

# CCC Heep Woh College

Annual School Report 2018-2019



Together we nurture fullness of life;  
Hand in hand we witness the love of Christ.

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**The Church of Christ in China**  
**Heep Woh College**  
**School Annual Report 2018-2019**

**I. Our School**

**Vision, Mission Statement and Core Value on Education of Our School Sponsoring Body**

**Vision**

Together we nurture fullness of life; Hand in hand we witness the love of Christ.

**Mission Statement**

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

**Core Value**

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

**Information about the School**

**School Profile**

Heep Woh College is a co-educational aided school. The origin of Heep Woh College can be traced back to 1911 when Mrs. Bigelow, from the United States, founded the school in Xiguan, Guangzhou, dedicated herself to early childhood education. In 1921, the private Heep Woh Girls' Normal School was established. The motto was "When you know the truth, the truth will set you free." Principal Liu Fung Ling became the first Chinese principal of Heep Woh. In 1947, Principal Liu and Mrs. Schaefer established the Hong Kong Heep Woh School (kindergarten and primary school). Heep Woh College commenced operation in 1970 with a view to providing secondary school education to teenagers.

## **School Belief**

### **Belief Statement**

With pastoral care and a balanced curriculum, our school aims to promote a holistic education, addressing the moral, intellectual, physical, social, aesthetic and spiritual needs of our students, enabling them to achieve their personal best to glorify God and to serve mankind.

### **School Goal**

With LOVE and PASSION, we enhance students' whole-person development and nurture their virtues.

With ENDEAVOUR and COMMITMENT, we equip students to strive for excellence and become future leaders.

### **School Core Values**

Excellence, Respect, Love, Faith and Justice.

### **School Motto**

When you know the Truth, the Truth will set you free.

### **Campus and Facilities**

This school building came into existence in 1971 and was awarded Best Campus Design by the Hong Kong Architects' Association in the same year. The School Improvement programme began in 2002. The new annex has been in operation since June 13, 2005 and provides more space for learning and activities. Apart from the school hall, classrooms, laboratories, library, conference room, function hall, the school also provides facilities for extra-curricular activities such as campus TV production room, music room, visual arts room, 3 multi-media learning centers, English learning centre, self-study rooms, student activity room and archive room.

### **Incorporated Management Committee**

The Incorporated Management Committee was established in 2011 with the following composition:

<b>Composition</b>	<b>Supervisor</b>	<b>Sponsoring Body</b>	<b>Principal</b>	<b>Parent</b>	<b>Teacher</b>	<b>Alumni</b>	<b>Independent</b>
<b>18/19</b>	1 (6.7%)	7 (46.7%)	1 (6.7%)	2 (13.3%)	2 (13.3%)	1 (6.7%)	1 (6.7%)

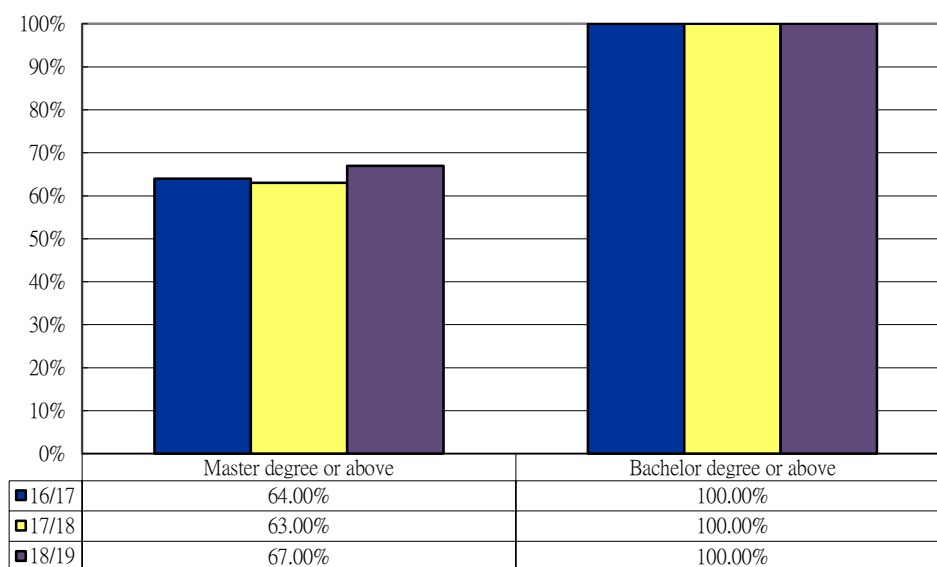
<b>Incorporated Management Committee</b>			
<b>Supervisor</b>	Professor Shum Kwok Yan Daisy	<b>Teacher Manager</b>	Mr. Wong Chun Tat
		<b>Alternate Teacher Manager</b>	Mr. Moy Ka Yiu
<b>Principal</b>	Dr. Chu Kai Wing	<b>Alumni Manager</b>	Mr. Hui Tze Fung Danny
		<b>Parent Manager</b>	Ms. Mak Ka Ying
		<b>Alternate Parent Manager</b>	Ms. Lam Yuen Ching
<b>Sponsoring Body Managers</b>	Ms. Yau Hoi Yuen Irene Dr. Leung Tin Ming Timothy Rev. Siu Ka Cheung Oliver Dr. Chan Yee Man Anne Mr. Wan Yuen Leung Kenneth Ms. Ma Lai Sheung Iris Mr. Wu Yiu Hong	<b>Independent Manager</b>	Mr. Wong Wa Kei Anthony

## II. Our Teachers

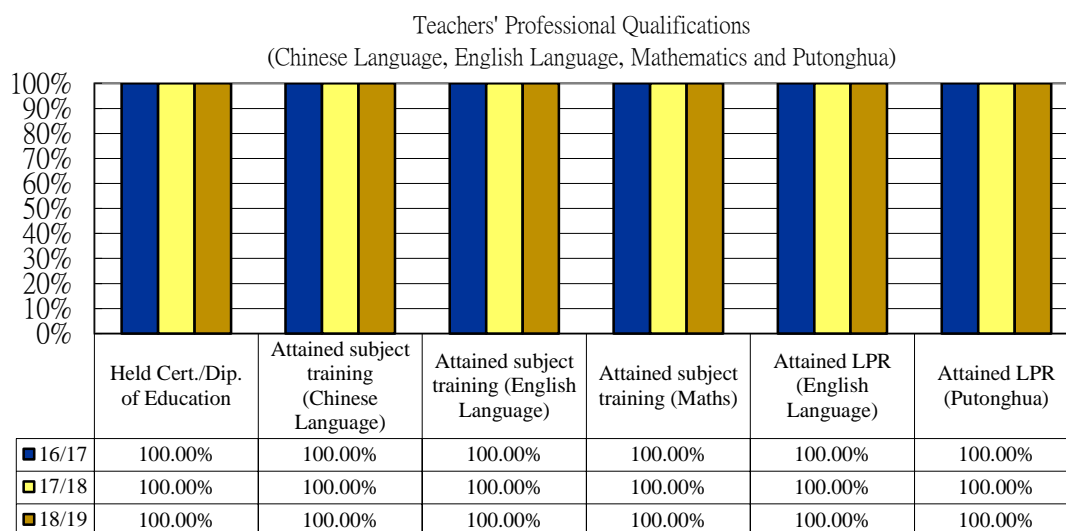
### Number of Teachers (including the Principal)

School Year	2016-2017	2017-2018	2018-2019
Number of Teachers	66	63	64

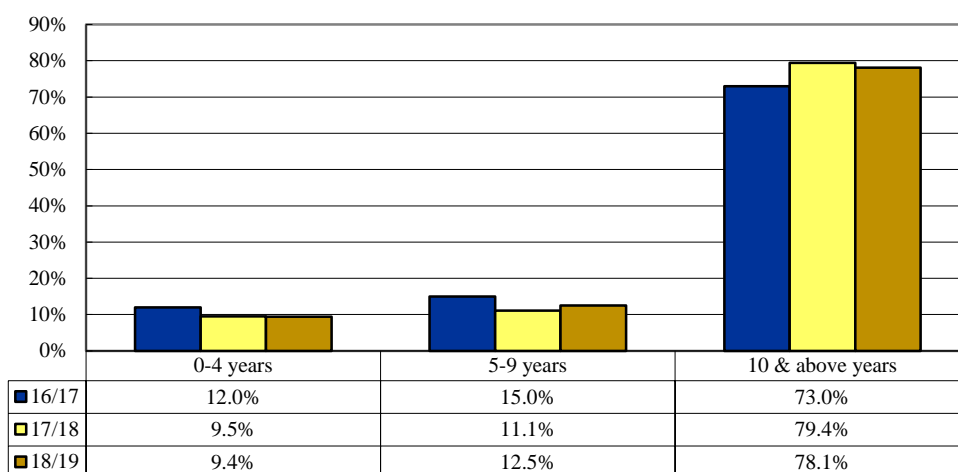
### Teachers' Academic Qualifications



### Teachers' Professional Qualifications



## Teaching Experience

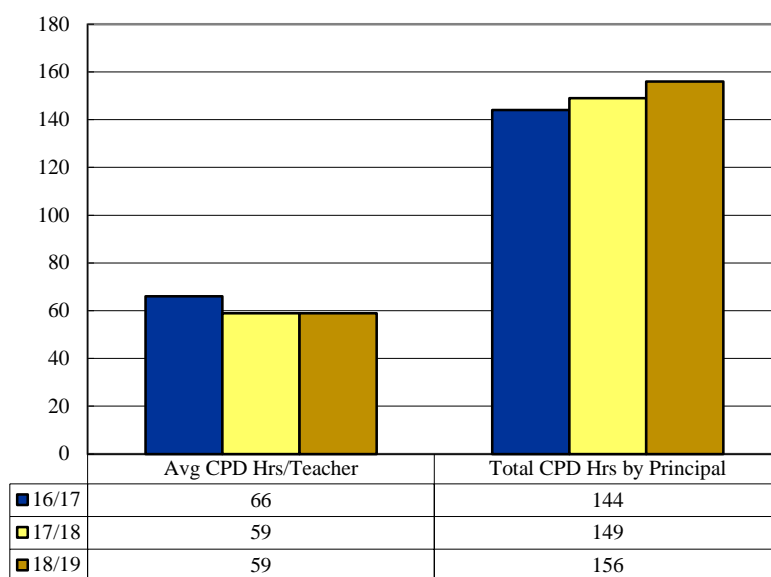


## Staff Turnover Rate

During the school year of 2018-2019, the total number of staff is 91 including 64 teachers, 3 Teaching Assistants, 3 Lab Technicians, 2 I.T. Technicians, 1 Library Assistant, 8 office staff and 10 janitors.

