



# **The ELCHK Yuen Long Lutheran Secondary School**

## **School Report 2021-2022**

## **Introduction**

Our school is an aided co-educational school which was established by the Evangelical Lutheran Church of Hong Kong in 1959. We moved to a bigger site in Tin Shui Wai from Yuen Long in 1993. There are 30 classes from S1 to S6 ( a total of 921 students).

## **School Motto**

Rectify Mind Cultivate Person

## **School Mission**

Our school strives to provide students with holistic Christian education to develop their God given potential to the fullest extent, nurture them to become enthusiastic learners and responsible citizens so as to glorify God and benefit mankind.

## **Teaching Staff Information**

74 teachers were employed. 100% of them were Bachelor Degree holders while 37% of them held a Master Degree or above. 100% of them completed the Teacher Certificate / Diploma in Education. 45% of them have over 10 years teaching experience.

## **Facilities**

With a new annex built since 1995, the campus is hence well equipped with 2 halls, a mini-theatre, regular classrooms and several special rooms, including the Maker Lab, GeoScience Lab, Chit Chat Zone, Mathematics Room, Computer Room, Student Activity Room, Dancing Room, Library, Self-Study Room, Life Education Centre, Emmanuel, Fitness Room, Music Room, Music Balcony and Chinese Literature Room. All classrooms are equipped with air-conditioners, computers, projectors and smart interactive boards in order to provide a comfortable and conducive teaching and learning environment.

To facilitate the development of Global Classroom, Video Conference Rooms were set up for students to have a cultural and academic exchange with our sister schools.

## **School Management**

School-based management is implemented in our school. All teachers are invited to participate in decision-making. Parents and alumni are also invited to provide suggestions on the school policy by joining the Parents and Teachers Association and Alumni Association. All school policies are approved by the Executive Committee Meeting and announced in the Staff Meeting.

Three-year School Plan is formulated every 3 years. Annual School Plan is proposed based on the Three-year School Plan. Evaluation workshop is organized to evaluate the effectiveness of the school policy. Three-year School Plan, Annual School Plan and School Report should be approved by The Incorporated Management Committee and uploaded in the school website before November. 3 Incorporated Management Committee Meetings are held every year and the composition is as follows:

Sponsoring Body Manager	8
Independent Manager	1
Principal	1
Teacher Manager	2
Parent Manager	2
Alumni Manager	1

## Subjects Offered

S1-S3	
English as the medium of instruction	English Language Mathematics Life & Society Literature in English Integrated Science Physics Chemistry Biology History Geography Computer Literacy Visual Arts Music Physical Education SAlep (Science, Art and Language Enrichment Programmes) (S.1-S.2) Science Extension (S.3)
Chinese as the medium of instruction	Chinese Language Putonghua Chinese History Religious Education
S4-S6	
English as the medium of instruction	English Literature in English Mathematics Mathematics M2 Physics Chemistry Biology Business, Accounting and Financial Studies ( B.A.F.S.) Information and Communications Technology (I.C.T.) Geography History Economics Music
Chinese as the medium of instruction	Chinese Language Citizenship & Social Development (S.4-S.5) Chinese History Chinese Literature Visual Arts Ethics and Religious Studies Physical Education Religious Education
Either Chinese or English as English by class/group	Liberal Studies (S.6)

## Evaluation of School Plan 2021-2022

### Theme: Excellence with Love

#### Major concern 1: Uniting Lutherans

##### 1. General Review

Overall speaking, strong bonding between the school and alumni was built. Outstanding alumni were invited to be the honorable guests in school major events, such as Yuen Long District Primary School Student Paragon Election and Speech Day. However, most of the activities were cancelled due to the anti-epidemic measures.

##### 2. Review and Evaluation

<b>Target 1 To strengthen the bond between the school and alumni</b>		
<b>Strategies / Programmes</b>	<b>Implementation and Standard-reaching</b>	<b>Effectiveness and follow-up initiatives in the next academic year</b>
1.1 Form the Alumni Representatives Group every year. ♦ Members of the Graduation Dinner Organizing Committee are invited to be the alumni representatives.	♦ Not attained. ♦ No Graduation Dinner Organizing Committee was formed. ♦ Promotion activities of Alumni Association were reduced due to the COVID-19.	♦ Measure would continue to be carried out when the graduation dinner is resumed in the next academic year.
1.2 Refine the recruitment of alumni members. ♦ The application form of Alumni Association Members is refined to encourage the graduates to become associate members. ♦ Support on the recruitment of new members are provided. ♦ Promotion activities on the recruitment of Alumni Association members are organized for S6 students before their graduation to maintain a good connection with the graduates and encourage more students to join the Alumni Association.	♦ Not attained. ♦ The recruitment of associate members was not carried out. ♦ Due to the anti-epidemic measures, the Inauguration of New Executive Committee Alumni Association was postponed.	♦ Recruitment of Alumni Association members would continue to be carried out in the next academic year.

Strategies / Programmes	Implementation and Standard-reaching	Effectiveness and follow-up initiatives in the next academic year
<p>1.3 Refine the communication with alumni.</p> <ul style="list-style-type: none"> <li>◆ The communication with alumni is strengthened with the use of mobile group messages.</li> <li>◆ Not less than 10 messages or publications are sent to alumni.</li> <li>◆ The school latest information is released in Alumni Association Facebook Page.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Not attained.</li> <li>◆ Questionnaires were not distributed to alumni due to the limit of time.</li> <li>◆ 2 mobile groups' messages were sent to the Alumni Association Members concerning the election of new executive committee.</li> <li>◆ 6 messages concerning the school development were sent to the Alumni Association Members.</li> <li>◆ The school Instagram was updated frequently.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Messages would be sent to alumni when the activities are resumed in the next academic year.</li> </ul>
<p>1.4 Organize Lutheranians Homecoming Day every year to gather alumni.</p> <ul style="list-style-type: none"> <li>◆ Ball matches (Alumni Cup) are arranged so as to attract more alumni to return to their alma mater.</li> <li>◆ Alumni activities are integrated in schools' activities to attract more alumni to join.</li> <li>◆ The theme and promotion methods of Alumni Association activities are adjusted, for example, sports and health promotion, so as to cater for a wide age group of alumni.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Most of the activities were cancelled due to the anti-epidemic measures.</li> <li>◆ Alumni Association organized 3 Zoom activities for more than 50 members to join.</li> </ul>	<ul style="list-style-type: none"> <li>◆ More activities would be organized in the next academic year.</li> </ul>
<b>Target 1 To strengthen the bond between the school and alumni</b>		
<p>Due to the COVID-19, Alumni Association activities were not carried out as scheduled. In the next academic year, Lutheranians Homecoming Day would be arranged and more promotion on school activities would be done to further strengthen the bond between the school and alumni.</p>		

### 3. Summary

Although being affected by the COVID-19, the connection between the school and alumni was maintained by e-communication platforms. Alumni Association was formed by alumni from different generations and industries, which made the Association become more diversified. The connection with alumni would be further strengthened in different ways to provide support in students' growth and cooperate with the development of the school. For example, the arrangement of social service activities.

## Major Concern 2: Strengthening Pedagogical Approaches and Support to Raise Teaching Effectiveness

### 1. General Review

Overall speaking, the school performed satisfactorily in strengthening teaching approaches and support. Different strategies were successfully implemented to improve students' performance.

### 2. Review and Evaluation

Target 1 To promote the culture of lesson study		
Strategies/Tasks	Implementation and Standard-reaching	Effectiveness and follow-up initiatives in the next academic year
<p>1.1 Departments conduct lesson study on active learning.</p> <ul style="list-style-type: none"> <li>◆ Departments conduct lesson study in one form. Subject teachers discuss the learning objectives, and the teaching and learning strategies with their members before lessons. Afterwards, members of departments are invited to attend the lessons and conduct discussions with subject teachers right after the lessons.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 3 lesson study approaches were conducted in every department throughout the year.</li> <li>◆ 100% of the teachers believed that the measures could effectively improve students' learning performance.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 3 lesson study approaches in different levels would be conducted in the next academic year.</li> </ul>
<p>1.2 Establish development groups in Chinese, English, and Mathematics to evaluate teaching and learning effectiveness.</p> <ul style="list-style-type: none"> <li>◆ Development groups propose concrete enhancement policy to be discussed in the Academic and Curriculum Development Committee meetings, and implement certain programmes.</li> </ul>	<ul style="list-style-type: none"> <li>◆ All development groups held meetings regularly, and gave suggestions on the refinement of teaching strategies. All measures were reported and discussed in the Academic and Curriculum Development Committee Meetings.</li> <li>◆ 100% of the teachers believed that the measures could effectively improve students' learning performance.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Teaching and learning exchange activities with other schools would be arranged for Chinese, English and Mathematics development groups when needed.</li> </ul>

Strategies/Tasks	Implementation and Standard-reaching	Effectiveness and follow-up initiatives in the next academic year
<p>1.3 Set up Professional Lesson Observation Team so as to strengthen teachers' professional exchange.</p> <ul style="list-style-type: none"> <li>◆ Professional Lesson Observation Team conducts cross-subject lesson observation to understand the characteristics of teaching and learning in every department. It aims to increase the internal and external professional exchange, and improve the whole-school teaching and learning strategies.</li> <li>◆ Part of the teachers attend the lectures on "Active Learning" and "Effective Lesson" taught by the Principal.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Professional Lesson Observation Team was formed with 10 members.</li> <li>◆ Professional Lesson Observation Team conducted 5 sessions of lesson observation in this academic year.</li> <li>◆ 100% of the teachers concerned agreed that the measures helped to enhance students' learning effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Measure would continue to be carried out and the amount of lesson observation would be increased in the next academic year.</li> </ul>
<p>1.4 Optimize the Principal Observation System. Set the teaching focuses and arrange meeting with the subject teachers before the lesson observation. Evaluation is conducted right after the lesson.</p>	<ul style="list-style-type: none"> <li>◆ Arrangement of lesson observation was optimized.</li> <li>◆ 100% of the teachers concerned agreed that the measures helped to enhance the effectiveness of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Lesson observation conducted by the Principal and Heads of Departments would be completed in the three steps of "explanation, observation and evaluation" in order to address the delivery of difficult teaching points and strengthen professional growth.</li> </ul>
<b>Target 1 To promote the culture of lesson studies</b>		
<p>Student Academic Analysis Unit analysed the public and internal exam results regularly to identify students' strengths and weaknesses. Analysis reports were discussed in the Academic and Curriculum Development Committee to refine the teaching and learning measures. Lesson study approaches were also successfully conducted, and all participating teachers agreed that the measures could improve the learning effectiveness of students.</p>		

<b>Target 2 To foster the culture of self-study</b>		
<b>Strategies/Tasks</b>	<b>Implementation and Standard-reaching</b>	<b>Effectiveness and follow-up initiatives in the next academic year</b>
<p>2.1 All departments and committees enrich the active learning atmosphere in school.</p> <ul style="list-style-type: none"> <li>◆ Principal conducts lesson observation and shares the review in the Academic and Curriculum Development Committee Meeting, Heads of Departments Meeting and Staff Meeting.</li> <li>◆ Moral and Civil Education Committee, Religion Committee, Extra-curricular Activities Committee, Counselling Committee and Arts Development Committee develop a methodology to encourage “active learning” in school, and conduct mid-term and whole-year evaluations.</li> <li>◆ 20% of the lesson time is used to promote “Subject-based Active Learning Strategies” in every subject.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 4 teachers were observed. 100% of the observed teachers performed well on active learning.</li> <li>◆ Moral and Civil Education Committee, Religion Committee, Extra Curricular Activities Committee, Counselling Committee and Arts Development Committee set the framework to encourage students to learn actively, and conducted evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The theme of active learning would continue to be emphasized in the Principal Lesson Observation System.</li> </ul>



Strategies/Tasks	Implementation and Standard-reaching	Effectiveness and follow-up initiatives in the next academic year
<p>2.2 Enhance students' ability in self-learning and refine their learning habits, including pre-lesson work, notes-processing, time management and the use of tablet software.</p> <ul style="list-style-type: none"> <li>◆ Workshops are arranged for S1 students on note-processing to boost their learning confidence. 85% of the participating students agree that the workshop can boost their learning confidence.</li> <li>◆ Departments formulate and implement methods of note-taking, and arrange pre-lesson work for students.</li> <li>◆ Departments introduce at least 3 e-learning software/ platform/ materials for students to conduct self-study.</li> <li>◆ Performance in continuous assessment count 30% of the final examination marks in junior form.</li> </ul>	<ul style="list-style-type: none"> <li>◆ In early September, a workshop on Active Learning was held for S1 students.</li> <li>◆ 88% of S1 students found that the workshop was useful and effective.</li> </ul>	<ul style="list-style-type: none"> <li>◆ With an effective outcome, similar workshop for S1 students should be held in the next academic year.</li> <li>◆ Continuous Assessment Report Card would be designed and provided for students.</li> </ul>
<p>2.3 Increase the number of books in the library to provide a better teaching and learning environment for students.</p> <ul style="list-style-type: none"> <li>◆ Head of School Library and Heads of Departments propose plans in book purchase and library storage.</li> </ul>	<ul style="list-style-type: none"> <li>◆ The measures were carried out as scheduled.</li> </ul>	<p>/</p>

