



SKH Lui Ming Choi Secondary School School Report 2019 - 2020



Key Elements of the School Report

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(1) Our School

Founded in 1973, the School strives for excellence in education, and supports the overall purpose of helping students to achieve their potential as leaders, learners and carers. Our school motto is “**Leadership, Motivation and Caring**”.

The School respects diversity of talents and believes in the broad Christian values of caring and service, and in the sense of right and wrong. The School also aims to help students believe in contributing to the common good of society.

Through its academic programmes and extra-curricular activities, the School aims to help students develop their potential, and support the goals of education, which consist of helping each student to:

- (1) develop Leadership qualities through thinking clearly, communicating effectively, acquiring knowledge and skills to cope with external academic demands and getting prepared for future career development;
- (2) foster Motivation for success through developing a feeling of self-worth acquiring skills for self-reliance and self-discipline, developing physical fitness; and
- (3) nurture Caring attitudes through developing respect for the cultures of different social groups recognizing responsibilities at personal, family, social, national and global levels, and being a ward of the message of Christian faith.

More information is available on our School’s website at <http://www.skhlmc.edu.hk> or the Secondary School Profiles at https://www.chsc.hk/ssp2019/index.php?lang_id=1 for public reference.

(2) Achievements and Reflection on Major Concerns and Special Concern

Major Concern 1: To motivate students to self-learn and improve academic performance

A. Achievement
<p>Personal Best (PB) goal setting, Growth Mindset and self-directed learning were still adopted to motivate students to self-learn and improve academic performance in the second year of implementation of the School Development Plan (2018-2021).</p> <p>Affected by the class suspension due to socio-political incidents and the outbreak of COVID-19, we were falling short of contact hours between students and teachers. In response to this challenge, all teachers began to look into the possibility of learning and teaching online and began to acquire respective IT skills. The experience of class suspension in the second half of the school year paved the way of Home-based Learning (HBL) in the next school year. Both students and teachers became more confident in HBL.</p> <p>A survey on students' time management and learning during class suspension was conducted in March to April 2020. From the results, nearly 80 % of the interviewed students agreed that the communications and supports provided by teachers, for examples, through WhatsApp, Google Classroom and Gmail, were sufficient.</p> <p>According to the results of the stakeholders' survey conducted in June to July, most students agreed that teachers often tell them about their progress and problems in learning (3.6 / 5.0). Also, teachers often provide them with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc (3.4 / 5.0).</p> <p>On the other hand, a large majority (87.7 %) of teachers agreed that they often adjust the teaching contents and strategies according to students' learning progress in lessons. Besides, majority of teachers agreed that the School effectively deploy resources to support the curriculum implementation of various Key Learning Areas (3.7 / 5.0).</p> <p>The junior form curriculum was reviewed in response to our student intake and future development. Little Makers Class (STEM workshops) will be introduced as a co-curricular activity. Further review and design will be conducted based on the latest "Ongoing Renewal of the School Curriculum".</p>

To conclude, students' awareness of their strengths and weaknesses has increased. Students' readiness to express their desires and needs has become more evident. These will prepare students to become truly self-directed as both examination candidates and life-long learners.

B. Not Very Satisfactory Performance

In the survey conducted during the class suspension period from February to May 2020, nearly 30 % of the interviewed students (most are senior form students) believed that the home-based learning (HBL) did not help them to learn effectively. Teachers should evaluate the teaching and learning effectiveness during home-based learning period. More importantly, what students learn during HBL should be consolidated.

No new strategies of self-directed learning were introduced to students due to the limitation of time this year. Such strategies could be delivered through class teachers (general strategies) and subject teachers (subject related strategies).

Besides, the deadline for conducting lesson study was also postponed to allow more flexibility for adjustment in the scheme of work to cover the curriculum contents that cannot be covered this year.

C. Potential to Do Better Areas

Over 65.0 % of interviewed students thought that supports on learning from the School during the class suspension period was sufficient. Most students thought that the amount of homework was adequate.

