

**HKMA David Li Kwok Po College  
Annual School Report 2021-2022**

**MAJOR CONCERNS ADDRESSED IN 2021/22**

In 2021 - 22, the College implemented a wide range of whole-school initiatives based on the major concerns drawn up at the beginning of the year. The following is a report on the implementation of various strategies by subject departments and student affairs teams to address these concerns.

**Major Concern 1: To further enhance students' learning capacity for lifelong learning**

Initiative	Extent of Targets Achieved	Follow-up Actions																					
(1) Promote Enquiry Learning	<p><b>Targets have been well-achieved.</b></p> <ul style="list-style-type: none"> <li>All subjects designed and delivered 1 teaching package (lesson plan and learning materials included) that exhibits enquiry learning. For example, while S2 students learnt a topic about “Chindogu Advertisement” in Visual Arts, they were required to ask and investigate about their needs before designing the invention.</li> <li>Some examples of topics adopting the enquiry learning approach: <table border="1" style="margin-left: 20px;"> <tr> <td>S1</td> <td>Integrated Humanities</td> <td>Cyberbullying</td> </tr> <tr> <td>S2</td> <td>English</td> <td>Poetry Analysis</td> </tr> <tr> <td>S3</td> <td>Economics</td> <td>Investment Choices</td> </tr> <tr> <td>S4</td> <td>Chemistry</td> <td>Comparing the strength of acids</td> </tr> </table> </li> <li>Stakeholders' Survey indicated how the enquiry learning approach positively impacted students' learning. Teachers also observed that enquiry learning enabled greater students' engagement in the learning process and more interactions with peers and teachers. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: left;">Stakeholders' Survey – Students' perception of teaching</th> <th style="text-align: center;">2020/21</th> <th style="text-align: center;">2021/22</th> </tr> </thead> <tbody> <tr> <td>The teachers often ask us thought-provoking questions in lessons.</td> <td style="text-align: center;">3.69</td> <td style="text-align: center;">3.82</td> </tr> <tr> <td>The teachers often make us inquire into/investigate different issues in lessons.</td> <td style="text-align: center;">3.79</td> <td style="text-align: center;">3.96</td> </tr> </tbody> </table> </li> </ul>	S1	Integrated Humanities	Cyberbullying	S2	English	Poetry Analysis	S3	Economics	Investment Choices	S4	Chemistry	Comparing the strength of acids	Stakeholders' Survey – Students' perception of teaching	2020/21	2021/22	The teachers often ask us thought-provoking questions in lessons.	3.69	3.82	The teachers often make us inquire into/investigate different issues in lessons.	3.79	3.96	<ul style="list-style-type: none"> <li>Some less able students may need extra time and more guidance in enquiry learning. With the experience this year, teachers will further modify their teaching package developed this year and select more suitable topics for next academic year.</li> </ul>
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	<ul style="list-style-type: none"> <li>Some teachers expressed enquiry learning was challenging to lower achievers, which explained why no significant changes were seen in teachers' perception to the strategy. <table border="1" data-bbox="403 287 1641 475"> <thead> <tr> <th data-bbox="403 287 1339 339">Stakeholders' Survey – Teachers' perception of student learning</th> <th data-bbox="1339 287 1489 339">2020/21</th> <th data-bbox="1489 287 1641 339">2021/22</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 339 1339 392">I often ask my students questions of different levels in lessons.</td> <td data-bbox="1339 339 1489 392">4.21</td> <td data-bbox="1489 339 1641 392">4.22</td> </tr> <tr> <td data-bbox="403 392 1339 475">I often engage my students in active inquiry and construction of knowledge in lessons.</td> <td data-bbox="1339 392 1489 475">4.01</td> <td data-bbox="1489 392 1641 475">4.08</td> </tr> </tbody> </table> </li> <li>Staff development training on enquiry learning was provided to deepen teachers' understanding of the strategy. Most teachers found the respective workshop and talk inspiring, which gave them insights on how they can plan their lessons: <table border="1" data-bbox="403 611 1641 794"> <tbody> <tr> <td data-bbox="403 611 472 740">(i)</td> <td data-bbox="472 611 1641 740">An ancient Chinese civilization virtual tour organized by mLang aims at engaging learners in the process of enquiry learning using virtual reality, augmented reality, hologram and STEAM elements.</td> </tr> <tr> <td data-bbox="403 740 472 794">(ii)</td> <td data-bbox="472 740 1641 794">A talk on enquiry learning conducted by the Faculty of Education, HKU.</td> </tr> </tbody> </table> </li> </ul>	Stakeholders' Survey – Teachers' perception of student learning	2020/21	2021/22	I often ask my students questions of different levels in lessons.	4.21	4.22	I often engage my students in active inquiry and construction of knowledge in lessons.	4.01	4.08	(i)	An ancient Chinese civilization virtual tour organized by mLang aims at engaging learners in the process of enquiry learning using virtual reality, augmented reality, hologram and STEAM elements.	(ii)	A talk on enquiry learning conducted by the Faculty of Education, HKU.	
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(2) Enhance students' learning skills	<p><b>Targets have been well-achieved.</b></p> <ul style="list-style-type: none"> <li>Subject teachers equipped students with the subject-specific skills to enhance their learning effectiveness. For example, Mathematics teachers encouraged students to use diagrams to extract important information from the problem and analyse critical data. Other teachers taught students to use note-taking, mind map and how to summarize the information. Students found the study skills learnt from their subject teachers helped them learn more effectively.</li> <li>Other than subject-specific study skills, Academic Affairs Team also organized seminars for junior form students aiming to enhance their learning skills. The topics are as follows: <table border="1" data-bbox="403 1220 1453 1329"> <thead> <tr> <th data-bbox="403 1220 752 1273">S1</th> <th data-bbox="752 1220 1102 1273">S2</th> <th data-bbox="1102 1220 1453 1273">S3</th> </tr> </thead> <tbody> <tr> <td data-bbox="403 1273 752 1329">note-taking</td> <td data-bbox="752 1273 1102 1329">memory skills</td> <td data-bbox="1102 1273 1453 1329">effective learning skills</td> </tr> </tbody> </table> </li> <li>Stakeholders' Survey indicated how the study skills positively impacted students' learning effectiveness. Students appreciated teachers' efforts in providing the skills while they</li> </ul>	S1	S2	S3	note-taking	memory skills	effective learning skills	<ul style="list-style-type: none"> <li>All departments agreed that the study skills can help students tackle the exam questions and should be done continuously in the future.</li> <li>The seminars will be organized next academic year and the contents and summary notes will be further modified.</li> </ul>							
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note-taking	memory skills	effective learning skills													

