

## *Vision*

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

## *Mission Statement*

The mission of ST. JOSEPH'S COLLEGE is to educate students in areas of moral, intellectual, physical, social, aesthetic and emotional development. This process will take place in an environment conducive to learning and in the context of interaction between staff and students.

*We* believe that our mission and spirit is to impart a human and Christian education to those entrusted to our care within the Lasallian family, and to do so with **FAITH** and **ZEAL**.

*We* believe that in co-operation with parents we work to form the minds and characters of students and become transformed in the process as teacher and student help each other grow as persons.

*We* believe that success in school means more than good examination results. Students must learn how to learn, to think and to live virtuously.

*O*ur mission is successful when our students

1. love their country, develop their talents and appreciate their culture,
2. understand and accept themselves and others,
3. think logically and critically and express themselves effectively,
4. clearly know what they believe and why they believe,
5. maintain physical fitness and mental health – avoiding excesses and abuses,
6. possess social awareness and a sense of responsibility for the common good.

## OUR SCHOOL



**St. Joseph's College** has a history of over a hundred and forty five years. It was established by the Christian Brothers (De La Salle Brothers) in the nineteenth century.

In 1875, six La Salle Brothers took over St. Saviour's College, which was founded in 1860, and renamed it as St. Joseph's College.

In 1876, the College expanded and moved from its original premises in Pottinger Street to a larger one at 9 Caine Road, known as Buxley Lodge.

Five years later, a lack of space again resulted in the College being moved to Glenealy below Robinson Road.



Then, in 1918, an earthquake caused severe damage to the premises and the school had to move again to the present site – 7 Kennedy Road, formerly known as the Club Germania (the German Club).



The Old Building where the S.1 – 3 and S.5 classrooms are now situated was erected in 1920; at that time the number of students was about 650.

The SJC landmark standing atop the Triangular Playground (which has been declared a historical monument in the year 2000), has been renamed on 3 March 2010 (Wednesday) “St. Joseph’s College Charles Kao Block” at a ceremony presided by Professor Kao.

In 1925, the Chapel Block was completed and in 1963 the block on Kennedy Road was replaced by the present building.



The New Building was opened by Sir Robert Black, the then Governor of Hong Kong.

The School Improvement Programme – Phase I, the Agabeg Annex (named after Mr. Godfrey Avryl Agabeg, because of his generous donation to the Foundation Fund) was completed in July 2007.



Agabeg Annex

The added facilities are the Old Boys Staff Room E, the Welfare League Staff Room F, the Dr. Peter Lee & Dr. Simon Lee Art Room, the Sir Q. W. Lee ITLC and the William Doo Reading Room.



from left: the Old Boys Staff Room E, the Welfare League Staff Room F and Dr. Peter Lee & Dr. Simon Lee Art Room.



from left: the Sir Q. W. Lee ITLC and the William Doo Reading Room.

The library was enlarged to provide a teachers' reference section and more room for students' reading.



from left: the library extension, the teachers' reference section and the reading area.

Renovated and furnished in 2012, the Audio-visual Room has been available for use by all members of staff. Two classrooms in the New Building, which had been merged and refurbished to accommodate a maximum of 80 in late 2012, were turned into the Lecture Room in September 2013.



Lecture Room.



In 2016, the Education Bureau allocated the vacant school premises at 26 Kennedy Road in the Central & Western District to the Director in Hong Kong of St. Joseph's College for the physical extension of the St. Joseph's College. The new facilities, which include classrooms for S.4 and S.6 students and venues for a variety of extra-curricular activities, came into service in September 2018.



26 Kennedy Road Campus

## SCHOOL MANAGEMENT

The sponsoring body of the school is the Institute of the Brothers of the Christian Schools, known as the ‘De La Salle Brothers’, named after the founder of the Institute, John Baptist de La Salle.

Our school was one of the first institutions in Hong Kong to participate in the School Management Initiative (SMI) in 1991. School-based management was implemented by the School Management Committee, comprising of representatives from the School Sponsoring Body, teachers, parents and alumni. The Incorporated Management Committee (IMC) was established in 2013-2014.

### Members of the Incorporated Management Committee (2020-2021)

Chairperson	Brother Chan Jeffrey (Supervisor)	
Principal	Ms Wong YF	
Sponsoring Body Manager	Ms Tam Millie Mr Choy Peter Mr Ng Tony Mr Ching Perrick (Alternate)	Ms Ma Veronica Mr Ku Eric Mr Wong Kenneth
Teacher Manager	Mr Szeto Godwin	Ms Young Maria (Alternate)
Independent Manager	Ms Thong Elizabeth	
Alumni Manager	Mr Yen Michael	
Parent Manager	Mr Sin Anthony	Dr Leung Carl (Alternate)



Members of the Incorporated Management Committee (2020-2021)

# OUR STUDENTS

## Class Organization

The school enrolment is 968. The students of St. Joseph's College are mainly Chinese and the age range of the students is between 12 and 18 years old. The average class size for S.1 - S.6 is 32.

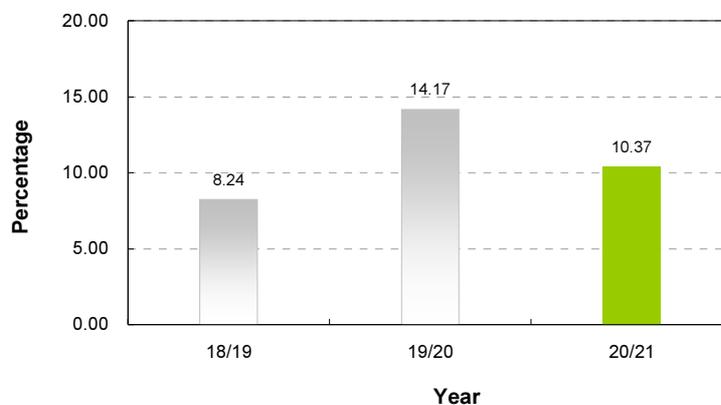
### Number of Operating Classes

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	5	30

### Number of Students

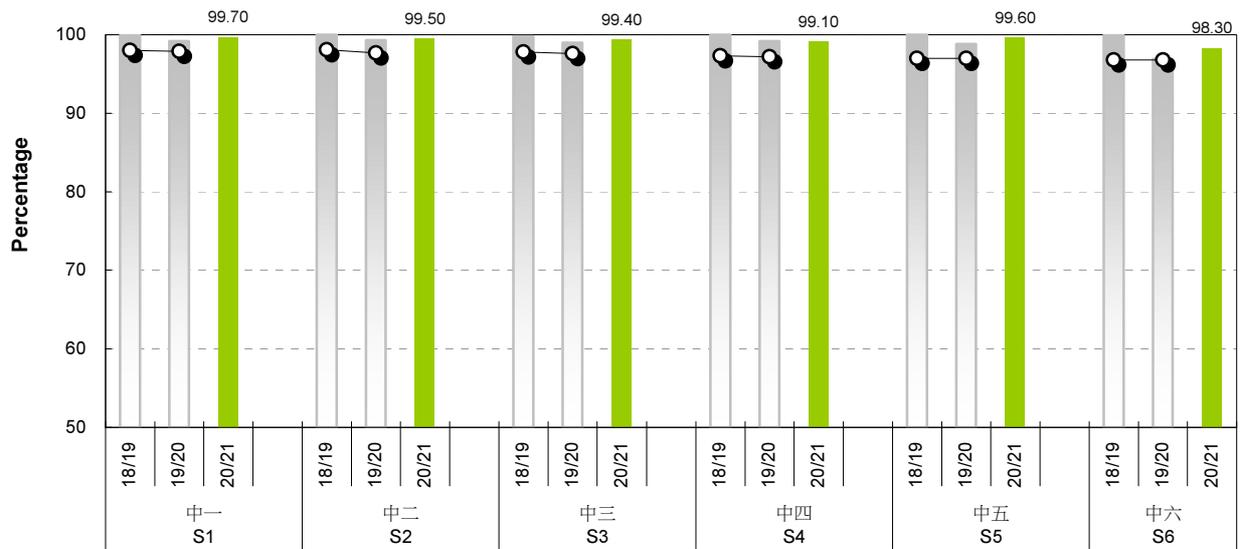
Level	S1	S2	S3	S4	S5	S6	Total
No. of Boys	180	176	174	167	146	125	968

## Unfilled Places



left: Dress Causal Day (9 Oct 2020) and middle & right: Recruitment Week (6 - 9 Oct 2020)

## Students' Attendance



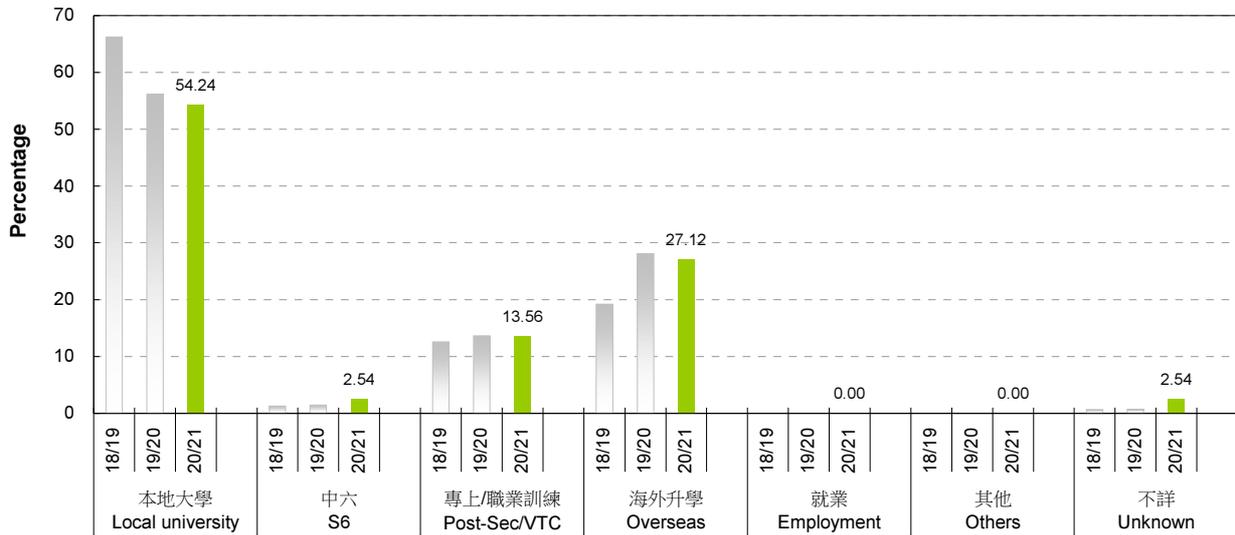
The white dots on the chart represent the territory mean.



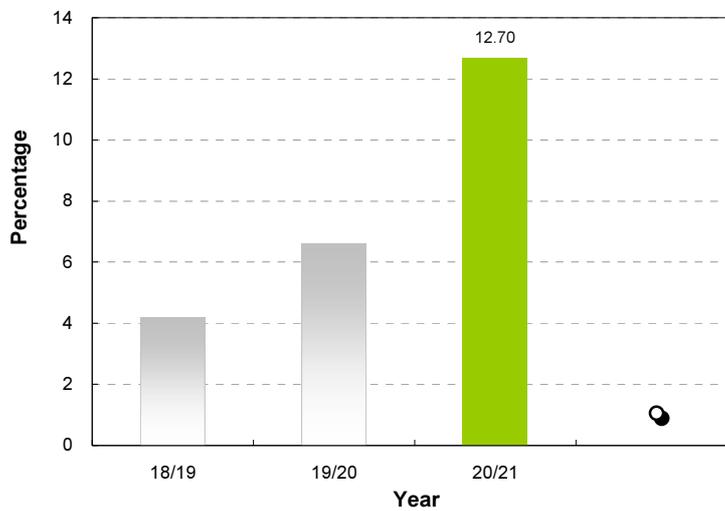
Left, middle and right: Academic Prize-Giving Ceremony (15 Nov 2020)

## Destination of Exit Students, Including Early Exits

Most of our S.6 graduates pursue further study locally and about twenty percent of them study abroad. The destination of S.6 graduates in this year is given below:



The percentage of early exits for all levels in the past three years:



The white dot on the chart represents the territory mean.

## **Student Support**

Through our school motto “LABORE ET VIRTUTE”, the school spirit is well manifested. We educate students in areas of moral, intellectual, physical, social and aesthetic development by providing them with learning opportunities and experiences in different subjects, extra-curricular activities, as well as activities organized by the Value Education and Academic Promotion Team, the Counselling Team and the Moral and Civic Education Team. All students are invited to join the Junior Police Call in S.1 and at least one of the service groups, namely the 1<sup>st</sup> Hong Kong Group, Red Cross or St. John’s Ambulance, through which students are trained to be self-disciplined and law-abiding citizens.

The school identifies students’ varied needs for developmental support and is fully cognizant of their attitude, behavioural and intellectual development. A regular form-teacher session every Wednesday is scheduled on the timetable to support students’ personal growth. Class visits are conducted by the supervisor and the principal to promote an open and responsible school culture through closer contact with students.

In order to address students with different learning abilities and learning needs, we launch the Student Support Scheme. The Student Counselling Scheme and the S.1 Orientation Programme help S.1 students to familiarize themselves with a new environment. The S.1 Bridging Course, the Summer Class and the Student Mentoring Programme provide assistance for students in need. The Moral and Civic Education lessons are organized for all students to teach them how to grow into healthy and responsible individuals. A series of Goal Setting Workshops are organized by the Counselling Team to help students who were conditionally promoted to S.3. A Peer Mediation Scheme is run to reinforce camaraderie among our students. Students are encouraged to participate in different international youth exchange programmes, as such they become global, independent and intelligent learners. Moreover, the Summer Internship Programme is offered to our S.5-6 students to expose them to different career experiences.

Small-class teaching is adopted in the teaching of Chinese, English and Mathematics in S.1 and S.2 and in the teaching of the core subjects in senior secondary level. In order to cater for the needs of non-Chinese speaking students and let students in general have a chance to learn a third language, regular French and Japanese classes

are organized for students from S.1 to S.6 after school. They take French or Japanese as an extra language and prepare themselves for the GCE AS Level Examination. A Special Chinese Language programme is organized for non-Chinese speaking students to enable them to take the GCE, GCSE or IGCSE Chinese examination.

The Integrated Education Team provides students with special educational needs (SEN) with appropriate assistance. Two student counsellors, who work closely together with educational psychologists and our school social workers, are employed to take care of these students. Assessments and student interviews are regularly conducted. Professionals, such as social workers and speech therapists from non-governmental organizations are invited to provide training for students so as to enhance their social and verbal skills as well as their ability to control their emotions. Special arrangements during examinations, including extension of duration, change of venue and enlargement of fonts, are made based on the advices from the specialists. Student Improvement Awards are given to encourage students with SEN to strive for greater improvements. Besides, some members of our teaching staff have completed the SEN courses jointly organized by tertiary institutions and the EDB. They are well-equipped with the knowledge and skills about integrated education.

Gifted education programmes are provided for students who are talented in specific areas. Special training sessions for these students are held regularly and outstanding students are nominated to take part in the Hong Kong Mathematics Olympiad, Hong Kong Physics Olympiad, International Junior Science Olympiad – Hong Kong Screening and Hong Kong Olympiad in Informatics. Over the years, our students have performed very well and obtained very good results in these competitions. Gifted students are also selected and referred to the Support Measures for the Exceptionally Gifted Students organized by the Gifted Education Section of the EDB, the training courses conducted by the Hong Kong Academy for Gifted Education and the Secondary Schools – The Hong Kong University of Science and Technology (HKUST) Dual Program.