Staff Resignation	Number of Staff
Teaching Staff ( <i>End of Contract</i> )	2
Teaching Staff ( <i>Retirement</i> )	1
Non-teaching Staff ( <i>Personal Reason</i> )	3
Non-teaching Staff ( <i>Retirement</i> )	1
<b>Total</b>	<b>6</b>

## Professional Development of Teachers



## Seminars / Workshops for Professional Development 2018-2019

Date	Theme	Organization / Guest Speaker	Objective / Focus
24/8/2018	Gifted Education	Mr. Yeung Ting Pong, The Chairman of Hong Kong Gifted Education Teachers' Association	<ul style="list-style-type: none"> <li>To enable participants to have a better understanding on the rationale of Gifted Education</li> <li>To equip teachers how to cater for gifted students</li> </ul>
	Students' Cases Review	Mr. Kwan Chi Ho and Ms. Ng Tsz Yan	<ul style="list-style-type: none"> <li>To equip teachers how to handle students' cases</li> </ul>
24/1/2019	Government Joint Schools Staff Development Day A.M.: Workshops P.M.: Seminar at the Queen Elizabeth Stadium	Mr. Bernard Charnwut CHAN, Ms. Shirley Loo and Speakers invited by the Organizing Committee of the Joint Schools Staff Development Day	<ul style="list-style-type: none"> <li>To enable participants to have a better understanding of the Good practice in other schools</li> <li>To provide opportunities for participants to reflect on their own practice</li> </ul>
04/6/2019	Teachers' Life Wide Learning <ul style="list-style-type: none"> <li>Yogo Experience</li> <li>Stamp Carving</li> <li>Life Journey</li> <li>Ceramic Class</li> <li>RE TeachersRetreat Camp</li> </ul>		<ul style="list-style-type: none"> <li>To enable participants to gain exposure from various topics</li> </ul>

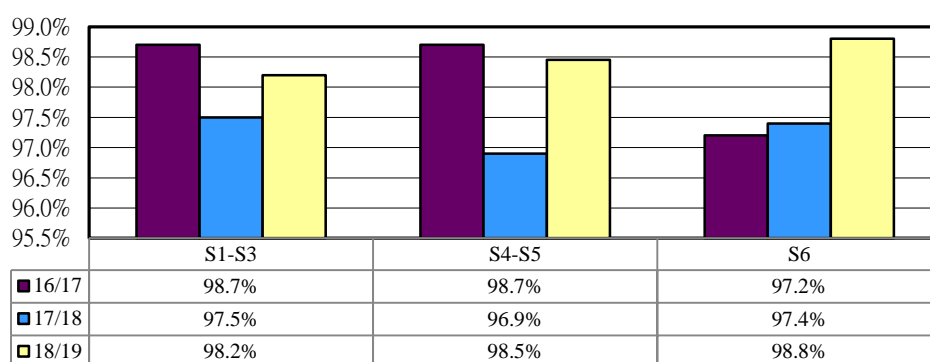


### III. Our Students

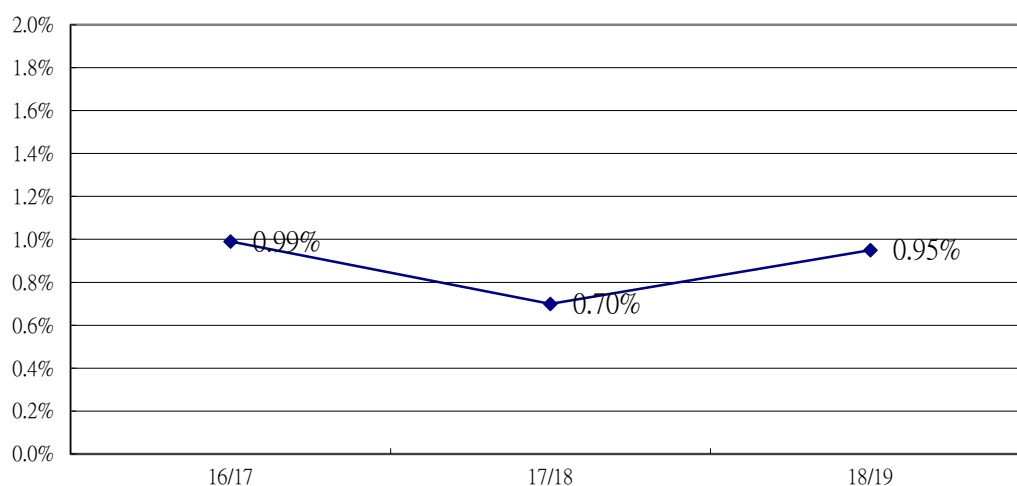
#### Class Structure and Enrolment

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	5	4	5	4	5	4	27
Boys	75	56	72	51	79	70	403
Girls	80	72	86	73	77	54	442
Total Enrolment	155	128	158	124	156	124	845
Drop-outs	0	2	2	2	2	0	8
Repeaters	7	5	5	0	3	0	20

#### Student Attendance



#### Drop-out Rate of Student



#### IV. Our Major Concerns (Achievements and Reflection)

##### Major Concern 1: Enhancing Learning and Teaching Effectiveness

###### Targets:

- To review JS curriculum and assessment modes to explore ways of stimulating learning motivation and enhancing students' confidence in learning
- To explore effective measures to cater for learners' diversity
- To integrate the MRE at the whole-school, cross-curricular, KLA and subject level

###### Achievements

##### 1. To review JS curriculum and assessment modes to explore ways of stimulating learning motivation and enhancing students' confidence in learning

###### *S1 – 2 GRL curriculum*

- Existing S1 GRL curriculum was revised in order to incorporate the element of Language- across-the-Curriculum (LAC) in this academic year. The team consists of Science, Humanities and English subject teachers.
- General reading and presentation skills were taught. Language features such as parts of speech were taught in three Science lessons. For Humanities subjects, students were taught to apply the vocabulary learnt in History in daily life situations.
- Three LAC elements were included in the S.1 GRL curriculum in the first term : (1) general reading and presentation skills covered in “food market”, (2) skills for reading science manual of procedures covered in “recipes”, and (3) ways to write a biography. For the second term, as recommended by the HKU LAC working team, a spiral approach was adopted. Language skills in both science and social sciences became the focus again. The three elements in the second term are: (1) how vocabulary in History can be used in our daily life, (2) thinking skills frameworks commonly used in Science (3) individual book presentation. To celebrate the success of the reading journey, all S.1 students presented the book they read. Two students from each class with better performance were invited to join a form-based book presentation competition.

###### *S2 Subject Extension Class*

- Ten Subject Extension Workshops were organized on 4<sup>th</sup> July, 2019 for all S2 students. These workshops focused on different subject knowledge, for instance, iPad music, Indian Mathematics, Magnetic Train workshop, Tchoukball, seal making workshop, etc. The classes served two purposes: (1) exploring areas related to the subjects which students are interested in; and (2) building on students' existing knowledge to enhance their interest in the related subjects.

##### 2. To explore effective measures to cater for learners' diversity

###### *Maximize learning opportunities for higher achievers*

- With the aid of the school self-auditing tool in gifted education (version January 2016) provided by the EDB, a self-audit of existing gifted development in our school was completed. A working-team meeting was held in May to discuss the self-audit result and explore possible areas for development.

###### *Strengthen learning support for students with learning needs*

- **S1 Peer Mentoring Programme:** To help S1 students adopt to the new learning environment and increase their learning efficiency, S1 Peer Mentoring Programme was launched in this academic year. The programme orientation meeting was held on 15<sup>th</sup> October, 2018. This year, twelve S1 students joined the scheme and sixteen Academic Prefects provided peer learning support to them. Besides this, lunch

meetings and a workshop on time management were organized, and a whatsapp group was set up.

- **Follow-up of low achievers after first examination (The second batch mentoring program) :** Eleven teachers were involved in the scheme. A total number of twenty-three students joined the scheme.
- **S1 – 3 learning support tutorials:** Two groups of after-school learning support tutorials were organized for S1 – 3 students from October to December. There were four to five lessons in each group. Forty-eight and thirty-six students participated in the first and second group of tutorials respectively.
- **S1 – 5 Enlightenment programme:** The programme was organized in May. Eighteen after-school learning support tutorial groups were arranged. There were three to four lessons in each group. Eighty-five S1 to S5 students participated in the tutorials.