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	<p>demonstrated greater confidence in applying the skills. Teachers also showed a heightened awareness of equipping students with the study skills useful for the subjects.</p> <table border="1" data-bbox="400 293 1641 833"> <thead> <tr> <th data-bbox="400 293 1341 344">Stakeholders' Survey – Students' perception of teaching</th> <th data-bbox="1341 293 1489 344">2020/21</th> <th data-bbox="1489 293 1641 344">2021/22</th> </tr> </thead> <tbody> <tr> <td data-bbox="400 344 1341 475">The teachers often provide us with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.</td> <td data-bbox="1341 344 1489 475">3.80</td> <td data-bbox="1489 344 1641 475">3.95</td> </tr> <tr> <th data-bbox="400 475 1341 523">Stakeholders' Survey – Students' perception of student learning</th> <th data-bbox="1341 475 1489 523">2020/21</th> <th data-bbox="1489 475 1641 523">2021/22</th> </tr> <tr> <td data-bbox="400 523 1341 654">I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.</td> <td data-bbox="1341 523 1489 654">3.54</td> <td data-bbox="1489 523 1641 654">3.72</td> </tr> <tr> <th data-bbox="400 654 1341 702">Stakeholders' Survey – Teachers' perception of teaching</th> <th data-bbox="1341 654 1489 702">2020/21</th> <th data-bbox="1489 654 1641 702">2021/22</th> </tr> <tr> <td data-bbox="400 702 1341 833">I often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.</td> <td data-bbox="1341 702 1489 833">4.13</td> <td data-bbox="1489 702 1641 833">4.30</td> </tr> </tbody> </table> <ul data-bbox="353 858 1688 963" style="list-style-type: none"> <li>• To promote self-learning, some self-learning materials for S1 were developed by different subjects during the year. For example, “One object still life” prepared by Science; “Congruent Triangle” by Mathematics and “Food Safety” by Home Economics.</li> </ul>	Stakeholders' Survey – Students' perception of teaching	2020/21	2021/22	The teachers often provide us with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	3.80	3.95	Stakeholders' Survey – Students' perception of student learning	2020/21	2021/22	I am able to apply learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	3.54	3.72	Stakeholders' Survey – Teachers' perception of teaching	2020/21	2021/22	I often teach my students learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc.	4.13	4.30	<ul data-bbox="1711 858 2119 1187" style="list-style-type: none"> <li>• The self-learning materials will also be developed for S2 next academic year. While S1-S2 students will be encouraged to use the materials, more attention will be given to cultivating self-learning habits.</li> </ul>
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(3) Further develop students' critical thinking, problem-solving skills and creativity	<p><b>Target has been partially achieved.</b></p> <ul style="list-style-type: none"> <li>• Assignments training students' critical thinking, problem-solving skills and creativity were designed by subject teachers. Most students could demonstrate problem-solving skills in the assignments but there was room for improvement of critical thinking skills and creativity for some students.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' awareness of how to design quality assignments should be heightened through the sharing of good teaching practices and assignment samples among different departments, which will be done next academic year.</li> </ul>									
(4) Further enrich students' learning experience beyond formal curriculum	<p><b>Targets have been achieved.</b></p> <p><u>Study Module for S1</u></p> <ul style="list-style-type: none"> <li>• A study module on design thinking was taught for selected S1 students during the post examination period. The study module enhanced students' problems solving skills and enriched their learning experience beyond formal curriculum. All participants found the module highly useful in helping them learn how to solve a problem. Over 85% of the participants said they would try to use design thinking to solve problems.</li> </ul> <p><u>STEM Education</u></p> <ul style="list-style-type: none"> <li>• Regular STEM lessons were provided for S3 starting from 2021/22. The curriculum is designed based on the use of microbit for making a music Christmas card and a remote-controlled hovercraft.</li> <li>• Some STEAM activities were organized for S1-S2 students throughout the year through the cross-curricular efforts of teachers from Science, ICT, Mathematics and Visual Arts departments organised. Examples of which are as follows:</li> </ul> <table border="1" data-bbox="400 1257 1641 1422"> <thead> <tr> <th></th> <th>STEAM Projects</th> <th>Subjects involved</th> </tr> </thead> <tbody> <tr> <td>S1</td> <td>Hydroponics</td> <td>Science, Mathematics, ICT, Visual Arts</td> </tr> <tr> <td>S2</td> <td>Production of a sound barrier</td> <td>Science, Mathematics</td> </tr> </tbody> </table>		STEAM Projects	Subjects involved	S1	Hydroponics	Science, Mathematics, ICT, Visual Arts	S2	Production of a sound barrier	Science, Mathematics	<ul style="list-style-type: none"> <li>• Considering students' highly positive feedback, the College will transform the study module to a S1 new subject named "Minds+", aiming to enrich students' learning experiences and enhance their learning capacity.</li> <li>• Teachers' cross-curricular efforts and expertise will be tapped to provide students with more STEAM activities next academic year.</li> </ul>
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	<p>Students enjoyed the learning activities where they learnt to tackle problems in daily life by applying the knowledge and skills learnt from different subjects. Such projects broaden their learning capability and enhance their problem-solving skills.</p> <ul style="list-style-type: none"> <li>In a school evaluation, 84.9% S1-S3 students agreed that STEM projects could arouse their interests and enhance their learning motivation. 85.8% of them agreed that they could develop their generic skills and innovativeness through these projects.</li> </ul> <p><u>Learning Activities outside Classrooms</u></p> <ul style="list-style-type: none"> <li>Other than the STEM initiatives, subject teachers strived hard to enrich students' learning experiences by providing various activities despite the pandemic:</li> </ul> <table border="1" data-bbox="400 655 1639 1278"> <thead> <tr> <th data-bbox="400 655 848 711">Subjects</th> <th data-bbox="848 655 1639 711">Learning Activities outside Classrooms</th> </tr> </thead> <tbody> <tr> <td data-bbox="400 711 848 767">Chinese and Chinese History</td> <td data-bbox="848 711 1639 767">Putonghua drama, talks and visits</td> </tr> <tr> <td data-bbox="400 767 848 823">English and French</td> <td data-bbox="848 767 1639 823">Radio Drama activities and a French seminar</td> </tr> <tr> <td data-bbox="400 823 848 951">Science and ICT</td> <td data-bbox="848 823 1639 951">12 Science/STEM activities provided including Youth Biodiversity Conservation Leadership Scheme, coding workshop and alumni sharing</td> </tr> <tr> <td data-bbox="400 951 848 1007">Geography</td> <td data-bbox="848 951 1639 1007">Hokoon field trip</td> </tr> <tr> <td data-bbox="400 1007 848 1190">Social Science</td> <td data-bbox="848 1007 1639 1190">Visits to HKMA and M+ Museum; S3 Bazaar; JA Company, Workshop Finance for Future, Workshop-Building a Financially Capable Generation; JA Innovation Camp, JUMPSTARTER IdeaPOP!</td> </tr> <tr> <td data-bbox="400 1190 848 1278">General Arts</td> <td data-bbox="848 1190 1639 1278">Jockey Club "Handmade Well-being" Education programme; Fashion Design Workshop</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Students enjoyed the activities and had their horizons broadened. Stakeholders' Survey also indicated that students appreciated teachers' efforts in arranging learning activities outside the classrooms.</li> </ul>	Subjects	Learning Activities outside Classrooms	Chinese and Chinese History	Putonghua drama, talks and visits	English and French	Radio Drama activities and a French seminar	Science and ICT	12 Science/STEM activities provided including Youth Biodiversity Conservation Leadership Scheme, coding workshop and alumni sharing	Geography	Hokoon field trip	Social Science	Visits to HKMA and M+ Museum; S3 Bazaar; JA Company, Workshop Finance for Future, Workshop-Building a Financially Capable Generation; JA Innovation Camp, JUMPSTARTER IdeaPOP!	General Arts	Jockey Club "Handmade Well-being" Education programme; Fashion Design Workshop	
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**Major Concern 2: To promote the well-being of students and enable them to flourish through positive education**

