



Shau Kei Wan Government Secondary School School Report 2021/22

Address : 42 Chai Wan Road, Hong Kong
Tel/ Fax no. : 2560 3544 / 2568 9708
Website : www.sgss.edu.hk
E-mail : skwgss@edb.gov.hk

Our Vision

We provide students with opportunities to strive for excellence in all aspects of life.

Our Mission

We strive to provide our students with a positive learning environment; with a moral, intellectual, physical, social and aesthetic education; to develop their potential; to prepare them for further education and encourage them to follow our school motto ‘VINCIT VERITAS’ in the pursuit of truth, so that they become independent, confident, responsible and contributing citizens.



Table of Contents

		Page
1	Our School	
1.1	Type of School	1
1.2	Historical Background	1
1.3	School Facilities	1
1.4	School Management	1
2	Our Students	
2.1	Class Organisation	2
2.2	Students' Attendance	2
2.3	Prospects of S6 Graduates	3
2.4	Early Exit Students	3
3	Our Teachers	
3.1	Teachers' Qualifications	4
3.2	Teachers' Experience	4
3.3	Teachers' Professional Development	4
4	Our Learning and Teaching	
4.1	School Curriculum 2020/2021	5
4.2	Lesson Time for the Different Key Learning Areas (KLAs) in S1-S3	6
4.3	Medium of Instruction	6
5	Achievements and Reflection on Major Concerns	
5.1	Major Concern 1	7 - 12
5.2	Major Concern 2	13 - 21
6	Performance of Students	
6.1	Results of HKDSE 2021	22
6.2	Inter-school Activities and Awards	23 – 33
6.3	Students' Achievements in Extra-curricular Activities	34 - 36
6.4	Students' Physical Development	37
7	Support for Student Development	
7.1	Life Planning Team	38 - 39
7.2	Discipline Team	40 - 41
7.3	Guidance Team	42 - 43
7.4	Moral and Civic Education Team	44
7.5	National Security Education	45 - 46
7.6	Other Learning Experiences Team	47
7.7	Special Educational Needs Team	48 - 50
8	Financial Summary (as at 31 August 2022)	51
9	Feedback on Future Planning	
9.1	Major Concern 1	52
9.2	Major Concern 2	53

1 Our School

1.1 Type of School

Shau Kei Wan Government Secondary School is a co-educational grammar school operated by the Hong Kong Special Administrative Region Government.

1.2 Historical Background

Shau Kei Wan Government Secondary School was founded in 1961. As the school was still under construction, it operated in the shared premises of Clementi Middle School at Fortress Hill Road. It moved to its present premises at 42 Chai Wan Road, Hong Kong in the autumn of 1964 and was officially opened on 19 November 1964.

1.3 School Facilities

The school has a total of 31 classrooms, plus a Computer-Assisted Learning Room, a Multimedia Learning Centre, an English Language Room, a Liberal Studies Room, 2 e-Learning Rooms, 4 laboratories (for Physics, Chemistry, Biology and Science) and 5 special rooms (for Visual Arts, Music, Design and Technology, Home Economics and Geography). The school also has a Library, a School Hall, 2 Staffrooms, a Staff Common Room, a General Office, a Conference Room, a sick room, a printing room, a Student Activity Centre, a Life Planning Room, 2 Social Worker's Rooms, a Multi-function Room, a Guidance Room and a Music Activity Room. In addition, there are a garden, a covered playground, a courtyard, 2 basketball courts, 3 volleyball courts and a mini-football pitch.

1.4 School Management

School-based management was implemented in the 90's.

Composition of the School Management Committee

Category Year	Sponsoring Body (EDB)	Principal	Parent(s)	Teacher(s)	Alumni	Independent Member(s)
19/20	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
20/21	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)
21/22	1 (10%)	1 (10%)	2 (20%)	2 (20%)	2 (20%)	2 (20%)

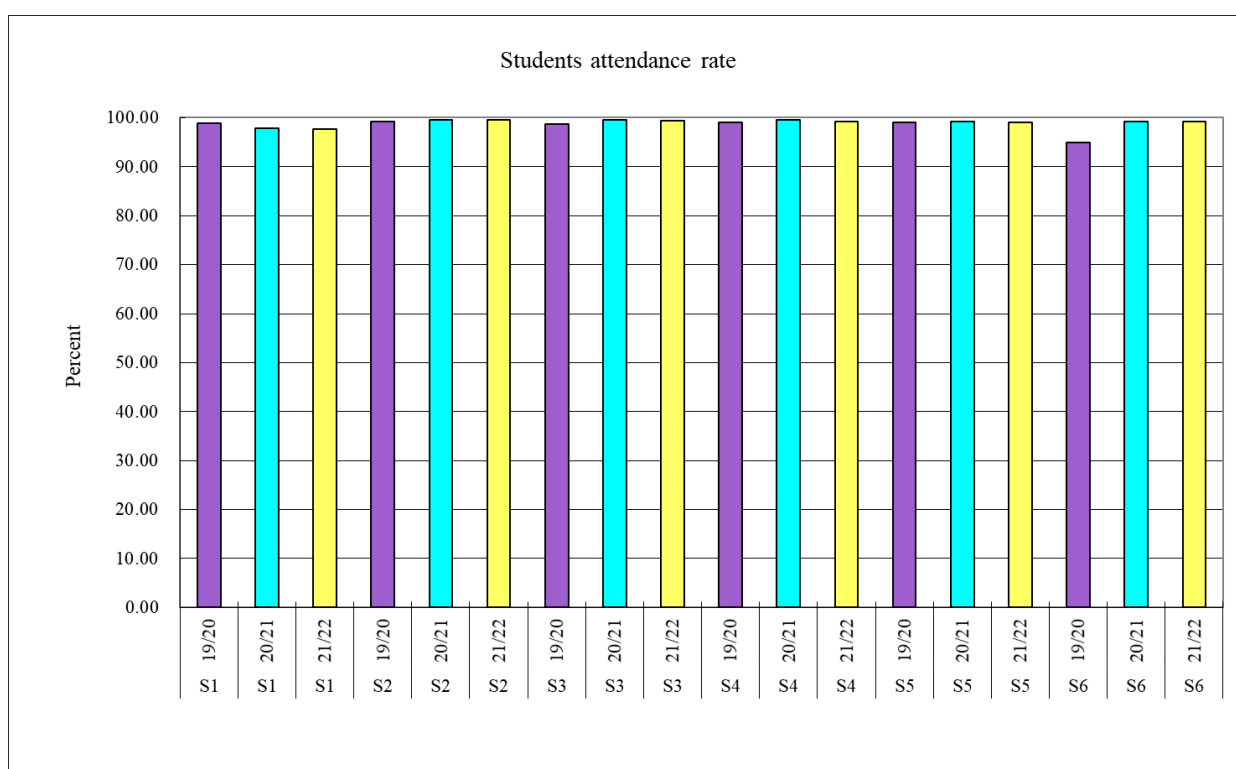
Committee members of 2021/22 were Ms Chan Yin-ping, Cindy (up to 11.1.2022), Ms Law Kit-ling, Grace (from 12.1.2022) (Chairperson), Ms Yan Kin-foon, Alice (Principal), Ms Leung Yui-na and Ms Hong Teyn-fon (Parent Members), Mr Chow Wing Sum and Ms Cheung Pui-ling (Alumni Members), Dr Hue Ming-tak and Mr Lai Kai-wing (Independent Members), and Ms Ho Yuet-wah, Eva and Mr Tsui Chung Pong (Teacher Members).

2 Our Students

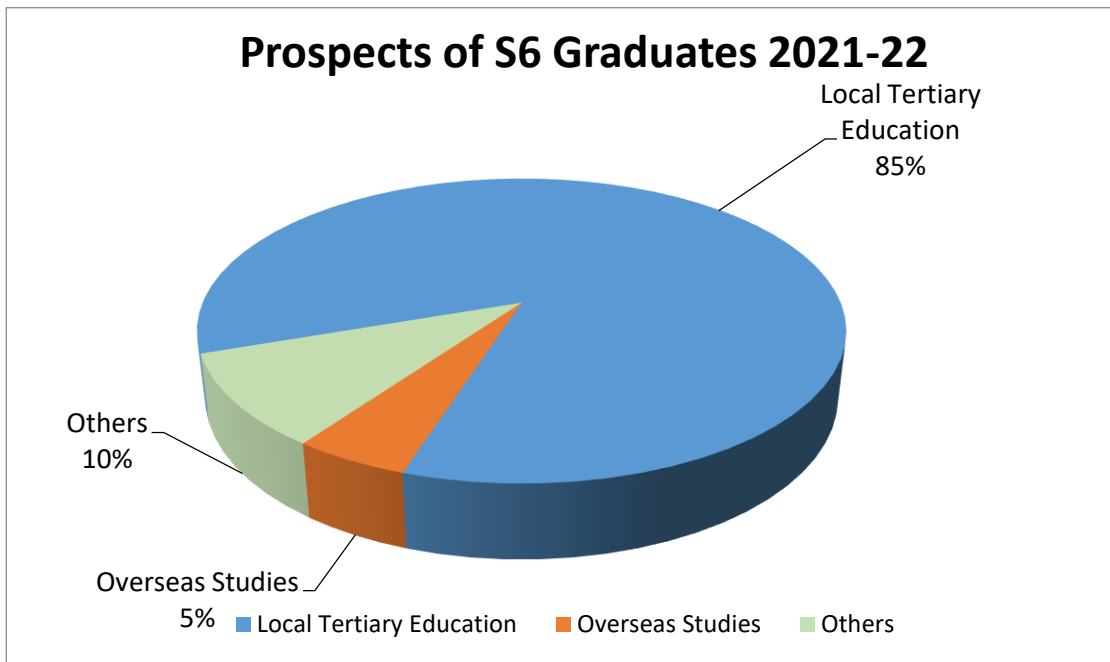
2.1 Class Organisation

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Boys	92	71	86	80	82	67	478
Girls	49	54	47	49	46	56	301
Total Enrolment (as at 30 Sept 2021)	141	125	133	129	128	123	779

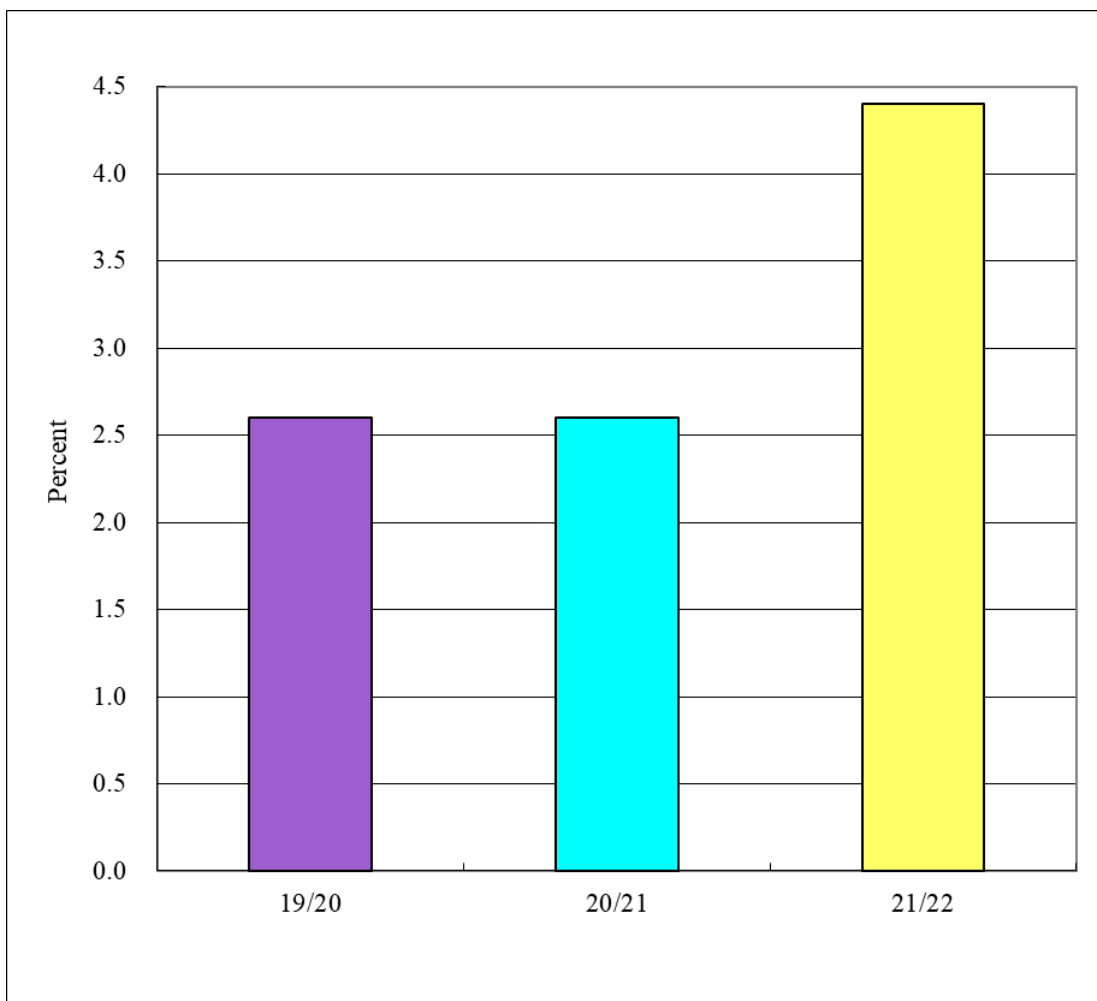
2.2 Students' Attendance



2.3 Prospects of S6 Graduates



2.4 Early Exit Students



3 Our Teachers

3.1 Teachers' Qualifications

There were 85 staff members in our school: the Principal, 3 Assistant Principals, 48 teachers, 1 Teacher Librarian, 2 School Social Workers, 5 Teaching Assistants, 1 Clerical Officer, 1 School Administrative Executive, 4 Clerical Assistants, 3 General Clerks, 3 Laboratory Technicians, 1 Information Technology Resources Officer, 1 Information Technology Resources Assistant, 1 Skilled Worker, 2 Semi-skilled Workers, 7 Workmen II and 1 General Worker.