For the assistance they need in Home-based Learning, about 30 % of the interviewed students thought that teachers can adopt different teaching and learning modes and increase interactions among teachers and students. Some students expressed that more real-time sessions can be arranged for them to ask teachers questions so that their difficulties can be tackled quickly. These are the points to be considered when planning Home-based Learning in the future.

The overall rating of stakeholders' perception of teaching (KPM 09) as viewed by teachers and students were 4.0 and 3.5 respectively and that of stakeholders' perception of student learning (KPM 10) as viewed by teachers, students and parents were 3.1, 3.4 and 3.3 respectively. All stakeholders appeared to agree to have room for improvement in the area of student learning.

With the improvement in school IT hardware and IT skills and knowledge of teachers, this is an opportunity to further incorporate IT into learning and teaching. Students can be more self-directed in arranging their learning time and learning pace with the help of teacher and online platform, like Google Classroom. Learning can happen both inside and outside classroom.

D. Reflection

As students' perception towards themselves and learning has become more positive, more support on HOW should be provided to empower them. A greater variety of effective self-learning strategies could be introduced to students. Subject departments could continue to develop coursework materials with eLearning resources to facilitate self-directed learning.

Teachers have become more flexible in the assessment modes in this school year as we can no longer rely on traditional tests and exams alone when students cannot even return to school. To support different learning and teaching strategies, corresponding assessment strategies should be adopted. Further professional development on assessment literacy could empower teachers to adopt various assessment modes.

Major Concern 2: To raise students' sense of responsibility and cultivate appreciation in the School

A. Achievement

Sessions of Assembly messages sharing were organized with focus on the real world contexts in which the target values are exemplified. Special talks were conducted for the students by external speakers on topics such as Mental Health which educated the students to take care of and be responsible for the mental health as well as Law and Order which focused on the responsibility of oneself to the society.

Regular Social Services and Leadership Training Programmes were held before the COVID-19 pandemic. Values (such as being respectful, responsible and appreciative) could be more effectively caught by students during their interactions with the target of service, teachers, or other students.

Appreciation towards Chinese culture were cultivated in School campus. As part of our National Day celebration, a special event to promote Chinese culture was held on September 30 2019. Chinese floral workshop, Dim Sum and Chinese tea sharing and Chinese music performance were

the highlights of the cultural event. Students generally enjoyed and appreciated the food, drinks and music. Teachers participated in the floral workshop with similar enthusiasm.

From the results of the stakeholders' survey, most students agreed that the School actively fosters their virtues. Nearly 70 % students agreed and strongly agreed that they get along well with their schoolmates. Majority of students thought that students respect teachers and they like the School.

B. Not Very Satisfactory Performance

Due to unforeseeable circumstances in this school year, participation of students in the whole school sharing during Assembly could not be arranged as planned. On the other hand, Civic and National Education could have been conducted in a manner which is both informative and reflective. However, socio-political incidents had made arrangement of such much harder than expected.

C. Potential to Do Better Areas

It is hoped that in their preparation for sharing, students could gain more opportunities to share their experience and highlight the values they learnt in order to create mutual appreciation and encouragement among students.

The experience of the event on National Day celebration is inspiring. It is anticipated that similar programme and experience could be extended so that students would be exposed to and learn to appreciate cultures worldwide.

Special Concern: To strengthen students' adversity quotient (AQ) (including resilience and positive values); to help students settle their emotions and achieve inner peace

A. Achievement

In response to the Special Concern of strengthening students' adversity quotient and helping students settle their emotions and achieve inner peace, the School aims at re-focusing students' energy on school life and school harmony. Before 2019 school opening, the Principal, Vice-Principals, and Assistant Principal (PVPAP) and some Executive Committee members have met with student leaders and student representatives in August to listen to their sharing of feelings. The

student leaders and representatives were also encouraged to express their concerns and share what they have learned from the socio-political situation. They were respectful, willing to think from the School's perspective and compromise. After the meetings, some consensus was achieved based on the trust that all members in the LMC community would respect each other and try to accommodate reasonable requests. Through the Whole School Assembly in September 2019, the values of respect and tolerance were nurtured so as to promote the culture of a harmonious school life.