Initiative	Extent of Targets Achieved	Follow-up Actions
<p>(1) Strengthen students' physical well-being</p>	<p><b>Targets have been well-achieved.</b></p> <ul style="list-style-type: none"> <li>• Different programmes were conducted to strengthen students' physical well-being. <ul style="list-style-type: none"> <li>➤ The HPE department and the ECA Team organized a Sports for All Fun Day in November 2021. Students were encouraged to join different types of sports games arranged in the morning, the two recesses and after school. Many students and some teachers joined the activity.</li> <li>➤ The HPE department also organized a Christmas Run in the Christmas holidays.</li> <li>➤ A fun sports related activity named "Just Dance Thursday" was organized by the HPE Department and Dance Club in June and attracted many students to join.</li> <li>➤ The concept of BMI was introduced to students in PE lessons and teachers encouraged students to keep track of it and maintain a healthy weight level.</li> <li>➤ Both the Panda Channel (Guidance and Counseling Team) and the Campus TV Team produced a program to help students develop positive attitude toward body image.</li> <li>➤ In the sex education program organized by the Guidance and Counseling Team, students were also reminded to be positive about their own appearance in a relationship.</li> <li>➤ Teachers shared their passion for sports and exercise in one of the assembly programs and one of the videos produced by the Campus TV Team.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Although the HPE department and SA Team will continue to organize activities to promote physical well-being and raise their awareness of the importance of developing healthy lifestyle and resistance to bad habits, this target will not be part of the school major concern for next academic year. More effort will be put on other areas of students' well-being.</li> </ul>