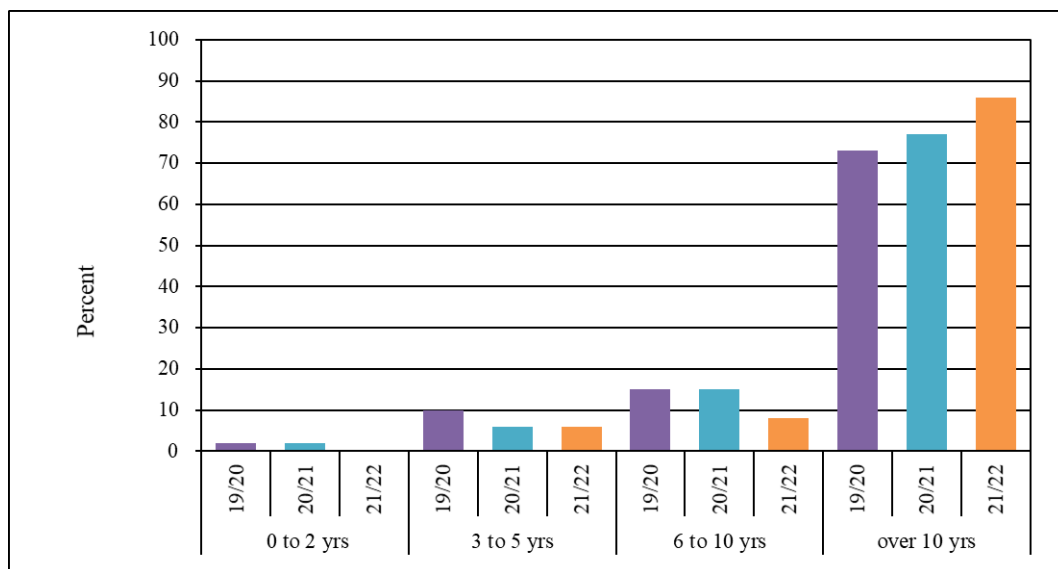
Highest Academic Qualifications attained by teachers:

- Master's degree or above: 46%
- Bachelor's degree: 55%

Professionally-trained teachers: 100%

English Teachers and Putonghua Teachers with LPR: 100%

3.2 Teachers' Experience



3.3 Teachers' Professional Development

In the year 2021/22, teachers (including the Assistant Principals) undertook a total of 1420.5 hours of training in the five CPD Domains for Teachers.

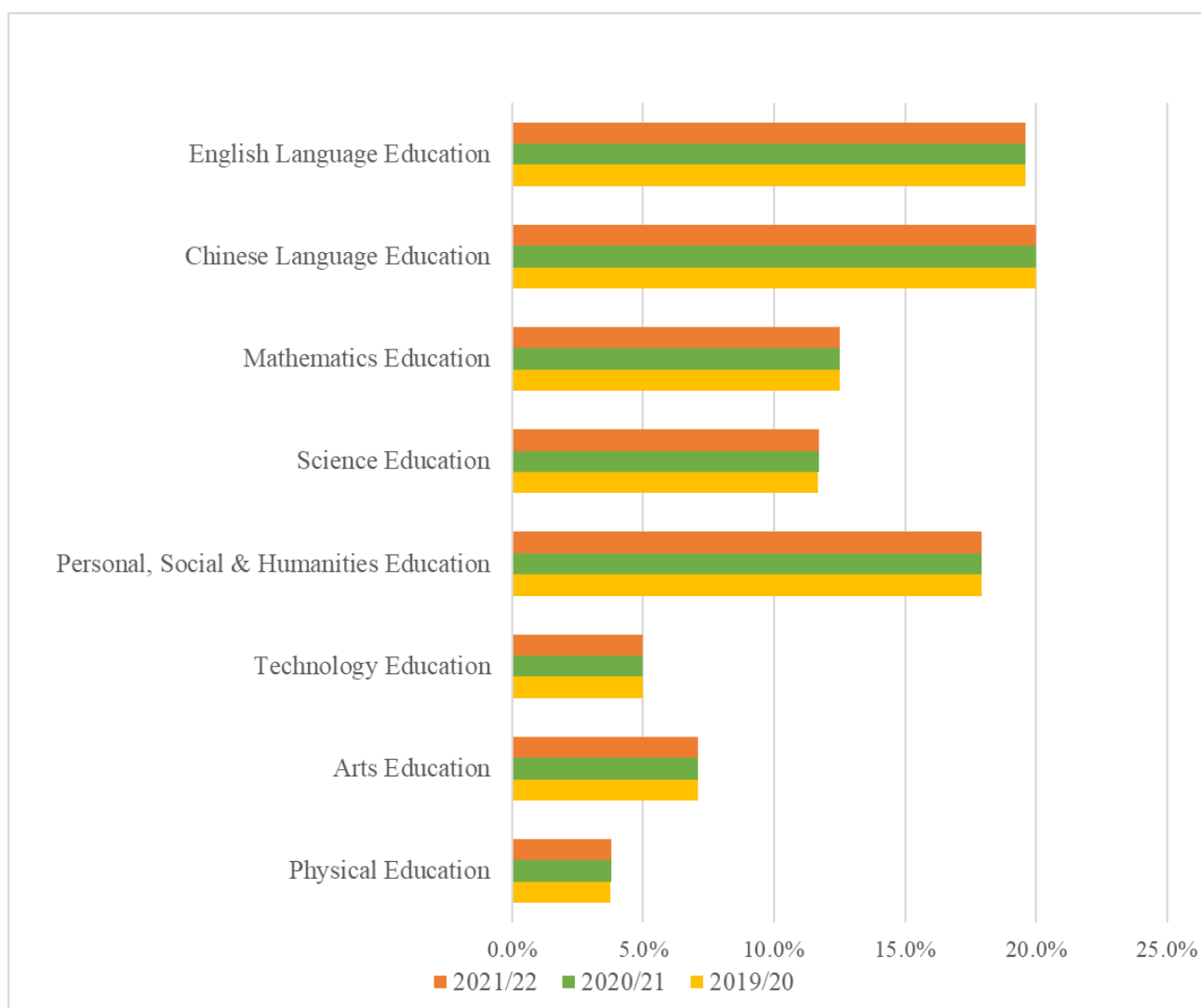
Domains	No. of Hours
Teaching & Learning	1026
Student Development	81.5
School Development	149.5
Professional Relationships and Services	16
Personal Growth and Development	147.5
Total:	1420.5

4 Our Learning and Teaching

4.1 School Curriculum 2021/22

KLA	Subject	S1	S2	S3	S4	S5	S6
Chinese Language Education	Chinese Language	*	*	*	*	*	*
	Chinese Literature				*		
	Putonghua	*	*				
English Language Education	English Language	*	*	*	*	*	*
Mathematics Education	Mathematics	*	*	*	*	*	*
	Mathematics Extended Module 2				*	*	*
Personal, Social and Humanities Education	Life and Society	*	*	*			
	Citizenship and Social Development				*		
	Liberal Studies					*	*
	Economics				*	*	*
	Geography	*	*	*	*	*	*
	History	*	*	*	*	*	*
Science Education	Science	*	*	*			
	Biology				*	*	*
	Chemistry				*	*	*
	Physics				*	*	*
Technology Education	Computer Literacy	*	*	*			
	Design and Technology	*	*	*			
	Home Economics	*	*	*			
	Business, Accounting and Financial Studies				*	*	*
	Information and Communication Technology				*	*	*
Arts Education	Visual Arts	*	*	*	*	*	*
	Music	*	*	*	*	*	*
Physical Education	Physical Education	*	*	*	*	*	*
Others	Applied Learning					*	*
Other Learning Experiences: Moral and Civic Education, Community Service, Aesthetic Development, Career-related Experiences, Physical Development							

4.2 Lesson Time for the Different Key Learning Areas (KLAs) in S1-S3



4.3 Medium of Instruction

Our school uses English as the medium of instruction in all subjects except for Chinese Language, Chinese History, Putonghua, Life & Society, Citizenship & Social Development and Liberal Studies.

5 Achievements and Reflection on Major Concerns

5.1 Major Concern 1: To raise students' learning capability in pursuit of academic excellence

Focus Area A: To enhance self-directed learning with the use of IT to meet the challenges under the “New Normal”

Targets & Strategies	Achievements and Effectiveness
<p>1. To foster self-directed learning with the wider adoption of e-learning platforms and the incorporation of IT elements in learning and teaching</p> <ul style="list-style-type: none"> • To incorporate IT elements to enhance self-directed learning. For example, videos, online materials and/or VR will be used to help students to construct knowledge. • To facilitate systematic management of learning and teaching resources through e-learning platform. • To promote the ethical use of IT through the subject curricula and life-wide learning activities. 	<ul style="list-style-type: none"> • All subject departments used IT resources to enhance students' self-directed learning. These resources included online/web materials, video clips, simulation programs, online interactive learning activities, flipped classroom and materials from social media like <i>IG</i> and <i>YouTube</i> etc. ➤ Most teachers reflected that the learning motivation of students was enhanced with the use of IT resources. Interactive learning was promoted. Students took more initiative to ask questions in class and the learning diversity of students was better catered. ➤ Incorporating IT elements in learning enhanced the teaching and learning effectiveness. Students were actively engaged in class and their learning interest was enhanced. Teachers in Mathematics, Science, Physics, Economics and Geography reflected that students showed good academic improvement in their subjects. • All subject departments used <i>Google Suite</i> as an e-learning platform for managing various teaching and learning materials, giving assignments and conducting online quizzes regularly. Other e-learning apps and tools like <i>Zoom</i>, <i>Quizizz</i>, <i>Padlet</i>, <i>Keynote</i>, <i>Nearpod</i>, <i>Kahoot</i>, <i>Discord</i>, <i>YouTube</i>, <i>Socrative</i> and <i>Sketchpad</i> etc. were used by teachers to help students learn more effectively. ➤ e-Learning platforms have been widely adopted in the daily routine of teaching and learning. Teachers agreed that <i>Google Classroom</i> is an effective communication tool for sharing information and asking questions. Students could get feedback online promptly from teachers and made improvements. ➤ Students got used to access the online learning materials to study at their own pace and submit various assignments using <i>Google Classroom</i>. With the use of other e-learning tools such as <i>Google Form</i> and <i>Quizizz</i>, students were able to assess their performance on their own after completing their work. e-Learning not only facilitated students' self-directed learning but also enhanced their skills of self-management and time management. Students completed most of the required tasks successfully in general. • A short video 「甚麼是新媒體素養？」 prepared by the Major Concern 1 Team was shown in the morning assembly in October to disseminate the message of ethical use of IT among students. ➤ Students' awareness on the proper use of social media and

Targets & Strategies	Achievements and Effectiveness
	<p>online resources including sharing of information, creating information and distinguishing the authenticity of information was enhanced.</p> <ul style="list-style-type: none"> ➤ In the <i>Stakeholders' Survey</i>, 58.1% students agreed that they were able to apply learning strategies, such as doing pre-lesson preparation, as well as using concept maps, tool books and online resources, etc. for learning, increased by 8% compared with last year. • Media literacy was incorporated in senior secondary curricula in both CSD and Liberal Studies as part of the school's value education to develop students' critical thinking and media literacy, helping them to identify false/biased information and be responsible media users as well as media creators. Students were taught to observe the rules and ethics of using IT closely while creating and disseminating information on media. In addition, an open lesson in S4 was conducted by the department and EDB School Service Support Section to help students develop media literacy through effective use of questioning skills. ➤ Teachers reflected that students showed keen participation in lessons. Students were motivated to learn with more learning initiatives provided, say more pre-lesson input such as flipped learning to motivate students to be aware of the issue. Task-based learning was used in the curriculum planning to resolve the reduced attention span of students and lack of group dynamics. • The ethical use of IT was integrated in the Computer Literacy and ICT curricula. In junior form, the <i>10 Commandments</i> created by <i>Computer Ethics Institute</i> were introduced to students and the topics on intellectual property right were illustrated. In senior forms, in-depth discussion on network security, data security, proper use of information and examining the accuracy of information was conducted in class. ➤ Students developed information literacy through the formal curriculum. In general, their performance in class was satisfactory. • According to the Learning Competency of students in <i>APASO Survey</i>, an improvement was shown in junior forms but no significant change in the scores in senior forms compared with the last year. Regarding the capability of using high order thinking skills like problem solving, critical thinking and creativity, the points increased ranging from 0.07 and 0.11 in junior levels. Both were 0.14 – 0.38 point higher than the territory norm. • Overall, the current measures to foster self-directed learning with the use of IT to meet the challenges under the “New Normal” have been evaluated as effective under the PIE model. The above-mentioned measures would continue as the regular practice of the school.