For students with outstanding academic performance, various scholarships and prizes are offered.

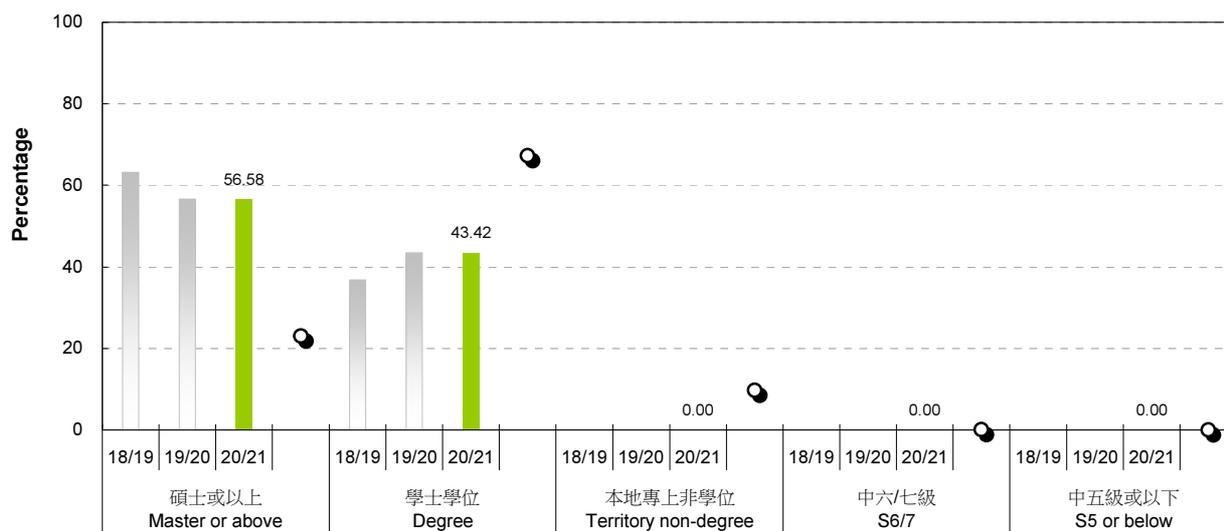
# OUR TEACHERS

## Qualification

**Composition of Teaching Staff in the Past Three Years**

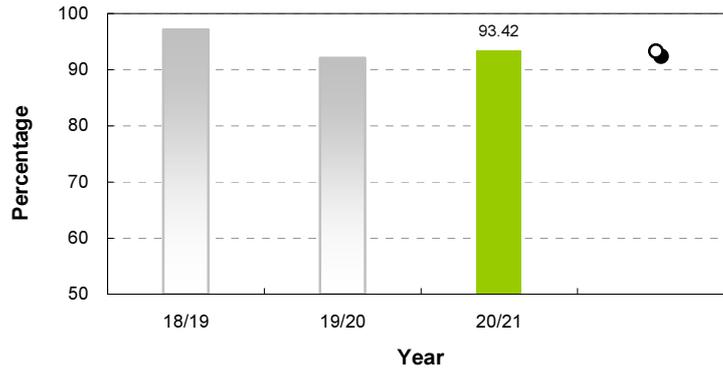
Posts	18/19	19/20	20/21
Principal	1	1	1
Vice-Principals	2	2	2
Careers Mistress	1	1	1
Counselling Mistress	1	1	1
Discipline Mistress	1	1	1
ECA Master	1	1	1
Classroom Teachers	51	51	51
Music Teacher	1	1	1
Visual Arts Teacher	1	1	1
Librarian	1	1	1
<b>Total</b>	<b>61</b>	<b>61</b>	<b>61</b>

**Percentage of Highest Academic Qualifications Attained by Teachers**

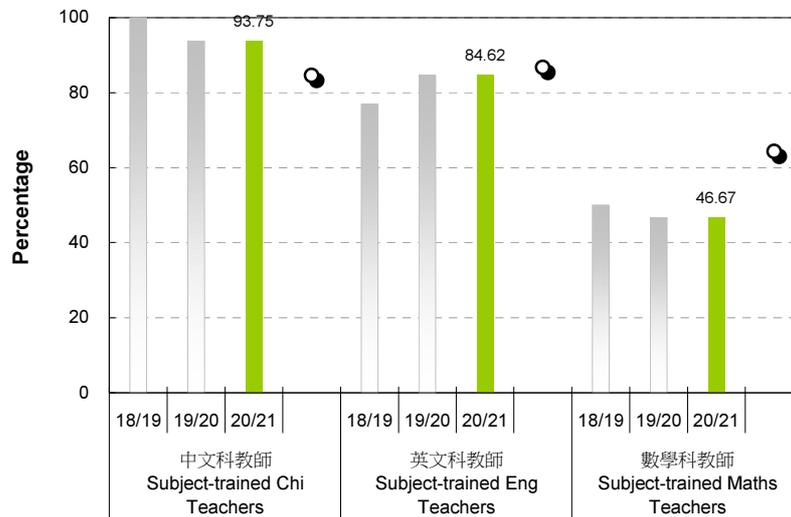


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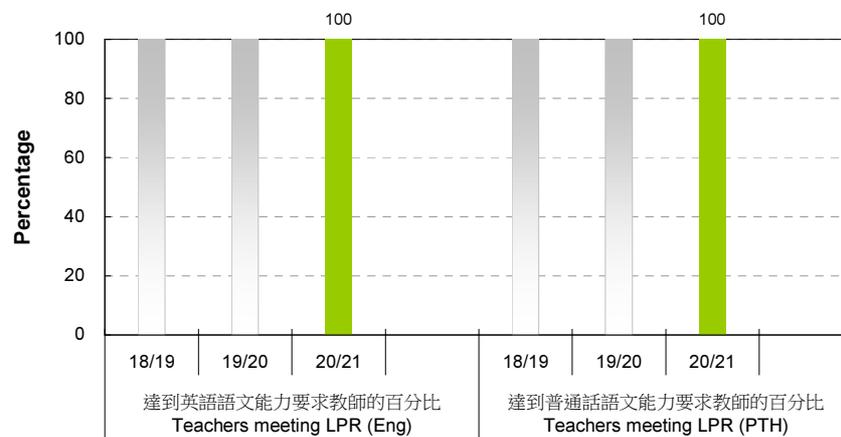
### Percentage of Professionally Trained Teachers



### Percentage of Subject-trained Teachers

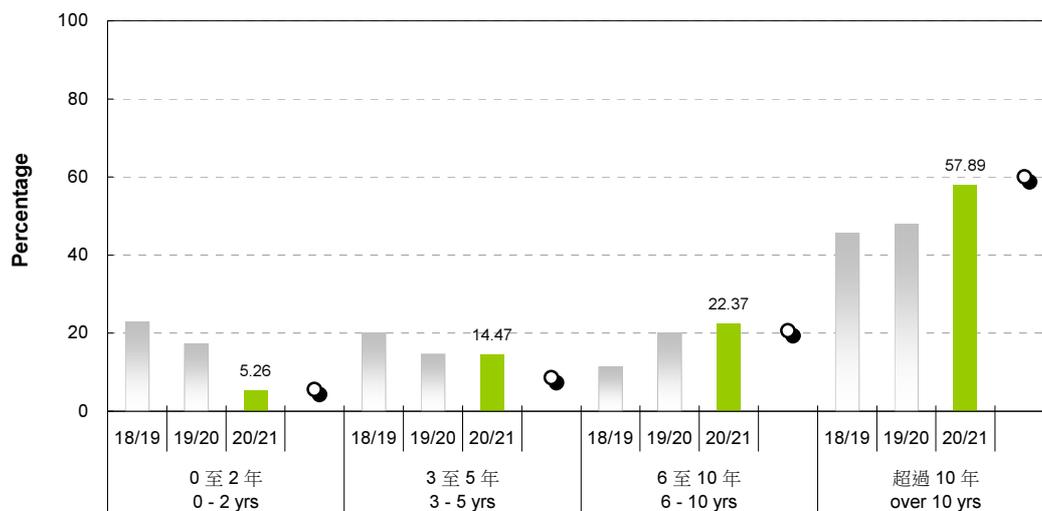


### Percentage of English and Putonghua Teachers with LPR



The white dots on the charts represent the territory mean.

## Teachers' Experience



The white dots on the chart represent the territory mean.

## Professional Development



Staff members of St. Joseph's College (2020-2021)

Three Staff Development Days were held in 2020-21 with the aim of improving teachers' teaching skills and teaching quality. Besides nominating teachers to attend courses and seminars about Senior Secondary (SS) curriculum, e-learning and Special Educational Needs (SEN) organized by the EDB, teachers are strongly encouraged to pursue postgraduate studies.

## **LEARNING AND TEACHING**

English is the medium of instruction in the school. All classes in our school are taught in English except for some Chinese-related subjects, Chinese Language, Chinese History and Putonghua. Besides using English as the medium of instruction (EMI) in the classroom context, English is also the official language for major school events such as the Swimming Gala, Sports Day and Prize Giving Ceremonies. While upholding our EMI status and providing a language environment conducive to learning in EMI, we ensure our students a rich environment to learn Chinese, including Putonghua, adequately. We also provide French and Japanese as elective subjects to all students.

Our students generally possess good academic abilities, positive learning attitudes and good communication skills. The majority of students are serious in doing their assignments and there is a strong and long-established culture of academic integrity and hard work. Students' outstanding performance is demonstrated through cross-discipline, inter-departmental projects which integrate a variety of skills. Students are able to complete projects with minimal teacher guidance and supervision. This independent effort results in a school newspaper and an annual school magazine that are among the best in Hong Kong.

Teachers prepare their lessons well and create interactive forums where students are encouraged to express their opinions, self-analyse their work and craft thoughtful and logical responses to abstract questions. Teachers have adopted strategies such as collaborative lesson planning, lesson observation and frequent skill-specific workshops to enhance their teaching skills. Regular student surveys are conducted to review their teaching strategies.

In order to maximize the quality of teaching and students' work, as well as to create transparency, school-wide homework inspection is carried out at intervals. To further this end, stakeholder surveys are conducted. With reference to the surveys conducted, teachers reflect on their teaching strategies and refine their lesson plans and teaching materials.

In order to enable students to have a balanced development in English, Chinese and Putonghua, the Language Policy Committee has closely coordinated the development of these language subjects in the past years. With the clear goal of nurturing and developing students into bi-literate and tri-lingual individuals, we encourage students to participate in activities like reading schemes for Chinese and English, the Hong Kong Schools Speech Festival, open debating competitions and public speaking competitions.

Apart from placing strong emphasis on students' language competency, bi-literacy and tri-lingualism in particular, the school makes every effort to foster holistic and all-round development of individuals. A variety of activities and opportunities, such as exchange programmes, sports, music and leadership training, IT development and art workshops, are offered. Our ECAs not only enrich students' school life but also provide them with opportunities to acquire various Other Learning Experiences. We endeavour to nurture in our students an active and responsible learning attitude, cognitive thinking skills, social awareness, sense of responsibility and the commitment to serve our community.

In the academic content area, in line with the Senior Secondary curriculum, we offer nine different electives for students to choose based on their strengths and interests.

The needs of students with special educational needs (SEN) are addressed in our school. Teachers are well-informed and fully equipped to teach the students with SEN. They keep track of their academic performance and employ corresponding teaching strategies. Some tailor-made programmes are provided to students in need. With proper support, we believe that students with SEN can develop their potential to the fullest.

In order to nurture students' reading habit and enable them to become life-long learners, we offer reading award schemes, extensive reading schemes and good book sharing sessions. In addition, book exhibitions are held regularly to promote students' reading habit. Furthermore, to better instill correct moral values in students, the Chinese and the English Department have incorporated Moral and Civic Education lessons into the reading programmes in the past years.

Our students did well in 2021 HKDSE examination. Among all the subjects, students' performance in English was very impressive. Over 84.7% of students attained Level 4 or above, among which 25.4% attained Level 5\* or above. Students' performance in Mathematics was equally fine, with over 78% of students obtaining Level 4 or above, among which 20.3% attained Level 5\* or above. The results students achieved in elective subjects were also exceptional, particularly in Biology (84.8% attaining Level 4 or above), Chinese History (83.3% attaining Level 4 or above), Information & Communication Technology (80.0% attaining Level 4 or above) and Chemistry (79.7% attaining Level 4 or above). We are also very proud that most of our students received desirable offers from the JUPAS. They were admitted into competitive programmes such as Accounting and Finance, Medicine, Law, Architecture and Finance Technology. Besides those admitted into local universities, many students obtained offers from top overseas universities like the University of Oxford, Imperial College London, the University College London, the Durham University, the University of Bath and the University of Chicago.

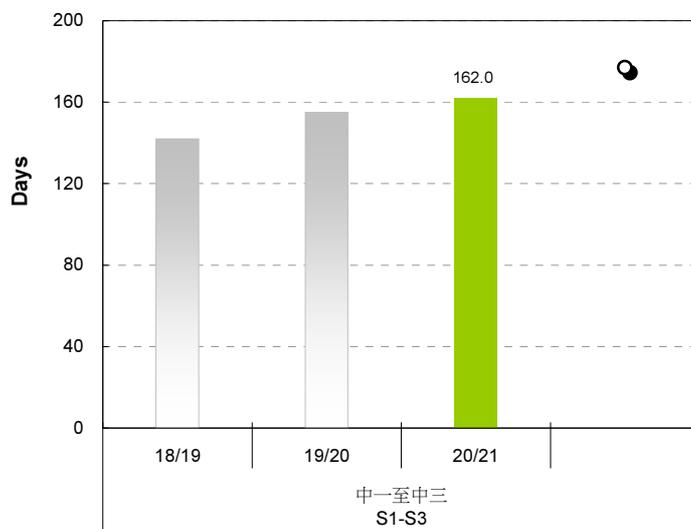
We will continue to provide our students with an excellent learning environment so that they can continue to enjoy the quality education in SJC.