Collaboration has been done among the Guidance & Learning Support (GLS) Committee, school social workers and class teachers to identify students who need early follow-up in the socio-political incident and current affairs. In case of students who were unable to participate in normal lesson activities, the GLS Committee and school social workers would follow up with positive education, so that these students could reintegrate to school learning as soon as possible. In the case of students who have serious emotional problems, the Discipline Committee would help them understand that the School would not agree to behaviour or activities that violated school rules, and provided appropriate educational support based on moral education.

To maintain communication with and provide support for parents, a one-page summary on the development of students' moral education was distributed to parents in the First Term Parents' Day, helping parents understand and cooperate in educating their children. In late September, a professional doctor was invited to give lecture on mental health in the parent meeting. In January 2020, a talk on enhancing the communication between parents and children was held as the PTA Activity. These channels helped both parents and students understand that they were listened to, being cared for and supported.

To connect with the alumni, constant communication has been done with the Chairman of the Alumni Association. The Alumni Association was always ready to support the School and LMC students to consolidate positive values. To invite support from relevant professionals, consultation has been done with the school Educational Psychologist to help cater for students' emotional needs. Moreover, whole school talks by professionals like Educational Psychologist and lawyer were also organized, helping students understand more on the socio-political incidents and current affairs, maintaining their inner peace.

Students from various levels learnt, studied and reflected on Christian values through different activities co-organized by St. Timothy's Church and our School. These activities all featured interactions among students, teachers, social workers (from Hong Kong Sheng Kung Hui) and volunteers from the members of the Church. Throughout the year, about a hundred students participated in these activities and some were interested in seeking deeper understanding of the Christian faith – in which inner peace could be achieved.

B. Not Very Satisfactory Performance

Due to the outbreak of COVID-19, most of the teaching schedules, plans and activities were adjusted, postponed or cancelled. Therefore, Home Learning during class suspension was conducted from mid-January to late-May. However, there was the difficulty of scheduling real time learning and teaching sessions. There were also some low-ability students, SEN students, and those who have been extremely passive or have given nil response in Home Learning. Closer attention and strategic support for these students were provided by the GLS Committee, school social workers, the PVPAPs, as well as class teachers, to re-engage them and give them pastoral care.

From the results of the APASO survey, the rating of our students on negative affect was 2.1 (out of 4.0), which was slightly higher than 1.9, the mean value of territory norm. There is still room for improvement. The whole staff should continue to collaborate, facilitating the positive growth of our students.

C. Potential to Do Better Areas

In order to enhance the support for students to settle emotions, the GLS Committee and school social workers provide timely guidance and follow-up for individual students, to care for and educate students with correct attitude. It is to align with the school-based Discipline policy, by means of immediate and appropriate follow-up for students in need, so that students will understand more on self-discipline and compliance with school rules. The Principal, Vice-Principals, and Assistant Principal help to coordinate the plans on follow-up.

To ensure Quality Assurance in Home Learning, efforts among the staff have been made on “Enhanced Teaching” and “Support for Learning”. For example, the Final School Report would reflect students’ “general attitude and performance” during Class Suspension. A 4-Tier System of grading was used to enable teachers to include an additional comment to be stated in the Final School Report.

Moreover, in our school curriculum 2020-21, the subject Life Education is included under the development of Values Education, to strengthen students’ moral education. This curriculum will incorporate positive thinking and positive attitudes on life.

Finally, for inviting support from relevant professionals, the talk in the coming Staff Development Day is planned to help teachers understand the perspectives of different stakeholders in the socio-political incident. This measure will help to strengthen teachers, enhancing their ability to support students, such as emotional support, mediation and conflict resolution skills.

(3) Our Learning and Teaching

English is the medium of instruction. Various activities were held to improve the English ambience of the school and boost students' interest to learn English. For instance, the English Department collaborated with S-café to organize an array of English activities during Christmas, including "Christmas Song Dedication", "Christmas Movie Show" and "Christmas Gift Exchange with NET". These activities not only increase students' exposure to English, but also provide a fun and meaningful context for students to use English in an authentic context.