Targets & Strategies	Achievements and Effectiveness
<p>2. To strengthen the language ability of students through reading</p> <ul style="list-style-type: none"> To promote online reading for developing students' habit of reading. 	<ul style="list-style-type: none"> Nearly 50 online reading articles of various subjects were contributed by teachers to encourage students to read in leisure. Students can access the reading tasks in the Google Classroom anytime they want. Extensive Reading Schemes, including reading e-books, were implemented by the English and Chinese Departments to cultivate students' reading habit. Articles from 「中國文化研究院篇篇流螢網上閱讀計劃」 were also adopted to promote online reading. Our school joined the eRead Scheme of the HKEdCity and subscribed totally 200 English and Chinese e-books. The e-books were added to the booklists of the existing reading schemes of both language subjects and students were encouraged to read online. Different types of questions were set by teachers to check students' understanding after reading. Other reading tasks included ERS worksheets, book reports and oral presentation. ➤ Teachers reflected that students duly completed the reading tasks. The online reading materials gave students a lot of insights and enriched their knowledge of different areas. Reading skills, summarizing skills and analytical skills of students were also enhanced. ➤ Online reading articles prepared by teachers covered with a wide range of interests were uploaded by teachers for leisure reading. Teachers reflected that students appreciated the articles and showed enthusiasm in choosing the topics of their interests for reading during long holidays. Positive feedback and comments were received from both teachers and students. ➤ According to the Reading Habit Survey conducted by the Reading to Learn Team, 12% and 36 % of the respondents spent 4-6 hours and 1-3 hours respectively on reading English books, newspapers and electronic information per week. 17% and 35% of the respondents spent 4-6 hours and 1-3 hours respectively on reading Chinese books, newspaper and electronic information per week, a slight increase in percentages compared with the last year. ➤ In the <i>Stakeholders' Survey</i>, 51.5% of students responded that they always read extra-curricular reading materials, increased by 6.7% compared with last year. Teachers and students were optimistic about developing students' reading habit through online reading. The school looks forward to organising a variety of reading activities to further enhance students' reading interest next year.
<p>3. To foster students' innovative capability by developing their scientific, technological and mathematical skills</p> <ul style="list-style-type: none"> To increase junior students' 	<ul style="list-style-type: none"> More than 12 STEM activities were organized by subject departments for students across the levels in the school year. The Physics Department, Chemistry Department and Biology Department jointly conducted the <i>S3 Science Project Programme</i> and organized various competitions

Targets & Strategies	Achievements and Effectiveness
<p>STEM ability through the inter-school AI project and cross-subject activities.</p> <ul style="list-style-type: none"> • To broaden students' horizons and develop their career aspiration through collaboration with various tertiary education providers, businesses and industries. 	<p>or online science talks including <i>Biology Literacy Award Competition (Online)</i>, <i>GreenMech Contest</i> and 「天文基礎入門」 for their respective students. The Science Department organized 「滙豐未來技能培訓計劃-專業工程師行業分享及工作坊」, 「鑑證科學工作坊」, 「鑑證科學訓練課程」 and 「人工智能講座」. It also collaborated with Mathematics Department to organize 「<i>STEM is FUN</i> 中一數學 <i>STEM</i> 創意班」 for S1 and S2 students. The D & T Department selected S4 students to take part in <i>Distance Measurement Competition</i>. The Computer Department offered <i>Drones Training Course</i> for S2 and S4 students. The aforesaid activities provided diverse learning opportunities to enhance students' self-directed learning and STEM competences.</p> <ul style="list-style-type: none"> ➤ Students showed great interest and enjoyment in the STEM activities. They reflected that they got hand-on experiences and learned a lot from various workshops and seminars. Moreover, students got insights in STEM-related professions like engineering, forensic science and AI, which they found useful for career planning in the respective fields. Most of the activities (95%) received positive feedback from students. ➤ All the above activities were observed to have broadened students' horizons and enriched their learning experience. Students enhanced their self-directed learning abilities and various generic skills namely skills of interpretation, collaboration, communication, presentation, self-management, problem solving and creativity. They performed very well and obtained good results in competitions. In the <i>Biology Literacy Award Competition 2021-22</i>, one S6 student won the <i>Second-Class Honours Award</i> and four S6 students got the <i>Merit Awards</i> for their excellent performance. ➤ Comparing with 2020/21, the total number of STEM-related activities held this year decreased as some activities were cancelled over the COVID-19 pandemic. In the next school year, more activities would be arranged to develop students' innovative capability. • The Computer Department joined the <i>Government School AI Learning Circle</i> which was formed by 11 government schools to enhance teachers' knowledge and skills in AI to conduct more effective IT lessons. In the programme, our S1 students learnt the basic knowledge of AI in 3 double lessons and completed their year-end projects by making a teachable machine on their own. An Open Lesson of S1B Computer Literacy on <i>AI technology - Google Teachable Machine</i> was conducted. Four S1 students were selected to join the <i>Government Secondary Schools Learning Circles: AI Innovation Contest</i> and <i>Students Hackathon</i> and two <i>Merit prizes</i> were awarded. ➤ Teachers observed that students displayed motivation and active involvement in the activities involving more

Targets & Strategies	Achievements and Effectiveness
	<p>abstract and advanced computer knowledge. Positive feedback and comments were received from both teachers and students.</p> <ul style="list-style-type: none"> When evaluating the strategies to foster students' innovative capability, the school notice the importance of nurturing students' Values Education and National Security Education (NSE). It has been unanimously agreed to slightly amend the strategy and add value education and NSE in the Annual School Plan 2022/23.

Focus Area B: To raise the capability of teachers in e-learning

Targets & Strategies	Achievements and Effectiveness
<p>1. To further enhance teachers' IT capability through training, sharing and application</p> <ul style="list-style-type: none"> To enhance teachers' IT capability through attending training courses and participating in sharing sessions. 	<ul style="list-style-type: none"> All teachers attended the sharing session on 「如何使用電子學習工具促進教學互動」 by the Curriculum Development Institute in the 1st Staff Development Day of the school. Moreover, 23 teachers from 10 subject departments attended IT / e-learning related training courses to enhance their IT capability. Teachers reflected that they acquired new IT skills and enriched their ideas of teaching with IT in the workshop. They were able to explore different programs and e-learning platforms to assist in teaching and learning. Moreover, teachers mastered the effective use of IT to refine pedagogies in line with the curriculum development. All subject departments agreed that different IT training helped panel members enhance teaching effectiveness in the classroom. Most teachers showed preference to attend IT related training courses in the future.

Remarks:

- According to the feedback from all subject departments and students, most of them supported the measures to enhance their learning motivation and effectiveness through the use of IT elements in learning and teaching. The extensive use of Learning Management System (LMS) such as Google Suite in a daily routine practice further promoted the self-directed learning and effective interaction between teachers and students. The ethical use of IT was successfully integrated in the formal curricula of Computer Literacy (junior forms) and ICT, CSD and Liberal Studies (senior forms).
- The effective use of IT became significant in delivering knowledge and skills to students especially when the policy of half-day school and special summer vacation was implemented under the influence of COVID-19 pandemic and a lot of activities and tutorial lessons were changed to the online Zoom mode. It is also vital for the school to continue to improve the IT facilities and provide adequate support to enable teachers to conduct their online lessons more effectively.
- The tasks in the Annual School Plan of Major Concern 1 2021/22 were mostly accomplished with satisfactory results. Positive feedback and comments were given by both teachers and students. Teachers deserve great appreciation for their wholehearted contributions and dedication to the successful implementation of the Annual School Plan of Major Concern 1 2021/22.

Targets & Strategies	Achievements and Effectiveness
	<ul style="list-style-type: none"><li data-bbox="165 152 1453 259">• Facing the future challenges, it is important to reinforce students' reading motivation and reading habit so that they can equip themselves with more knowledge and skills to cope with new challenges.<li data-bbox="165 282 1453 427">• Measures to foster positive values and promote National Security Education (NSE) so as to foster their innovative capability will be adopted through regular lessons and a variety of activities. Furthermore, as IT is an effective tool for teaching and learning, the school will continue to provide training to teachers on IT and e-learning, especially on apps application.

5.2 Major Concern 2: To nurture students' positive values and attitudes for the development of the sense of citizenship and national

Focus Area A: To nurture students' positive emotion to facilitate the development of positive values

Strategies	Programmes / Activities	Achievements and Effectiveness
<p>1.1 To enhance students' sense of love, sense of empathy and respect for others.</p> <ul style="list-style-type: none"> - To organize training sessions on developing positive emotion through mindfulness and art therapy courses for S1-S5 students. - To provide training for teachers/parents on students' emotional regulation through workshops and sharing sessions. - To develop students' appreciation of Chinese cultures and their sense of belonging towards our country through exchange programmes, study tours, sister school programmes, museums and historical sites visits and talks from charitable organization, etc. 	<p>- <u>Developing positive emotion</u> Many activities were organized for developing students' positive emotion.</p> <p>Atmosphere building: We have disseminated the ideas of love, empathy and respect for others among students through a series of activities.</p> <ol style="list-style-type: none"> (1) Interclass display board competition for S1-S3 with the theme "Love, friendship and appreciation of others" (2) A talk on student development for S1-S6 by the WDC. (3) A sharing in a morning assembly on the topic of positive values. (4) Weekly journals 「筭官玩轉星期五」 were published during the special vacation (3/2022 – 5/2022) (5) A Life Education programme for S5 students - "Stories of Two Families (Shared by Relatives of Suicides)". (22 Oct 2021) 	<ol style="list-style-type: none"> (1) Students' sense of love and empathy was raised in the design process. Students learnt to accept the advice of classmates and respect for others. (2) Introduced the slogan of the year 「友愛互助，彼此欣賞，一同成長，共創回憶」。 Students' awareness of the theme was raised. (3) Introduced the nine core values (perseverance, respect for others, responsibilities, national identity, commitment, integrity, care for others, empathy and law-abidingness) to students. (4) Love and caring for others were promoted through the weekly journal. Student helpers were trained to prepare articles for the journal. Their sense of empathy, love and responsibilities were cultivated. (5) The professional explanations of the social workers from Samaritan Befrienders Hong Kong and the sharing by relatives of suicides raised students' awareness of their own and the others' emotional states. Their misunderstanding of emotional disorders was cleared. The message of treasuring lives was successfully conveyed to students. Over 87% of students expressed that they understood the values of life. About half of the students have written their feelings and their wishes to the relatives of the suicides. The sharing session successfully promoted positive values like empathy, care for others and perseverance to the students.

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p>Building of positive emotions: Provided opportunities for students to develop positive emotions.</p> <p>(1) Mindfulness Workshops for all S1 to S3 students. The workshops are aimed at helping students develop positive emotion, love and the virtue of gratitude.</p> <p>(2) Art Therapy for selected students and for S5</p>	<p>(1) A survey after the course revealed that about 90% of S1, S2 and S3 students who liked the activity. They were actively involved in the activity. Most of the students knew more about their emotions, better noticed others' feelings and felt more relaxed after the course.</p> <p>(2) A questionnaire survey was conducted after the completion of the course. The feedback from the students was very positive. 88.6% of students enjoyed participating in the workshops. The expected goals of the workshops were achieved. 86.5% of students expressed that the diverse arts activities helped them better understand their inner feelings. They also said that the course facilitated their development of love and gratitude towards others. 88.6% of students agreed that the course has enhanced their positive emotions, the spirit of class unity and sense of belonging to the school.</p>
	<p>Skills building:</p> <p>(1) Self-enhancement programme for S4: The program composed of four sub-programmes:</p> <ul style="list-style-type: none"> (a) Focus Group (Dec 2021) (b) Talk on "Are you stressful?" (Mar 2022) (c) Small group activities (May – July 2022) (d) Adventure day camp (Aug 2022) <p>The small group activities were designed for 36 selected students. The series of activities targeted at enhancing students' awareness of the causes of negative emotions and their stress management skills. It also targeted at improving their interpersonal relations and building supportive networks among their schoolmates. Students tried to share their caring for others through their self-initiated activities.</p>	<p>(1) Students' active participation in the programme was reflected in their high participation rate and very positive feedback. In the collected feedback, students expressed that the activities helped them understand their character, emotions and stress. They learnt to accept the uniqueness of themselves and their friends. They also learnt the skills of expressing their feelings as well as listening to the feelings of others. The targets of the programme were fulfilled.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p>- <u>Training for teachers/ parents</u></p> <p>A talk on mindfulness was organized for teachers on the First Staff Development Day. The theory of mindfulness training was introduced. For the promotion of positive emotions in students, the WDC team organized a series of briefings for teachers at Staff meeting, WDC meetings and special class teachers' meetings. The target, rationale and strategies were presented in detail.</p> <p>A talk on Child Development was organized for parents at the AGM of PTA.</p> <p>- <u>Appreciation of Chinese culture</u></p> <p>Talk about 'Chinese Traditional Music Culture' Instrumental Ensemble and Guangdong Yinyue Appreciation</p>	<p>Teachers obtained knowledge and understood the purposes of mindfulness training.</p> <p>Teachers well understood the purposes and strategies of the activities.</p> <p>The survey supported that it successfully promoted the students' understanding and appreciation of traditional Chinese music.</p>

Remarks:

Much emphasis was put on the development of students' positive emotion. This year, we organized many activities to this end.

The values of love, empathy and respect for others were successfully and progressively disseminated to students through talks and sharing in morning assemblies. During the suspension of face-to-face lessons, special bulletins and sunshine calls made by class teachers continuously conveyed love and care to students. The Life Education talk also helped students build the values of love and empathy. A survey on the values acquired by students was conducted in June. For junior levels, over 60% of students expressed that they had got better understanding of the values of "Care for others" and "Respect for others". They were also more willing to care for others. Over 50% of students also said that their level of empathy was raised. In the APASO survey, the scores for the subscale "Respect for others" were higher than the territory norm in nearly all levels. This quality was also ranked second among all the core values that were acquired by students in all levels.

To enhance students' capability in building positive emotion, we organized three whole-year activities for students.

All S1-S3 students joined four mindfulness workshops which helped them develop positive emotion of love and gratitude. 90% of students gave positive responses to the activity. The APASO survey also showed that the scores of our junior level students in the subscales "Care for others", "Share" and "Social Skills" were increased and were higher than the territory norm.

Based on a theme-based survey in September, we identified the needs of our S4 students and designed a self-enhancement programme for 36 selected S4 students. The feedback of the participants was positive. In the qualitative survey, students expressed that the programme helped them understand their characters, emotion and stress. They learnt the skills in expressing their own feelings and their concerns for others. The acquired social skills were useful for students in developing positive emotion sustainably.

Art Therapy sessions were arranged for all S5 students. The feedback to the course was also positive. More than 86% of students expressed that the course was useful in enhancing their positive emotion. The APASO survey reflected that their scores were raised in nearly all the scales, especially in the scales "Attitudes to School" and "Stress Management".

Strategies	Programmes / Activities	Achievements and Effectiveness
<p>1.2 To enhance students' virtue of gratitude.</p> <ul style="list-style-type: none"> - To promote the culture of appreciation and recognition to the others and circumstances. - To promote the expression of gratitude to parents, teachers and school. 	<p>Many activities were organized for developing students' gratitude towards others.</p> <p>Atmosphere building:</p> <ol style="list-style-type: none"> (1) "Be grateful and cherish cheer up activity" by the Guidance Team. The activity was held on the resumption of face-to-face lessons (3/5/2022 – 13/5/2022). (2) A sharing in the morning assembly on Mid-Autumn Festival. In the sharing, students were encouraged to show their love and gratitude towards their family members during the festival. <p>Values building:</p> <ol style="list-style-type: none"> (1) Class management strategies were introduced in S1-S2 with the aims to build up an atmosphere of "Love" and "Gratitude", encourage students' expression of positive feelings and boost up the spirit of mutual assistance, harmony and unity. <ol style="list-style-type: none"> (a) Class rules setting (b) Goal setting (c) GPS: Gratitude Positioning Showcase: Students posted stickers on the board in the classroom to express their gratitude to classmates. (d) Board Display Competition: Students have to design a board with the theme of "Love and Gratitude" (e) Monthly Journal: Students reviewed their relationship with parents and expressed their gratitude towards their parents. (f) My Vacation Diary (2) Cookie workshop (S5 selected students). Students made cookies and wrapped them with a thank you card. (3) Card Design Competition: To design greeting cards to show support and blessing towards our medics during the pandemic. 	<p>(1)-(2) The activities promoted a culture of appreciation for the others. Chinese traditional virtue of reunion, love and gratitude were also promoted.</p> <p>(1) A survey of the S1 and S2 class teachers revealed that all class teachers understood the theme and implementation of the class management strategies. They agreed that the strategies set out by the school were clear and easy to follow. After the implementation, more than 80% of them agreed that strategies were effective in promoting values education. About 60% of the class teachers agreed that their students successfully carried out their plans to reach their goals. More than 67% of class teachers observed that students have practiced "love" and "gratitude" towards others. About 60% of class teachers agreed that the "My Vacation Diary" activity made the holiday more meaningful.</p> <p>(2)-(3) The activities provided opportunities for students to enhance their awareness to thank whom helped and took care of them. They could also express their gratitude to the others in the community.</p>

Remarks:

The virtue of gratitude was disseminated to students in different occasions throughout the year. The targets for students to express their gratitude included their classmates, family members, teachers, janitors as well as the medics. The same theme was also actively promoted through the class management activities in S1 and S2. Two-third of the class teachers observed that students practised "love" and "gratitude" towards others. In the survey conducted in June, 75% to 90% of students in all levels agreed that the class period activities had raised their sense of love and gratitude. Due to the COVID-19 epidemic, it affected the implementation of some of the class management strategies. The opportunities for students to improve the class-unity, love and empathy could be further enhanced in the next school year.

