$39,000.00
					Total:	\$138,169.00



**Report on the Use of the Student Activities Support Grant**  
**2021 - 2022 School Year**

**I. Financial Overview**

A	Allocation in the Current School Year:	\$ 91,000.00
B	Expenditure in the Current School Year:	\$ 56,368.70
C	Unspent Amount to be Returned to the EDB (A – B):	\$ 34,631.30

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

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	9	\$ 6,341.50
Full-grant under the School Textbook Assistance Scheme	67	\$ 47,208.80
Meeting the school-based financially needy criteria	4	\$ 2,818.40 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	<b>80</b>	<b>\$ 56,368.70</b> (Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

**III. 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							

<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				
1.2	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)							
1.	Archery Team	4,504.00	8			✓		
2.	Boys Basketball Team	2,662.00	12			✓		
3.	Girls Basketball Team	850.00	1			✓		
4.	Table-Tennis Team	4,250.00	5			✓		
5.	Boys Handball Team	2,550.00	3			✓		
6.	Girls Handball Team	3,400.00	4			✓		
7.	Boys Badminton Team	2,568.00	4			✓		
8.	Girls Badminton Team	1,284.00	2			✓		
9.	Boys Volleyball Team	1,180.00	3			✓		
10.	Girls Volleyball Team	4,675.00	6			✓		
11.	Athletic Team	6,375.00	8			✓		
12.	Football Team	3,073.50	5			✓		
13.	Junior Leadership Training	432.00	6			✓		
14.	Leadership Training Course (Advanced)	2,365.20	9			✓		
	Expenses on Item 1.2	40,168.70	76					
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							

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				
<b>1.4</b>	<b>To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>							
1.	The purchase of musical instruments	16,200.00	4			✓		
	<b>Expenses on Item 1.4</b>	16,200.00	4					
<b>1.5</b>	<b>Others</b>							
	<b>Expenses on Item 1.5</b>							
<b>1.6</b>	<b>To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure</b>							
	<b>Expenses on Item 1.6</b>							
	<b>Total</b>	56,368.70	80					

Contact Person for Life-wide Learning (Name & Post): Mak Lai Ching Teacher



「公民與社會發展科津貼」運用報告(截至 2022 年 8 月 31 日)

	範疇	學年	項目	數量	金額
i.	發展或採購相關的學與教資源	2021/22	中華人民共和國憲法(第四版)	42	\$1,822
		2021/22	雅集公民及社會發展教學支援網站使用權限費用	1	\$4,999
ii.	資助學生及/或教師前往內地，參加和公民科課程相關的教學交流或考察活動			0	0
iii.	舉辦和公民科課程相關的校本學習活動			0	0
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校/跨課程活動			0	0
v.	其他（請註明）：			0	0
				總開支金額	\$6,821
				津貼餘款	\$293,179

# 姊妹學校交流報告書

## 2021 /2022 學年

學校名稱：	沙田崇真中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	戴建輝副校長

本學年已與以下內地姊妹學校進行交流活動：

1.	購買導遊廣播系統以方便將來到訪內地姊妹學校時本校師生可使用
2.	購買 30 部 iPad 讓學生將來到訪內地姊妹學校時借用，和姊妹學校的學生作學術交流之用
3.	安裝電子互動白板，讓本校學生和老師可以在疫情期間和內地姊妹學校作網上實時交流

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input type="checkbox"/>	增進對內地的認識和了解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input type="checkbox"/>	會議/電話交流	B3	<input type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input type="checkbox"/>	擴闊學校網絡
A5	<input checked="" type="checkbox"/>	其他(請註明): 電郵聯絡	B5	<input type="checkbox"/>	擴闊視野
			B6	<input checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input type="checkbox"/>	訂定交流細節/ 活動詳情
			B8	<input type="checkbox"/>	其他(請註明):

管理層面 達至預期目標程度	C1 <input type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input checked="" type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	----------------------------------	---	----------------------------------

乙. 教師層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input checked="" type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	----------------------------------	---	----------------------------------

丙. 學生層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流(網上)	H6	<input type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------



丁. 家長層面 (\*已舉辦 / \*未有舉辦) (\*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input checked="" type="checkbox"/>	其他(請註明): 報告中記錄

全年財政報告:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input checked="" type="checkbox"/>	姊妹學校活動行政助理的薪金 (註: 不可超過學年津貼額的 20%)	HK\$ 30,765.0
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 164,400.0
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註: 不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註: 不可超過學年津貼額的 1%)	HK\$
N8	<input checked="" type="checkbox"/>	其他(請註明): 導遊廣播系統	HK\$ 40,620.0
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$ 235,785.0
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進:

編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 [如適用，請註明] 副校長及電腦科老師
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 [如適用，請註明] 以電郵保持聯絡 和內地姊妹學校分享網上教學片段連結
O3	<input type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明]
O4	<input checked="" type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明] 詳見全年財政報告
O5	<input type="checkbox"/>	有關承辦機構的組織安排[如適用，請註明]
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：

編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	<u>0</u> 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	<u>2</u> 總人次

備註：

去年由於疫情嚴峻及多變，大部份時間採用半天上課或網課模式，加上全港學校於3月至4月期間放「特別假期」，以致學校未能與內地姊妹學校進行互訪交流，有見及此，學校運用撥款先添置合用器材，預備將來可到訪內地姊妹學校時使用，或安排網上實時交流活動。