Strategies/Tasks	Implementation and Standard-reaching	Effectiveness and follow-up initiatives in the next academic year
<p>2.4 Transform B.Y.O.D. Scheme into Blended Learning Approach.</p> <ul style="list-style-type: none"> <li>◆ Online teaching and face-to-face lessons approaches are arranged to improve the teaching and learning effectiveness.</li> <li>◆ Online communication software is used to conduct individual or small group teaching.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Online communication software (e.g. Zoom) was used in all subjects to conduct individual / small group teaching.</li> <li>◆ Subject-based VR/AR teaching and learning strategies were conducted in the second term.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Subject-based VR/AR learning would continue to be conducted in the next academic year .</li> <li>◆ Tablet computer, e.g. iPad, would be recommended as a more suitable device for eLearning as it could facilitate the learning in an easier way.</li> </ul>
<p>2.5 Provide room for students to refresh themselves.</p> <p>a. Set up guidelines for Refreshing Day</p> <ul style="list-style-type: none"> <li>◆ Refreshing Days are organized once a month. Regular evaluation on the arrangement of Refreshing Days is conducted.</li> <li>◆ The arrangement of supplementary lessons in senior form is formulated and refined.</li> <li>◆ The arrangement of elite, level-up and remedial classes is formulated and refined.</li> </ul> <p>b. Refine the arrangement of senior form examination.</p> <ul style="list-style-type: none"> <li>◆ The arrangement of S6 Practice Paper Assessment is refined.</li> </ul>	<ul style="list-style-type: none"> <li>◆ S6 Practice Paper Assessment was completed by Christmas holidays.</li> <li>◆ 100% of teachers concerned were satisfied with the arrangement.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Arrangement of senior form supplementary classes on school days would be further optimized.</li> </ul>
<p>2.6 All departments evaluate the results of uniform test and examination by using quantitative and qualitative methods.</p>	<ul style="list-style-type: none"> <li>◆ The measures were carried out as scheduled.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Quantitative and qualitative methods would continue to be used in evaluation in the next academic year.</li> </ul>
<b>Target 2 To foster the culture of self-study</b>		
<p>To coordinate with active learning, the topic of S1 study talk was “note-processing”. Positive feedback was received from S1 students. Moreover, each department formulated and implemented methods of note-taking, and arranged pre-lesson work for students. All departments conducted e-learning according to the teaching schedule. The refinement of e-learning would be conducted with reference to the experience gained this year. Teachers would be encouraged to adopt VR/AR technology in teaching and make use of the online assessment platform.</p>		

### **3. Summary**

Our school strived to improve the teaching and learning strategies over the years and the overall performance was satisfactory. We would continue to refine the teaching strategies and strengthen the implementation of active learning and e-learning, in order to improve the effectiveness of learning and teaching in each subject. In the next three academic years, all departments would make use of online assessment and adopt VR/AR in teaching to further enhance students' self-study ability and develop their learning habits.

### Major Concern 3: Enhancing the Virtues of Lutheranians

#### 1. General Review

On the whole, the performance in the implementation of value education was satisfactory. 9 priority values and attitudes set by the Education Bureau were integrated with the 6 virtues of Lutheranians. Thanksgiving Day, S1 Blessing Ceremony and Inauguration of Student Leaders were successfully held to further promote certain values to students. With an aim of fostering talented, virtuous and blessed Lutheranians, students were guided to do self-reflection after joining the curricular or non-curricular activities.

#### 2. Review and Evaluation

Target 1 To deepen the value education in formal curriculum		
Strategies/Tasks	Implementation and Standard-reaching	Effectiveness and follow-up initiatives in the next academic year
1.1 Strengthen the reflective elements in junior form Religious Studies lessons and senior form Ethics and Religious Studies lessons. ♦ Lesson Observation Form that focused on the 6 Lutheranians' virtues is refined. ♦ In the new design of learning materials, students are required to complete an in-depth reflection and sharing based on the service experience. ♦ "Faith" is set as the core value in junior form Religious Studies lessons and senior form Ethics and Religious Studies lessons to improve students' understanding and foster the implementation of 6 Lutheranians' virtues and 4 houses' values.	♦ 100% of teachers concerned agreed that the Lesson Observation Form could strengthen the reflective elements in lessons. ♦ 95% of students concerned agreed that the sharing and reflection session could enable them to understand different life values. ♦ Teaching materials of junior form Religious Studies and senior form Ethics and Religious Studies were successfully completed. They were designed in reference to bible stories and verses, which encouraged students to do reflection on Lutheranians' virtues.	♦ The theme of important activities (e.g. Thanksgiving Day) would be emphasized in Religious Education lessons to improve students' awareness and understanding of certain values.

Strategies/Tasks	Implementation and Standard-reaching	Effectiveness and follow-up initiatives in the next academic year
<p>1.2 The relevant committees under Student Affairs Committee participate in the lesson observation of junior form Religious Studies and senior form Ethics and Religious Studies.</p>	<ul style="list-style-type: none"> <li>◆ Lesson observations were successfully carried out and positive feedback were given to the Religious Studies teachers by all Student Affairs Committee members.</li> <li>◆ 100% of teachers concerned agreed that the lesson observation could help to improve the effectiveness of the implementation of value education in formal curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Measures would continue to be implemented in the next academic year.</li> </ul>
<p>1.3 Incorporate value education elements in the curriculum and organize relevant activities.</p> <ul style="list-style-type: none"> <li>◆ Value Education Professional Team is formed and connections with external organizations are carried out. Members join different seminars to broaden their horizons and understand the needs of students' growth.</li> <li>◆ 9 priority values and attitudes set by the Education Bureau are integrated with the 6 Lutheranians' virtues, to further strengthen the coordination of learning activities in value education.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Extra-curricular Activities Committee promoted the value of "Empathy" (Care for Others, Respect for Others) in assembly, social service briefing session and debriefing session.</li> <li>◆ Value Education Professional Team was formed and guidelines were provided for all teachers in the implementation of value education.</li> <li>◆ Our school joined a project to facilitate a better implementation of value education(德育同行計劃).Our school was invited to be the Resource School and join force with some scholars, community leaders and other schools to discuss how to better promote value education in a whole school approach. 3 meetings with Principal Mr. Tai, 3 seminars and 2 sharing sessions on the implementation of value education were successfully held.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Connections with external organizations would be further strengthened. Members would continue joining different seminars to broaden their horizons and understand more on the needs of students' growth.</li> <li>◆ 10 priority values and attitudes set by the Education Bureau would be integrated with the 6 Lutheranians' virtues. Chinese proverbs / well-known saying would be added to enhance students' understanding of the Chinese traditional values, therefore, the coordination of learning activities in value education would be further strengthened.</li> <li>◆ Value Education Task Force would be formed to coordinate the planning and teaching of the 6 virtues of Lutheraninas and 10 priority values and attitudes set by the Education Bureau in different departments and committees.</li> </ul>

Strategies/Tasks	Implementation and Standard-reaching	Effectiveness and follow-up initiatives in the next academic year
<ul style="list-style-type: none"> <li>◆ Different values are promoted by the relevant committees.</li> <li>- Counselling Committee: Empathy (Care for Others, Respect for Others), Optimism (Perseverance), Gratefulness</li> <li>- Discipline Committee: Self-discipline (Law-abidingness, Responsibility, Commitment)</li> <li>- Extra-curricular Activities Committee (Social Service): Empathy (Care for Others, Respect for Others), Gratefulness</li> <li>- Moral and Education Committee and National Education Working Group: National Identity, Righteousness (Integrity, Respect for Others)</li> <li>- Religion Committee: Faith</li> <li>◆ English Department organizes Inter-house Writing Competition on the promotion of certain values.</li> <li>◆ Chinese Department includes certain values in writing tasks.</li> <li>◆ Visual Arts Department arranges arts design activities on the promotion of certain values.</li> <li>◆ Students are invited to share life values in the morning assembly.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Value education activities arranged in this academic year were listed below.               <ul style="list-style-type: none"> <li>a) Hymn Singing Contest and S1 Blessing Ceremony: Faith</li> <li>b) Thanksgiving Day: Gratefulness and Optimism</li> <li>c) Self-Perfection Scheme, Student Leadership Training and Outstanding Lutheranian Adjudication: Self-discipline</li> <li>d) Walk with Lutheranians in Love Fundraising Activity and Promotion Video : Empathy</li> <li>e) National Security Education Assembly: Righteousness</li> </ul> </li> <li>◆ Pieces of artwork that contained 6 core values were exhibited.</li> <li>◆ 89% of students concerned agreed that the activities could increase their understanding of the core values.</li> <li>◆ Religion Committee, Extra-Curricular Activities Committee, Discipline Committee, Counselling Committee and Moral and Civic Education Committee evaluated the effectiveness of the implementation of Lutheranians' virtues, and priority values and attitudes. Recommendations for improvements were proposed.</li> </ul>	

Strategies/Tasks	Implementation and Standard-reaching	Effectiveness and follow-up initiatives in the next academic year
<ul style="list-style-type: none"> <li>◆ Chinese History, History, Geography and Liberal Studies Departments introduce certain values in lessons.</li> <li>◆ Religion Committee, Extra-Curricular Activities Committee, Discipline Committee, Counselling Committee and Moral and Civic Education Committee evaluate the effectiveness of the implementation of Lutherans' virtues and make concrete recommendations through qualitative researches (e.g. Teacher's Observation, Evaluation Meeting and Meeting with Students).</li> </ul>		
<b>Target 1 To deepen the value education in formal curriculum</b>		
<p>Teaching materials of Religious Education in both junior form and senior form were refined. It was designed in reference to Bible stories and verses, which helped to cultivate students' positive values. In the next academic year, we plan to further improve the implementation of value education in school. For example, Chinese proverbs / well-known saying would be added to enhance students' understanding of the Chinese traditional values. Value Education Task Force would be set up to further strengthen the coordination of learning activities in value education.</p>		

<b>Target 2 To nurture Lutheranians' virtues through service learning</b>		
<b>Strategies/Tasks</b>	<b>Implementation and Standard-reaching</b>	<b>Effectiveness and follow-up initiatives in the next academic year</b>
<p>2.1 Reinforce the planning and coordination of service learning for junior and senior form students.</p> <ul style="list-style-type: none"> <li>♦ Service learning activities are arranged for S2 students.</li> <li>♦ Direct service is arranged for S4 students.</li> <li>♦ Voluntary teaching service and social caring activities for ethics minorities are arranged through blended learning approach.</li> <li>♦ The social service teams focus on the core services and student leadership programmes to enhance the learning outcomes of social services.</li> </ul>	<ul style="list-style-type: none"> <li>♦ 3 social service activities were held for ethics minorities (1 face-to-face service and 2 online service sessions).</li> <li>♦ 2 social service activities were held for the elderly (2 online service sessions).</li> <li>♦ 8 voluntary teaching sessions were held for 4 primary schools in Zoom.</li> <li>♦ 1 online service was held for special school children.</li> <li>♦ 9 online training workshops were held for social service teams.</li> <li>♦ 98% of students concerned agreed that the Social Service Leaders Union could help to strengthen their leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Under the COVID-19, Social Service Groups continued to spread love and care to the needy in the society by different means. Most of the social services were held in the blended learning approach to connect the society and Lutheranians.</li> <li>♦ Due to the COVID-19, S2 and S4 Social Service Months were cancelled in this academic year.</li> </ul>
<p>2.2 Reform the school Social Service Groups so as to promote comprehensive and systematic service learning activities.</p> <ul style="list-style-type: none"> <li>♦ Social Service Student Leaders are encouraged to set annual service theme or service target so as to learn actively and understand the society's needs.</li> <li>♦ The coordination of the Social Service Leaders Union is increased by having regular meetings.</li> <li>♦ Social Service Groups are reformed to Social Service Committee, and a core project called "YLLSS Social Service Buddy Programme" is launched. Students are encouraged to set annual themes of the social service activities.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Social Service Leaders held meetings to further increase the coordination of Social Service Groups.</li> <li>♦ Social Service Committee implemented a project called "YLLSS Social Service Buddy Programme" successfully.</li> <li>♦ 100% of the teachers concerned agreed that the reformed student organizations could help to organize more comprehensive and systematic service learning activities.</li> <li>♦ 97% of the students concerned agreed that the setting of annual service theme or service target could encourage them to learn actively and understand the needs of society.</li> </ul>	



