

# Our Lady's College



School Report  
2021-2022

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## I. Our School

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### 1. Vision and Mission

#### Mission Statement

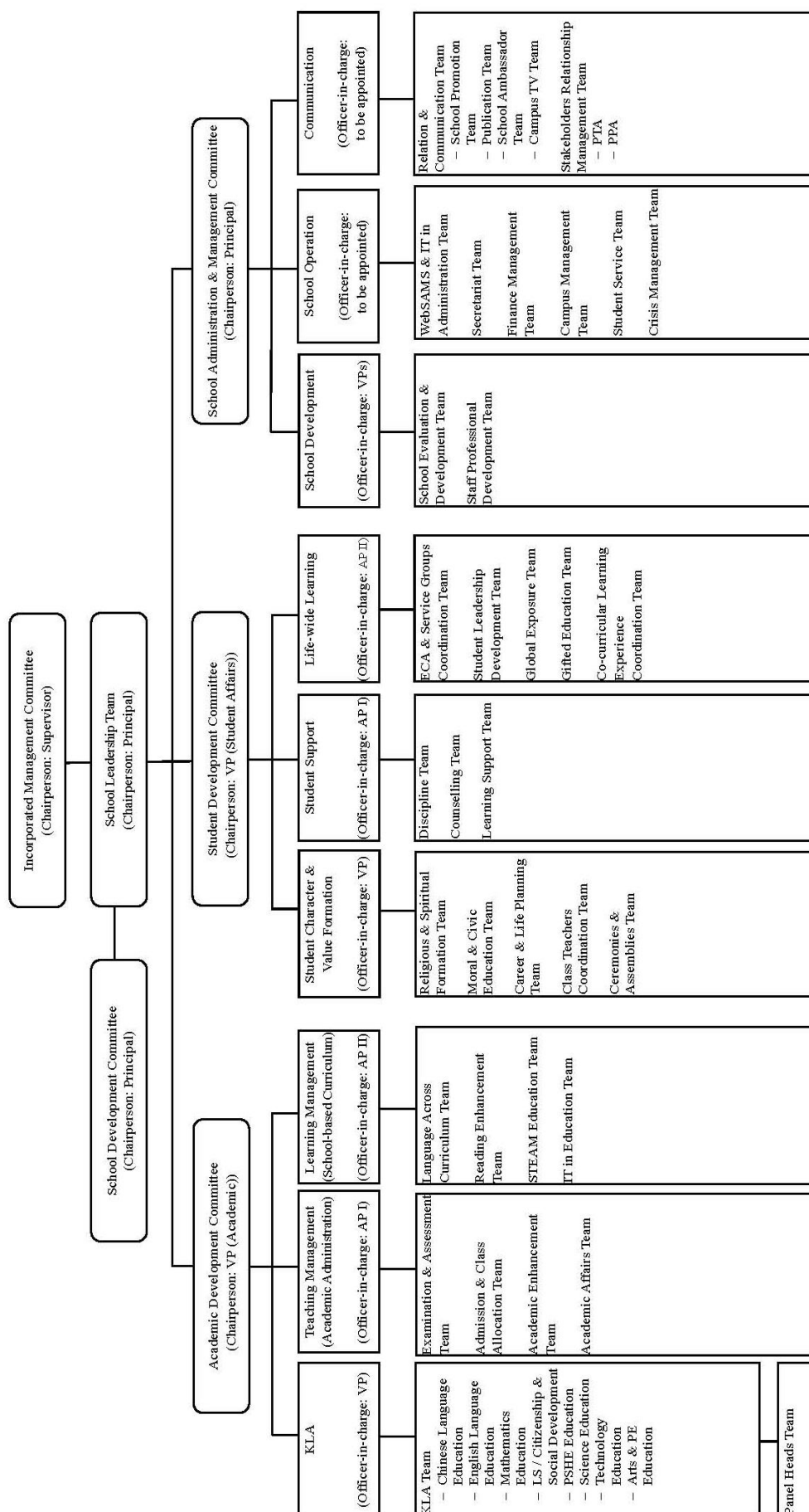
Our School was founded by the Institute of the Daughters of Mary Help of Christians (FMA). We have been educating the students according to the principles of Catholic education and the spirit of our Founders: St. John Bosco and St. Mary Mazzarello. Imbued with a joyful and family ambience, we carry out the Preventive System (Reason, Religion and Loving-kindness) which aims to nurture the students' integral development of the spiritual, moral, intellectual, cultural and social aspects. We stimulate them to apply the acquired knowledge and the internalized values to life, to face reality with integrity and to serve society with dedication.

#### School Emblem

|                             |   |
|-----------------------------|---|
| <b>Crown, Sceptre :</b>     | Our Lady, Queen of Heaven and Earth—the Guide, the Teacher and the Mother of all those entrusted to her care  |
| <b>Lily :</b>               | Purity – a pure heart strengthens the unity of mind, thus rendering it capable of assimilating all that is True, Good and Beautiful                   |
| <b>Rose :</b>               | Charity – care, understanding and self-giving for the love of God and fellowmen, nurturing the flower of love and spreading the joy of love in action |
| <b>Puritas et Caritas :</b> | Purity and Charity  |
| <b>OLC :</b>                | Our Lady's College  |

## 2. Structure of School Organization

### Our Lady's College School Organization Chart



### 3. Curriculum and Allocation of Lesson Period / Time

#### Time-tabling arrangements

It was on a 6-day cycle basis, with a total number of 54 periods for S1-S6. Each period lasted 40 minutes. Subjects offered in the 2021-2022 school year and the time-tabling arrangements:

| Subject \ Lesson per 6-day cycle                          | S1 | S2 | S3  | HKDSE      |                |            |                |            |                |
|---|----|----|-----|------------|----------------|------------|----------------|------------|----------------|
|   |    |    |     | S4         |                | S5         |                | S6         |                |
|   |    |    |     | No. of Gps | No. of Periods | No. of Gps | No. of Periods | No. of Gps | No. of Periods |
| Chinese Language  | 9  | 9  | 9   | 4          | 8+(1)*         | 5          | 8+(1)*         | 5          | 8+(1)*         |
| Putonghua   | 1  | 1  |     |            |                |            |                |            |                |
| English Language  | 9  | 10 | 9   | 4          | 8+(1)*         | 5          | 8+(1)*         | 5          | 8+(1)*         |
| General Reading / Oral                                    | 1  | 1  | 1   | 4          | 1              | 4          | 1              |            |                |
| Language Across Curriculum (LAC)                          | 1  |    |     |            |                |            |                |            |                |
| Mathematics   | 8  | 8  | 8   | 4          | 7+(1)*         | 4          | 7+(1)*         | 4          | 7+(1)*         |
| Mathematics M1  |    |    |     | 1          | 6              | 1          | 6              | 1          | 7              |
| LS/ Citizenship & Social Development                      |    |    |     | 4          | 3              | 4          | 7              | 4          | 7              |
| (IH) Geography  | 2  | 2  | 2   |            |                |            |                |            |                |
| (IH) History  | 2  | 2  | 2   |            |                |            |                |            |                |
| (IH) Life & Society (S1,2) / Economics & Business (S3)    | 2  | 2  | 2+1 |            |                |            |                |            |                |
| Chinese History   | 2  | 2  | 2   | 1          | 7              | 1          | 6              | 1          | 7              |
| Geography   |    |    |     | 1          | 7              | 1          | 6              | 1          | 7              |
| Economics   |    |    |     | 1          | 7              | 1          | 6              | 1          | 7              |
| Science   | 6  | 6  |     |            |                |            |                |            |                |
| Science (Biology) (S3)/Biology                            |    |    | 2   | 2          | 7              | 2          | 6              | 2          | 7              |
| Science (Chemistry) (S3)/Chemistry                        |    |    | 2   | 1          | 7              | 1          | 6              | 1          | 7              |
| Science (Physics) (S3)/Physics                            |    |    | 2   | 1          | 7              | 1          | 6              | 1          | 7              |
| BAFS - Accounting   |    |    |     | 1          | 7              | 1          | 6              | 1          | 7              |
| BAFS - Business Management                                |    |    |     | 1          | 7              |            |                |            |                |
| Computer Literacy/ Information & Communication Technology | 2  | 2  | 2   | 1          | 7              | 1          | 6              | 1          | 7              |
| Extended Curriculum (STEAM Project-based Learning)        |    |    | 2   |            |                |            |                |            |                |
| Technology & Living                                       | 1  | 1  | 1   | 1          | 7              | 1          | 6              | 1          | 7              |
| Visual Arts   | 2  | 2  | 2   | 4          | 1              | 4          | 1              |            |                |
| VA - HKDSE  |    |    |     | 1          | 7              | 1          | 6              | 1          | 7              |
| Music   | 1  | 1  | 1   | 4          | 1              | 4          | 1              |            |                |
| Physical Education  | 2  | 2  | 1   | 4          | 1              | 4          | 1              | 4          | 1              |
| Ethics & Religious Education                              | 2  | 2  | 2   | 4          | 1              | 4          | 1              | 4          | 1              |
| Class Teacher Period                                      | 1  | 1  | 1   | 4          | 2              | 4          | 1              | 4          | 1              |

#### **Small Group Teaching Arrangement**

Chi Lang, Eng Lang (S1-2): Class B & C are split into 3 groups  
Maths (S1-3): Class B & C are split into 3 groups

#### **Remarks:**

- Chi Lang, Eng Lang (S5-6): Class A is split into 2 groups
- (+1)\*: One tutorial lesson for Class B, C, D (S4-6)
- One extra lesson for Class B, C, D (S4, S5)

*Remarks: The special timetable with 35 minutes per period was adopted in 2021-2022 due to the adoption of half-day schooling in response to the COVID-19 epidemic.*

## **II. Achievements and Reflection on Major Concerns**

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### **MAJOR CONCERN 1: TO ENHANCE LEARNING AND TEACHING EFFECTIVENESS**

**Target 1: To enhance student engagement in the learning process**

**Strategy 1a: Fine-tune the curriculum to cater for S1-3 students with diverse learning needs.**

#### **➤ Achievements**

##### **Refining teaching materials based on assessment data**

- Teachers made use of the data obtained from formative and summative assessments to keep track of students' learning progress and identify students' learning needs.
- During the pandemic when face-to-face classes were suspended or shortened, teachers made more frequent use of online assessments to monitor students' learning.
- The curriculum was revised and adjusted to cater for the learning pace of students, which was negatively impacted by the constant disruption of face-to-face class suspension due to COVID.
- Follow-up measures were devised by various subject panels to enhance student engagement and address students' learning needs reflected in assessment including more real-life examples, learning notes and uploading self-learning materials and teaching videos to the e-learning platforms for students to revisit after class based on their individual needs.

##### **Tailor-making teaching materials to cater for learner diversity**

- School-based teaching and learning materials were developed by various subject panels to meet the diverse needs of students. There were core exercises and extended exercises for both higher-ability students and lower-ability students.
- Tailor-made materials with more language support in the form of vocabulary lists and scaffolding of sentence patterns were developed for the fine-tuned classes to address their language needs.
- Lower-ability students were given more guiding questions, graded assignments and graphics to facilitate comprehension.

##### **Diversifying the junior curriculum through introducing school-based curriculum on STEAM education**

- STEAM project-based learning centring on the theme of ageing problems was implemented at S3 to diversify the knowledge base of students and enhance their interest in Science and Technology; strengthening their ability to integrate and apply knowledge and skills; nurturing their creativity, collaboration and problem-solving skills through student-centred activities. The curriculum was well aligned with the school's core values while promoting cross-curricular collaboration of subjects from different KLAs.

#### **➤ Reflection**

- Subject panels made various attempts to tailor the curriculum and teaching materials to suit the needs of students during the pandemic. With the experience obtained and the school-based support provided by the EDB and other educational bodies, a greater effort would be made to develop differentiated materials, which could respond better to students' learning needs.
- The STEAM project-based learning was a fruitful cross-curricular initiative. Students' feedback was very positive. According to a post-project student survey, over 90% of the respondents enjoyed the project and agreed that the project had enhanced their problem-solving skills and STEAM-related skills and knowledge. Moreover, majority of them found that the project had strengthened their interest in science and IT subjects. Cross-disciplinary collaboration should be further promoted to enable students to draw connections between subject areas and to provide them with active and experiential learning opportunities.

**Strategy 1b: Fine-tune the assignments to cater for S1-3 students with diverse learning needs.**

- Set assignments for students to apply, integrate and consolidate the skills and knowledge acquired

➤ **Achievements**

**Setting assignments for students to apply, integrate and consolidate the skills and knowledge acquired**

- A variety of learning tasks and assignments were set to get students to apply and integrate the skills acquired, for instance, experiments, data-based questions, project work and research.
- Revision exercises and learning notes were designed to enable students to consolidate learning.
- Various assignment formats were adopted to suit students' diverse learning styles, including flipped learning, Google Form, Edpuzzle exercises and oral presentation.
- Tiered assignments with varied degrees of support were designed to cater for diverse learning abilities.

**Ensuring a better alignment between coursework and assessment**

- Question types which would appear in tests and examinations were covered in the daily worksheets to help average and weaker students gain confidence in handling challenging question types such as data-based questions.
- Class discussion would be held before tests and examinations on the question types to be assessed and on the marking schemes so as to familiarize students with the answering skills and the assessment requirements.

➤ **Reflection**

- Teachers devoted great efforts to designing various learning tasks and assignments to get students to apply and consolidate subject skills and knowledge. Yet many students tended to be over-reliant on teachers' guidance and instructions.
- Late submission of homework remained an issue among junior students. The school should continue its effort to develop students' time management skills and awareness of their responsibility as learners.

**Strategy 1c: Fine-tune the assessment to cater for S1-3 students with diverse learning needs.**

➤ **Achievements**

**Promoting assessment for learning**

- Google Classroom served as a convenient platform for the storage and retrieval of assessment data of term tests and examinations.
- Assessment data of tests and examinations were analysed at the subject panel meetings and the ADC / Panel Heads Team meetings to identify students' strengths and weaknesses and to devise follow-up measures.
- Academic enhancement classes were organized for students who were lagging behind.
- At the individual class level, subject teachers were encouraged to use the assessment data to adjust their teaching and learning support for students.
- Various modes of formative assessment were adopted by teachers to monitor students' learning progress such as class-based quizzes, checkpoint exercises, pre-lesson and post-lesson quizzes.
- Under the blended teaching approach, teachers made more frequent use of online assessments to keep track of students' learning.

➤ **Reflection**

- Teachers demonstrated a greater awareness of the formative function of assessments. Besides monitoring and measuring the learning process of students, teachers should also see assessments as a powerful feedback tool for the teachers to understand if their teaching style and method is working for the students. With this feedback, teachers can contemplate on ways to improve their instruction and this promotes better learning among the students.

- With flexibility of time and location being one of the advantages of online assessments, teachers should further explore this assessment mode in conducting formative assessments to enhance teaching and learning.

#### **Strategy 1d: Fine-tune the feedback management to cater for S1-3 students with diverse learning needs.**

##### **➤ Achievements**

##### **Providing quality and timely feedback to promote effective learning**

- Subject-based guidelines were provided while giving feedback. These included specific guidelines in providing feedback towards students' writing in terms of having students correct content, organization and language.
- Diversified modes of giving feedback were seen. There were varied types of feedback including oral, written, audio and video-clips
- Post practice discussion and feedback sessions on common mistakes were arranged in and out of class time.
- Apart from common mistakes, personalized comments were also given out to highlight areas for improvement and to recognize students' effort.
- There was a greater use of e-learning tools to provide students with timely feedback.
- Students were also encouraged to do self and peer evaluation so as to make further improvements.

