

The background is a photograph of the Wong Tai Shan Memorial College building, a large, modern, multi-story structure with a prominent glass facade on the right side. The building is white with green accents. In the foreground, there is a paved area with some people walking. The sky is clear and blue.

**Hong Kong Sze Yap Commercial
and Industrial Association
Wong Tai Shan Memorial College
School Report
2020 – 2021**

Table of Contents

Items	Page number
1. Our School	3
2. Achievements and Reflection on Major Concerns	6
3. Our Learning and Teaching	11
4. Support for Student Development	13
5. Student Performance	15
6. Reports on Various Grants	19
● Report on School based After school Learning and Support Programme	19
● Report on Use of Diversity Learning Grant	26
● Report on Use of Mainland Sister School Exchanges Grant	32
● Report on Use of Capacity Enhancement Grant	33
● Report on Use of Life-wide Learning Grant	34
● Report on Use of Promotion of Reading Grant	44
● Report on Use of the Grant for the Promotion of Chinese History and Culture	46
● Report on Supporting Non-Chinese Speaking Students to Learn Chinese History and Culture	47
● Report on Education Support Provided for Non-Chinese Speaking (NCS) Student(s)	48
● Report on Student Activities Support Grant	50
7. Financial Summary	51
8. Feedback on Future Planning	52

(1) Our School

Our Mission

Following the ideas of “Moral, Intellectual, Physical, Social and Aesthetic” as the school missions, the school puts equal emphasis on boosting students’ academic performance, nurturing students as a cultivated person and maintaining a free and harmonious environment so that our students can learn effectively and develop their potentials thoroughly. The school anticipates our students can learn to be an all-round, righteous and responsible citizen upon graduation.

Under the influence of the latest education reforms, the school has incorporated inspiring students’ potentials and widening their horizons as one of the school objectives. It is hoped that students can have a balanced school life in terms of academic and extracurricular activities.

Our Motto

The design of our school badge is adapted from that of the Hong Kong Sze Yap Commercial and Industrial Association. The four yellow rings intersect in the middle, representing the four regions Enping (恩平), Kaiping (開平), Xinhui (新會) and Taishan (台山) that mutually support each other. The blue in the background symbolizes water whereas the red symbolizes earth, embodying a profound philosophy with a simple design.

The motto of our school is “Faithfulness (忠), Forgiveness (恕), Diligence (勤) and Intelligence (敏)”, all of which are the traditional virtues in our Chinese culture. It is anticipated that our students can learn to be faithful and accepting of the shortcomings of others, be dedicated to their studies and make justified decisions without bias.

Class structure

Level	S1	S2	S3	S4	S5	S6
No. of classes	4	4	4	4	4	4

Subjects Offered

S.1 to S.3

English as the medium of instruction	English, Mathematics, Integrated Science (S.1 & S.2), Biology (S.3), Chemistry (S.3), Physics (S.3), History, Geography, E.P.A. (S.3), Computer Lit., Music, Digital Graphic (S.1 & S.2), Business Fundamentals (S.2 & S.3)
Chinese as the medium of instruction	Chinese Language, Chinese History, Putonghua, Physical Education, Life Education, Liberal Studies (S.3), Visual Arts, Life & Society (S.1 & S.2)

S.4 to S.6

English as the medium of instruction	English Language, Mathematics, Chemistry, Physics, Biology, History, Geography, Economics, Business Accounting & Financial Studies, Information & Communication Technology, Mathematics Extended Part Module 1, Mathematics Extended Part Module 2
Chinese as the medium of instruction	Chinese Language, Chinese History, Chinese Literature, Liberal Studies, Civic Education, Visual Arts, Physical Education

School Facilities

- Classrooms are equipped with computers, visualizers and projectors.
- Other school facilities include a multimedia computer learning centre, a library, a student activity centre, an English activity room, a student announcement room, a fitness room, the counselling yard, the mindfulness education room, etc.

(2) Achievements and Reflection on Major Concerns

Major Concern 1: To enhance the quality of learning and teaching

Achievements
<p>(1) Enhancing leaning effectiveness in class</p> <ul style="list-style-type: none">● Assignment record forms comprising the teaching progress, assignments, pre-lesson preparation tasks, etc. of different classes were designed and posted in classrooms. During online lessons, students submitted assignments through online platforms, and online assignment record forms were provided for teachers.● Teachers submitted samples of students' correction notes and class notes twice this year.
<p>(2) Enhancing F.1 Bridging Course</p> <ul style="list-style-type: none">● Working with an outside institution, we completed the first stage of the F.1 Bridging Course. The expected outcome was achieved. Affected by the epidemic, the second stage of the course could not be held.
<p>(3) Class presentation</p> <ul style="list-style-type: none">● The English Panel collaborated with the Science Panel on lesson design. Students gave presentations on science topics. English learning activities across curriculums were successfully held. Students were able to master the sentence patterns and language required for oral presentations. Video recordings and presentations held during the post-exam period helped build students' confidence in using English.
<p>(4) Reading</p> <ul style="list-style-type: none">● The Library Committee and the English Department jointly organized activities to promote reading of English novels especially among F1 students. The activities were completed with positive feedback.● Students were encouraged to copy good sentences down while reading to enhance learning.
<p>(5) Teachers' professional development on pedagogy</p> <ul style="list-style-type: none">● A total of 19 teachers attended 70 courses on pedagogy organized by the EDB and other professional education institutions.● After the resumption of face-to-face classes, two cross-KLA open classes were held.

Reflection

(1) Enhancing leaning effectiveness in class

- Lessons were mainly conducted online due to the epidemic. Teachers and students had to adapt to the new teaching and learning mode. With the limited class time, the implementation of the pre-lesson preparation scheme was hindered.
- According to the samples of students' correction notes and class notes, students' performance was satisfactory. Teachers reported that taking notes in class could enhance the effectiveness of online learning.

(2) Enhancing F.1 Bridging Course

- It was planned that teachers would assist students in English vocabulary learning after school in the Study Room (Rm 200) in order to broaden their vocabulary. However, affected by the epidemic and online lessons in the afternoon, the teaching and learning activities planned for the Study Room could not be held.

(3) Teachers' professional development on pedagogy

- Regular lesson observation could not be carried out due to online lessons.
- Teachers involved agreed on the effectiveness of open classes. The lesson observation helped inspire teachers with ideas on creating a good classroom learning atmosphere and guiding students to learn across different curriculums.

Major Concern 2: To enhance STEM education

Achievements

(1) To develop an effective learning process

- The theme “Energy” was used throughout the whole year. F.1 students were assigned an "Energy Boat" project.
- They used Minecraft as a tool to design and test their designs of the boat in STEM lessons. They also used Tinkercad as a tool to design the boats and printed their designs using a 3D printer. Because of the pandemic, they made funny toys and airplanes at home during the second term.
- They learnt the concept of energy from Science lessons and applied the concepts to maximize energy transfer. They also learnt the concept of fair tests and applied the concept to test their ships in different designs.
- They learnt the concept of ratio, rotation, symmetry and measurements in Mathematics and applied the concepts to design their ships using Minecraft and Tinkercad.
- In order to design a sound curriculum, we participated in the School Support Scheme for STEM organized by EDB. We had meetings with the experts from EDB on a regular basis, and the experts gave us useful advice, ideas and information of other schools' STEM development. This inspired our team to be more innovative in developing our curriculum.

(2) To construct an advantageous STEM learning environment

- Room 601 was renovated as our STEM lab. The tools and learning and teaching materials for the STEM lessons were prepared. The STEM lessons could be conducted in the room smoothly.

(3) To enhance the professional development of teachers

- A 3-hour SDD workshop was organized on 30/9/2020 to introduce the concept of STEM to teachers and to collect ideas of STEM from teachers.

(4) To widen the horizons of students through activities and competitions

The activities were held as follows:

- Children and Youth Online Safety Programme - The University of Hong Kong - Department of Social Work and Social Administration (Online Survey and Seminar)

- F.1 Minecraft Challenge
- Post-exam activity: F.1 Energy Boat Inter-class Competition
- Post-exam activity: F.1 Minecraft Competition - My WTSMC

The competitions we joined this year:

- Cyber Security Competition 2020/21
 - 1) Group Events (Secondary Section) 6th Place – Merit Award – trophy and book coupons of \$700
 - 2) School Participation Award (Secondary Section) Silver Award – trophy and book coupons of \$900

- Master Code Programming Contest 2020
 - 1st Runner-up
 - 2nd Runner-up
 - Merit Award

- Hong Kong Greenmech Contest 2021
 - 1st Runner-up in Junior Section

Reflection

(1) The integration of curriculums could be enhanced as the teaching schedule of each subject may not be in line. It is suggested that the matching of teaching schedules of Science, Mathematics and Digital Graphics with STEM should be studied and better schedules can be devised so that students can apply the knowledge learnt in Science and Mathematics in STEM lessons.