<b>Target 2 To nurture Lutheranians' virtues through service learning</b>		
Although S2 and S4 Social Service Months were cancelled under COVID-19 in this academic year, Social Service Groups continued to spread love and care to the needy in the society by different means. Most of the social services were held in the blended learning approach to connect the society and Lutheranians, and promote the spirit of "Not to be served, but to serve". In future, students would continue to make contributions to the community and establish a sustainable relationship with the service recipients through social services activities.		
<b>Target 3 To enrich the religious atmosphere</b>		
<b>Strategies/Tasks</b>	<b>Implementation and Standard-reaching</b>	<b>Effectiveness and follow-up initiatives in the next academic year</b>
3.1 Develop the habit to pray in the morning and lunchtime. Encourage students to pray before the meetings and activities. <ul style="list-style-type: none"> <li>◆ Students are trained to pray in English in the morning and lunchtime.</li> <li>◆ Class Religion Officers and Christian students are trained to lead the prayer.</li> <li>◆ Gather Student Fellowship Members and Class Religion Officers in the Life Education Centre to pray regularly.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Morning prayers were led by the Principal, teachers and students.</li> <li>◆ Teachers and students developed the habits to pray, which helped to cultivate their attitudes.</li> <li>◆ Lunch prayers in class were carried out after the resumption of whole-day face-to-face lessons..</li> <li>◆ Teachers and students shared spiritual information in the morning devotion every Tuesday via Zoom.</li> <li>◆ Specific guidelines were given in Religious Education lessons to improve students' confidence in leading prayers.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Students would be encouraged to share spiritual information and pray more in the morning assemblies.</li> </ul>
3.2 Refine the training arrangement for Student Fellowship Members and Class Religion Officers. <ul style="list-style-type: none"> <li>◆ Training sessions for Student Fellowship Members are arranged in the Life Education Centre.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 17 sessions of fellowship training were conducted. Due to the COVID-19, 3 scheduled activities were cancelled.</li> <li>◆ 8 sessions of "Lutheranian Family" activities were held in order to allow Student Fellowship Members to express their care to each other.</li> <li>◆ 100% of the teachers concerned agreed that the policy helped to improve the leadership skills and confidence of Student Fellowship Members and Class Religion Officers.</li> </ul>	<ul style="list-style-type: none"> <li>◆ More meetings or gatherings would be held in the Life Education Centre to strengthen the support for Student Fellowship Members and Class Religion Officers.</li> </ul>

Strategies/Tasks	Implementation and Standard-reaching	Effectiveness and follow-up initiatives in the next academic year
3.3 Strengthen Lutheranians' virtues in worship and religious activities. ♦ When assembly and worship are broadcasted to classrooms, teachers-in-charge provide learning materials (such as worksheets and discussion questions) for students to improve the learning effectiveness.	♦ Biblical teaching and prayers were held in the beginning and at the end of value education-related assemblies so as to promote the Lutheranians' virtues, including Faith, Empathy, Self-discipline and Gratefulness.	♦ Learning materials, such as worksheets and discussion questions, would continue to be provided for students to improve the learning effectiveness.
3.4 Cooperate with the ELCHK Tin Yiu Life Lutheran Church to conduct S1 Blessing Ceremony and the Inauguration of Student Leaders.	♦ S1 Blessing Ceremony and Inauguration of Student Leaders were successfully held to emphasize the importance of following the Holy Spirit and send the blessings of peace, joy, love and faith to all students.	♦ Student Fellowship Committee Members would continue to cooperate with the Christians in the ELCHK Tin Yiu Life Lutheran Church to organize activities and meetings.
<b>Target 3 To enrich the religious atmosphere</b>		
<p>In this academic year, Religion Committee organized numerous leadership training programmes for students. The caring culture was fostered in school and the refinement of teaching materials in Religious Education was completed. Although most of the activities were cancelled due to COVID-19, teachers continued to reach out to students through e-platform, which developed a new way to spread the Gospel. To strengthen the cooperation between the church and the school, and enrich the religious atmosphere, our school would continue to cooperate with the ELCHK Tin Yiu Life Lutheran Church to organize S1 Blessing Ceremony and Inauguration of Student Leaders. With the refined training arrangement for Leaders of Student Fellowship and Class Religion Officers, religious atmosphere would be further strengthened and more students would be invited to join the religious activities.</p>		

### 3. Summary

Despite being affected by the anti-epidemic measures, the school kept providing support and care to students. In the next academic year, we would continue to deepen the implementation of the 6 virtues of Lutheranians and keep close relationship with different stakeholders. This could definitely help students to love themselves, family, society and country.

YLLSS Social Service Buddy Programme was successfully held. In the next academic year, S2 Service Year would be arranged, which all students in S2 would be required to do social services. It is believed that the arrangement of service year would help students practice good attitudes and behaviours. A new Programme- "Support for "TH" Residents - Pok Oi KHW Village" would be launched so as to nurture students to develop good character and understand on the needs of society deeply.

## Reflection and Feedback

This year was the third year of 2018-2022 3-Year School Development Plan. Due to the 2019 Social Movement and the COVID-19, the School Development Plan cycle was suspended for a year and ended in 2022. The school continuously provided support and care to students. The results in different aspects were satisfied. We would continue to deepen the nurture of the 6 virtues of Lutherans. Let students put all their strengths in loving themselves, one another and the Lord.

From the perspective of school administration, the administrative structure was gradually refined. We realized that the successful refinement of school management and organization could effectively support colleagues in collaborating school major events and improve the work effectiveness as a whole. To satisfy the needs of school development in the future, new administrative posts were added, such as Assistant Principal (Public Relations and Teacher Professional Development) and STEM Development Director.

In the school administration structure, National Security Education Working Group was formed in this academic year to respond to the National Security Education. Under the COVID-19, the supporting measures to students became more important than before. The handling of counselling cases and student support measures were then refined to take care of the needs of students.

The school kept close relationship with different stakeholders, especially in the epidemic. By reading the Letter Home and joining Parents and Teachers Association meetings online, parents understood and cooperated with the new school measures under the suspension and resumption of classes, including anti-epidemic prevention, online lessons, Timed Take-home Assessment and summer arrangement.

The new Alumni Association included members from different generations, which expanded the network of Alumni Association successfully to further support the school development. Alumni were actively participated in different school activities to further connect with school.

Academic and Curriculum Development Committee strived to improve the teaching and learning strategy. Satisfactory results were achieved in various areas by implementing active learning and e-learning measures. In this academic year, all departments and committees developed programmes to encourage “active learning”, which could help improve the culture of self-study and students’ learning performance. In the coming academic year, all departments would refine the arrangement of lesson study on active learning. The proportion of continuous assessment would be increased in final marks and the B.Y.O.D. school policy would be transformed to “Blended Learning Mode”, with the aim of enhancing students’ self-study ability and arousing students’ interests in learning.

The planning of teaching and learning played an important role in academic development and students’ growth. Student Affairs Committee worked hard in fostering the 6 Lutherans’ virtues in students, promoting positive class atmosphere and enriching the school religious atmosphere, in order to improve the school reputation and provide a good learning environment for students. In the coming academic year, we would refine the overall planning and promotion of value education, for example, Chinese proverbs/ well-known saying would be added to enhance students’ understanding of the Chinese traditional values. A Task Force on Value Education would be set up to further strengthen the coordination of learning activities in value education. We would further reinforce the planning and coordination of service learning activities, arrange direct service for students and invite all S2 students to do service. Cross-curricular activities, for example, Global Classroom and Club Activities would continue to be planned. Students would be invited to organize activities for their schoolmates to join, in order to further develop their active learning skills. Most importantly, we would continue to cooperate with the ELCHK Tin Yiu Life Lutheran Church to organize S1 Blessing Ceremony and the Inauguration of Student Leaders.

The theme of 2022-2025 3-Year School Development Plan is “Excellence with Love”. Based on the above discussion, we would continue to implement various programmes and make refinements when needed. The next school year is the first year of another three-year school development cycle, and the major concerns are as follows:

1. Cultivating the ‘Happydemic’ Atmosphere and Fostering Talented, Virtuous and Blessed Lutheranians.
2. Implementing Globalized Pedagogical Approaches and Broadening Students’ International Perspectives.

## Our Learning and Teaching

### (1) Organizing English and Putonghua Activities

- Assembly was conducted in English in order to strengthen students' language ability.
- NET Channel was conducted by NET.
- NETs performed duty in tuck shop during recess. Students were required to speak in English when ordering food.
- To enrich the English learning environment, English teachers organized various school activities such as English Speaking Day, Chat with the NETs, English Story-telling, Public Speaking and English Drama Competitions.

### (2) Collective Lesson Planning and Peer Lesson Observation

To improve the teaching effectiveness, Collective Lesson Planning for Chinese Language, English Language, Mathematics and Liberal Studies teachers was arranged. All teachers were required to join the peer lesson observation.

### (3) Elite, Level-up and Remedial Classes

- Remedial classes were arranged for students who were less able in Chinese Language, English Language, Mathematics and Integrated Science.
- To improve students' academic performance and boost their confidence in facing the public examinations, elite classes and level-up classes were arranged for targeted students respectively.

### (4) Strengthening the Analysis of Examination and Uniform Test Results

Results in public examinations, school examinations and school uniform tests were analysed on a regular basis, which helped teachers to have a better understanding of students' learning progress and adopt suitable teaching strategies for students.

### (5) Gifted Education and "Walk with Scholars"

In order to arouse the learning interests of our elite students and improve their understanding of certain subjects, our school organized a gifted and talent development programme - "Walk with Scholars", to equip students for their life-long learning. In this programme, students were offered a valuable opportunity to exchange ideas with the remarkable scholars. The details were as follows:

- Sharing Session: Scholars proposed the topic and hosted the sharing session with senior form students in the weekly assembly or after school.
- On-site Course: Scholars and Heads of Departments proposed the topic and invited students to join.
- Meeting via ZOOM: Zoom meetings were held between scholars and students.

### (6) Use of AR/ VR

To make good use of technology and enhance the teaching and learning effectiveness, AR/ VR was adopted in Geography, History and Chinese History, which allowed students to have a first-person-view on some special events or places in the world.

## **Our Support for Students' Development**

- (1) As a Christian school, we have been striving to provide students with holistic Christian education to develop their God given potential to the fullest extent, and nurture them to become enthusiastic learners and responsible citizens. The values of “Excellence with Love” and “Strive for Academic Excellence, Encourage Individual Diversity” were promoted in diverse school activities to support the development of students.
- (2) Student Affairs Committee was formed by the Discipline Committee, Counselling Committee, Moral and Civil Education Committee, Extra-curricular Activities Committee, Religion Committee, Arts Development Committee, School Partnership Committee, International Cultural Exchange Committee and Class Management Committee. Each committee cooperated to formulate policies that met the needs of students and addressed to school concerns.
- (3) Student Affairs Committee aimed to cultivate the “Happydemic” atmosphere and foster Talented, Virtuous and Blessed Lutherans. “SPIRE Model” – the concept of well-being would be aligned with the coming 3-Year School Plan, which encompasses spiritual, physical, intellectual, relational, and emotional well-being. All activities or programmes to be held would adopt the “SPIRE Model”.
- (4) In order to enhance students’ global visions and nurture students to be the future leaders, learning opportunities should not be limited in classrooms only. In recent years, more opportunities were then offered for students, however, this caused financial burden for some families. Fortunately, with the support of parents, students, alumni and school managers, “Walk with Lutherans in Love Scheme” and “Walk with Lutherans in Love Cheung Ching-lan, Diana University Study Fund (a total amount of \$5,000,000.00)” were established. Under the “Diversity Learning Scheme”, “Student Activity Support Grant”, “After-school Learning and Support Programmes” and “School Development Fund”, all students received fair opportunities to take part in diverse learning activities and global classroom activities, which could support students’ personal growth.
- (5) In the school-based life planning programme, cross-curricular activities were held for senior form and junior form students, including S4-S6 University Dream Flyers Programme, School Principal’s Nominations Schemes under the Agreements with Overseas Universities, Information Talks on Career Pathway for Students and Parents, and “334?330?” Parents’ Talk. Students were equipped with the knowledge, skills and attitudes to make wise choices based on their interests and abilities.
- (6) Talks on Subject Selection and Study Pathway were organized by Career Guidance Committee to assist S3, S5 and S6 students in making good decisions on their study and career planning.
- (7) Student Fellowship was formed to foster the talents of student leaders, providing a platform for student leaders to lead religious activities, for example, the morning prayer, worship activity, The Boys’ Brigade, student fellowship activity “Lutheran Family”, Gospel Week and service in Sunday School. Students were nurtured with holistic Christian education so as to bear witness to Jesus Christ and glorify God.
- (8) Counselling Committee aimed to improve students’ ability in responding to changes in different stages of their personal growth through various preventive and supportive measures. Students were encouraged to have a positive attitude towards life in both physical and mental aspects. To help S1 students adapt to a new school environment, Guidance Prefects organized various activities and provided continued support to them.