##### **➤ Reflection**

- A greater effort would be made to encourage students to make good use of teachers' feedback and assessment data to review and improve their learning. Active and reflective learning would be further promoted among students.

#### **Strategy 2: Optimize the use of e-Learning strategies to activate students' enthusiasm in learning**

##### **➤ Achievements**

##### **A greater use of IT in teaching and learning to enhance students' engagement**

- A wide range of e-Learning tools and e-Learning platforms were used in supporting the blended mode of learning. They were widely used to support various aspects of the learning process, including lesson preparation, classroom interactions, assignments, marking and feedback, assessment and self-directed learning.
- According to the survey on teachers' perception on e-learning, many teachers agreed that e-learning could enhance students' participation and teaching effectiveness. Many also found that the e-learning tools could enhance teacher-student interaction both in class and outside class.
- As reflected in the survey on students' perception on e-learning, many agreed that they found the lessons more interesting with e-learning Apps and they enjoyed sharing ideas with their peers online.

##### **Equipping S1 students with basic IT skills**

- The Computer Literacy curriculum was adjusted to provide S1 students with training on the use of e-learning tools and the use of the online learning platform, Google Classroom.
- The Bring Your Own Device (BYOD) policy was implemented in S1 to facilitate e-learning.

##### **➤ Reflection**

- As both teachers and students were more familiar with the use of e-learning tools, there was improvement in students' learning engagement. Teachers commented that junior classes showed strong interest and were excited in participating in the e-learning games.



### **Strategy 3: Promote intra-panel and intra-KLA sharing of good practices through collaborative lesson planning and peer observation**

#### **➤ Achievements**

##### **Sharing of good e-learning practices**

- Many subjects incorporated the e-learning component when conducting collaborative lesson planning and peer observation.
- Intra-panel sharing sessions were also held on the use of e-learning tools and the knowledge and skills obtained from related webinars.
- The IT in Education Team had set up a task force comprising representatives from different KLAs. Meetings were held to share problems and challenges encountered by teachers when implementing e-learning as well as innovative e-pedagogical ideas explored by individual KLAs.

#### **➤ Reflection**

- Collaborative lesson planning and peer observation on e-learning should continue to be encouraged to explore effective pedagogy using the blended mode.
- Intra-KLA sharing could be arranged at school meetings to promote sharing of good e-learning practices.

### **Target 2: To enhance English language proficiency**

#### **Strategy 1: Enrich the English speaking environment**

#### **➤ Achievements**

##### **Strengthening the role of student leaders in promoting the use of English among students**

- Student leaders continued to play a key role in implementing the policy of conducting school events in English. The School Ambassador Team was more prepared and spontaneous in leading morning prayers and making announcements in English. They were also masters of ceremonies at school events, like the School Information Day, Speech Day and the End of Term Ceremony. School prefects, big sisters, library prefects and English Club committee members also observed the English-only policy when performing their duties, promoting their activities and running meetings. They complied readily with the policy of interacting with their schoolmates in English.

##### **Enriching the use of English in and out of the classroom**

- Under the encouragement of English teachers and EMI content subject teachers, students became more aware of the use of English only classroom policy and most were willing to comply.
- Though a lot of face-to-face lunchtime and after school activities were cancelled, the English Panel strove hard to maximize both online and offline English learning opportunities outside the classroom. Public speaking workshops were arranged for SAT members. Debate members had frequent meetings interacting with the coaches in English and among themselves in English. 2 junior classes held English speaking morning booths in September and November to engage all schoolmates to join in games in English. The response was highly encouraging with lots of students queuing up to play the games. Some 20 S5-6 students took part in an English application letter writing workshop co-organized by the Mary Help of Christian Past Pupil Association. The response was highly positive. As for the online interaction, 1-minute reading, recording responses and responses writing to SCMP, Young Post were uploaded online via Google Classroom giving students chances to use English even when on-campus English activities could not be held.
- The Reading Enhancement Team also joined hands with the English Panel in organizing news reading quizzes during Thursday and Friday recesses where students have to answer questions after reading the English newspaper given out on Thursday mornings.
- The Open Day gave valuable opportunities to students to speak and perform in English in front of visitors. Their mini-showcase was highly received, involving almost 80 students and different panels, the PE and the STEM departments.

- Apart from internal English speaking activities, some 25 S1-5 students got the chance to interact with a Japanese High School in English online. They exchanged Hong Kong and Japanese cultures. Some of them kept in contact via social media platforms.

#### **Promoting the use of English in teacher-student interactions outside the classroom**

- Despite the constraint posed by the half-day face-to-face classes which limited the chances of teacher-student interactions outside class, teachers showed a greater awareness and readiness to use English only in their daily interactions with students after class. They commented that many students could communicate in English clearly and willingly.

#### **➤ Reflection**

- Despite more English interflow in school, teachers need constant reminders of using English only in class and especially out of classes when performing other duties. This is a habit to be developed.
- More English speaking opportunities would be available when students could resume full day face-to-face schooling as interactive English speaking activities could be executed on the campus.
- The English Panel would optimize the English Award Scheme to encourage the use of English among the junior classes.

### **Strategy 2: Enhance students' English learning capacity**

#### **➤ Achievements**

#### **Refining the LAC support measures to enhance students' English language skills for humanities and science subjects**

- Cross-curricular collaboration was implemented in providing LAC support to enhance the learning of humanities and science subjects through curriculum mapping, developing subject-related language support materials and promoting writing across the curriculum.
- S1 LAC was implemented. Teachers of other subjects agreed that greater understanding and sense of using English was found, in particular the weaker classes. Students were able to recall what was taught in LAC and put them into use in other EMI subjects.

#### **Allocating marks for effective communication in assessments for EMI content subjects in S1-3**

- Marks were allocated for language and organization in assessments and assignments.
- Humanities subject teachers generally found students' performance satisfactory. With the exception of the fine-tuned classes, most students could get a score of 2 or more out of 3 for effective communication, showing ability to express in complete sentences.
- As for Science, improvement was seen though some students were still weak at expressing ideas in their own words.

#### **Reviewing and enhancing the MOI support for fine-tuned classes and students switching from fine-tuned classes to regular classes**

- Various forms of MOI support were offered to help students adapt to the switch to the use of English as the MOI, including individual tutoring, study group and the provision of more guidelines and examples for assignments and revision.
- Students generally showed greater confidence in learning through the English medium and made improvement in their performance in term tests and exams.

#### **Promoting RaC through cross-curricular reading activities and the morning reading period**

- A total of 11 face-to-face reading activities such as library tours and book talks were organized by the school library in collaboration with English Language and EMI content subjects.
- All of the reading activities received overwhelming positive feedback from teachers and students. Reflected from the opinion surveys, both students and teachers highly appreciated the library visits and book sharing since such activities could facilitate their learning and broaden their reading scopes.

- To sustain students' reading interest and maximize their exposure to authentic English reading materials, eNewspapers were made accessible to all students and news quizzes were organized to encourage participation.

➤ **Reflection**

- With the approval to maintain the existing MOI discretion in the third cycle, the school would continue to reinforce efforts to ensure teaching and learning effectiveness under the school-based MOI arrangements.
- LAC lessons would be extended to S2 to support learning in the English medium.
- Though students were found to be more willing to learn in English, there should be enhancement in students' reading comprehension skills and skills of expressing themselves in written English to enable them to write proper English in answering questions in EMI subjects. The school would continue its effort to promote students' skills of reading and writing for academic purposes.

**Target 3: To better equip students with learning skills**

**Strategy 1: Help S1-2 students develop effective study habits**

- Lesson preparation and revision
- Time management

➤ **Achievements**

**Workshops on effective study habits**

- Workshops on learning styles and time management skills were held for S1 as part of the S1 adaptation programme. Encouraging responses were received from students and many of them agreed that the workshops were useful in helping them adapt to secondary school life.

**Strategy 2: Foster S1-2 students' cross-disciplinary learning skills through organizing workshops**

- Memory skills
- Note-taking skills
- Use of graphic organizers and mind mapping

➤ **Achievements**

**Workshops on learning skills**

- Workshops on various study skills were conducted during the Class Teacher Periods. Students participated well and over 80% of the students found the workshops helpful to their learning and study.
- Teachers also commented that students were using mind mapping skills and graphic organizers in taking notes during lessons and organizing their ideas for essay writing.

**Strategy 3: Reinforce the target learning habits and skills in the subject curricula to provide students with opportunities for application and consolidation**

➤ **Achievements**

**Promoting the habit of lesson preparation through assigning class preparation tasks**

- Various lesson preparation tasks were designed to encourage students to prepare for the lessons including previewing some related texts and vocabulary and researching related topics, which helped students follow the lessons better.
- The flipped learning approach was gradually grooming in some subjects. Students were encouraged to watch videos of taught content items prior to the lesson and, therefore, had more quality lesson time in practising the taught items.

### **Use of graphic organizers to consolidate teaching points and to help with revision**

- Graphic organizers were used to help students understand concepts and memorize vocabulary items. Students found the use of graphic organizers useful in helping to summarize the content learned, thus shortening the revision time.
- Mind-map exercises were devised in S2 lesson worksheets. Before students were asked to write essays, they had to draw mind-maps to organize their ideas and examples. Students were also required to show planning during English writing examinations.

### **Requiring students to write down the main points on their notes or worksheets during lessons**

- To encourage students to listen actively to the taught content, many teachers required students to take notes during lessons. Note-taking exercises and gap-filling learning notes were provided by many subjects.

### **➤ Reflection**

- The handouts of the learning skills workshops would be uploaded to Teachpub 2 for teachers' reference so that teachers could integrate the skills in daily teaching and learning.
- A greater focus would be put on helping junior students catch up what they have missed out during the pandemic such as subject-specific vocabulary. Vocabulary acquisition and retention skills would be a major focus for the coming year.
- Many junior level students experienced the problem of submitting homework on time and thus helping them out on self-management and time management would still be the focus in the coming year.

### **➤ Conclusion**

Both teachers and students had been working hard to cope with the disruption caused by the pandemic to teaching and learning. Teachers spared no effort in exploring a variety of teaching strategies and online learning tools as well as designing tailor-made learning tasks and assignments so as to offer students offline and online support both in class and after class. Admittedly, the on-and-off suspension of face-to-face classes negatively impacted students' academic performance, motivation and learning habits. Efforts should be reinforced to help students, particularly those at the junior levels, re-establish a regular daily schedule and consolidate their basic skills and knowledge. Though general improvement could be seen in students' learning engagement, the problem remained with the lower achievers who were hampered by their lack of confidence, especially in learning in the English medium. More should be done to boost students' learning confidence and English learning capacity in the coming year.

## **MAJOR CONCERN 2: TO ENHANCE POSITIVE CHARACTER FORMATION OF STUDENTS**

**Target 1: To internalize Catholic core values, Salesian education values and the school motto**

**Strategy 1: Enhance teachers' understanding of Catholic core values, Salesian education values and the school motto through professional development programmes**

➤ **Achievements**

**Empowering teachers in imparting core value education through staff professional development programmes**

- On 17<sup>th</sup> August, 2021, new teachers joined the 2021-2022 年度首度入職天主教學校教師發展日 organized by the Catholic Education Office. They also joined another workshop about Catholic core values, Salesian education values and the School Motto conducted online by Dr. Cheung on 20<sup>th</sup> August, 2021. New teachers were given the opportunity to further enhance their understanding of the Salesian education through joining two induction programmes namely 「鮑思高神父與慈幼大家庭」 and 「慈幼精神與教育使命」 organized by 慈幼會使命伙伴培育辦公室 which were held on 11<sup>th</sup> September, 2021 and 15<sup>th</sup> January, 2022 respectively.
- New teachers joining the second year also joined 2 programmes to further consolidate their understanding towards Salesian education. These 2 programmes were conducted on 16<sup>th</sup> October, 2021 and 12<sup>th</sup> March, 2022.
- Experienced panel heads, new panel heads, new heads of the team and new teachers were invited to take part in the Capacity Building Programme.
- While joining these programmes, the message on positivity related to Catholic core values, Salesian education values and the school motto was shared and presented during staff meetings running throughout the year.

➤ **Reflection**

- Positive responses were received from the workshops and programmes. Teachers' understanding of the values was further enhanced.
- Induction programmes for new teachers could enrich and deepen their understanding towards the school core values.
- The school management would be more active in promoting the core values of Catholic Education and the Salesian Education System to the school community through staff meetings and gatherings, religious activities and school events.

**Strategy 2: Reinforce the core values through refining the S1 – S3 Ethics and Religious Education (ERE) curriculum and organizing religious formation activities**

- **Implementing the S1-S3 Ethics and Religious Education (ERE) curriculum and organizing religious formation activities**
- **Instilling the core values in Salesian feast days or liturgical celebration**

➤ **Achievements**

**Strengthening core value education through formal and informal curriculum**

- Core values were instilled in students through the Ethics and Religious Education (ERE) curriculum with different focuses for various class levels:
  - S1 - understanding and knowing Catholic education (認識天主教).
  - S2 - the virtues of Mother Mary and family (聖母的德行及家庭).
  - S3 - love (愛德).
- A variety of learning activities were designed in the ERE lessons to engage students such as role play, video clips and games.
- Class teachers made greater use of the 5 core value stickers and the pastoral care logbooks in reinforcing the core values.

- A series of in-person and online whole-school religious activities were organized to enhance the religious atmosphere and to internalize the Catholic core values, Salesian education values and the school motto. Due to the suspension of face-to-face lessons, the Saint John Bosco mass and thanksgiving day were replaced by a liturgy held online and a video clip to introduce the Saint. To comply with the requirement on social distancing, a mixed mode was adopted when conducting the Mass of Mary Help of Christians and the school feast celebration, with some students attending the celebration at the Hall in person while others attending the celebration via watching online streaming.
- Despite the constraints posed by the pandemic, which necessitated the switch to the online mode in organizing liturgies and retreats, the Religious Formation Team managed to conduct the inter-class competition on bible knowledge for S1 and the leadership training camp for Katso committee members. The former enhanced students' interest in the religion while the latter provided a valuable chance for members to share their faith and spiritual experience.

#### ➤ **Reflection**

- Students enjoyed the ERE lessons. They participated actively in the post-activity sharing and discussion, showing greater awareness of the concepts taught.
- Positive feedback was received from participants on the online religious formation activities. Students were attentive though they missed the interactive components a lot. The school should further explore the effective use of the blended mode in conducting whole-school religious events.
- There could be more sharing of life experience for students. ERE teachers and sisters could take the lead in sharing spiritual experiences on the core values.

### **Strategy 3: Infuse the core values in the S1-3 subject curricula and develop subject-based guidelines**

#### ➤ **Achievements**

##### **Fostering the core values across the curriculum**

- The teaching of core values was integrated into subject curricula as shown in the scheme of work and annual syllabus.
- For humanities subjects, the module on rule of law reinforced the core values of truth and justice and the modules on conserving the environment promoted the concepts of love and charity. For science subjects, the topic of reproduction encouraged students to appreciate life and cherish it as a precious gift from God. For language subjects, various modules touched upon school values. Issues related to Catholic core values had also been made topics for oral discussion, writing and debates.
- The core values embraced by the school motto, purity and charity, were incorporated into the curriculum and learning activities scheduled to be held during the Class Teacher Periods. Theme-based workshops and talks on social issues like organ donation, environmental conservation were arranged to inspire students to actualize the core values in daily life.