### **3. To integrate the MRE at the whole-school, cross- curricular, KLA and subject levels *Strengthen value education (including moral and civic education and Basic Law education)***

- Based on the self-audit conducted in 2017-18, the curriculums of Liberal Studies and some relevant PSHE subjects were adjusted to strengthen value education.

#### ***Reinforce the learning of Chinese history and Chinese culture***

- A one-off grant of \$150,000 for the promotion of Chinese history and Chinese culture was provided by EDB this year. A working team was formed. The team members include AAC members, Chinese Language and Chinese History teachers.
- The one-off grant was allocated for developing school-based activities which are conducive to promoting Chinese history and Chinese education throughout the year. Activities were arranged on the two Life-wide Learning Days and S2 Subject Extension Classes in July. Moreover, in June, a tour to Inner Mongolia was organized. Twenty students and three teachers participated in it.

#### ***Extend “Reading to Learn” to “Language across the Curriculum”***

- Refer to part (1) of Achievement, ‘S1 – 2 GRL curriculum’.

#### ***Promote STEM education and ITE***

- With an unspent balance of HK\$26,972.31, an amount of HK\$27,025 was allocated this year to various STEM-related subjects for purchasing equipment, instruments or tools in promoting STEM education and ITE.

#### ***Foster an entrepreneurial spirit***

- To foster an entrepreneurial spirit, different activities initiated by the Economics Department and partially subsidized by AAC were introduced this year. First, on 15<sup>th</sup> February, a S4 – 5 form-assembly talk was delivered by Mr. Jeff Hui, CEO from Young Founders School, Credit Suisse, on the topic of ‘What is Entrepreneurial Spirit?’. In addition, one S4 and four S5 students joined Young Founders School Bootcamps in which students went through an intense weekend where they moved from idea to pitch deck and pitch real venture capital companies for money in just two days. Moreover, ten S5 students were involved in PLK Startup Experience whereas six other S5 students took part in Tung Wah Startup Experience. These S5 students attended workshop on setting up a business as well as on marketing and sales. They set up a stall for selling their products in July and August respectively in these two schemes.

#### ***Step up gifted education***

- Refer to part (2) of Achievement, ‘Maximize learning opportunities for higher

## Reflection

### 1. To review JS curriculum and assessment modes to explore ways of stimulating learning motivation and enhancing students' confidence in learning

#### *S1 – 2 GRL curriculum*

- With the experience of revising S1 GRL curriculum with LAC elements, the S2 GRL curriculum will also be changed in the coming academic year.
- In the evaluation meeting, concern about the inclusion of LAC elements in the S1 Bridging Programme was raised.

#### *S2 Subject Extension Class*

- It was agreed that the Subject Extension Class arouses students' interest on individual subjects. This provides an opportunity for students to explore more about interesting subjects in a relaxing way. It was decided that the extension class will also be organized in the next academic year.

### 2. To explore effective measures to cater for learners' diversity

#### *Maximize learning opportunities for higher achievers*

- In the self-audit, it was found that our school is at the budding stage of school-based gifted development. Efforts are mainly put into cultivating a whole school commitment to gifted students, such as celebrating students' achievement, formulating policy and planning, etc. To develop further, it is of worth and plausible to build up an open, fair and just mechanism to identify and collect information on gifted students to form a talent pool based on MI perspectives for placement in appropriate programmes.

#### *Strengthen learning support for students with learning needs*

##### • **S1 Peer Mentoring Programme:**

- ♦ Though a variety of activities were organized, the response was weak. This might have been because of the fact that student mentors lack skills in motivating S1 students to actively participate in the programme. Moreover, S1 mentees usually have other sources or peer support.
- ♦ It was suggested that the scheme may involve different student leaders so as to address the needs of mentees or shorten the programme to only happening in the first term.
- ♦ In contact with S1 students, peer mentors reflected that S1 students are generally concerned about the difficulty of S1 Integrated Science. It was also pointed out by peer mentors that the heavy workload for S1 students during the Christmas holiday did not allow room for revision. The above concerns were raised and discussed in the Academic Affairs Committee meeting.

##### • **Follow-up of low achievers after first examination:**

- ♦ Evaluation questionnaires for teacher mentors involved in the second batch mentoring program were conducted at the end of the second term. The questionnaire was completed by nine out of eleven mentors. Five-point scale questions about the programme objectives [with '5' being strongly agree and '1' being strongly disagree] were asked. There was a mean score of 3.22 in a question about whether mentors agree that they could help their mentee(s) to improve the learning attitude and skills. A mean score of 3.6 for a question asking if mentors can guide their mentee(s) to set goals for improvement. 3.1 for whether mentors used various means to facilitate their mentee(s) to reach the goals. 3.4 for mentors addressing issues impacting their mentee(s) such as

attendance, academic performance, homework completion, behavior, and motivation/attitude toward school.

- **S1 – 3 learning support tutorials and S1 – 5 Enlightenment programme :** The tutorials organized helped students prepare better for tests and examinations. Though not every participant had great improvement, the arrangement raised the awareness of students to work harder on learning. It was decided that the programmes will be organized next year.

**3. To integrate the MRE at the whole-school, cross- curricular, KLA and subject levels**  
***Strengthen value education (including moral and civic education and Basic Law education)***

- The plan was successfully implemented. The curricula of JS Liberal Studies and other relevant subjects in the PSHE KLA were revised in a bid to integrate Basic Law education. However, other than subject learning, there is also a need to self-evaluate the development of student learning experiences as well as mainland / non-local learning experiences. This will be the task to be initiated in the following year.

***Reinforce the learning of Chinese history and Chinese culture***

- With the provision of a one-off grant for promoting Chinese history and Chinese culture, more life-wide learning activities as well as mainland exchange programmes with themes on Chinese history and culture were organized this year. These enabled students to further understand and experience the significance and importance of Chinese history and culture.

***Extend “Reading to Learn” to “Language across the Curriculum”***

- Refer to part (1) of Reflection, ‘S1 – 2 GRL curriculum’.

***Promote STEM education and ITE***

- By using the STEM grant, more learning activities were provided for students to effectively integrate their knowledge in science, technology and mathematics. This created a good learning atmosphere for the promotion of STEM education.

***Foster an entrepreneurial spirit***

- In order to foster an entrepreneurial spirit, a lot of efforts were put this year in organizing relevant activities and initiating related programmes. This allowed students to make use of their inquiring ability, as well as collaboration and problem-solving skills. It is hoped that students can cultivate positive values and attitudes, and develop creativity, innovation and entrepreneurship.

***Step up gifted education***

- Refer to part (2) of reflection, ‘Maximize learning opportunities for higher achievers’.

## Major Concern 2: Strengthening culture of teacher sharing and collaboration

### Target:

- To encourage teachers to share their experience, knowledge and skills in teaching and learning so as to help teachers' professional development

Achievements
<p><b>1. Enhance functionalities of the knowledge sharing platform and the school knowledge repository</b></p> <ul style="list-style-type: none"><li>• Our school has expanded using Google Drive for our staff to store school documents systematically as a knowledge repository to facilitate sharing. The migration of documents from the Digital Archive @ eClass has been successfully completed. More teachers have utilized the Google Drive to store their documents not only for storage but also for sharing. More customizations have been set up this year to facilitate teachers' usage.</li><li>• The Information Technology Committee has expanded the function of Heep Woh Net to store all former students' records for further retrieval.</li></ul> <p><b>2. Form various Communities of Practice (CoP), to encourage teachers to share their experience, knowledge and skills to refine their instruction and further enhance effectiveness of daily practice</b></p> <ul style="list-style-type: none"><li>• A series of sessions of Communities of Practice (CoPs) were held on 1/8, 2/10, 10/1, 28/3, 8/4 and 10/4 on e-learning implementation or new teacher induction. We shared our experience in e-learning across-subjects, using various teaching strategies. Teachers agreed that they have learned a lot from sharing ideas.</li><li>• We organized six meetings of the CoPs with forty-six person-time in this year. We will continue to organize such activities in the next academic year.</li><li>• From the result of the EDB Stakeholders' Survey (Teachers), teachers appreciated that the professional sharing culture has obviously been established this year (3.7, compared with 3.8 in 2017-18). The high rating was due to the implementation of Lesson Study and CoPs.</li></ul> <p><b>3. Encourage teachers to store and share resources in our school knowledge repository</b></p> <ul style="list-style-type: none"><li>• The school management also encouraged Department Heads and Committee Heads to upload their departmental and committee level documents to the Digital Archive and Google Drive as the central repositories. Teachers were found to access the documents they need from the central repository. Our school encourages teachers to share their documents with other colleagues so as to enhance organizational learning in our school.</li><li>• From the result of the School Based Teacher Questionnaire (2018-2019), teachers were satisfied with the culture of sharing their experience, knowledge and skills in teaching and learning so as to help teachers' professional development (71.8% Strongly Agree and Agree).</li></ul>