In order to facilitate senior form students to prepare for the Hong Kong Diploma of Secondary Education Examination (HKDSE) English Language, an alumnus with excellent results in the HKDSE English Language was invited to share his English learning strategies and exam skills to Form 5 and Form 6 students. Also, mock exams organized by external organizations such as Oxford University Press and South China Morning Post were arranged to Form 5 and Form 6 students. Videos of exam tips and strategies on attempting various HKDSE questions were also given to Form 6 students to support students to better prepare for the HKDSE during their study break. These programmes were important endeavours to help students to have a firm grounding in the skills assessed in the HKDSE.

To facilitate learning in English, the Language Across the Curriculum (LAC) team continued the collaboration with Subject Departments to the on enhancing learning effectiveness through using English as the classroom language. For instance, "Learning in English" covering the concept of prefix and suffix, syllabification and classroom language was organized in Form 1 Orientation Programme.

In order to stimulate students' interest towards in STEM, various activities and courses have been provided to them such as Food Science workshop, STEM Project (Healthy Lifestyle) invention of Indoor Air Pollutant Detector, STEM Course on Smart Home Assistant with Google AIY Vision Kit. Besides, the potential students in the STEM area have been selected to participate in the Catchwater breaking competition, organized by The Hong Kong Polytechnic University. With the aim of promoting STEM education in the junior forms, the School has applied for the Quality Education Fund (QEF) - the Dedicated Funding Programme for Publicly-funded Schools. The grant approved has enabled us to penetrate the various school-based STEM-related curriculum in the junior forms. The STEM Room has been built, which has been a conversion of a regular computer room, for our design and planning. Various STEM activities and courses could be organized and held in this room. In response to the implementation of the STEM curriculum in the School, the "Little Maker Class" has been introduced in September 2020. This enables students to learn STEM-related knowledge and encourages them to create interesting inventions to solve problems in their daily lives.

As for general and subject content knowledge consolidation, the junior Reading Curriculum had worked to bring upon a good impact on students, as reflected from their survey although the coverage and extent was affected due to school suspension. Students were benefited in reading a wider

selection of books from classics to contemporary works, building up positive values and habits, enhancing their language development and broadening their knowledge base. Other supporting programmes, like library lessons for reinforcing Form 1 students' library skills and reading strategies, and reading activities had also managed to enhance learning and develop reading habits.

The School and staff continue to equip our own selves to face the challenge of catering for Home-based Learning. During this year, as part of our school plan, students' self-directed learning across subject departments were carried out with the aid of Learning Management System (LMS) platforms including eClass and Google Classroom. During the period of class suspension due to COVID-19, teachers and students made full use of the LMS platforms to continue the progress of learning and teaching out of classrooms in such challenging conditions. Google Classroom has been created with dedicated Google Meet links. Students attend live lessons by Google Meet and / or Zoom. Teachers and students communicate through Google Classroom, Gmail and WhatsApp. Besides, I.T. Development Committee has provided a series of workshops to share experiences and techniques on the use of LMS as well as the use of mobile devices to enhance teaching and learning. Teachers continued to develop professionally in the area of e-learning as they tried out new strategies to facilitate student learning. Teachers had adopted methods including graded self-test questions; pre-test and post-test of subject knowledge; goal setting; lessons preparation based on pre-record videos; and integration of LMS with different learning Apps.

Besides, homework assignments and learning materials were uploaded to LMS platform to help both students and parents to keep better track of the assignments and revisions to be done, facilitating student learning. Teachers assessed the learning outcome and made necessary adjustment in the teaching to increase the effectiveness of learning.

The e-learning environment and culture were continuously enhanced. More e-tablets and electronic learning materials were purchased for the use by teachers and students to facilitate students' self-learning of various subjects. The full coverage of wired / wireless network in the school premises, the full implementation of Virtual Desktop Infrastructure and computing device undertaking scheme as well as the newly installed video projection systems in each classroom allowed teachers to implement e-learning effectively in each classroom. Much effort was also made to ensure that students became prudent, skillful and ethical users of technology through school-based curriculum. The School also tried to ensure that technology will serve to support the school mission, to enhance the quality of teaching and learning, and to reduce the workload of teachers in the long run.

