

CCC Heep Woh College

Annual School Report 2019-2020



Transform Our Mindset
Stretch Our Potential

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The Church of Christ in China
Heep Woh College
School Annual Report 2019-2020

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:

Composition	Supervisor	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
19/20	1 (6.7%)	7 (46.7%)	1 (6.7%)	2 (13.3%)	2 (13.3%)	1 (6.7%)	1 (6.7%)

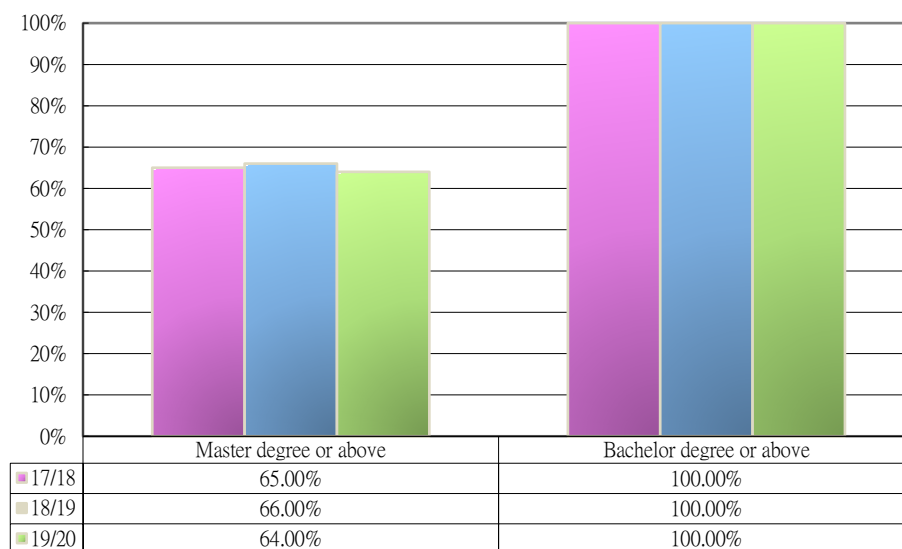
Incorporated Management Committee			
Supervisor	Professor Shum Kwok Yan Daisy	Teacher Manager	Ms. Tin Yuen Shan Tina
		Alternate Teacher Manager	Mr. Moy Ka Yiu
Principal	Dr. Chu Kai Wing	Alumni Manager	Mr. Hui Tze Fung Danny
		Parent Manager	Ms. Chan Ho Yan Karina
		Alternate Parent Manager	Ms. Ng Yan Han
Sponsoring Body Managers	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 Mr. Wu Yiu Hong Mr. Yiu Chak Hung	Independent Manager	Ms. Tam Sau Ying Christine

II. Our Teachers

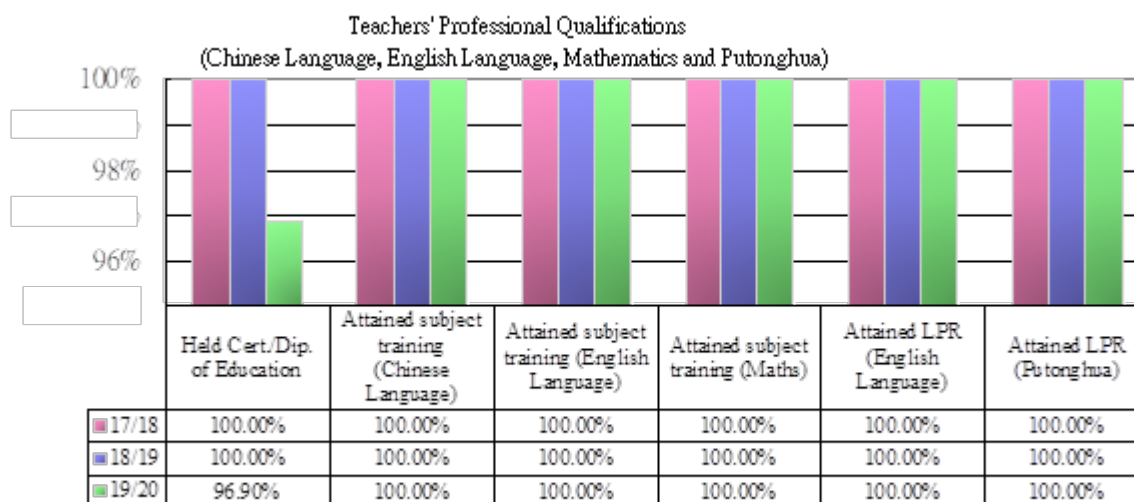
Number of Teachers (including the Principal)