Focus Area B: Cultivating students' positive values and attitude so that they become citizens who are responsible, appreciative of Chinese culture and committed to society and our country

Strategies	Programmes / Activities	Achievements and Effectiveness
<p>2.1 To enhance students' perseverance, sense of responsibilities and commitment through regular training and a series of learning activities.</p> <p>- Develop the sense of responsibilities and commitment by assigning class-based / ECA teams responsible posts for students and leadership training.</p>	<p>Atmosphere building: Workshop on the life of Stephen Hawking (6 May 2022).</p> <p>Values building:</p> <p>(1) Goal setting for S1-S3 Students were taught how to set their own goals and how to evaluate in future.</p> <p>(2) My Vacation Diary To raise the students' awareness of their daily routine and their concerns about spending the holidays in a meaningful way, S1 and S2 students were instructed to write a diary during the special vacation. Students have to record their 'focus' on each day. Class teachers reviewed their diaries continuously and gave them instant feedback and assistance when necessary.</p> <p>(3) Organized training programmes / assigned responsible posts for students:</p> <p>(a) Organic Ambassador Training Scheme (S4 - S5 11 students)</p> <p>(b) Student Environmental Protection Ambassador Scheme (S3 – S5 25 students)</p> <p>(c) Leadership Institute on Narcotics (S4 4 students)</p> <p>(d) Student Mentor Training (S4 – S5 students)</p> <p>(e) iTeen leadership Scheme by ICAC (S4 4 students)</p> <p>(f) “Teen 與千尋 2021” Youth Services Leadership Training Programme (S4 2 Students)</p> <p>(g) OLE Leadership Training Program (S3 – S5 55 students)</p> <p>(h) Prefect training camp (S4-S5 students)</p> <p>(i) “Little Angels” Scheme for selected S1-S6 students.</p> <p>(4) Life planning activities were arranged for S1 – S6 students throughout the year.</p>	<p>The workshop promoted the value of perseverance by studying some signature quotations from Stephen Hawking.</p> <p>(1) The sense of responsibility and commitment of students were aroused.</p> <p>(2) We succeeded in alerting the students about the importance of a meaningful vacation. Class teachers could know more about their students and show their concern and care for them timely.</p> <p>(3) The programmes broadened the horizons of students. Communication and leadership skills were taught to equip the students. Students' core values like sense of love, empathy, respect for others, responsibility, commitment, perseverance, integrity, law abidingness and civic-mindedness were enhanced through the training / by taking up responsible posts.</p> <p>(4) Programmes for different levels were designed to achieve different goals. For junior levels, life planning helped students build up their self-confidence and positive values. They were trained to identify their interest, abilities and values so that they could formulate</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
		<p>their plans and career aspirations. In S3, they were guided to connect their career aptitudes with subject selection. For senior levels, the programmes helped them develop positive concepts, attitudes and values about career and work such as responsibility, commitment and integrity. They were taught to review their achievements, qualities, aptitudes, abilities and personal/career aspirations for planning their goals/aspirations for study/career development. For S6 students, they have been introduced to different university programmes and multiple pathways after graduation.</p>
<p>Remarks:</p> <p>Core values of perseverance, responsibility and commitment were cultivated through ECA activities and leadership training programmes. Activities were organized by different teams to provide opportunities for students to develop these qualities. In the survey for S4 and S5 students who were the most active in ECA, 61% to 71% of them expressed that they learnt more about “responsibility” this year. The score for S5 students in the scale “Goals of Life” was higher than the territory norm and the same cohort of students of last year.</p> <p>Life planning activities were arranged for all levels. Students were guided to identify their interests, abilities and values. They were taught to set targets according to their aspirations. In the APASO survey, the scores of all levels in the subscale “Goal setting” were higher than the territory norm. In most levels, the scores were higher than those of last year. The results reflected that our students’ senses of responsibility and perseverance were high. They could set targets and tried to fulfil them on their own. Again, the suspension of face-to-face lessons and half-day school affected the organization of activities for students and limited the achievements of our target. Training for leaders could be strengthened in the coming school year.</p>		

Strategies	Programmes / Activities	Achievements and Effectiveness
<p>2.2 To strengthen students' law abidingness, civic-mindedness, national identity through the formal curriculum and a series of activities.</p> <ul style="list-style-type: none"> - To integrate Basic Law Education and National Security Education into the curriculum and various activities to promote the principle of law abidingness and civic-mindedness. - To raise students' understanding of the national and economic development of Hong Kong Greater Bay Area and country. - To promote students' understanding and appreciation of Chinese culture. - To enhance students' media literacy through formal and informal curriculum. 	<p>To integrate Basic Law Education and National Security Education into the curriculum and various activities to promote the principle of law abidingness and civic-mindedness.</p> <p>Values Building:</p> <ol style="list-style-type: none"> (1) Incorporation of National Security Education in all curricula and various activities. (2) Concepts like "Rule of Law" and "Law abidingness" were incorporated into the curricula of CSD and Liberal Studies. Civic-mindedness and national identity were fostered through the curricula implementation. (3) The Liberal Studies Department collaborated with the Department of Justice as part of the community engagement program and scheduled a workshop on National Security Law in HK. (4) A series of project learning activities such as visits to Courts and attending trials to learn more on the judicial process in HK. As part of the Project-Learning, "Basic Law in our Everyday Life" was incorporated into the S.1 L&S curriculum, in which students were to look into the Articles of the Basic Law, relate them to their everyday life and report their findings to teachers during lessons. (5) Flag raising ceremony was held on every week, on special dates and school functions. A Joint-school national flag raising ceremony was organized with Shau Kei Wan East Government Secondary School in October. <p>To raise students' understanding of the national and economic development of Hong Kong Greater Bay Area and the country.</p>	<ol style="list-style-type: none"> (1) All subject departments have incorporated NSE in related topics. Students were given sufficient opportunities to acquire knowledge in different areas of national security. Teachers upheld the principle of only adopting rational and balanced viewpoints in selecting teaching materials and conducting discussions. (2)-(4) Students' awareness on Law abidingness were enhanced, and a more thorough understanding of the Basic Law articles as well as Laws being practiced in HK were observed among students. They were also able to learn how Laws are in practice apart from learning "law in book" in lessons. The project also consolidated students' understanding on the constitutional status of Basic Law in HK. Students' sense of law abidingness and civic responsibilities were successfully cultivated through the curriculum and related MCE activities. (5) Flag-raising ceremony raised students' sense of belongings in the school and community, and the national identity through observing the constitutional relation between Hong Kong and China, our motherland. It enhanced students' awareness of law abidingness through observing National Flag and National Emblem Ordinance and cultivated the values of respect for others and responsibility.

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p>Skills building:</p> <p>(1) Talk on Prospects of Greater Bay Area and Opportunities to Hong Kong (S3 – S5) (September 2021)</p> <p>(2) Talk on Industrialization 4.0 by Our Hong Kong Foundation (S6) (Oct 2021)</p>	<p>(1) The talk was effective in helping students to understand the opportunities and challenges in Greater Bay Area and analyze how our participation in the development of Greater Bay Area might affect the development of our country. They also recognized the importance of safeguarding our economic security, social security and cultural security.</p> <p>(2) By recognizing the importance of STEM education to the manpower requirement for the industrialization of Hong Kong, students realized the opportunities and challenges faced by Hong Kong and China and hence the significance of economic security, cyber security, and science and technology security.</p>
	<p>To promote students’ understanding and appreciation of Chinese culture.</p> <p>Atmosphere building:</p> <p>(1) Field study on the community history of Shau Kei Wan 「情繫箕箕、漁灣文化」 (S1)(15 November 2021)</p> <p>(2) A talk on “Traditional Culture of Chiu Chow” was organized for S1-S2 students in February 2022.</p> <p>To enhance students’ media literacy through the formal and informal curriculum.</p>	<p>(1) In the guided field study, students investigated different historical sites in Shau Kei Wan. Students appreciated the historical fact that "Hong Kong has been a territory of China since ancient times" and the close connection between Hong Kong's development and the motherland. The immersion of national security education elements in the activity raised the national identity of the students.</p> <p>Besides, a local intangible cultural heritage – paper crafting technique was introduced in the activity. Students learnt the evolution of this traditional technique and cherished the treasures of this heritage. Their respect and sense of belongings toward Chinese culture and their national identity were enhanced.</p> <p>About 90% of students expressed that the field study had increased their understanding of the local history of the community and the relation with our motherland.</p>

Strategies	Programmes / Activities	Achievements and Effectiveness
	<p>(1) Network information literacy workshop (S3)</p> <p>(2) An open lesson for S4 CSD was scheduled on Media Literacy by the CSD Department and EDB School Service Support Section (June 2022)</p>	<p>(1) Students understood the ways of preventing cyberbullying. The activity also helped them build up a positive cyber literacy.</p> <p>(2) The lesson enhanced students' media literacy. Students were able to identify the motives of media propagation and the plausibility of which. The knowledge and attitude of making responsible self-media and observing closely the conduct in creating and disseminating information on media were taught in the lesson.</p>
<p>Remarks:</p> <p>Basic Law Education was the main emphasis in nurturing the sense of law abidingness to our students. Its extent and depth fully met the requirements of the curriculum. The value of law abidingness was also disseminated to students through various activities and talks throughout the year. In the survey in June, 74% to 88% of the senior level students expressed that the class periods activities could enhance their law abidingness.</p> <p>To promote students' understanding of the motherland, we organized talks on the development of the Greater Bay Area and Hong Kong. The appreciation of the historical sites in the community and Chinese culture also raised students' sense of National Identity. About 90% of students expressed that the above activity had increased their understanding of the cultural history of Hong Kong and South China.</p> <p>Regular flag raising activities also enhanced students' sense of National Identity. Students' awareness of law-abidingness was also improved.</p>		

6 Performance of Students

6.1 Results of Hong Kong Diploma of Secondary Education Examination 2022

Number of Candidates Sat	122
Number of Level 5** Attained	8
% of Level 4 or Above	40.6%
% of Students Attained Levels 33222 in Core Subjects and 1 Elective	62.3%

Best 5 Subjects / Mathematics Extended Module

	Percentage (%) of Level 4+
Mathematics – M2	72.7%
History	65.0%
Mathematics – Compulsory Part	54.5%
ICT	53.8%
VA	50.0%

Results of All Subjects

	Percentage (%) of	
	Level 4+	Level 2+
English Language	32.0%	100.0%
Chinese Language	32.0%	98.4%
Mathematics – Compulsory Part	54.5%	98.3%
Mathematics M2	72.7%	100.0%
Liberal Studies	32.0%	97.5%
Physics	40.6%	81.3%
Chemistry	48.7%	94.9%
Biology	47.2%	97.2%
Chinese History	46.4%	100.0%
ICT	53.8%	100.0%
History	65.0%	100.0%
Geography	47.8%	91.3%
Economics	37.8%	83.8%
VA	50.0%	100.0%
BAFS (Accounting)	39.2%	92.2%
Overall Percentage	40.6%	96.4%

6.2 Inter-school Activities and Awards

Outstanding Students Selection and Scholarship

Event	Award	Class	Student
香港青年大使	擔任香港青年大使並順利完成推廣香港旅遊事務	6B	CHENG KWAI YU
香港島傑出學生選舉	十大優秀學生(初中組)	3D	KOK CHUN
	分區傑出學生(高中組)	6B	CHENG KWAI YU
卓越學生領袖選舉	卓越學員	5B	CHOI CHUN KIT
34 th Hong Kong Special Administrative Region Outstanding Students Selection	Merit	6B	CHAN WING YIU
		6B	CHENG KWAI YU
2021 第六屆全港青少年進步獎	嘉許狀(課外活動/義工服務)	6B	CHENG KWAI YU
		6D	CHOW SHUK WAI
		6C	NG MING MING
2021 第六屆全港青少年進步獎	嘉許狀	4D	CHIU YUK
		4B	MA XICHENG
		4D	CHENG MAN WAI
傑出學生環境保護大使獎	Gold Award	5D	CHOI CHUN MING
	Silver Award	5B	WAI HEI KIU
	Bronze Award	5B	CHOI CHUN KIT
傑出中學生領袖選舉 2021-2022	中學生領袖	5B	WU MING LEE
東區學校進步生獎選舉	東區學校進步生獎	3C	HUEN SOPHIE
		2C	LEUNG CHUN HEI
		5A	LAU LOK TIK
		6A	PUN WAI KIT
		4A	KU PUI YIU
東區學校模範生獎選舉	東區學校模範生獎	3D	KOK CHUN
		5B	KUNG MAN KIT
SCMP Student of the Year	Merit of Visual Artist	6C	NG MING MING