(4) Support for Student Development

Students were engaged in a variety of learning opportunities to foster their overall personal development apart from their academic learning. The following are highlights of some of the domains and activities that students had learnt and grown a lot during the year.

Aesthetic development was essential to our school life. The Aesthetic Experiences Committee worked hand-in-hand with different Committees and Departments to nurture students' whole personal growth. The "Noah's Ark Mural Painting" was organized for Form 2 to Form 6 students by the Committee and Religious Education Department. Students could learn religious beliefs through participating in the creation. Students' sense of belonging to the School could be strengthened through beautifying the school campus. In addition, the Committee also co-organized the "F.1 Expressive Arts Experiential Day" with Guidance and Learning Support Committee and Library and Reading Activities Committee. The creation process of visual arts, movement, music, drama and creative writing promoted positive experiences for students. They could express their feelings and have self-exploration, group bounding and special memory via multiple art forms.

The Aesthetic Experience Committee organized two drama shows for Form 4 students in the School Hall in October and December 2019 respectively. Thanks to Young Friends of Hong Kong Arts Festival, our students were given an opportunity to learn different fields in performing arts and to explore the attractiveness of the art world. With the help of the interactive and interesting performing techniques integrated in the show, students were inspired and encouraged to create various possibilities through arts. Another show was an interactive theatre named "Black Christmas" produced and performed by Class 7A Drama Group Limited. It was about the bitter history of Hong Kong occupied by Japan from 1941 to 1945. With the help of the interactive approach of drama, students got a taste of the hardship experienced by Hong Kong people, which enabled them to better understand the miserable experience of their ancestors while stimulating them to realize and treasure the value of peace.

For aesthetic development on music, students showed their interest in learning musical instruments. Classes of Flute, Violin, Clarinet, Saxophone and Harmonica were arranged for the students. To gain aesthetic performing experience and strengthen their self-confidence, some members of the Choir and Handchime Team actively involved in the Christmas Service. The members of the Choir, the Handchime Team, Harmonica Classes and Flute Classes took part in Carol Singing Festival 2019 in the IFC Mall in Central, showcasing and sharing their talents with the public. Our students are always keen on joining different competitions to take up challenges and stretch their potential. However, due to the severe influence of COVID-19 pandemic, most of the competitions of 72nd Hong Kong Schools Music Festival and the Joint School Music Competitions were cancelled. Our students experienced a lack of opportunities to practice in group and perform on stage in 2019 - 2020.

Student development aims at aligning the School Major Concerns of raising students' sense of responsibility and cultivating appreciation in school and nurturing students to become all-round individuals with *Leadership, Motivation and Caring* as our school motto. To enhance the sense of belonging to the School, our Students Leaders engaged in a variety of programmes such as Community Services Training, Leadership Training Programme, Career Workshop, Debating Competitions and etc. Our teams of teachers including ECA Organizing Committee, Career Education Committee, Fellowship, Values Education Committee have collaborated in helping students to develop their potentials to become independent and competent leaders. All stakeholders agreed that those extra-curricular activities offered by the school could help students gain other learning opportunities and life skills (teachers: 3.7 / 5.0; students: 3.6 / 5.0; parents: 3.8 / 5.0). The priority of agreement given by teachers, students and parents were always at the high ranks (Rank 1 or 2).

The Guidance and Learning Support Committee arranged different programmes, aiming at equipping students with the necessary skills and knowledge for growth, helping students develop a healthy attitude towards life as well as exploring the potential of individual student systematically and strategically. In response to recent socio-political incidents, the Committee arranged various programmes to strengthen students' adversity quotient (AQ) and instill positive values among students.