(2) As we were inexperienced in developing a new STEM curriculum, we obtained useful extra resources from EDB through the School Support Scheme for STEM and the learning circle of STEM.

(3) As developing STEM education needs a lot of resources, application for external resources such as external fund and participation in activities organized by other organizations etc. should be one of our goals.

Major Concern 3: Positive Education – To foster a positive school culture, cultivating an active and optimistic attitude, focusing on the development of students’ character strengths, virtues, positive emotions, and attitudes when facing challenges in life with resilience in order to accomplish a fulfilling life

<p>Achievements</p> <p>(1) Allow students to discover their personal value and develop their character strengths</p> <ul style="list-style-type: none"> ● The Handbook of Happiness was created for the training of thankfulness and positivity. ● Positive class teacher lessons were designed for different forms and to promote and implement positive education. ● Skills of coping with emotions and level of happiness were taught through life education and mindfulness lessons. ● We organized some positive education activities to improve senior form students’ connectedness and resilience, e.g. F.4 Positive Growth Day Camp and F.1 Growth Day Camp. ● WTSMC Tree of Life was made by both teachers and students in order to cultivate their attitude of appreciation and gratitude. <p>(2) Strengthen school connectedness and positive relationships</p> <ul style="list-style-type: none"> ● Staff trainings with different themes of positive education were arranged to raise the awareness of positive education among teachers and other staff members. <p>(3) Create a positive school environment</p> <ul style="list-style-type: none"> ● Teachers’ learning circle was formed as a platform for teachers to learn from one another. The group of teachers meet regularly to share their ideas and experiences in promoting positive education. ● The resource corner was established in Room 100 for positive education so teachers can conveniently access relevant information. <p>(4) Raise parents’ understanding of positive parenting and help them to master related skills</p> <ul style="list-style-type: none"> ● Talks and parent groups about positive parenting were organized. Parents could understand the goal of the development of a positive campus and master strategies of positive parenting through those activities.
<p>Reflection</p> <ul style="list-style-type: none"> ● Promoting positive education and fostering a positive school culture need the cooperation of all teachers, students, and parents in the school. It must be a whole-school approach to make it successful. ● It is important to provide opportunities for students to utilize their strengths, and elevate a sense of achievement through different aspects. ● The key step to create a positive school environment is to renovate public areas to build a safe and suitably relaxing space that fits students’ needs. ● The idea of positive school atmosphere, i.e. more appreciation and less criticism, should start from the school administration.

(3) Our Learning and Teaching

General policies and strategies

- Based on the belief of “good education comes after good discipline”, we cultivate self-discipline, independent thinking and righteousness among our students.
- We provide an open and pleasant learning environment for students to unleash their potential and creativity.
- Each subject seeks to develop their own diverse school-based curriculum and lesson design, and arrange peer lesson observation and teaching & learning surveys. In addition, evaluation tools are designed to enhance teaching quality and effectiveness.
- The homework policy has been refined and ongoing feedback is given to students to enhance their learning.
- There are KLA Coordinators and Academic Form Coordinators who coordinate cross-curricular learning activities and deal with academic affairs of different forms.
- School-based curriculum are implemented in Liberal Studies, Technology, Life & Society, Life Education and Reading lessons in junior forms.
- Junior form students are streamed into different classes based on their abilities in core subjects. In order to cater for learner diversity, our school implements class-based curricular planning in junior forms and student-to-teacher ratios for different classes are adjusted.
- Senior form students may take two or three electives apart from the core subjects. A total of 11 elective subjects are offered. Subject combinations are decided according to students’ preferences and resources.

A Whole-School Approach to Cater for Learner Diversity

- Our school provides scholarships to students with outstanding academic achievements and students with improvement.
- In junior forms, small-group remedial classes for Chinese, English and Mathematics are offered, helping teachers cater for learner diversity more effectively.
- Each subject comes up with their own pedagogical strategies in class and after class to address learner diversity.
- Study Prefects and alumni help promote a reading atmosphere after school.

- There are study rooms for students in need to have self-study and group discussion. Some of them operate until 7:00pm.
- With the F1 student support program, counselling prefects who are big brothers and big sisters with good academic performance and conduct help take care of junior form students.
- Our school has made use of different subsidies to help students take part in a variety of extracurricular activities and growth groups so as to develop their talents and potentials.

Professional Development to enhance learning and teaching

- Besides three Staff Development Days, our school encourages subject and functional group panels to organize internal and external academic exchange, conduct peer lesson observation and participate in different training programs outside school.
- Our school has established a Teachers' Resource Centre from which teachers can borrow books and materials about teaching and training.
- There are teacher mentors helping new teachers adapt and fit in.
- We provide subsidies for teachers to continue their professional development.

(4) Support for Student Development

Healthy Life

Our School Health Policies and Physical Education aim at developing students' potential and positive attitudes and values towards life, encouraging them to embrace a healthy lifestyle and acquire life skills. The School Health Committee was established to coordinate with different sections in our school to implement the policies. Our plans include enhancing students' self-image and creating a harmonious campus for students to develop physical and psychological health as well as resilience. Our school is also concerned about sex education, prevention of infectious diseases, enhancing students' physical fitness and mental health, as well as promotion of a healthy diet.

Whole-person development

We are dedicated to educating our students to become good citizens with a good sense of responsibility and knowledge. There are school-based "Life Education Curriculum", class periods, morning and weekly assemblies, "Other Learning Experiences", Career and Life Planning Programmes, various volunteer training, collaborative projects, community services and other activities aiming at helping students better understand themselves, cultivate the virtues of serving the community, enhance civic consciousness and experience the joy of helping others.

Life Education

Life education allows students to have a better understanding of themselves and society. Various activities held by uniform groups and clubs help students learn to discipline themselves and develop different skills. Students can obtain certificates after achieving certain levels. Leadership training aiming at promoting teamwork and helping students to develop their potential by challenging themselves is provided. Visits to universities and workplace experience programmes allowing students to know more about their study path, career goals and ladders are arranged. With the help of our alumni, students are also given opportunities to learn from their predecessors and set goals. Programmes concerning parent education enhance home-school cooperation, strengthening the support offered to our students.

Care and Support

We uphold a positive school ethos, and students are self-disciplined. Pastoral Teachers and Counseling Prefects in our school provide support to junior form students. Life education and

class teacher periods in our formal curriculum nurture our students to embrace the qualities of respect, perseverance, responsibility, and commitment.

Grooming Talents

Students of various potentials are encouraged to join gifted programs inside and outside school, and to take international assessments. After-school tutorial classes and study groups are also offered for less-able students.

School Green Policy

We encourage our staff and students to utilize resources to create a green campus so as to enable students to practise a green lifestyle contributing to sustainable development. To achieve these objectives, our school has joined the “Go Green Community–Jockey Club Carbon Reduction Partnership Scheme” organized by the CUHK Jockey Club Initiative Gaia and the “Sustainable Development School Award Programme 2014 - 2020” by Council for Sustainable Development. Our green policies include placing recycling bins and leftovers collection bins on campus, setting up energy saving guidelines, planting flowers and trees and organizing environmental protection activities.

Home-School Cooperation

We believe that good home-school cooperation is essential to educating and disciplining students effectively. We regularly hold Parents’ Days and other forms of meetings to enhance home-school communication. Teachers keep contact with parents or meet them at school to foster home-school cooperation.

Our Parent-Teacher Association (PTA) is the bridge for home-school communication. PTA has organized activities like the Annual General Meeting and Annual Dinner, together with Chinese New Year Dinner, Parent-Teacher Communication Day, S.3 Careers Talk, Parent-child day tour with teachers, and Voluntary Service.

Orientation Activities for Form 1 students

Our orientation activities include Orientation Day, School-based Form 1 Summer Bridging Programme, Form 1 Parents’ Day and Form 1 Parents’ Night and adaptation programmes.

(5) Student Performance

HKDSE 2021

- The general performance of all our subjects is better than the territory-wide average.
- About one-third of our subjects' distinction rates (Level 5 or above) exceed the territory-wide average.
- Results of our ten most outstanding students:
 1. Three Level 5**, three Level 5*, one Level 5
 2. Two Level 5**, three Level 5*, two Level 5
 3. Four Level 5*, two Level 5
 4. Two Level 5**, two Level 5*, one Level 5
 5. One Level 5**, one Level 5*, two Level 5
 6. One Level 5**, five Level 5
 7. Two Level 5*, two Level 5
 8. Two Level 5*, two Level 5
 9. Two Level 5*, two Level 5
 10. One Level 5*, three Level 5

JUPAS 2021

- Many of our students were admitted to popular local universities including HKU, CUHK, and HKUST.
- Some examples of our prestigious programme offers include CUHK's Medicine (MBChB) Programme, Integrated Bachelor of Business Administration Programme, Quantitative Finance and Risk Management Science, Insurance, Financial and Actuarial Analysis, HKU's Bachelor of Business Administration / Bachelor of Business Administration in Accounting and Finance, and Bachelor of Economics / Bachelor of Economics and Finance.