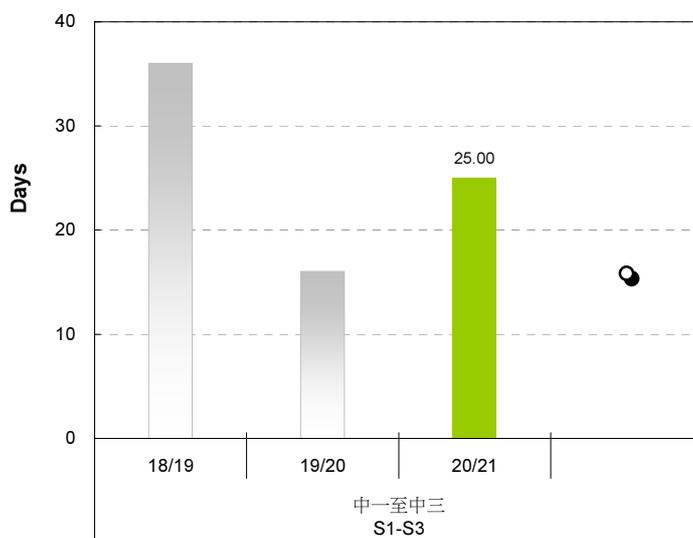
Left: PTA AGM (10 Oct 2020) and middle & right: PTA Parenting Seminar (8 May 2021)

## Number of Active School Days (S1-S3)

### No. of Days in a School Year with Regular Classes



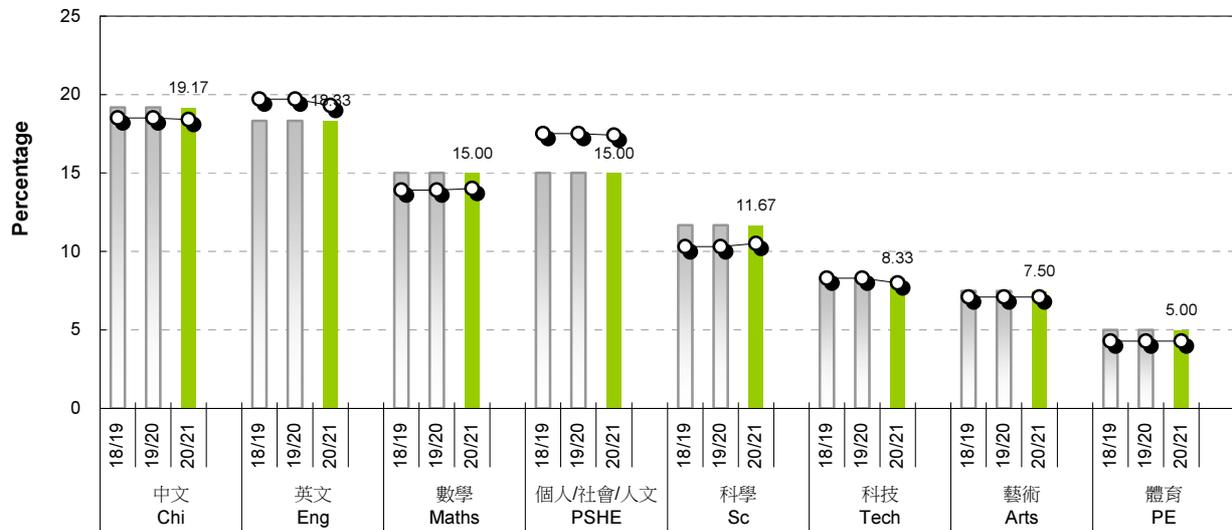
### No. of Days in a School Year with Learning Activities



The white dots on the charts represent the territory mean.

## Lesson Time for the 8 Key Learning Areas (KLAs) (S1-S3)

Lesson Time Allocated to the 8 KLAs



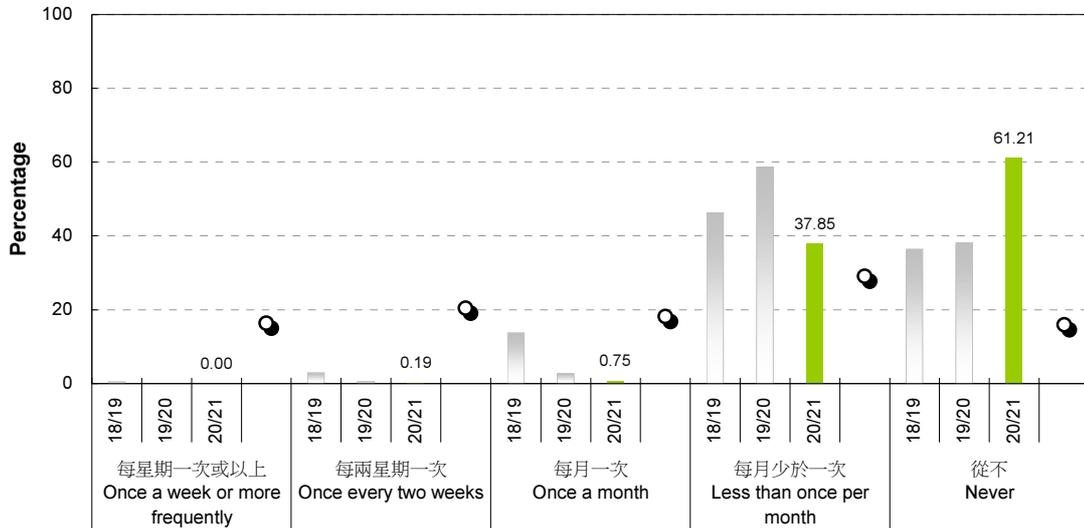
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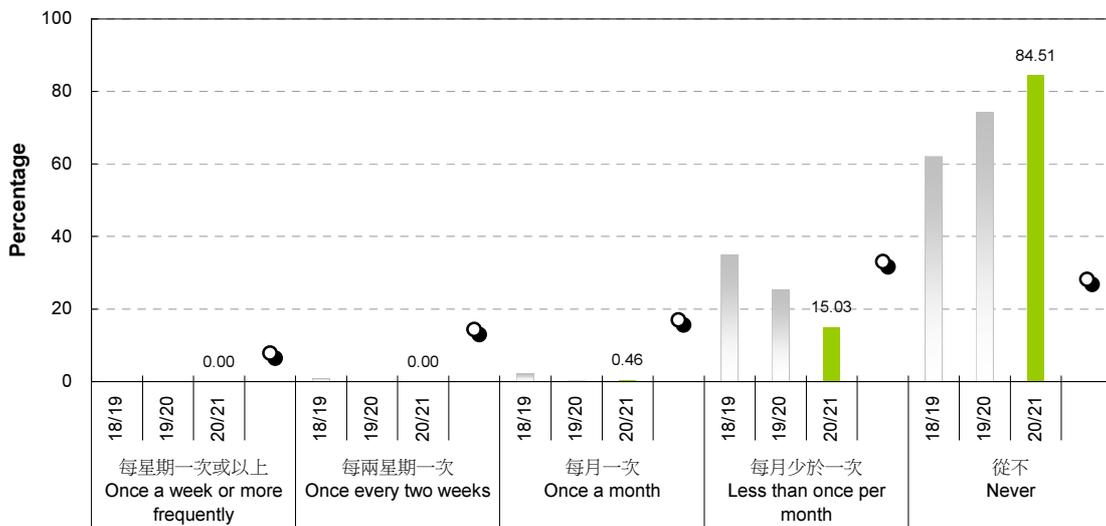
Left, middle and right: Joint School Chinese Debating Competition Championship (20 Feb 2021)

# Reading Habit

## Students' Frequency of Borrowing Reading Materials from the School Library



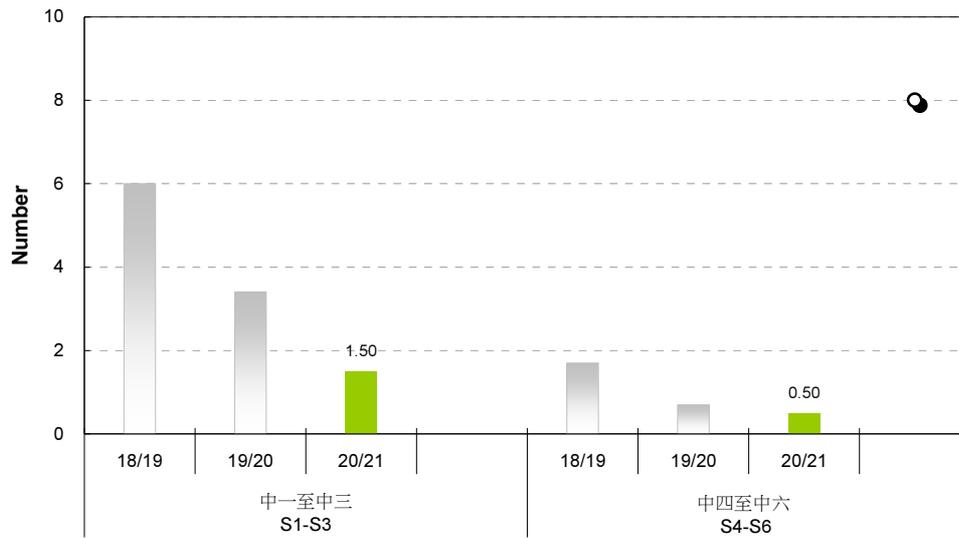
S1 – S3



S4 – S6

The white dots on the charts represent the territory mean.

### Average No. of Reading Materials Borrowed from the School Library Per Student Per Year



The white dots on the chart represent the territory mean.



left, middle and Right: Urban Planning Workshop (24 Apr 2021)

# ACHIEVEMENTS AND REFLECTIONS ON MAJOR CONCERNS

**Priority Task 1: To explore and foster potentials in students, making them contributive members of society**

## Achievements

### 1. To develop a comprehensive and systematic framework and policy

- 1.1 In view of the extended school suspension due to the COVID-19 pandemic, all the co-ordinations were mainly done through ZOOM and WhatsApp messages. Yet, committee members were still able to work together as one group.
- 1.2 At the start of this academic year, we foresaw that certain activities would continue to be affected. Some activities were switched to online mode (e.g., debate, speech festival) to avoid face-to-face contact while some organizations such as NGOs, universities went on organising new competitions.
- 1.3 Programme plan from each section was collected, and an overall yearly plan was drafted to avoid possible conflict and overlap of activities. We sought alternatives to usual activities, and committee members agreed that certain activities could still be held online during school suspension.
- 1.4 The implementation plan was revised before the end of the year.

### 2. To introduce, prepare, and implement the program by stages

- 2.1 We used both K7 and K26 playgrounds for various PE and other activities when we were able to conduct face-to-face lessons. Students took enjoyment in having physical education lessons that helped them stay healthy, which raised student's awareness of pursuing a healthy lifestyle.
- 2.2 Despite the pandemic, we were still able to hold through ZOOM several seminars/talks/workshops of various themes, including internet addiction and time management, positive psychology, money management, healthy life style, conflict resolution, etc. There were adjustment workshops organized for S1 students. Peer Counselling Scheme was conducted through Zoom. We set up an S2 study group, "Avenue of Star," and a workshop, "Create Your Future," for low-motivated students. The Counselling Team continued to work on the Z Generation Project, and workshops on Emotion and Stress Management were given to S3 and S5 students. We also had a Peer Counselling Scheme through Zoom to inspire and equip S3 boys to become future counsellors. Besides, we had a talk hosted by Mr. T. Wong in March 2021 for providing students with spiritual support. The "Perfection" training for prefects was

also conducted through Zoom in February 2021 with thirty participants attending.

The above events helped relieve part of the stress and pressure students faced during the school suspension period. The prefect training camp empowered students to perform their roles and duties.

- 2.3 Our Humanities boys participated in a significant number of activities this year. The BAFS boys joined the JA program, the Company Program together with the Alibaba Jumpstarter Competition. The Economics boys entered the 通識理財 competition, the 金錢管理大賽, and will continue to take part in the 語出經人 competition once the information is available. Four S5 boys also participated in the Economics Essay Competition organized by DURAM University of England.

All participants enjoyed the challenge from these events. They all agreed that they built their confidence through participating in these activities. Students also learned how to make use of their potential even in times of crisis. The DURAM competition opened up an opportunity for our students to participate in an international event, helping our boys broaden their horizons.

The Putonghua Club organised an Online Quiz in September with more than twenty S1 to S4 students joining the event. The Inter-class Public Speaking Competition for junior form students were held successfully. The “Werewolves in Miller’s Hollow” event drew close to thirty participants ranging from S1 to S4 boys. The Drama Appreciation was carried out with full participation from S1 to S3 students. Other events, such as the Campus Treasure Hunt, the Drama Radio Assistance Programme, the Putonghua Quiz and Speech Competition, Putonghua 奇趣盃, 鳴辯盃 were also held as planned. Not only did the above events help enhance our students’ communication skills in Putonghua, but also helped them develop their talents in developing contingency plans.

We conducted Walkathon online for the first time this academic year. The Mathematics Society Kahoot Quiz for S1 to S3 was organised in November 2020, and the Pi-Day was conducted online with more than forty participating students. The Inter-class Chinese Debate was held from February to July. The UNICEF organised the “Change for Good” fundraising programme for victims of the Beirut explosion. The Exhibition on Children’s Rights issues was held in January as well.

The Chinese Culture Society held the Mid-Autumn Lantern Riddles in September. The Essay Competition was held successfully in November. The Short Fiction Appreciation, Inter-Class Debate, Writing Competition, and Inter-Class Speech Competition were all held with good feedback received.

The above events helped our boys face the challenges in difficult situations and set up contingency plans for unexpected situations. Through these activities, students’ organisation and communication skills were sharpened, and the spirit of mutual

collaboration between students and the outside world was also enhanced.

The English Society boys joined the 19<sup>th</sup> Chartered Institute of Logistics and Transport Essay Competition. The Public Speaking Workshop was held for S1 to S4 students.

The Value Education and Academic Promotion Team (VEAPT) held the Moral and Civic Education Board Decoration in early Sept 2020 and the Clean School Campaign Stage 1. In November, the Inter-Class Board Decoration Competition was held. The team organized the S1 Inter-class Basic Law Competition. Most importantly, the Academic Prize Giving Ceremony could be carried out too.

In Aesthetic Education, the ATEC programme adjusted the teaching mode catering for our needs. The Artist Career Sharing and Workshop was held for AE students. In January, the Automata (STEAM) unit for S1 was completed. The Community Art Project and the Enhanced Painting Workshop for DSE boys were carried out in July.

In Music, our boys participated in the Paul Phoenix Academy 1<sup>st</sup> Anniversary Online Music Festival and attained the SILVER award.

By participating in the above, our students' artistic skills and musical talents were further honed and developed.

For events organised by external organisations, our Chinese Debating Team won the overall champion in the 52<sup>nd</sup> Inter-School Chinese Debating Competition. In Speech Festival, we also captured three champions, nine 1<sup>st</sup> runner-ups, and thirteen 2<sup>nd</sup> runner-ups. The team also captured a 2<sup>nd</sup> runner up in the Sing Tao Debating Competition. In English Speech Competition, we also achieved great success clinching a total of 11 champions, six 1<sup>st</sup> runner ups and fifteen 2<sup>nd</sup> runner ups. The English Debating Team captured the Term One Champion (junior section) and the 2<sup>nd</sup> runner up (senior division) in the Hong Kong Secondary Schools Debating Competition.

Science students took part in various competitions. They captured several first class titles in the Big Science Competition in May, won the overall champion in the 54<sup>th</sup> Joint School Science Exhibition in August, attained several first class awards in the International Junior Science Olympiad Hong Kong Screening Test, and were awarded as one of the outstanding teams in the STEM + E Competition.

The Bowling Team took part in the Inter-School Bowling Competition which was held in July.

Through active participation in a wide array of competitions, our students developed a fighting spirit, fostered an awareness of the need to excel themselves and to become leaders and contributive members of society in the future. The above events shaped them up in times of hardship.

The pandemic changed our planning of extra-curricular activities for NCS boys. After the outbreak, some NCS boys went back to their home countries and did not return. We were unable to carry out the planned visits as the government did not relax the social

distancing measures.

- 2.4 Due to COVID-19, most of our social services came to a halt as restraints were imposed on face-to-face social interaction. The Dress Casual Day was carried out on Oct 9 when we could come back to school for lessons. The Easter Service was carried out with around twenty participating boys from S3 and S5. Instead of face-to-face visit, the Community Service Team designed and sent caring cards with blessings to the Caritas Jockey Club Lok Yan School to show concern for the students during the pandemic. We were unable to carry out more community services in the last few months of the academic year as the pandemic prevailed.

We did not neglect the needs of the less fortunate. Our students continued to show their concern for others by conducting online visits and sending caring cards. Through the events, our boys were trained to be caring citizens of the society, willing to offer a helping hand whenever required.

- 2.5 For students who need emotional support, the Counselling Team provided them with the Workshop in October, helping them process emotions. In the same month, we reinforced the Programme of Z Generation on mental health and took it to the next level, hence the new Z Generation Programme from then on helping students with low resilience and self-esteem. The Workshop on Emotion Management helped S3 students embrace their emotions. The Department of Integrated Education organised the Mindful Art Facilitation Programme to help students control their emotions. Speech Therapy was provided as well to help ASD students and others in need. The Learning Support Scheme helped SEN students make significant academic performances.