- (9) To improve new S1 students' and parents' understanding of school, S1 Orientation programmes were organized in late-August and early-September. Also, S1 Parents' Day was held to deepen parents' understanding of the school and the needs of children, and thus improve the parent-child relationship.
- (10) "Discipline with Love" was set as the core value for all discipline teachers to teach students to behave well. This value was also shared to all teaching staff at school and integrated into the school curriculum.
- The cultivation of students' positive values and attitudes, such as self-discipline, respect for others, responsibility and rule-abidingness, were reinforced in pep-talks and morning assemblies. The handling of cases, referral system, and Self-perfection Scheme were refined and implemented by the use of ePlatform comprehensively. The systematic workflow greatly improved the effectiveness of guidance and discipline work. It also encouraged students to modify their behaviour in long-term.
- The structure of the school prefect team was reformed by expanding the team size to further foster a positive atmosphere in school and encourage students to be a good model. "Best Discipline Class", "Best Attendance Class" and "Performance Improvement Class" Awards were given to classes with the best performance as an encouragement and recognition.
- (11) Extra-curricular Activities Committee provided chances for student leaders to organize social service activities in our community. Social Services Group strengthened the connection with different stakeholders in the community by initiating the YLLSS Social Service Buddy Programme, which participating students served and provided support to the residents in Poi Oi Kong Ha Wai Village, ethnic minority students in Pat Heung Central Primary School and local primary school students from ELCHK Lutheran School and Lions Clubs International Ho Tak Sum Primary School this year. In addition, we cooperated with The ELCHK Tin Shui Wai Integrated Youth Service Centre and the Evangelical Lutheran Church Social Service - Hong Kong to organize S2 Social Services Year and "Relay for Love 2022" respectively. Social service activities were arranged for students to serve the people in need in the society so as to enrich students' learning experience and promote the values of "Empathy and Gratefulness".
- 30 clubs and societies were offered to students in this academic year, including the student-initiated clubs (such as Animal Caring Club and Astronomy Club). To promote the importance of doing sports, 12 sports events were arranged. Newly emerged sports, for example, Dodgebee and eSports were promoted to students.
- (12) Moral and Civic Education Committee strived to nurture students to become leaders of future and promote positive atmosphere in school. "The Outstanding Lutheranian Adjudication", "Roundtable Meeting", and "Election of the Student Union" were successfully held.
- The Outstanding Lutheranian Adjudication aimed to recognize students' talents and virtues, and act as a cradle for our future leaders. Outstanding/ Excellent Lutheranians 2020-2021 were appointed to be leaders of different student organizations in this academic year.
- The Roundtable Meeting aimed to provide students with a learning experience of participating in formal meetings on the formulation of school policy with the Principal and School Executives. Chairpersons of each class were trained to understand the responsibilities of being the class representatives in the meeting.
- Members of Student Union were elected by students. Student Union was responsible for addressing students' concerns and organizing class activities. By joining the Student Union, students' leadership skills and communication skills were further enhanced.

- (13) National Security Education Working Group aimed to develop students as informed and responsible citizens with a sense of national identity. The group organized the Weekly Flag-raising Ceremony and Assembly Sharing according to the suggested schedule prepared by the Education Bureau. The Speech under the National Flag was held every two weeks. Teachers and students were invited to participated in the national education activities organized by the Education Bureau (e.g. Online Quizz).  
In addition, the group continuously monitored the implementation of “National Security: Specific Measures for Schools”. Annual report and work plan were prepared and submitted to the Education Bureau.
- (14) Experiences for aesthetic development in school were essential for whole person development. Arts Development Committee was responsible for providing chances for students to experience arts and showcase their arts talent. Students gained delight, enjoyment and satisfaction through participating in arts activities and pursued learning in arts as their life-long interests. Students were provided with aesthetic experience in four main arts aspects including music, visual arts, performing arts and technical art. They were involved in these arts aspects by joining different programmes such as S1 Orchestral Journey, S2 Hand Chimes Ensemble, Dabble in A cappella, Jockey Club Augmented Reality in Arts Education Project and Elite Visual Artist.
- (15) Global Classroom Activities were planned by the International Cultural Exchange Committee. In 2021-2022, video conferences with Fukui Prefectural Usui Senior High School, Pinghu Donghu Middle School and South China Normal University Affiliated Foreign Language School were held. Besides, five real-time virtual tours were organized to nurture students’ global vision, including two tours to Germany (Geography Department), two tours to Italy (History Department) and one tour to Xi’an, China with students from Pinghu Donghu Middle School (Moral & Civic Education Committee). These activities aimed at broadening students’ international perspectives and promoting national education.
- (16) After-school Pull-out Foreign Language Courses and International Elite English Training Course (IELTS) were held by the International Cultural Exchange Committee. In 2021-2022, foreign language courses and levels offered included Japanese (N5, N4 and N3), Korean (TOPIK 1 and TOPIK 2) and German (A1 and A2). Through the courses, students’ language competence was enhanced, and they were prepared to take the language proficiency tests. The courses provided students with a greater flexibility in their future pursuit of education and career prospects.
- (17) Alumni Association was successfully reformed with the help of School Partnership Committee. The bond between alumni and school was greatly enhanced. The new Alumni Association was formed by alumni from different generations and industries, which made the association become more diversified. Apart from “Walk with Lutherans in Love Cheung Ching-lan, Diana University Study Fund” (a donation of \$5,000,000.00), the amount of donation received from different parties was increased, which showed that alumni recognized and supported the development strategy of school.
- (18) All teachers in school devoted themselves in supporting the all-round development of Lutherans, with an aim of nurturing students to be optimistic, active, self-disciplined, respectful to others and responsible.

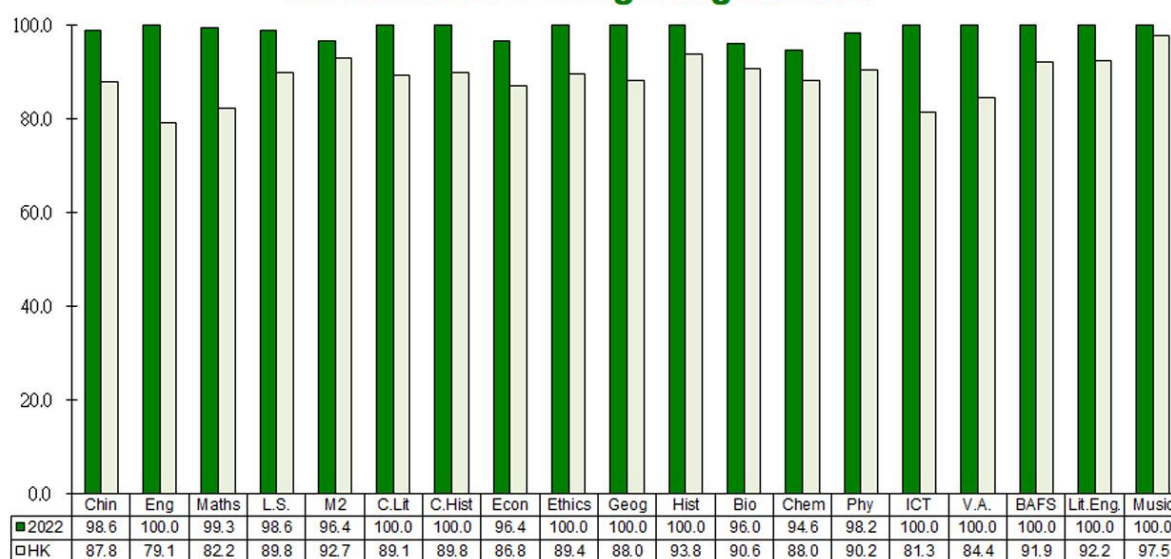


## Performance in HKDSE

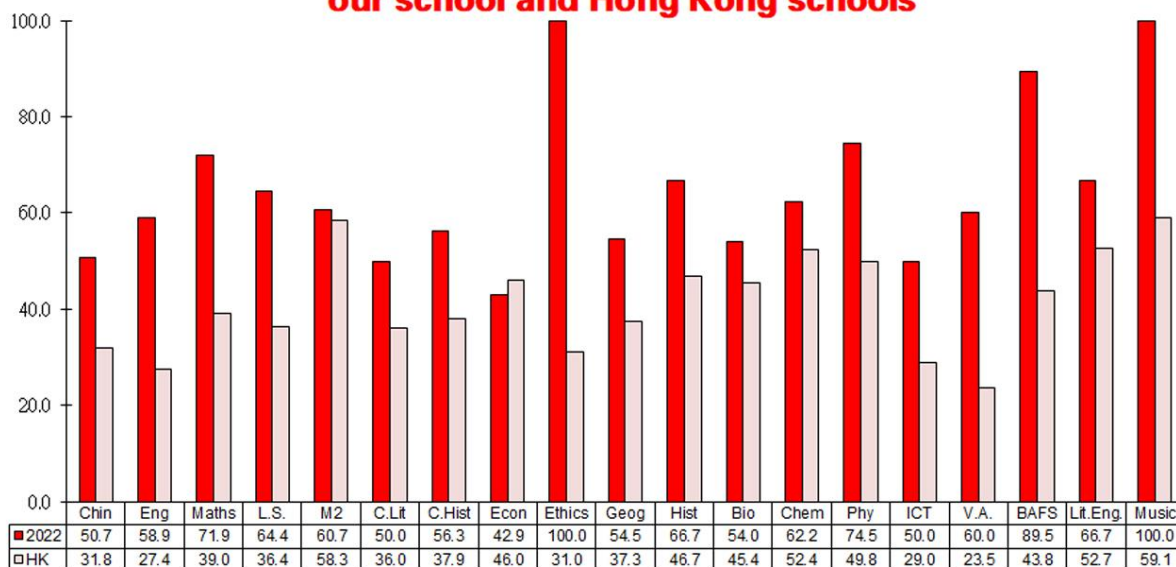
### (1) 2022 H.K.D.S.E.

- Pass rate in English Language: 100%
- Pass rate in Chinese Language: 99%
- 33222 Percentage (entrance requirements of the degree programmes): 82%
- Percentage of candidates eligible to apply for sub-degree courses: 98%
- Average pass rate: 97 %
- Average credit (L4 or above) rate: 61%
- 29 students attained Level 4 or above in all subjects they studied.

### The Comparison of the DSE 2022 pass rate between our school and Hong Kong Schools



### The comparison of the DSE 2022 credit rate between our school and Hong Kong schools



### (2) Entering Universities

- No. of students entering local universities degree programs (JUPAS): 117 students (81%)
- No. of students entering universities degree programs (JUPAS and Non-JUPAS): 126 students (86%)

## Students' Achievement

<b>1. Chinese Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Name of Student</b>
1.1 “身心健康” 2021-2022 系列 全港校際比賽暨粵港澳大灣區 學生邀請賽	Quality Education Development Centre	
• 積極參與學校獎		Whole School
• 標語創作比賽入圍獎		Wong Lui Ka (1B)
• 標語創作比賽入圍獎		Zeng Yi Xue (3D)
1.2 2022 香港學界朗誦大賽 中學粵語組 冠軍	Hong Kong Education Development Association	Ku Ting Yan Yuny (3A)
1.3 73rd Hong Kong Schools Speech Festival ➤ 3 First Places, 3 Second Places, 9 Third Places, 18 Merits and 8 Proficiencies	Hong Kong Schools Music and Speech Association	
• Solo Verse Reading-Cantonese Secondary 1 - Girls First Place		Choi Hei Yee Ada (1B)
• Solo Verse Reading-Putonghua Secondary 1 & 2 - Girls First Place		Wang Ann (2B)
• Solo Prose Reading-Cantonese Secondary 2 - Girls First Place		Wong Hoi Ching (2D)
• Solo Verse Reading-Cantonese Secondary 1 - Boys Second Place		Wong Sum Tung Samuel (1A)
• Solo Verse Reading-Putonghua Secondary 1 & 2 - Boys Second Place		Cheng Wing Ki Darren (2B)
• Solo Verse Reading-Cantonese Secondary 2 - Girls Second Place		Wong Hoi Ching (2D)
• Solo Verse Reading-Cantonese Secondary 1 - Girls Third Place		To Wing Tung (1C)
• Solo Prose Reading-Cantonese Secondary 1 - Girls Third Place		Lam Nok Hei (1E)
• Solo Prose Reading-Cantonese Secondary 1 - Girls Third Place		Tang Pui Lam (1E)
• Solo Verse Reading-Cantonese Secondary 1 - Girls Third Place		Tang Pui Lam (1E)

<b>1. Chinese Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Name of Student</b>
<ul style="list-style-type: none"> <li>Solo Verse Reading-Putonghua Secondary 1 &amp; 2 - Girls Third Place</li> </ul>	Hong Kong Schools Music and Speech Association	Zhang Wan Lin (2B)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 2 - Girls Third Place</li> </ul>		Tsui Tsz Yuet (2B)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Putonghua Secondary 1 &amp; 2 - Girls Third Place</li> </ul>		Wong Ching Hei (2D)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Putonghua Secondary 1 &amp; 2 - Girls Third Place</li> </ul>		Peng Na (2D)
<ul style="list-style-type: none"> <li>Solo Prose Reading-Cantonese Secondary 3 - Girls Third Place</li> </ul>		Ku Ting Yan Yuny (3A)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 1 - Boys Merit</li> </ul>		Liu Hey Lok (1A)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Putonghua Secondary 1 &amp; 2 - Girls Merit</li> </ul>		Li Winnie (1B)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Putonghua Secondary 1 &amp; 2 - Girls Merit</li> </ul>		Liang Tsz Ki (1B)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 1 - Girls Merit</li> </ul>		Lin Wing Yan (1B)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 1 - Girls Merit</li> </ul>		Lui Mei Ki (1B)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Putonghua Secondary 1 &amp; 2 - Girls Merit</li> </ul>		Wong Lui Ka (1B)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 1 - Boys Merit</li> </ul>		Ip Yat Hei (1C)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 1 - Girls Merit</li> </ul>		He Sherry (1D)
<ul style="list-style-type: none"> <li>Solo Prose Reading-Cantonese Secondary 1 - Girls Merit</li> </ul>		Li Sin Hei (1D)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 1 - Girls Merit</li> </ul>		Lam Nok Hei (1E)
<ul style="list-style-type: none"> <li>Solo Prose Reading-Cantonese Secondary 1 - Girls Merit</li> </ul>		Lau Cheuk Ting (1E)