Achievements and Awards

Academic Awards

1. Microsoft, HKedCity

Master Code Competition

1st Runner-up, 2nd Runner-up, Merit Award

2. Curriculum Development Institute

National Constitution Day Online Competition

Certificate

3. Hong Kong Association for Science and Mathematics Education

Hong Kong Biology Literacy Award

Second Class Honours, Third Class Honours, Merit

4. The English Association of Asia

Canadian English Writing Competition (Arch cup)

Silver Award, Bronze Award, Outstanding Performance

5. Hong Kong New Generation Cultural Association

23rd Hong Kong Youth Science and Technology Innovation Competition (HKYSTIC)

Outstanding STEM Activity Category: 1st Runner-up

6. Hong Kong New Emerging Technology Education Association

The Greater Bay Area STEM Excellence Award (Hong Kong)

Gold Award

Multiple Talents

1. The Harvard Club of Hong Kong

Harvard Book Prize and Scholarship 2021

2. First Education

Asia Students Art Festival 2021

Age 12-13 Chinese Musical Instrument Solo (Guzheng) - 1st Runner-up

Age 14-15 Chinese Musical Instrument Solo (Zhongruan) - 2nd Runner-up
Open (Age 16 or above) Chinese Musical Instrument Solo (Erhu) - Champion
Jazz Dance Duet (Open Group)-1st Place

3. The Hong Kong Federation of Youth Groups

Hong Kong GreenMech Contest

1st Runner-up

4. The Jockey Club Museum of Climate Change, the Chinese University of Hong Kong

SDG Leadership Training Programme: Action Plan Presentation

Champion

5. Hong Kong Baptist University

The 11th Interschool Creative Writing Competition

Junior Writers Award

6. Hong Kong Multiple Intelligences Education Association Limited

The 4th Hong Kong Youth Cup International Music Contest

Piano Solo Grade 7 - Champion

7. Consumer Council

22nd Consumer Culture Study Award

Senior Division 1st Runner-up

8. The Hong Kong Federation of Youth Groups

Hong Kong Reading Competition 2020-2021

2nd Runner-up

9. Kowloon West Youth-Care Committee & Kowloon West Animal Watch Scheme

Mobile phone photography & short film creation competition

1st Runner-up

10. Hong Kong Schools Music and Speech Association

72nd Hong Kong Schools Speech Festival and 73rd Hong Kong Schools Music Festival

Chinese Speech: Prose Reading (Cantonese) 2nd Runner-up

English Speech: Solo Verse Speaking - First Place

Music Festival: Graded Piano Solo (Grade Four) Silver Award, Flute Solo (Junior), Bronze Award, Pipa Solo (Junior) Bronze Award, Zheng Solo (Intermediate) 2nd Runner-up & Silver Award, Graded Piano Solo (Grade Six) Silver Award, Zhongruan Solo (Senior) Silver Award, Erhu Solo (Senior) Silver Award

Sports

1. Jockey Club "Jump Rope Together!" Rope Skipping Scheme

Gold award

2. Hong Kong Schools Dance Association

57th Schools Dance Festival Chinese Dance (Secondary Section) Solo Dance

Commended award

Others

1. The Sham Shui Po District Outstanding Students' Awards

Senior Form Commendable Student

(6) Reports on Various Grants

Report on School based After school Learning and Support Programme – School-based Grant

(A) The number of students (count by heads) benefitted under the Grant is (including A. 48 CSSA recipients, B. 133 SFAS full-grant recipients and C. 201 under school’s discretionary quota).

(B) Information on Activities to be subsidized/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/ Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students’ learning and affective outcome)
	A	B	C						
1. Music training courses: Vocal Class, Junior Choir, Guitar Class , Tone Chime Class, Marching Band	17	49	43	The average attendance was over 70%	9-2020 to 5-2021	\$ 39,750	eClass students’ attendance record Google Form Questionnaire	Spring of Grace Music (Tone Chime Class, Guitar Class), Ho Fok Ka Karis (Vocal Class, Junior Choir), Wong Pak Sing (Marching Band)	Students enjoyed taking part in learning musical instruments. Students were trained to become more confident and self-disciplined. Some of them had outstanding performance in different competitions.
2. Dance Training Courses: Hip Hop & Jazz Modern Dance, Chinese Dance	10	19	24	The average attendance was over 70%	9-2020 to 5-2021	\$ 37650	eClass students’ attendance record Google Form Questionnaire	Ip Pui Ying (Hip Hop & Jazz), Jo2 Dance studio (Modern Dance), Ho Pui Lam (Chinese Dance)	Students had online training during the half school day. They joined the 57th School Dance Festival Chinese Dance Competition (Solo) and the Jazz Dance (Duet and Group Dance) through

									special arrangements with encouraging results like a Commended Award in Chinese Dance.
3. Aesthetic development programme, art and cultural activities: Music and Choral Speaking Competition (Chinese and English)	3	15	31	The average attendance was over 70%	9-2020 to 5-2021	\$ 8335	eClass students' attendance record Results of HK Schools Music and Speech Festival (English Speech & Chinese Speech)		Students had regular training in Music and Choral Speaking and took part in HK Schools Music and Speech Festival-English Speech & Chinese Speech Festival 1.the 72nd Hong Kong Schools Speech Festival (Chinese Speech) Prose Reading (Cantonese) 2nd runner-up 2.the 72nd Hong Kong Schools Speech Festival (English Speech) Solo Verse Speaking FIRST

4. Sports Training Courses: Table Tennis Team, Basketball Team, Badminton Team Training, Football Team Training (30/8)	12	31	63	The average attendance was over 70%	9-2020 to 5-2021	\$ 15,760	eClass students' attendance record Google Form Questionnaire	Wong Man Chung (Table Tennis Team), Wu Chung Kwong (Basketball Team A), Deng Ka Po (Basketball Team B), Chan Yiu Wai (Basketball Team C), Lam Wai Lun (Badminton Team Training), Poon Chung Ming (Football Team Training)	Students enjoyed taking part in physical activities and sports training. They became outgoing and learned how to cooperate with their teammates during competitions. Sports training promoted their sense of belonging as well.
5. Language Classes Korean Language Class, Japanese Language Class	3	15	30	The average attendance was over 70%	9-2020 to 5-2021	\$ 43350	eClass students' attendance record Google Form Questionnaire	a.TODAMIAE Japanese Education Centre Ltd	Students took elementary courses of Japanese and Korean and they enjoyed the lessons.
6. "Project Why Not!" 1.Dance Competition & Music Competition 2. Fitness Class- "Briefing on Proper Ways to Use Fitness Equipment"	3	4	10	The average attendance was over 70%	9-2020 to 5-2021	\$ 4480	Performance of the competition and the courses	1. First Education 2. The Physical Fitness Association of Hong Kong, China (PFAHK)	1. Asia Students Art Festival 2021(Music) Age 12-13 Chinese Musical Instrument Solo (Guzheng) - 1st Runner-up Age 14-15 Chinese Musical Instrument Solo (Zhongruan) - 2nd Runner-up Open (Age 16 or above) Chinese Musical Instrument Solo (Erhu) - Champion

									<p>(Dance) Jazz Dance Duet (Open Group) 1st Place</p> <p>2. Participants took a three-hour course. It covered both theory and practice. Students attended the briefing, and those who passed the written assessment at the end of the briefing could register as a User of LCSD Fitness Rooms for hire of fitness facilities. All students got a pass in the test and it was a great way to keep fit and stay healthy in our busy life.</p> <p>3. 73rd Hong Kong Schools Music Festival Graded Piano Solo (Grade Four) Silver Award Flute Solo (Secondary School - Junior) Bronze Award Pipa Solo (Junior) Bronze Award Zheng Solo</p>
--	--	--	--	--	--	--	--	--	--

								(Intermediate) 2nd Runner-up & Silver Award Graded Piano Solo (Grade Six) Silver Award Zhongruan Solo (Senior) Silver Award Erhu Solo (Senior) Silver Award
					2020-2021 Grant	\$ 199800		
Total no. of activities:	18				Total Expenses	\$ 149325		
					2019-2020 Bal b/f	\$ 112279		
@No. of man-times	48	133	201		2020-2021 Bal b/f	\$ 162754 (including government grant)		
**Total no. of man-times	382							