Language

Event	Award	Class	Student
第十八屆全港中學兩文三語 菁英大比拼	入圍初級組複賽	3D	CHAN NOK TO
	入圍高級組複賽	5B	SZE KIN SHING
「暢想大灣區第三屆全港青 少年徵文比賽」	初中組優異獎	2D	HUNG WING
	初中組季軍	2D	LAM LOK LOK
第三屆臥龍盃官立中學多角 辯論賽	亞軍	6B	NG LOK YIU
		6D	LAU YUN SUM
香港辯論超級聯賽 2020/21	季軍及最佳辯論員	6B	NG LOK YIU
		季軍	3B
	4A		KEI MAN YAN
	5B		CHAN KWAN IP
	5B		CHOI CHUN KIT
	5B		KUNG MAN KIT
	5B		YIP WAI TING
	5C		CHOW MANDY SING YU
	5C		SIU CHING HIM NICOLE
	6B		LEUNG KIN CHI
	6D		LAU YUN SUM
香港辯論超級聯賽 2021/22	最佳辯論員	3B	YEUNG KAI TUNG
		5B	KUNG MAN KIT
		5B	TANG WAI SHING
第二屆「童行盃」全港校際 服務辯論比賽	最佳辯論員	6D	LAU YUN SUM
		5B	KUNG MAN KIT
		5B	KUNG MAN KIT
第五十四屆聯校中文辯論比 賽	最佳辯論員	4A	KEI MAN YAN
聯校新秀辯論賽	最佳辯論員	5B	CHAN KWAN IP
第十八屆全港校際經濟辯論 比賽	最佳辯論員	5B	KUNG MAN KIT
Canadian English Writing Competition 2022 (Elimination Round) (Jan 2022)	Gold Award	4B	YIP CHUN HIM
	Silver Award	3D	FENG YAN YIN
		4A	CHEUNG YEE LAM
		4B	LUI CHUNG YAN
	Bronze Award	1A	WONG JETHRO
		1A	LAM KA NAM
		2A	LAI MAN YIN
		2A	LEUNG CHING HEI
		3D	CHAN NOK TO
		3C	SZE HO CHI
4A	MA CHUN LUNG		

Event	Award	Class	Student	
	Bronze Award	4B	CHAN KWAN YIU	
		4C	CHEUNG CHUN NAM CHRIS	
		4D	ONG JESSIKA OLIVE	
第七十三屆香港學校朗誦節	詩詞獨誦(普通話)中學一、二年級女子組冠軍	2A	CHEN KA TUNG	
	詩詞獨誦(普通話)中學一、二年級男子組亞軍	1C	MA CHUN SHUN	
	詩詞獨誦(普通話)中學一、二年級女子組季軍	1A	WONG TSZ KI	
	優良證書; 良好證書	1A	NG YAN KIU	
	優良證書	1B	NG CHUN HEI	
		1D	LAM TSZ YAN	
		1D	SO HOK WUN	
		2D	LAM LOK LOK	
		3B	JIANG XIANG TIAN	
		3C	FU TSZ CHUN	
		4C	TAI WING CHI SHANICE	
	73rd Hong Kong Schools Speech Festival (2021)	Third / Certificate of Merit	4D	ONG JESSIKA OLIVE
			5C	SIU CHING HIM NICOLE
Certificate of Merit		1A	HE PAK YI SELINA	
		1A	LAM KA NAM	
		1A	NG YAN KIU	
		1A	NG TSZ KWAN	
		1A	ZHU YINGQING	
		1C	MA CHUN SHUN	
		1D	LAM TSZ YAN	
		2C	CHAN KING SHING	
		2C	FUNG WENG SI	
		2D	CHAN YUI CHING	
		2D	DONG ZIANG	
		2D	LAM LOK LOK	
		2D	LEE HEI TUNG	
		2D	LEUNG KA SIU MATTHEW	
		5A	FU TSZ HEI	
		5A	HE CHUN WING	
		5A	TSOI WAY NOK ROSE	
		5B	AU KAM PUI	
		5C	CHONG HOI KIU	
5C	CHOW MANDY SING YU			
Certificate of Proficiency	6A	LEUNG KAREN KA WING		

Event	Award	Class	Student
Canadian English Writing Competition 2022 (Arch Cup) (Live Semi-final Competition, 3rd Round)	Gold Award	3D	FENG YAN YIN
	Silver Award	3C	SZE HO CHI
		3D	CHAN NOK TO
		4D	ONG JESSIKA OLIVE
		4B	YIP CHUN HIM
		Bronze Award	1A
	1A		WONG JETHRO
	2A		LAI MAN YIN
	4A		CHEUNG YEE LAM
	4B		CHAN KWAN YIU
	4C		CHEUNG CHUN NAM CHRIS
AIM CUP: Public Speaking Competition	The Best Speaker Award: Champion	4D	ONG JESSIKA OLIVE
	Playright Ambassador Award	5B	KUNG MAN KIT
Hong Kong Secondary Schools Debating Competition 2021-2022 Term 1 Finals (HKI & KLN Senior Section 1)	Champion	5B	KUNG MAN KIT
		5B	LI CHEUK YIN
		5D	LEE HON LEUNG
Hong Kong Secondary Schools Debating Competition 2021-2022 Grand Final (HKI & NT Senior Section 1)	1st Runner-up	5B	KUNG MAN KIT
		5B	LI CHEUK YIN
		5D	LEE HON LEUNG
Hong Kong School Drama Festival 2021/22	Award for Commendable Overall Performance	3D	LIN KAI HAO
		4B	LUI CHUNG YAN
		4D	CHEUNG HOI SHUN
		5B	LI CHEUK YIN
	Award for Outstanding Audio-visual Effects	2A	TSANG KAM YI
		3D	SHAM WING TAK
		4C	GUO WING HANG
		4D	CHIU YUK
	Award for Outstanding Cooperation	3C	FONG CHI YAN
	Award for Outstanding Cooperation	4A	NG TSZ YAN
		4C	LO YIN YUNG
		4D	ONG JESSIKA OLIVE
		5D	LI HO MAN MORGAN
	Award for Outstanding Director	5C	CHUI MAN KIU
Award for Outstanding Performer	5D	LEUNG CHING TING	

Event	Award	Class	Student
篇篇流螢網上閱讀計劃	金獎	1C	CHHOA PAK HO
		1D	SIU SHEK WANG
		1D	CAO CHEUK SHING
		2A	CHEN KA TUNG
		3B	YEUNG KAI TUNG
		3C	NGAI TSZ WAN
	銀獎	1A	CHU HOI CHING
		1D	LO WING YAN
		2D	WU WEI LIN ANGUS
		3B	LO KA HEI MAX
		3D	FENG YAN YIN
	銅獎	1B	MOK HAY WUN
		1D	SO HOK WUN
		2B	YAU KA WAI
		3D	SHI SHAN SHAN
		3C	SO CHI MAN
		3A	FUNG YI TUNG
	第 15 屆香港品質保證局理想家園徵文比賽	季軍	4D

Mathematics and Science KLA

Event	Award	Class	Student
Secondary School Mathematics Book Report Competition 2021/22	Second-Class Award	3D	SHI SHAN SHAN
	Appreciation Award	3D	KOK CHUN
		3D	CHEUNG SIU LAM
		4D	WONG WAI PING
	Chinese Cultural Award	3D	CHEUNG SIU LAM
The Poster Design Competition for the 39th Hong Kong Mathematics Olympiad 2021/22	Champion	6C	NG MING MING
	Second Runner-up	6B	CHEUNG KA WING
	Good Designer Awards	6B	CHAN WING YIU
		6D	CHAN MAN LEE
		6D	CHOW SHUK WAI
		5C	CHEUNG WAI KEI
Huaxia Cup 2022	Special Prize Award	1D	NG CHIU YIN
	Third Class Honour Award	2A	ZHU TSZ HEI
Asian International Mathematical Olympiad Open Contest Semi-Final 2022 (Hong Kong Region)	Gold Honour Award	1D	NG CHIU YIN
		2D	MAK IAN
	Bronze Honour Award	2A	ZHU TSZ HEI
Guangdong-Hong Kong- Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2022 (Hong Kong Region)	Third Class Honour Award	1D	CAO CHEUK SHING
Biology Literacy Award 2021/22	Second Class Honours	6D	WONG YUET YEE
	Merit	6B	CHAN WING YIU
		6B	NG JOHN THOMAS BATONG
		6B	SIU NOK YIN SAMUEL
		6D	CHU KWAN HO
The Astronomical Training Programme for Secondary Students 2021/22	Certificate of Achievement	4D	KWOK CHI HO

Music

Event	Award	Class	Student
74th Hong Kong Schools Music Festival: Graded Piano Solo - Grade Six	Silver Award	4C	LEUNG CHUNG MAN
	Second Place	3D	FENG YAN YIN
73rd Hong Kong Schools Music Festival Graded Piano Solo - Grade Five	First Place	3D	FENG YAN YIN
	Silver Award	1A	LAM KA NAM
		1B	MOK HAY WUN
74th Hong Kong Schools Music Festival: Graded Piano Solo - Grade Four	Bronze Award	1A	WONG TSZ KI
	2nd Runner-up	1D	LEE TZU CHEN
74th Hong Kong Schools Music Festival: Alto Saxophone Solo - Secondary School - Junior	Bronze Award	1B	CHAN YAT HEI HAYDEN
74th Hong Kong Schools Music Festival: Violin Solo - Grade Five	Silver Award	1D	LEUK SHI YEE
74th Hong Kong Schools Music Festival: Original Composition	Composers and Authors Society of Hong Kong Ltd Prize	6D	LEE YIN MAN
74th Hong Kong Schools Music Festival: Original Composition	Silver Award	4D	CHIU YUK
74th Hong Kong Schools Music Festival: Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under	1st Runner-up	5C	CHUI MAN KIU
74th Hong Kong Schools Music Festival: 箏獨奏 - 中級組	Silver Award	1C	YEUNG TSZ KI
	Bronze Award	1D	LEUK SHI YEE
74th Hong Kong Schools Music Festival: 笛獨奏 - 初級組	Silver Award	2D	FAN WING YAN
	2nd Runner-up	3B	YIP TIN CHING
74th Hong Kong Schools Music Festival: 揚琴獨奏 - 初級組	Silver Award	4A	ZHOU SZE YIN
		5C	SIU CHING HIM NICOLE
	Bronze Award	5C	CHEUNG WAI KEI
		5C	TSOI KA YEE
74th Hong Kong Schools Music Festival: 二胡獨奏 - 中級組	Bronze Award	4D	QIU WANG MAN ROSA
74th Hong Kong Schools Music Festival: 笙獨奏 - 深造組	Silver Award	5B	KUNG MAN KIT
ABRSM Grade 5 Flute Examination	Merit Certificate	2D	CHAN YUI CHING

Visual Arts

Event	Award	Class	Student
2021 當代中學生繪畫比賽	Special Honor Award	6C	LI TSOI TO
		6C	NG MING MING
2021 "Kids Art" Drawing Competition	Merit Award	6B	CHAN WING YIU
The Wharf Hong Kong Secondary School Art Competition 2021/22	Merit-top 15, with \$500 voucher	6D	CHAN CHEUK YAN
	Merit-top 15, with \$500 voucher	6B	CHAN WING YIU

Uniform Groups

Event	Award	Class	Student
全港青年急救護理網上比賽	一等獎	5A	WONG HOI LAM
		5D	CHENG YU SHAN
	二等獎	3B	JIAN KA HO
		3D	CHAN PUI YIN
		4B	TSE TSZ YAU
		4D	WU YAT YIN
	三等獎	4B	CHAN KWAN YIU
		4C	CHEUNG CHUN NAM CHRIS
		4C	KWOK SZE YIU
	香港紅十字會港島總部青年急救比賽	急救比賽季軍	4B
4B			TSE TSZ YAU
4C			CHEUNG CHUN NAM CHRIS
5A			WONG HOI LAM
5A			YUEN MAN HIN
5D			CHENG YU SHAN
香港紅十字會港島東區(二)青年急救比賽	東區(二)急救比賽亞軍	4B	CHAN KWAN YIU
		4B	TSE TSZ YAU
		4C	CHEUNG CHUN NAM CHRIS
		4C	KWOK SZE YIU
		4D	LAW YING YING
		4D	LIU SZE MAN
		4D	WU YAT YIN
		5A	WONG HOI LAM
		5A	YUEN MAN HIN
		5D	CHENG YU SHAN
Meteorology Weekly Online Challenge	Champion	6D	CHU KWAN HO
	2nd Runner-up	4D	CHEUNG HOI SHUN
Chief Scout's Award	Chief Scout's Award	6D	LI CHI KIN

Service

Event	Award	Class	Student
Teen 與千尋 2021 全港青年 服務領袖培訓計劃	畢業證書	4D	WONG WAI HIN
		4D	CHIU YUK
Volunteer Services	Certificate of Appreciation (Merit)	5A	KOK TO
		5A	HE CHUN WING
		5C	LUK YIN HOI
		5D	HUANG SZE YIN
Hong Kong Student Service Leaders Award	Certificate of Merit	5A	KOK TO
「藝」「廢」青@社區創新計 劃 2021	Certificate of Completion	4B	LAI PUI SZE
		4A	LI PUI YING CHRISTIN
有機大使計劃-結業典禮	金獎	4D	WONG WAI PING
		5A	HE CHUN WING
		4B	CHAN PEI KI
	畢業證書	5D	CHOI CHUN MING
		5B	WAI HEI KIU
		5B	YIP WAI TING
		4D	WONG SI SI
		5D	NG TSZ MING

Sports

香港青少盃排球錦標賽	2nd Runner-up	5A	CHAN KA WAI
		5A	YU WING KI
		5C	YEUNG WUN KI SHEILLA
		6A	CHAN HIU TUNG
		6A	LAM YUEN HANG
		6A	LAM YUEN MAN
		6D	LI CHING MAN
		4A	WONG WING YAN
		4B	LAI TSZ WAI
Eastern District Age Group Table Tennis Competition 2021(Youth 16-18)	2nd Runner-up	5B	CHAN KWAN KAY ALASDAIR
Inter-School Table Tennis Competition 2021/2022 (Division Three) Girls Senior	Champion	4C	LEUNG TZE LEI
		4B	CHAN PEI KI
		4D	WONG OI CHING