Initiative	Extent of Targets Achieved	Follow-up Actions
	<ul style="list-style-type: none"> <li>➤ To help students develop healthy habits and understand the negative effects of bad habits, the Guidance and Counseling Team arranged students to attend anti-drug and anti-smoking talks. A number of focus groups were also organized by the Team for junior form students. One of the objectives of these groups was to help students break bad habit such as digital addiction. An average of 92% of the participants agreed that the focus group could enhance their understanding of their issues and help them to acquire skills to deal with them.</li> <li>➤ A parent talk about how to deal with child’s digital addiction was organized in November during the parents’ night program.</li> </ul> <ul style="list-style-type: none"> <li>• The programmes and activities were well-received among students. Students also enjoyed teachers’ participation in these programs. It is expected that along with the loosening of anti-epidemic measures, more activities to promote physical well-being could be held at school next year.</li> </ul>	
(2) Promote students’ mental well-being	<p><b>Targets have been well-achieved.</b></p> <p>During the pandemic, lessons cut short and there was less class time for Personal Development Programs (PDP). Nevertheless, the G&amp;C Team and the class teachers tried their best to support students’ emotional management through activities and sharing.</p> <ul style="list-style-type: none"> <li>• To help students understand the importance of mental health, the main types of mental health disorders and ways to deal with emotion and stress, Guidance and Counseling Team organized a series of programs such as <ul style="list-style-type: none"> <li>➤ Mindfulness Workshop for S4 to S6 students</li> <li>➤ Mental Literacy Program for S1 to S5 students</li> <li>➤ Mental health slogan design competition for S.1 to S.3 students</li> <li>➤ Two stress management focus groups for S4 students</li> <li>➤ Program to promote mental well-being produced by Panda Channel</li> </ul> </li> </ul>	