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, language training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: This refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

(C) Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom	✓					
e) Your overall view on students’ learning effectiveness	✓					
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others		✓				
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life			✓			
m) Your overall view on students’ personal and social development			✓			

Community Involvement						
n) Students' participation in extracurricular and voluntary activities		✓				
o) Students' sense of belonging	✓					
p) Students' understanding on the community		✓				
q) Your overall view on students' community involvement		✓				

(D) Comments on the project conducted

Problems/difficulties encountered when implementing the project (You may tick more than one box)

- | | |
|--------------------------|--|
| <input type="checkbox"/> | unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant); difficult to select suitable non-eligible students to fill the discretionary quota; |
| <input type="checkbox"/> | eligible students unwilling to join the programmes (Please specify: _____); |
| <input type="checkbox"/> | the quality of service provided by partner/service provider not satisfactory; tutors inexperienced and student management skills unsatisfactory; |
| <input type="checkbox"/> | the amount of administrative work leads to <u>apparent</u> increase on teachers' workload; complicated to fulfill the requirements for handling funds disbursed by EDB; |
| <input type="checkbox"/> | the reporting requirements too complicated and time-consuming; Others (Please specify): _____ |

(E) Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

Nil

Report on Use of Diversity Learning Grant

多元學習津貼 – (其他課程：資優教育課程) 課程評估報告 2020/21

課程	教學目的	目標學生 (數量/級別/ 甄選方式)	修業期/ 開始日期	學生習作	課程/學生表現評核	財政支出
創意寫作 課程 (新詩)	提高學生新詩創作的 能力。	修讀文學科的 學生，共 11 人。	10/2020-3/2021	<p>本屆同學整體表現尚可，在短詩創作上具有天賦。但有以下幾點需要改善：</p> <ol style="list-style-type: none"> 1.語文水平方面，不少同學作品構思見匠心，但詩句往往有嚴重語病，或是行文有沙石，未能表現好主題。 2.對篇幅較長的功課，明顯未能駕馭，尤其到作品的後半部分，結構散渙，甚至有離題的情況。 3.不少同學缺乏創作經驗，故會運用成詞、套語，敷衍了事。 	<p>同學在課堂上十分專注，在創作活動中亦表現踴躍，整體表現十分理想。</p> <p>但尚有改進空間：</p> <ol style="list-style-type: none"> 1.遲到問題。由於課堂定於放學後，受疫情影響，同學需要放學回家午膳後才能上課，因此不少同學未能準時上課，故學習進度受到影響。 2.網上教學問題。受疫情影響須以 Zoom 上課，令許多寫作活動無法進行，這有礙於同學的學習。 	\$13,750

中文辯論培訓班	<ul style="list-style-type: none"> 提高學生辯論及公開演說的技巧。 增強學生演說的信心。 推廣校內辯論風氣。 配合新高中中國語文科教學，提高學生批判思考及分析能力，改進口語溝通的表現。 	辯論隊精銳成員共四人。	2020年10月至2021年1月	參加校際辯論比賽，晉身次圈。	<ul style="list-style-type: none"> 疫情所限，未能面授，須以Zoom授課。 下學年與補課撞期，未能舉行訓練。 	\$2625
中國歷史科精進班	提升學生應對歷史資料題、評鑑題的能力，並改善答題技巧。	中四至中六級中國歷史科成績良好並有志提升學習本科能力的學生。	<p>每堂 1.5 小時</p> <p>中六:由2020年10月至2020年12月，共五堂</p> <p>中五:由2020年10月至2020年12月，共五堂</p> <p>中四:由2020年10月至2020年12月，共五堂</p>	<ul style="list-style-type: none"> 學生在每課節，按課題預備問題及初步構思答案。 導師隨堂給予練習，學生完成後，導師即時評講回饋。 	<ul style="list-style-type: none"> 中六出席率達 90%。 中五出席率達 70%。 中四級出席率未達一半。可能限於網課模式，致出席意欲不高。 中五、中六同學認同導師能夠給予同學答題技巧指導，對資料題及評鑑題能溫故知新。 就學生答卷所見，尚能對資料題闡析有一定掌握；評鑑題亦較前能從多角度分析。 	<p>導師費每堂\$320</p> <p>中六 5 堂合共 \$1,600</p> <p>中五 5 堂合共 \$1,600</p> <p>中四 4 堂合共 \$1,280</p> <p>合共 \$4,480</p>

Programme Evaluation Report for DLG-funded Other Programme (Gifted Education) 2020/21

Programme title	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Arts development : installation and mixed media art	<ul style="list-style-type: none"> Study profound art forms Learn new art media, inspire creative thinking, and enrich the art-making skills Understand mixed media technology 	<ul style="list-style-type: none"> 15 students (S4 VA) 8 students (S5 VA) 10 students (S6 VA) 	September to October 2020	<ul style="list-style-type: none"> Students learnt to make artworks with basic mixed media knowledge that enriches the creative technique High attendance rate (80%) 	<ul style="list-style-type: none"> Due to class suspension, F5 just attended the modeling building workshops twice and could not finish the installation art. Students showed understanding and 80% students finished the basic modelling and molding work. 	\$2,308 tutor fee & material fee
Elite Class on BAFS	<ul style="list-style-type: none"> To develop students' generic skills in research, analysis, leadership, team-building, communication, critical thinking, creativity, and problem-solving and transfer them to different domains; and to explore different aspects of business to prepare students for life, for learning and for employment. 	<ul style="list-style-type: none"> 9 students in F4 BAFS (for 2nd term) 9 students in F5 BAFS (for both terms) 12 students in F6 BAFS (for 1st term) 	From September 2020 to June 2021	<ul style="list-style-type: none"> Discussions and exercises during the class One assignment per lesson 	<ul style="list-style-type: none"> The attendance of students is high (about 80%). Positive evaluation from the teacher and students was received. 	F4: 9 sessions F5: 20 sessions F6: 9 sessions Total: 38 sessions x \$320 = \$12,160

Elite class on Chemistry	<ul style="list-style-type: none"> To deepen students' subject knowledge and further nurture their interest in Chemistry. 	<ul style="list-style-type: none"> 15 students (F6) 15 students (F5) 15 students (F4) 	From September 2020 to June 2021	<ul style="list-style-type: none"> a lesson of 1.5 hours once a week F6: 1 session per week: From September 2020 to April 2021 (10 periods) F5: 1 session per week: From October 2020 to June 2021 (16 periods) F4: 1 session per week: From February 2021 to June 2021 (8 periods) 	<ul style="list-style-type: none"> The attendance of students is high (F6: 90%, F4 & F5: 80%). Positive evaluation from the teacher and students was received. 	34 sessions x \$320 = \$10,880
English Debating Course	<ul style="list-style-type: none"> To train and promote English training among students with higher proficiency in English. To train critical thinking skills in students with the aid of English debate training. 	<ul style="list-style-type: none"> NA 	NA	<ul style="list-style-type: none"> NA 	<ul style="list-style-type: none"> The debate course was not held due to the suspension of face-to-face activities in the afternoon. 	NA
Elite class on Geography	<ul style="list-style-type: none"> A. To enhance students' enquiry skill of the subject and to increase their 	<ul style="list-style-type: none"> 12 students (F6) 12 students (F5) 	6 lessons (F6) 13 lessons (F5)	<ul style="list-style-type: none"> Discussion of past exam papers and the FBQ. Discussion of past exam papers 	<ul style="list-style-type: none"> The attendance of F6 students was high (90%) but their performance was poor and unsatisfactory. 33.3% of 	\$320 x 6 = \$1,920 \$320 x 13 = \$4,160

	<p>competitiveness in the public examination</p> <ul style="list-style-type: none"> • B. To enhance students' answering technique in dealing with DSE questions and answers 			and the map reading questions.	<p>the students got over 40% in their First and Second Mock Examinations.</p> <ul style="list-style-type: none"> • The attendance of F5 students was more than 50%. The rate of homework submission and students' performance in examinations were satisfactory. 	
Gifted education course	<ul style="list-style-type: none"> • To provide diverse stimulating and highly challenging out-of-school learning opportunities for gifted students. 	A talented pool of students from F1-5	From September 2020 to August 2021	<ul style="list-style-type: none"> • Learning materials and course certificates from CUHK's gifted education programmes 	<ul style="list-style-type: none"> • Positive evaluation from students was received. 	\$6,398
Elite class on Liberal Studies	<ul style="list-style-type: none"> • To enhance students' issue-questioning and critical thinking ability. 	<ul style="list-style-type: none"> • Students with good results and potential in F5 and F6 	From September 2020 to June 2021	<ul style="list-style-type: none"> • one to two assignments per session (completed by practice) 	<ul style="list-style-type: none"> • The attendance of students is high (about 85%). • Positive evaluation from the teacher and students was received. 	8 sessions x \$320 = \$2,560
Math enrichment program	<ul style="list-style-type: none"> • To enhance the students' knowledge in Math • To broaden their horizons 	<ul style="list-style-type: none"> • 10 F4 talented students • 5 F5 talented students 	<p>From Oct 2020 to April 2021</p> <p>Once a week, 10 lessons</p>	<ul style="list-style-type: none"> • Students learn problem solving skills in dealing with Math problems • Students study some advanced Math concepts or 	<ul style="list-style-type: none"> • Due to the outbreak of coronavirus and special timetables for F4 and F5 in afternoon, it was difficult to arrange the lessons. The program was therefore cancelled. 	NA