Others

Event	Award	Class	Student
Teen 與千尋 2021 全港青年服務領袖培訓計劃	畢業證書	4D	WONG WAI HIN
		4D	CHIU YUK
全港中國象棋公開賽 2021	高中組 金獎	5A	YUEN MAN HIN
		5B	LI CHEUK YIN
		5B	YAU SHEUNG HIN
	初中組 金獎	2A	LOK HON WANG HERMAN
	高中組 銀獎	5B	KWOK KIN TAK KINTON
		5B	HUNG TSZ YUET
		5B	LAW CHI MING
	高中組 銅獎	4D	KO SIU TING
		4C	YUNG WANG IP
		4B	HUI ZEN CHUEN
		4A	LEUNG NGO HANG HECTOR
		3D	NG CHING HEI
		3D	SHEK TSZ KIU
	中小學生環保常識問答比賽	Merit Prize	1D
JPC 「理財及防騙短片創作比賽」	Merit Award	4C	SO WING KEI
		4C	WONG YING
		4D	KAO HAU KWAN
		4D	KO SIU TING
		5C	CHEUNG WAI KEI
		5C	SHI KA YAN
		5C	YIP HOI LAM
金錢管理大挑戰-才德兼備理財動畫劇本創作比賽	Merit	6B	NG LOK YIU
		6D	YUNG CHEUK IN
學生環境保護大使計劃	基礎環保章 Basic Environmental Badge	5D	CHOI CHUN MING
		5B	WAI HEI KIU
		5B	CHOI CHUN KIT
		5D	HUANG SZE YIN
		5D	NG TSZ MING
		5B	LAU CONNIE
		5B	NG ANGUS
		5B	YIP WAI TING
		5A	HE CHUN WING
		4D	KUN LAP MING
		4D	LAW YING YING
		4D	LI LAM LAM

Event	Award	Class	Student
學生環境保護大使計劃	基礎環保章 Basic Environmental Badge	4D	LO SUI YAN
		4D	WONG OI CHING
		4D	WONG SI SI
		4D	WONG WAI PING
		4C	WONG YUK SUM
		4B	CHAN KWAN YIU
		4B	CHAN PEI KI
		4A	LEE HIU TUNG
		3D	PAN YUZE
		3D	SHI SHAN SHAN
		3D	CHIN WAI YU
		3D	CHAN SIU CHIN
		AI Innovation Contest	Merit
1B	ZENG JINXING		
1D	CAO CHEUK SHING		
1D	CHEN WING LAM		
Student Hackathon	Merit	1B	HONG HON MING
		1B	ZENG JINXING
		1D	CAO CHEUK SHING
		1D	CHEN WING LAM

6.3 Students' Achievements in Extra-curricular Activities

In designing extra-curricular activities, our school aims to extend classroom learning and foster students' balanced development in the areas of knowledge, attitudes and values, so as to help students grow and develop academically, morally, aesthetically, physically and socially. Our students have received a number of prizes and awards in a broad array of external competitions. Details of the most outstanding achievements are listed as follows:

Several students were nominated for regional commendation scheme and received awards in recognition of their all-round achievements. Wu Ming Lee of 5B won the Outstanding Student Leaders Award 2021-22 – Secondary School Student Leader. Cheng Kwai Yu of 6B and Chan Wing Yiu of 6B were awarded the merit prizes of the 34th Hong Kong Special Administrative Region Outstanding Students Selection.

Besides these, another remarkable student Ng Ming Ming of 6C got the merit prize of the Student of the Year-Visual Artist of 2021/22, organized by South China Morning Post and Education Bureau. In the Best Student Election (Hong Kong Island), Cheng Kwai Yu of 6B and Kok Chun of 3D were awarded the Best Student (Senior session, Eastern District) and the Best 10 merit Students (Junior session) respectively.

In this school year, the 'Video Submission Mode' was adopted in the 73rd Hong Kong Schools Speech Festival. Of the 25 S1 to S6 contestants, Ong Jessika Olive of 4D and Siu Ching Him, Nicole, of 5C, came third in the English Solo Verse Competitions were awarded Certificate of Merits in recognition of their good articulation in the delivery of the set poems. Our students were actively involved in open writing competitions. The writing talent of our 14 students was recognized in the 2022 (Arch Cup) Canadian English Writing Competition (Preliminary & Semi-final). Yip Chun Him of 4B and Feng Yan Yin of 3D won the Gold Medal Awards in the Preliminary and Semi-final competitions respectively. Another encouraging achievement was the prizes obtained in the AIM Cup Public Competition namely the Best Speaker Award: Champion won by Ong Jessika Olive of 4D and the Playwright Ambassador Award by Kung Man Kit from of 5B. In addition, a total of 13 students entered the competition of Solo Verse Speaking in the Hong Kong Schools Speech Festival (Chinese). Chen Ka Tung of 2A was the Champion in the Solo Verse Speaking Non-open Girls Class (Putonghua); Ma Chun Shun of 1C and Wong Tsz Ki of 1A came second and third respectively in the same competition. Five participants were awarded 80 marks or above and got Certificates of Merit.

The Chinese Debating Team participated in more than nine major inter-school competitions this year. The Team won the Second Runner-up in the 3rd Dragon Cup: The Inter-government Secondary Schools Multi-sided Debating Competition 2022. Kei Man Yan of 4A, Chan Kwan Ip of 5B, Kung Man Kit of 5B, Tang Wai Shing of 5B and Lau Yun Sum of 6D were awarded as the Best Debaters in many competitions, namely the Joint School Chinese Debating Competition, the Hong Kong Joint School Economic Chinese Debating Competition, the Hong Kong Debating Premier League, the 2nd DC Debate Competition and the 「聯校新秀辯論賽」. The Chinese Debating Team participated actively in the inter-school competitions this year and won plenty of awards.

In addition, the performance of the English Debating Team was impressive. Lee Hon Leung of 5D, Kung Man-kit of 5B and Li Cheuk-yin of 5B participated in the Hong Kong Secondary Schools Debating Competition 2021/2022 in both school terms. They won the Champion in the Term 1 Finals (HKI & KLN Senior Section 1) and the First Runner-up in the Grand Final (HKI & NT Senior Section 1) in the second term. The adjudicators were impressed with their insightful analysis of the motions and delivery of counter-proposals and rebuttals.

In Mathematics, our students participated actively in numbers of external competitions and won a lot of awards. In the 2021/22 Secondary School Mathematics Book Report Competition organized by Education Bureau, Shi Shan Shan of 3D won the Second-Class Award; Kok Chun of 3D, Cheung Siu Lam of 3D and Wong Wai Ping of 4D won the Appreciation Award; and Cheung Siu Lam of 3D got the Chinese Cultural Award. In the Poster Design Competition for the 39th Hong Kong Mathematics Olympiad 2021/22, Ng Ming Ming of 6C won the Championship and Cheung Ka Wing of 6B won Second Runner-up Prize. Also, Chan Wing Yiu of 6B, Chan Man Lee of 6D, Chow Shuk Wai of 6D and Cheung Wai Kei of 5C received the Good Designer Awards in the same competition. In the Huaxia Cup 2022, Ng Chiu Yin of 1D got the Special Prize Award and Zhu Tsz Hei of 2A won the 3rd Class Honor in the same event. In addition, Mak Ian of 2D and Ng Chiu Yin of 1D both were awarded the Gold Honor of Asian International Mathematical Olympiad Open Contest Semi-Final 2022 (Hong Kong Region) while Zhu Tsz Hei of 2A received the Bronze Honor. Moreover, Cao Cheuk Shing of 1D won the 3rd Class Honor in the Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2022 (Hong Kong Region).

In Biology, Wong Yuet Yee of 6D won the Second Class Honour of Hong Kong Biology Literacy Award. Chan Wing Yiu of 6B, Ng John Thomas Batong of 6B, Siu Nok Yin of 6B and Chu Kwan Ho of 6D obtained Merit certificates.

In Music, the Chinese Orchestra performed on Speech Day while four student musicians presented a well-acclaimed ensemble performance at the Unveiling Ceremony of the Commemorative Sculpture. The School Choir joined hands with alumni and student musicians as well as representatives from the four Houses of Dragon, Lion, Phoenix and Unicorn to perform the *60th Anniversary Edition of SGSS School Song* at the Closing Ceremony of the 60th Anniversary Celebration. In the 74th Hong Kong Schools Music Festival, our students won 2 Gold Awards, 12 Silver Awards and 7 Bronze Awards. Lee Yin Man of 6D captured the Second Place in Original Composition, an open class competition. He received the prestigious 'Composers and Authors Society of Hong Kong Ltd Prize' (cash prize of \$2,000). Kung Man Kit of 5B won the Second Place in Sheng Solo (Advanced), Feng Yan Yin of 3D captured the Second Place in Graded Piano Solo - Grade Six, Fan Wing Yan of 2D received the Third Place in Dizi Solo (Junior) while Lee Tszu Chen of 1D got the Third Place in Graded Piano Solo - Grade Four. Kung Man Kit of 5B was named the Arts Ambassador-in-school by the Hong Kong Arts Development Council and he helped promote music as the Chairperson of the Chinese Orchestra.

In Visual Arts, Li Tsoi To of 6C and Ng Ming of 6C got the Special Honor Award in Secondary School Contemporary Drawing Competition. Chan Wing Yiu of 6B obtained the Merit Award in the Youth Group in the 2021-Kids Art Drawing Competition. Also, Chan Wing Yiu of 6B and Chan Cheuk Yan of 6D won the Merit-top 15 Awards (Painting Category) in The Wharf Hong Kong Secondary School Art Competition 2021-2022.

In the Hong Kong School Drama Festival 2021/22 organized by the Hong Kong Art School, our school won the Award for Outstanding Cooperation, Award for Outstanding Audio-visual Effects and Award for commendable Overall Performance. Ng Tsz Yan of 4A, Chui Man Kiu of 5C and Leung Ching Ting of 5D won the Award for Outstanding Performer; and Ng Tsz Yan of 4A got the Award for Outstanding Director.

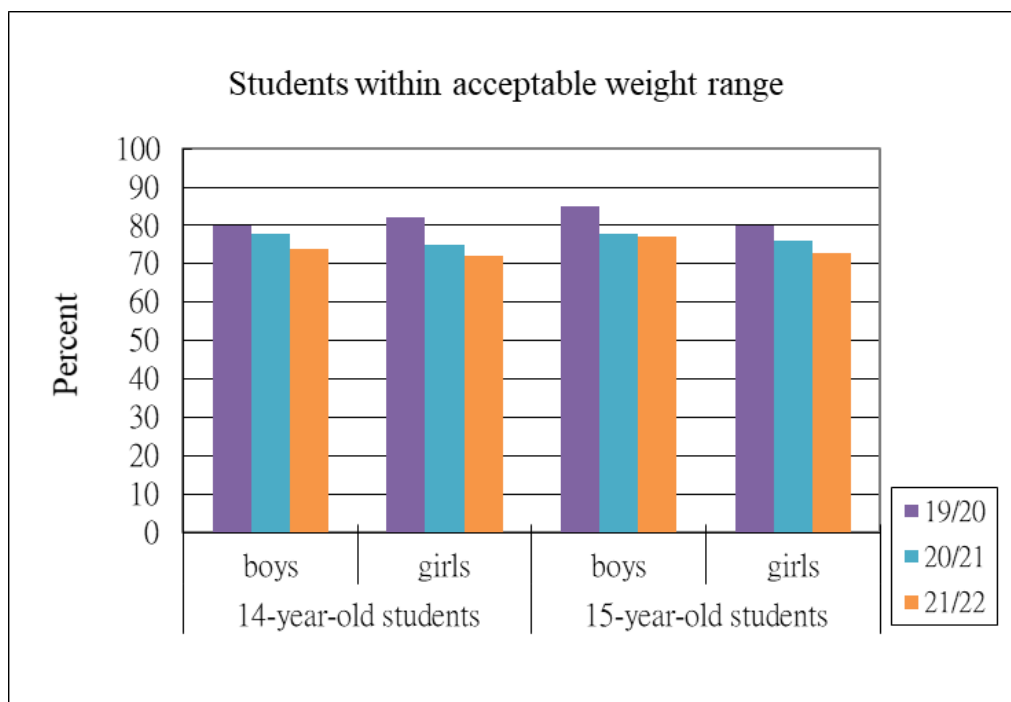
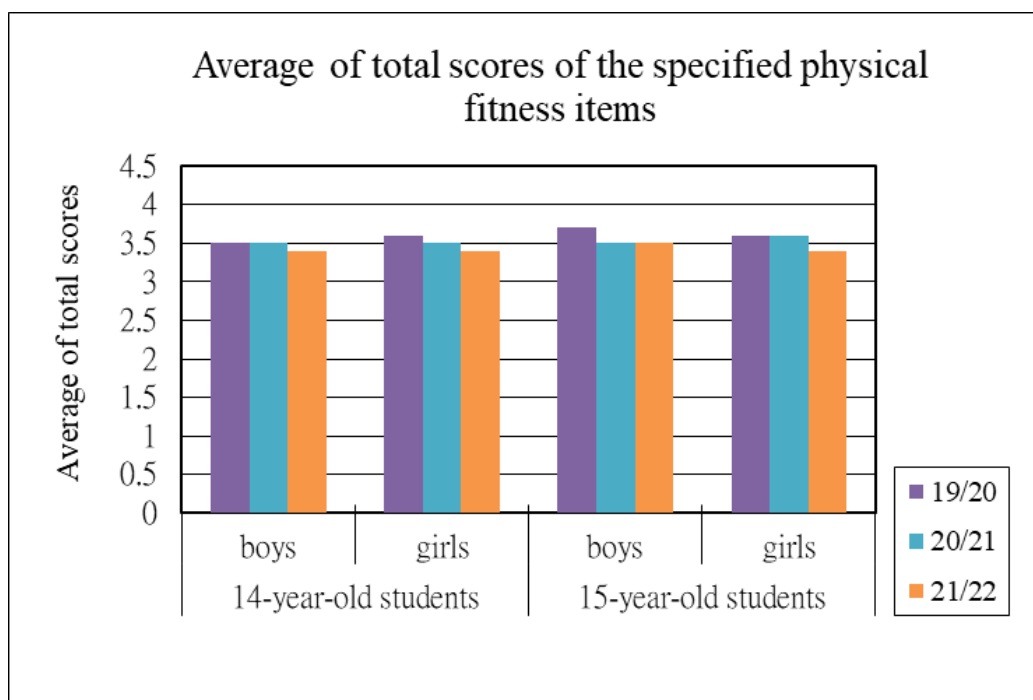
Hong Kong Red Cross Youth Unit 27 won the First Runner-up in the Hong Kong Island Division Eastern District (II) Youth First Aid Competition 2021-2022 and the Second Runner-up of the Hong Kong Island Division Eastern District (II) Youth First Aid Competition 2021-2022.

In Sports, Leung Tze Lei of 4C, Chan Pei Ki of 4B and Wong Oi Ching of 4D won the champion in the Inter-School Table Tennis Competition 2021-2022 (Division Three) Girls Senior. Our Girls Volleyball Team won the Second Runner-up in the Youth Cup Volleyball 2021 (U18).