School Year	2017-2018	2018-2019	2019-2020
Number of Teachers	63	64	64

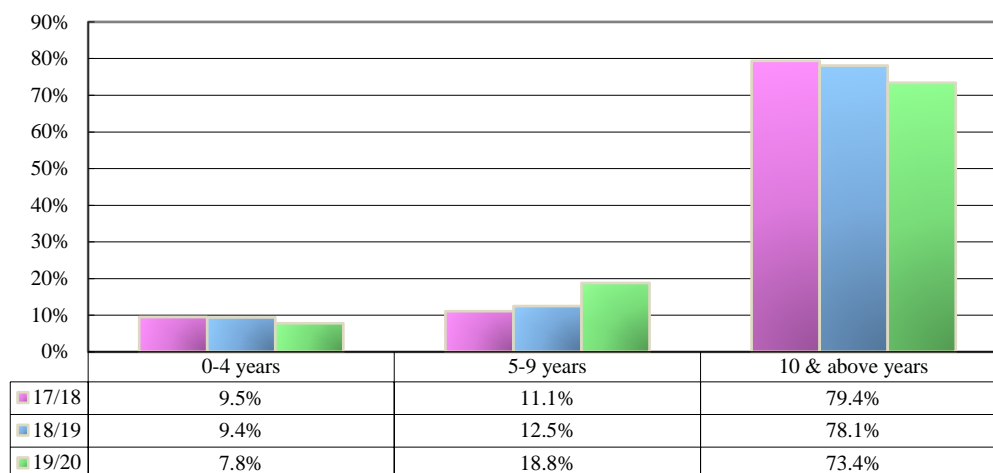
Teachers' Academic Qualifications



Teachers' Professional Qualifications



Teaching Experience

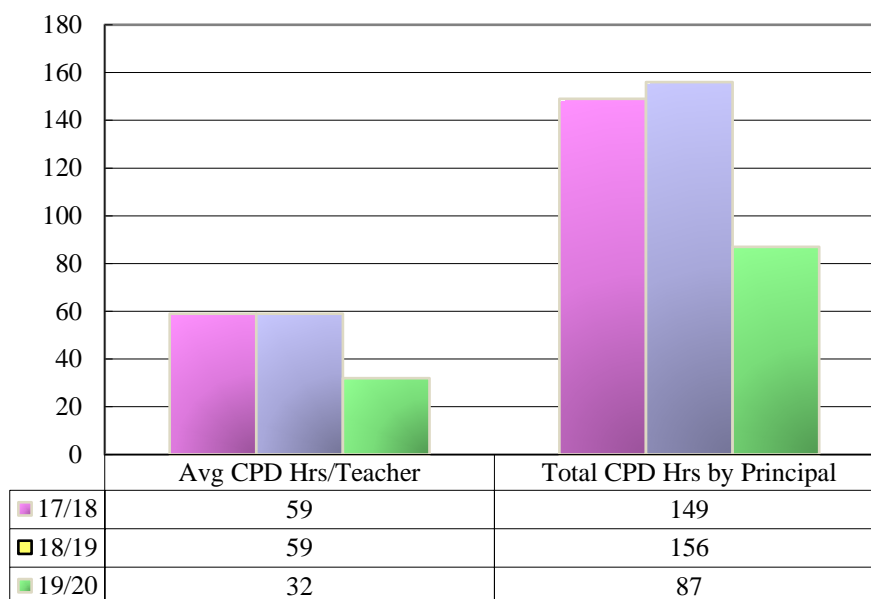


Staff Turnover Rate

During the school year of 2019-2020, the total number of staff is 91 including 64 teachers, 1 Associate Teacher, 1 Teaching Assistant, 3 Lab Technicians, 2 I.T. Technicians, 2 Library Assistant, 8 office staff and 10 janitors.