At the beginning of the year, Form 1 orientation programmes and "F.1 SmarTeens" were organized with the help of our Guidance Prefects. These aimed at taking care of Form 1 students, in both academic and personal growth, and helping them adapt to secondary school life. Guidance Prefect Training was arranged throughout the year to enhance the leadership of the Guidance Prefects. To enhance students' self-confidence and self-understanding, "F.2 Joyful Teens" and "F.3 Treatment Group" were arranged. To strengthen students' interpersonal skills with the opposite sex, various Sex Education programmes for Form 1 to Form 6 students were planned. However, due to the COVID-19 pandemic, the Guidance and Learning Support Committee only managed to organize "Talk on Proper Behavior in a Relationship" for Form 1 students. All the other planned programmes were cancelled but are to be rearranged in the coming school year. To raise students' awareness of mental health and strengthen students' adversity quotient, a talk on stress was arranged during an assembly period and a "Workshop on Stress Relief" was organized for Form 6 students. Individual counseling sessions were given to students during both normal school days and school suspension periods to ease their emotional difficulties.

The awareness of teachers towards students with Special Educational Needs (SEN) was developed with sharing in staff meetings, professional development talks and seminars. 21.1% of teachers received structural professional courses on catering for students with SEN, offered by the EDB. To cater for students with different learning abilities, various pull-out programmes, training sessions and special arrangements were given to both the high-achievers and SEN students, such as "Maths Circle", arts classes, speech therapy, individual educational plans and nominations for students to join Science Programmes organized by tertiary institutes. To sum up, many different arrangements, of both

developmental and preventive natures, were made for the students, aiming at providing a good school environment for enhancing the whole-person development of our students and nurturing their growth.

For life planning and career education to prepare students for their future, the Career Education Committee has adopted different strategies to guide students in self-understanding, career exploration and management. To provide study and career information to help students make an informed study choice, programme talks by various universities / institutions were organized for Form 6 students. JUPAS Interview workshop was conducted for Form 6 students to train their presentation and interview skills. Study talks to the Mainland and Japan were arranged for interested senior students. Elective subject talks were held for Form 3 students and their parents. Booths of different education institutions were set up on the first Parents' Day to provide consultation service for both parents and students. Online aptitude test (Probe) was conducted to help Form 3 students identify their interests and make a rational choice on elective subjects.

To help students understand themselves & equip students with career skills, the Career Education Committee organized a workshop, "My Path", to guide students to understand themselves in relation to their strengths and weaknesses for goal setting for Form 2 students. Future skills workshop, Savvy Planner, was organized to raise Form 3 students' awareness of financial planning and its relation to career planning.

Work-related programme was held to widen students' horizons by exposing them to authentic career setting. Some students joined the Work Experience Programme and tasted the jobs as pet carers in the Society for the Prevention of Cruelty to Animals (SPCA), Chinese medicine practitioners and organic farmers. Career counseling and advice were given to students. Form 3 and Form 6 students, as well as needy students in other Forms were given individual counseling (both in person and online) on their study plans. In cooperation with the Alumni Association, a Mentorship Programme was established, through which students can connect with the senior alumni to seek study and career advice.

In the domain of community service, the Community Service Committee had continued to nurture a caring heart in our students. Students were given training and exposure to participate in voluntary service. Students were given the opportunity to serve people across ages and with different needs. New areas of services were introduced each year apart from continuation of the established ones.

The rating of stakeholders' perception of support for student development (KPM 11), and that of stakeholders' perception of school climate (KPM 12), were both found to be on average of around 3.6 (out of 5). Our support for student development in the school is found to be adequate.

(5) Student Performance

(i) Academic Performance in Public Examinations

115 Form 6 students took the HKDSE Examination in 2020. 87.0 % of the students met the minimum requirement for admission to sub-degree programmes, while 53.0 % of the students met the minimum requirement for admission to degree programmes. For English, 75.7 % of the students acquired Level 3 or above while in Chinese, 69.6 % of the students acquired Level 3 or above.

7 subjects (Chinese Language, Mathematics, Biology, Chemistry, Chinese History, Physics and Visual Arts) had the percentage of Level 4 or above higher than that attained by all HK Day School Candidates. There is an encouraging increase in the percentage of students attaining Level 4 or above in 5 subjects (BAFS, Chemistry, Chinese Literature, Geography and M2), compared to last year.