We are dedicated to enriching students' whole-person development beyond the classroom. A Community Service Programme was compulsory for Secondary Three and Secondary Four students. Various kinds of leadership training workshops were arranged for the officials of OLE clubs and the Students' Association in 2020/21.

6.4 Students' Physical Development

Average of total scores of students on specified fitness items such as body height, body weight, skinfold Measurements, Bent-knee Sit-ups, Sit-and-reach, Endurance Run / Walk, Push-ups (for boys), Bent-knee Push-ups (for girls), etc. are presented as follows:



7 Support for Student Development

7.1 Life Planning Team

The Life Planning Team aims at providing students with information, guidance and assistance in careers development and further education. We strive to help students develop their own academic and careers aspiration in accordance to their interest, abilities and orientations, and encourage them to make informed choice on their learning, careers goals as well as other aspects of life. We also aim at increasing students' readiness for work and enhancing their understanding on employability of different professions through a wide exposure to work-related issues and career-related learning experiences.

The following is a summary of programmes organised and/ or arranged by the Life Planning Team in 2021/2022:

Date(s)	Programme / Activity	Co-organiser(s)	Level of Participants
10/9/2021	Workshop on Career Exploration	Hok Yau Club	S4
24/9/2021	Talk on Self-understanding and Development	Hong Kong Federation of Youth Groups	S1
24/9/2021	Talk on Prospects of Greater Bay Area and Opportunities to Hong Kong	Friends of Hong Kong Association Ltd	S3 – S5
24/9/2021	S6 Multiple Pathway Talk	St. James' Settlement	S6
6/10/2021	S6 Careers and Life Planning Day	Hok Yau Club and Hong Kong Sheng Kung Hui Ma On Shan (South) Children and Youth Integrated Service Centre	S6
19/10/2021	Talk on Industrialization 4.0	Our Hong Kong Foundation	S6
22/10/2021	Talk on Goal Setting	Hok Yau Club	S2
22/10/2021	Admission Talk by HKUST, HKSYU, and HKCC	HKUST, HKSYU, and HKCC	S6
5/11/2021	Talk on Career Planning and Management	Hong Kong Federation of Youth Groups	S4
5/11/2021	Talk on Career Exploration	St. James' Settlement & Hang Seng Bank	S5
5/11/2021	Admission Talk by PolyU, CityU and HKHSU	PolyU, CityU and HKHSU	S6
15/1/2021	Workplace Visit and Workshop in Ocean Park	Ocean Park	S4
11/18/2021	Business School Partnership Programme - Marks & Spencer Hong Kong	Marks & Spencer Hong Kong & EDB	S5
19/11/2021	Workshop on Self Understanding	Hok Yau Club	S2

Date(s)	Programme / Activity	Co-organiser(s)	Level of Participants
	and Development		
19/11/2021	Talk on S3 Streaming	St. James' Settlement & Hang Seng Bank	S3
19/11/2021	Interview Workshop	St. James' Settlement	S6
1/12/2021, 4/12/2021 & 6/12/2021	Business School Partnership Programme - Hong Kong International Aviation Academy	Hong Kong International Aviation Academy & EDB	S5
3-5/12/2021 & 17-19/2021	Business School Partnership Programme - Marks & Spencer Hong Kong	Marks & Spencer Hong Kong & EDB	S5
3/12/2021 & 20-22/12/2021	Business School Partnership Programme - Sa Sa International Holdings	Sa Sa International Holdings & EDB	S5
25/12/2021 & 1/1/2022	Business School Partnership Programme - Jumbo Kids Theatre	Jumbo Kids Theatre & EDB	S5
19/1/2022	Workshop on Goal Setting	Hok Yau Club	S3
19/1/2022	Career Live	St. James' Settlement	S5
18/2/2022	Talk on Career Exploration	Hong Kong Federation of Youth Groups	S1
4/3/2022	Workshop on Career Exploration	Hok Yau Club	S2
6/5/2022	Talk on Applied Learning Courses	-	S4
20/5/2022	Workshop on Senior Secondary Study Choice	Hok Yau Club	S3
17/6/2022	Workshop on Self Understanding and Development	Hong Kong Federation of Youth Groups	S5
18/6/2022	Rotary Career Expo	Rotary	S5
25/6/2022	Release of HKDSE Result Online Briefing	-	S6
20/7/2022	Release of HKDSE Result Reminder	-	S6
1/8/2022, 15-16/8/2022 & 26/8/2022	Business School Partnership Programme - Sa Sa International Holdings	Sa Sa International Holdings & EDB	S5
3/8/2022	JUPAS Preparation and Consultation	-	S5
5/8/2022	Talk & Sharing on Career Exploration	St. James' Settlement & Hang Seng Bank	S4
8/8/2022	Sharing on Career Exploration	St. James' Settlement & Hang Seng Bank	S5
Whole Year	Life Education Periods on <i>Life Planning</i>	-	S1 - S6
Whole Year	Issuing Leaving Certificates, Transcripts and Reference Letters	-	Whole School

7.2 Discipline Team

The Discipline Team aims at developing students' self-discipline and enhances their sense of belonging to the school. Holding the belief that discipline is to foster behavioural control, the team endeavours to help students understand the importance of self-discipline and mutual respect, and establish a wholesome learning environment in school.

The Discipline Team adopts a whole-school approach to fulfil the above-mentioned aims. To ensure students duly adhere to the school conduct standard, the team develops a comprehensive punitive and reward system with clear directions and guidelines. Various activities are organized to inculcate discipline to students. To facilitate home-school cooperation, the team keeps close contact with parents to ensure that students' behavioural problems are promptly addressed and effectively handled. The Discipline Team also collaborates with the Guidance Team to foster students' whole-person development.

The Discipline Team will continue to team up with the subject teachers, class teachers, the Guidance Team, the school social workers and the parents to look after the administration, operation and support of the school discipline, motivate students to be mature and respectful individuals, and help students aptly conduct themselves in society.

The following is a summary of activities held by the Discipline Team in 2021/22:

Date (s)	Activities	Parties/People concerned
9/2021	Case Conference with the Guidance Team and SEN Team	Teachers of the Discipline, Guidance and SEN Teams
9/2021	Class rules setting	Teachers of the Discipline
9/2021	Leadership Training Day Camp for Prefects	Prefects, Social Worker and Teachers of the Discipline Team
11/2021 5/2022	Best Behaved Class Competition	All students, Prefect Heads and Teachers of the Discipline Team
3/2022	Online Training programme on 開拓及創新思維訓練	Prefect Heads, Team Leaders and S4 potential prefects
5/2022	S.3 Prefects Recruitment and Shadowing Program	Prefect Heads, S3 Students concerned and Teachers of the Discipline Team
8/2022	Workshop on Internet Bullying	Teachers of the Discipline Team and S1-S2 Students.
8/2022	Prefects Team work Activities	Prefects and Discipline Team.
8/2022	Meeting with parents on "Parents Day"	Discipline Team Teachers
Whole Year	School Escort Programme	Prefect Heads and Teachers of the Discipline Team
Whole Year	Rainbow Scheme	Teachers of the Discipline Team

Date (s)	Activities	Parties/People concerned
Whole Year	Regular Prefect Meetings (Two Online Prefect Meetings were held in the second term due to the coronavirus pandemic situation.)	Prefects and Teachers of the Discipline Team
Whole Year	Case Discussions with the Guidance and SEN Team	Teachers of the Discipline, Guidance and SEN Teams
Whole Year	Issuing Disciplinary Notices and Making Behavioural Agreements with Parents and Students	Parents and Students concerned, and Teachers of the Discipline Team
Whole Year	Provide services at ALL School major functions (e.g. Speech Day and Graduation Day)	Prefects and Teachers of the Discipline Team

7.3 Guidance Team

The Guidance Team has launched a range of structured programmes and provided individual counselling for students. Our team supports the academic performance, social development and personal growth of each student. Our goal is to develop student's positive values so that they can persevere in their studies, take responsibility for their choices and be honest in their character. Our team provides pastoral guidance for students in regards to emotional or behavioural issues. We help students to understand their strengths and weaknesses, enhance their self-esteem, improve their communication skills, and set goals in the future. We have worked to create a positive, inviting and caring school environment where students can realise their potential and pursue their goals.

The Guidance Team adopts a whole-school approach to promote whole-person development of students. We collaborate with the SEN Team and Discipline Team to establish a caring school culture for students. The following is a summary of activities held by the Guidance Team in 2021/22:

Date(s)	Programme / Activity	Parties concerned	Level of Participants
18-19 /8/2021	Pre-S1 Orientation Programme	Teachers of the Guidance Team and Social Worker	S1
21/8/2021	Pre-S1 Parent Orientation Programme	Teachers of the Guidance Team and Social Worker	Pre-S1 Parents
3/9/2021	Sharing in the WDC Assembly	Teachers of the Guidance Team and Social Worker	Whole School
16/9/2021	Sharing by Educational Psychologists	Educational Psychologists	All teacher
22/10/2021	Workshop on Career Planning	Teachers of the Guidance Team and Methodist Epworth Village Community Centre, Social Welfare	S5
10-11/2021	Class Visits	Teachers of the Guidance Team and Social Worker	S2-S6
19/11/2021	Talk on Relieving Stress	Suicide Prevention Service	S4
3/12/2021	Zen around the wooden plaque workshop	Green Social Work	S6
11/12/2021	Peer Power Student Gatekeeper Training Programme	Teachers of the Guidance Team, Education Bureau and Baptist Oi Kwan Social Service	S3-S4
3-4/2022	Workshop on S.1 Class Management	Teachers of the Guidance Team and Methodist Epworth Village Community Centre, Social Welfare	S1
3-4/2022	Workshop on S.2 Class Management	Teachers of the Guidance Team and Methodist Epworth Village Community Centre, Social Welfare	S2
12/3/2022	Peer Power Student Gatekeeper Training Programme	Teachers of the Guidance Team, Education Bureau and Baptist Oi Kwan Social Service	S3-S4

Date(s)	Programme / Activity	Parties concerned	Level of Participants
14/4/2022	Talk on Information Literacy and e-Safety	Teachers of the Guidance Team and Chinese YMCA of Hong Kong	S2
8/4/2022 20/4/2022	Workshop on Information Literacy and e-Safety	Teachers of the Guidance Team and Chinese YMCA of Hong Kong	S3
3-5/2022	Fun on Friday in Shau Kei Wan Government Secondary School	Teachers of the Guidance Team and Social Worker	Whole School
11/3/2022	From Six Farewell Activity	Teachers of the Guidance Team and Social Worker	S6
3/5/2022	「小確幸·感恩活動」	Teachers of the Guidance Team and Social Worker	Whole School
10/5/2022	Morning Assembly Sharing	Teachers of the Guidance Team	Whole School
17/6/2022	Cheer up Activity for Yearly Examination	Teachers of the Guidance Team and Social Worker	S1-S5
26/7/2022	Joint School Peer Power Student Gatekeeper Graduation Ceremony	Teachers of the Guidance Team, Education Bureau and Baptist Oi Kwan Social Service	S3-S4
22,30/8/2022	探索自我及面對逆境小組	St. James' Settlement	S1-S2
Whole Year	S1 Mentorship Scheme	Teachers of the Guidance Team and Social Workers	S1 and Student Mentors
Whole Year	Training of Student Mentors of S1 Mentorship Scheme	Teachers of the Guidance Team and Social Worker	Student Mentors
Whole Year	Peer Power Student Gatekeeper Programme	Teachers of the Guidance Team, Education Bureau and Baptist Oi Kwan Social Service	S3-S4
Whole Year	Wellness Hub	Teachers of the Guidance Team	S1-S5
Whole Year	Case Discussions with SEN Team and Discipline Team	Teachers of the Guidance Team, Social Worker, SEN Team, Discipline Team and Educational Psychologist	---

7.4 Moral and Civic Education Team

The Moral and Civic Education Team integrates the core values of moral and civic education across all key learning areas. The collaboration with other subject departments provides students with a comprehensive learning experience with rich and diversified programmes which help students develop positive life values and attitudes. This year, the Moral and Civic Education Team co-organised various learning activities with other subject departments and functional teams, including talks, display board exhibitions, visits, excursions, etc. The effort of the MCE instigates the positive values of students (including perseverance, respecting others, care for others, diligence, responsibility, commitment and integrity) and raises civic awareness, national identity and patriotic feelings among students so that students would be able to establish high morality and maintain a learning attitude with passion and enthusiasm.

The following is a summary of the activities and competitions held and/or arranged by the Moral and Civic Education Team in 2020/21:

Date(s)	Activity	Co-Organiser(s)	Level of Participants
10/09/2021	訂立約章	-	
10/2022	閩港青少年社會責任大使短視頻演講比賽	鏡報文化企業有限公司	S5
11/2021	壁報設計比賽主題： 「友愛互助·彼此欣賞·一同成長·共創回憶」	-	S1-S6
15/11/2021	「情繫筲箕、漁灣文化」中一級香港歷史社區考察計劃 2021-22	-	S1
19/01/2022	感恩曲奇工作室	-	S4-S6
4-5/2022	普通話故事演講比賽	-	S2
6/5/2022	霍金：堅毅一生	-	S5
6/22	廉政公署網上問答比賽	-	S1-5
27/7/2022	家政科、德育及公民教組及健康及性教育組合辦 「感燭良多」香薰蠟燭制作工作坊	-	S4-S5
3/8/2022	廉政互動劇場：「KOL 練習生」	ICAC	S1-S3
3/8/2022	廉政電影微欣賞	-	S3
Whole Year	廉政公署 iteen 2021-22	ICAC	S4
Whole Year	Life Education Periods	-	S1-S6

7.5 National Security Education

National Security Education aims to provide a safe and peaceful learning environment for students to receive quality education, and to foster the concepts of national sovereignty and security in the Hong Kong Special Administrative Region, as an inalienable part of the People's Republic of China, safeguarding the high degree of autonomy under the "one country, two systems" principle as enshrined in the Basic Law. With multiple pathways, the Committee helps promote national security in school on a whole school approach at different perspectives, respectively on Staff Development, Human Resources management, School Administration, Learning and Teaching, Whole Person Development, Student Support (Guidance and Discipline) and Home School Collaboration, etc.

Staff development

The Committee familiarized teachers with the National Security framework and introduced the work of the N.S.C. during the Academic Affairs Committee Meetings and Staff meetings, introducing the different perspectives of national security, and exemplified how teachers could incorporate N.S. elements in their Learning and Teaching as well as student activities.