Staff Resignation	Number of Staff
Non-teaching Staff (<i>Personal Reason</i>)	2
Non-teaching Staff (<i>Retirement</i>)	2
Total	4

Professional Development of Teachers



Seminars / Workshops for Professional Development 2019-2020

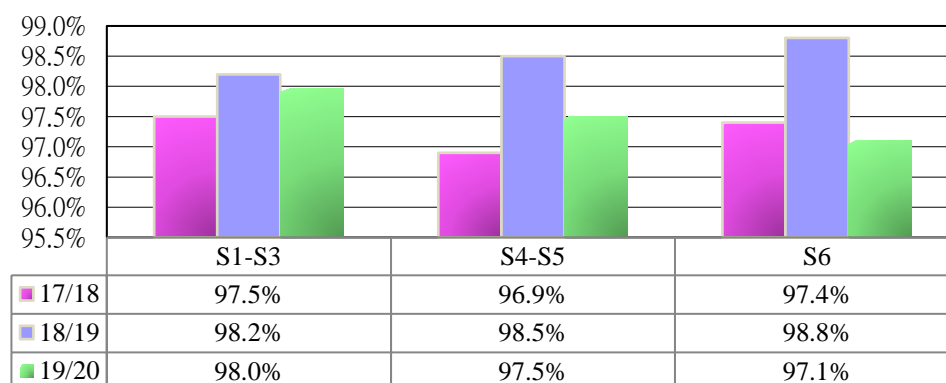
Date	Theme	Organization / Guest Speaker	Objective / Focus
26/8/2019	Self-Directed Learning	Mr. Wong Nok Fung, The School Educational Psychologist	<ul style="list-style-type: none"> To enable participants to have a better understanding on the rationale of Self-Directed Learning To equip teachers how to facilitate our students to undergo Self-Directed Learning.
	Students' Cases Review	Mr. Kwan Chi Ho and Ms. Ng Tsz Yan	<ul style="list-style-type: none"> To equip teachers how to handle students' cases
1/4/2020	School Visits (Cancelled because of the EDB's announcement regarding the class suspension in response to the wide-spreading of COVID-19)	School self-organized	<ul style="list-style-type: none"> To enable participants to have a better understanding of the Good practice in other schools To provide opportunities for participants to reflect on their own practice
2/6/2020	Growth Mindset (Cancelled because of the wide-spreading of COVID-19)	Growth Mindset Education Association	<ul style="list-style-type: none"> To enable participants to have a better understanding on the concept of Growth Mindset

III. Our Students

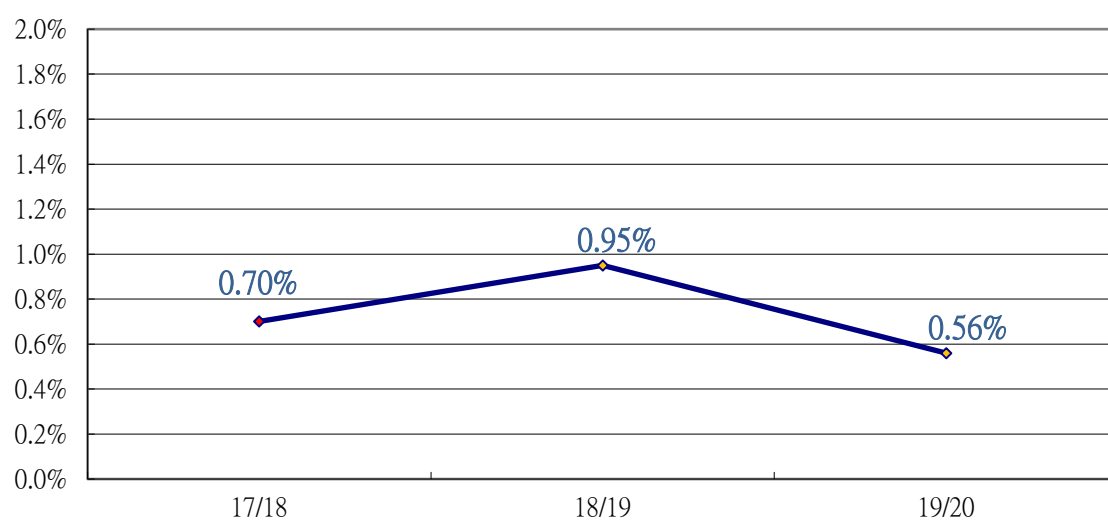
Class Structure and Enrolment

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 arousing students' learning motivation and catering for learners' diversity