Initiative	Extent of Targets Achieved	Follow-up Actions
	<p>An average of 95% of students showed positive feedback to the programs and found them useful.</p> <ul style="list-style-type: none"> <li>The Sunshine Ambassador Scheme was continued for S1 to S3 students this year to encourage peer support among students. A workshop was provided to the Sunshine Ambassadors at the beginning of the year to equip them with the required concepts and skills to help identify students at risk. Useful information was provided to these students. The ambassadors conducted a sharing in their class to promote positive messages.</li> </ul> <p>About 92% of students and 98% of teachers found the scheme helpful to identifying students who need support and promoting peer support and positive values.</p> <ul style="list-style-type: none"> <li>The Guidance and Counseling Team also organized “Name it to tame it” program for class teacher to share with students about emotion management. Class teachers also used the Growth &amp; Personal Story (GPS) to understand students’ concerns. Some leaflets related to mental well-being, emotional management tips, posters were posted in the class bulletin and team board for class teachers to use during class teacher period. The website of the team has been updated with relevant materials.</li> </ul> <p>An average of 94% of students had positive feedback on the program. 91% of students found GPS a good way for them to share their thoughts with class teachers.</p> <ul style="list-style-type: none"> <li>‘Soul Station’ for promoting positive education and mental health was set up in the senior library. Books, pictures, quotes or drawing exercises are arranged at that corner. Students were encouraged to use it when they study in the library.</li> <li>The Secret Angel Program in S1 and S4 also helped build a better peer support among classmates.</li> </ul>	<ul style="list-style-type: none"> <li>Teenagers nowadays spend lots of time on social media and their problems can sometimes be noticed by their peers. The Sunshine Ambassador Scheme will continue next year.</li> <li>Through these programs, class teachers were able to identify students with needs and reported to the Deputy Principal (SA) and Head of Guidance and Counseling Team for follow up. Class teachers play a significant role. As more novice teachers with less experience join the school next year, they need to be better prepared in improving students’ emotional management and providing support to those with mental health issues.</li> </ul>