#### ➤ **Reflection**

- Positive feedback was received from teachers. The moral and spiritual dimensions added to the curriculum could inspire students to think more in depth.
- The infusing of the core values in students' daily lessons enhanced junior level students' understanding and awareness of those concepts which could be rather abstract.
- Better intra-panel coordination was seen in the coverage of core values.

#### **Strategy 4: Instill the core values in learning activities and conduct debriefing sessions**

##### **➤ Achievements**

###### **Inculcating value education through learning activities**

- Teacher-in-charge instilled the core values in learning activities and conducted debriefing sessions afterwards to draw connections between the learning experiences and the values conveyed. For instance, a series of talks and workshops on topical issues like organ donation and endangered species, were conducted in the Class Teacher Period to promote the values of purity and charity. Debriefing sessions were conducted by the guest speakers, class teachers or teachers-in-charge to highlight the related core values and encourage students to practise those virtues in their daily lives.
- Teachers-in-charge of the learning activities communicated with the guest speakers beforehand about the core values to be conveyed in the talks delivered.
- Opportunities were given to students to do reflection at the end of the learning activities.

##### **➤ Reflection**

- Positive feedback was received from both teachers and students.
- The debriefing sessions could lead students to reflect on the learning experience and help enhance students' awareness and understanding of the core values conveyed.
- Owing to the time constraint posed by half-day face-to-face classes, limited time was given to students to share their reflections with their peers, which could have made the learning activities more stimulating.

#### **Target 2: To foster family spirit in the school community**

##### **Strategy 1: Strengthen the role of class teacher in pastoral care**

- **Refine the curriculum of S1-3 Class Teacher Period**
- **Cultivate self-discipline**
- **Develop students' endeavours to be well-groomed and well-mannered**
- **Enhance collaboration of class teachers by sharing experience on effective class management**
- **Reinforce support and guidance for students to enhance their self-esteem**

##### **➤ Achievements**

###### **Enhancing pastoral care for students**

- During the pandemic, a mixed mode was adopted to maintain the Class Teacher Period as a much needed channel of interaction and communication between students and their class teachers.
- The curriculum of S1-S3 Class Teacher Period was refined to facilitate the role of class teachers in pastoral care. Besides organizing workshops and talks relevant to the development needs of students, sessions were set aside for class teachers to meet their students and handle class affairs.
- Class teachers optimized the use of the pastoral core logbooks to promote teacher-student communication.
- Class teachers worked in collaboration with various teams including the Discipline Team and the Counselling Team collaborated in nurturing self-discipline in students. Workshops on being a responsible student were conducted in the Class Teacher Periods for S1 and S2.
- All S1 and S2 classes set punctual submission of homework as their goals for the Billboard Chart. Various class-based strategies were devised under the guidance of the class teachers to attain the goal. The best performing students of each class were awarded a book coupon in recognition of their good effort.
- An etiquette workshop was held for S1 classes.
- Online and face-to-face sessions were arranged for class teachers to meet and share class management strategies and experiences on handling student discipline issues.

### ➤ **Reflection**

- Under the arrangement of half-day face-to-face classes, the opportunities for interactions between class teachers and their students were drastically reduced. The pastoral care logbook served as a valuable channel for students to express their views and communicate their feelings to their class teachers. The logbook could also enable class teachers to understand their students and their situation.
- Some class teachers found that the pastoral care logbook lacked space for teachers and students to communicate with each other freely, and suggested adding more pages for students to use according to their needs.
- Teachers generally found that encouragement and guidance from class teachers and support from peers were effective in addressing discipline issues like late homework submission and late-coming. Class teachers also expressed that the Billboard Chart could motivate students to strive for improvement.
- In view of the fact that class teachers play a crucial role in pastoral care, more training should be provided to enable class teachers to identify students' development needs and problems earlier and tackle them in a timely manner.
- Class teachers welcomed the opportunities to meet and share their problems and experiences of handling class affairs and student behavioral issues.
- A greater effort should be devoted to strengthening students' self-management skills, which was negatively impacted by the pandemic.
- A whole-school approach should be adopted in the provision of pastoral care; more training should be offered to teachers to enhance their knowledge and skills in student care and positive education.
- Students' performance in punctual submission of homework improved when compared with last year in terms of the percentage of students who were able to submit homework on time throughout the school year and the percentage of students given demerits for failing to submit homework punctually. However, under the on-and-off suspension of face-to-face classes, many junior form students slacked their effort and attitude in completing their assignments.
- Some improvement was made in students' personal grooming and manners though some junior level students still required constant reminders from the class teachers. However, the shortened morning assembly during the half-day schooling made it hard for the class teachers to conduct regular checks on students' grooming.
- More parent education programmes would be provided to empower parents to support student development and to enhance home-school collaboration in addressing student development needs.

### **Strategy 2: Create a harmonious school community**

- **Develop a code of conduct for members of the school community to cultivate a positive school culture**
- **Develop teachers' endeavours to be the role model in living our loving-kindness and empathy**
- **Provide opportunities for students to cooperate and collaborate with fellow students and teachers through organizing school activities**
- **Organize more professional training for teachers to enhance their sensitivity towards students' needs**

### ➤ **Achievements**

#### **Promoting harmony and positivity in the school community**

- Sharing and messages were delivered by Supervisor and Principal to teachers and students to promote a positive school culture.
- The sharing highlighted how teachers and students should view student behavioural issues and social issues from positive perspectives underpinned by the school's core values.
- Realizing the negative impact of the pandemic on students' mental well-being, class teachers, club and house advisors maintained communication with students, offering care and support.
- Senior form students could demonstrate loving-kindness to the junior form students



- Due to the half-day schooling throughout the year and the suspension of face-to-face lessons from February to April, the opportunities for students to cooperate and collaborate with fellow students and teachers in organizing activities were limited.
- However, students still had opportunities to be the masters of ceremonies or assist teachers to organize some school events, such as Mary Help of Christians School Feast Day, Mass, School Information Day and Speech Day.
- Various teams strove hard to organize whole school activities to promote interactions among students and to strengthen their sense of belonging to the school, for instance, the Positive Energy Week held by the Student Association, the welcome parties held by the 4 Houses and S1 Vitality Challenge Camp (活力挑戰營).
- Student leaders like big sisters, school prefects, house captains and class prefects were mobilized in promoting the family spirit among students.
- Professional training was organized to enhance teachers' understanding of students' development needs. A workshop on students' well-being (伴你同行：生命守門員教師培訓工作坊) was conducted by Caritas to teaching and non-teaching staff to enhance their sensitivity towards students' emotional needs and provide them with knowledge of suicidal prevention. Newsletters and messages from the EDB, the Caritas, the Community Mental Health Association, etc., were delivered via school app and school webpage to update teachers' knowledge and skills in student-related issues.

#### ➤ **Reflection**

- To further enhance the positive school culture, professional training and sharing on positive discipline strategies could be organized for teachers.
- Positive feedback was received from teachers who praised the effective assistance students offered in co-organizing various events. Students were praised for being cooperative and being able to collaborate with their schoolmates. Yet, student leaders like big sisters, school prefects, house captains and class prefects should continue to be mobilized in promoting the family spirit among students. Guidance and coaching should be provided.
- Teachers found that the life education workshops enabled them to have a better understanding of the mental health issues faced by young people. They also got to learn the warning signs of suicidal behaviour, and ways to communicate with students, as well as the resources available in the community.

### **Target 3: To promote appreciation of individual strengths**

#### **Strategy 1: Cultivate students' positive self-concept through organizing character formation programmes and activities**

##### ➤ **Achievements**

##### **Instilling a positive self-concept in students**

- To cater for the mental well-being of junior levels, an experiential workshop on mental wellness was organized for S1 and a 5-session workshop was conducted by the school social worker for S2 students with emotional distress to teach them how to manage negative emotions and stress.
- To enhance senior level students' mental health and stress resilience, a series of stress management workshops was designed for S4 – S6 students, covering topics including exploration of character strength, positive attitude towards failure, relationship between stress and health, skills in managing stress and relaxation practices. Mindfulness techniques were introduced and practised during the sessions. Signs of suicidal behaviour, and ways to communicate their thoughts, as well as the resources available in the community were introduced to students.
- Various career-related workshops, information talks and sharing sessions were organized for both junior and senior class levels using a mixed mode, for instance, 'finding your dream' workshops for S1, 'Introduction to careers' workshops for S2 and information talks delivered by various tertiary institutes for S4 and S5.

➤ **Reflection**

- Majority of the participants of the mental health workshops commented that they had learnt to detect signs of emotional distress and had a clearer idea of the community support and resources available for mental health. They felt more relaxed and expressed a better awareness of their mental health situation.
- Positive feedback was received from both teachers and students for the career and life planning programmes and the information talks. The activities were also informative and enhanced their understanding of the multiple pathways available for future studies and careers, thus helping them set goals and directions for their studies.

**Strategy 2: Unleash students' potential through activities or competitions and service learning programmes**

➤ **Achievements**

**Unleashing students' potential**

- Students were encouraged to participate in activities and competitions to explore their potential. However, due to the suspension of whole-day face-to-face schooling, fewer activities and inter-school competitions were available for students to join. To maximize learning opportunities for students, various subject panels and teams actively looked for external learning activities and competitions conducted in online mode to meet their students' interests.
- The Gifted Education Team organized a number of workshops in collaboration with various subject panels and external organizations to broaden students' learning experiences such as Creativity Workshop hosted by a local designer, Turkish Culture Workshop on Turkish food and music, Workshops on food waste treatment and biodiversity. Students were also nominated to join external gifted education programmes held by tertiary institutes.
- Students were encouraged to join internal and external service learning programmes to explore their potential. To recognize students' efforts and contributions, they were recommended to join external recognition schemes namely the Heart to Heart Project and the Easy Volunteer Platform organized by the Hong Kong Federation of Youth Groups. Many students were awarded certificates of commendation and a number of them won the Elite and the Advanced Certificates in recognition of their outstanding performance.

➤ **Reflection**

- Students who are less academically inclined were found lagging behind and lacking in self-confidence. Life-wide learning activities and service learning programmes could provide them with opportunities to develop their strengths in the non-academic areas, which hopefully would boost their self-esteem and learning motivation.
- Students should be further encouraged and given more opportunities to participate in student-led activities to unleash their potential and enhance their sense of responsibility.

**Strategy 3: Provide different platforms for students to showcase their achievements**

➤ **Achievements**

**Showcasing students' achievements**

- Various platforms were employed to demonstrate students' achievements including the prize presentations during the morning assembly, school webpage, on-campus achievement board and Campus TV. A mixed mode, both online and offline, was adopted during the pandemic period.

➤ **Reflection**

- The school should recognize students' accomplishments and efforts by providing more opportunities to showcase students' achievements. Various modes of platforms should be explored to promote sharing and celebration of students' achievements.

- There should be more opportunities for students to share their valuable learning experience with fellow students.

#### **Strategy 4: Develop student leadership qualities by organizing leadership training programmes**

##### **➤ Achievements**

##### **Developing leadership skills in students**

- A 2-session leadership training programme was held for school prefects and big sisters in August 2021 and July 2022. The first session prepared the student leaders for being group leaders in the S1 Vitality Challenge Camp whereas the second session helped participants review what they had learnt, how to improve their leadership skills and how they could apply the experiences in the future.
- In collaboration with the Past Pupils Association, the school launched the ‘Social Innovation Campus Leadership Training Programme ’ by combining the programmes of ‘Social Innovation’ and ‘Leadership Calibre’. Leadership training of different levels to cater for students of various class levels was carried out. The purpose was to allow students to ‘see themselves, see society, and see the world’, and then contribute their own strengths to solving current world problems. The leadership programmes consisted of a series of online and in-person seminars, lectures, exploration tours and workshops covering themes of social etiquette, sustainable development goals as well as interpersonal and communication skills.

##### **➤ Reflection**

- The leadership programmes were all well received. Students participated well and gave positive feedback. They found the training activities helpful in enhancing their leadership skills and broadening their mind. They became more aware of the social responsibility of leaders.
- Students should be further encouraged and given more opportunities to participate in student-led activities to unleash their potential and enhance their sense of responsibility.

##### **➤ Conclusion**

The COVID-19 pandemic not only caused disruption to students’ learning but also had a negative impact on their emotional and mental well-being. The focus on positive character formation and the programmes and strategies administered were proven effective in addressing the pandemic-related stress and anxiety faced by students. Despite the constraints posed by anti-pandemic measures and half-day face-to-face classes, the school community devoted a concerted and sustained effort to carry out the scheduled student growth programmes and a variety of life-wide learning activities to promote whole-person development of students and to restore normalcy to school life. To offset the adverse effects of the pandemic on students’ personal development and to meet their development needs, the school would reinforce its effort to enhance students’ personal development through internalization of the school core values in the coming school development cycle.

### III. Our Learning and Teaching

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#### 1. Curriculum

##### ➤ Curriculum Objectives

In the third year of the school development cycle, we continued to focus on addressing the school's major concern of enhancing learning and teaching effectiveness. The curriculum was reviewed and refined to achieve the targets of enhancing student engagement in the learning process, boosting students' English language proficiency and English learning capacity, and equipping students with learning skills. Adjustments were also made to the school curriculum in response to the changes in the education policies and arrangements, particularly the switch between face-to-face lessons and online learning according to the development of the pandemic, the optimization of the four senior secondary core subjects and policies related to national security education.

##### ➤ Curriculum Design

To maximize learning time under the arrangement of half-day face-to-face classes, the blended learning approach was adopted in which face-to-face lessons were complemented by flipped learning and online supplementary lessons and tutorials. To better engage students in learning and meet their diverse learning needs and styles, teachers optimized the use of the blended mode of teaching and learning, and explored a greater variety of learning activities and materials. Cross-curricular collaboration was promoted in developing school-based curriculum to enrich students' learning exposure and enhance their English learning capacity through S3 STEAM project-based learning and S1 LAC lessons.

##### ➤ Academic Enhancement

Various enhancement measures were implemented to enhance students' academic abilities and performance. As in previous years, a variety of academic enrichment programmes were made to cater for students' diverse learning abilities.

#### S1-S3

- Small group teaching for Chinese, English & Mathematics (S1)
  - Chinese Language (S1-22)
  - English Language (S1-2)
  - Mathematics (S1-3)
- Afterschool Enrichment Class (for Bottom 15)

#### S4-S6

- Free Lesson Tutorial Class (Structured learning)
  - S4 and S5 Chinese Language, English Language and Mathematics
- Free Lesson Extra Tutorial Class (Structured learning)
  - S4 and S5 Chinese Language, English Language and Mathematics
- Small group teaching for 5A and 6A in Chinese Language, English Language & Liberal Studies

To maximize students' learning time under the suspension of whole-day face-to-face classes, online supplementary lessons were organized for the senior levels and certain target groups in the junior levels. Face-to-face academic enrichment programmes were organized in the post-exam period and the summer holidays for both senior and junior levels to facilitate a smooth progression to the new academic year.