Targets:

- To integrate the MRE at the whole-school, cross- curricular, KLA and subject level
- To promote ways of stimulating learning motivation and enhancing students' confidence in learning

Achievements
<p>1. Establish the Curriculum Development Committee (CDC) to hold regular KLA coordinator meetings for reviewing existing school curriculum and initiating approaches of integrating the MRE</p> <p>(a) <i>The establishment of the Curriculum Development Committee (CDC) :</i> The Curriculum Development Committee was formed this academic year. Several CDC meetings were held to discuss academic affairs concerning the S4 subject selection mechanism and the direction of Junior Secondary curriculum development.</p> <p>(b) <i>The formation of 'Think Tank', a STEAM working group</i> To develop STEAM education, a Think Tank composed of some AAC representatives, KLA coordinators as well as non-AAC members was formed. On 31st June, Think Tank members visited the United Christian College (Kowloon East) which known for their outstanding STEAM education. Team members shared and exchanged ideas of how STEAM education can be developed in our school. It was planned that in the next academic year, the team will visit different schools to explore the best way forward to further develop our STEAM education programmes.</p> <p>(c) <i>eLearning mode for 2020 – 2021 S1 Bridging Programme</i> To promote self-directed learning and eLearning, the S1 Bridging Programme took place on eLearning platform (Google Classroom) in mid-August. The aims of implementing the eLearning platform are as follows: (1) To help students explore their interests, abilities and learning modes; (2) To help students understand the subjects taught in Heep Woh College; (3) To welcome students to our Heep Woh family. There was a subject-based stream and theme-based stream in the programme curriculum. The theme-based stream was carried out in a cross-curricular approach.</p> <p>(d) <i>Gifted education for Junior formers</i> A team of teachers including AAC members, Life-education teachers and IT committee representatives met to explore ways to develop the gifted education component of the Junior Secondary curriculum. Plans to build-up a Talent Pool by using Heep Woh Net in the 2020 – 2021 school year were drawn up. In addition, the S1 Life-education curriculum will include a module to introduce Howard Gardner's theory of multiple intelligences which will be used as the basis for the Talent Pool construction.</p> <p>(e) <i>Deferral of Science KLA meeting on the review of S1 Science curriculum</i> Some Science KLA meetings were originally planned to review the S1 Science curriculum. However, due to the class suspension in this academic year, the plan was hindered. The meetings will be postponed until the next academic year.</p>

(f) *S1 – S2 GRL curriculum*

To incorporate the element of Language- across-the-Curriculum (LAC), the S1 GRL curriculum was revised in the last academic year. The working team consists of Science, Humanity and English subject teachers. Benefiting from the revision of the S.1 GRL curriculum with LAC elements, the revised S2 GRL curriculum was completed this year. With the completion of revised curriculum, in the next academic year, the manpower allocated for the team will be trimmed.

Due to the class suspension, the student evaluation questionnaire was not conducted as scheduled.

(g) *Foster an entrepreneurial spirit*

The fostering of an entrepreneurial spirit was included in the Economics Department's development plan. The department planned to organize relevant activities and initiate related programmes in which students could make use of their inquiring ability, as well as collaboration and problem-solving skills. It was hoped that students could cultivate positive values and attitudes, and develop creativity, innovation and entrepreneurship. However, due to the influence of COVID-19 pandemic in 2019–2020, many planned projects could not be actualized. Throughout the whole school year, only two related activities were held. First, a group of ten S4 students joined the programme organised by Tung Wah Group of Hospitals - Healthy Budgeting Debt Counselling Centre. A workshop was conducted in January to teach participants about different aspects of running a company. It was planned to let students have hands-on experience in setting up a company, drawing up proposals and budgeting plans, and practice funding, sourcing, branding, marketing and executing sales strategies. However, due to the pandemic, another workshop and selling day was cancelled. The plan of starting a business was suspended too.