The school provided different workshops to help students with emotional issues. We hope to help them to become a healthy adult to achieve their best in their lives. Participants agreed that they had better control of their emotions and could do better academically.

- 2.6 Different sections set up respective WhatsApp and social media groups so as to give students and parents the latest update on activities, preventive measures against COVID-19, school announcements, and information provided by the EDB and other government departments. Students were trained to be responsible coordinators and liaisons among different groups and organisations.

- 2.7 We were unable to carry out the "Class of the Year" programme as there was a lot of moderation and cancellation of activities. However, the more experience we had of dealing with the pandemic, the more concrete and specific we can plan for the next year.

The Board Game Club was set up with a good response. Online board games were conducted and activities were well organised. The club received support from certain old boys. The committee members were devoted to scouting for new games.

The e-Sport Club received good support after its establishment this year. As games

were played online, activities were not affected by the pandemic. Only one committee member experienced a slight drop in academic results; all the others made academic improvements whose performances were better than that of S4. Positive feedback was received from the members and the teacher in charge as well.

The above two clubs were set up according to students' preferences we obtained from the survey. The criteria set forth helped the boys have better management of their time; strike a better balance between their interests and academic studies.

As school was suspended early in the term, many programmes were cancelled. Yet, we were able to hold the Parent's Orientation and the talk on "Tips for helping sons adapting to school life". There was an Adjustment Workshop held before school suspension with our Social Workers visiting all the S1 classes.

### **3. To evaluate and develop a long-term feasibility plan for the activities**

3.1 As face-to-face schooling was prohibited, we had to do all the training through the online method. The results were not as good as regular training, but we still worked things out under the constraints we were imposed on. More trainings were provided so as to ensure the torch to be passed on as soon as the restrictions are relaxed.

3.2 The school will put a stress on "mental health" as a major concern in the coming 2021-24 period to deal with possible mental and emotional problems that may arise due to social unrest and the pandemic. Training programmes offered by the EDB and other NGOs will be conducted to ensure our staff members and other students stay fit and healthy, physically and mentally.

### **Reflections and Follow ups**

1. Our students are innovative and have good creativity. During the pandemic, they showed their talents through inventing new methods of running activities and keeping people in touch. Our role is to support our students whenever possible, helping them explore and try out new ideas and methods.
2. The school should continue to encourage our students to participate in external competitions. Winning is not the only thing that matters but also teamwork. Competitions help bridge the distance among students and promote collaborative work, which is crucial to students' development.
3. As the pandemic shows no sign of going away in the coming months, teachers should pay extra attention to students' mental and physical health. The measure will ensure our students to enjoy their school lives here at SJC.
4. To train up our students as future leaders, one of the important aspects in life is to serve others. The school should provide every available opportunity to offer community services

for our students. The school should cooperate with NGOs and other charity organizations in running the programmes.



left: HKMA Business Simulation Competition (8 Nov 2020) and middle & right: Student of the Year (17 July 2021)

## Priority Task 2: To build teachers' professional capability

### Achievements

#### 1. To equip teachers with innovation mindsets for challenges in the fast-paced environment

##### 1.1 *To share breakthroughs in teaching and innovative ideas within school*

The COVID-19 pandemic has drastically changed the way we teach and learn. Students have to get used to distance learning of “learn-from-home” mode via digital platforms. On our Staff Development Day One, the school invited Prof. Kong Siu Cheung to share his professional expertise on e-learning, followed by intra-departmental sharing. Innovative teaching ideas shared by various departments such as:

- Invite a speaker who lives in another country to speak to the classes about their work or living environment by using Skype in the Classroom, Google Hangouts, etc.
- Give more hands-on experience to the students such as museum curators, tour guides, etc. to deepen understanding and enhance students' ability to transfer knowledge to “real-life” situations
- Use of breakout rooms in zoom for peer discussion in which students are assigned in different rooms while teacher can move between the breakout rooms to monitor activity

According to the CPD record, all subject departments conducted at least two hours of professional exchange during this academic year to enhance teachers' professional growth in using blended learning strategies in order to maximize students' effectiveness in learning.

#### 2. To nurture teachers' good wellbeing

##### 2.1 *To incorporate a focus on good mental health in training and meeting at school*

Being a teacher is a challenging job. Teachers regularly have to juggle many competing demands and the rapid transition to an online teaching environment has impacted on teachers' physical emotional and social wellbeing. Besides encouraging teachers to exercise regularly, eating a healthy diet, participate professional development activities provided by the EDB and to seek help and support for mental health issues, the school development team invited the in-school education psychiatrist to give a 2-hour talk in May. The talk is to equip teachers with the skills and knowledge to identify the signs and symptoms of mental health issues, to manage emotion problems and to express the school's concern and support for teachers' and students' mental health. Teachers agreed that the talk can strengthen their capabilities in handling their own and students' emotions and stress.

2.2 *To promote social emotional competence*

The school tried to establish a positive and supportive climate by creating time for professional development, offering resources they need, strengthening peer relationship, buddy mentorship and team camaraderie. To increase resilience and happiness and reduce depressive symptoms, the school provided online resources such as videos, audio files, etc., for teachers practicing mindfulness and basic relaxation exercises.

**3. To foster teachers' lifelong learning through professional growth**

3.1 *To enhance teachers' legal awareness such as issues on discrimination, bullying, etc.*

Due to COVID-19, the talk on legal issue was cancelled. However, teachers were strongly advised to take up seminars, workshops, etc. in order to keep themselves up-to-date with the happening and increase their knowledge and awareness.

3.2 *At least one workshop on teacher-parent communication skills*

Due to COVID-19, the workshop was cancelled.

3.3 *To set up a database for teachers to share professional development resources such as notes, PowerPoints, videos, etc. on SEN, CLP, STEAM, etc.*

Over 80% of the teachers uploaded their materials in the school database.

3.4 *To learn to handle parental or student complaints*

Teachers were highly encouraged to attend EDB workshops to equip them with the skills of mediation and negotiation skills in handling school-related complaints.

**Reflections and Follow ups**

1. The school will continue foster an in-house learning community, to promote a sharing and exchange culture among teachers to improve generic skills, especially communication skills, creativity, resilience, and problem solving.
2. The school will continue to enhance teachers' understanding of mental health and skills in stress management by recommending courses and online resources. The school will create a space where teachers feel seen and heard.

### **Priority Task 3: To create an all-round educational learning environment**

#### **Achievements**

##### **1. To improve the school campus to encourage all-round development of students**

- 1.1 To incorporate the short-term redevelopment plan proposed in the feasibility study by the architect in the previous academic year, a detailed design consultancy services tender and a construction tender were conducted. The construction of a Faculty Hub and an Innovation Hub (a STEAM workshop, a computer laboratory and a campus TV room) commenced in May and it is expected to complete in the fourth quarter of 2021 for the implementation of the new STEAM curriculum at school. Meanwhile, we submitted an application to QEF for the funding of equipment in the Innovation Hub and STEAM related interest classes, and an amount of \$1,539,800 was granted.
- 1.2 In response to the feedback from teachers and students, screens were installed in all the classrooms in K26 Campus. With the newly installed screen, students can see clear projected images during the lessons. The existing Physics Laboratory was renovated during the summer vacation. A dark room was installed, and laboratory benches and fixtures were renewed or upgraded to provide a better environment and facilities for practical work. The renovation to the existing library and existing staff rooms were under study.

##### **2. To introduce and integrate STEAM education in the school curriculum to develop and cater for students' different potentials**

###### *2.1 School-based curriculum*

A STEAM working group was initiated with teachers from various subjects to help with the design of the S1 and S2 cross-curricular project. With the help of specialists from OUHK under the SCORE programme, the design of the STEAM materials for the design car project was undertaken. However, the design work was temporarily suspended due to the pandemic. Meanwhile, a School-based Support Service from the CITE of HKU (Integrated Self-directed Learning Approach to School-based STEM Development (In-STEM)) was sought to support the development of the S1 cross-curricular STEM project. Specialists from HKU helped the school in preparing STEM learning activity materials and training of staff in this academic year.

The new Integrated Science curriculum has been fully implemented in S1 and S2. The curriculum was further adjusted to include STEAM elements, like problem-solving and applications in authentic situations. The making of an automatic plant watering device and the rocket car design were the two STEM activities designed for S1 and S2 respectively in I.S. These two projects were planned to be carried out in the second term of this school year but were suspended due to the COVID-19 outbreak. Simplified versions of the two projects were then adopted.

In Visual Arts, the STEAM project “mechanism of automata” was introduced to our S1

students. The project aimed to incorporate “design-and-make” concepts, creativity and innovation to the automated toys. It also allowed students to apply the knowledge on energy conversion they acquired in I.S. into their design. Another individual STEAM project about circuit badges was prepared in the second term. Overall, through students’ performance and feedback, it is found that they enjoyed the automata project and understood the principles of the related mechanisms. S1 Mini Wooden Music Instrument and S2 Programming Toy Train projects will be postponed to next academic year due to school suspension and social distance guideline.

### 2.2 *Professional development of teachers*

It was encouraged that each member of the STEAM committee would take courses or attend seminars related to STEAM. The members in the STEAM working group have attended at least 5 seminars or workshops about STEAM education.

### 2.3 *Promotion of STEAM Education*

Despite the cancellation of STEAM month, post-exam STEAM activities and STEAM exchange tour due to the COVID-19 outbreak, STEAM education was promoted among both junior and senior secondary levels throughout the academic year. Selected students participated in various STEAM competitions, including the STEM+E Joint School Competition, 1+1 Science Tip-top Talent Scheme, IBO-HKC, JSSE, Hong Kong Olympiad in Informatics. Besides, an engineering talk and an online lecture about AI were conducted for S3 students. Due to COVID-19 outbreak and suspension of face-to-face lessons, the STEM interest class was cancelled. In general, students found the STEAM events interesting and helped nurture their creativity, innovation and problem-solving skills.

## **3. To enhance the effectiveness of learning and teaching through different aspects**

### 3.1 *To enhance the effectiveness of peer observation by introducing specific aims/objectives*

Interactive learning was chosen as the primary focus in peer observation this academic year. Nonetheless, the school furthered its development in “Questioning techniques and behaviour” which was the focus of last school year. Results from peer observation showed that teachers were more aware of the appropriateness of questioning time, and the importance of catering for learner diversity and timely feedback of answers. Post-observation discussions were conducted among teachers to share their views and good practices regarding questioning in lessons in the second term. Meanwhile, with the help of Zoom, Microsoft Teams, Google classroom and other e-learning tools, quality lessons were conducted throughout the school suspension period. Nevertheless, some teachers found it less effective in questioning when conducting real-time online lessons.

Similar to the results of last year, teachers were supportive to the curriculum development of the school, with 92% of teachers agreed that the curriculum development is in line with the trend of the educational development; while 93% often

asked students questions of different levels, in order to bring about the construction of knowledge in lessons.

3.2 *To use e-learning tools effectively through organising e-learning workshops / seminars and ensure adequate IT resources for e-learning*

Due to the outbreak of COVID-19, e-learning was fully utilized during the school suspension period. E-learning tools and other IT resources were employed effectively in learning and teaching. Online learning platform like Google Classroom and Microsoft Teams were used extensively in most subjects for both junior and senior levels; while online lessons were conducted through Zoom, Microsoft Teams and Google Meet, etc. During the school suspension period, a much stronger cohesion was built among subject panel members through collaboration and sharing of teaching videos and online assignments. Teachers explored and learnt IT skills and shared their experience about the new practice in teaching at home and tricks in e-learning with colleagues. Most teachers were confident to conduct online lessons in both real-time and recorded modes, and they were eager to produce teaching videos. In addition, using LMS, such as Google Classroom and Schoology, has become a norm in the distribution of learning materials, assignments and assessments. E-platform from publishers, social networking platforms, Kahoot and other tools for flipped classroom learning were also used by teachers in selected topics. In particular, the Visual Arts Department has given guidelines to help students build a neat and presentable e-portfolio to store and manage the photos and progress of their artwork. As a result, self-directed learning concepts were much integrated in our education during the school suspension period. Most teachers were satisfied with the use of e-learning in their lessons. Most students have adapted to the online mode of teaching, and blended mode of teaching after school resumption.

Student learning has been substantially negatively impacted due to the school suspension since the fourth wave of the pandemic. While the shift to online schooling was promoted as a key way to support continuous learning, students faced a range of environmental barriers and enablers to learning. These included varying levels of parental supervision, and differing access to the internet and computing devices required to sustain their learning. Of particular concern was how to support already vulnerable and disadvantaged students trying to 'learn from home'. In order to provide essential and timely supports to the needy students, we did not only lend the school's iPad to them but also support their learning needs with the help from different governmental organisations and NGOs. Fifteen students were benefited from the Gleeful e-learning Journey Programme provided by the St. James' Settlement. Through this programme, each participating student got a tablet, a WiFi device, data SIM card and also training for parents. Nine students have joined the Digital Competence Hub organised by the Boys' & Girls' Club Association of Hong Kong Community. This programme provided participants with technical supports, computer courses and counselling services which aim to enhance their digital abilities and to strengthen their

awareness on cyber security. Thirty four students obtained subsidy from the EDB through the Provision of Subsidy to Needy Primary and Secondary Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-learning. We will try our best to look for and provide necessary resources to help all students learn under the new normal.

To further promote the use of e-learning and to create a more friendly environment for interactive learning, Fifty nine new iPad Air 4 with Apple Pencil (2<sup>nd</sup> Generation) were purchased and were borrowed by teachers for daily teaching, lesson preparation and marking of student work. An iPad and Apple Pencil Basic Training Workshop were held on 22<sup>nd</sup> April 2021. Trainers from HKT Education delivered a comprehensive introduction and essential skills in using iPad for interactive learning and teaching. All teachers were actively engaged in the workshop and agreed that they become more confident and more willing to use the new devices in their daily teaching. More sharing sessions will be organised for teachers to share their experiences in using iPad for teaching and preparation of interactive learning resources. Moreover, teachers' suggestions and requests to IT Team are solicited so as to provide a more comprehensive supports that promote the e-learning in and outside the school. In response to the requests made by teachers and students, we have also upgraded our networking facilities in order to provide a better wireless internet access for learning and teaching activities. The wireless bridges were replaced to provide a wider bandwidth (from 2.4 GHz to 5 GHz) and a higher throughput (from 500 Mbps to 1600 Mbps). Such upgrade will allow more users access internet with mobile devices at the same time and certainly will provide them a much better experience in video conferencing or online meeting.

### 3.3 *To promote co-planning of lessons among teachers in senior secondary*

Co-planning of lessons was carried out in various subject departments. Due to the outbreak of coronavirus, mode of co-planning has shifted from face-to-face meetings to discussion in online chat groups. Teachers with different interests and expertise shared their knowledge and experience in both formal and informal contexts. In addition, teachers shared the workload among themselves in the way of utilising their own expertise. Such collaborative practice reduced workload of individuals, promoted teamwork and enhanced the effectiveness of lesson preparation. To facilitate the development of new teaching staff, the school also supported new teachers by conducting lessons observation and post-observation meetings in which subject knowledge, lesson flow and effectiveness of classroom presentation were discussed. Individual supports and mentoring were also provided to new teachers by panel heads or experienced teachers to foster effective teaching and lesson preparation.

According to the Stakeholder's Survey, over 89% of our teachers agreed that their subject panel heads effectively promoted teachers' professional interflow and collaboration; 88% of teachers had an amicable working relationship; while over 85%

of teachers agreed that the school has developed an ambience of professional interflow.