➤ **Enriching the English Learning Environment**

Despite the suspension of face-to-face school events and activities, students continued to be offered plenty of authentic opportunities to interact in English through the tight face-to-face time and the online mode. Students made use of the morning greeting time from 07:30 to 07:55 to organize English learning fun booths to engage students of all levels to use English out of class time. Collaboration was done between the English Panel and the others, namely the Chinese Panel and the Reading Enhancement Team. A Chinese Fai Chun activity was arranged and a whole-year English news quiz activity was also organized to encourage students to read local and global news. The English Panel strove hard to sustain students' exposure to English outside the classroom through encouraging students to contribute to the Young Post, writing responses to articles posted on Google Classroom and getting English Club committee members to conduct online interactions with its members, etc. One of which being the success of the year was the online "study tour" where students interacted with students of a Japanese High School sharing cultures of the two places. To enhance the English public speaking skills of our students, workshops were held as usual for our School Ambassador Team. Online debating workshops and joint-school debates were arranged for our junior and senior debating teams. Students were also encouraged to join various public speaking events and programmes outside the school. The participating students enjoyed the learning experience and many of them were awarded prizes in recognition of their outstanding performance.

➤ **LAC & MOI Support**

- There was collaboration across the curriculum, in particular, English Language, Science and Humanities subjects to help align the teaching curriculum to cater for the subject-specific language needs of students and to promote English learning across the curriculum.
- LAC lessons were implemented for S1 to enhance students' exposure and comprehension of subject-specific reading materials and vocabulary.
- Subject-specific language support materials were provided for self-learning e.g. vocabulary lists, subject-based language worksheets.
- Subject-based support measures were taken by EMI content subjects for the fine-tuned classes.
- To enhance students' language awareness, marks were awarded for clarity of expression in the assessment papers or course work of the EMI content subjects.
- Various face-to-face and real-time online bridging courses were arranged for Pre-S1 students and students switching from the fine-tuned class to the regular classes in the summer vacation or early September to help them adapt to the use of English as the medium of instruction.

➤ **Support for NCS students**

- 4 Non-Chinese Speaking (NCS) students were enrolled in S1 this year. A test was conducted to assess their Chinese Language standard at the beginning of the school year. It was found that all of them needed additional support. Among the 16 NCS students, 13 of them required Chinese language support. Adjustments were made to teaching materials, assignments and assessment papers and requirements so as to cater for the learning needs of the students.
- With the additional funding to enhance Chinese learning and teaching for NCS for schools with 10 or above NCS students whose spoken language at home is not Chinese, additional manpower was hired to provide NCS students with academic support through curriculum development, pull-out Chinese language classes and online after-school Chinese enrichment courses.
- Senior form students were encouraged to attend the courses of the HKDSE Applied Learning Chinese and the IGCSE, which helped the NCS students obtain alternative Chinese language qualifications to enhance their further studies and employability. 3 S6 NCS students obtained the result of 'attained' in HKDSE and 1 S5 NCS student sat for the IGCSE examination and obtained Grade 6 with Grade 9 being the highest level.

➤ **More diversified elective subject choices**

- In response to the optimizing measures for the four senior secondary core subjects introduced by the EDB, students were encouraged to take an additional elective. Starting from this academic year, the percentage of S3 students eligible for opting to take three electives would be raised to the top 50% according to the final score.
- To cater for students' diverse learning needs and help students explore their career aspirations, in addition to Category A elective subjects, students were encouraged to take Category B (Applied Learning) subjects and Category C (Other Languages) subjects.
- 10 S6 students completed the Applied Learning courses with 2 obtaining 'attained with Distinction (II)' and 4 obtaining 'attained with Distinction (I)'. 11 S4 students enrolled in 'Other Languages' courses. Student Learning and Teaching

## **2. Student Learning and Teaching**

➤ **Learning to learn**

To help students foster proper learning attitudes and learn effectively, the school reinforced efforts to enhance students' understanding of their learning styles and equip them with a wide range of cross-disciplinary learning skills through workshops and in Class Teacher Periods. The learning skills enhancement is aimed at boosting students' motivation and engagement in the learning process. The focus learning skills for different levels were as follows:

- S1 & S2: lesson preparation & revision, time management, memory skills, note-taking and use of graphic organizers and mind mapping
- S4: Ways to improve concentration
- Various learning skills were incorporated into individual subjects to meet the needs of the subjects and nurture students to be effective learners.
- To help junior-level students adapt to the use of the blended mode for learning, training on the use of e-learning tools and online self-learning platforms was provided for students and the policy of BYOD was implemented at S1.

➤ **e-Learning**

Empowered by the invaluable experience on the use of IT in education acquired since the outbreak of the epidemic, teachers optimized the use of the e-learning management platform, Google Classroom, in distributing and grading assignments, conducting real-time online supplementary lessons, sending feedback to students and conducting online assessments, which helped minimize the disruptive impact brought about by the suspension of whole day face-to-face learning. The blended mode and flipped learning were widely adopted among teachers in which a variety of online resources were employed to complement face-to-face lessons in enhancing student engagement and promoting classroom interaction and collaboration.

➤ **Campus TV**

In view of the social distancing requirements due to the COVID-19 pandemic, many school events and activities were conducted in a mixed-mode format. Campus TV played an indispensable role in live-streaming significant school events such as the school opening ceremony, Christmas celebration and the St. John Bosco mass cum Thanksgiving Day, which helped bring school life back to normal for the school community.

➤ **Homework Policy**

To align with the school's major concern of enhancing learning effectiveness, our homework policy was refined to create room for students to apply, integrate and consolidate the skills and knowledge acquired. Project learning, data-based questions, self-learning tasks and authentic case studies were assigned to develop students' generic skills and high-order thinking skills. Subject-based guidelines were developed to provide students with quality and timely feedback.

### ➤ **Teachers' Professional Development**

- Teachers were active in pursuing professional development to keep themselves abreast of the latest education and curriculum development trends. In-house staff professional development seminars and workshops on the themes of the blended learning approach and e-assessment, national security education, and students' mental health and well-being were organized for the whole teaching staff.
- Teachers attended online and offline seminars and workshops on national security education, value education, curriculum reforms, e-learning, catering for learner diversity, handling students with special educational needs and subject-based pedagogical knowledge and skills. Teachers made an effort to apply the skills and knowledge acquired at the professional development activities in their own teaching, including the use of e-learning tools and cooperative and self-directed learning strategies.
- Capacity building workshops were held for various target groups namely the School Steering Group, Middle-Management Team and new teachers.
- The school continued its effort to enhance a sharing culture among teachers. Collaborative lesson planning and peer observation were conducted by each subject panel, which strengthened the culture of co-planning and collaboration. Special timetabling arrangements were made to facilitate intra-panel curriculum planning. Cross-KLA collaborative lesson planning was also promoted through the LAC Programme, which was a cross-curricular collaborative effort to facilitate the use of English as the medium of instruction.
- To enable the school to understand the school's situation in the use of English as the medium of instruction, class observations and peer observations were conducted for all EMI content subjects.

## **3. Assessment**

### ➤ **Assessment Policies**

- The school attaches great importance to assessment for learning through making use of assessment data to identify and diagnose students' learning needs for follow-up enhancement or remedial measures. Diversified modes of assessment covering both summative and formative assessment were employed to assess students' performance in knowledge, skills and attitudes.
- The Google Classroom provided a convenient platform for the storage and retrieval of assessment data to facilitate the drawing up of data-driven measures to improve learning.
- In light of the suspension of whole-day face-to-face classes, many of the in-class quizzes and after-school quizzes had to be cancelled. Teachers made a greater use of online assessments to monitor students' progress.
- In view of the tight assessment schedule and to address the fairness issues arising from make-up assessments, the school confirmed the cancellation of devising make-up assessments for students who were absent from the term tests/examinations starting from 2022-2023. A projected test/examination score would be given to an absentee with a valid reason.
- Make-up quizzes/dictations can be arranged for absentees with valid reasons.

### ➤ **Arrangements for SEN & NCS students**

Special arrangements were made for the SEN and NCS students. To cater for the needs of the SEN students, special arrangements were made for internal tests and examinations upon consulting the specialists including the provision of special aids, arrangements of special exam rooms, extension of test and exam duration and diagram explanations of Liberal Studies/Citizenship & Social Development and History test and exam papers. As for the NCS students, continuous assessment and special assessment papers were prepared for them in Chinese History. For other CMI subjects including Putonghua and Chinese Language, special test/exam papers were designed based on the students' ability.

## IV. Support for Student Development

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### 1. Life-wide learning

#### ➤ Objectives

Through life-wide learning, our school aims to provide students with learning opportunities in real contexts and authentic settings. It is also a strategy to engage student learning beyond the classroom and extend their learning in other learning contexts. Experiential learning also enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone. It helps students achieve the aims of whole-person development and enables them to develop life-long learning capabilities that are needed in our ever-changing society.

#### ➤ Activity Day

Six activity days were originally scheduled this year and one of them was a whole-day activity day, in which both school-based and outside-school life-wide learning activities were organized such as talks, visits, workshops, interactive drama shows, social services, games, day camp and field trips to enrich other learning experience of the students. However, due to the outbreak of COVID-19 and the suspension of face-to-face lessons, some activities were conducted online and some were cancelled. Though there were cancellations of sports day and picnic day, a life-wide learning activity day and an Ocean Park Life-wide Learning Journey were organized in October and November respectively to provide opportunities for students to acquire knowledge, master skills and cultivate positive values.

#### ➤ Service Learning

A social service programme was organized with the Hong Kong Federation of Youth Groups (HKFYG) for S4 students to promote their caring attitude towards different serving targets. Students' communication skills were enhanced and they showed their high level of participation and care for the people in need during the activities. Besides, the school also joined a scheme called "Heart to Heart Project" organized by the HKFYG. Students who actively participated in service learning within or outside school would be awarded with certificates or medals. More than 450 students were awarded this year.

#### ➤ Leadership Training

This year, our school, in collaboration with the Past Pupils Association (PPA), launched a 'Social Innovation Campus Leadership Training Program' by combining the programs of 'Social Innovation' and 'Leadership Calibre'. It aimed at allowing students to "see themselves, see society, and see the world", and encouraged them to contribute their own strengths to solve the current world problems, learn to become leaders and work with the understanding of the value and significance of sustainability and learning. This program consisted of leadership training courses or workshops for various levels of students. To S1, a social etiquette lecture and a workshop about interpersonal relationship and communication skills were held. To S2, a sustainable development goals (SDGs) lecture and a social innovational learning workshop and exploration tour were organized.

In addition, a leadership training program was arranged for the student leaders from Student Association, School Prefect and Big Sisters. A variety of training sessions were provided to develop their ability, literacy and skills in understanding future issues.

Apart from the internal leadership training, the school also recommended students to participate in external leadership training activities, such as iTeen Leaders Training Workshop of ICAC, Emcee Training Workshop, Wong Tai Sin Leadership Training Day Camp and Wong Tai Sin Youth Camp. This year, our school also joined a learning platform of the HKFYG called "Easy Volunteer Platform". This platform aimed at developing students' leadership skills and encouraging students to practice services. Around 40 students were awarded certificates of appreciation.



➤ **Exchange Programmes**

In order to provide international exposure to students to widen their horizons, develop their global perspectives and enhance their awareness of their national identity and global citizenship, various exchange programmes were scheduled. For example, our school joined the Japan and Hong Kong International Conference, Japan-Hong Kong Cultural Exchange Programme and Korea-Hong Kong Cultural Exchange Programme. Students were having opportunities to communicate with teenagers from Japan and Korea online to share their culture, including food, school, music, drama, etc. Besides, in the Turkish Culture Experience Workshop, students experienced various Turkish cultures like Turkish music. Moreover, in the Salesian Interprovincial Youth Summit, students interacted with Salesian family members around the world to share their current daily lives and their views on issues related to Salesians of Don Bosco. Students learned more about the Salesian family and they understood the importance of spreading love and joy through their actions.

## **2. Nurturing positive values**

### **➤ Our Guiding Principles**

Our School was founded by the Institute of the Daughters of Mary help of Christians (FMA). We have been educating students according to the Catholic core values and the spirit of our Founders: St. John Bosco and St. Mary Mazzarello.

Imbued with a joyful and family ambience, we carry out the Preventive System (Reason, Religion, Love kindness) which aims to nurture students to have a positive character, be a life-long learner and commit themselves to society and the nation.

### **➤ Student Development Committee**

Under the existing organizational structure, the Student Development Committee consists of Student Character & Value Formation, Student Support and Life-wide Learning aspects. It oversees the measures implemented by these units to put St. Bosco's preventive educational rationale into practice so as to cultivate a positive learning environment.

### **➤ Morning Assemblies, Salesian Feast Days & Liturgical Celebration**

Students were attentive and showed respect in the daily morning prayers, which were related to real life situations of society. The Principal and teachers gave sharing to students occasionally during the morning assemblies to disseminate positive values to students. This year, the S4-S6 retreat was held successfully. Students prayed together with spiritual sharing, they showed great support with each other and united in Christ. Besides, Mass of Mary Help of Christians and the school feast celebration were held as scheduled in May. They were organized by KATSO committee members. They showed their creativity, logicity and learned the skills of organizing activities. However, due to COVID-19, other liturgies and junior form retreats were held online. The theme of this year was 'Life is beautiful'. During the spiritual Examen in the online retreat, students shared their valuable experience about Life and Love.

### **➤ Pastoral Care**

In order to understand students better, formal and informal chatting meetings between class teachers and their students were encouraged. However, due to COVID-19 and suspension of face-to-face lessons, parents' day could not be conducted. Instead, pastoral care phone calls were made to students and parents to keep teachers' awareness towards students' learning and well-being. Teachers also maintained communication with students via school app and google classroom. This, together with discussions or sharing during Class Teacher Periods, monthly diaries or pastoral care log books and daily interactions, consolidated students' positive values towards life and enhanced the relationship between students and their class teachers.

### **➤ ERE & Class Teacher Periods**

For the cultivation of the positive values, curricula of ERE, and Class Teacher Periods of various forms were refined timely and more learning activities were organized to heighten students' understanding of themselves, their families, the school and the community. Besides, through the participation of workshops, students were guided to think about the meaning of life and to construct a positive attitude toward life.

### **➤ Students' Well-being**

Our school also paid attention to students' mental health, so class-based stress management, time management, mental health and study skills workshops were held to equip students with various abilities to cope with difficulties independently. Students generally demonstrated pleasing improvement in their confidence in handling developmental and emotional problems.

### **3. Partnership**

#### **➤ Home-School Collaboration**

- As in the previous 2 years, the Parent-Teacher Association offered full support to the school. Yet, COVID-19 and the suspension of full-day schooling obstructed the usual practice of having parent volunteers deliver lunch boxes to S1 students and assist in the School Information Day.
- Parents' talks for S3 parents and S6 parents were conducted either in face-to-face mode or online. These talks could provide useful information on subject selection and JUPAS programme choice strategies for parents and students.
- Meetings, workshops and "Parents Also Appreciate Teachers Drive" were organized to share experience in parenting and enhance a close relationship among parents, students, teachers and the school.