## Reflection

- Teachers' rating in the teachers' survey in the EDB Stakeholders Survey on teacher professional development was found to be lower at 3.4 this year. The rating was lower than last year but the same as that of the previous two years (3.5 in 2017-18). Our school used one day Staff Development Days on Gifted Education. We joined the Joint-schools Staff Development Day for Government schools. We organized Teacher Life Wide Learning Day on 4<sup>th</sup> June to enhance exposure for teachers to various topics. We organized many CoPs in e-learning as in-house sharing for our teachers to share their own experience. These two initiatives can enrich teachers' knowledge and skills in teaching. Some teachers expressed their view that the topics of the Staff Development Day should meet teachers' needs in various areas, not only academic ones. Therefore, we also organized a Teacher Life Wide Learning Day for teachers to gain exposure by visiting various organizations. Our school will try to explore more topics other than teaching in the forthcoming school years. In 2019-20, we will organize workshops related to students' learning motivation and growth mindset to provide opportunities for teachers to understand more about the needs of students and how to support them. Moreover, we will organize school visits to provide opportunities for teachers to broaden their horizons by visiting various schools and reflect on their own practice in 2019-20. A school based mode of teacher professional development has been adopted to facilitate teacher professional learning which addresses concerns about issues experienced in daily practice and situational contexts in our school. The sharing culture in our school has been greatly improved in these last few years.
- Lesson Study and Communities of Practice (CoPs) have been implemented in these last few years to provide a platform for teachers to share their knowledge, skills and experiences with colleagues. The school management has reviewed the arrangement of the implementation of Lesson Study and various Communities of Practice (CoPs) and revised the ways of implementation with more flexibility and variety of professional development activities. Our school tried to provide much flexibility to implement Lesson Study in this school year by allowing teachers to undergo the process of Lesson Study in a two-year cycle rather than in one year to finish the process. However, after the evaluation from the Staff Development Committee and discussion in the Cabinet, our school has revised the requirements of implementation of Lesson Study. We set up the guidelines of implementation clearly so as to sustain the culture of sharing knowledge and experience. We believe that this will add to the continuous enhancement of teaching and learning in the school.

### Major Concern 3: Enhancing Student Whole-Person Development

#### Target 3.1:

- **To enhance the roles of class teachers in pastoral care so as to strengthen class cohesion by enhancing the student-teacher relationship and social integration among students**

#### Achievements

- The guideline for class teachers including the roles and duties of class teachers has been in place but yet to be amended according to recent practices in handling cases. In fact, class teachers were closely collaborated with discipline teachers, guidance teachers or school social workers in support of disciplinary, emotional, familial and mental issues. The proactive participation of class teachers in remedial cases was vital. The roles of class teachers in preventive and developmental areas needed to be reiterated and amended in response to the needs of students.
- The working team for class teacher's period proposed 2 lesson plans. One was adopted to S1 and S2 class teacher's period on the topic of 'Bullying'. One was tried out in a S1 form assembly on 'Election of Student Leaders', which hoped to be adopted by class teachers next year. An extension programme for S2 to S3, which comprised 16 workshops hosted by teachers and some senior form students, were tried out in November 2018, with the aims to extend students' exposure to areas that were not covered in curriculums. Students could select the topics according to their interests including calligraphy, travels in foreign countries, movie appreciation, experience sharing, learning a new language, anatomy, forensic study and stretching exercises. The workshops not only widened students' horizon in cultures, arts, sports, careers aspiration, academic studies and life skills but also boosted their relationship with teachers. With more class periods designed and more tryout programmes being explored, the school could provide more resources or platforms to class teachers for the developmental needs of students.
- For the new roles of form masters, a trial practice was held in S1. More frequent communication was held between form master and class teachers on student affairs. Form meetings were specifically held to address the issues for S1 students. Special form assemblies were held to cultivate their self-management skills. The recent review suggested to extend this practice to S2 for the consideration of the continuity and better support to class teachers. On top of that, the role of form master/ mistress could be extended to oversee student affairs and learning. To make this pilot programme a success, it was suggested to have two colleagues to take up the roles of form masters/ mistresses. A working team comprising form masters/ mistresses and a senior staff could be formed to explore this new practice.



**Reflection**

- From the school-based questionnaire, 81% and 85% of students viewed that the relationships of teacher-student (4.01, out of 5-point scale) and among peers (4.12) were good and harmonious respectively. The results were in line with the positive results obtained in APASO, in the sub-categories of 'Teacher-student Relationship' and 'Social Integration' and Student Stakeholder questionnaire on the domains of 'Support for Student Development' and 'School Climate'.
- Similarly, school-based questionnaire reviewed that students showed stronger cohesion and sense of belonging to school. Over 65% (3.72, out of 5-point scale) of students showed strong cohesion to school. Over 73% (3.90) of students treasured the fame of school. 75% (3.87) of students found the school could provide a harmonious and caring environment for learning and they were satisfactory with the overall atmosphere of school.
- Overall speaking, the school has created an inviting environment for learning and cultivated positive values and attitudes among students.
- Though the figures of 'General Satisfaction', 'Negative Affect' and 'Opportunity' in APASO showed improvement than that of the previous years, the stress that students endure in their academic pursue still caused our concern. School-based questionnaire revealed that 53% of students viewed academic performance as their major source of stress. Only 52% of them thought they could manage the stress. Though the seeking help preference showed better figures than that of the previous years, that were seek help among peers (62%), seek help from family members (23%) and seek help from teachers or social workers (7%), there was still a need for the school to place emphasis on this issue. The help-seeking preference signified the school should make good use of their peer support and the good teacher-student relationship in tackling their learning difficulties and boosting their protective factors.

**Target 3.2:**

- **To conduct preventive and developmental programmes that facilitate the mental health of students**

**Achievements**

- **To equip students with knowledge and skills in handling stress or crisis in life**
  - To promote wellbeing of students, Student Guidance Committee, Student Support Committee, Discipline Committee, HMSC Department and school social workers collaborated closely and initiated a number of workshops and activities.
  - Two board exhibitions were held to arouse the awareness of students on mental health by Student Guidance and HMSC. Prefects team held 6 different game booths during lunch at school entrance to inspire students the ways to handle stress and adversities. Two workshops were held for Guidance Prefects on the counselling and crisis management skills. Health ambassadors joining 'Health in Mind',

organized by Kwai Chung Hospital and Jardine (Group), held sharing sessions and service to promote mental health and community harmony at school..

- School social workers initiated a number of classes, workshops and activities such as juggling team, shooting team, boxing classes, aroma workshop, community services, board games, lunch gatherings, hiking, wild camp etc. to soothe stress, to instill fun, to boost cohesion, to foster the sense of control and success among students.
- A 2-day workshop was held by New Life Psychiatric Rehabilitation Association (新生精神康服會) at school for 14 colleagues and 25 senior form students in October 2018 on ‘Wellness Recovery Action Plan’ (新生健康行動計劃) to equip participants the self-awareness of mental illness, the tools for self-help and the skills to cope with the crisis. All participants gave positive feedbacks on the workshops. They felt ‘good, happy, relaxed, insightful’ in the workshop. Some even commented there was improvement in their wellbeing after the workshop. An in-depth 5-day Trainers Workshop was held in August 2019 for 7 colleagues with the aim to incorporate those knowledge and skills into curriculums.
- Concerning the positive outlook of life, 55% (3.54 on a 5-point scale) of students viewed themselves being at peace in mind and 66% (3.72) would face the challenges positively. 61% (3.63) would hold positive views to life. 65% (3.72) would face challenges in a positive manner. 84% (4.07) would lend their helping hands to others. Those figures continuously showed slight increases across last 2 years. However, only 52% of students viewed themselves being capable of handling stress whereas 13% did not perceive they could manage it well. There is a need to help students dissolve the stress from its major source, most are study stress or family problems, and to equip students with the skills to handle it and the ways to seek support.
- **To promote services and exchanges to widen students’ horizons and stretch their potentials**
  - Various trainings were held by committees such as ECA, Discipline, Guidance and Religious Education Committees to stretch student’s potentials and enrich their leadership skills. About 19% of students received leadership training in the current year. If only focusing on S3 – S5, there were 31% of them received leadership training. This was the highest rate across the years.
  - Concerning social services, 73% of S3 to S5 students participated in various kinds of social services. 61% (3.69, out of 5-point scale) of them acknowledged that the school could provide sufficient opportunities for them to participate in social services and exchanges so as to widen their scope of view and stretch their potentials.

- Over 22% of S2 – S5 students participated in exchange tours outside the territory through the school or on their own. Last year, the school launched various tours outside Hong Kong covering culture and history, aesthetics, sports, academics, careers aspiration and services. They were ‘Visual Art Okinawa Tour’, ‘Taiwan PE Exchange Tour’ ‘Singapore-Hong Kong Exchange Programme’, ‘Mathematics Exchange Tour to Nanjing and Shanghai’, ‘Inner Mongolia Exchange Tour’, ‘Cambodia Service Learning Tour, and ‘Northern Thailand Service Learning Tour’. There were 135 students participating in those exchange tours and they found the experiences valuable, fruitful and meaningful.

### Reflection

- All programmes, workshops and services held could equip students with knowledge on mental health so as to arouse their awareness to their wellbeing. The harmonious and supportive school climate and the rapport between students and teachers further serve as a protective shield to the emotional impacts when they meet with adversities. The improving figures in surveys shows the situation has been improving. Apart from the knowledge and skills to be instilled among students, the school should create more ‘happy’ incidents or promote an environment with more ‘happy’ elements as to work against their negative emotions accompanying with the study stress.
- The school should encourage brotherhood or sisterhood among teams to further strengthen cohesion or protective factors among students apart from classes. Instill the sense of control or achievement among students across formal and informal curriculums to boost their efficacy against external adversities or difficulties. Students can see they are performing their roles ‘well’ in a team and performing ‘well’ in their studies.
- Especially, upon the impact of the recent social issue, if student can ‘Feel Good’ in most of their life events and they can perceive themselves ‘Function Well’ in most of their roles, these will very much safeguard their wellbeing against the gloomy situations.