Out of the 115 Form 6 students who took the HKDSE Examination in 2020, 97.4 % of them received offers from various tertiary institutions locally and overseas of which 54.5 % were degree programmes and 33.9 % were sub-degree programmes.

Among the 113 Form 6 students who applied for JUPAS, 73 of them have got JUPAS offers (including main round & subsequent round), of which 57 are degree offers and 16 are sub-degree offers. The JUPAS offer rate is 64.6 %.

Majority of our students continued to pursue tertiary studies in Hong Kong. For those pursuing degree programmes, most of them study at the Chinese University of Hong Kong, the Polytechnic University, Hong Kong University of Science and Technology and the Hong Kong University. They were admitted into an array of programmes, mainly in the domains of Science, Engineering and Healthcare such as Nursing and Optometry.

(ii) Non-Academic Performance

As in the past years, our students actively participated in an array of Extra-Curricular Activities (ECA) which enriched their holistic development. They managed to seize opportunities to develop their potential and widen their horizon. Their achievements in various aspects are detailed in the Appendix.

(6) Financial Summary (Unaudited Account)

A Summary of the income and expenditure for the year 2019 – 2020 is shown in the table below.

2019-2020	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)		
I. Government Funds		
(1) EOEBG Grant		
<i>Total deficit for the school year: \$240,794</i>		
(2) Other Grants		
<i>Total surplus for the school year: \$1,489,230</i>		
	7,420,562	7,661,357
	48,908,406	47,419,176
Accumulated Surplus as at the end of school year	\$8,090,497	
<i>(1) EOEBG Grant</i>	<i>\$5,363,288</i>	
<i>(2) Other Grants</i>	<i>\$2,727,209</i>	
II. School Funds (General Funds)	842,799	598,168
<i>Total surplus for the school year \$226,631</i>		
Accumulated surplus as at the end of school year	\$1,531,461	

(7) Feedback on Future Planning

The school year 2019 – 2020 is the second year in the three-year School Development Plan. In general, teachers and staff have endeavoured to align their professional work with the direction and foci expressed in the Major Concerns. While students have been guided to reach and beat their Personal Best (PB) through goal-setting and engagement in studies and activities, they were plunged into a pandemic predicament which resulted in Class Suspension (Feb 2020 – May 2020) as well as Home-based Learning (Feb 2020 – to date) while only half-day in-person school could resume, when their self-discipline, self-management skills and self-directedness have been challenged and boosted, with teachers' professional efforts and agility.

While most Extra-curricular activities have been cancelled after February 2020, some were conducted on-line. Teachers have shown patience, co-operation and readiness to Grow their Mindsets, to solve problems, embrace challenges and adopt a variety of pedagogical practices as they started to teach in creative ways to encourage, ensure and support Home-based Learning. Teachers have continued to engage themselves at the Subject Departmental level to use data and feedback as reference for future lesson designs and subject development planning. Now that all of our teachers and non-teaching staff have walked the journey of on-line communication and use of on-line platforms to perform administration and engage students to learn, the School is confident that our staff could ride on the opportunities of challenges, availability of resources for their professional development as they continue to roll out new plans and strategies to enhance student learning and support school development.

The school year also witnessed the socio-political incidents which resulted in disparities in society. It is important that home-school partnership should strengthen so that students would be appropriately guided, listened to and encouraged to move on and move forward. The School would continue to seek resources and opportunities for more cultural exposure and exchanges to develop students' national identity, global vision and awareness so that they will be able to understand more about the changing society, the changing world with both negative and positive energies, their place and role in it and how they can contribute in the future development. In the process, efforts of teachers, students and parents deserve appreciation and their due recognition. Strategic leadership development could facilitate teachers and students to further engage themselves in trying out things beyond their comfort zones so as to reach and beat their Personal Best (PB). When translated into their collaboration among each other, all would be encouraged to reach and beat their Class Best (CB), their Team Best (TB) and their Committee & Subject Department Best (CSDB).