			1 hour 15 minutes per lesson	topics other than those in textbooks.		
Enhancement of skills in Math HKDSE	<ul style="list-style-type: none"> Enhancing students' skills in Math HKDSE Section B questions 	<ul style="list-style-type: none"> 10 – 15 F6 students who are more able 	<p>From Oct 2020 to Feb 2021</p> <p>Once a week</p> <p>8 lessons (class + online study)</p> <p>1 hour 15 minutes per lesson</p>	<ul style="list-style-type: none"> Students were able to deal with Section B questions. Learning and teaching materials such as notes and videos were provided. 	<ul style="list-style-type: none"> An experienced Math teacher was recruited as a substitute teacher coincidentally during that period of time. The teacher was willing to conduct these enhancement lessons on a voluntary basis. 3 skill enhancement lessons were launched for the interested F6 students and one seminar was held in the hall. All the lessons and seminar were free to all. 	NA

Report on Use of Mainland Sister School Exchanges Grant

「與內地姊妹學校交流計劃」

學校名稱：香港四邑商工總會黃棣珊紀念中學

姊妹學校名稱：新會一中

締結日期：因疫情未能完成

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	探訪新會一中，因疫情關係，未能完成有關項目			

第二部分：財政報告

項目編號	交流項目	支出項目	費用	備註
1.	探訪新會一中		\$0	因疫情未能完成
		總計	\$0	
		津貼年度結餘	\$156,035	上年度結餘 \$224,005.19 2020-2021 津貼 \$156,035.00 2020-2021 退還教育局 \$224,005.19

Report on Use of Life-wide Learning Grant

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
								I	M	P	S	C	
Category 1	To organise / participate in life-wide learning activities												
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)												
Bio	Field trip / Simulation Field trip (CCCC)	To provide on-site experience on nature in order to integrate students' learning	8 Oct 2020	26 F6 Biology students	Though the on-site experience was conducted online, students could still join the handling of data and analysis processes. In addition, students were able to participate in the pre-field trip online course. It was a valuable experience for them. All of them joined the activity and did well.	NA	E1	✓					

Eng	English: Activities with Native-English speakers (from service providers) (WKH)	To allow students to communicate with native-English speakers and improve their communication skills			Cancelled								
Eng	English: Watching English movies / drama (WKH)	To enhance students' interest in English and broaden their horizons			Cancelled								
LS	Field trip, experiential learning activities (LCW)	To broaden students' horizons, enhance learning motivation and interest, and advocate whole-person development			Cancelled								
Life ed	Promote Mindful Culture in school (MHMK/WLY)	To promote a mindful culture in school, and to improve students' mental health through various mindfulness activities. It is to facilitate students to learn to control emotions and advocate whole-person development			Cancelled								
Life ed	Dialogue in the dark (MHMK/WLY)	To increase students' self-awareness and mental strength in embracing uncertainties and challenges with a positive attitude To develop mutual respect, empathy, trust and collaboration with a working team			Cancelled								
Life ed	Life Journey Centre (MHMK/WLY)	To inspire students' understanding of livelihood in different stages in the life journey so as to develop a new			Cancelled								

		perspective on ageing To rethink the significance of effective communication with family											
VA	Study Contemporary Art – Visit Art Basel (exhibition), teamLab (Macau) (YLWY)	Understand Contemporary Art and study the features of New Media Art (Art in STEAM education, the relationship of Art and Technology)			Cancelled due to limitation of travel and the ECA measures	0							
Cross-KLA (OLE)	Arts experience scheme: talk, workshop and watch theatre performance (YLWY)	Through the activities, the students could understand various art forms and elements, and enhance their abilities of art appreciation and literacy.	18/3-31/5/2021	F.4-F.5 (247 students)	- Raise students' knowledge of theatre and ability of appreciation -All F.4-5 students have attended the drama workshop in the class teacher period. Due to online drama watching, around 24% students participated and finished the reflection.	2830	E6				✓		
Geog	WWF- Secondary School Programme- Hoi Ha Marine Life Centre- Coastal ecologist (SKKM)	To investigate different habitats with scientific methods in the marine park and let students understand the importance of establishing marine protected area			Postponed to 4/4/2022		E1		✓				
IS	F1 field trip (Hong Kong Wetland Park) (CWK)	To increase students' understanding about habitats in Hong Kong and their conservation			Cancelled								
Physics	Ocean Park Education Programme - Whale (Physics in Motion)	Learning physics by recording data and capturing videos while playing the rides of the			Cancelled								

		park												
Geog	Senior Secondary School based geological & geomorphological field studies: the Hong Kong UNESCO Global Geopark (NWC)	Using an earth science fieldwork approach to investigate the geological history, past natural hazards and present geomorphological and coastal landforms in the Hong Kong Geopark designated areas.			Cancelled									
Chinese	Performing Arts Appreciation (HSH)	To develop students' aesthetic awareness. To enrich students' knowledge through arts experiences.			Cancelled									
Bio/Geog/ Hist	Fieldtrip- Biodiversity Education Centre (LLY)	To allow students to understand the concept of biodiversity, revitalizing historic buildings and conservation through the field trip.			Cancelled									
Chem	Visit (PCTM)	To arrange a visit for students, such as sewage treatment plants or local testing companies, to broaden students' horizons in Chemistry and allow them to understand the industry related to laboratory tests.			Cancelled									
LS (junior)	Fieldtrip, experiential learning activities (HKC)	To broaden students' horizons, enhance their learning motivation and interest, and advocate whole-person development.			Cancelled									
Music	Music Appreciation (Classical music concert) (HKC)	To broaden students' horizons, enhance their learning motivation and interest, and advocate whole-person development.			Cancelled									
Music	Annual Concert 2021(HKC)	To broaden students' horizons, enhance their learning motivation and interest, advocate whole-person			Cancelled									

		development, and enhance their sense of belonging to the school.											
Math	Visit to an industrial institution to learn about data handling or engineering (TYK)	To broaden students' horizons in this field for a deeper understanding of the development of this industry.			Cancelled								
Careers	Institution/ University visit (CYPK)	To let students learn more about further studies and different subjects.			Cancelled								
Careers	Form 4 career exploration activities (career workshops and visits) (CYPK)	To help students understand more about themselves and learn more about the workplace, so that they can better equip themselves.	16-7-2021	F4 students	As we could not arrange visits, we just finished part of the programme. 90% of the students were satisfied with the programme.	15000	E6						✓
Careers	Form 4 career exploration activities (CV writing and interview workshops) (CYPK)	To help students understand more about themselves and learn more about the workplace, so that they can better equip themselves.	26/11/20, 4/12/20, 10/6/21	F4 students	The 3rd workshop was conducted in the 2nd term, which was half a year after the first 2 workshops. Students may have forgotten the things that they had learned before. 90% of students were satisfied with the programme.	15000	E6						✓