Remark: Assessment inventories or tools

1. There are school-based questionnaires administered to all students and teachers. Committee-based questionnaires are specifically administered to the group of students after finishing a programme or attending a workshop.
2. APASO II is a set of inventories issued by the EDB to school to serve as internal evaluation. The set of inventory used in ‘Attitude to School’ which comprises 7 domains namely. ‘General Satisfaction’, ‘Negative Affect’, ‘Teacher-Student Relationship’, ‘Social Integration’, ‘Achievement’, ‘Opportunity’ and ‘Experience’. The inventory adopts 4-point scale with HK norms given as reference.
3. The annual report of school social workers include the statistics of cases and workshops held, sampled survey from students and parents and recommendation for school.
4. Stakeholders Questionnaire is issued by the EDB to schools. It covers the parties of students, teachers and parents. Student stakeholder questionnaire involves the domains of ‘Teaching’, ‘Student Learning’, ‘Student Support’ and ‘School Climate’. It is measured by 5-point scale. When the score attains 3.5 or above, it signifies positive tendency of the items or category.

## **V. Our Learning and Teaching**

To boost academic results and students' learning motivation, a series of programmes was implemented.

For senior forms, subject-based Project A was organized for higher ability students in the form of tutorials in which study tips were shared by alumni. Alumni with good results in 2019 HKDSE were also invited to share with S4 and S5 students in form assemblies.

For junior forms, to better identify students' learning needs and take early intervention, after-school homework classes were arranged for S1 and S2 students who have difficulties in handing in assignments. Senior formers were appointed as Academic Prefects to act as peer mentors in the homework classes and to promote the learning atmosphere in the school. Academic Prefects also helped in organizing various learning-related activities for junior formers, such as "Academic Challenge", an annual quiz competition for S1 and S2 students, S1 pre-uniform test / examination revision tutorials, lunchtime booth game for S2 to S3 students, Countdown board, etc.

In helping junior students to bridge to the senior curriculum, various strategies were implemented. These included Subject Extension Classes for S2 students, taster program and subject talks for S3 students.

To develop students' potential and foster their all-round development, various life-wide learning activities such as Life-wide Learning Days, educational visits, fieldtrips and competitions, were arranged to extend their learning experiences and broaden their horizons. The more-able students were also encouraged to join programmes for the gifted, organized by the tertiary institutions.

For learning support, a mentoring programme was launched. Over thirty teachers served as mentors to provide care and guidance to more than seventy lower achievers from S1 to S6. In addition, there was an Enlightenment Programme for S1 to S5 students. Tutorial classes were offered to students nominated by class teachers.

To enhance learning and teaching effectiveness, e-Learning and flipped classroom were promoted. CoPs and seminars were organized to equip teachers with related skills and pedagogy. Some teachers who used more e-Learning more frequently were invited to open their classrooms for professional exchange.

## Curriculum

Subjects offered	S1 – S6					
	S1	S2	S3	S4	S5	S6
English Language	E	E	E	E	E	E
Chinese Language	C	C	C	C	C	C
Chinese Literature				C	C	C
Liberal Studies	E	E	E	E	E	E
Mathematics / Compulsory part	E	E	E	E	E	E
Mathematics Extended part (M1/M2)				E	E	E
Chinese History	C	C	C	C	C	C
Economics				E	E	E
History	E	E	E	E	E	E
Geography	E	E	E	E	E	E
Physics			E	E	E	E
Chemistry			E	E	E	E
Biology			E	E	E	E
Integrated Science	E	E				
Health Management & Social Care				E	E	E
Information and Communication Technology	E	E	E	E	E	E
Putonghua	P	P	P			
Visual Arts	E	E	E	E	E	E
Music	E	E	E			
Physical Education	E	E	E	E	E	E
Combined Arts (Music/ Creative Media)				E		
Combined Arts (Drama)					C	
Religious Education	E	E	E			C
Christianity and Life				C	C	C
Life Education	C	C				
Guided Reading Lesson	E/C	C				
Career Education Programme	C	C	C	C	C	C
Assembly / Class Teacher period	✓	✓	✓	✓	✓	✓

E: English as medium of instruction

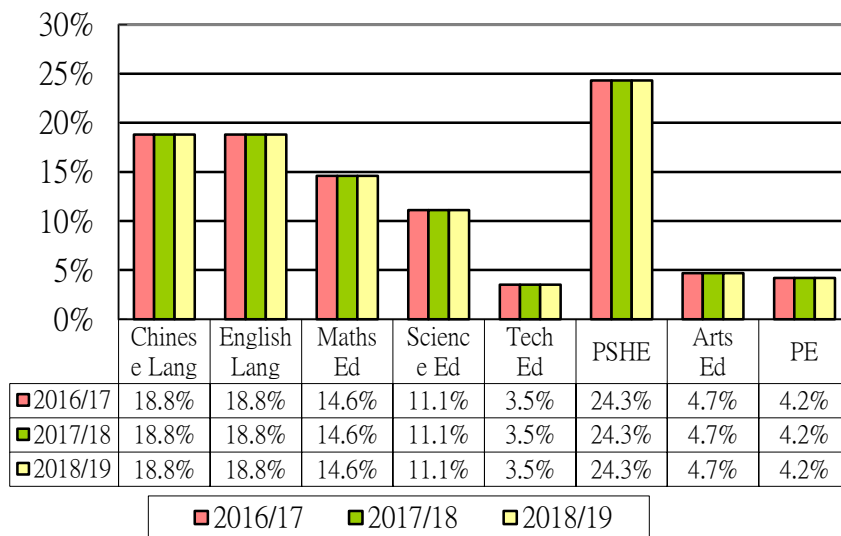
C: Cantonese as medium of instruction

P: Putonghua as medium of instruction

### Number of Active School Days

School Days	2016/17	2017/18	2018/19
No. of School Days	181.5	191	192

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



## **VI. Support for Student Development**

- The school has established a defined organizational framework to support students' moral, intellectual, physical, social, aesthetic, spiritual and emotional growth. A whole-school approach to student support is adopted to cultivate a caring culture.
- To live up to the Christian education mission, our students took an active role in community services and spiritual formation activities. The Religious Education Committee held a series of evangelization programmes throughout the year. Through the collaboration with Extra-Curricular and Student Support Committees, community service was promoted across levels. A caring and sharing culture was emphasized.
- Extra-curricular Activities Committee endeavored to widen students' horizons by promoting exchange tours. This year, the committee held a Taipei University Exchange Trip, Taiwan Athletic University Sports & Cultural Exchange Trip and Guangzhou Xiehe High School Cultural Exchange Trip. We established partnership with schools in different parts of the world, such as Singapore Kent Ridge Secondary School, Malaysia Penang Union School, Thailand Suratpittaya School and Nanjing Jinling High School. The principals, teachers and students from the above-mentioned schools visited our schools. Through these partnership, we hope that we can broaden our students' sense of globalization and enhance students' awareness of the challenges facing Hong Kong today. The committee helped organize exchange tours to Singapore and Nanjing. It also helped to receive visitors from Singapore secondary school. To arouse concern for the school, the committee assisted the Student Association to hold a student-teacher forum on school issues this year.
- The Student Support Committee used the funding to employ a SEN teacher and a 0.5 school social worker to support the students with special educational needs. On top of these, it provided speech therapy services to help diagnose and support students with audio and speech difficulties. Arts therapy was employed to enhance students' communication and social skills. The committee also worked closely with other committees or departments to provide holistic development to students. The programmes conducive to social integration and self-efficacy included 'S4 Life Education Camp', 'S2 Wild Camp', 'After-school Learning Support', 'Animal Assisted Therapy Workshop', 'Juggling Ambassadors', 'Board Games Activities', 'Shooting Team', 'Silent Corner', etc. Besides these, services to arouse awareness of mental and physical disability were conducted to promote respect and acceptance of differences in society such as joining the 'Health in Mind' programme and services for Caritas Jockey Club Lok Yan School.
- Students Guidance Committee endeavored to polish counselling skills of colleagues and promote positive thinking of students. A number of programmes, talks, workshops, therapeutic group, etc. were held to cultivate a sharing culture and broaden students' life skills such as 'Heep Woh Stalls Festivals', 'Friendship Festival', 'Poverty Talk', 'Leather Craft Class', 'Cooking Class', etc. Workshops for teachers and students were conducted by New Life Psychiatric Rehabilitation Association to share the skills to cope with adversities. Hong Kong Assisted Therapy Association was invited to conduct workshop for helping students relieve

stress. The committee also issued leaflets to students to promote positive psychology and healthy life style. To facilitate professional exchange, regular links with Munsang College, Hoi Ping Chamber of Secondary School and TWGHs Wong Fut Nam College were formed. Joint school programmes were held to broaden students' horizons and strengthen their leadership skills.

- 'Power and colours in our hands' (生命力量在我手，發放生命色彩) was the yearly theme of the Discipline Committee. The committee aimed to cultivate students with positive characters, especially on the values of respect, care and justice. Apart from monthly article sharing and morning assembly sharing, a number of mini-talks, game stalls, workshops, visits, etc. were held to instill positive values and attitudes in students. All these covered the topics of 'Self-management Skills', 'Integrity', 'Respect and Care', 'Say No to Crimes', 'Facing Adversities', 'Peer and Family Relationship', etc.
- The Careers Guidance Committee had established a systematic and coherent Career and Life Planning (CLP) curriculum across all levels and incorporated the curriculum in formal curriculum via various subjects with an aim to help students to identify their interests, strengths and aspirations so as to plan for their multiple pathways in studies and careers.