#### **➤ Alumnae Support**

- Under the academic enhancement programme initiated by the PPA, a series of academic activities were launched to enhance the academic performance of students, particularly their proficiency in English. This year, a cover letter writing workshop, which was co-organized with the Career and Life Planning Team and the English Panel, was launched for S5 and S6 students. The response was highly encouraging as students were well learned how to write a cover letter.
- The PPA also ran a mentorship programme for students in collaboration with the Career and Life Planning Team. Different useful information about universities was distributed via telephone calls, WhatsApp and other channels. Sharing of career experiences with S6 students was held in November. Besides, zoom meetings with mentors in specific fields such as medical and nursing, social work and psychology in social science were organized in February 2022. Mentees were able to know more about the career opportunities and related information of these fields.
- Moreover, a mentors' feedback meeting was organized in July. Both mentors and mentees shared their views towards the topic of "Sustainable Development Goals (SDGs)". Our school also recommended some students to join the SDGs eLearn Award Scheme in order to deepen their understanding of SDGs.
- This year, our school, together with the PPA, launched the 'Social Innovation Campus Leadership Training Program' by combining the programs of 'Social Innovation' and 'Leadership Calibre'. Leadership training of different levels to cater for the range of students was carried out. The purpose was to allow students to "see themselves, see society, and see the world", and then contribute their own strengths to solve current world problems, learn to become leaders, and work with the understanding of the value and significance of sustainability and learning.

#### **➤ Collaboration with NGOs and Government Organizations**

- This year, our school collaborated with the HKFYG in organizing workshops for S4 students to equip them with the skills needed to provide social services to various serving targets during the Class Teacher Periods.
- We also cooperated with various external and government organizations such as the Caritas, the Department of Health, the Hospital Authority, the Education Bureau, etc. in organizing online talks, workshops and counselling services for students. Students could develop positive attitudes towards their problems and equip themselves with various abilities to cope with difficulties independently.
- The Career and Life Planning Team cooperated with Hok Yau Club, St. James Settlement and tertiary institutions to provide students with school-based programmes and information on multiple pathways.
- CP Service and Child and Adolescent Mental Health Community Support Project of our school joined with the School-based Support Services for Students with Mental Health Needs which was led by the Food & Health Bureau in collaboration with the Hospital Authority, the Education Bureau and the Social Welfare Department. It stepped up the support for students with mental health needs through setting up a school-based multi-disciplinary communication platform, coordinating and delivering necessary services for target students.

## V. Student Performance

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### 1. Student Performance

- Despite the continuation of the COVID-19 pandemic in the academic year 2021-22, blended-mode teaching was optimized to minimize the disruptive impact on students' learning and other aspects of their school lives. Pleasing performance was demonstrated in both the academic and non-academic areas.
- In the HKDSE 2022, the percentage of students meeting the entrance requirements of JUPAS, the percentages of students attaining Level 3 for Chinese Language and English Language as well as the percentages of students attaining Level 2 for Mathematics and Liberal Studies continued to be higher than the territory figures. Moreover, there was an overall improvement in the percentage of students getting Level 5 or above for total subject entries.
- Concerning the core subjects, encouraging improvement was made in Mathematics and Liberal Studies with a higher percentage of students getting Level 5 or above and Level 2 or above whereas a slight drop was seen in the percentages of students obtaining Level 3 or above in Chinese Language and English Language.
- Significant improvement was seen in a number of elective subjects. In Chemistry, Chinese History and Geography, the percentages of students attaining Level 4 or above and Level 2 or above were higher than that of the previous year.
- Although face-to-face schooling was largely disrupted, our teachers and students were paying concerted efforts in participating in various external competitions. Fortunately, our students achieved outstanding results in a variety of external competitions, especially in public speaking, art and VR design. For instance, our school was the champion in the senior section of the 全港中學生演講比賽 – 夢想盃. The Junior form and the Senior form English Debating Team both won one round of Debate in the Hong Kong Secondary Schools Debating Competition (Kowloon and New Territories Division 1). Our students' performance in a territory-wide creative writing competition was also impressive. They won the first runner-up in the eWorks Award Scheme (Phase 1). Besides, our girls also won the first runner-up in the ICE Challenge 2022 – VR for Good Challenge. In addition, our students also demonstrated their artistic talents and performed very well in various visual arts competitions. For instance, our students won the Second and Third Prizes in the Local Selection of the Hong Kong Visual Arts Education Festival 2021 – International and Local Student Mail Art Competition. Besides, our school also won the first runner-up in the 無毒郵心起 2021-2022 郵票設計比賽. Moreover, some students won Gold and Silver Awards for playing various musical instruments in the Hong Kong Schools Music Festival.
- In the coming school year, we will continue to make it one of our key targets to unleash students' potential and enhance their whole-person development. Our teachers will devote concerted efforts to offering our students guidance and support to make improvements and strive for excellence in their pursuit of knowledge and other aspects of their school life.

## 2. External Awards

| Nature   | Competition/Activity  | Achievements   |
|----------|---|--|
| Academic | <p>「築・動・歷史」全港中學生比賽<br/>挑戰版<br/>普及版<br/>普及版<br/>挑戰版</p> <p>The ICE Challenge 2022 - VR for Good Challenge</p> <p>2022 eWorks Award Scheme (Phase 1)</p> <p>Australian National Chemistry Quiz</p> <p>Cisco Innovation Challenge</p> <p>Hong Kong Secondary Schools Debating Competition<br/>Grand Final Kowloon and New Territories Junior Division 1</p> <p>Sustainable Development Goals (SDGs) eLearn Award Scheme 2022</p> <p>全港中學生演講比賽——「夢想盃」<br/>粵語初中組<br/>粵語高中組</p> <p>Youth Arch Student Improvement Award</p> <p>Harvard Book Prize 2022</p> <p>第六屆全港青少年進步獎</p> | <p>優異獎 (11)<br/>優異獎 (13)<br/>嘉許獎 (9)<br/>嘉許獎 (2)</p> <p>1st Runner-up<br/>Merit (2)</p> <p>1st Runner-up</p> <p>Distinction (1)</p> <p>Certificate of Outstanding<br/>Performance (4)</p> <p>Champion</p> <p>Gold Certificate (2)<br/>Silver Certificate (2)</p> <p>優異獎 (1)<br/>冠軍</p> <p>Award (20)</p> <p>Award (3)</p> <p>進步嘉許獎 (3)</p> |
| Sports   | <p>HKSSF HK and Kowloon Secondary Schools Regional Committee<br/>Inter-School Swimming Competition 2021-2022 Div.III (Kowloon<br/>2) C Grade<br/>4x50m Medley Relay<br/>50m Breast Stroke</p>   | <p>Champion<br/>4th position</p>   |
| Arts     | <p>11th World Children Art Awards 2022</p> <p>Hong Kong Visual Arts Education Festival 2021 - International and<br/>Local Student Mail Art Competition</p> <p>MY STAGE Inter-School Fashion Design Competition</p> <p>全港中學生徵文比賽</p> <p>Hong Kong Schools Music Festival<br/>Graded Piano Solo<br/>Grade Eight<br/>Grade Seven<br/>Erhu Solo-Intermediate</p> <p>動漫黃大仙填色比賽</p> <p>Eco Home Model Design Competition</p>  | <p>Merit (1)</p> <p>Local Selection-Second<br/>Prize (1)<br/>Exhibition Certificate (7)<br/>Local Selection- Third<br/>Prize (1)</p> <p>Honorable Mention (1)</p> <p>優異獎 (1)</p> <p>Silver Award (1)<br/>Gold Award (1)<br/>Silver Award (1)</p> <p>高中組亞軍</p> <p>Merit(3)</p>  |

| Nature      | Competition/Activity  | Achievements   |
|-------------|---|--|
| Service     | 《有心計劃》-VNET 獎章  | 第二級(參與)獎章 (15)<br>第三級(成長)獎章 (2)  |
| Scholarship | Applied Learning Scholarship<br><br>HKICPA and HKABE Joint Scholarship for BAFS<br><br>Rev. Joseph Carra Memorial Education Grant<br><br>Sir Robert Black Trust Fund-Grants for Talented Students in Non-academic Fields<br><br>Upward Mobility Scholarship<br><br>Wong Tai Sin Man Chi Scholarship– Most Significant Improvement Award | Award (2)<br><br>Award (1)<br><br>Award (1)<br><br>Award (3)<br><br>Award (3)<br><br>Award (1)   |
| Others      | Kowloon Regional Outstanding Students' Award<br><br>Wong Tai Sin Outstanding Students' Selection<br>Senior High School Category<br><br>Junior High School Category  | Distinguished Student's Award (1)<br><br>Excellent Student (1)<br>Merit Student (1)<br><br>Excellent Student (1)<br>Outstanding Student (1)<br>Outstanding Sportsmanship Award (1) |

## VI. Financial Summary

### Financial Summary 1<sup>st</sup> September 2021 – 31<sup>st</sup> August 2022 (unaudited)

|   | Income (\$)         | Expenditure (\$)    |
|---|---------------------|---------------------|
| <b>I. Government Funds</b>  |                     |                     |
| <b>Expanded Operating Expenses Block Grant</b>  |                     |                     |
| <b>(a) School Specific Grant</b>  |                     |                     |
| 1. Administration Grant   | 3,879,984.00        | 3,114,502.81        |
| 2. Air Conditioning Grant   | 586,878.00          | 605,647.00          |
| 3. Composite Information Tech. Grant  | 494,240.00          | 400,621.00          |
| 4. Capacity Enhancement Grant   | 642,934.00          | 708,456.50          |
| Sub-total   | 5,604,036.00        | 4,829,227.31        |
| <b>(b) Non-School Specific Grant</b>  |                     |                     |
| 1. School & Class Expenditure   | 1,914,504.98        |                     |
| 2. Composite Furniture and Equipment  |                     | 606,880.00          |
| 3. Lift Maintenance   |                     | 46,740.00           |
| 4. Training and Development   |                     | 25,900.00           |
| 5. Consolidated Subject Expenditure   |                     | 192,473.63          |
| Sub-total   | 1,914,504.98        | 871,993.63          |
| <b>(c) Others:</b>  |                     |                     |
| 1. Deficit transferred from ITSSG   |                     | 96,404.00           |
| <b>Total (EOEBG)</b>  | <b>7,518,540.98</b> | <b>5,797,624.94</b> |
| <b>II. School Funds</b>   |                     |                     |
| 1. Collection of Fees for specific purposes<br>(Non standard equipment; repair,<br>maintenance and electricity of air-<br>conditioners) | 188,480.00          | 6,307.00            |
| 2. Tong Fai   | 105,400.00          |                     |
| 3. Tuck shop rental fee   | 35,000.00           |                     |
| 4. Insurance, Scholarships, others  |                     | 25,221.00           |
| <b>Total (School Funds)</b>   | <b>328,880.00</b>   | <b>31,528.00</b>    |
| <b>Total surplus for the school year</b>  | <b>2,018,268.04</b> |                     |

## **VII. Feedback on Future Planning**

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During the three years of the 2019/20–2021/22 School Development Cycle, the school community worked concertedly and collaboratively to actualize the goals laid down in the School Development Plan, ‘To enhance learning and teaching effectiveness’ and ‘To enhance positive character formation of students’.

Despite challenges brought by the COVID-19 pandemic, which disrupted the smooth operation of the school and negatively impacted various aspects of our school life, the valuable experiences nurtured us the flexibility and adaptability in coping with the rapidly changing society. The school strove hard to make timely responses to offset the impact of the shortened face-to-face schooling and to guarantee that students could continue to learn effectively through adopting a blended mode in providing students with tailor-made learning materials and assignments, personalized feedback and formative assessments. The mixed mode was also actively explored in various aspects of school life, including the morning assembly and school events, student growth programmes as well as co-curricular and extra-curricular activities so as to ensure a fulfilling and holistic school life for our students. As the 2021-22 school year was the last year in the current school development cycle, meetings were held for our staff members to gather together to identify the strengths of the School and areas for improvement. Based on their evaluations and reflections, the new school development plan would be drawn up. Realizing the huge impact of the pandemic on the intellectual and mental well-being of our young people, we pledge to continue to provide a nurturing environment for our students to learn and grow in the new school development cycle. Greater effort would be devoted towards enhancing student engagement in the learning process and their English learning capacity as well as honing their self-directed learning skills and attitudes. To better address students’ development needs, we would strengthen our effort to nurture positive values and attitudes in our students through internalization of the school core values.

We will keep on implementing our education in light of the school motto and the educational mission of Catholic schools. We entrust all our endeavours into the hands of Our Lady who is the ultimate guidance of the school.



## VIII. Appendix

### Appendix 1. Spending for Diversity Learning Grant (DLG)

| Programme title  | Objective   | Target (No./level/selection)                 | Duration          | Deliverable   | Evaluation   | Expenditure  |
|--|---|--|-------------------|---|--|--|
| Leadership Skill   | To offer a range of leadership training and activities for gifted students                    | 32 S4 to S5 students                         | Half day          | Selected students will be trained for leadership skill.   | <ul style="list-style-type: none"> <li>More than 90% of the students give positive feedback to the course.</li> <li>The quality of tutors was positive.</li> </ul>   | The fee for the training workshop: \$4,360   |
| Core Subjects Enhancement Courses                        | To offer academic training sessions for average to higher ability students                    | 24 S6 students (Chinese Enhancement Courses) | 4 Times (S6)      | Selected students were enhanced in high order thinking skill in core subjects, including Chinese Enhancement Courses, English Enhancement Course and English Debate training. | <ul style="list-style-type: none"> <li>More than 80% of the students give positive feedback to the course.</li> <li>The quality of tutors was positive.</li> </ul>   | Enhancement courses fee for elite students in Chinese and English: \$ 4,000  |
| Enhancement programmes and workshops for gifted students | To enable students to acquire diversified learning experiences and develop career aspirations | 180 S2 to S5 students                        | Whole School Year | Selected students were trained by our teachers to participate in various gifted programs and competitions outside our school  | <ul style="list-style-type: none"> <li>Creativity Workshop with an experienced local designer (Nov)</li> <li>Global Gender Inequality Workshop (Nov)</li> <li>Turkish Cultural Workshop (Nov)</li> <li>Food Angel(Jun)</li> <li>Post-exam Activities:(Jul)               <ol style="list-style-type: none"> <li>Bio-diversity Workshop</li> <li>S Gallery Tour</li> </ol> </li> <li>1 student enrolled to the Hong Kong Academy for Gifted Education</li> <li>Over 90%students shows positive feedback.</li> </ul> | Material for promoting gifted education: \$80<br><br>Sponsorship for gifted students who attend gifted programmes and workshops : \$37,260 |

## Appendix 2. Spending for NCS Grant

### Income

| Item           | Amount (\$)    |
|----------------|----------------|
| Balances b/f   | \$ 505,900.11  |
| Grant Received | \$ 800,000.00  |
| Total          | \$1,305,900.11 |

### Expenditure

| Item   | Amount (\$)   |
|--|---------------|
| 1. To employ Contract Teacher and Assistant Teacher to provide intensive program on learning Chinese Language for NCS students | \$ 761,068.00 |
| 2. Teaching materials  | \$ 891.40     |
| 3. To hire external tutor to provide tailor-made classes to enhance the NCS students' motivation to learn Chinese              | \$ 26,380     |
| Total Expenditure  | \$ 788,339.40 |

### Balance

$$\text{\$ 1,305,900.11} - \text{\$ 788,339.40} = \underline{\text{\$ 517,560.71}}$$

### Appendix 3. Spending for School-based After-School Learning and Support Programmes Grant (SBG)

|   |                               |                                   | <u>Income</u>      |
|---|-------------------------------|-----------------------------------|--------------------|
| Balances b/f  |                               |                                   | \$130,800.00       |
| Grant Received  |                               |                                   | \$127,800.00       |
|   |                               |                                   | <hr/> \$258,600.00 |
| <u>Activities/Courses</u>   | <u>No. of target students</u> | <u>No. of non-target students</u> | <u>Expenditure</u> |
| Pre-S1 Summer English Bridging Course                             | 20                            | 12                                | \$10,240.00        |
| Leadership training programme for School Prefects and Big Sisters | 7                             | 3                                 | \$850.00           |
| Ocean Park Life-wide Learning Journey                             | 79                            | 12                                | \$6,890.00         |
| Chinese Instrument Classes  | 1                             | 4                                 | \$4,717.50         |
| Sports Training   | 5                             | 0                                 | \$600.00           |
| Enrichment Courses  | 19                            | 0                                 | \$4,113.00         |
| Spanish Class   | 1                             | 3                                 | \$1,435.00         |
| Japanese Class  | 2                             | 1                                 | \$630.00           |
|   |                               |                                   | <hr/> \$29,475.50  |
| Balance c/f   |                               |                                   | <hr/> \$229,124.50 |

Due to the class suspension, many activities were cancelled. Nonetheless, 108 students were subsidized by the grant. They could further develop their potentials and interests through participating in various activities.