Careers	Form 5 career exploration activities (2019-2020 workshops) (CYPK)	To help students understand more about themselves and learn more about the workplace, so that they can better equip themselves.	21-6-2021	F5 students	The 3rd workshop was conducted this year, which was one year after the first 2 workshops. Students may have forgotten the things that they have learned before. 90% of students were satisfied with the programme.	4800	E6													✓	
Careers	Form 2 career-oriented visit (CYPK)	Students can learn more about different workplaces.	2-3-2021	F2 students	We replaced the visit with video watching.	0															
Careers	Form 3 University Visit (CYPK)	To help students learn more about different programmes in universities.			Cancelled																
Careers	Life Buddies (School-based Mentoring Programme); Human Health Holdings Limited (CYPK)	Students can learn more about different workplaces.	26/11/20, 3/2/21, 5/2/21, 16/7/21	15 Form 4 students	We finished 4 workshops instead of 6. Most of the students were satisfied with the programme.	20															✓
STEM	Drone programming workshop (LWK)	To broaden students' horizons with new technologies and to			Cancelled																

		improve their logical thinking skills through programming training.											
Art x STEM	Aerial photography workshop (LKP, YLWY)	To arouse students' interest and enhance their thinking in applying new technology in photography and movie production.			Cancelled								
PE	Physical Fitness Improvement Scheme (junior form) (MLKY)	To improve students' awareness of physical health and purchase a set of indoor rowing machine for training.			Cancelled								
STEM	AI workshops (LWK)	To enable students to go through a complete AI learning journey and to understand the age of automation and brilliance.			Cancelled								
STEM	Python workshops (LWK)	To practice the language of the future (Python) and get to know about AI and big data.			Cancelled								
Cross KLA (PSHE / Photography Society / Light and Shadow Club)	Film editing workshop (LWTJ, LKP)	Positive education is promoted in order to collaborate with Major Concern 3 with the combined efforts of different societies and the Life Education Department through film production.			Cancelled								
STEM	3D VR campus tour workshop (CWK)	To teach students how to create a 3D VR tour for the school using the 3D camera and related software.	10/7-23/7	F1 to F5	Students learnt the techniques of making a 3D tour. They created a 3D tour about parts of a school and made presentations about their work in the course.	47306.26	E5	✓					
Expenses on Item 1.1						84956.26							

1.2	Local Activities: 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 (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)											
	2020-2021 Leadership Training Program (WLY)	Through leadership training, students can discover the right attitudes and actions of a good leader, and learn different leadership skills.			Cancelled							
	Youth First Aid Certificate Course (YFA) (MLKY)	This course aims at instilling the basic first aid knowledge into the uniforms members. Students could learn to perform simple first aid treatment during an emergency.			Cancelled							
	Leadership training camp (school team leaders) (MLKY, LKI)	To enhance leadership skills in different sports, students need to prepare, plan and implement different programs and to learn by serving.			Cancelled							
						Expenses on Item 1.2	0					
1.3	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons											
PSHE STEM	Taiwan STEM and Cultural Study Trip (LCW)	Through scientific and cultural research, students can learn about the development of STEM, environmental policies and creative culture in Taiwan.			Cancelled							
						Expenses on Item 1.3	0					
1.4	Others											
						Expenses on Item 1.4	0					
						Expenses for Category 1	84956.26					

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
STEM	135 Minecraft Education licenses (LWK)	Students use Minecraft to create 3D models and to make models for various topics.	7000
STEM	20 CodeCombat licenses (LWK)	Students can learn more about computer science, web development and game development through this platform.	Cancelled
STEM	15 sets of programming drones (LWK)	Students use drones to practice programming and to perform drone group flying shows.	Cancelled
STEM	2 3D Printers (LWK)	Students use 3D printers to learn 3D printing techniques.	4999
STEM	5 sets of VR headsets (Oculus Rift S) (LWK)	Students can use VR to create virtual products including games, projects and to gain immersive learning experience.	Cancelled
PE	Training equipment (MLKY, LKI)	Students can use the equipment to practise during the training camp/tour.	Cancelled
PE	1 set of indoor rowing machine (MLKY)	Students can train to prepare for indoor rowing competitions.	11900
Arts	Drone with camera and equipment (LKP, YLWY)	To provide for clubs or learning activities to study the skill of aerial photography, and create micro movies.	8750
English	Clip-on microphones for English speaking activities (WKH)	To record students' English speeches and improve their English speaking.	1390
LS	Wireless Tour Guide System (LCW)	Teachers can give guided tours to students during the outdoor activities conveniently.	Due to the COVID-19 pandemic, no outdoor activities could be held. This equipment will be purchased in the next school year.
Life Education	Filming equipment (MHMK, WLY, LWTJ, LHL, LKP)	Students can make use of more professional filming equipment to complete related film projects which allow them to attain a better and deeper understanding of topics taught in lessons.	7579
Expenses for Category 2			41618
Expenses for Categories 1 & 2			126574.26

*: 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.)
E2	Transportation fees
E3	Fees for non-local exchange activities / competitions (students)
E4	Fees for non-local exchange activities / competitions (escorting teachers)
E5	Fees for hiring experts / professionals / coaches
E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E7	Purchase of equipment, instruments, tools, devices, consumables
E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E9	Others (please specify)
COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

Number of Student Beneficiaries

Total number of students in the school:	749
Number of student beneficiaries:	503
Percentage of students benefitting from the Grant (%):	67.2%

Report on Use of Promotion of Reading Grant

Part 1: Evaluation of the Effectiveness

Evaluation of the Objective:

- Due to a long period of online lessons, most activities planned for the second term were postponed or cancelled, and purchase of reading materials has also been reduced. Both printed and online reading resources were provided for students and were well received. Most activities in the first term were carried out successfully and the general atmosphere of reading across the curriculum has been formed.
- Compulsory reading time for Form one to Form three during reading periods can provide more opportunities for our students to read and widen their reading horizons.
- In order to cultivate students' reading interests, various reading activities were organized such as author talk, reading workshop, book fair and book sharing competition, which aimed at promoting reading culture in the school. The feedback of students was positive.

Evaluation of the Strategies:

- Most students have participated actively in the reading activities and competitions organised on campus and online and performed well in inter-class activities. During the online lessons, teachers concerned have uploaded e-reading materials and related links to facilitate online reading and continued to carry out reading programmes and activities.
- The strategies of procuring a diverse range of reading materials allow students to be exposed to different kinds of reading materials on different subject areas.
- With the reading grant, an external service provider was invited to organize twelve reading workshops for F.1-3 students. The workshop was designed in a unique and structural way to equip students with knowledge and exposure to different world-class famous authors and their classical books.

Part 2: Financial Report

	Item	Actual expenses (\$)
1.	Purchase of Books	
	Printed books	
	● Books for Chinese and English Reading Program.	\$ 34,680
	● Books for Class Library Corner.	\$ 2,548
	● Reading materials such as Chinese History, Mathematics and Science subjects for organizing diversified and fun reading activities.	\$ 10,420.4
	● “What Teachers are Reading’ program: teachers’ recommended books	\$ 1,727.8
2.	Web-based Reading Schemes	
	e-Read Scheme	\$ 4,160
	“eRead Scheme” is a school-based eBook subscription service by Hong Kong Education City (EdCity) supporting schools to promote extensive reading. It provides a wide range of quality Chinese and English eBooks in various categories and levels. Due to the impact of Covid-19, the free use period of eRead Scheme was extended to 31 Aug 2021.	-\$4,160
3.	Reading Activities	
	Hiring writers, professional storytellers, etc. to conduct talks	
	● Author Talk (潘明珠)	\$ 1,100
	Hire of service from external service providers to organize student activities related to the promotion of reading	\$ 8,400
	● Online Reading Workshop for Form one and Form two students.	
	● Joint activity with English subject teachers - Reading Workshop for Form three students	
	Total Expenses:	\$ 58,876.20
	Unspent Balance:	\$ 58,288.50

2019/20 Remaining Grant: \$ 54,750.70

2020/21 Reading Grant: \$ 62,414.00

Total Expenses: \$ 58,876.20

Unspent Balance: \$ 58,288.50

Report on Use of the Grant for the Promotion of Chinese History and Culture

推動中國歷史及文化計劃 (2020-2021 年度) 報告

計劃簡介: 認識國家歷史文化，對學生塑造國民身份認同，極其重要。優良傳統文化，古人嘉言懿行，對學生品格培養，助益非淺。本計劃擬藉不同活動，引起同學對國家歷史文化的興趣，從而增強他們國家文化的歸屬感。

活動名稱	活動簡介	舉行日期/對象	成功準則	活動報告	財政支出
一、文史常識問答比賽	<ul style="list-style-type: none"> ● 班會圖書角添置中國歷史文化書籍，選書知識趣味並重 ● 鼓勵同學在閱讀課或小息課後閱讀 ● 試後活動舉辦文史常識問題比賽；文史學會幹事根據所購書籍，擬訂文史題目，藉推動同學讀書，藉讀書增加同學對歷史文化認識 	2020-2021 年度下學期 / 中一級至中五級學生	<ul style="list-style-type: none"> ● 購置文史知識書籍 ● 舉辦文史問答比賽 ● 比賽氣氛良好 	<ul style="list-style-type: none"> ● 購買文史書籍，放置各班圖書櫃，供同學課餘閱讀 ● 舉辦初中文史問答比賽，根據以上所購書籍擬題，比賽效果達致預期目標，同學投入比賽，並能吸引同學閱讀計劃所購買書籍 	購買書籍 <ul style="list-style-type: none"> ● \$11144.44
二、琴棋書畫入門	<ul style="list-style-type: none"> ● 舉辦書畫體驗活動，引起同學興趣 ● 舉辦書畫入門課程，資助有興趣同學參加，承傳優良文化 	2020-2021 年度下學期 / 初中學生	<ul style="list-style-type: none"> ● 舉辦體驗活動，同學反應良好 ● 舉辦入門課程，同學出席率、表現達標 	<ul style="list-style-type: none"> ● 疫情所限，未能舉辦面授課程 	體驗活動 /
三、戲曲欣賞	<ul style="list-style-type: none"> ● 欣賞戲曲演出，領略戲曲文化如何雅俗共賞，體驗高台教化 	2020-2021 年度下學期 / 中二級學生	<ul style="list-style-type: none"> ● 舉辦戲曲欣賞活動，同學反應良好 ● 同學呈交觀賞札記，賞析達標 	<ul style="list-style-type: none"> ● 疫情所限，未能舉辦欣賞活動 	戲曲欣賞活動 /
				全年預算支出： \$ 84,300	全年實際支出： \$11144.44