## VII. Our Students' Performance

### Destination of S6 HKDSE Graduates:

Destination	No. of Students	Percentage
Local Degree Programmes	91	73.4%
Post-secondary Education / Vocational Training Council	24	19.4%
S6 Repeat	4	3.2%
Overseas Studies	3	2.4%
Full-time Employment / Others	2	1.6%

### HKDSE Results:

HKDSE	2019	
	CCCHWC	All Day Schools
No. of Candidates Sat	124	50,642
Candidates fulfilling the minimum university entrance requirements (%)	87.9%	42%
Candidates scored Level 2 or above ( <i>Category A subjects</i> )	100%	85.5%
Candidates scored Level 4 or above ( <i>Category A subjects</i> )	56.1%	35.4%

## Student Achievements 2018-19

### The 11th Wong Tai Sin District Outstanding Students' Election (2018-2019)

<b>Junior Section</b>	
3C So Choi Kei	Outstanding Student Award
<b>Senior Section</b>	
5C Wong Wing Yee	Outstanding Student Award

### Kiwanis Social Service Award

3B Leung Hei Yi
4E Leung Ching Man

### Music Department

#### Joint School Music Competition 2018

CCC Heep Woh College	Outstanding Award for Music Training Programme
<b>Secondary School Choir ( Senior)</b>	
School Choir	Gold Award
<b>Secondary School ensemble (Choral)</b>	
School A Cappella Team	Silver Award
<b>Secondary School ensemble (Chinese Instrumental Music)</b>	
School Chinese Orchestra	Silver Award
<b>Secondary School Handchime/ Handbells</b>	
School Handchime Team	Bronze Award
<b>Guzheng Solo ( Intermediate)</b>	
1B Lau Sin Yan	Gold Award
<b>Secondary School Vocal Solo ( Intermediate)</b>	
2B Chu Man Ching	Gold Award
2C Chien Yuk Ling	Gold Award
2E Ng Choi Lam	Silver Award

3D Ho Kwan Yu	Silver Award
5D Heung Yuen Wai	Bronze Award
<b>Piano Solo ( Senior)</b> 3C Chan Ho Hong	Silver Award
<b>Guzheng Solo ( Senior)</b> 5E Chan Yin Lam	Gold Award

### **The 71st Schools Music Festival**

<b>Piano Solo (Grade 2)</b> 1E Chow Ching Yu	1 <sup>st</sup> runner-up
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### **Visual Arts Department**

#### **“CCAIE” National Children’s Fine Arts, Calligraphy & Photography Works**

5B Chau Po Fan	2 <sup>nd</sup> runner-up
5B Suen Ching Yiu	2 <sup>nd</sup> runner-up
5B Tin Yan Wai	Champion
5B Yeung Sum Yee	1 <sup>st</sup> runner-up
5C Lee Wai Yan	2 <sup>nd</sup> runner-up
5E Chan Yuk Hong	1 <sup>st</sup> runner-up
5E Choi Hiu Tung	1 <sup>st</sup> runner-up
5F Wong Tsz Wan	Champion

### **Hong Kong School Drama Festival**

5B Kwan King Chak	Outstanding Actor
4C Kwok Tsz Yan	Outstanding Actress
5B Suen Ching Yiu	Outstanding Actress
1E Chow Yan Lok	Outstanding Actress

Outstanding Director, Outstanding Performance, Outstanding Stage Effect and Outstanding Cooperation

## **P.E. Department**

### **Inter-School Volleyball Competition**

<b>Boys A Grade</b>	Champion
<b>Boys C Grade</b>	2 <sup>nd</sup> runner-up
<b>Boys Overall</b>	Champion

### **Inter-School Volleyball Competition**

<b>Boys C Grade</b>	1 <sup>st</sup> runner-up
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### **Inter-School Swimming Competition**

<b>Boys B Grade</b>		
3A Chan Cho Kit	200m Breast Stroke	1 <sup>st</sup> runner-up
3A Chan Cho Kit	100m Breast Stroke	2 <sup>nd</sup> runner-up

### **Watsons Athletic Club Annual Challenge**

<b>Boys U18</b>		
6D Chan Chak Kwan	High Jump	1 <sup>st</sup> runner-up

### **72<sup>nd</sup> Annual Inter-School Athletics Meet**

<b>Boys A Grade</b>		
6D Chan Chak Kwan	High jump	1 <sup>st</sup> runner-up

### **Inter-School Athletic Competition**

<b>Boys A Grade</b>		
5D Tang Chi Fung	110m Hurdle	Champion
6D Chan Chak Kwan	High Jump	Champion
<b>Boys B Grade</b>		
3C Wu Xuhui	Long Jump	Champion

3C Wu Xuhui	Triple Jump	Champion
3D Kwok Hiu Kin	High Jump	Champion
4C Yim Sing	Triple Jump	2 <sup>nd</sup> runner-up
<b>Boys C Grade</b>		
1E Wong Ching Hin	100m Hurdle	2 <sup>nd</sup> runner-up
1E Wong Ching Hin	High Jump	2 <sup>nd</sup> runner-up
2C Chiu Tsz Lok	Discus Throw	1 <sup>st</sup> runner-up
2C Hon Tsz Hei	100m Hurdle	Champion
1D Law Chun Him, 1E Wong Ching Hin, 2A Liu Kong Wa, 2C Hon Tsz Hei	4X400m	Champion
<b>Girls B Grade</b>		
3C Shing Hei Tung	High Jump	2 <sup>nd</sup> runner-up
<b>Girls C Grade</b>		
1A Lui Wai Yin	100m	2 <sup>nd</sup> runner-up
1B Lee Sze Yeung	Discus Throw	2 <sup>nd</sup> runner-up
1E Kwok Tsz Ching	100m Hurdle	2 <sup>nd</sup> runner-up

#### TCAA Junior Athletic Championships

<b>Boys B Grade</b>		
5D Tsang Yi En	High jump	1 <sup>st</sup> runner-up
5F Chung Cho Kiu	High jump	1 <sup>st</sup> runner-up
6D Chan Chak Kwan	High jump	Champion
<b>Boys C Grade</b>		
2A Yip Hing Long	100m Hurdle	1 <sup>st</sup> runner-up
<b>Girls C Grade</b>		
3C Shing Hei Tung	High jump	1 <sup>st</sup> runner-up

## Hong Kong Junior Age Group Athletic Championships

<b>Boys A2 Grade</b>		
5D Tang Chi Fung	400m Hurdle	2 <sup>nd</sup> runner-up
<b>Boys C Grade</b>		
2C Chiu Tsz Lok	Shot Put	1 <sup>st</sup> runner-up

## Wong Tai Sin Athletic Meet

<b>Boys C Grade</b>		
5B Chow Ho Sum	Shot Put	2 <sup>nd</sup> runner-up
5B Chow Ho Sum	Discus	2 <sup>nd</sup> runner-up
6D Chan Chak Kwan	High Jump	Champion
6D Chan Chak Kwan	110m Hurdle	2 <sup>nd</sup> runner-up
<b>Boys D Grade</b>		
3C Wu Xuhui	Long Jump	2 <sup>nd</sup> runner-up
3D Kwok Hiu Kin	High Jump	Champion
3D Kwok Hiu Kin	Long Jump	Champion
3E Mak Wing Wa	High Jump	1 <sup>st</sup> runner-up
<b>Boys E Grade</b>		
1B Leung Hok Wah	60m	Champion
1B Leung Hok Wah	100m	2 <sup>nd</sup> runner-up
1D Law Chun Him	Long Jump	Champion
1E Wong Ching Hin	High Jump	Champion
1E Wong Ching Hin	Soft Ball Throw	Champion
<b>Girls B Grade</b>		
6A Ho Ka Yi	High Jump	Champion
<b>Girls D Grade</b>		
2B Siu Hong Yi	Long Jump	1 <sup>st</sup> runner-up
3C Shing Hei Tung	High Jump	1 <sup>st</sup> runner-up

4B Choi Pui Yee	Discus	2 <sup>nd</sup> runner-up
4C Chan Lai Ying	Discus	1 <sup>st</sup> runner-up
4E Lam Shu Yan	High Jump	2 <sup>nd</sup> runner-up
<b>Girls E Grade</b>		
1A Liu Wai Yin	60m	Champion
1A Liu Wai Yin	200m	1 <sup>st</sup> runner-up

## **Science Key Learning Area**

### **Environmental Protection Microfilm Competition**

4C Sin Kwan Lok	Champion
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### **International Junior Science Olympiad**

3B Yu Ching Hei	3 <sup>rd</sup> Class Honour
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### **Breath of Hong Kong Design Competition**

2A Lo Wai Wa, 2C Lo Tsz Yan, 4C So Yee Lam, 4D Chen Tak Yin, 4D Cheung Tin Long	1 <sup>st</sup> runner-up
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### **Australia Big Science Competition 2018**

2A Lo Chun Nang	High Distinction
2C Fong Po Yee	Distinction
2C Yu Sun Yan	Distinction
4D Cheung Tin Long	Distinction

### **Australian National Chemistry Quiz (2018) HK Section**

4D Cheung Tin Long	High Distinction
6D Lau Chi Shing	Excellence

6E Cheung Suen	High Distinction
6E Hui Yip Ki	High Distinction
6E Leung Kin Tung	High Distinction