Initiative	Extent of Targets Achieved	Follow-up Actions
	<ul style="list-style-type: none"> <li>• Early identification of students at risk is important. Two surveys were thus conducted in the year. The surveys aimed at identifying students with emotional or stress issue or other personal problems. The first survey was conducted during the special holidays. The long class suspension from mid-January together with the special holiday made it hard for teachers to identify students' problem. A survey was thus conducted to continue monitor students' emotional and other conditions. Result of the survey was passed to class teachers who were required to follow up the mild cases. Serious cases were referred to the G&amp;C Team for the school counselor and social workers for further counseling. The survey also allowed students to show their wish to talk to counselor or social workers. Some new cases were identified from the survey. Another survey was conducted in June. Students usually felt stressed when examinations drew near. A total of 28 students were identified from the surveys and follow up support was provided.</li> <li>• According to APASO, there is an improvement in the rating of "Emotional Stability" in all the forms as compared to last year's data. Among all the forms, S5(21-22) students were the most stressful group, as reflected by the lowest rating for "Emotional Stability". This batch of students worried a lot about their academic studies and had been experiencing the adverse effects from the pandemic since Form 4.</li> <li>• To enhance parents' understanding of their child's emotional needs, a circular was issued to all the parents to remind them to stay vigilant to any warning sign of mental health problem and encourage them to maintain close and positive communication with their child. Some useful information on topics such as early identification of mental health issue and suicide, ways to help child deal with adversity and face exam result and study stress and self-care for parents etc.</li> <li>• A parent seminar on how good family relationship can improve teenagers' mental health was organized. Useful information was also provided on the school website.</li> </ul>	<ul style="list-style-type: none"> <li>• A new online platform will be launched next year for students to seek help more easily.</li> <li>• The prolonged class suspension and the interruption it has made to normal school life has created more mental health issues. The school will, therefore, continue its effort in promoting mental health. More support is to be given to them next year.</li> <li>• The school has been maintaining a close contact with parents of students with mental health issues. The involvement of the Deputy Principal (SA), the G&amp;C team, the school counselor or social workers and class teachers has provided support to both students and parents.</li> </ul>

Initiative	Extent of Targets Achieved	Follow-up Actions
<p>(3) Enhance students' social well-being</p>	<p><b>Targets were partially achieved.</b></p> <ul style="list-style-type: none"> <li>● The prolonged class suspension has affected students' capacity of social interaction with others and the bonding among themselves. To enhance students' peer relationship, class bonding and rapport between teachers and students, the Guidance and Counseling Team, the ECA Team and Student Council organized some activities. For instance, <ul style="list-style-type: none"> <li>➤ class-based activities organized the class committee</li> <li>➤ half-day adventure-based program for all the S4 and S5 classes</li> <li>➤ Secret Angel program for S1 and S4 students to help building up class bonding for the new classes and to promote care and love in the class</li> <li>➤ Academic Cup for S1 and S3 classes in which students showed great participation and enjoyment</li> <li>➤ Inter-class dodgeball competition for S1 and S2 classes</li> <li>➤ Inter-class Word Fest for S1 and S2 classes</li> <li>➤ S6 excursion to Tai O</li> </ul> </li> </ul> <p>An average of 94% of students found the various class-based activities enjoyable and able to promote peer relationship and class harmony. About 97% of the S4 and S5 students found the half-day program fun and that it provided a relaxing time with their classmates and teachers.</p> <p>The S4 camp, a very important and meaningful activity for students, had to be cancelled for two years due to the pandemic. OLE programs for S1 to S5 students were cancelled due to school suspension in March. Excursion for S6 was successfully held and all the students enjoyed the activity.</p>	

Initiative	Extent of Targets Achieved	Follow-up Actions
	<ul style="list-style-type: none"> <li>• To support S1 students, Community Service Team organized a program named “Buddies Program” under which all S3 students served as mentor of S1 students. The atmosphere of their orientation meeting was fantastic and students continued to communicate afterwards. Before the examination, the S3 students wrote cards to the S1 students showing their support. Positive feedback as received from the participants.</li> <li>• 30 S1 students joined the Peer Counsellor Scheme receiving care, support and guidance from the 30 peer counselors from S3 to S5. Training was provided to the peer counselors to help them acquire the skills to support the S1 students most of whom had social skills problem.</li> <li>• Help was given to selected students who joined S1 Rainbow Leadership Program and some focus groups on interpersonal relationship.</li> <li>• To help S1 students build up a good relationship with schoolmates, the Discipline Team organized a conflict management workshop in November. Feedback from students was positive.</li> <li>• To support the building of healthy family relationship, seminar entitled “Rebellion vs. Creativity, Stubbornness vs. Persistence”, “The Secret of Effective Communication with Teenage Child” and “How can good family relationship improve teenagers’ mental health?” and workshops on the topic “Effective Parenting — Listening and Communication skills” and “Positive Discipline” were organized. Positive feedback was received from all the seminars and workshops.</li> </ul> <p>The work of the four Houses was severely affected by the pandemic. Although they were able to complete leadership training programs, they were not able to apply the skills they acquired and organize activities which involve students from different forms.</p>	<ul style="list-style-type: none"> <li>• With the loosening of anti-epidemic measures at school, more activities will be held during lunch time next year.</li> <li>• In view of the misuse of social media by teenagers and how it has adversely affected their relationship, the school will continue its effort in preventing bullying including cyber bullying among students.</li> </ul>