Reference:

Dweck, Carol S., "Mindset", 2006. 2017

Wiseman, Richard, "Shoot for the Moon", 2019

(8) Appendix

EXTERNAL SCHOLARSHIPS & PRIZES 2019 – 2020 二零一九至二零二零年度校外獎學金及比賽獎項

SCHOLARSHIPS (獎學金)

Item 項目	Award 獎項	No. of Awards 獎項數目
Sir Edward Youde Memorial Prize	Scholarship	2
Harvard Book Prize	Scholarship	3
Youth Arch Student Improvement Award	Improvement Award	22

CORE SUBJECTS (核心科目)

Chinese (中文)

Item 項目	Award 獎項	No. of Awards 獎項數目
香港辯論超級聯賽 2019 (第一回合)	最佳辯論員	1
第 71 屆香港校際朗誦 節 2019	詩詞獨誦	良好
		優良
	二人朗誦	良好
		優良
	中學一、二年級詩詞集誦	優良

English (英文)

Item 項目		Award 獎項	No. of Awards 獎項數目
71st Hong Kong Schools Speech Festival	Bible Speaking	Merit	6
		Proficiency	1
	Public Speaking Solo	Merit	2
	Solo Verse Speaking	Second	1
		Merit	7
		Proficiency	1
The Hong Kong Federation of Youth Groups English Public Speaking Contest 2020		Top Eight in the Session	1

Mathematics (數學)

Item 項目		Award 獎項	No. of Awards 獎項數目
「華夏盃」全國數學奧林匹克邀請賽 2019 (香港賽區) 初賽		二等獎	1
		三等獎	2
World Mathematics Invitation - 2020 (Hong Kong)		Silver	1
		Bronze	3
Secondary School Mathematics & Science Competition 2019 (Mathematics)		High Distinction	2
		Distinction	1
		Credit	2
		Proficiency	1

ELECTIVE SUBJECTS (選修科目)

Science (科學)

Item 項目		Award 獎項	No. of Awards 獎項數目
Secondary School Mathematics & Science Competition 2019 (Physics)		Distinction	1
		Credit	4
		Proficiency	2
Secondary School Mathematics & Science Competition 2019 (Chemistry)		High Distinction	3
		Distinction	7
		Credit	4

	Proficiency	4
Secondary School Mathematics & Science Competition 2019 (Biology)	Distinction	1
	Credit	7
	Proficiency	1
Australian National Chemistry Quiz (Hong Kong Section) 2019	High Distinction	2
	Distinction	1

Technology (科技)

Item 項目	Award 獎項	No. of Awards 獎項數目
第二屆聖公會中學機械人比賽之奪寶奇兵	殿軍	1

OTHER LEARNING EXPERIENCES (其他學習經歷)

AESTHETIC DEVELOPMENT (藝術發展)

Visual Arts (視覺藝術)

Item 項目	Award 獎項	No. of Awards 獎項數目
ECC MTR Environmental Award for Schools 2019 ("All Go Plastic-free" Poster Design Competition)	Merit	1
The 11th Arts Ambassadors-in-School Scheme	Certificate of Recognition	1

COMMUNITY SERVICE (義工服務)

Social Service Club (社會服務團)

Item 項目	Award 獎項	No. of Awards 獎項數目
葡萄園 2019 暑期活動計劃	義工嘉許狀	9
文件夾設計比賽--優異獎 (南區公益少年團)	亞軍	1
	優異	1

PHYSICAL DEVELOPMENT (體育發展)

Item 項目		Award 獎項	No. of Awards 獎項數目
SWCS Chan Pak Sha Secondary School Annual Swimming Gala	Boys 4x50m Invitation Relay	Third	1
Aberdeen Technical School Annual Swimming Gala 2019	Boys 4x50m Invitation Relay	Third	1
Inter-school Swimming Championships HK Island Division III	Boys A Grade 50m Breast Stroke	Third	1
Inter-School Rugby Sevens Competition	Boys A Grade	Bowl Champion	1
A.S. Watson Hong Kong Students Sports Award		Sports Award	1

OTHERS (其他)

Reading to learn (從閱讀中學習)

Item 項目	Award 獎項	No. of Awards 獎項數目
Joyful Reading Award Scheme for Secondary School	Commendation	6