### **Reflections and Follow ups**

1. The renovation stage one consultancy service tender of detail design was issued in June. Construction works commenced in the second quarter of 2021, and targeted for completion by the end of 2021. The school shall liaise with the architect closely to ensure a smooth completion of the project.
2. With the experience in implementing the new I.S. and Mathematics curricula and the introduction of “mechanism of automata” in Visual Arts, problem-based learning and “design-and-make” concepts will be focused in STEAM curriculum. Due to school suspension, the development of STEAM curriculum did not progress smoothly as expected. The school-based STEAM curriculum and associated cross-curricular STEAM projects will be further developed in the coming academic year. Quality Education Fund will also be solicited in the development of STEAM curriculum and renovation of the STEAM workshop.
3. Most workshops were cancelled or postponed or transformed to webinars due to the pandemic. The school shall continue to support the development of our teaching staff with the latest information on IT and e-learning. Good practices of teaching pedagogies, lesson plans, notes and assignments, etc. could be shared among the members of various departments. IT Team will organise more sharing sessions to cater for the needs of teachers with different experiences and usages. Teachers are also encouraged to attend webinars organised by the EDB and other external bodies about sharing and exchange of good practices, experiences and insights.
4. “Questioning techniques” has been the focus of peer lesson observation for a School Development Cycle. Teachers are more aware of the importance of the classroom interactions. In order to nurture students’ life-long learning habits under the new normal, we will explore the strategies to promote self-directed learning with the aids of e-learning tools in and outside the school.
5. It was observed that while upkeeping their academic performance, high achievers and average students were more ready to adapt to the blended mode / online mode of learning than low achievers. The school shall further explore and develop new teaching pedagogies to enhance students’ learning. The possibility of implementing “Bring Your Own Device” (BYOD) and self-directed learning (SDL) to enhance the effectiveness of learning and teaching will be explored in the coming academic year.

# FINANCIAL SUMMARY

	Income (\$)	Expenditure (\$)
<b>I. Government Funds</b>		
<b>(1) Expanded Operating Expenses Block Grant (EOEBG)</b>		
<b>(a) Non-School Specific Grants (Baseline Reference)</b>		
Grant Received	2,136,587.67	
Other Income	84,630.30	
(1) School & Class Grant		810,848.50
(2) Administration Grant for Additional Clerical Assistant		198,780.00
(3) Composite Furniture and Equipment Grant		167,700.88
(4) Consolidated Subjects Grants		89,993.83
(5) Programme Funds		7,501.60
(6) Supplementary Grant		42,450.23
(7) Training and Development Grant		4,255.20
<i>Sub-total</i>	2,221,217.97	1,321,530.20
<b>(b) School Specific Grants</b>		
(1) Administration Grant	4,515,018.00	4,263,712.98
(2) Air-conditioning Grant	641,030.00	170,063.00
(3) Composite Information Technology Grant (CITG)	552,036.00	469,033.53
(4) Capacity Enhancement Grant (CEG)	638,461.00	548,035.45
(5) School-based Management Top-up Grant	50,350.00	7,640.00
<i>Sub-total</i>	6,278,662.97	5,458,484.96
<b>(2) Grants outside EOEBG</b>		
(1) Diversity Learning Grant (ApL)	7,750.00	7,750.00
(2) Diversity Learning Grant (OP)	105,000.00	131,487.50
(3) Enhanced Funding for Non-Chinese Speaking Students	950,000.00	932,739.26
(4) Fractional Post Cash Grant	64,200.00	255,090.00
(5) Grant for Supporting NCS Students with SEN	100,700.00	114,887.50
(6) Grant for the Sister School Scheme	156,035.00	0.00
(7) Information Technology Staffing Support Grant	319,559.00	303,282.00
(8) Learning Support Grant for Secondary Schools	589,095.00	579,865.80
(9) Life-wide Learning Grant	1,419,870.00	1,104,567.42
(10) Moral and National Education Subject Support Grant	0.00	10,862.80
(11) One-off Gr. for the Promotion of Chi. History & Culture	0.00	3,415.00
(12) One-off Special Support Grant - Enhance Cleansing	0.00	100,150.00
(13) Promotion of Reading Grant	72,816.00	111,973.50
(14) Provision of a Non-recurrent Grant to Sec Sch to Support NCS Students to Learn Chi History & Culture	0.00	1,430.00

	Income (\$)	Expenditure (\$)
(15) School Executive Officer Grant (SEOG)	534,660.00	626,919.00
(16) Student Activities Support Grant (SAS Grant)	19,500.00	3,000.00
(17) Teacher Relief Grant (TRG)	618,265.50	798,174.00
(18) Top-up Grant for Supporting Online Learning of Financially Needy Students	0.00	0.00
<i>Sub-total</i>	4,957,450.50	5,085,593.78
<b>II. School Funds (General Funds)</b>		
(1) Subscription/Tong Fai and other income received	787,973.00	292,785.63
(2) Sales of exercise books & stationery	51,170.00	49,035.50
(3) Donations and Scholarships	407,208.00	339,200.00
(4) Photocopying and printing fees	248,232.00	259,258.91
(5) Fees collected by subject departments and functional teams	152,807.00	154,289.50
(6) Music Department	378,935.20	287,176.66
(7) Visual Arts Department	0.00	13,495.00
(8) Approved collection for specific purposes	1,045,495.00	1,107,200.81
(9) Subsidy from SJC Foundation	4,271,863.50	4,271,863.50
<i>Sub-total</i>	7,343,683.70	6,774,305.51

<b>Diversity Learning Grant (ApL) (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			0.00
Grant received	7,750.00		
Expenditure		7,750.00	
	7,750.00	7,750.00	
Balance c/f			0.00
<b>Diversity Learning Grant (OP) (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			38,644.70
Grant received	105,000.00		
Debate coaching fees, tutor fees, etc.		131,487.50	
	105,000.00	131,487.50	
Balance c/f			12,157.20
<b>Enhanced Funding for Non-Chinese Speaking Students (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			187,362.87
Grant received	950,000.00		
Salaries for : 1 Chinese Teacher and 2 ATs, Misc. exp.		932,739.26	
	950,000.00	932,739.26	
Balance c/f			204,623.61
<b>Fractional Post Cash Grant (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			164,425.75
Grant received	64,200.00		
Salaries for : 2 teachers		255,090.00	
	64,200.00	255,090.00	
Deficit			(26,464.25)
* The deficit has been covered by the EOEBG			

<b>Grant for Supporting NCS Students with SEN (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			0.00
Grant received	100,700.00		
Salaries for : 1 assistant teacher		114,887.50	
	100,700.00	114,887.50	
Deficit			(14,187.50)
* The deficit has been covered by the EOEBG			
<b>Grant for the Sister School Scheme (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			154,950.00
Grant received	156,035.00		
Expenditure		0.00	
Amount refundable to EDB	(154,950.00)		
	1,085.00	0.00	
Balance c/f			156,035.00
<b>Information Technology Staffing Support Grant (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			159,697.00
Grant received	319,559.00		
Salaries for : 1 IT technician		303,282.00	
	319,559.00	303,282.00	
Balance c/f			175,974.00
<b>Learning Support Grant for Secondary Schools (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			0.00
Grant received	589,095.00		
Salaries for : 2 student counsellors		455,065.80	
Professional fee, etc.		124,800.00	
	589,095.00	579,865.80	
Balance c/f			9,229.20

<b>Life-wide Learning Grant (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			1,168,593.10
Grant received	1,419,870.00		
Tutor fees, sports coaching fees, equipment, etc.		1,104,567.42	
Amount refundable to EDB	(64,025.68)		
	1,355,844.32	1,104,567.42	
Balance c/f			1,419,870.00
<b>Moral and National Education Subject Support Grant (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			190,339.36
Misc. expenses		10,862.80	
		10,862.80	
Balance c/f			179,476.56
<b>One-off Grant for the Promotion of Chinese History and Culture (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			7,013.00
Expenditure		3,415.00	
Amount refundable to EDB	(3,598.00)		
	(3,598.00)	3,415.00	
Balance c/f			0.00
<b>One-off Special Support Grant - Enhance Cleansing (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			100,000.00
Expenditure		100,150.00	
		100,150.00	
Deficit			(150.00)
* The deficit has been covered by the EOEBG			

<b>Promotion of Reading Grant (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			72,310.00
Grant received	72,816.00		
Book purchase		111,973.50	
	72,816.00	111,973.50	
Balance c/f			33,152.50
<b>Provision of a Non-recurrent Grant to Sec Sch to Support NCS Students to Learn Chi. History &amp; Culture (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			35,447.73
Expenditure		1,430.00	
Amount refundable to EDB	(34,017.73)		
	(34,017.73)	1,430.00	
Balance c/f			0.00
<b>School Executive Officer Grant (SEOG) (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			0.00
Grant received	534,660.00		
Salaries		626,919.00	
	534,660.00	626,919.00	
Deficit			(92,259.00)
* The deficit has been covered by the EOEBG			
<b>Student Activities Support Grant (SAS Grant) (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			0.00
Grant received	19,500.00		
Support students with financial needs to participate in life-wide learning activities		3,000.00	
Amount refundable to EDB	(16,500.00)		
	3,000.00	3,000.00	
Balance c/f			0.00

<b>Teacher Relief Grant (TRG) (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			370,112.35
Grant received	618,265.50		
Salaries for : supply teachers and 2 extra teachers		798,174.00	
	618,265.50	798,174.00	
Balance c/f			190,203.85
<b>Top-up Grant for Supporting Online Learning of Financially Needy Students (2020/21)</b>			
	Income (\$)	Expenditure (\$)	Balance (\$)
Balance b/f			0.00
Grant received	17,600.00		
Expenditure		0.00	
Amount refundable to EDB	(17,600.00)		
	17,600.00	0.00	
Balance c/f			0.00

## Capacity Enhancement Grant (CEG) - Programme Evaluation Report (2020-2021)

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
<b>BAFS</b>	Student Assistant	<ul style="list-style-type: none"> <li>To update the BAFS past paper bank including Core, Account and Management parts.</li> </ul>	S4-S6 BAFS students	35 hours	Ms. Chu ML	Past papers were well organized by chapter; and teachers and students found it very useful.	\$2,700.00	\$2,000.00
<b>Chinese History</b>	題目:兩漢通西域與中外文化交流 講者:朱家恒先生 日期:22/2/2021 地點:原定於舊禮堂進行，後因疫情改為Zoom錄影	<ul style="list-style-type: none"> <li>中一課時不足，未能應付新課程要求。為此，本校邀得朱家恒先生為中一學生講解「兩漢通西域與中外文化交流」</li> </ul>	中一	70分鐘	Mr. Hung WW	效果甚佳。朱先生亦同意講座片段可以錄影，日後，本校可以隨意使用。	\$1,000.00	\$1,000.00
	題目:魏晉南北朝的石窟藝術、石窟藝術反映的中外文化交流 講者:黃霖先生 日期:26/4/2021 地點:原定於舊禮堂進行，後因疫情改為Zoom錄影	<ul style="list-style-type: none"> <li>中一課時不足，未能應付新課程要求。為此，本校邀得黃霖先生為中一學生講解「魏晉南北朝的石窟藝術、石窟藝術反映的中外文化交流」</li> </ul>	中一	70分鐘	Mr. Hung WW	效果不俗。有關課題非本校教師所長，得黃先生講解，教師有所得益。同樣，黃先生亦同意講座片段可以錄影，日後，本校可以隨意使用。	\$1,000.00	\$1,000.00

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
<b>Chinese Language</b>	Assistant Teacher	<ul style="list-style-type: none"> <li>To provide better learning experience to students.</li> <li>To relieve S6 teachers' workload.</li> </ul>	S1-S6	1 Sept 2020-31 Aug 2021	Mr. Hung WW	Mr. Szeto helped us a lot on administrative work. He also helped us teach junior form students.	\$268,884.00	\$274,979.25
<b>English Language</b>	S1-3 remedial class - online mode	<ul style="list-style-type: none"> <li>To provide extra assistance to weaker students in the junior forms to improve their English proficiency.</li> </ul>	S1-S3 students who rank bottom 20 in the first assessment	10 lessons throughout the whole year in each junior form (S1-3)	Ms. Yam Christine	20 students from each junior form (S1-3) were selected based on their results in the first assessment. They were required to attend the remedial class mandatorily. Due to school suspension and cancellation of after-school activities, the classes were conducted in an online mode. Students were taught grammar rules and simple writing tasks were done. Students were also required to complete assignments given by the tutor. To ensure students' participation and commitment, each student was required to	\$4,400.00	\$4,400.00

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
						<p>pay \$200 for the whole course.</p> <p>Effectiveness of the classes could have been higher if the classes were allowed to be conducted in face-to-face mode. In the whole, some students were not attentive in zoom lessons.</p> <p>Attendance rate was about 60%-70% throughout the whole year. In general, although regular assignments were given by tutor, homework was not turned in by some students.</p> <p>It is recommended that more supervision and closer monitoring by subject teachers would be provided. Teachers would call up parents when necessary.</p>		

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
	Composition Marking	<ul style="list-style-type: none"> <li>To provide extra assistance to stronger students in the senior forms who show potential in attaining level 5 or above in paper 2, writing. It is hoped that more students will be able to achieve level 5* or above in the overall results of the English subject.</li> </ul>	S5-S6	Sep. 2020 - Aug. 2021	Ms. Yam Christine	<p>Selected students from the senior forms (S5-6) were offered this opportunity to have more writing practice. Students submitted their essays and hired tutor gave comments and marks. The whole procedure was conducted via email. Students found the course very useful as they could receive comments and feedback from a different marker and be given chances to write more. With more supervision from subject teachers, most selected students managed to submit their work eventually. It is recommended that closer supervision should be given to students.</p>	\$6,000.00	\$4,000.00
<b>Library</b>	Library Assistant	<ul style="list-style-type: none"> <li>To assist the teacher librarian to perform her duties.</li> <li>To help with library</li> </ul>	S1-S6	Sep. 2020 - Aug. 2021	Ms. Tai Alice	<p>The library assistant was very helpful and could finish the task in time. Besides, she maintained</p>	\$260,668.80	\$260,656.20

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
		book cataloguing. • To help with library routine work.				good library service.		
<b>Total Expenditure:</b>								<b>\$548,035.45</b>

## Diversity Learning Grant (DLG) : Funded Other Programme- Programme Evaluation Report (2020-2021)

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
<i>Chinese Language</i>	Enrichment programmes for students who need reinforcement	<ul style="list-style-type: none"> <li>To improve students' abilities and answering skills in different papers.</li> </ul>	S4	6 hrs	Mr. Siu KC	It is cancelled due to COVID-19 pandemic.	Tutors' fee: \$4,800.00	0
			S5	6 hrs		It is cancelled due to COVID-19 pandemic.	\$4,800.00	0
			S6	6 hrs		Positive feedback (an average rating of 4.06 out of 5 in the questionnaire survey) was received from participants of the programme.	\$4,800.00	\$2,250.00
	Oral practice for students who need reinforcement	<ul style="list-style-type: none"> <li>To improve students' abilities and answering skills on paper IV.</li> </ul>	S5	18 hrs	Mr. Siu KC	It is cancelled due to COVID-19 pandemic.	Tutors' fee: \$2,160.00	0
			S6	18 hrs		It is cancelled due to COVID-19 pandemic.	\$2,160.00	0
	Training for inter-school debate competition	<ul style="list-style-type: none"> <li>To improve students' debate abilities.</li> </ul>	S4-S6	40 hrs	Mr. Siu KC	Positive feedback from students. They become more enthusiastic in debate and have won prizes in different debate competitions.	Coaches' fee: \$4,800.00	\$23,400.00
	Training for inter-school speech competition	<ul style="list-style-type: none"> <li>To improve students' debate abilities.</li> </ul>	S4-S6	30 hrs	Mr. Siu KC	Students did not participate in speech competitions due to the pandemic.	Coaches' fee: \$3,600.00	0