<b>1. Chinese Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Name of Student</b>
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 1 - Girls Merit</li> </ul>	Hong Kong Schools Music and Speech Association	Lau Cheuk Ting (1E)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 1 - Girls Merit</li> </ul>		Tang Tsz Wing (1E)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 2 - Girls Merit</li> </ul>		Ho Yu Sze (2E)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Putonghua Secondary 1 &amp; 2 - Girls Merit</li> </ul>		Zhang Hiu Yu (2E)
<ul style="list-style-type: none"> <li>Solo Prose Reading-Putonghua Secondary 3 &amp; 4 - Girls Merit</li> </ul>		Ku Ting Yan Yuny (3A)
<ul style="list-style-type: none"> <li>Solo Prose Reading-Cantonese Secondary 3 - Girls Merit</li> </ul>		Zheng Anne (3D)
<ul style="list-style-type: none"> <li>Solo Prose Reading-Cantonese Secondary 5 &amp; 6 - Girls Merit</li> </ul>		Chang Ching Yiu (5D)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 1 - Girls Proficiency</li> </ul>		Lam Ching Yin (1A)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 1 - Girls Proficiency</li> </ul>		Tsang Hei Ngar (1A)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 1 - Girls Proficiency</li> </ul>		Poon Hoi Kiu (1A)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 1 - Girls Proficiency</li> </ul>		Yeung Ying (1A)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Putonghua Secondary 1 &amp; 2 - Girls Proficiency</li> </ul>		Zhong Tsz Lam (1D)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Putonghua Secondary 1 &amp; 2 - Boys Proficiency</li> </ul>		Ma Shuo Yang (1E)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 1 - Girls Proficiency</li> </ul>		To Yi Sin (1E)
<ul style="list-style-type: none"> <li>Solo Verse Reading-Cantonese Secondary 5 &amp; 6 - Girls Proficiency</li> </ul>		Wong Tsz Yi (5D)

<b>1. Chinese Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Name of Student</b>
1.4 2021-2022 年全國青少年語文知識大賽「菁英盃」現場作文	中國青少年語言文化學會	
• 初賽二等獎		Wong Hoi Ning (4A)
• 決賽三等獎		Wong Hoi Ning (4A)
1.5 全港青年中文書法比賽(2021-22 年度)	H.K. Youth Cultural & Arts Competitions Committee	
• 中學硬筆組優異獎		Li Yingzhu (3C)
• 中學硬筆組季軍		Zhong Yihui Steven (2E)

<b>2. English Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
2.1 ROLE Essay Competition 2021 Merit Runner-up	Faculty of Law, The University of Hong Kong	Yeung Cho Yiu (5D)
2.2 The 1st Hong Kong School Chinese & English Handwriting Competition	Education Employees General Union & Hong Kong Hard Pen Calligraphists' Association	
• Secondary School Junior Group Third Place		Mung Wai Sum (2C)
• Secondary School Senior Group Outstanding Award		Shao Yuet (4C)
• Secondary School Senior Group Outstanding Award		Lai Ching Nam (6C)
2.3 22nd Lions International Youth Exchange Scholarship Essay Competition 4th Place	Lions Club International District 303	Yeung Cho Yiu (5D)
2.4 Halfway Home Writing Competition 2021/22 2nd Runner Up	The City University of Hong Kong	Yeung Cho Yiu (5D)
2.5 2022 Hong Kong Academic Speech Competition Secondary English Group First Place	Hong Kong Education Development Association	Ku Ting Yan Yuny (3A)
2.6 73rd Hong Kong Schools Speech Festival ➤ 2 First Places, 8 Second Places, 10 Third Places, 56 Merits and 6 Proficiencies	Hong Kong Schools Music and Speech Association	
• Solo Verse Speaking Non-Open Secondary 2 - Girls First Place		Peng Na (2D)
• Solo Verse Speaking Non-Open Secondary 2 - Girls First Place		So Yan Hei (2D)

<b>2. English Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Second Place</li> </ul>	Hong Kong Schools Music and Speech Association	Wang Yu Shuen (1B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Second Place</li> </ul>		Ip Yat Hei (1C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Second Place</li> </ul>		Ng Pak Ki (1D)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 2 - Girls Second Place</li> </ul>		Lin Ka Yan (2A)
<ul style="list-style-type: none"> <li>Solo Prose Reading Non-Open Secondary 2 - Girls Second Place</li> </ul>		Tse Tsz Ching (2C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 5 - Girls Second Place</li> </ul>		Li Man Yung (5D)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 5 - Girls Second Place</li> </ul>		Yeung Cho Yiu (5D)
<ul style="list-style-type: none"> <li>Public Speaking Solo Secondary 5 Second Place</li> </ul>		Yeung Cho Yiu (5D)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Third Place</li> </ul>		Hung Yi Ham (1C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Third Place</li> </ul>		To Wing Tung (1C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Third Place</li> </ul>		Leung Ka Ho (1D)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Third Place</li> </ul>		Song Zidi (1D)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Third Place</li> </ul>		Ma Shuo Yang (1E)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 2 - Girls Third Place</li> </ul>		Chan Bui Yee (2A)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 2 - Girls Third Place</li> </ul>		Su Lai Ching (2B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 3 - Boys Third Place</li> </ul>		Chan Bong Yat (3D)

<b>2. English Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 4 - Girls Third Place</li> </ul>	Hong Kong Schools Music and Speech Association	Wong Hiu Lam (4D)
<ul style="list-style-type: none"> <li>Public Speaking Solo Secondary 5 Third Place</li> </ul>		Cheng Tsz Wing (5C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Merit</li> </ul>		Poon Hoi Kiu (1A)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Merit</li> </ul>		Choi Hei Yee Ada (1B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Merit</li> </ul>		Hui Ting Yiu (1B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Merit</li> </ul>		Lam Tsz Yin (1B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Merit</li> </ul>		Li Qin Yi (1B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Merit</li> </ul>		Liang Tsz Ki (1B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Merit</li> </ul>		Lin Wing Yan (1B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Merit</li> </ul>		Tse Ngok Ting (1B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Merit</li> </ul>		Wong Lui Ka (1B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Merit</li> </ul>		Chan Bernice (1C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Merit</li> </ul>		Chung Pui Lok Adrian (1C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Merit</li> </ul>		Hung Tsz Hin (1C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Merit</li> </ul>		Lam Tin Long Sunny (1C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Merit</li> </ul>		Leung Yan Tung (1C)

<b>2. English Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Merit</li> </ul>	Hong Kong Schools Music and Speech Association	Lin Chung Ling (1C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Merit</li> </ul>		Ng Yan Kiu (1C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Merit</li> </ul>		Yip Chun Lam Tikey (1C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Merit</li> </ul>		Yiu Shing Chi (1C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Merit</li> </ul>		Yu Yee (1C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Merit</li> </ul>		Yeung Sze Yui Renee (1C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Merit</li> </ul>		Yang Ai Jia (1D)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Merit</li> </ul>		Chan Long Fung (1D)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Merit</li> </ul>		Chan Tsz Hong (1D)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Merit</li> </ul>		Tse Hong Tsun (1D)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Merit</li> </ul>		Leung Pui Yin (1E)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Girls Merit</li> </ul>		To Yi Sin (1E)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 1 - Boys Merit</li> </ul>		Zhou Yip Pok (1E)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 2 - Girls Merit</li> </ul>		Chan Wing Yin (2B)
<ul style="list-style-type: none"> <li>Dramatic Duologue Secondary 1 and 2 Merit</li> </ul>		Song King Ho (2B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 2 - Girls Merit</li> </ul>		Ma Tin Kwo (2C)



<b>2. English Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
<ul style="list-style-type: none"> <li>Dramatic Duologue Secondary 1 and 2 Merit</li> </ul>	Hong Kong Schools Music and Speech Association	Zheng Jerry (2C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 2 - Boys Merit</li> </ul>		Ho Yan Kit (2D)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 2 - Boys Merit</li> </ul>		Mohammad Taha (2D)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 2 - Girls Merit</li> </ul>		Wong Ching Hei (2D)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 3 - Girls Merit</li> </ul>		Sze Lok Yan (3A)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 3 - Boys Merit</li> </ul>		Chan Tsz Shing (3B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 3 - Boys Merit</li> </ul>		Ho Chun Hei (3B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 3 - Girls Merit</li> </ul>		Chan Hau Yi (3C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 3 - Girls Merit</li> </ul>		Lam Heung Ying (3C)
<ul style="list-style-type: none"> <li>Public Speaking Solo Secondary 3 and 4 Merit</li> </ul>		Lam Heung Ying (3C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 3 - Boys Merit</li> </ul>		Li Ki Yan Ryan (3C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 3 - Boys Merit</li> </ul>		Mok Tsz Shun John (3C)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 3 - Boys Merit</li> </ul>		Cheng Wing Cheong (3E)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 3 - Boys Merit</li> </ul>		So Ching Kiu (3E)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 3 - Girls Merit</li> </ul>		Zeng Yi Xue (3D)
<ul style="list-style-type: none"> <li>Solo Prose Reading Non-Open Secondary 4 - Girls Merit</li> </ul>		Kiang Sin Hang (4A)
<ul style="list-style-type: none"> <li>Public Speaking Solo Secondary 3 and 4 Merit</li> </ul>		Liang Yi Lian (4A)

<b>2. English Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
<ul style="list-style-type: none"> <li>Public Speaking Solo Secondary 3 and 4 Merit</li> </ul>	Hong Kong Schools Music and Speech Association	Liang Yi Long (4A)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 4 - Boys Merit</li> </ul>		Ng Chun Wing (4A)
<ul style="list-style-type: none"> <li>Dramatic Duologue Secondary 3 and 4 Merit</li> </ul>		Tang Hiu Wa (4A)
<ul style="list-style-type: none"> <li>Dramatic Duologue Secondary 3 and 4 Merit</li> </ul>		Wong Hoi Ning (4A)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 4 - Girls Merit</li> </ul>		Yuen Jeffy (4B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 4 - Girls Merit</li> </ul>		Cheung Wai (4B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 5 - Boys Merit</li> </ul>		So Pok Yin Jeff (5C)
<ul style="list-style-type: none"> <li>Dramatic Duologue Secondary 5 and 6 Merit</li> </ul>		Lau Tsz Lee (5A)
<ul style="list-style-type: none"> <li>Dramatic Duologue Secondary 5 and 6 Merit</li> </ul>		Kwok Hoi Ching (5E)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 2 - Girls Proficiency</li> </ul>		Zhang Siky (1D)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 2 - Girls Proficiency</li> </ul>		Man Ka Lai (2A)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 2 - Boys Proficiency</li> </ul>		Liu Wen Di (2A)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 2 - Boys Proficiency</li> </ul>		Chan Ka Hei (2D)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 3 - Girls Proficiency</li> </ul>		Cheung Man Ching (3B)
<ul style="list-style-type: none"> <li>Solo Verse Speaking Non-Open Secondary 4 - Boys Proficiency</li> </ul>		Sung Cheuk Hei (4D)

<b>2. English Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
2.7 2022 (Arch Cup) Canadian English Writing Competition	The English Association of Asia	
• Semi-final Gold Award		Tiu Pui Yau (1E)
• Semi-final Gold Award		Ho Yan Kiu (2D)
• Semi-final Gold Award		Liu Sheung Nam (4E)
• Semi-final Silver Award		Leung Ho Ting (2E)
• Semi-final Silver Award		Liu Sheung Nam (4E)
• Semi-final Bronze Award		Su Lai Ching (2B)
• Semi-final Bronze Award		Kan Ho Yu (3D)
• Preliminary Gold Award		Ho Yan Kiu (2D)
• Preliminary Silver Award		Hung Tsz Hin (1C)
• Preliminary Silver Award		Tse Tsz Yau Chloe (1C)
• Preliminary Silver Award		Kan Ho Yu (3D)
• Preliminary Silver Award		Liu Sheung Nam (4E)
• Preliminary Silver Award		Yung Tsun Hin (4E)
• Preliminary Silver Award		Lau Yin Tung (5D)
• Preliminary Bronze Award		Tiu Pui Yau (1E)
• Preliminary Bronze Award		Su Lai Ching (2B)
• Preliminary Bronze Award		Leung Ho Ting (2E)
• Preliminary Bronze Award		Liu Sheung Nam (4E)
2.8 2022 (Arch Cup) Canadian English Writing Competition & Asian English Usage Contest (Final Round)		
• Gold Award		Ho Yan Kiu (2D)
• Silver Award		Lui Kwan Lam (3E)
• Bronze Award		Su Lai Ching (2B)
• Bronze Award		Leung Ho Ting (2E)