Report on Supporting Non-Chinese Speaking Students to Learn Chinese History and Culture

支援非華語學生學習中史及文化計劃 (2020-2021) 報告

計劃簡介: 學習中國歷史與中華文化，既有助非華語生融入本地社會，亦可藉此引起他們學習中國語文和中國歷史的興趣，提高學習動力，增強學習信心，逐步改進他們中文、中史水平。本計劃擬藉不同策略和活動，引起同學學習中國歷史與中華文化的興趣。

活動名稱	活動簡介	舉行日期	成功準則	活動報告	財政支出
一、元宵綵燈大會	<ul style="list-style-type: none"> 有蓋操場張燈結綵，舉辦燈謎大賽，非華語生可藉此領略中國傳統節日氣氛 	2021年2月下旬	<ul style="list-style-type: none"> 舉辦綵燈大會及燈謎比賽 非華語生參加活動，投入其中 完成活動評估，表現達標 	<ul style="list-style-type: none"> 綵燈大會順利舉行 非華語生與老師、同學一起參與活動，老師藉燈謎講授文史知識，寓學習於娛樂 非華語生能從活動中領略中國傳統節日氣氛，樂在其中 	場地布置著重環保，善用以往綵燈大會資源，無需動用預算開支
二、購買書籍、手機應用程式、網上學習平台	<ul style="list-style-type: none"> 因應非華語生語文程度，以文化歷史為題材之繪本、圖文書，引起同學對中國歷史文化的興趣 訂購手機應用程式，以及網上學習平台使用權，藉多媒體引起同學對中國歷史文化的興趣 	2020-2021年度下學期	<ul style="list-style-type: none"> 購買書籍，訂購手機程式，以及網上學習平台使用權 完成評估，表現達標 	<ul style="list-style-type: none"> 任教老師就非華語生所需選購書籍 同事指非華語生對書籍甚感興趣 同事與非華語生討論書籍內容，藉以講解文史知識，效果良好 	購買書籍 <ul style="list-style-type: none"> \$459.00 購買手機應用程式，以及網上學習平台使用權 <ul style="list-style-type: none"> 並無合適本校非華語生所需網上學習平台
三、演藝活動欣賞 / 中國國粹學習	<ul style="list-style-type: none"> 欣賞戲曲、歷史戲劇或舞蹈演出，藉演藝活動，引起非華語生對中國歷史文化的興趣 學習國粹如書畫，以引起非華語生對中國歷史文化的興趣 	2020-2021年度下學期	<ul style="list-style-type: none"> 舉辦演藝欣賞活動，同學反應良好 完成活動評估，表現達標 	<ul style="list-style-type: none"> 疫情所限，未能舉辦欣賞活動 疫情所限，未能舉辦面授活動 	演藝欣賞活動 / 國粹班費用 /
				全年預算支出： \$ 10,700	全年實際支出： \$ 459.00

**Report on Education Support Provided for Non-Chinese Speaking (NCS)
Student(s)
School Support Summary for the 2020/21 School Year**

Name of School: HKSYCIA Wong Tai Shan Memorial College

Our school was provided with additional funding by the Education Bureau in the 2020/21 school year. With reference to school-based circumstances, we provided support for our NCS student(s) and assigned a dedicated teacher/team to coordinate relating matters. Details are as follows (if applicable, please put a tick in the box(es) and fill in the required information):

(1) With reference to the learning progress and needs of NCS student(s), our school adopted the following mode(s) to enhance the support for learning of Chinese of NCS student(s) in the 2020/21 school year (one or more options can be selected)#:

- Appointing 0.3 additional teacher(s) and _____ teaching assistant(s) (including assistant(s) of different race(s)) to support the learning of Chinese of NCS student(s).

In-class support provided in Chinese Language lessons:

- | | |
|--|--|
| <input type="checkbox"/> Pull-out learning
(Level(s): _____) | <input checked="" type="checkbox"/> Split-class/group learning
(Level(s): <u>FORM 1</u>) |
| <input type="checkbox"/> Increasing Chinese Language lesson time
(Level(s): _____) | <input type="checkbox"/> Co-teaching/In-class support
(Level(s): _____) |
| <input type="checkbox"/> Learning Chinese across the curriculum
(Level(s): _____) | <input checked="" type="checkbox"/> Adopting a school-based Chinese Language curriculum and/or adapted learning and teaching materials
(Level(s): <u>FORM 1</u>) |

Others (please specify): _____

After-school/after-class support:

- | | |
|---|--|
| <input type="checkbox"/> Chinese learning group(s)
(Level(s): _____) | <input type="checkbox"/> Summer bridging course(s)
(Level(s): _____) |
| <input type="checkbox"/> Chinese bridging course(s)
(Level(s): _____) | <input type="checkbox"/> Paired-reading scheme(s)
(Level(s): _____) |
| <input type="checkbox"/> Peer cooperative learning
(Level(s): _____) | <input type="checkbox"/> Guided story reading
(Level(s): _____) |

Others (please specify): _____

(2) Our school's measures for creating an inclusive learning environment included (one or more options can be selected)#:

- Translating major school circulars/important matters on school webpage
- Organising activities which promote cultural integration/raise sensitivity to diverse cultures and religions (please specify):

Class-based Inclusive Activities_____

- Providing opportunities for NCS students to learn and interact with their Chinese-speaking peers in school or outside school (e.g. engaging NCS students in uniform groups or community services) (please specify):

- Other measure(s) (please specify):

(3) Our school's measures for promoting home-school cooperation with parents of NCS student(s) included (one or more options can be selected)#:

- Appointing assistant(s) who can speak English and/or other language(s) facilitating the communication with parents of NCS student(s)
- Discussing the learning progress (including learning of Chinese) of NCS student(s) with their parents on a regular basis
- Providing parents of NCS student(s) with information on school choices/further studies/career pursuits for their children
- Explaining to parents of NCS student(s) and emphasising the importance for their children to master the Chinese language
- Other measure(s) (please specify):

[#: The support measures mentioned in Parts (1) to (3) above are for reference only. Depending on the different learning progress and needs of NCS student(s) of each school year, as well as allocation of school resources, our school will adjust the support measures concerned.]

For further enquiries about the education support our school provides for NCS student(s), please contact Ms. Chu Shuk Wa at 27788982.

2020/21 學年
為非華語學生提供的教育支援
學校支援摘要

學校名稱：香港四邑商工總會黃棣珊紀念中學

本校在 2020/21 學年獲教育局提供額外撥款，並配合校本情況，為該學年錄取的非華語學生提供支援。有關支援由專責教師／小組統籌。詳情如下（如適用，請在方格內加上「✓」號，並填寫所需資料）：

（一）本校按非華語學生的學習進度和需要，在 2020/21 學年採用以下方式加強支援他們的中文學習（可選多於一項）#：

聘請 0.3 名額外教師及 _____ 名教學助理（包括不同種族的助理），以支援非華語學生學習中文。

中文科課堂上提供的支援：

- | | |
|--|--|
| <input type="checkbox"/> 抽離學習
（年級：_____） | <input checked="" type="checkbox"/> 分組／小組學習
（年級： <u>中一</u> ） |
| <input type="checkbox"/> 增加中文課節
（年級：_____） | <input type="checkbox"/> 協作／支援教學
（年級：_____） |
| <input type="checkbox"/> 跨學科中文學習
（年級：_____） | <input checked="" type="checkbox"/> 採用校本中國語文課程及／或經調適的學與教材料
（年級： <u>中一</u> ） |
| <input type="checkbox"/> 其他（請說明）： _____ | |