### 2018 Science Assessment Test

3B Yu Ching Hei	Gold Award
3C Cheung Tsz Ling	Silver Award
3C Chu Man Ching	Silver Award
3E Wong Yik Tung Daniel	Silver Award
4C Chan Lai Yan	Gold Award
4C Pong Tsz Wai	Silver Award
4C Sin Kwan Lok	Silver Award
4C So Yee Lam	Silver Award
4D Chen Tak Yin	Silver Award
4D Cheung Tin Long	Diamond Award
4D Cheung Tsz Ching	Silver Award
4D Lam Kam Yeung	Gold Award
4D Leung Ka Ho	Diamond Award
4E Fung Chun Yin	Gold Award
4E Hui Chi Hin	Diamond Award
4E Lam Shu Yan	Gold Award
4E Leung Ching Man	Gold Award
4E Wong Hei Yi	Gold Award
4E Wong Wing Ki	Gold Award
4E Yang Sik Kwan	Diamond Award

### Chemists Online Self-study Award 2018

5B Lai Ka Lok	Diamond Award
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5C Chan Mei Kwan	Diamond Award
5C Luo Xiaoran	Diamond Award
5C Wong Wing Yee	Diamond Award
5D Chan Tsz Ching	Diamond Award
5D Cheng Hiu Ching	Diamond Award
5D Chu Yau Shing	Diamond Award
5D Chui Tsz Yiu	Diamond Award
5D Kwan Hoi Yan	Diamond Award
5D Lam Yuen Ying	Diamond Award
5D Tang Chi Fung	Diamond Award
5D Tang Tsz Lam	Diamond Award
5D Tsang Yi En	Diamond Award
5D Tse Cheuk Ying	Diamond Award
5D Tse Tsz Chung	Diamond Award
5F Chung Cho Kiu	Diamond Award
5F Ip Pak Yin	Diamond Award
5F Kwok Ling Yan	Diamond Award
5F Wong Hoi Tung	Diamond Award
5F Wong Yu Hang	Diamond Award
6A Yip Mong Yeung	Diamond Award
6C Lai Man Hung	Diamond Award
6D Ngan Man Cheuk	Diamond Award
6D Wong Chun Yip	Diamond Award
6E Ho Hiu Wai	Diamond Award
6E Lau Wa Sho	Diamond Award
6E Lui Lam Wai	Diamond Award
6E Wong Tsz Kin	Diamond Award

### Community Explore – From Science to Action

6A Kam Hiu Fan, 6A Tse Long Ching, 6A Yip Mong Yeung, 6C Chui Wa Chun, 6C Lai Man Hung, 6C Lee Ho Ming, 6C Wong Ho Yi, 6C Wong Mei Yuk, 6C Yuen Ka Ching, 6D Kong Kwan Lam Ernest, 6D Lam Tsz Lok, 6D Ngan Man Cheuk, 6E Lui Lam Wai	First Prize for Excellent Oral Presentation
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### Senior Secondary Science and Mathematics Competitions 2018

<b>Chemistry</b>	
6A Yip Mong Yeung	High Distinction
6C Chan Ka Shing	Medal
6D Ngan Man Cheuk	Medal
6E Cheung Suen	High Distinction
<b>Mathematics</b>	
6D Leung Cheuk Man	High Distinction
6E Chan Sui Cheung	High Distinction
6E Chan Yun Sang	High Distinction
6E Cheung Suen	High Distinction
6E Leung Kin Tung	High Distinction
6E Wong Chun Yin	High Distinction
<b>Physics</b>	
6E Leung Kin Tung	High Distinction

### 世界奧林匹克機械人競賽(香港區選拔賽)

5E Ng Shek Chung	1 <sup>st</sup> runner-up
5B Lai Ka Lok	1 <sup>st</sup> runner-up
5E Wong Cheuk On	1 <sup>st</sup> runner-up

## 70th Hong Kong Schools Speech Festival

<b>Solo Verse Speaking - Non-Open Secondary 1 - Boys</b>	
1E Chow Baylon Philip	1 <sup>st</sup> runner-up
<b>Solo Verse Speaking - Non-Open Secondary 3 - Girls</b>	
3B Mak Chin Ching	2 <sup>nd</sup> runner-up
<b>Solo Verse Speaking - Non-Open Secondary 3 - Girls</b>	
3E Tsoi Ching Lam	2 <sup>nd</sup> runner-up

## Mathematics

### CCC Rummikub Competition 2018

5E 呂琳瑋	一等獎
5F 陳銘毅	二等獎
3B 邵琛淇	三等獎
5F 黃倩兒	三等獎

### 粵港澳大灣區數學競賽 2019

<b>預選賽</b>	
2C 陳穎欣	三等獎
2C 房寶儀	三等獎
3B 梁希怡	三等獎
3B 彭葆宜	二等獎
3D 蘇采琦	三等獎
3E 譚羨汶	三等獎
4C 蘇依琳	二等獎
4E 劉愷健	二等獎
4E 梁靜雯	二等獎
4E 顏文亮	二等獎

4E 司徒德熙	二等獎
4E 黃思朗	三等獎
4E 黃泳淇	三等獎
4E 楊錫鈞	一等獎
<b>選拔賽</b>	
4E 劉愷健	三等獎
4E 楊錫鈞	一等獎

### 2019 環亞太杯國際數學邀請賽

2A 吳焯文	二等獎
2A 徐樂恒	三等獎
2B 蕭康怡	三等獎
2C 陳穎欣	三等獎
2C 房寶儀	三等獎
2C 尹睿熙	二等獎
2D 吳汶蔚	三等獎
3B 梁泳詩	三等獎
3C 朱俊賢	二等獎
3C 楊穎茵	三等獎
3D 蘇采琦	三等獎
3E 黎子安	二等獎
3E 劉小燦	二等獎

### 2018 真光女子中學數學邀請賽

4C 蘇依琳	Merit (Top 25%)
4E 黃泳淇	Merit (Top 25%)

**第十二屆《華夏盃》全國數學奧林匹克邀請賽（華南賽區）晉級賽**

1A 陳若彤	三等獎
1B 容韻晴	二等獎
3D 蘇采琦	三等獎

**第二十一屆香港青少年數學精英選拔賽**

3B 蕭浩桓	三等獎
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**第三十六屆香港數學競賽(HKMO)**

4E 楊錫鈞	三等獎
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**第十屆數學創意解難比賽(中學組)**

1A 鍾浩澤, 1A 鄧弘進, 2A 吳焯文, 2A 徐樂恒	銅獎
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**2019 港澳數學奧林匹克公開賽(港澳盃)**

1C 黎迪生	金獎
2D 黃齊	金獎
4E 司徒德熙	金獎
5F 黃汝恒	金獎
3A 劉筱筠	銀獎
3B 梁泳詩	銀獎
4E 黃泳淇	銀獎
4E 楊錫鈞	銀獎
5F 郭令欣	銀獎

3E 郭穎姿	銅獎
4C 蘇依琳	銅獎
4E 劉愷健	銅獎
4E 梁靜雯	銅獎
5F 葉柏延	銅獎

### 2019 香港國際奧林匹克數學競賽

4E 楊錫鈞	金獎
3E 譚羨汶	銅獎
4E 劉愷健	銅獎

### VIII. Financial Summary (2018 September to 2019 August)

	Income (\$)	Expenditure (\$)
<b>Balance B/F (Government Funds and School Funds)</b>	5,662,471.20	
<b>I. Government Funds</b>		
<b>Expanded Operating Expenses Block Grant</b>		
<b>(a) School Specific Grant</b>		
1. Administration Grant	4,198,700.47	4,450,754.51
2. Air-conditioning Grant	594,859.00	209,704.00
3. Composite Information Tech. Grant	448,459.00	365,468.58
4. Capacity Enhancement Grant	613,766.00	492,492.00
5. School-based Educational Psychology Service Grant	104,550.00	104,550.00
6. Special Grant on Typhoon Disturbance	15,180.00	151,180.00
<b>Sub-total</b>	5,975,514.47	5,774,149.09
<b>(b) Non-School Specific Grant</b>		
Baseline Reference	2,021,710.42	2,256,875.98
<b>(c) Others</b>		
1. Deficit transferred from Recurrent under ITE4	0.00	22,112.00
2. Transitional Career and Life Planning Grant	0.00	1,373.00
3. One-off Grant to Secondary School for the STEM	0.00	117.36
4. Funds set aside for SP/LSP	0.00	67,544.90
<b>Sub-total</b>	0.00	91,147.26
<b>Total EOEBG</b>	7,997,224.89	8,122,172.33
<b>II. School Funds (General Funds)</b>		
1. Tong Fai	128,320.00	0.00
2. Tuckshop rental	158,000.00	0.00
3. Donations	184,760.00	0.00
4. Hire of school premises	2,293.20	0.00
5. Library fine and printing card fee	4,522.50	0.00
6. Profit on Sale of exercise book and school uniforms	2,378.21	0.00
7. Collection of fees for specific purposes	311,038.00	112,309.00
8. Insurance premium	0.00	19,862.33
9. Janitor staff uniform	0.00	3,522.00
10. Repairs and maintenance	0.00	25,070.00
11. Scholarship award	0.00	62,500.00
12. Others	305,189.60	367,241.60
<b>Total School Funds</b>	1,096,501.51	590,504.93
<b>Total surplus for school year</b>	381,049.14	
<b>Accumulated surplus as at the end of school year</b>	6,043,520.34	

## **IX. Feedback on Future Planning**

We continue to face great challenges ahead. In the occurrence of social issues, the school communities in the territory have experienced many uncertainties and negative emotions. In an inviting and harmonious learning environment, C.C.C. Heep Woh College aims to assist our students to possess positive values towards life especially in this chaotic era. With the passion and collaboration of all our staff members, we endeavor to strengthen students' capacity in their personal and social development. Our school has to address the psychological and mental needs of both teachers and students.