<b>3. Mathematics Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
3.1 「華夏盃」全國數學奧林匹克邀請賽 2022(華南區)晉級賽	Hong Kong Mathematical Olympiad Association	
• 特等獎		Cheung Hong Yu (2C)
• 二等獎		Wong Yiu Chung (1A)
3.2 2022 亞洲國際數學奧林匹克公開賽(AIMO Open)晉級賽		
• 金獎		Cheung Hong Yu (2C)
• 銅獎		Wong Yiu Chung (1A)
• 銅獎		Huang Yuheng Edgar (2B)
3.3 2022 亞洲國際數學奧林匹克公開賽(AIMO Open)總決賽 金獎		Cheung Hong Yu (2C)
3.4 華夏盃海外交流賽 2022 狀元獎		Cheung Hong Yu (2C)
3.5 華夏盃總決賽 2022 三等獎		Wong Yiu Chung (1A)
3.6 Mathematics Book Report Competition for Secondary Schools (2021/22) Appreciation Award (Junior Secondary Category)	Education Bureau	Yip Chun Lam, Tikey (1C)
3.7 Mathematical Modelling Competition for Secondary Schools		
• Honourable Mention		Ng Chun Wing (4A)
• Honourable Mention		Cheung Yuen Kiu (4B)
• Honourable Mention		Chan Kwun Ho (4E)

<b>4. PE Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
4.1 HKSSF Yuen Long Secondary Schools Area Committee - Inter-School Swimming Competition	The Hong Kong Schools Sports Federation	
• Boy's C Grade 200M Freestyle Champion		Law Chi Yin (2A)
• Girl's B Grade 50M Freestyle Champion		Hui Yui (3D)
• Boy's B Grade 100M Backstroke Champion		Wong Ho Chun (3E)
• Boy's B Grade 200M Freestyle Champion		Ng Tsz Sum (4D)
• Boy's B Grade 50M Backstroke Champion		Tam Chun Yin (4D)

<b>4. PE Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
<ul style="list-style-type: none"> <li>Girl's A Grade 50M Freestyle Champion</li> </ul>	The Hong Kong Schools Sports Federation	Kwan Wai Lok (5C)
<ul style="list-style-type: none"> <li>Girl's C Grade 100M Backstroke Champion</li> </ul>		Sin Chui Ying (2C)
<ul style="list-style-type: none"> <li>Boy's A Grade 200M Freestyle 2nd Runner-up</li> </ul>		Wong Pak To (6E)
<ul style="list-style-type: none"> <li>Girl's B Grade 100M Freestyle 3rd Runner-up</li> </ul>		Lee Pui Lam (3E)
4.2 HKSSF Yuen Long Secondary Schools Area Committee - Inter-School Athletics Competition		
<ul style="list-style-type: none"> <li>Girl's C Grade 800M Dash Champion</li> </ul>		Tse Tung Ling (2C)
<ul style="list-style-type: none"> <li>Girl's B Grade 200M Dash Champion</li> </ul>		Leung Nok Ching (3A)
<ul style="list-style-type: none"> <li>Girl's B Grade 800M Dash Champion</li> </ul>		Cheung Tsz Yuet (3D)
<ul style="list-style-type: none"> <li>Girl's B Grade 100M Hurdle Race Champion</li> </ul>		Kiang Sin Hang (4A)
<ul style="list-style-type: none"> <li>Girl's C Grade 200M Dash 1st Runner-up</li> </ul>		Chan Hei Lam (2C)
<ul style="list-style-type: none"> <li>Girl's C Grade 100M Dash 1st Runner-up</li> </ul>		Chan Hei Lam (2C)
<ul style="list-style-type: none"> <li>Girl's B Grade 100M Dash 3rd Runner-up</li> </ul>		Leung Nok Ching (3A)
<ul style="list-style-type: none"> <li>Girl's B Grade Shot Put 3rd Runner-up</li> </ul>		Li Yingzhu (3C)
<ul style="list-style-type: none"> <li>Girl's B Grade Long Jump 3rd Runner-up</li> </ul>		Kiang Sin Hang (4A)
<ul style="list-style-type: none"> <li>Boy's A Grade Triple Jump 3rd Runner-up</li> </ul>		Chung Shing Yan (5A)
<ul style="list-style-type: none"> <li>Girl's A Grade 100M Hurdle Race 3rd Runner-up</li> </ul>		Wong Wing Yan (5C)
<ul style="list-style-type: none"> <li>Boy's A Grade 100M Dash 3rd Runner-up</li> </ul>		Chan Hoi Wan (5E)
4.3 HKSSF Yuen Long Secondary Schools Area Committee - Inter-School Table Tennis Competition		Ng Sin Iu (6C) Tsang Tsz Wai (6C) Wong Ling Ki (6E)
Girl's A Grade Team Champion		

<b>4. PE Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
4.4 2021-2022 Hong Kong Mountain Bike National Championships - Cross Country	The Cycling Association of Hong Kong, China Limited	
<ul style="list-style-type: none"> <li>Boy's group (aged 11-13) Champion</li> </ul>		Law Chi Yin (2A)
<ul style="list-style-type: none"> <li>Cross Country - Women 1 Trophy</li> </ul>		Law Ching Kiu (1A)
<ul style="list-style-type: none"> <li>Cross Country - Youth Age 14-16 1 Trophy</li> </ul>		Law Ching Kiu (1A)
4.5 65th Festival of Sport - Track Cycling Race Cum Cycling Esport Funday		
<ul style="list-style-type: none"> <li>Scratch - 5km - Final Women Novice Champion</li> </ul>		Law Ching Kiu (1A)
<ul style="list-style-type: none"> <li>Scratch - 7.5km - Final Women Open 3rd Place</li> </ul>		Law Ching Kiu (1A)
<ul style="list-style-type: none"> <li>500m Individual Time Trial -Final Women Novice 3rd Place</li> </ul>		Law Ching Kiu (1A)
4.6 Hong Kong Cycling Criterium Race Youth Champion		Law Ching Kiu (1A)
4.7 2022 Hong Kong National Road Championships		
<ul style="list-style-type: none"> <li>Individual Road Race Women Youth Age 12-16 Champion</li> </ul>	Hong Kong Fencing Association	Law Ching Kiu (1A)
<ul style="list-style-type: none"> <li>Individual Time Trial Women Youth Age 12-16 Champion</li> </ul>		Law Ching Kiu (1A)
4.8 HKSAR Hong Kong Secondary School Fencing Championships NT - Women's Epee C 3rd Place		Wu Tianqi (2C)
4.9 四十五周年校慶單車機比賽芳濟盃季軍	St. Francis of Assisi's College	Law Chi Yin (3A) Law Ching Kiu (2A)
4.10 台山僑鄉盃中學校際男女子排球(九龍賽區)女子隊季軍	香港台山社團總會	Girls Volleyball Team

<b>5. Visual Arts Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
5.1 Grantham Visual Arts Awards	Hong Kong Society For Education In Art	Huang Jing (4A)
5.2 Bookmark Design Competition Merit	Committee on Respect Our Teachers Campaign	Hiu Yin Ling (4C) Ng Sin Iu (6C)

<b>6. Music Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
6.1 Joint School Music Competition 2021 Gold Award	Joint School Music Association	Li Vanessa (2D)
6.2 74th Hong Kong Schools Music Festival ➤ 2 First Runner-up, 1 Second Runner-up, 1 Gold Award, 15 Silver Awards and 8 Bronze Awards	Hong Kong Schools Music and Speech Association	
• Graded Piano Solo - Grade Five First Runner-up Silver Award		Ng Sum Yau (1C)
• Graded Piano Solo - Grade Six First Runner-up Silver Award		Tse Hei Yu (3E)
• Graded Piano Solo - Grade Six Second Runner-up Silver Award		Tse Tsz Yau Chloe (1C)
• Chinese Composers - Senior Gold Award		Lam Yin Hei (4E)
• Graded Piano Solo - Grade Seven Silver Award		Choi Yee Ka Ada (1B)
• Graded Piano Solo – Grade Six Silver Award		Lau Siu Chun (1C)
• Vocal Solo - Chinese - Female Voice - Secondary School Silver Award		Leung Yan Tung (1C)
• Vocal Solo - Chinese - Female Voice - Secondary School Silver Award		Peng Caiyuan (1D)
• Graded Piano Solo – Grade Five Silver Award		Zhou Yip Pok (1E)
• Zheng Solo - Intermediate Silver Award		Wong Yu Hin (2A)
• Graded Piano Solo – Grade Four Silver Award		Cheung Sum Yuet (2C)
• Graded Piano Solo - Grade Eight Silver Award		Sin Chui Ying (2C)

<b>6. Music Department</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
<ul style="list-style-type: none"> <li>Zheng Solo - Intermediate Silver Award</li> </ul>	Hong Kong Schools Music and Speech Association	Li Vanessa (2D)
<ul style="list-style-type: none"> <li>Zheng Solo - Intermediate Silver Award</li> </ul>		Xu Ka Kwan (3D)
<ul style="list-style-type: none"> <li>Trumpet Solo - Secondary School - Junior Silver Award</li> </ul>		Wong Yan Kei (4C)
<ul style="list-style-type: none"> <li>Piano Solo - Composer of the Year Silver Award</li> </ul>		Lam Fai Yee (5B)
<ul style="list-style-type: none"> <li>Flute Solo - Secondary School - Junior Bronze Award</li> </ul>		Choi Nga Yin (1B)
<ul style="list-style-type: none"> <li>Vocal Solo - Foreign Language - Female Voice - Secondary School Bronze Award</li> </ul>		To Wing Tung (1C)
<ul style="list-style-type: none"> <li>Cello Solo - Junior Bronze Award</li> </ul>		Lam Hei Yau (1E)
<ul style="list-style-type: none"> <li>Graded Piano Solo - Grade Six Bronze Award</li> </ul>		Wu Kwan Yin (1E)
<ul style="list-style-type: none"> <li>Graded Piano Solo - Grade Eight Bronze Award</li> </ul>		Wong Hoi Man (4C)
<ul style="list-style-type: none"> <li>Graded Piano Solo - Grade Five Bronze Award</li> </ul>		Wong Chung Yan (4D)
<ul style="list-style-type: none"> <li>Graded Piano Solo - Grade Eight Piano Solo Bronze Award</li> </ul>		Lam Yin Hei (4E)
<ul style="list-style-type: none"> <li>Graded Piano Solo - Grade Seven Bronze Award</li> </ul>		Liu Sheung Nam (4E)

<b>7. Arts Development Committee</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
7.1 Joint School Music Competition 2022	Joint School Music Association	
<ul style="list-style-type: none"> <li>Secondary School Choir - Junior Gold Award</li> </ul>		Show Choir Team
<ul style="list-style-type: none"> <li>Handbell and Hand Chime Gold Award</li> </ul>		Handbell Team A
<ul style="list-style-type: none"> <li>Handbell and Hand Chime Gold Award</li> </ul>		Handbell Team B
<ul style="list-style-type: none"> <li>Sinfonietta Gold Award</li> </ul>		Sinfonietta Team



<b>7. Arts Development Committee</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
<ul style="list-style-type: none"> <li>Percussion Ensemble Silver Award</li> </ul>	Joint School Music Association	Percussion Ensemble Team
<ul style="list-style-type: none"> <li>Secondary School Choir - Junior Silver Award</li> </ul>		Treble Choir Team
<ul style="list-style-type: none"> <li>Vocal Band Silver Award</li> </ul>		Aurora
<ul style="list-style-type: none"> <li>Vocal Band Silver Award</li> </ul>		Stellato

<b>8. Student Affairs Committee</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
8.1 The Evangelical Lutheran Church of Hong Kong Joint-School Outstanding Student Awards Election 2022	The Evangelical Lutheran Church of Hong Kong	
<ul style="list-style-type: none"> <li>The Most Outstanding Student Award</li> </ul>		Kiang Sin Hang (4A)
<ul style="list-style-type: none"> <li>The Most Outstanding Student Award</li> </ul>		Yeung Cho Yiu (5D)
<ul style="list-style-type: none"> <li>The Most Outstanding Student Award</li> </ul>		Lee Pui Yan (6A)
<ul style="list-style-type: none"> <li>The Most Outstanding Student Award</li> </ul>		Ngan Ka Ki (6E)
<ul style="list-style-type: none"> <li>Outstanding Students Award</li> </ul>		Huang Jing (4A)
<ul style="list-style-type: none"> <li>Outstanding Students Award</li> </ul>		Chiu Kin Hang (4A)
<ul style="list-style-type: none"> <li>Outstanding Students Award</li> </ul>		Lo Yui Sze (5B)
<ul style="list-style-type: none"> <li>Outstanding Students Award</li> </ul>		Liu Wing Yin (5D)

<b>9. Moral Civic Education Committee</b>		
<b>Award/Activity</b>	<b>Award/Activity</b>	<b>Award/Activity</b>
9.1 2021 National Security Education Day Online Quiz Competition	Education Bureau	
<ul style="list-style-type: none"> <li>Commendation Award</li> </ul>		Cheng Wing Ki Darren (2B)
<ul style="list-style-type: none"> <li>Commendation Award</li> </ul>		Chen Siying (2C)
<ul style="list-style-type: none"> <li>Commendation Award</li> </ul>		Kong Sze Wing (2C)
<ul style="list-style-type: none"> <li>Commendation Award</li> </ul>		Tsang Man Lok (2C)
<ul style="list-style-type: none"> <li>Commendation Award</li> </ul>		Chow King Lok (2D)
<ul style="list-style-type: none"> <li>Commendation Award</li> </ul>		Lam Ying Lok (2D)
<ul style="list-style-type: none"> <li>Commendation Award</li> </ul>		Wong Ching Hei (2D)