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
<b>Chinese Language</b>	Proofreading scholarship application	<ul style="list-style-type: none"> <li>To proofread students' application document.</li> </ul>	S6	6 hrs	Mr. Siu KC	The helpers provided professional suggestions on the students' applications.	Helpers' fee: \$1250.00	\$1,250.00
<b>English Language</b>	Intensive training course for aspiring debaters	<ul style="list-style-type: none"> <li>To enhance students' instant analysing and argument skills.</li> </ul>	S4-S6 50 students selected by English Department	Sep. 2020 - Aug. 2021	Ms. Yam Christine	No expenditure was required on debate training as training was taken up by our school teachers. Because of the pandemic and school suspension, most competitions were either cancelled or held online. As after-school activities were not allowed in school, school teachers did regular debate training with debaters via zoom during the year. Our debate team achieved good results in various debate competitions.	Tutors' fee: \$40,000.00 Camping fee: \$10,000.00	0
	<ul style="list-style-type: none"> <li>Language enrichment programme for elite students</li> <li>Language</li> </ul>	<ul style="list-style-type: none"> <li>To improve students' overall language ability.</li> <li>To enhance students' writing ability.</li> </ul>	S4-S6 60 students selected according to students' academic	Sep. 2020 - Aug. 2021	Ms. Yam Christine	<b>Language enrichment programmes:</b> It was agreed by all senior form English teachers that the service on composition-marking	Language enrichment programme: \$8,000.00  Language enhancement	S5-S6 Elite Writing Class: \$12,900.00  S6 DSE Composition-

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
	enhancement programme for weaker students		performance			<p>was to be provided to students in S5-S6 who had the potential to get level 5 or above in Paper 2 and were more motivated to write on a monthly basis.</p> <p><b>(1) S5-S6 Elite Writing Class:</b>                      Around top 20 students from each S5 and S6 form were selected to take part in this programme. Selected students were required to submit a written essay to the hired markers on a monthly basis via email. Markers would then send back comments and marks to the students within two weeks. Most S5 students were able to follow the work schedule initially in the first half of the year.</p>	programme: \$8,000.00	marking Service: \$3,900.00

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
						<p>However, submission rate became lower towards the end of the school year. This was due to students' heavier workload. Subject teachers needed to remind those selected students to complete their work.</p> <p>S6 students were very occupied with school work and studies. They failed to follow the work schedule and complete extra work. Students commented that they had benefited from this programme by receiving comments and writing guidelines from a different marker other than their subject teacher. They were also given extra opportunities to write on a regular basis. They reflected that they had made improvements in</p>		

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
						<p>writing and could master their writing skills better. All in all, the service would continue to be provided in the coming year. Closer supervision would be required by form-coordinators and subject teachers.</p> <p><b>(2) S6 DSE Composition-marking Service:</b>                      All S6 students were invited to send in compositions to a hired marker for comments and marks. The service was available from December 2020 to April 2021. The service aimed to aid students who wished to make improvement in English Paper 2 writing. Some S6 students found the service useful. However, submission</p>		

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
						<p>rate was, on the whole, not as high as expected. Students commented that they were occupied with other school work and studies. Despite the unsatisfactory submission rate, most students found this service useful and commented that they would submit their work if they had more free time. Students who took part in this service were benefited in a way that they had written more and had received comments from a different marker other than their subject teacher. Subject teachers also welcome this service as the service could assist students who wish to make improvement in writing. All in all, the</p>		

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
						service would continue to be provided to S6 students. S6 teachers would promote this service to their students.		
	Public Speaking workshop	<ul style="list-style-type: none"> <li>To improve students' presentation and public speaking skills.</li> </ul>	S4 20 students nominated by teachers and through open recruitment	Sep. 2020 - Aug. 2021	Ms. Yam Christine	This public speaking course was done online due to school suspension and cancellation of after-school activities. Enrolment was not satisfactory as higher form students were not very keen on public speaking and lessons were only conducted via zoom. Senior form students preferred face-to-face lessons as they could maintain interaction between students and the tutor. S4 students were very occupied with school work and they could not afford the time to attend online lessons. If possible, public	Public Speaking workshop: \$6,000.00	0

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
						speaking course would be conducted in classrooms.		
	Editing of scholarship-application essays (newly-added item as requested by the school)	<ul style="list-style-type: none"> <li>To edit and fine-tune students' application essays so that the chance of successful applications will be higher.</li> </ul>	Scholarship applicants	Sep. 2020 - Aug. 2021	Ms. Yam Christine	<p>Applicants were required to send in essays in support of their application for scholarships to the school for fine-tuning. A hired editor was responsible to edit students' essays. This service was initiated by the school for the first year.</p> <p>2 out of 6 applicants successfully applied for scholarships in Student of the Year and 33<sup>rd</sup> HKSAR Outstanding Students Selection.</p> <p>This editing service showed its significance in improving the chance of success in applications.</p> <p>It was suggested by the hired editor that students should be given</p>	Nil	0

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
						guidelines before they start writing the application essays. Some contents of the essays were found to be irrelevant to the criteria stated in the scholarships.		
<b>Mathematics</b>	Tutorial class for S6 students	<ul style="list-style-type: none"> <li>To consolidate students' knowledge and answering skills in taking DSE.</li> </ul>	S6 students who are academically weak in Mathematics	20 hrs	Mr. Ng YK	Our Mathematics teachers have offered the students tutorial class in small class size and the students were able to pick up the problem-solving skills more efficiently. It was found that students are more confident in solving Mathematics problems after attending the tutorial class, especially those in Paper 2.	Tutors' fee: \$4,000.00	0
<b>Liberal Studies</b>	Tutorial for high achieving and mediocre students	<ul style="list-style-type: none"> <li>To enhance high achieving students' critical thinking skills and to sharpen students' analytical thinking by</li> </ul>	S5 & S6 students selected by subject teachers	Sep. 2020 - Aug. 2021	Ms. Young Maria	The tutorial session was not conducted due to the COVID-19 pandemic. As after-school activities were not allowed in school,	Tuition fees: \$12,000.00	0

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
		<p>engaging them in comprehensive discussions of social issues.</p> <ul style="list-style-type: none"> <li>To consolidate mediocre students' understanding of LS concepts and to enhance their evidence-based reasoning.</li> <li>To complete more exam practice questions.</li> </ul>				<p>teachers offered extra help and support to students using cloud meeting platforms and provided post-mock to S6 students. With these efforts paid by students and teachers, improvements were shown in both DSE and the school value-addedness in this year.</p>		
<b><i>BAFS</i></b>	Enrichment programmes for elite students and students who need reinforcement	<ul style="list-style-type: none"> <li>To improve students' abilities and answering skills on tackling test and exam, especially DSE.</li> <li>To improve students' abilities on problem solving.</li> </ul>	<p>S5-S6 36 students (selected by BAFS Dept.)</p>	Once every week from Sep to July	Ms. Chu ML	<p>The tutors delivered the courses in blended mode, online and face-to-face.</p> <p>The programme offered chances for student to enhance their abilities and to learn the problem-solving skills.</p> <p>The programme will continue in next academic year.</p>	Tutors' fee: \$20,000.00	\$10,937.50
<b><i>Chinese History</i></b>	Tutorial class for senior form Chinese History	<ul style="list-style-type: none"> <li>To cater the learning diversity, especially students</li> </ul>	<p>S5-S6 15 students (selected by</p>	Once every week from Sep to May	Mr. Hung WW	Students who needed reinforcements showed significant	Tutors' fee: \$20,000.00	\$20,000.00

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
	students	who need reinforcement.	Chinese History Dept.)			improvements in their academic results.		
<b>Economics</b>	Enrichment programmes for elite students and students who need reinforcement	<ul style="list-style-type: none"> <li>To improve students' abilities and answering skills on tackling test and exam, especially DSE.</li> <li>To improve students' abilities on problem solving.</li> </ul>	S5-S6 36 students (six from each class X1-X3)	Once every week from Sep to May (Jan for S6)	Mr. Chan Alfred	The programme was not implemented due to the COVID-19 pandemic.	Tutors' fee: \$15,000.00	0
<b>Music</b>	Music enrichment programmes for Concert Band, String Orchestra, String Quartets, Chamber Orchestra and Chamber Boys' Choir	<ul style="list-style-type: none"> <li>To provide the chance of receiving tutorship from professional musicians.</li> <li>To improve students' technique, musicality and ensembleship.</li> </ul>	S4-S6 Concert Band (45 students) String Orchestra (20 students) Chamber Orchestra (12 students) String quartets (4 students) Chamber boys' choir (30 students) (selected by Music Dept.)	80 hrs	Mr. Cheng Chris	The string quartet performed in Joint School Music Association competition and won the Gold Prize. The string orchestra performed well in Green and White concert.	Tutors' fee: \$30,000.00 Fee of three camps for 5 ensembles: \$50,000.00	Tutors' fee: \$15,150.00 Camp fee: 0

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
<b>Visual Arts</b>	Enrichment programmes for elite students and DSE students	<ul style="list-style-type: none"> <li>To provide the chance of receiving tutorship from professional young artists.</li> <li>To improve students' abilities and skills on paper I and SBA.</li> </ul>	S4-S5 elite students and DSE students (selected by VA Dept.)	10 lessons / 30 hrs	Ms. Ip WL	<p>The attendance rate of students was high (95%).</p> <p>The workshops helped the students to prepare and finish their SBA tasks a lot.</p> <p>The students would like to have different workshops to explore and experience different art media.</p>	Tutors' fee: \$15,000.00	<p>Ceramics workshop: \$3,600.00</p> <p>Chinese Painting workshop: \$3,300.00</p> <p>Metallic Jewellery workshop: \$4,000.00</p> <p>Ikenobo Japanese Flower Arrangement trial workshop: \$3,600.00</p>
<b>PE Dept Sports Team</b>	Enrichment programmes for weak academic school sports team members	<ul style="list-style-type: none"> <li>To improve students' performance in various subjects.</li> </ul>	S4-S5	Sep. 2020 - Aug. 2021	Ms. Chan Peggy Mr. Wong MT	Under COVID-19 pandemic, half of the lessons were conducted on cloud meeting platform, Zoom. It is not the most suitable method for weaker learners, but it is the only way we can conduct the tutorials. Mentors were able to monitor students	Tutors' fee: \$48,000.00	\$23,600.00

Domain	Programme	Objective(s)	Targets	Duration	Teacher i/c	Evaluation	Budget	Expenditure
						learning progress actively in this 1 : 3 mentorship programme. As a result, the students' abilities in the three core subjects English Language, Chinese Language and Mathematics were generally improved.		
<b>Putonghua</b>	Tutorial class for PSC Examination (普通話水平測試)	<ul style="list-style-type: none"> <li>To improve students' Putonghua skills and increase competitiveness in career.</li> </ul>	S4	10 lessons	Ms Suen Rani	Positive feedback was received on the Tutorial class for PSC Examination. Students who took part in the class became more interested in Putonghua and were more confident in its usage.	Tutors' fee: \$2,500.00	\$3,600.00 for 2 students
						<b>Total :</b>	\$315,620.00	\$131,487.50

## Life-wide Learning Grant - Report on the Use of the Grant (2020-2021)

No.	Brief Description of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences <sup>#</sup>				
				Level	Number of participants				I	M	P	S	C
<b>Category 1 To organise / participate in life-wide learning activities</b>													
<b>1.1</b>	<b>Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes</b>												
1	STEAM Project (Rocket Car Training) <ul style="list-style-type: none"> <li>To allow students to integrate knowledge and skills learnt in Junior Science, Math and Computer Literacy (e.g. force and motion, calculation of rate, use of Micro:bit) and apply them in the project;</li> <li>To develop design thinking in students by designing their own rocket car.</li> </ul>	Cross-Disciplinary (STEM) (TIC: Ms. Chan Szemei)	Sep-Aug	S1-S2	300	Due to the outbreak of COVID-19 and implementation of various social distancing measures, the actual implementation of the project was postponed to the next academic year.	62,095.00	E6	✓		✓		✓

No.	Brief Description of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences <sup>#</sup>				
				Level	Number of participants				I	M	P	S	C
2	普通話活動(演講比賽及博學多才問答比賽) <ul style="list-style-type: none"> <li>To appreciate Chinese culture via extra-curricular activities in Putonghua;</li> <li>To provide a platform for students to show their talents in Putonghua;</li> <li>To raise students interests in learning Putonghua;</li> <li>To create a Putonghua learning environment for students.</li> </ul>	Chinese Language (TIC: Ms. Suen Rani)	2 Jul 2021	S2-S3	300	Students enjoy themselves and are enthusiastic about participating in the activities. Students showed their linguistic talents in Putonghua.	600.00	E1	✓	✓			✓
3	Annual Campfire of First Hong Kong Group Venture Scout Unit <ul style="list-style-type: none"> <li>To develop a sense of belonging and unity;</li> <li>To foster a spirit of teamwork and leadership;</li> </ul>	Leadership Training (TIC: Mr. Chung YL)	22 Jul 2021	S2-S6	150	Students showed enthusiasm and passion. Teamwork, leadership and collaboration skills are developed.	18780.00	E1	✓	✓	✓	✓	✓

No.	Brief Description of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences <sup>#</sup>				
				Level	Number of participants				I	M	P	S	C
	<ul style="list-style-type: none"> <li>To promote STEAM through organizing activities;</li> <li>To facilitate whole person development.</li> </ul>					STEAM is also promoted through the DIY campfire, handmade souvenirs and decoration.							
4	Transportation fee for experiential learning activities: AME Stadium Visit by E Sports Club <ul style="list-style-type: none"> <li>To broaden students' horizons and unleash their potentials;</li> <li>To provide opportunities for students to explore different learning aspects and career-related area;</li> <li>To develop students' multiple intelligence;</li> <li>To promote life-wide learning among students.</li> </ul>	Cross-Disciplinary (ECA) (TIC: Mr. Tam CY)	4 Nov 2020 & 6 Nov 2020	S1-S5	50	Students showed interest in different forms of E Sports activities. It also strengthens their physical ability.	1200.00	E2	✓	✓	✓	✓	✓

No.	Brief Description of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences <sup>#</sup>				
				Level	Number of participants				I	M	P	S	C
5	<p>Basketball Coaching</p> <ul style="list-style-type: none"> <li>To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle;</li> <li>To build confidence and competence in tackling challenges as teams;</li> <li>To initiate, plan, perform and evaluate sports.</li> </ul>	Physical education (TIC: Mr. Chu LY)	Oct-May	S1-S6	40	Team spirit among students was significantly improved. A close rapport was developed among senior teammates.	61,000.00	E5	✓	✓	✓		✓
6	<p>Swimming Coaching</p> <ul style="list-style-type: none"> <li>To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle;</li> <li>To build confidence and competence in tackling challenges as teams;</li> <li>To initiate, plan,</li> </ul>	Physical education (TIC: Mr. Chu LY)	Oct-May	S1-6	40	Low attendance rate for S6 students in face of DSE examination. The school provided after-school training for students for the year.	59,850.00	E5	✓	✓	✓		✓