Second, six S4 students participated in the programme 'Build Your Dreams' organized by Po Leung Kuk (PLK) Life Planning and Financial Education Centre. A series of online workshops were conducted in July, 2020 to introduce students how to start a business. At this moment, it was planned that students will either set up their booth for two days in the Amoy shopping centre or launch an online shops for selling their products. The mode to actualize their start-up plan will depend on the situation surrounding the pandemic.

2. To promote ways of stimulating learning motivation and enhancing students' confidence in learning

- Subject extension workshops related to different subject knowledge were scheduled to be organized on the post-exam activity day in July for all S2 students. 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 on the related subjects. However, due to the pandemic, the planned workshops were suspended. The plan is going to be implemented in the next academic year.

Reflection

1. Establish the Curriculum Development Committee (CDC) to hold regular KLA coordinator meetings for reviewing existing school curriculum and initiating approaches of integrating the MRE

- With the establishment of the Curriculum Development Committee (CDC), a platform for different KLA coordinators to exchange opinions on academic affairs and to explore ways in improving curriculum can be built up. Though the pandemic hindered the progress of the planned works in the second term, after the school resumption in May, a number of development plans concerning MRE such as eLearning, STEAM education, Gifted Education and Moral and Civic Education were initiated by the AAC Core Team and discussed by the CDC and TAC.
- With the streamlining of the AAC structure, CDC and TAC members can have a wider scope of specialization in works; this improves the efficiency of the AAC. Thus, more effort can be put into initiating new development foci and discussions on concrete implementation plans. In view of this, in the following academic year, the AAC will be further re-structured in order to enhance working effectiveness.
- In addition, with more new initiatives to be developed in the next school year, some non-AAC members were invited to contribute in the working teams, e.g., Think Tank for STEAM education. This can strengthen the manpower for the development of academic affairs. This can certainly foster collaboration among different subject departments and administrative committees.

2. To promote ways of stimulating learning motivation and enhancing students' confidence in learning

S2 – 3 Subject Extension Class

- Subject Extension Workshops were scheduled to be held on the post-exam activity day in July. Though it was suspended due to the pandemic, AAC members evaluated on the plan and discussed on how it can be improved. It was proposed to explore the possibility of arranging the workshops on normal teaching days, instead of the post-exam activity day and increasing the number of workshop days. It was believed that by doing so, the programme can be better integrated with the current formal curriculum to generate a more sustainable effect.

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

1. Enhance functionalities of the knowledge sharing platform and the school knowledge repository

- Our school has expanded by using Google Classroom for our teachers to share teaching and learning materials systematically as a knowledge repository to facilitate sharing with students, especially in the period of class suspension due to the spreading of the COVID-19. More teachers have utilized Google Classroom to share their teaching and learning materials not only for storage but also for sharing with colleagues and students. More customizations have been set up this year to facilitate teachers' usage.
- Our school has explored the use of Zoom and Google Meet as the platform for online teaching. The Academic Affairs Committee, Staff Development Committee and the Information Technology Committee provided support to teachers to enhance their use.

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

- A series of sessions of Communities of Practice (CoPs) were held on 3/9, 16/12, 20/12, 13/1, 21/2, 17/7 and 21/7 on e-learning implementation or new teacher induction. We shared our experiences with e-learning across-subjects, using various teaching strategies. Teachers agreed that they have learned a lot from sharing ideas.
- We organized seven meetings of the CoPs with ninety-six person-time in this year. We will continue to organize such activities in the next academic year.

3. Encourage teachers to store and share resources in our school knowledge repository

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.