Initiative	Extent of Targets Achieved	Follow-up Actions
<p>(4) Enable students to identify their strengths and develop a growth mindset and positive attitude for their learning and personal growth</p>	<p><b>Targets were well-achieved.</b></p> <ul style="list-style-type: none"> <li>• A PDP was arranged for all the students to have a chance to identify their character strength, review their weaknesses and set goals to make improvement. GPS was used for that lesson and class teachers were able to follow up.</li> <li>• The concept of growth mindset and how it should be applied in learning and life was introduced to the whole school through assemblies / programs including: <ul style="list-style-type: none"> <li>➤ numerous presentations and programs promoting growth mindset were done in the Thursday morning assemblies</li> <li>➤ bulletin board design competition with the theme on character strength and growth mindset</li> <li>➤ junior form life planning lessons which included growth mindset and 24-character strength test (all the S1 and S2 students had the test at VIA) as the new elements to encourage students to keep trying and look for their suitable direction for the future</li> <li>➤ senior form life planning programs in which students were guided to find their strengths when making plans for future studies and career</li> <li>➤ preparation workshop for repeaters before the new school year emphasizing the importance of having a growth mindset for improvement</li> </ul> </li> </ul> <p>An average of 94% of students found that the PDP enabled them to develop a growth mindset and identified their character strength.</p> <p>Regarding the life planning program, 95% of the students expressed that they had found and understood their top 5 character strength; 93% of them have learnt that their character strength could be improved through effort and practice and 93% of them found the lesson useful in helping them understand the relationship between their character strength and future job planning.</p> <ul style="list-style-type: none"> <li>• A talent database was developed by the ECA Team and students were invited to join different sports or music teams to further develop their talent. Some were invited to showcase their talent at the assembly and Campus TV programs.</li> <li>• The five elements of PERMA namely positive emotion, engagement, relationship, meaning and achievement were embedded in various types of programs including:</li> </ul>	<ul style="list-style-type: none"> <li>• The SA Team will update the database regularly and encourage teachers to make good use of it for students' development.</li> </ul>

Initiative	Extent of Targets Achieved	Follow-up Actions
	<ul style="list-style-type: none"> <li>➤ enhancing students' mental well-being and developing positive emotions</li> <li>➤ encouraging student engagement in activities they are interested and talented in</li> <li>➤ guiding students to develop positive peer relationships, romantic relationships (in sex education) and family relationships</li> <li>➤ inspiring students to find meanings in life through helping others</li> </ul> <ul style="list-style-type: none"> <li>• A workshop was organized at the beginning of the school year introducing the concept growth mindset and positive education to teachers. Another one was organized later for teachers to experience the use of growth mindset in their work.</li> <li>• To promote positive education, workshop on “positive discipline” was organized.</li> </ul> <p>Relevant information about PERMA and character strength was given to teachers.</p>	<ul style="list-style-type: none"> <li>• The concept of positive education, PERMA, growth mindset and character strength are not just to be understood by teachers but to be applied in their work from planning to execution. To enhance students' well-being and help them flourish, teachers should continue their effort in this regard.</li> </ul> <p>There are a number of new teachers joining the school next year and it is necessary to introduce this concept to them so that they can apply it in their daily work.</p> <ul style="list-style-type: none"> <li>• Besides, more information about positive education is to be provided to parents. Relevant materials are to be given in the new page “parent support” on the school website.</li> </ul>

## Financial Summary for the 2020/2021 School Year

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	68.0%	N.A.
School Fees	N.A.	30.6%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	1.4%
<b>Total</b>	68.0%	32.0%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	81.6%	
Operational Expenses (including those for Learning and Teaching)	6.8%	
Fee Remission / Scholarship <sup>1</sup>	3.6%	
Repairs and Maintenance	2.1%	
Depreciation	4.8%	
Miscellaneous	1.1%	
<b>Total</b>	100.0%	
<b>Surplus/Deficit for the School Year</b> #	0.2 month of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year</b> #	8.3 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

<sup>1</sup> The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission/scholarship scheme according to Education Bureau's requirements (Put a "√" where appropriate).