課後提供的支援：

- | | |
|---|---|
| <input type="checkbox"/> 中文學習小組
（年級：_____） | <input type="checkbox"/> 暑期銜接課程
（年級：_____） |
| <input type="checkbox"/> 中文銜接課程
（年級：_____） | <input type="checkbox"/> 伴讀計劃
（年級：_____） |
| <input type="checkbox"/> 朋輩合作學習
（年級：_____） | <input type="checkbox"/> 故事導讀
（年級：_____） |
| <input type="checkbox"/> 其他（請說明）： _____ | |

(二) 本校建構共融校園的措施包括 (可選多於一項) # :

- 翻譯主要學校通告／學校網頁的重要事項
- 舉辦促進文化共融／提高多元文化及宗教敏感度的活動 (請說明) :

班本共融活動 -----

- 提供機會讓非華語學生在校內或校外與華語同儕一起學習和交流 (例如安排非華語學生參與制服團隊或社區服務) (請說明) :

- 其他措施 (請說明) :

(三) 本校向非華語學生家長推廣家校合作的措施包括 (可選多於一項) # :

- 聘請會說英語及／或其他語言的助理促進與非華語學生家長的溝通
- 定期與非華語學生的家長討論其子女的學習進度 (包括中文學習)
- 為非華語學生的家長提供有關其子女選校／升學／就業的資訊
- 向非華語學生的家長解釋和強調子女學好中文的重要性
- 其他措施 (請說明) :

[# : 以上第 (一) 至第 (三) 部分所述的支援措施只供參考，學校會因應每學年非華語學生不同的學習情況和需要，以及學校的資源分配，調整有關支援措施。]

如就本校為非華語學生提供的教育支援有進一步查詢，請致電 27788982 與朱淑華老師聯絡。

Report on Student Activities Support Grant

Aims:

The Student Activities Support Grant aims to offer support to needy students who participate in life-wide learning activities organized or recognized by schools such as interest groups, overseas exchange activities, competitions, etc. Students who are in receipt of the Comprehensive Social Security Assistance (CSSA) or the full grant under the School Textbook Assistance Scheme (STAS full grant) are eligible to apply for the fund. In addition, those who fulfil the criteria of being needy students set by the school can also be subsidized.

Evaluation:

In the context of the coronavirus epidemic, most activities organized by the outside organizations have been cancelled. Also, parents did not allow their children to join the activities. Therefore, only four students have joined the training courses organized by the Hong Kong Federation of Youth Groups, and applied for the Support Grant this year. Those applications were approved by the responsible teacher and the Principal.

Financial Report:

2020/21	Student Activities Support Grant:	\$ 187850.00
	Total Expenses: (\$590 X 4 students)	\$ 2360.00
	Unspent Balance:	\$ 185490.00

(7) Financial Summary

Financial Report for School Year 2020-21

2020/2021 Financial Report (as at 31.8.2021)				
	Balance b/f from last year(\$)	Income(\$)	Expenditure(\$)	Balance(\$)
I Government Fund (A/C 001)				
1) Expanded Operating Expenses Block Grant (EOEBG)	538,641.63	2,110,894.38		1,254,660.98
• School & Class Grant	-	-	410,715.08	
• Subjects & Sections	-	-	439,251.66	
• Composite F & E	-	-	431,748.29	
• Lift Maintenance	-	-	113,160.00	
• Administration Grant	-	3,853,020.00	4,404,177.42	-551,157.42
• Capacity Enhancement Grant	-	638,461.00	500,535.00	137,926.00
• Composite Information Technology Grant	-	560,166.00	451,154.01	109,011.99
• Air-conditioning Grant	-	547,938.00	486,177.85	61,760.15
• School-based Management Top-up Grant	-	50,350.00	3,860.00	46,490.00
• 40% Rental Income	N.A.	163,718.76	N.A.	163,718.76
• Interest from Fixed Deposit	N.A.	2,927.48	N.A.	2,927.48
sub-total:	538,641.63	7,927,475.62	7,240,779.31	1,225,337.94
2) Others				
• Teacher Relief Grant	1,822,894.88	4,919,495.00	5,209,101.00	1,533,288.88
• Home-School Co-operation Project - Parent-Teacher Association	0.00	5,740.00	0.00	5,740.00
• Home-School Co-operation Project -Activity	0.00	15,700.00	15,120.00	580.00
• School-based After-school Learning and Support Programmes	112,279.00	199,800.00	132,570.00	179,509.00
• Learning Support Grant for Secondary Schools	167,764.16	918,030.00	941,661.58	144,132.58
• Diversity Learning Grant - Other Programmes	73,044.60	84,000.00	53,517.00	103,527.60
• Diversity Learning Grant - Applied Learning Courses	0.00	238,020.00	238,020.00	0.00
• Moral and National Education Support Grant	530,000.00	0.00	4,250.00	525,750.00
• Grant for Support for Non-Chinese Speaking Students	50,000.00	150,000.00	182,996.80	17,003.20
• Grant for the Promotion of Chinese History and Culture	150,000.00	0.00	11,144.44	138,855.56
• Information Technology Staffing Support Grant	143,246.75	319,559.00	268,884.00	193,921.75
• Grant for the Sister School Scheme	154,950.00	156,035.00	0.00	310,985.00
• Promotion of Reading Grant	54,752.70	62,414.00	59,378.60	57,788.10
• Support Non-Chinese Speaking Students to Learn Chinese History and Culture	100,000.00	0.00	459.00	99,541.00
• Life-wide Learning Grant	995,266.60	1,166,106.00	126,240.26	2,035,132.34
• School Executive Officer Grant	0.00	534,660.00	418,200.00	116,460.00
• Special Anti-epidemic Grant	3,127.30	0.00	3,127.30	0.00
• One-off Special Support Grant	97,782.26	0.00	142,634.42	-44,852.16
• Student Activities Support Grant	0.00	187,850.00	2,360.00	185,490.00
• Students for Purchasing Mobile Computer Devices to Facilitate the Practice of e-Learning	0.00	1,429,446.00	1,429,446.00	0.00
• Top-up Gr-Support Online Learning of Needy Student	0.00	52,800.00	10,266.00	42,534.00
sub-total:	4,455,108.25	10,439,655.00	9,249,376.40	5,645,386.85
A/C 001 Total :	4,993,749.88	18,367,130.62	16,490,155.71	6,870,724.79
II School Fund (A/C 002)				
• Subscriptions (Tong Fai)	2,602,666.44	122,740.00		2,002,849.96
• General Operations (including rental & interest)	N.A.	348,788.43	1,071,344.91	
• Approved Collection for Specific Purposes	1,836,908.87	223,070.00	88,666.30	1,971,312.57
• Smart Card System	563,176.71	684,406.60	698,049.90	549,533.41
• Guidance Emergency Fund	90,580.10	10,300.00	22,581.00	78,299.10
A/C 002 Total :	5,093,332.12	1,389,305.03	1,880,642.11	4,601,995.04
2020/2021 Total			18,370,797.82	11,472,719.83
2020/2021 Balance				11,472,719.83

(8) Feedback on Future Planning

The quality of learning and teaching is our priority task. To be effective teachers and learners, we should equip ourselves with respective strategies and skills. At school level, timely review has been done based on our assessment results and during our meetings, we have placed our focus on bettering our subject curriculum and content, teaching methodologies and lesson delivery, as well as assignment and assessment policies etc. We emphasize the importance of pre-lesson preparation where teachers design differentiated pre-lesson tasks catering for the needs of students of various abilities. By doing so, students will play an active role in the learning process and develop a sense of ownership for what they acquire. Subject-based skills on note-taking, knowledge consolidation, application and integration are advocated to help our students develop and embrace good lifelong learning habits.

Amid the covid-19 pandemic, face-to-face learning and teaching activities have been severely impeded and we all have to resort to an online mode. Admittedly, it is one of the biggest challenges that professionals in the education field have to face. Yet, we have all discovered another world of schooling which redefines what learning is all about. With teachers' collaborative hard work in offering online classes, we have rendered assistance to one another in the process, upgrading ourselves with IT skills which facilitate home learning and introducing a mobile device loan service for students in need. With our concerted effort, we endeavour to speed up our BYOD scheme and offer students a fruitful school life.

We see every hurdle in life as an opportunity to learn. In view of this, we have introduced 'Positive Education' as one of our 3-year major concerns. Through programmes, workshops and everyday encounters, we hope to build on the character strengths of our students and strengthen their resilience as well as adaptive capacity. All these are essential elements for students to overcome adversities and strive for future success as well as a fulfilling life.

We have a team of devoted teachers who nurture students with their passion and dedication. They are all precious assets of our school. We all have a shared vision, a vision to make Wong Tai Shan a place for everyone to learn, to grow and to succeed. We will be working hard together.