## Appendix 4. Spending for Learning Support Grant (LSG)

### Income

| Item   | Amount (\$)     | Remarks  |
|--|-----------------|--|
| Surplus allowed to be retained at the end of last financial year (i.e. as at 31 March) | (a) \$39,033.43 |  |
| The 1st allotment in the 2019 /20 school year  | (b) \$191,659   | The 1st allotment is 70% of school's entitled amount of LSG in the last school year which will be disbursed in August of every school year.  |
| The 2nd allotment in the 2019 /20 school year  | (c) \$66,928    | The 2nd allotment is calculated according to the information submitted by schools on or before 30 November. EDB will notify and disburse the amount to schools in February and April of the following year respectively. |
| Total income (d)<br>= (a) + (b) + (c)  | \$297,620.43    |  |

### Expenditure

| Item   | Amount (\$) | Remarks   |
|--|-------------|---|
| 1. Employ additional full-time and /or part-time teachers  | \$0         | The LSG should be used for supporting students with SEN and *ALAs. For details, please refer to Appendix 1 of EDB Circulars No. 6/2019. |
| 2. Employ additional TAs   | \$136,368   |   |
| 3. Hire of professional services   | \$41,550    |   |
| 4. Purchase teaching resources and aids  | \$0         |   |
| 5. Organise programmes on learning or inclusive culture, conduct school-based teacher training programmes and organize home-school co-operation activities | \$57,925    |   |
| Subtotal   | \$235,843   |   |
| Total Expenditure (e)  | \$235,843   |   |

### Balance

| Item  | Amount (\$) | Remarks   |
|---|-------------|---|
| Estimated accumulated surplus by the end of this financial year<br>(f) = (d) – (e)          | \$61,777.43 | The LSG is a recurrent cash grant calculated according to the number of students with SEN enrolled at a school and their level of support required in the respective school year. As such, schools have the responsibility to fully utilize the LSG received each year to cater for the needs of the respective cohort of students ( <b>i.e. schools should avoid having a surplus in item (f) when planning the budget of LSG as far as possible</b> ). Schools should make reference to Chapter 9 – Use of Resources of the “Operation Guide on The Whole School Approach to Integrated Education” in planning for the effective use of LSG. For details, please refer to EDB Circular No.6/2019. |
| Percentage of surplus to this financial years’ provision (%)<br>(g) = (f) / [(b) +(c)]x100% | 23.9%       |   |

### Report of Spending of Learning Support Grant

The grant was mainly used to hire a teaching assistant and part-time tutors to facilitate the implementation of after-school academic support programmes for SEN students. The grant was also used to organize a career and life planning workshop for seven senior form SEN students. Besides, a speech therapy workshop is also arranged for five SEN students with speech impairment during the post exam period. The surplus subsidy would be carried forward in the next year.

## Appendix 5. Spending for Promotion of Reading Grant

Major objectives: To create a reading culture through the organization of reading promotion activities including author talks and creative writing workshop as well as equipping the students with the eReading tools.

Balance b/f from 2020/21 was **\$6,525.01**

Current year: **\$62,851** (*The revised amount of the grant for 2021/22 for secondary schools operating 19-24 classes with reference to the Education Bureau Circular Memorandum No. 132/2021 (Ref: EDB(CSD/CRS)/1-50/1) issued on 11th October 2021*)

| Particulars  | Promotion of Reading Grant 2021-20200 - *\$69,376.01 |                                  |                      |            |
|--|--|----------------------------------|----------------------|------------|
|  | Grant provided                                       | Subject/Group                    | Expenditure          | Balance    |
| eRead Scheme: HKEdCity Reading Package 2021/22 – Secondary School 350 eBooks   | \$30,240   | Chinese Language Panel & Library | \$30,240             | \$0        |
| Creative Writing Workshop by Joe Tsui Cheuk-yin (6 workshops x @\$ 1,500 for a class of up to 25 students)   | \$9,000  | Chinese Language Panel & Library | \$4,000 <sup>①</sup> | \$5,000    |
| 徵文比賽 (帶著問號去創作: 那未說出口的話)<br>①Video recording for introduction and brainstorming (創作啟動)<br>②Adjudication of the entries<br>③Debriefing of the entries with video recording<br>④Publication of good work (Booklets) | ①\$2,000<br>②\$4,000<br>③\$1,500<br>④\$900           | Chinese Language Panel & Library | \$7,500              | \$900      |
| Author talk by Winsome Lee   | \$2,000  | Chinese Language Panel & Library | \$2,000              | \$0        |
| World Book Day: Author talk by Yau Yan-nei   | \$2,000  | Library                          | \$2,300              | -\$300     |
| News Quizzes and e-Newspaper Reading Morning Program   | \$0  | English Language Panel & Library | \$4,281.4            | -\$4,281.4 |
| Total  | \$51,640   |                                  | \$50,321.4           | \$1,318.6  |

\*Promotion of Reading Grant including the balance brought forward from 2020/21.

Remark: <sup>①</sup> 6 face-to-face workshops were replaced with 2 online workshops for S1 and S3 students conducted on activity days with author Tsui Cheuk-yin visited the school in person to have live conferencing with the related students.

## Appendix 6. Spending for Capacity Enhancement Grant (CEG) and Teacher Relief Grant (TRG)

### Spending for Capacity Enhancement Grant (CEG)

| Task Area          | Major Areas of Concern                       | Strategies/Tasks                                  | Time Scale                   | Amount of spending HK\$       |
|--------------------|--|---|------------------------------|-------------------------------|
| School Development | To relieve teachers' non-teaching workload   | To employ teaching assistants to support teachers | September 2021 – August 2022 | Actual expenses: \$697,977.00 |
|                    | To relieve teachers' administrative workload | Transaction charge of Octopus                     | September 2021 – August 2022 | Actual expenses: \$10,479.50  |
|                    | Total  |   |                              | \$708,456.50                  |

### Spending for Teacher Relief Grant (TRG)

| Task Area              | Major Areas of Concern                                 | Strategies/Tasks  | Time Scale                   | Amount of spending HK\$         |
|------------------------|--|---|------------------------------|---------------------------------|
| Curriculum Development | To enhance the efficient use of the manpower resources | To employ teachers, assistant teachers and teaching assistants to enhance learning and teaching | September 2021 – August 2022 | Actual expenses: \$4,374,344.40 |
|                        | To substitute lessons for teachers on leave            | To employ supply teachers   | September 2020 – August 2021 | Actual expenses: \$8,390.00     |
|                        | Total  |   |                              | \$4,382,734.40                  |

## Appendix 7. Spending for Life-wide Learning Grant (LWLG)

| No. | Brief Description and Objective of the Activity  | Domain           | Date                | Target Students |                        | Brief Description of the Monitoring / Evaluation Mechanism | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences   |   |   |   |   |  |
|-----|--|------------------|---------------------|-----------------|------------------------|--|----------------------|---------------------|--|---|---|---|---|--|
|     |  |                  |                     | Level           | Number of Participants |  |                      |                     | I  | V | P | S | C |  |
|     |  |                  |                     |                 |                        |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral & Civic Education<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |  |
|     | Category 1: To organize / participate in life-wide learning activities   |                  |                     |                 |                        |  |                      |                     |  |   |   |   |   |  |
| 1.1 | Local Activities: To organize life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes |                  |                     |                 |                        |  |                      |                     |  |   |   |   |   |  |
| 1   | Speech Festival-Coaching & entry fee<br>• To provide out-of-school English interactions<br>• To provide a platform for students to learn and use English in an authentic and creative way  | English Language | Oct – Dec 2021      | S1 – S5         | 20                     | • Feedback in the format of focused group interviews       | \$1,737.00           | E8                  | ✓  |   | ✓ |   |   |  |
| 2   | Debating workshop<br>• To coach students the techniques of debating<br>• To prepare students for the inter-school debating contest   | English Language | Oct 2021 – May 2022 | S1 – S5         | 30                     | • Feedback in the format of focused group interviews       | \$21,732.00          | E5, E8              | ✓  | ✓ |   |   |   |  |
| 3   | External competitions & workshops<br>• To provide out-of-school English interactions<br>• To provide a platform for students to use and practice English in an authentic way<br>• To develop students' sense of belonging to the school when representing the school   | English Language | Dec 2021 – Jul 2022 | S1 – S6         | 50                     | • Feedback in the format of focused group interviews       | \$0.00               | E6                  | ✓  | ✓ | ✓ |   | ✓ |  |
| 4   | 文學地景<br>• 透過實地觀察與寫作活動，提升學生寫景及抒情的能力   | Chinese Language | Mar 2022            | S5              | 18                     | • 導師對學生作品的評論   | \$0.00               | E6                  | ✓  |   |   |   |   |  |
| 5   | Maths Fun Day on Whole Day Activity Day<br>• Hire service provider to arrange activities on Maths Fun day for S1 and S3 students on Whole Day Activity Day   | Mathematics      | Apr 2022            | S1 & S3         | 246                    | • Feedback of teachers and students                        | \$0.00               | E1                  | ✓  |   |   |   |   |  |

| No. | Brief Description and Objective of the Activity  | Domain                             | Date                | Target Students |                        | Brief Description of the Monitoring / Evaluation Mechanism        | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences   |   |   |   |   |
|-----|--|------------------------------------|---------------------|-----------------|------------------------|---|----------------------|---------------------|--|---|---|---|---|
|     |  |                                    |                     | Level           | Number of Participants |   |                      |                     | I  | V | P | S | C |
|     |  |                                    |                     |                 |                        |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral & Civic Education<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 6   | T-puzzle<br>• Acquire sets of T-puzzles to organize activities for students. Training session will be provided for teachers to develop their professionalism   | Mathematics                        | Oct 2021            | S2              | 129                    | • Feedback of teachers and students                               | \$1,301.00           | E7                  | ✓  |   |   |   |   |
| 7   | Soma Cube<br>• Acquire sets of Soma Cubes to organize activities for students. Training session will be provided for teachers to develop their professionalism   | Mathematics                        | Oct 2021            | S3              | 120                    | • Feedback of teachers and students                               | \$2,400.00           | E7                  | ✓  |   |   |   |   |
| 8   | 港島活化保育之旅<br>• To learn about the historical development of some important heritages in Hong Kong<br>• To know how to appreciate the architectural style of the heritages<br>• To realize ways of revitalization of heritages<br>• To understand the importance of cultural conservation in Hong Kong | Citizenship and Social Development | Apr 2022            | S5              | 107                    | • By questionnaire, at least 80% of students satisfy the activity | \$0.00               | E1                  | ✓  | ✓ |   |   |   |
| 9   | Transport subsidy for the visit to the Legislative Council<br>• To arouse students’ interest in studying Life & Society and broaden their horizon  | Constitution and the Basic Law     | Oct – Dec 2021      | S2              | 130                    | • By questionnaire, at least 80% of students satisfy the activity | \$0.00               | E2                  | ✓  | ✓ |   |   |   |
| 10  | Transport subsidy for the visit to the Court of Final Appeal<br>• To arouse students’ interest in studying Life & Society and broaden their horizon  | Constitution and the Basic Law     | Oct 2021 – Jul 2022 | S1 & S2         | 257                    | • By questionnaire, at least 80% of students satisfy the activity | \$0.00               | E2                  | ✓  | ✓ |   |   |   |
| 11  | Transport subsidy for the visit of the factory of Yakult<br>• To arouse students’ interest in studying Economics and broaden their horizon   | Economics                          | Nov – Dec 2021      | S3              | 120                    | • By questionnaire, at least 80% of students satisfy the activity | \$0.00               | E2                  | ✓  |   |   |   |   |



| No. | Brief Description and Objective of the Activity  | Domain                         | Date     | Target Students |                        | Brief Description of the Monitoring / Evaluation Mechanism                               | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences   |   |   |   |   |
|-----|--|--------------------------------|----------|-----------------|------------------------|--|----------------------|---------------------|--|---|---|---|---|
|     |  |                                |          | Level           | Number of Participants |  |                      |                     | I  | V | P | S | C |
|     |  |                                |          |                 |                        |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral & Civic Education<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 12  | Transport subsidy for the visit of the Hong Kong Monetary Authority<br>• To arouse students’ interest in studying Economics and broaden their horizon  | Constitution and the Basic Law | Mar 2022 | S5              | 30                     | • By questionnaire, at least 80% of students satisfy the activity                        | \$0.00               | E2                  | ✓  | ✓ |   |   |   |
| 13  | 2 days Field Studies Camp<br>• To apply the field work skills in authentic situations  | Geography                      | Oct 2021 | S5 & S6         | 26                     | • Feedback from teachers & students  | \$0.00               | E1, E2              | ✓  | ✓ |   |   |   |
| 14  | Forensic Science Workshop<br>• To cultivate students’ scientific literacy through simple forensic science activities   | Science                        | Oct 2021 | S1              | 132                    | • Observe closely and discuss with students to evaluate the activity                     | \$20,000.00          | E1                  | ✓  |   |   |   |   |
| 15  | Density Workshop<br>• Through doing experiments, students can learn the concept of density and how density determine whether an object would sink or float   | Science                        | Mar 2022 | S1              | 132                    | • Observe closely and discuss with students to evaluate the activity                     | \$0.00               | E1                  | ✓  |   |   |   |   |
| 16  | Sik Sik Yuen Biotechnology MobileLab program<br>• To learn about the basic concept of gel filtration chromatography, and its application<br>• To learn how to purify protein samples from a colorful mixture using gel filtration chromatography | Chemistry                      | Nov 2021 | S5              | 30                     | • Teachers’ observation on how students perform during the activity and follow up lesson | \$13,000.00          | E1                  | ✓  |   |   |   |   |
| 17  | Visit to CLP Power Low Carbon Energy Education Centre<br>• To provide students an interesting and thought-provoking experience as they learn about the importance of low carbon energy in addressing the challenge of climate change             | Chemistry                      | Dec 2021 | S5              | 30                     | • Teachers’ observation on how students perform during the activity and follow up lesson | \$600.00             | E2                  | ✓  |   |   |   |   |