<b>9. Moral Civic Education Committee</b>		
<b>Award/Activity</b>	<b>Award/Activity</b>	<b>Award/Activity</b>
• Commendation Award	Education Bureau	Chan Ka Hei (2E)
• Commendation Award		Zhang Hiu Yu (2E)
• Commendation Award		Cheng Ka Hei (3A)
• Commendation Award		Ku Ting Yan Yuny (3A)
• Commendation Award		To Wing Tung (3A)
• Commendation Award		Chan Tsz Yan (3B)
• Commendation Award		Yuen Cheuk Ngai (3C)
• Commendation Award		Zheng Anne (3D)
• Commendation Award		Kiang Sin Hang (4A)
• Commendation Award		Wong Yan Kei (4C)
• Commendation Award		Li Ip Shuen (5E)

<b>10. National Security Education Working Group</b>		
<b>Award/Activity</b>	<b>Organization</b>	<b>Student Name</b>
10.1 感恩父母親活動踴躍參與獎	Association of Hong Kong Flag-guards	Whole School

<b>11. Global Classroom</b>				
<b>Activity</b>	<b>Venue</b>	<b>Committee/Department</b>	<b>Target</b>	<b>No. of participants</b>
11.1 Video conference with affiliated Foreign Language School of SCNU on 15 December 2021	/	Moral and Civic Education Committee	S2-S3	8
11.2 Video conference with Fukui Kenritsu Usui High School on 25 May 2022	/	Moral and Civic Education Committee	S4-S5	5
11.3 Video conference with Pinghu Donghu Middle School on 1 June 2022	/	Putonghua Department	S4-S5	6
11.4 Real-time Virtual Tour of Italy on 30 March 2022 and 28 May 2022	Roman	History Department	S2 S1-S5	15 44
11.5 Real-time Virtual Tour of Germany on 25 April 2022 and 5 May 2022	Germany	Geography Department	S1-S3 S4-S5	32 30
11.6 Real-time Virtual Tour of Xian on 29 July 2022	Xian	Chinese History Department	S1-S5	39

**Programme Evaluation Report for DLG – Other Programme: Gifted Education 2021-2022**

<b>Programme title</b>	<b>Objective</b>	<b>Target</b>	<b>Duration/ Start Date</b>	<b>Deliverable</b>	<b>Evaluation</b>	<b>Actual Expenses</b>
Global Classroom • Real-time Virtual Tour of Germany	• To broaden students' horizons.	• 30 students from S4 to S5	• 4/2022-5/2022	Student Reflection	• All participating students agreed that the virtual tour could arouse their interests in learning and deepen their understanding of Germany.	\$16,000.00
Gifted Education • “Walk With Scholars” Programmes • Off-school Support Programmes • Movie-watching (The Battle at Lake Changjin)	• To explore students' potential in different academic areas by providing a platform for them to interact with and acquire advice from the remarkable scholars. • To improve students' leadership skills.	• 112 students from S4 to S5	• 10/2022-8/2023	Student Reflection	• It was widely agreed that “Walk With Scholars Programmes” and “Off-school Support Programmes” offered by tertiary institution could arouse the learning interests of elite students and help students have a better understanding of the certain subjects. • Students' national awareness and sense of belonging to the country were enhanced. • Student leaders enjoyed the training and the cooperation among them was enhanced.	\$62,980.00
STEM Programme • STEM in Sports	• To further develop students' potentials and interests in STEM. • To improve the problem-solving skills of students in different aspects.	• 25 students from S4 to S6	• 8/2022	Student Reflection	• Students' interests in doing sports were enhanced.	\$1,700.00
Surplus in 2020-2021: \$70,570.76 Grant received in 2021-2022: \$105,000.00 Total Grant in 2021-2022 : \$175,570.76 Total Expenditure in 2021-2022: \$80,680.00						

## Report on Learning Support Grant Report 2021 - 2022

Grant received in 2021-2022: \$471,541.00

Surplus in 2020-2021: \$64,085.07

Total Amount: \$471,541.00 + \$64,085.07= \$535,626.07

	Service Name	Goal	Name of Service Provider (If applicable)	Duration	Service Target (e.g. students with SEN and their parents)	Performance Assessment Measure	Efficacy of the Service (if applicable)	Actual Expenses
1.	Recruitment of School Counsellor	<ul style="list-style-type: none"> <li>To improve the support measures for individual students.</li> <li>To coordinate student support work and counselling activities.</li> </ul>	Not Applicable	9/2021 - 8/2022	All Students	Annual Appraisal	Not Applicable	\$227,670.97
2.	Recruitment of Clinical Psychologist	<ul style="list-style-type: none"> <li>To provide emotional support and counselling service for students with emotional needs.</li> </ul>	Inner Voice Psychological Counselling Center	10/2021 - 7/2022 (72 hours)	10 students in need	Professional Assessment by Clinical Psychologist	Not Applicable	\$129,600.00
3.	School-based Speech Therapy Service	<ul style="list-style-type: none"> <li>To provide speech therapy for students in need.</li> </ul>	Mastery Speech and Swallowing Clinic Ltd	10/2021 - 7/2022 (36 hours)	5 speech-impaired students	Evaluation Report	Positive feedback was received from students and parents.	\$34,920.00
4.	Parent Seminars and Counselling Support	<ul style="list-style-type: none"> <li>To raise parents' awareness of students' mental health.</li> <li>To provide counselling support for parents.</li> </ul>	Reconnect Ministry and Heavenly Joy Family Clinic	10/2021 - 8/2022	249 parents	Teachers' Observation		\$38,650.00

	Service Name	Goal	Name of Service Provider (If applicable)	Duration	Service Target (e.g. students with SEN and their parents)	Performance Assessment Measure	Efficacy of the Service (if applicable)	Actual Expenses
5.	Individual Academic Support	<ul style="list-style-type: none"><li>To provide individual learning support for students in need.</li></ul>	/	10/2021 - 4/2022 (18 hours)	3 students who had learning difficulties	Teachers' Observation	Positive feedback was received from students.	\$2,400.00
6.	Inclusive Counselling Activities	<ul style="list-style-type: none"><li>To play board games with students to strengthen their social skills.</li></ul>	/	10/2021 - 6/2022	100 students in need			\$3,425.70
7.	Guidance Prefects Training Programmes	<ul style="list-style-type: none"><li>To improve the leadership skills and communication skills of Guidance Prefects.</li></ul>	/	9/2021 - 8/2022	Guidance Prefects			\$2,500.00
8.	Counselling Activities	<ul style="list-style-type: none"><li>To arrange activities for students in need to strengthen their social and emotional management skills.</li></ul>	/	24/8/2022	17 students in need			\$6,291.00
10.	Clawback by the Education Bureau							\$20,730.02
							Total Amount:	\$466,187.69
							Surplus:	\$69,438.38

### Report on School-based After-school Learning and Support Programme 2021-2022 (School-based Grant)

A. The number of students (count by heads) benefitted under the Grant is 376 (including A. 29 CSSA recipients, B. 143 SFAS full-grant recipients and C. 204 under school's discretionary quota).

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

* Name / Type of activity	Qualified Students#			Average Attendance	Duration/ Date	Actual Expenses	Assessment Tool	Organisation
	A	B	C					
1. After-school Pull-out Japanese Class	0	1	0	100%	11/2021-8/2022	\$1,350.00	Questionnaire	Association for Study in Japan Supports
2. After-school Pull-out German Class	0	3	0	100%	11/2021-8/2022	\$1,500.00	Questionnaire	Leung's Institute
3. S1 Note-processing Class	10	22	133	100%	9/2021	\$6,500.00	Questionnaire	Creative Education Management Limited
4. Leadership Training for Interact Club	0	0	2	100%	11/2021-8/2022	\$4,000.00	Student Reflection	Footprints Life Growth Association
5. Real-time Virtual Tour of Xian	0	3	29	100%	7/2022	\$15,162.00	Student Reflection	iTour Study (HK) Limited
6. Summer Institute Leadership Training Programme	1	1	40	100%	8/2022	\$18,656.00	Student Reflection	The HKFYG Leadership Institute
7. Gifted Development Programme (English class)	0	5	0	100%	7/2022-8/2022	\$4,659.00	Student Reflection	Beacon College Limited
8. Chinese Calligraphy Class (Basic level)	10	22	0	100%	9/2021-12/2021	\$6,976.00	Questionnaire	/
9. Chinese Calligraphy Class (Advanced Level)	0	4	0	100%	12/2021-6/2022	\$2,400.00	Questionnaire	/

* Name / Type of activity	Qualified Students#			Average Attendance	Duration/ Date	Actual Expenses	Assessment Tool	Organisation
	A	B	C					
10. Korean Class (Basic Level)	1	4	0	100%	12/2021-6/2022	\$11,725.00	Questionnaire	Hongik Language Education Centre
11. Korean Class (Advanced Level)	0	1	0	100%	12/2021-6/2022	\$8,125.00	Questionnaire	Hongik Language Education Centre
12. German Class	0	5	0	100%	11/2021-8/2022	\$22,410.00	Questionnaire	Leung's Institute
13. Japanese Class (Basic Level)	3	11	0	100%	12/2021-6/2022	\$11,004.00	Questionnaire	Bulbies Company Limited
14. Japanese Class (Advanced Level)	0	4	0	100%	12/2021-6/2022	\$12,736.00	Questionnaire	Association for Study in Japan Supports
15. Music Training	4	53	0	100%	10/2021-6/2022	\$53,625.00	Questionnaire	Liederhaus
16. Illustration Design Class	0	1	0	100%	10/2021-6/2022	\$1,400.00	Questionnaire	/
17. Stage Management & Effect Class	0	2	0	100%	10/2021-6/2022	\$4,852.00	Questionnaire	/
18. Lighting, Sound Engineering Class	0	1	0	100%	10/2021-6/2022	\$1,166.00	Questionnaire	/
Total Activity Amount:18								
@ Student count	29	143	204		<b>Total Amount:</b>	\$188,246.00		
**Total student count	376							

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

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

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

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (C)

## Report on the Use of the Life-wide Learning Grant 2021-2022

### 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				I	V	P	S	C
1.1	<b>Local Activities:</b> 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	<b><u>Science, Art and Language Enrichment Programme</u></b> Science, Art and Language Enrichment Programme (SALep) was implemented in S1-S2 regular lessons. S1 and S2 students were required to complete the compulsory modules, Chinese Calligraphy Class and English Drama Class respectively. From December onwards, students selected one elective module from the modules below: Japanese Class, Korean Class, German Class, Food Science Class, Health Management Class, Chinese Calligraphy (Intermediate Level), Creative Cooking Class, Intelligent Home Technology, Responsive Web Page and Hybrid App Development, Mathematics Plus, Music Arrangement for Popular Music and Advanced	Cross-KLA	9/2021-7/2022	S1-S2	319	<ul style="list-style-type: none"><li>• Teachers' Questionnaire</li><li>• Students' Feedback</li><li>• Assessment</li></ul>	\$204,877.80	E1	✓	✓	✓		✓



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				I	V	P	S	C
1	English Drama. Some courses were taught by external tutors. Objective: •To enrich students' knowledge of sciences, arts and language. •To arouse students' interests in learning.												
2	<u><b>Afterschool Language Course for Senior Form Students (Japanese/Korean/ German/ IELTS)</b></u> Different foreign language classes were organized for senior form students. Objective: •To arouse students' interests in learning different languages. •To improve students' language competence.	Language	10/2021-8/2022	S3-S5	79	•Students' Feedback	\$301,469.30	E1					✓

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				I	V	P	S	C
3	<b><u>Arts Friday</u></b> Sinfonietta, string ensemble, wind ensemble, percussion ensemble, choirs, a cappella group, handbell team, various western musical instrument classes, visual arts classes and drama classes were offered for students to join every Friday after school. Objective: •To foster all-round development of students. •To develop the creative, expressive, aesthetic and musical potential of students.	Arts	10/2021-5/2022	S1-S5	342	•Teachers' Feedback •Students' Feedback	\$332,975.00	E1	✓		✓		

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				I	V	P	S	C
4	<b><u>S1 Orchestral Journey</u></b> Students were assigned to learn one instrument for 4 cycles in music lessons. At the end of the programme, all students performed in school to show their achievements. Objective: •To improve students' skills in playing instruments. •To cultivate Lutherans with different virtues, such as Self-discipline and Righteousness.	Arts	3/2022-8/2022	S1	158	• Students' Questionnaire	\$41,616.00	E1	✓		✓		

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				I	V	P	S	C
5	<b><u>PE Training</u></b> PE training sessions were held for students regularly after school. Objective: •To promote the importance of doing sports. •To develop students' interests in sports aspect.	Sports	9/2021-8/2022	S1-S6	353	• Students' Questionnaire	\$81,353.35	E1			✓		
6	<b><u>Leadership Training</u></b> Various activities were organized for student leaders to join, such as STEM in Sports and Summer Leadership Programme. Objective: •To enrich student leaders' learning experience. •To improve students' leadership skills.	Cross-KLA	9/2021-8/2022	S1-S6	150	• Students' Questionnaire	\$47,948.51	E1 & E6	✓				✓
Sub-total of Item 1.1:							\$1,010,239.96						