No.	Brief Description of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences#					
				Level	Number of participants				I	M	P	S	C	
	perform and evaluate sports.													
7	<p>Handball Coaching</p> <ul style="list-style-type: none"> <li>To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle;</li> <li>To build confidence and competence in tackling challenges as teams;</li> <li>To initiate, plan, perform and evaluate sports.</li> </ul>	Physical education (TIC: Mr. Chu LY)	Oct-May	S1-S6	40	Team spirit among students was significantly improved. Students' interest in handball was aroused.	7,680.00	E5	✓	✓	✓			✓
8	<p>Tennis Coaching</p> <ul style="list-style-type: none"> <li>To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle;</li> <li>To build confidence and competence in tackling</li> </ul>	Physical education (TIC: Mr. Chu LY)	Oct-May	S1-S6	10	Students' tennis skills were improved. Students' outstanding performance will be expected in coming year.	4,500.00	E5	✓	✓	✓			✓

No.	Brief Description of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences#				
				Level	Number of participants				I	M	P	S	C
	challenges as teams; • To initiate, plan, perform and evaluate sports.												
9	Volleyball Coaching • To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle; • To build confidence and competence in tackling challenges as teams; • To initiate, plan, perform and evaluate sports.	Physical education (TIC: Mr. Chu LY)	Oct-May	S1-S6	25	Students' volleyball skills were improved. Students' outstanding performance will be expected in coming year.	14,450.00	E5	✓	✓	✓		✓
10	Athletic Coaching • To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle;	Physical education (TIC: Mr. Chu LY)	Oct-May	S1-S6	25	Students' athletic skills were improved. Students' outstanding performance will be expected in	20,000.00	E5	✓	✓	✓		✓

No.	Brief Description of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences <sup>#</sup>				
				Level	Number of participants				I	M	P	S	C
	<ul style="list-style-type: none"> <li>To build confidence and competence in tackling challenges as teams;</li> <li>To initiate, plan, perform and evaluate sports.</li> </ul>					coming year.							
11	<p>Badminton Coaching</p> <ul style="list-style-type: none"> <li>To develop skills, knowledge, values and attitudes needed for students to establish and enjoy an active and healthy lifestyle;</li> <li>To build confidence and competence in tackling challenges as teams;</li> <li>To initiate, plan, perform and evaluate sports.</li> </ul>	Physical education (TIC: Mr. CHU LY)	Oct-May	S1-6	40	Students' badminton skills were improved. Students' outstanding performance will be expected in coming year.	11,250.00	E5	✓	✓	✓		✓
12	<p>Transportation fee for ATEC Workshop</p> <ul style="list-style-type: none"> <li>To provide STEAM and Design &amp; Technology related lessons for junior</li> </ul>	Arts (Visual Art) (TIC: Ms. Ip WL)	Nov	S1-2	24	The students had basic safety knowledge about using the metal and wood work	1,950.00	E2	✓	✓	✓		✓

No.	Brief Description of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences <sup>#</sup>				
				Level	Number of participants				I	M	P	S	C
	form students.					tools in the centre. (Face-to-face lessons suspended in late Nov due to COVID-19)							
13	Chinese Paper Fan Workshop <ul style="list-style-type: none"> <li>To provide opportunities for students to experience Chinese art and culture;</li> <li>To teach students how to appreciate Chinese painting.</li> </ul>	Arts (Visual Art) (TIC: Ms. Ip WL)	Nov, May	S4	90	The students developed an aesthetic sense in Chinese art. Students' artworks are outstanding.	2,277.20	E1	✓	✓	✓		✓
14	Tie-dyeing Workshop <ul style="list-style-type: none"> <li>To provide opportunities for students to experience tie dye;</li> <li>To explore the colour theory through fabric.</li> </ul>	Arts (Visual Art) (TIC: Ms. Ip WL)	Feb	S4	48	The students showed enthusiasm in learning how to make a tie-dye bag. The quality of the product is outstanding.	1,260.00	E1	✓	✓	✓		✓

No.	Brief Description of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences#				
				Level	Number of participants				I	M	P	S	C
15	<p>Community Service Activities by sending greeting cards to the elderly of several elderly centres during COVID-19.</p> <ul style="list-style-type: none"> <li>To develop the sense of commitment to serve the society, to help and serve the underprivileged;</li> <li>To promote positive values of self-fulfillment via community work;</li> <li>To encourage students to participate in community service;</li> <li>To raise students' social responsibility.</li> </ul>	Cross-Disciplinary (ECA) (TIC: Mr. Tam CY)	Nov-Dec	S1-2	350	It can raise the concerns of junior form students to the elderly. They wrote some encouraging words to the elderly as visits are not allowed at that time. Some elderly may feel lonely and depressed.	2,578.26	E1	✓	✓	✓	✓	✓
16	<p>Chinese Debate Coaching</p> <ul style="list-style-type: none"> <li>To gain broad, multi-faceted knowledge across different disciplines outside the curriculum;</li> </ul>	Chinese Language (TIC: Ms. To CY)	Nov-Jul	S2-6	11	It can improve the multi-faceted ability mentioned in the objectives. Students are highly engaged	5,000.00	E5	✓	✓	✓	✓	✓

No.	Brief Description of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences#				
				Level	Number of participants				I	M	P	S	C
	<ul style="list-style-type: none"> <li>To improve high-order and critical thinking skills;</li> <li>To enhance students' analytical, research and note-taking skills;</li> <li>To develop effective speech and delivery skills;</li> <li>To develop interpersonal skills like teamwork and communication.</li> </ul>					in the activities and form a tight and close bonding in the team.							
17	Drama and Film Appreciation Tutor Fee <ul style="list-style-type: none"> <li>To explore how drama performances are produced;</li> <li>To learn script-writing and acting;</li> <li>To appreciate drama performances.</li> </ul>	Cross-Disciplinary (OLE) (TIC: Ms. Yam Christine)	Whole year	S4	78	Different guest speakers were invited to the OLE Drama class. They explored different topics relating to movies and performing arts. Topics discussed include but not	13,000.00	E5	✓	✓	✓	✓	✓

No.	Brief Description of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences <sup>#</sup>				
				Level	Number of participants				I	M	P	S	C
						limited to horror movies, drama plays, French movies. Guest speakers could share with the students their professional knowledge and experience. Students showed interest in class.							
18	<p>Music Performance and Concerts</p> <ul style="list-style-type: none"> <li>To enable orchestral rehearsals and performances to be taken place in music hall;</li> <li>To increase the motivation of collaboration among orchestra players;</li> <li>To provide opportunities</li> </ul>	Arts (Music) (TIC: Mr. Cheng Chris)	Whole year	S1-S6	200	Successful Green and White Concert by our school orchestra. Students have shown strong interests in music.	370,650.00	E7	✓		✓		✓

No.	Brief Description of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences <sup>#</sup>					
				Level	Number of participants				I	M	P	S	C	
	for our students to perform.													
19	<p>Campus TV Live Streaming Booth</p> <ul style="list-style-type: none"> <li>To perform live broadcast of major events to guests, old boys who could not attend the live events;</li> <li>To promote Josephians' Spirit by informing past students of current issues in school;</li> <li>To offer campus tv team students opportunities to learn about the essentials of doing a live broadcast.</li> </ul>	Cross-Disciplinary (Media Production, ECA) (TIC: Mr. Chan Afred)	Whole year	S4 & S5	20	Successful production of live broadcast events.	116,300.00	E7	✓		✓	✓	✓	
<b>Expenses on Item 1.1</b>							<b>774420.46</b>							
<b>1.2</b>	<b>Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons</b>													
1														
2														

No.	Brief Description of the Activity	Domain	Date	Target Students		Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences <sup>#</sup>				
				Level	Number of participants				I	M	P	S	C
3													
4													
5													
<b>Expenses on Item 1.2</b>							<b>0</b>						
<b>Expenses for Category 1</b>							<b>774420.46</b>						

<sup>#</sup>Essential Learning Experiences

I: Intellectual Development (closely linked with curriculum)

M: Moral and Civic Education

P: Physical and Aesthetic Development

S: Community Service

C: Career-related Experiences

No.	Item	Domain	Purpose	Actual Expenses (\$)
<b>Category 2 To procure equipment, consumables or learning resources for promoting life-wide learning</b>				
1	Music scores, references, CDs	Arts (Music) (TIC: Mr. Cheng Chris)	<ul style="list-style-type: none"> <li>To further enhance the effectiveness of learning and teaching;</li> <li>To update curriculum and ECA for cultural education;</li> <li>To enable efficient preparation of teaching materials.</li> </ul>	58,173.36
2	Grand Piano	Arts (Music) (TIC: Mr. Cheng Chris)	<ul style="list-style-type: none"> <li>To enable piano rehearsals and performances to be taken place in music hall;</li> <li>To increase the motivation of collaborative piano playing in the music hall.</li> </ul>	198,000.00
3	Purchase of Robotics Kits (Prime Code Set)	Cross-Disciplinary (STEM) (TIC: Ms. Chan Szemei & Mr. Tam CY)	<ul style="list-style-type: none"> <li>To broaden students' horizons and unleash their potentials;</li> <li>To provide opportunities for students to learn coding;</li> <li>To develop multiple intelligence;</li> <li>To promote life-wide learning and STEAM education.</li> </ul>	54,000.00
4	Purchasing materials, equipment and consumables for promoting life-wide learning by setting up new clubs	Cross-Disciplinary (ECA) (TIC: Mr. Tam CY)	<ul style="list-style-type: none"> <li>To broaden students' horizons and unleash their potentials;</li> <li>To provide opportunities for students to explore different learning aspects and career-related area;</li> <li>To develop multiple intelligence;</li> <li>To promote life-wide learning.</li> </ul>	450.00
5	Mini-light box for Photography	Cross-Disciplinary (ECA) (TIC: Mr. Tam CY)	<ul style="list-style-type: none"> <li>To develop students' aesthetic sense in photography;</li> <li>To promote life-wide learning;</li> <li>To allow clubs and societies to take pictures of their</li> </ul>	183.60

No.	Item	Domain	Purpose	Actual Expenses (\$)
			designed products for promotion.	
6	Laser Peaker	Arts (Visual Art) (TIC: Ms. Ip WL)	<ul style="list-style-type: none"> <li>To develop students' aesthetic sense in design;</li> <li>To laser carve students' designs on products.</li> </ul>	1,934.00
<b>Expenses for Category 2</b>				<b>330146.96</b>
<b>Expenses for Categories 1 &amp; 2</b>				<b>1104567.42</b>

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

<b>Code for Expenses</b>			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational software, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

### Number of Student Beneficiaries

Total number of students in the school:	991
Number of student beneficiaries:	770
Percentage of students benefitting from the Grant (%):	70.1%

## Report on the Use of the Student Activities Support Grant (2020-2021)

### I. Financial Overview

A	Allocation in the Current School Year:	\$19,500.00
B	Expenditure in the Current School Year:	\$3,000.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$16,500.00

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

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance		
Full-grant under the School Textbook Assistance Scheme		
Meeting the school-based financially needy criteria	2	\$3,000.00 (capped at 25% of the total allocation for the school year)
<b>Total</b>	<b>2</b>	<b>\$3,000.00</b>

### III. Details of Expenses

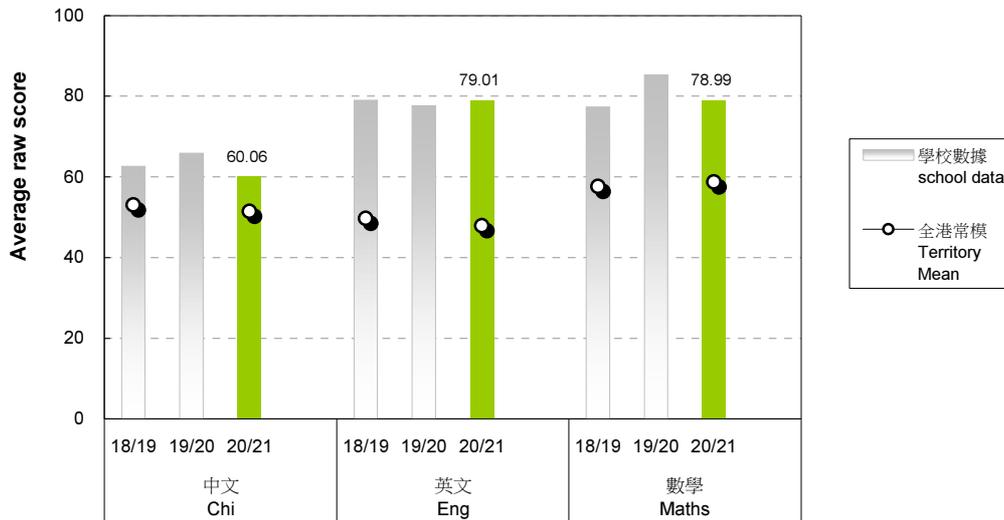
No.	Brief Description and Objective of the Activity	Domain	Person times of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
<b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Swimming course	Physical Education	1	\$2,500.00			✓		
2	Japanese language proficiency test	Japanese Language	1	\$500.00	✓				
<b>Expenses for Category 1</b>				<b>\$3,000.00</b>					
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
<b>Expenses for Category 2</b>				<b>\$0.00</b>					
<b>3.</b> To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
<b>Expenses for Category 3</b>				<b>\$0.00</b>					
<b>Total</b>			<b>2</b>	<b>\$3,000.00</b>					
1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.									