| No. | Brief Description and Objective of the Activity  | Domain             | Date                | Target Students |                        | Brief Description of the Monitoring / Evaluation Mechanism          | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences   |   |   |   |   |
|-----|--|--------------------|---------------------|-----------------|------------------------|---|----------------------|---------------------|--|---|---|---|---|
|     |  |                    |                     | Level           | Number of Participants |   |                      |                     | I  | V | P | S | C |
|     |  |                    |                     |                 |                        |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral & Civic Education<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 18  | Environmental Educational Programme Organized by Ocean Park Academy Hong Kong <ul style="list-style-type: none"><li>• To learn some facts about the marine organisms in Ocean Park</li><li>• To understand the environmental impacts of malpractice in fishery</li><li>• To understand the roles of fishermen and the government in the implementation of sustainable fishery through drama activity</li><li>• To promote the concept of sustainable seafood to visitors through an interactive game</li></ul> | Biology            | Oct 2021 – Jul 2022 | S4              | 65                     | • Teachers’ observation on how students perform during the activity | \$0.00               | E1                  | ✓  | ✓ |   |   |   |
| 19  | Coach bus rental fee for visiting Mei Po National Reserve <ul style="list-style-type: none"><li>• Through visiting Mai Po, students can learn more about the mangrove habitat and its conservation</li></ul>   | Biology            | Oct 2021 – Jul 2022 | S5              | 51                     | • Teachers’ observation on how students perform during the activity | \$0.00               | E2                  | ✓  | ✓ |   |   |   |
| 20  | Transportation subsidies for the visits <ul style="list-style-type: none"><li>• To enhance students to have a better understanding about food production or organic farming in Hong Kong</li></ul>   | T & L              | Oct 2021 – Jul 2022 | S4-S6           | 20                     | • Verbal feedback from the students                                 | \$1,610.00           | E2                  | ✓  |   |   |   |   |
| 21  | Workshop / Visit Fees <ul style="list-style-type: none"><li>• To facilitate students to have hands-on experience in organic farming</li></ul>  | T & L              | Oct 2021 – Jul 2022 | S4-S6           | 20                     | • Verbal feedback/ questionnaires from the students                 | \$1,250.00           | E1                  | ✓  |   |   |   |   |
| 22  | Instructors fee of Sports Day <ul style="list-style-type: none"><li>• To provide training for students to prepare School Sports Day</li></ul>  | Physical Education | Sep – Oct 2021      | S1-S6           | 150                    | • Attendance record   | \$0.00               | E5                  |  |   | ✓ |   |   |

| No. | Brief Description and Objective of the Activity   | Domain                      | Date                | Target Students |                        | Brief Description of the Monitoring / Evaluation Mechanism                    | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences   |   |   |   |   |
|-----|---|-----------------------------|---------------------|-----------------|------------------------|---|----------------------|---------------------|--|---|---|---|---|
|     |   |                             |                     | Level           | Number of Participants |   |                      |                     | I  | V | P | S | C |
|     |   |                             |                     |                 |                        |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral & Civic Education<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 23  | Generic Skills Development Program-Learning style & Learning strategies<br>• To help pre-S1 students understand their own learning style (Visual, Auditory, Read/Write or Kinesthetic) and learn how to combine different learning strategies to enhance their learning effectiveness | Cross-Disciplinary (Others) | Sep 2021            | S1              | 132                    | • Use questionnaire and comments from students                                | \$28,800             | E6                  | ✓  |   |   |   |   |
| 24  | Generic Skills Development Program-Graphic organizer & Memory skills<br>• To help students understand how to select and summarize information in an organized manner by using different graphic organizers  | Cross-Disciplinary (Others) | Sep 2021            | S1              | 132                    | • Feedback from teachers through their observation and the evaluation meeting | \$20,000             | E6                  | ✓  |   |   |   |   |
| 25  | Media production workshop<br>• Students learn video production skills and techniques  | Cross-Disciplinary (STEM)   | Nov 2021 – Apr 2022 | S1-S6           | 23                     | • Students questionnaire Feedback from teachers & students                    | \$6,000.00           | E5                  | ✓  |   |   |   |   |
| 26  | Rocket Car Workshop on the STEAM Day<br>• Student learn the physics of momentum, air flow and fiction by building and racing the rocket car. They also get the car painted with colourful paintings that involve VA skills  | Cross-Disciplinary (STEM)   | Mar 2022            | S3              | 130                    | • Questionnaire survey with Google Form                                       | \$22,650.00          | E6                  | ✓  |   |   |   |   |
| 27  | Rally Car Workshop on the STEAM Day<br>• Student learn the physics of momentum, electric power and fiction by building and racing with the rally car  | Cross-Disciplinary (STEM)   | Mar 2022            | S1              | 130                    | • Questionnaire survey with Google Form                                       | \$21,490.00          | E6                  | ✓  |   |   |   |   |
| 28  | Leadership Training Workshops for School Prefects and Big Sisters<br>• To enhance the leadership and self-confidence of the School Prefects and Big Sisters   | Leadership Training         | Aug 2021 & Jul 2022 | S4-S5           | 32                     | • Questionnaire   | \$4,800.00           | E5                  |  |   |   |   | ✓ |

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|-----|---|-----------------------------|---------------------|-----------------|------------------------|--|----------------------|---------------------|--|---|---|---|---|
|     |   |                             |                     | Level           | Number of Participants |  |                      |                     | I  | V | P | S | C |
|     |   |                             |                     |                 |                        |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral & Civic Education<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 29  | Orientation Programme<br>• To learn to be responsible, cooperative, considerate and preservative through the participation of the programme   | Cross-Disciplinary (Others) | Sep 2021            | S1              | 132                    | • Questionnaire  | \$18,640.00          | E5                  |  |   |   |   | ✓ |
| 30  | Workshop on Net Safety<br>• To promote net safety and good use of the mobile phones   | Value Education             | Jan 2022            | S2              | 130                    | • Feedback from teachers & students                        | \$10,000.00          | E5                  |  | ✓ |   |   |   |
| 31  | Board games for S5<br>• To cultivate students’ positive self-concept  | Value Education             | Oct 2021            | S5              | 108                    | • Feedback from teachers & students                        | \$14,500.00          | E5                  |  | ✓ |   |   |   |
| 32  | Responsibility Workshop<br>• To cultivate in students the sense of responsibility of different roles in family, school and society  | Value Education             | Oct – Nov 2021      | S1-S2           | 259                    | • Feedback from teachers & students                        | \$40,000.00          | E6                  |  | ✓ |   |   |   |
| 33  | Talks organized in S1 – S6 Class Teacher Periods<br>• To enhance positive character formation of students, such as purity and charity   | Value Education             | Sep 2021 – May 2022 | S1-S6           | 702                    | • Feedback from teachers & students                        | \$6,140.00           | E6                  |  | ✓ |   |   |   |
| 34  | Activities organized on activity days<br>• To enhance positive character formation of students, such as purity and charity  | Value Education             | Oct 2021 – Apr 2022 | S1-S6           | 702                    | • Feedback from teachers & students                        | \$0.00               | E6                  |  | ✓ |   |   |   |
| 35  | Experienced learning Activity – Handicapped Simulation Activities<br>• To promote students’ caring spirit<br>• To know the needs and feelings of the handicapped in Hong Kong   | Value Education             | Apr 2022            | S4              | 104                    | • Feedback from teachers & students                        | \$0.00               | E6                  |  | ✓ |   |   |   |
| 36  | Traditional Handicraft Workshops<br>• To develop students’ sense of belonging to the country<br>• To nurture student’s interest in cultural heritage and deepen their understanding to Chinese traditional arts through various themes and formats of workshops | National Security           | Oct 2021            | S4              | 104                    | • Feedback from teachers & students                        | \$10,800.00          | E6                  |  | ✓ |   |   |   |

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|-----|---|--------------------------|---------------------|-----------------|------------------------|--|----------------------|---------------------|--|---|---|---|---|
|     |   |                          |                     | Level           | Number of Participants |  |                      |                     | I  | V | P | S | C |
|     |   |                          |                     |                 |                        |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral & Civic Education<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 37  | Tai O field Studies experienced learning activity<br>• To help students to explore the traditional culture and environment of Tai O through excursion and experiential workshops    | National Security        | Mar 2022            | S2              | 130                    | • Feedback from teachers & students                                | \$0.00               | E6                  |  | ✓ |   |   |   |
| 38  | Tai O field Studies experienced learning activity<br>• To support students to explore the traditional culture and environment of Tai O through excursion and experiential workshops | National Security        | Mar 2022            | S2              | 130                    | • Feedback from teachers & students                                | \$0.00               | E2                  |  | ✓ |   |   |   |
| 39  | Talks organized for National Security Education<br>• To increase awareness of national security law   | National Security        | Oct 2021            | S1-S6           | 702                    | • Feedback from teachers & students                                | \$12,000.00          | E6                  |  | ✓ |   |   |   |
| 40  | Interactive Drama<br>• To enhance positive character formation of students  | Value Education          | Jul 2022            | S1-S3           | 382                    | • Feedback from teachers & students                                | \$0.00               | E6                  |  | ✓ |   |   |   |
| 41  | Exploration programme: WARZONE 90<br>• To build up humanitarian perspectives, instill a sense of humanitarian care  | Value Education          | Dec 2021            | S3-S6           | 35                     | • Feedback from teachers & students                                | \$3,750.00           | E6                  |  | ✓ |   |   |   |
| 42  | Service Learning Programme<br>• To cultivate in students the elevated spirit of serving others  | Value Education          | Oct 2021 – Apr 2022 | S4              | 104                    | • Feedback from teachers & students                                | \$16,960.00          | E1                  |  | ✓ |   |   | ✓ |
| 43  | Career planning programme<br>• To help students understand themselves and explore their career interests  | Career and Life Planning | Whole year          | S3              | 130                    | • Feedback from S3 class teachers, career teachers and S3 students | \$2,000.00           | E1                  |  |   |   |   | ✓ |
| 44  | Transport subsidy for University visits<br>• To help students understand more about university programmes   | Career and Life Planning | Whole year          | S4              | 104                    | • Spending record  | \$0.00               | E2                  |  |   |   |   | ✓ |

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|-----|---|---------------------------------|---------------------|-----------------|------------------------|---|----------------------|---------------------|--|---|---|---|---|
|     |   |                                 |                     | Level           | Number of Participants |   |                      |                     | I  | V | P | S | C |
|     |   |                                 |                     |                 |                        |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral & Civic Education<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 45  | Transport subsidy for company visit<br>• To help students explore their career interests  | Career and Life Planning        | Jan – Jul 2022      | S5              | 108                    | • Spending record   | \$0.00               | E2                  |  |   |   |   | ✓ |
| 46  | Career Exploration Game<br>• To help students understand themselves and explore their career interests  | Career and Life Planning        | Jun 2021            | S5              | 108                    | • Feedback from S5 class teachers, career teachers and S5 students  | \$0.00               | E1                  |  |   |   |   | ✓ |
| 47  | Leadership training day camp<br>• To provide chances for participants to have personal breakthrough and to promote self-learning, responsibility, communication and team spirit through various Experiential Learning Programmes to enhance students’ leadership skills | Leadership Training             | Apr 2022            | S4              | 104                    | • By questionnaire, at least 80% of students agree that their leadership skills and knowledge are enhanced<br>• Feedback from teachers & students | \$0.00               | E6                  |  | ✓ |   |   | ✓ |
| 48  | Training sessions to committee members<br>• To develop leadership qualities of student leaders  | Leadership Training             | Oct 2021 – Jun 2022 | S3-S5           | 50                     | • By questionnaire, at least 80% of students agree that their leadership skills and knowledge are enhanced<br>• Feedback from teachers & students | \$0.00               | E6                  |  | ✓ |   |   | ✓ |
| 49  | Salesian Youth Day<br>• To stretch students’ potential and enhance the Catholic core values   | Religious & Spiritual Formation | Feb 2022            | S1-S6           | 80                     | • Feedback from students  | \$0.00               | E1,E2               |  | ✓ |   |   |   |

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|-----|---|---------------------------------|------------|-----------------|------------------------|--|----------------------|---------------------|--|---|---|---|---|
|     |   |                                 |            | Level           | Number of Participants |  |                      |                     | I  | V | P | S | C |
|     |   |                                 |            |                 |                        |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral & Civic Education<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 50  | Salesian Youth summer activities<br>• To stretch students’ potential and enhance the Catholic core values                       | Religious & Spiritual Formation | Jul 2022   | S1-S6           | 5                      | • Feedback from students   | \$0.00               | E1                  |  | ✓ |   |   |   |
| 51  | FMA vocation day<br>• To stretch students’ positive values and know more about our school organizing committee                  | Religious & Spiritual Formation | TBC        | S1-S6           | 60                     | • Feedback from students   | \$0.00               | E1,E2               |  | ✓ |   |   |   |
| 52  | Leadership training activity<br>• To stretch students’ leadership skill and enhance the sense of belongings to Catholic Society | Religious & Spiritual Formation | Nov 2021   | S2-S6           | 20                     | • Feedback from students   | \$1,700.00           | E2                  |  | ✓ |   |   |   |
| 53  | S1 Annual Retreat<br>• To stretch students’ potential and nurture their positive values and attitude                            | Religious & Spiritual Formation | Jan 2022   | S1              | 25                     | • Feedback from students   | \$1,300.00           | E1,E2,E3            |  | ✓ |   |   |   |
| 54  | S2 Annual Retreat<br>• To stretch students’ potential and nurture their positive values and attitude                            | Religious & Spiritual Formation | Feb 2022   | S2              | 25                     | • Feedback from students   | \$1,300.00           | E1,E2,E3            |  | ✓ |   |   |   |
| 55  | S3 Annual Retreat<br>• To stretch students’ potential and nurture their positive values and attitude                            | Religious & Spiritual Formation | Apr 2022   | S3              | 25                     | • Feedback from students   | \$1,300.00           | E1,E2,E3            |  | ✓ |   |   |   |
| 56  | S4-6 Annual Retreat<br>• To stretch students’ potential and nurture their positive values and attitude                          | Religious & Spiritual Formation | Dec 2021   | S4-S6           | 25                     | • Feedback from students   | \$2,700.00           | E1,E2               |  | ✓ |   |   |   |
| 57  | Sacrament of Reconciliation<br>• To nurture their positive values and attitude  | Religious & Spiritual Formation | Mar 2022   | S1-S6           | 40                     | • Feedback from students   | \$0.00               | 0                   |  | ✓ |   |   |   |
| 58  | Instructor Fee for Chinese Orchestra<br>• To coach and conduct Chinese Orchestra Performance in the Speech Day                  | Arts (Music)                    | Whole year | S1-S6           | 18                     | • Students can perform with their own instruments in the Chinese Orchestra | \$0.00               | E5                  |  |   | ✓ |   |   |

| No. | Brief Description and Objective of the Activity   | Domain        | Date                | Target Students |                        | Brief Description of the Monitoring / Evaluation Mechanism          | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences   |   |   |   |   |
|-----|---|---------------|---------------------|-----------------|------------------------|---|----------------------|---------------------|--|---|---|---|---|
|     |   |               |                     | Level           | Number of Participants |   |                      |                     | I  | V | P | S | C |
|     |   |               |                     |                 |                        |   |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral & Civic Education<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 59  | Instructor Fee for Musical Performance on School Feast Day of Drama Club<br>• To provide opportunity for students to present their drama on stage on Mary Help of Christians-School Feast Day at school<br>• To enhance their English learning experience by making English Language learning a fun and exciting experience<br>• To build up their self-confidence, to improve their communication and presentation skills to explore their creativity and develop their appreciation of language arts and performing arts  | Arts (Others) | Oct 2021 – May 2022 | S1-S6           | 24                     | • Feedback from the coach and audience                              | \$7,200.00           | E5                  |  |   | ✓ |   |   |
| 60  | Western Dance Practice of Western Dance Club for our school Thanksgiving Performance, School Dance Festival 2022 and “Knowing yourself through your body: Modern Dance in Practice Project” 2021/22 School Modern Dance In Practice Project<br>• To enable students to take a fresh look on themselves<br>• To consider their innate infectious appeal, to cultivate team spirit and empathy, and to learn about respecting, accepting and embracing themselves and others<br>• To broaden their horizons for the art of dance, and to nurture their interest in art appreciation | Arts (Others) | Whole year          | S1-S6           | 30                     | • Feedback from the coach<br>• Feedback from audience in the finale | \$13,350.00          | E1                  |  |   | ✓ |   |   |