The Committee also helped to organize and coordinate various staff training on National Security, for example, the Joint School Staff Development day in September in which three Government schools' teachers of different KLA collaborated to design national security featured teaching resources that were in line with the curriculum. The Committee also conducted a sharing session with all teachers on Staff Development Day in January, informing teachers of the latest progress of the Committee's work, and to ensure that teachers were well-aware of the School's National Security measures so as to carry out national security education in a holistic approach.

School Administration

The Committee helped drafted the standard procedures on safeguarding the National Security in School while organizing activities to ensure that all activities, disregards of being organized by the School, service providers or other institutions, have to strictly abide to the N.S. measures stipulated by the School and the Bureau by large. The Committee also helped draft the procedural manual on contingency as how the School should respond should there be activities/actions/behaviours violating national security in school/at the vicinity of the campus in a bid to maintain a peaceful and risk-free learning environment in campus.

Learning and Teaching and Whole Person Development

To ensure that all learning materials fulfilled the national security requirement and in compliance to that as stipulated in EdB, The Committee helped set up the selection procedures of the use of learning materials, and the filing system to archive all N.S. related school-based learning materials that are required to be filed for three years.

To ensure that National Security education is carried out in a holistic and whole school approach, The Committee kept track of the progress of Learning and Teaching and Whole Person Development on national security education, and conducted survey by the end of each term to record the latest progress of the national-security related elements being conveyed at KLA and functional groups. As of July 2022, there were a total of 799 hours learning and extra curricular activities featuring National Security elements, with 425 of which contributed by WDC and 274 of which by the L&T, which is deemed to be effective.

To promote patriotism, values such as law abidingness and respect for others and foster students' national identity, Flag-raising Team and different leadership program are established. The Flag-raising Team helps carry out routine flag raising ceremony. The Team comprises a total of 20 junior and senior secondary students. It conducted a total of 62 hours of training and 16 times of flag raising ceremony. To help streamline the flag-raising routine in School, internal circulars illustrating the whole year time table for Flag raising ceremony as well as arrangement for special occasions were issued. The flag raising ceremony helped to promote patriotism, and

promote values such as respect and national identity among students and teachers.

A team of 11 Basic Law ambassadors were also recruited to play a key role in promoting national security and Basic law education. The student ambassadors helped to be the MC of various important National Occasion, say the National Day, the National Constitution Day, National Security Day and the Establishment Day of HKSAR, etc.; they also helped to organize student activities related to national security, and help creating an ambience for understanding national condition and national education.

The Committee also teamed up with the School's Major Concerns Team to promote national security by whole school approach under the School's Development Plan, for example, the Committee invited venerate alumnus to be the guest speaker of special flag raising ceremony occasions, featuring values of gratefulness, perseverance, and diligence that were addressed in values education of the School major Concern 2. Another example was the extensive use of AR, VR and LMS platform for the Chinese culture expedition project learning in S.1, in which students' autonomous learning and good mastery of information technology as listed in Major Concern 1 was well addressed.

Student support with Discipline and Guidance Teams

The Committee collaborated with the Discipline and Guidance Teams and Social worker to look after the mental wellness of students, minimizing the chances for them to violate national security. School rules related to national security were also included in the students handbook and explained in the first discipline meeting for students. Up to now, no students were found to have violate school rules on national security.

Home-school Collaboration

The Committee helped bridge communication between the School and Parents, informing them of the latest national security policies of the School, rendering for their support and to conduct national security education to students in a more effective way. One example was that the Committee co-organize a parent workshop with PTA on media literacy during the annual general meeting of the PTA, bringing parents to the attention the latest media developments, and how their children could be easily affected on emotions, identity construction and values formation. The workshop was well-received by parents, and the communication between the School and Parents was effective.

From Strength to Strength, the Committee aspires to safeguarding national security as the constitutional responsibility, and cultivating students' sense of responsibility as a national citizen.

**As for the detailed outline of the National-Security-related School Activities, please refer to the Yearly Evaluation of the National Security Education Committee.*

7.6 Other Learning Experiences Team

Other Learning Experiences (OLE) help students grow and develop academically, morally, aesthetically, physically, and socially. We have 10 academic clubs, 13 interest groups, 5 uniform teams, 5 service groups, 7 sports teams, a symphony orchestra, a Chinese orchestra, school choir, Zheng Ensemble and 18 instrumental classes. These diversified student-run clubs and committees, under the supervision of teachers, offer ample opportunities to students to explore their talents and interests.

Apart from offering a wide variety of activities, our school has followed closely the directions of the curriculum reform and tried its best to enrich students' learning experiences beyond classroom.

The following is a summary of the enrichment activities organised by the OLE Team in 2021/22:

Date(s)	Programmes/Activities	Co-organiser(s)	Level of Participants (Number) of students involved
20/8/2021	S1 Training Workshop	Life Master Consulting Ltd.	S1 (130 students)
9/2021-6/2022	S4 Leadership Training Program	The Salvation Army	S4 (4 students)
3-10/2021	Teen 與千尋 2021 全港青年服務領袖培訓計劃	Hong Kong Millennium Leo Club	S4 (2 students)
9/2020 – 10/2021	Leadership Training Program	The Salvation Army	S4 (4 students) & S5 (4 students)
9-11/2021	The Youth Community Program (Art, Environment, & Community Services) 「藝」 「廢」 青 @ 社區創新 計劃	The Hong Kong Federation of Youth Groups (Shau Kei Wan)	S4 (2 students)
8/10/2021	中學巡迴教育劇場之《輕聲的圖書館》	語文教育及研究常務委員會及遊劇場	S1 & S2 (260 students)
22/10/2021	OLE Leadership Training Program	CROSS Centre Tung Wah Group of Hospitals	S3-S5 (55 students)
2021/2022	UNICEF Young Envoys Programme 2022 香港青年使者計劃 (聯合國兒童基金)	UNICEF	S5 (2 students)
8/2022	Go Wild Leadership Training Program	The Hong Kong Federation of Youth Groups	S3 (2 students)

7.7 Special Educational Needs Team

The Special Educational Needs Team aims at providing support to cater for students' special educational needs (SEN) in different levels, building an inclusive culture in the school environment, enhancing home-school cooperation and liaising with professionals and non-governmental organizations to raise the effectiveness of the support to SEN students. We do our best to observe the principle of equal opportunities and make reasonable accommodations for students.

The following is a summary of activities held and / or arranged by the Special Educational Needs Team in 2021/2022:

Date (s)	Programme / Activity	Parties concerned	Level of Participants
8/2021 - 9/2021	動感開學小組	SEN Team & Social Workers	S1-S4 SEN students
10/2021	Staff Meeting Sharing (MI Cases)	SENCO	Teachers
10/2021 - 5/2022	Self-management and Social Skills Training Course 自理及社交小組 (S1-5)	SEN Team & Target Education Center	S1 -S5 SEN students
10/2021 - 6/2022	Mind and Study Group 心腦加油站	SEN Team & Edge Development Centre	S2 SEN students
11/2021	Little Angel Ice-breaking Activities 小天使計劃—「破冰活動」	SEN Team & Social Workers	S1-S6 Little Angels
11/2021 - 5/2022	Speech Therapy	SEN Team & Prologue Education Centre Ltd	S1, S3 ,S4 SEN students
12/2021	Mental Health Talk - Understanding and Managing Anxiety 「精神健康教育活動」	Queen Mary Hospital & SEN Team	S5 students
2/2022	Class Resumption Activity – Greetings 復課「Greeting」大行動	SENCO	S1-S6 SEN students and Little Angels
3/2022	Shall We Talk 中六減壓工作坊	Educational Psychologist & SENCO	S6 SEN students
3/2022 - 4/2022	Chinese Tutorial Class 初中中文增潤小組	SEN Team & Folk Culture & Education Co. Ltd	S1-S2 SEN students

Date (s)	Programme / Activity	Parties concerned	Level of Participants
3/2022 - 4/2022	Chinese Learning Skills Training course 高中中文技巧班	SEN Team & Excellent Education Company Limited	S4-S5 SEN students
3/2022 - 4/2022	Growth Mindset and Study Skills Group 成長思維小組—「玩轉腦朋友」	Educational Psychologist & SENCO	S2-S3 SEN students and parents
3/2022 - 5/2022	Emotional and Attention Control Training Course 初中情緒及專注力小組	SEN Team & Folk Culture & Education Co. Ltd	S1-S3 SEN students
4/2022-5/2022	Flash Light Programme (Stage 2) The Searchers – Experience Day and Core Courses 生命不加索 - 青少年生命藝術共創計劃	SEN Team & The Coca-Cola Foundation	S1-S5 SEN students and Little Angels
5/2022	Workshop on Identifying and Supporting Students at Risk of Suicide (II) 識別及支援有自殺風險的學生工作坊(二)	Educational Psychologist & SEN Team	Teachers
5/2022	Mental Health Talk - Understanding and Managing Anxiety 「精神健康教育活動」	Queen Mary Hospital & SEN Team	S4 students
5/2022-6/2022	中一中文優化課堂	SENCO & Chinese Department	S1 students
8/2022	「全校參與分層支援有自閉症的學生」計劃(AIM)—強項為本小組	EDB	S1-3 SEN students
Whole Year	Harmony Ambassadors Scheme 大哥哥大姐姐計劃	Educational Psychologist & SENCO	S1-S4 SEN students and Little Angels
Whole Year	「傷健共融，各展所長」青少年計劃	Labour and Welfare Bureau, Rehabilitation Advisory Committee, Hong Kong Federation of Handicapped Youth	S4-S5 SEN students
Whole Year	HKEX Charity Partnership Programme 職場新星展才華	Methodist Centre	S6 SEN students
Whole Year	Special Examination Arrangement	SEN Team	S1-S6 SEN students

Date (s)	Programme / Activity	Parties concerned	Level of Participants
Whole Year	Little Angels Programme 小天使計劃	SEN Team	S1-S6 SEN students and Little Angels
Whole Year	Individual Education Plan (IEP)	Teachers of the SEN Team and Guidance Team, Educational Psychologist, Social Worker, Class Teachers and Subjects Teachers	S1 SEN student
Whole Year	Case Conference and Psycho-educational assessment with the Educational Psychologist	Teachers of the SEN Team and Guidance Team, Educational Psychologist, Social Worker, Class Teachers and Subjects Teachers	S1-S6 SEN students

8 Financial Summary (as at 31 August 2022)

	Income \$	Expenditure \$
I. Government Funds		
A. Expanded Subject and Curriculum Block Grant		
(a) Non-school Specific Grant		
• Baseline reference provision	467,996	301,240
(b) School Specific Grants		
• Composite IT Grant	494,240	414,722
• Capacity Enhancement Grant	642,934	442,725
Balance:	446,483	
B. Other Specific Grants		
• Teacher Relief Grant	218,140	139,357
• Learning Support Grant	517,174	501,639
• School-based After-school Learning and Support Grant	161,800	91,944
• Information Technology Staffing Support Grant	321,796	301,906
• Grant for the Sister School Scheme	282,745	79,300
• Promotion of Reading Grant	146,190	48,080
• Life-wide Learning Grant	2,268,735	657,693
• Diversity Learning Grant	84,000	53,450
• Student Activities Support Grant	107,900	31,128
• School Drama Festival – Production subsidies for GSS	3,600	0
• School Executive Officer Grant	534,660	404,641
• One-off Grant for the Sen. Sec. Subj. C & SD	100,000	0
• SBM Top-up Grant	50,702	7,500
Balance:	2,594,133	
II. Non-government Funds		
A. Extra-curricular Activities Fund	151,634	92,309
Balance:	59,325	
B. SBM Fund	520,805	59,183
Balance:	461,622	

9 Feedback on Future Planning

9.1 Major Concern 1: To raise students' learning capability in pursuit of academic excellence

- 9.1.1 According to the feedback from all subject departments and students, most of them supported the measures to enhance their learning motivation and effectiveness through the use of IT elements in learning and teaching. The extensive use of Learning Management System (LMS) such as Google Suite in a daily routine practice further promoted the self-directed learning and effective interaction between teachers and students. The ethical use of IT was successfully integrated in the formal curricula of Computer Literacy (junior forms) and ICT, CSD and Liberal Studies (senior forms).
- 9.1.2 The effective use of IT became significant in delivering knowledge and skills to students especially when the policy of half-day school and special summer vacation was implemented under the influence of COVID-19 pandemic and a lot of activities and tutorial lessons were changed to the online Zoom mode. It is also vital for the school to continue to improve the IT facilities and provide adequate support to enable teachers to conduct their online lessons more effectively.
- 9.1.3 Facing the future challenges, it is important to reinforce students' reading motivation and reading habit so that they can equip themselves with more knowledge and skills to cope with new challenges.
- 9.1.4 Measures to foster positive values and promote National Security Education (NSE) so as to foster their innovative capability will be adopted through regular lessons and a variety of activities. Furthermore, as IT is an effective tool for teaching and learning, the school will continue to provide training to teachers on IT and e-learning, especially on apps application.

9.2 Major Concern 2: To nurture students' positive values and attitudes for the development of the sense of citizenship and national identity

- 9.2.1 Positive emotion – Love and Gratitude, was successfully disseminated to students. Most students expressed that they had got better understanding of the values of “Care for others” and “Respect for others”. Their level of empathy was also raised.
- 9.2.2 Positive emotion was the key to the development of positive values. We could continue to cultivate students' senses of love and gratitude. Students' capability in building positive emotion could also be enhanced. Programs on development of social skills and self-actualization could be emphasized in the coming year.
- 9.2.3 The virtue of gratitude was nurtured among students through class management activities in S1 and S2. However, the COVID-19 epidemic affected the implementation of some of the class management strategies. The opportunities for students to improve the class unity, love and empathy could be further enhanced in the next school year.
- 9.2.4 Core values of perseverance, responsibility and commitment were cultivated through ECA activities and leadership training programmes. Activities were organized by different teams for students to develop these qualities. Life planning activities were arranged for all levels. Students were guided to identify their interests, abilities and values. In the APASO survey, the scores of all levels in the subscale “Goal setting” were higher than the territory norm. The result reflected that our students' senses of responsibility and perseverance were high. They could set targets and tried to fulfil them on their own. Leadership training and volunteer training could further strengthen students' sense of responsibility, perseverance and empathy.
- 9.2.5 Basic Law Education was emphasised in nurturing the sense of law abidingness among our students. Its extent and depth fully met the requirements of the curriculum. Students' awareness of law-abidingness and sense of national identity could be further improved through regular flag-raising activities and the promotion of Chinese culture in functional team activities.