Contact Person for LWL (Name & Post): Suen Lam, TIC of Student Financial Supporting Scheme

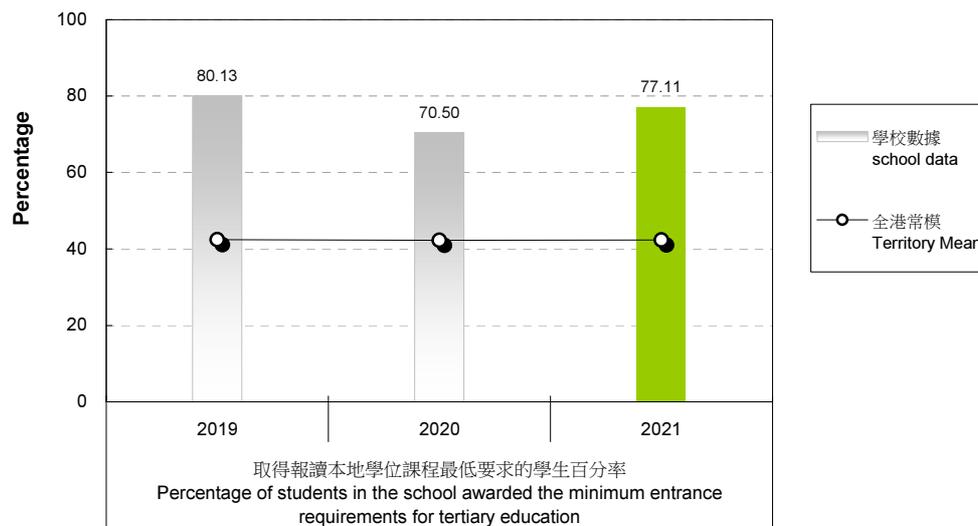
# PERFORMANCE OF STUDENTS

## HKAT

Students' Average HKAT Scores of S1A Test for the Subjects Chinese, English & Mathematics



## HKDSE



## Achievements and Awards

Nature	Name of Competition / Organization	Award Details		
		2018/2019	2019/2020	2020/2021
<b>Speech Festivals</b>	Hong Kong Schools Speech Festival - English Section	Champion: 11 1 <sup>st</sup> runner-up: 11 2 <sup>nd</sup> runner-up: 8	Champion: 10 1 <sup>st</sup> runner-up: 7 2 <sup>nd</sup> runner-up: 12	Champion: 7 1 <sup>st</sup> runner-up: 4 2 <sup>nd</sup> runner-up: 8
	Hong Kong Schools Speech Festival - Chinese Section	Champion: 2 1 <sup>st</sup> runner-up: 2 2 <sup>nd</sup> runner-up: 6	Champion: 2 1 <sup>st</sup> runner-up: 3 2 <sup>nd</sup> runner-up: 5	Champion: 5 1 <sup>st</sup> runner-up: 9 2 <sup>nd</sup> runner-up: 13
	全港學生公開朗誦比賽	冠軍: 1 亞軍: 1 季軍: 1 優異獎: 4	-	亞軍: 1
	全港中小學普通話演講比賽	-	-	季軍: 1
	「普藝盃」朗誦才藝大賽	季軍: 1 優異獎: 2	-	-
<b>Debating</b>	Hong Kong Secondary Schools Debating Competition	Champion: 2	-	Junior Division (Standard Format): Champion Senior Division (Enhanced Format): 1 <sup>st</sup> runner-up
	Interschool Mock Trial Competition	Best Barrister - Honourable Mention: 1	-	-
	The City University of Hong Kong Debating Challenge	Overall Champion Best Speaker: 1	-	-
	Maryknoll Convent School International Debating Tournament	Overall Champion Best Speaker: 2	-	-
	St. Patrick's Cup Debate and Public Speaking Competition	Best Speaker: 1 3 <sup>rd</sup> Best Speaker: 1	-	-
	聯校中文辯論比賽	-	-	冠軍
	星島全港校際辯論比賽	-	季軍	季軍
	全港學界辯論比賽	-	-	亞軍
	奇趣盃	-	-	亞軍
「AIA MPF 挑戰盃」校際辯論比賽	-	季軍	-	
<b>Music</b>	Joint School Music Association (JSMA) Competition	-	-	Gold Award: 3
	Taipei International Choral Competition	-	-	A1 Children Choir Champion Gold Award Creative Choreography Award
	Hong Kong Inter-school Choral Competition cum Masterclass	Gold Award	Gold Award	-

Nature	Name of Competition / Organization	Award Details		
		2018/2019	2019/2020	2020/2021
Music	Hong Kong School Music Festival	Champion: 2 1 <sup>st</sup> runner-up: 4	-	-
	Hong Kong Youth Music Interflows	Chamber Orchestra: Silver Award Symphony Orchestra: Bronze Award	-	-
	Winter Choral Festival	Silver Award	-	-
	Travel Around the Music World - Joint School Concert	Theme Presentation Award	-	-
Sports	Football (Division I) (HKSSF)	A Grade: 7 <sup>th</sup> B Grade: 5 <sup>th</sup> C Grade: 5 <sup>th</sup> Overall: 8 <sup>th</sup>	-	-
	Basketball (Division II/I/I) (HKSSF)	A Grade: 5 <sup>th</sup> B Grade: 7 <sup>th</sup> C Grade: 4 <sup>th</sup> Overall: 6 <sup>th</sup>	A Grade: 2 <sup>nd</sup>	-
	Swimming (Division I) (HKSSF)	A Grade: 2 <sup>nd</sup> B Grade: 2 <sup>nd</sup> C Grade: 3 <sup>rd</sup> Overall: 2 <sup>nd</sup>	A Grade: 2 <sup>nd</sup> B Grade: 2 <sup>nd</sup> C Grade: 3 <sup>rd</sup> Overall: 2 <sup>nd</sup>	-
	Water Polo (HKSSF)	Overall: Champion	-	-
	Badminton (Division II/I/I) (HKSSF)	A Grade: 7 <sup>th</sup> B Grade: 4 <sup>th</sup> C Grade: 4 <sup>th</sup> Overall: 6 <sup>th</sup>	-	-
	Tennis (Division II) (HKSSF)	Overall: 7 <sup>th</sup>	-	-
	Cross Country (Division I/II) (HKSSF)	A Grade: 8 <sup>th</sup> B Grade: 3 <sup>rd</sup> C Grade: 11 <sup>th</sup> Overall: 9 <sup>th</sup>	A Grade: 6 <sup>th</sup> B Grade: 2 <sup>nd</sup> C Grade: 4 <sup>th</sup> Overall: 3 <sup>rd</sup>	-
	Volleyball (Division II) (HKSSF)	A Grade: 3 <sup>rd</sup> B Grade: 7 <sup>th</sup> C Grade: 3 <sup>rd</sup> Overall: 3 <sup>rd</sup>	-	-
	Table-tennis (Division I) (HKSSF)	A Grade: 6 <sup>th</sup> B Grade: 5 <sup>th</sup> C Grade: 8 <sup>th</sup> Overall: 8 <sup>th</sup>	A Grade: 5 <sup>th</sup>	-
	Athletics (Division II) (HKSSF)	A Grade: 22 <sup>nd</sup> B Grade: 21 <sup>st</sup> C Grade: 8 <sup>th</sup> Overall: 21 <sup>st</sup>	-	-
	Life-saving (HKSSF)	A Grade: 1 <sup>st</sup> B Grade: 1 <sup>st</sup> Overall: 1 <sup>st</sup>	A Grade: 1 <sup>st</sup> B Grade: 1 <sup>st</sup> Overall: 1 <sup>st</sup>	-

Nature	Name of Competition / Organization	Award Details		
		2018/2019	2019/2020	2020/2021
Sports	Handball (Division II) (HKSSF)	B Grade: 6 <sup>th</sup> C Grade: 6 <sup>th</sup> Overall: 12 <sup>th</sup>	-	-
	Rugby (Division II) (HKSSF)	A Grade: 1 <sup>st</sup> B Grade: 3 <sup>rd</sup> C Grade: 1 <sup>st</sup>	-	-
	Beach Volleyball (Division II) (HKSSF)	A Grade: 7 <sup>th</sup> B & C Grade: 8 <sup>th</sup> Overall: 23 <sup>rd</sup>	-	-
	Fencing	Open: 11 <sup>th</sup>	-	-
	Bauhinia Bowl (HKSSF)	7 <sup>th</sup>	-	-
	Thailand Age Group Swimming Championship	Champion: 6 1 <sup>st</sup> runner-up: 5 2 <sup>nd</sup> runner-up: 1	-	-
	Pram Malaysia Invitational Age Group Swimming Championships	Champion: 6 1 <sup>st</sup> runner-up: 8 2 <sup>nd</sup> runner-up: 5	-	-
	Asian Open Water Swimming Championship	Overall: 8 <sup>th</sup>	-	-
	Asian Age Group Championships	-	-	-
	National Swimming Age Group Championships	-	-	-
	Asian Games (Water Polo)	Overall: 9 <sup>th</sup>	-	-
	Thailand Princess (Chulabhorn) Water Polo Cup	Overall: 2 <sup>nd</sup>	-	-
	National Junior Water Polo Championships	Overall: 4 <sup>th</sup>	-	-
	National Life Saving Championships	1 <sup>st</sup> runner-up: 3	-	-
	Inter-school Fencing Individual Competition	A Grade Foil Champion: 1 B Grade Epee Champion: 1 C Grade Foil 1 <sup>st</sup> Runner-up: 1 2 <sup>nd</sup> Runner-up: 1	-	-
	Inter-school Fencing Team Competition	-	-	-
	Asian Junior and Cadet Fencing Championships	-	-	-
	The Hong Kong Junior Fencing Championships	-	-	-
	Chan Shu Kui Memorial School – Rugby Sevens Cup	A Grade: 2 <sup>nd</sup> C Grade: 2 <sup>nd</sup>	-	-
	HKFA Jockey Club Futsal Cup	-	-	-
Hong Kong Age Group Diving Championships	-	-	-	
Hong Kong Open Diving Championships and Diving International	-	-	-	

Nature	Name of Competition / Organization	Award Details		
		2018/2019	2019/2020	2020/2021
Sports	Macau International Diving Invitational	1 <sup>st</sup> Runner-up: 1 2 <sup>nd</sup> Runner-up: 2	-	-
	A.S. Watson Group Hong Kong Student Sports Award	-	-	-
Academic	International Junior Science Olympiad (IJSO) - Hong Kong Screening	3 <sup>rd</sup> Class Honour: 3	1 <sup>st</sup> Class Honour: 2 3 <sup>rd</sup> Class Honour: 2 3 <sup>rd</sup> Runner-up for School	1 <sup>st</sup> Class Honour: 2 3 <sup>rd</sup> Class Honour: 2
	Joint School Science Exhibition (JSSE)	Overall Champion	-	Overall Champion
	Big Science Competition (BSC)	-	-	High Distinction: 8 Distinction: 13 Credit: 15
	The Secondary Schools - The Hong Kong University of Science and Technology Dual Program (Pre-stage and Level 1)	Award of Excellence: 2 Award of Completion: 4	Award of Excellence: 6 Award of Completion: 2	Award of Excellence: 5 Award of Completion: 7
	The Secondary Schools - The Hong Kong University of Science and Technology Dual Program (Level 2)	Award of Excellence: 1	-	Award of Excellence: 1
	International Biology Olympiad (IBO) – Hong Kong Contest	Silver Award: 1 Bronze Award: 1	Silver Award: 1 Bronze Award: 2 Honourable Mention: 2 Honourable Mention for School	Silver Award: 1 Honourable Mention: 2 Honourable Mention for School
	Hong Kong Biology Literacy Award	1 <sup>st</sup> Class Honour: 1 2 <sup>nd</sup> Class Honour: 3	-	-
	British Physics Olympiad - Intermediate Physics Challenge	-	-	Gold Award: 1
	Hong Kong Student Science Project Competition	Senior Division - Best New-comer Award Senior Division (Investigation) - 2 <sup>nd</sup> Runner-up	-	-
	Secondary School Mathematics and Science Competition (SSMSC)	Medal: 1 (Chemistry) High Distinction: 1 (Biology) 1 (Chemistry) Distinction: 1 (Biology) 4 (Chemistry) 1 (Physics) 2 (Mathematics) Credit: 3 (Biology) 1 (Physics) Proficiency: 3 (Biology)	-	-

Nature	Name of Competition / Organization	Award Details		
		2018/2019	2019/2020	2020/2021
Academic	International Mathematical Olympiad Preliminary Selection Contest	Bronze Award: 1	Honourable Mention: 1	-
	Hua Xia Cup	1 <sup>st</sup> Prize: 6 2 <sup>nd</sup> Prize: 6 3 <sup>rd</sup> Prize: 1	-	-
	Asia International Mathematical Olympiad	Gold Award: 3 Silver Award: 1	-	-
	Hong Kong Mathematics Olympiad	3 <sup>rd</sup> Class Honour: 3	-	-
	Pui Ching Invitational Mathematics Competition	Silver Award: 1	-	-
	Mathematics Creative Problem-Solving Competition	Silver Award: 4	-	-
	Hong Kong Olympiad in Informatics (HKOI)	-	-	Silver Medal: 2 Honourable Mention: 1
	World Robot Olympiad Hong Kong Creative Challenge	-	-	Best Performance Award: 1
	HKMA Business Simulation Competition	-	Champion: 1 Honourable Mention: 1	Champion: 1 Fourth Place: 1 Honourable Mention: 1
	Alibaba Jumpstarter IdeaPOP!	-	-	Top 8 Award
	JA Company Programme Competition	Creativity & Innovation Award	-	-
	“Hantec” Best Cinematography Award	Grand Award: Champion	-	-
	Faculty of Science and Technology Handmade Aeroplane Flight Competition	1 <sup>st</sup> Runner-up: 1 2 <sup>nd</sup> Runner-up: 1	-	-
	Computer App Programming (CAP) Competition	Champion: 1 1 <sup>st</sup> runner-up: 1	-	-
	The Economic Analysis Competition 語出經人	Champion	-	-
Scholarships	Woo Hay Tong Scholarship	6	1	1
	Sir Edward Youde Scholarship	2	2	1
	Hong Kong Scholarship for Excellence Scheme	1	1	2
	Student of the Year Award	Best Devotion to School: Winner Linguist (English): Winner Scientist and Mathematician: 2 <sup>nd</sup> runner-up	Grand Prize: 2 <sup>nd</sup> runner-up Best Improvement: Shortlisted Performing Artist: Shortlisted	Grand Prize: 2 <sup>nd</sup> runner-up Best Devotion to School: Shortlisted Performing Artist: Shortlisted
	Future Stars – Upward Mobility Scholarship	3	2	3
	Belilios Scholarship	1	6	1

Nature	Name of Competition / Organization	Award Details		
		2018/2019	2019/2020	2020/2021
Scholarships	HKU Academy for the Talented Academy Scholarship	-	-	2
	Grantham Visual Arts Award	-	1	-
	Harmony Scholarships Scheme	-	5	1
Arts	International and Local Students Mail Art Exhibition	-	-	Excellent Award
	全港中、小學生街道牌設計比賽	-	-	Merit
	Sovereign Art Foundation Students Prize	-	Judges Prize	-
	Hong Kong Fei Cui Design Biennial Contest	-	Merit	-
	Hang Lung Young Architects Program	-	Merit	-
	Wan Chai Street Name Plate Design Competition	-	Merit	-
	Inter-School Stamp Exhibits Competition	Category B Champion: 3	-	-
	Central and Western District Road Safety Poster Design Competition	Champion: 1 1 <sup>st</sup> runner-up: 1 2 <sup>nd</sup> runner-up: 1	-	-
	Jewellery Design Competition	First Prize	-	-
Service	Scout of the Year Selection	-	-	Distinction: 1
	Hong Kong Island Region Scout Rally Foot Drill Competition	-	Champion Best Commander Award	-
	Carlton Trophy Competition	Overall Champion	-	-
	Hong Kong Red Cross Youth and Volunteer Department - Hong Kong Island Division Drill Competition	2 <sup>nd</sup> runner-up	-	-
	Hong Kong Red Cross 'Pass-It-On' Fundraising Campaign	Outstanding Loving School Award Long-term Support Award	-	-
	Hong Kong Special Administrative Region Outstanding Students Selection	-	-	Top Ten Students: 1
	Hong Kong Island Outstanding Students	1 (Senior Secondary)	1 (Junior Secondary) 1 (Senior Secondary)	1 (Junior Secondary)
	香港課外活動優秀學生表揚計劃	-	1	1
Others	仲夏夜之夢寫作比賽	Crossover 創作大獎: 2 傑出文章獎: 2 整體最受歡迎文章獎: 4	各校最受歡迎文章獎: 5 Crossover 創作大獎: 8 整體最受歡迎文章獎: 3 傑出文章獎: 4	各校最受歡迎文章獎: 5 Crossover 創作大獎: 2 傑出文章獎: 1 整體最受歡迎文章獎: 1
	香港青少年及幼兒藝術節比賽	-	銀獎 (普通話獨誦-高中組)	-

Nature	Name of Competition / Organization	Award Details		
		2018/2019	2019/2020	2020/2021
Others	全國青少年「菁英盃」語文知識大賽初賽	-	三等獎 (現場作文)	-
	全港學界律詩創作比賽	冠軍	-	-
	HKU Academy for the Talented	-	-	Certificate of Excellence: 7
	The Chartered Institute of Logistics and Transport Essay Competition	Champion: 1	-	Champion: 1
	The Queen's Commonwealth Essay Writing Competition	Gold Award: 2	Silver Award: 2 Bronze Award: 1	-
	Global Youth Ministers	Best Delegation: 1 Best Speaker: 1 Honourable Mention: 1	-	-



Left, middle and right: Joint School Science Exhibition (3 - 8 Aug 2021)