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|-----|--|---------------------|---------------------|-----------------|------------------------|--|----------------------|---------------------|--|---|---|---|---|
|     |  |                     |                     | Level           | Number of Participants |  |                      |                     | I  | V | P | S | C |
|     |  |                     |                     |                 |                        |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral & Civic Education<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 61  | Transportation fee for western dance performance, choreography and rehearsal<br>• To give students an invaluable experience to get involved in the professional dance practice and the dance performance   | Arts (Others)       | Mar – Jul 2022      | S1-S6           | 30                     | • Feedback from students   | \$0.00               | E2                  |  |   | ✓ |   |   |
| 62  | Instructor fee for Chinese dance practice for the<br>• Performance on School Speech Day of Chinses Dance Club  | Arts (Others)       | Oct 2021 – May 2022 | S1-S5           | 20                     | • Feedback from the coach and audience   | \$0.00               | E6                  |  |   | ✓ |   |   |
| 63  | School Ambassador Team<br>• Spotknight MC training workshop aims at providing ambassadors with necessary skills to hold ceremonies and represent the school at important events. It is to ensure students have decent etiquette, know how to communicate with guests and deal with unexpected situations during these events<br>• HKFYG Public Speaking Competition gives ambassadors a chance to practice skills learnt in the previously mentioned training workshop. They are expected to write scripts for the competition while gaining experience of speaking in front of the public | Leadership training | Whole year          | S1-S5           | 30                     | • MC Training Workshop was held to ensure students learn the skills of holding ceremonies. Spotknight, the workshop provider, organized a 4-day workshop for the students. They were given scenarios and cases for analysis and learnt the way to handle unexpected situations happening during events | \$18,000.00          | E6                  |  |   |   |   | ✓ |

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|-----|---|---------------------------|---------------------|-----------------|------------------------|--|----------------------|---------------------|--|---|---|---|---|
|     |   |                           |                     | Level           | Number of Participants |  |                      |                     | I  | V | P | S | C |
|     |   |                           |                     |                 |                        |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral & Civic Education<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 64  | Tutor fee of Chinese Debating Team<br>• To design and prepare the lessons, select debating team members and organize debate mock trial  | Chinese Language          | Oct 2021 – May 2022 | S1-S6           | 20                     | • Feedback from the coach and students                     | \$0.00               | E6                  | ✓  |   |   |   |   |
| 65  | Instructor Fee for Volleyball Club<br>• To provide training for students to participate in the HKSSF Inter-School Volleyball Competition  | Physical Education        | Whole year          | S1-S6           | 30                     | • Student attendance record<br>• Feedback from students    | \$2,390.87           | E5                  |  |   | ✓ |   |   |
| 66  | Instructor Fee for Badminton Club<br>• To provide training for students to participate in the HKSSF Inter-School Badminton Competition  | Physical Education        | Whole year          | S1-S6           | 30                     | • Student attendance record<br>• Feedback from students    | \$3,465.00           | E5                  |  |   | ✓ |   |   |
| 67  | Instructor Fee for Athletics Club<br>• To provide training for students to participate in the HKSSF Inter-School Athletics Competition  | Physical Education        | Whole year          | S1-S6           | 30                     | • Student attendance record<br>• Feedback from students    | \$5,250.00           | E5                  |  |   | ✓ |   |   |
| 68  | Instructor Fee for Basketball Club<br>• To provide training for students to participate in the HKSSF Inter-School Basketball Competition  | Physical Education        | Whole year          | S1-S6           | 30                     | • Student attendance record<br>• Feedback from students    | \$2,806.83           | E5                  |  |   | ✓ |   |   |
| 69  | Transportation fee for inviting elderly to share the problems they faced<br>• Collaborate with the S3 Extra-Curriculum STEAM subject and invite some elderly to share the problems they faced and develop products by making use of STEAM | Cross-Disciplinary (STEM) | Oct 2021            | S3              | 130                    | • Questionnaire survey with Google Form                    | \$4,900.00           | E2                  |  |   |   | ✓ |   |
| 70  | Info Day English Performance  | English Language          | Nov 2021            | S1-5            | 30                     | • Feedback in the format of performance                    | \$410.00             | E8                  |  |   | ✓ | ✓ |   |

| No.                   | Brief Description and Objective of the Activity | Domain                    | Date     | Target Students |                        | Brief Description of the Monitoring / Evaluation Mechanism | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences   |   |   |   |   |
|-----------------------|---|---------------------------|----------|-----------------|------------------------|--|----------------------|---------------------|--|---|---|---|---|
|                       |   |                           |          | Level           | Number of Participants |  |                      |                     | I  | V | P | S | C |
|                       |   |                           |          |                 |                        |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral & Civic Education<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 71                    | S3 STEAM Project                                | Cross-Disciplinary (STEM) | Jul 2022 | S3              | 130                    | • Questionnaire survey with Google Form                    | \$3,756.19           | E7                  | ✓  |   |   |   |   |
| 72                    | Court Hearing activity                          | I.H. (Life & Society)     | Jul 2022 | S2              | 20                     | • Feedback from students                                   | \$1,000.00           | E2                  | ✓  |   |   |   |   |
| 73                    | Sky 100 observation deck 3D drawing workshop    | IT in education           | Jul 2022 | S1-S3           | 30                     | • Feedback from students                                   | \$4,150.00           | E2 & E6             |  |   | ✓ |   |   |
| Sub-total of Item 1.1 |   |                           |          |                 |                        |  | \$377,138.89         |                     |  |   |   |   |   |

| No.                     | Brief Description and Objective of the Activity  | Domain                      | Date     | Target Students |                        | Brief Description of the Monitoring / Evaluation Mechanism | Actual Expenses (\$) | Nature of Expenses* | Essential Learning Experiences   |   |   |   |   |
|-------------------------|--|-----------------------------|----------|-----------------|------------------------|--|----------------------|---------------------|--|---|---|---|---|
|                         |  |                             |          | Level           | Number of Participants |  |                      |                     | I  | V | P | S | C |
|                         |  |                             |          |                 |                        |  |                      |                     | I: Intellectual Development (closely linked with curriculum)<br>M: Moral & Civic Education<br>P: Physical & Aesthetic Development<br>S: Community Service<br>C: Career-related Experiences |   |   |   |   |
| 1.2                     | Non-Local Activities: To organize or participate in non-local exchange activities or non-local competitions to broaden students' horizons  |                             |          |                 |                        |  |                      |                     |  |   |   |   |   |
| 1                       | Study Tour to Japan organized by Geography and Economics Panels<br>• To understand the economic development of Japan in the last 50 years<br>• To apply economic concepts to real life situation<br>• To know the geological landforms in Japan and analyze the opportunities and risks brought by them<br>• To understand the land use planning in Japan<br>• To know the latest development of recycling facilities in Japan<br>• To broaden their horizon | Cross-Disciplinary (Others) | Apr 2022 | S3-S5           | 20                     | • Feedback from teachers & students                        | \$0.00               | E3                  | ✓  |   |   |   |   |
| 2                       | 廣州考察團<br>• 認識廣州城市歷史發展<br>• 認識廣州產業的發展，加強學生了解 兩地關係<br>• 認識國有企業在廣州的發展，及其取得的成果和面對的挑戰<br>• 了解廣州及珠三角經濟的發展趨勢，以及探討培訓人力資源對當地工業和經濟發展的重要性<br>• 擴闊學生視野，培養學生群體合作之精神   | 中國歷史                        | Apr 2022 | S1-S3           | 30                     | • 學生及老師回饋  | \$0.00               | E3                  | ✓  |   |   |   |   |
| Sub-total of Item 1.2   |  |                             |          |                 |                        |  | \$0.00               |                     |  |   |   |   |   |
| Expenses for Category 1 |  |                             |          |                 |                        |  | \$377,138.89         |                     |  |   |   |   |   |

| No.   | Item  | Domain                    | Purpose   | Actual Expenses (\$) |
|---|---|---------------------------|---|----------------------|
| <b>Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning</b> |   |                           |   |                      |
| 1   | Materials for 3D Printing Workshop                          | Cross-Disciplinary (STEM) | • Filament for the 3D printers of the 3D printing workshop  | \$1,596.00           |
| 2   | 3D Printers for 3D Printing Workshop                        | Cross-Disciplinary (STEM) | • Hardware for the 3D printing workshop, students can learn how to print the 3D models they have created with 3D modelling software                               | \$60,000.00          |
| 3   | Drone for Drone Flying Workshop and Competition             | Cross-Disciplinary (STEM) | • Hardware for the Drone Flying Workshop and Competition, students can learn how to control the drone in flying and they will use it to join a flying competition | \$22,784.00          |
| 4   | VR equipment and Headset for the VR Experience Workshop     | Cross-Disciplinary (STEM) | • Hardware such as VR Headset and software for the VR Experience Workshop. Students can experience the VR world and learn how to build VR scene with software     | \$32,388.00          |
| 5   | My TV Box   | Cross-Disciplinary (STEM) | • Arouse students' interest in learning social issues   | \$0.00               |
| 6   | Creative Cloud complete application program – Adobe Account | Cross-Disciplinary (STEM) | • For video editing   | \$1,776.00           |
| 7   | 2 sets Synco G2 A2 Wireless Microphone one to               | Cross-Disciplinary (STEM) | • For wireless mobile connection  | \$0.00               |
| 8   | Switcher Studio App for                                     | Cross-Disciplinary (STEM) | • For live broadcasting for the Campus TV   | \$876.43             |
| 9   | Venue for Volleyball Club training                          | Physical Education        | • To support and facilitate student training  | \$0.00               |
| 10  | Sportswear for Volleyball Club members                      | Physical Education        | • To support and facilitate student training  | \$0.00               |
| 11  | Venue for Badminton Club training                           | Physical Education        | • To support and facilitate student training  | \$0.00               |
| 12  | Materials for Badminton Club training                       | Physical Education        | • To support and facilitate student training  | \$600.00             |
| 13  | Sportswear for Athletics Club members                       | Physical Education        | • To support and facilitate student training  | \$0.00               |
| 14  | Venue for Basketball Club training                          | Physical Education        | • To support and facilitate student training  | \$0.00               |
| 15  | Sportswear for Basketball Club                              | Physical Education        | • To support and facilitate student training  | \$0.00               |
| 16  | Drama Club – costume, props, and cosmetic for performance   | Arts (Others)             | • To be used for supporting students in presenting their performance on stage   | \$0.00               |

| No.                                      | Item  | Domain                    | Purpose  | Actual Expenses (\$) |
|--|---|---------------------------|--|----------------------|
| 17                                       | Chinese Dance Club – costume, props, cosmetic for performance | Arts (Others)             | <ul style="list-style-type: none"> <li>To unleash students' potential, promote life-wide learning and whole-person development, and to let them to perform at the Speech Day in May</li> <li>To enrich their interpersonal skills, team spirits and boost their self-confidence through training sessions</li> </ul> | \$0.00               |
| 18                                       | Western Dance Club - costume, props, cosmetic for performance | Arts (Others)             | <ul style="list-style-type: none"> <li>To be used for supporting students in presenting their dance on stage in front of the public</li> </ul>   | \$4,701.28           |
| 19                                       | National Flag x Qty 6 and white Cotton Glove x Qty 12         | Moral and Civil Education | flag raising ceremony  | \$1,103.00           |
| <b>Expenses for Category 2</b>           |   |                           |  | \$125,824.71         |
| <b>Expenses for Categories 1 &amp; 2</b> |   |                           |  | <b>\$502,963.60</b>  |

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

|                   |  |    |  |
|-------------------|--|----|--|
| Code for Expenses |  |    |  |
| E1                | Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc. ) | 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   |    |  |

### Category 3: Number of Student Beneficiaries

|  |     |
|--|-----|
| Total number of students in the school:                | 669 |
| Number of student beneficiaries:                       | 669 |
| Percentage of students benefitting from the Grant (%): | 100 |

Contact Person for Life-wide Learning (Name & Post):

Ms. Cherry Lee  
(Vice-Principal)

## Appendix 8. Spending for Citizenship and Social Development Grant (CSG)

Objective: To enhance the learning and teaching effectiveness

| Strategies/Tasks  | Time Scale        | Target Level | Success Criteria  | Methods of Evaluation   | Teacher -in-charge | Budget   | Evaluation  | Follow-up  | Actual Expenses |
|---|-------------------|--------------|---|---|--------------------|----------|---|--|-----------------|
| Developing or procuring relevant learning and teaching resources:<br>The learning and teaching resources are utilized to facilitate the teaching and learning of the subject. Through daily class discussions and coursework, students are provided with various opportunities to apply and consolidate their learning. | Whole School Year | S4           | Students enhance their knowledge of the subject, awareness of their national identity and answering techniques. | <ul style="list-style-type: none"> <li>Students' performance in learning</li> <li>Feedback from teachers</li> </ul> | Ms Ada Kwong       | \$10,000 | The online resources provided by the publisher, Aristo, were adopted as Aristo was then the sole supplier. The resources were used as subject teachers' reference in developing learning/teaching materials and designing questions. However, as the resources were only available in Chinese, the effectiveness was limited. | The school will continue to look for learning/teaching resources in both Chinese and English from different publishers so as to enrich the question types, thus raising students' understanding of the subject and teachers' teaching effectiveness. | \$4,999         |

The unspent balance of \$290,000 will be carried forward to the school years 2022-2023 and 2023-2024.

## Appendix 9. Spending for Student Activities Support Grant (SASG)

|                |                     |
|----------------|---------------------|
| Grant Received | <u>\$102,050.00</u> |
|----------------|---------------------|

| <u>Activities/Courses</u>             | <u>No of target students</u> | <u>No of non-target students</u> | <u>Expenditure</u>  |
|---------------------------------------|------------------------------|----------------------------------|---------------------|
| Leadership Training Programme         | 0                            | 22                               | \$ 2,150.00         |
| Ocean Park Life-wide Learning Journey | 53                           | 82                               | \$ 8,340.00         |
| Sports Events Coaching Fees           | 1                            | 5                                | \$485               |
| Purchase of Sports Uniform            | 0                            | 1                                | \$22.00             |
|                                       |                              |                                  | <u>\$ 10,997.00</u> |

|  |                            |
|--|----------------------------|
| Unspent Amount to be Returned to the EDB | <u><u>\$ 91,053.00</u></u> |
|--|----------------------------|

Due to class suspension, many activities were cancelled. Nonetheless, 152 students were subsidized by the Grant.



Endorsed by  
The Incorporated Management Committee of  
Our Lady's College

Submitted by : *Sr Amy Lim*  
Sr Lim Lai Ling Amy  
Principal

Date : 20<sup>th</sup> October 2022