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				I	V	P	S	C
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1	Global Classroom Students were arranged to participate in different exchange programmes. Objective: •To widen students' horizons. •To learn the culture and history of different countries.	Cross-KLA	9/2021-8/2022	S1-S6	55	•Students' Questionnaire	\$7,172.57		✓	✓			
Sub-total of Item 1.2:							\$7,172.57						
Expenses for Category 1:							\$1,017,412.53						

**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	Learning Equipment for Physical Education, Music and STEM Development (e.g. Floor Curling, Musical Instruments, Robots, AI Software, Piano)	Physical and Aesthetic Development	To facilitate the teaching and learning of Physical Education, Music and STEM.	\$654,947.03
Expenses for Category 2:				\$654,947.03
Expenses for Categories 1 & 2:				\$1,672,359.56

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

Total number of students in the school:	921
Number of student beneficiaries:	750
Percentage of students benefitting from the Grant (%):	81.4%

I: Intellectual Development (closely linked with curriculum)

V: Value Education

P: Physical and Aesthetic Development

S: Community Service

C: Career-related Experiences

**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 school
- E7 Purchase of equipment, instruments, tools, devices, consumables
- E8 Purchase of learning resources (e.g. educational softwares, resource packs)
- E9 Others (please specify)

## Report on the Use of the Student Activities Support Grant 2021-2022

### I. Financial Overview

<b>A</b>	<b>Allocation in the Current School Year:</b>	<b><u>\$124,150.00</u></b>
<b>B</b>	<b>Expenditure in the Current School Year:</b>	<b><u>\$124,150.00</u></b>
<b>C</b>	<b>Unspent Amount to be Returned to the EDB (A – B):</b>	<b><u>0</u></b>

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

<b>Category</b>	<b>Number of Student Beneficiaries</b>	<b>Subsidised Amount</b>
Comprehensive Social Security Assistance	38	\$9,639.00
Full-grant under the School Textbook Assistance Scheme	233	\$85,564.42
Meeting the school-based financially needy criteria	261	\$28,946.58
<b>Total:</b>	532	\$124,150.00

### III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times 1 of student beneficiaries	Actual Expenses	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
1. <b>Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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									
1	<b><u>73rd Hong Kong Schools Speech Festival (English)</u></b> Students were arranged to participate in the Speech Festival. Objective: <ul style="list-style-type: none"><li>• To deepen students’ understating of English entries.</li><li>• To improve students’ confidence and presentation skills.</li><li>• To improve students’ English proficiency.</li></ul>	English Language	10	\$1,487.50	✓				
2	<b><u>The 73rd Hong Kong Schools Speech Festival (Chinese)</u></b> Students were arranged to participate in the Speech Festival. Objective: <ul style="list-style-type: none"><li>• To deepen students’ understanding of Chinese entries.</li><li>• To improve students’ confidence and presentation skills.</li><li>• To improve students’ Chinese proficiency.</li></ul>	Chinese Language	4	\$600.00	✓				



No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
3	<b><u>Field Trip to Ma Shi Chau</u></b> S5 Geography students were arranged to visit Ma Shi Chau to see the exposed rocks and the geological structure of Ma Shi Chau. Objective: <ul style="list-style-type: none"> <li>• To learn about the features of rocks.</li> <li>• To use different instruments to collect data.</li> </ul>	Geography	12	\$2,448.00	✓				
4	<b><u>Clubs &amp; Societies Leadership Training Workshop</u></b> Students Leaders of clubs or societies were arranged to join the training after school. Objective: <ul style="list-style-type: none"> <li>• To improve students' communication skills, problem solving skills and leadership skills.</li> </ul>	Leadership Training	60	\$1,200.00		✓			
5	<b><u>Joint School Music Competition</u></b> Students with music talents were invited to join music competition. Objective: <ul style="list-style-type: none"> <li>• To provide the opportunities and platforms for students to show their music talents and learn from others.</li> <li>• To improve students' confidence.</li> </ul>	Music	144	\$6,160.00			✓		✓

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	<u>Person-times</u> <sup>1</sup> of student beneficiaries	Actual Expenses	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					<u>I</u>	<u>V</u>	<u>P</u>	<u>S</u>	<u>C</u>
6	<b><u>Hong Kong Greenmech Contest</u></b> Students were formed as a team to join the competition in device design. Objective: <ul style="list-style-type: none"> <li>• To learn about the physical concepts and mechanical engineering principles.</li> <li>• To enhance students' problem-solving skills and creativity.</li> <li>• To improve the understanding of renewable energy.</li> </ul>	Cross-disciplinary (STEM)	15	\$5,011.58	✓				
7	<b><u>Real-time Virtual Tour of Germany</u></b> Students were arranged to observe the sustainable city planning and environmental protection technology in Germany via Zoom. Objective: <ul style="list-style-type: none"> <li>• To explore the latest environmental protection technology development in Germany.</li> <li>• To learn about the importance of environmental protection.</li> </ul>	Geography	30	\$16,000.00	✓				
8	<b><u>Real-time Virtual Tour of Italy</u></b> Students were arranged to visit Colosseum in Rome via Zoom. Objective: <ul style="list-style-type: none"> <li>• To learn about the daily life and social activities in Rome in the past.</li> <li>• To understand how historical incidents and culture help to improve people's quality of life.</li> </ul>	History	8	\$3,600.00	✓				

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					<u>I</u>	<u>V</u>	<u>P</u>	<u>S</u>	<u>C</u>
9	<u><b>Interact Club Leadership Training</b></u> Student was arranged to join the leadership training workshop. Objective: <ul style="list-style-type: none"> <li>• To learn to serve the community.</li> <li>• To nurture students' leadership qualities and potential.</li> </ul>	Leadership Training	1	\$2,000.00		✓		✓	✓
10	<u><b>Jockey Club Augmented Reality in Arts Education Project-AR Exhibition - Docent Training</b></u> Students were trained to serve as docents to introduce different art works. Objective: <ul style="list-style-type: none"> <li>• To enhance students' communication skills and confidence in introducing exhibits to the public.</li> </ul>	Arts (Visual Arts)	15	\$3,325.00			✓		
11	<u><b>Real-time Virtual Tour of Xian</b></u> Students were arranged to visit the Terracotta Army via Zoom. Objective: <ul style="list-style-type: none"> <li>• To understand the funeral customs of Qin dynasty .</li> <li>• To arouse students' interests in Chinese History.</li> </ul>	Moral Civil and National Education	6	\$2,838.00	✓				✓

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					I	V	P	S	C
12	<u><b>The Chinese University of Hong Kong Engineering Workshop</b></u> Senior form students were arranged to participate in the workshops arranged by the Electronic Engineering Department in the Chinese University Hong Kong. Objective: <ul style="list-style-type: none"> <li>• To deepen students' understanding of electronic engineering.</li> <li>• To develop students' interests in science.</li> </ul>	Cross-disciplinary (STEM)	4	\$280.00	✓				
13	<u><b>Visit to Disneyland (Disney's World of Physics)</b></u> Students were arranged to visit the Disney World of Physics and learn about physics theory through hands-on experiments and observation. Objective: <ul style="list-style-type: none"> <li>• To improve students' problem solving skills.</li> <li>• To see how science and creativity come together in the design of Hong Kong Disneyland.</li> </ul>	Science	40	\$5,500.00	✓				
14	<u><b>English Drama</b></u> It is one of the elective modules for S1-S2 students to choose in SALep. Objective: <ul style="list-style-type: none"> <li>• To learn how to write script in English and prepare for a drama performance.</li> <li>• To improve students' presentation skills and confidence.</li> </ul>	English Language	49	\$14,798.00			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					<u>I</u>	<u>V</u>	<u>P</u>	<u>S</u>	<u>C</u>
15	<b><u>Creative Cooking Class</u></b> It is one of the elective modules for S1-S2 students to choose in SALep. Objective: <ul style="list-style-type: none"> <li>• To improve students' cooking skills and creativity.</li> <li>• To develop a healthy eating habit.</li> </ul>	Cross-disciplinary (Others)	4	\$8,492.00					✓
16	<b><u>S1 Orchestra Training Activities</u></b> Students were assigned to learn one instrument for 4 cycles in music lessons. At the end of the programme, all students performed in school to show their achievements. Objective: <ul style="list-style-type: none"> <li>• To master the skills of playing orchestra.</li> <li>• To provide a platform for students to develop their talents in music.</li> </ul>	Arts (Music)	32	\$9,984.00			✓		
17	<b><u>Drama Class (Art Fridays)</u></b> Participating students were arranged to practice and conduct drama performance. Objective: <ul style="list-style-type: none"> <li>• To improve the script writing skills.</li> <li>• To boost students' confidence.</li> </ul>	Arts (Others)	6	\$6,318.00			✓		
18	<b><u>Physical Training Workshop</u></b> 9 different types of physical training were arranged for students after school. Objective: <ul style="list-style-type: none"> <li>• To arouse students' interests in doing sports.</li> <li>• To emphasize the importance of team work.</li> </ul>	Physical Education	59	\$21,925.22		✓	✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	<u>Person-times</u> <sup>1</sup> of student beneficiaries	Actual Expenses	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					<u>I</u>	<u>V</u>	<u>P</u>	<u>S</u>	<u>C</u>
19	<b><u>Summer Leadership Training</u></b> Student leaders were arranged to join a summer leadership training programme. Objective: <ul style="list-style-type: none"><li>• To strengthen the communication skills.</li><li>• To build team spirit through various activities.</li></ul>	Leadership Training	6	\$8,676.00		✓			
Expenses for Category 1:			505	\$120,643.30					
2. <b><u>Non-Local</u></b> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	/	/	/	/					
Expenses for Category 2:			/	/					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	<b><u>The Boys’ Brigade (Uniform)</u></b> Various of workshops and activities were organized for The Boys’ Brigade regularly. Objective: <ul style="list-style-type: none"><li>• To foster a positive attitude and good character traits in students.</li><li>• To build the confidence of students through achieving goals and completing tasks.</li></ul>	Uniform Team	2	\$330.00		✓			

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					<u>I</u>	<u>V</u>	<u>P</u>	<u>S</u>	<u>C</u>
2	<u><b>Music Teams (Uniform)</b></u> Students with music talents joined the music team and performed in school events. Objective: <ul style="list-style-type: none"> <li>To provide the opportunities for students to perform and demonstrate their music talents.</li> <li>To improve students' confidence.</li> </ul>	Arts (Music)	15	\$2,538.00		✓	✓		
3	<u><b>Prefects Training Course (Material Fees)</b></u> School Prefects were appointed by teachers to help maintain order and promote positive atmosphere in school. Objective: <ul style="list-style-type: none"> <li>To act as a role model to their peers.</li> <li>To improve students' communication skills .</li> </ul>	Leadership Training	10	\$638.70		✓			
<b>Expenses for Category 3:</b>			<b>27</b>	<b>\$3,506.70</b>					
<b>Total Amount:</b>			<b>532</b>	<b>\$124,150.00</b>					

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

I: Intellectual Development (closely linked with curriculum)

V: Values Education

P: Physical and Aesthetic Development

S: Community Service

C: Career-related Experiences

**姊妹學校交流報告書**  
**2021 - 2022 學年**

學校名稱：	基督教香港信義會元朗信義中學		
學校類別：	<del>*小學</del> / *中學 / <del>*特殊學校</del> (*請刪去不適用者)	負責老師：	呂君豪主任

本學年已與以下內地姊妹學校進行交流活動：

1.	浙江省平湖市東湖中學
2.	華南師範大學附屬外語學校
3.	
4.	
5.	

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/視像會議	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 type="checkbox"/>	其他(請註明):	B5	<input type="checkbox"/>	擴闊視野
			B6	<input 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 type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
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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 checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" 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 checked="" 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 checked="" 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 checked="" 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
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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 checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input checked="" 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 checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input type="checkbox"/>	建立友誼
G5	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input type="checkbox"/>	文化體藝交流	H6	<input checked="" 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 checked="" 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 checked="" type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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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	☑	描述	編號	☑	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
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監察/評估方法如下:

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

全年財政報告:

編號	☑	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	\$
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	\$
N3	<input 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%)	\$
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	\$313,162.00
N5	<input type="checkbox"/>	交流物資費用	\$
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%)	\$
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%)	\$
N8	<input type="checkbox"/>	其他(請註明):	\$
N9	<input checked="" type="checkbox"/>	學年總開支	\$313,162.00
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] 由於疫情下只能透過視像形式與內地姊妹學校師生進行對談，本校期望日後通關能安排師生到訪，加強兩校互動。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 [如適用，請註明] 本校邀請內地姊妹學校學生一同參與國內實時考察，累積兩校在活動上的共同回憶。相關模式可考慮於來年繼續進行。
O3	<input type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明]
O4	<input type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明]
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
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	45 人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	_____人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	_____人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	5 人次
P5	<input type="checkbox"/>	本校學校管理人員參與交流的總人次	_____人次

備註：
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