Teaching and learning are at the very heart of schooling. Our teachers will keep on developing and evaluating our teaching and learning effectiveness. We are utilizing much pedagogy with e-Learning so as to enhance students' learning motivation and self-directed learning. We will continue to evaluate teaching pedagogies, assessment strategies as well as boost students' academic achievement and learning motivation. To cater for individual learning diversity, tutorial classes for high achievers and students with learning difficulties will be arranged.

The EDB has provided our school with a one-off grant for promotion of reading in this school year and life-wide learning in the coming school years. We have gathered the committee and department heads concerned in these initiatives to discuss the usage of these grants in our school.

As well, the Staff Development Committee fosters teachers' learning. It focuses on strengthening teachers' collegiality, collaboration and a sharing culture by implementing Knowledge Management. This includes establishing a Knowledge Repository and promoting Communities of Practice and Lesson Study. This will facilitate teacher sharing in order to enhance teachers' professionalism during the changes brought by education reform and societal transition.

This academic year was the second year of the new cycle of the School Development Plan. Our school has evaluated our achievements in the previous development cycle, and identified the need for further development and improvement ahead.

We pray that the Lord grants us strength and bestows us with grace.



## X. Appendix

### 香港賽馬會全方位學習基金：全年活動簡報 (2018/19)

請於2019年9月30日或以前，把填妥的全年活動簡報（Excel版本）電郵至課程發展處全方位學習組（經辦人：彭小姐；電郵地址：jcfund@edb.gov.hk），並抄送（Copy to）貴校校長。

填寫此簡報時，請詳閱附頁之「注意事項」。

學校名稱：中華基督教會協和書院	學校編號：170470 (* 6位數字)	帳目編號： (* 2/4位編號)
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#### (一) 開支總結：

2018/19撥款		2018/19支出		2018/19結算（結金額退回教育局） <sup>(註1)</sup>
\$156,713.00	-	\$155,839.00	=	\$874.00

註(1)：學校須按照教育局安排，把結款全數退回教育局。

#### (二) 受惠學生人數及金額（即合資格並已獲得基金資助的學生）：

年級	綜援	學校書簿津貼計劃—全額津貼	其他有經濟需要的學生	合共	年級	綜援	學校書簿津貼計劃—全額津貼	其他有經濟需要的學生	合共
P1 人數：				0	S1 人數：	1	20	2	23
P2 人數：				0	S2 人數：	1	12	10	23
P3 人數：				0	S3 人數：		4	6	10
P4 人數：				0	S4 人數：	2	13	1	16
P5 人數：				0	S5 人數：	3	8	16	27
P6 人數：				0	S6 人數：				0
人數小計：	0	0	0	0	人數小計：	7	57	35	99
金額小計：				\$0.00	金額小計：	\$7,627.00	\$130,992.00	\$17,220.00	\$155,839.00

《各類別學生資助金額總數與表（一）所示的2018/19支出相同。

總受惠人數：	99
全校人數：	845
受惠人數百分比(%)：	11.72%

《請提供全校人數作參考之用。》

#### (三) 活動報告：（各註解詳情請參閱「注意事項」。）

	全方位學習活動的名稱及資助用途 <sup>(註1)</sup>	所屬基要學習經歷 <sup>(註2)</sup>						海外活動 <sup>(註3)</sup>	活動已達訂定的學習目標 <sup>(註4)</sup>	參與該活動受助學生數目 <sup>(註5)</sup>	活動資助金額
		服務	體育	藝術	工作	德育	智能				
e.g.	員工訓練課程學費	1							1	30	\$3,000.00
1	交流團				1			1	1	53	\$106,505.00
2	樂器班			1					1	16	\$27,330.00
3	舞蹈班		1						1	11	\$5,593.00
4	制服團隊	1							1	1	\$166.00
5	教育營					1			1	4	\$1,300.00
6	校隊訓練及比賽		1						1	39	\$14,945.00
7											
8											
9											
10											
《如空間不足，請於上方插入新行。》											
合計：		1	2	1	1	1	0	1	6	124	\$155,839.00

#### (四) 「社會服務」及「體育發展」活動共佔總開支的百分比：

2018/19學年
13.29%

#### (五) 備註/其他資訊（如適用）：

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基金負責人姓名：	陳淑嫻老師	負責人員常用電郵地址：	atchan@cccchwc.edu.hk
基金負責人職位：	課外活動主任	聯絡電話：	96622744
校長姓名：	宋禮傑博士	校長常用電郵地址：	ghukw@cccchwc.edu.hk

☐ 本簡報內的資料已由校長或校長授權人員覆核，並確定內容準確無誤。

（請必須在左方空格內加上☑）

二零一八/一九學年校本課後學習及支援計劃  
校本津貼 - 活動報告表

學校名稱：中華基督教會協和書院

計劃統籌員姓名：陳淑端

聯絡電話：23234265

A. 本計劃受惠學生人數(人頭)共 84 名(包括 A. 領取綜援人數：15 名，B. 學生資助計劃全額津貼人數：54 名及 C. 學校使用 10%酌情權的清貧學生人數：15 名)

B. 計劃的各項活動資料

*活動名稱/類別	參加合資格學生人數#			平均出席率	活動舉辦時期/日期	實際開支(\$)	評估方法(例如:測驗、問卷等)	合辦機構/服務供應機構名稱(如適用)	備註(例如:學生的學習及情意成果)
	A	B	C						
交流團	6	14	6	100%	10/2018- 8/2019	81440	同學書面報告、老師評語		
補習班	1	10	10	95%	10/2018 - 7/2019	36700	老師觀察		
樂器班	6	23	1	90%	9/2018 - 6/2019	58650	導師評語		
興趣班	2	12	2	90%	9/2018 - 5/2019	11855	導師評語		
教育營	2	7	3	100%	10/2018 - 8/2019	10764	同學書面報告、老師評語		
體育活動	1	8	1	95%	10/2019 - 8/2019	2450	導師評語		
活動項目總數： <u>6</u>									
@學生人次	18	74	23		總開支	201859			
**總學生人次	115								

備註:\*活動名稱/類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

\*\*總學生人次：指 (A) + (B) + (C) 的總和

# 合資格學生: 指領取綜援/學生資助計劃全額津貼及學校使用 10%酌情權的清貧學生

### C. 學習成效

整體來說你認為活動對受惠的合資格學生有何得益？

請在最合適的方格填上「✓」號	改善			沒有 改變	下降	不適用
	明顯	適中	輕微			
學習成效						
a) 學生的學習動機	✓					
b) 學生的學習技巧		✓				
c) 學生的學業成績		✓				
d) 學生於課堂外的學習經歷	✓					
e) 你對學生學習成效的整體觀感		✓				
個人及社交發展						
f) 學生的自尊	✓					
g) 學生的自我照顧能力	✓					
h) 學生的社交技巧		✓				
i) 學生的人際技巧		✓				
j) 學生與他人合作	✓					
k) 學生對求學的態度		✓				
l) 學生的人生觀		✓				
m) 你對學生個人及社交發展的整體觀感	✓					
社區參與						
n) 學生參與課外及義工活動		✓				
o) 學生的歸屬感	✓					
p) 學生對社區的了解		✓				
q) 你對學生參與社區活動的整體觀感		✓				

### D. 對推行計劃的意見

在推行計劃時遇到的問題/困難(可在方格上✓超過一項)

未能識別合資格學生(即領取綜援及學生資助計劃全額津貼的學生);

難以甄選 10% 的酌情名額;

合資格學生不願意參加計劃;

伙伴/提供服務機構提供的服務質素未如理想;

導師經驗不足, 學生管理技巧未如理想;

✓ 活動的行政工作明顯地增加了教師的工作量;

對執行教育局對處理撥款方面的要求感到複雜;

✓ 對提交報告的要求感到繁複、費時;

其他(請說明): \_\_\_\_\_

## Diversity Learning Grant (DLG) Report in 2018-2019:

DLG funded Programme(s)	Strategies & benefits anticipated	Name of programme(s) and provider(s)	Duration of the programme	Target students	No. of students involved in 2018-2019	Evaluation of student learning / success indicators	Teacher-in-charge
Gifted Education Programmes	<p>-To offer a range of gifted education courses/programmes for students who excel in different subjects.</p> <p>-To provide high ability students with chances to broaden horizons and stretch their abilities.</p>	-Various programmes organized by local tertiary institutes and professional organizations.	1 year, from September 2018 to Aug 2019	S.4 & S.5 high ability students in different subjects	About 500 students	<p>-Students showed positive comments about the courses/programmes.</p> <p>-Teachers agreed that the courses/programmes provided could broaden students' horizons and further stretch their abilities. For details, please refer to the appendix.</p>	Mr. Lau Chi Kin (DLG Coordinator)
Applied Learning	<p>To offer a range of APL courses for students with different learning needs and interests.</p> <p>To provide students with opportunities to acquire diversified learning experiences and develop career aspirations.</p>	Students can apply for any courses that they are accepted by the course providers.	180 hours in 2 years	S.5 to S.6 Students who are interested in the courses	About 2 students	<ul style="list-style-type: none"> <li>- 100% of students showed positive comments about the course.</li> <li>- 100% of students passed relevant assessments and examinations.</li> <li>- 1 students (50%) awarded "Attained with Distinction" (II).</li> <li>- 1 students (50%) awarded "Attained".</li> </ul>	Ms. Chow Sze Ying Emily (Career Guidance)