Reflection

- This year is very special with the serious outbreak of COVID – 19. Our school had to cancel two Staff Development Days in this school year. However, we organized many CoPs online to share our experiences with e-learning. Our teachers have made great progress with online teaching this year under the threat of COVID – 9. Most teachers have tried to use Zoom or Google Meet for online real-time teaching and Google Classroom to disseminate their learning and teaching materials to students and collect students' assignments. Teachers have also used Google Classroom to give feedback to students. Despite the challenge of the pandemic, our teachers have tried their best to sustain students' learning at home.
- During the period of class suspension, our school has organized a series of Communities of Practice (CoPs) workshops to support teachers' practice with online teaching. Gratefully, our school has implemented Lesson Study and Communities of Practice (CoPs) in these last few years to provide a platform for teachers to share their knowledge, skills and experiences with colleagues. Our school appreciated that such a school based mode of teacher professional development adopted could have facilitated teachers, addressing concerns about issues experienced in daily practice and situational contexts in our school. The sharing culture in our school has been substantial in these years.
- The school management has revised the arrangement of the implementation of Lesson Study and various Communities of Practice (CoPs) with more flexibility and variety of professional development activities owing to the uncertainties we may face in the coming school year. 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 three-year cycle rather than in one year to finish the process. 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: Fostering a Positive and Supportive Environment that facilitates learning and rapport building in class or at school and strengthen students' self-confidence in their whole-person development

Target 3.1:

- **To provide more opportunities for students to stretch their interests in various areas and enhance their leadership skills through LWL activities.**

Achievements
<p>More interest classes, LWL activities, workshops and exchange tours had been proposed to expand students' interests and their leadership skills this year. However, due to COVID – 19, most ECA groups and classes came to a standstill in the second term. A number of school programmes were cancelled such as S4 Life Education Camp, second Life-wide Learning day, S2-S3 extension classes and five exchange tours proposed by Careers, ECA Committees and the Chinese History Department. Besides, all LWL activities, workshops, school team training and leadership training camps were cancelled in the second term.</p> <p>Though most ECA were suspended in the second term, the Music Department managed to try out most instrumental classes online from March to April. The trial was so successful that the Music Department launched a phase 2 programme from May to June. This was the first trial of the school to conduct activities online. The experience was valuable if class suspensions continued in the coming years.</p> <p>Apart from Music Department, the coach of volleyball teams provided physical training video clips to members on weekly basis to keep up some basic training and to maintain the spirit and cohesion of the teams.</p> <p>Although school resumed in late May 2020 and with the postponement of summer vacation, attentions was put on catching learning progress and the summative assessment, especially for S3 and S5 students. School days were maintained on a half-day basis and all school activities were suspended due to hygienic considerations. Besides, all surveys, such as APASO, Stakeholders questionnaires and school-based questionnaires, were aborted due to the tight administrative and learning schedule. Thus, no data from stakeholders showing whether the targets were achieved this year. In fact, most programmes and activities in the second term were greatly obstructed by the disease. Without doubt, the objectives were not achieved this year.</p>
Reflection
<p>Since the threat COVID 19 will continue until effective vaccines are in place for all citizens, there was a need to consider how to conduct ECA or LWL programmes online. Obviously, this was totally novel to teachers, tutors, coaches, schools and organizations and required a learning curve.</p>

Target 3.2:

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

Achievements

Since the outbreak of the social issue in June 2019, most of the school's resources were mobilized to respond to the escalating and intensifying situations triggered by the social issue. Apart from stabilizing students' emotions and containing them at school, teachers also needed to help dissolve the conflicts among peers and the conflicts between students and their family members. In the meantime, class teachers took up an important role to soothe the emotions of students and to provide a sense of security at school. Especially, to the students who had grave conflicts with parents. The intervention of class teachers and school social workers alleviated the conflicts of both parties.

Further, upon the impact of COVID 19, class suspension nearly covered the second term. The school had never faced such grave impact and none of the school personnel had experienced anything like it before. The school put all its efforts into maintaining learning in an online mode. Class teachers became a bridge to understand the situations and difficulties of students in this period. Class teachers called parents in March 2020 to report and discuss the learning progress of the students. Class teachers also helped follow the students who were challenged by the new online format.

Reflection

During this year, most of the plans on boosting the pastoral roles of class teachers came to a halt. Nonetheless, class teachers acted as companions to walk with their students through the storm of social issue and darkness of COVID – 19. If the virus pandemic was not under control in the territory, there was an urge to take into account the new tasks of class teachers to connect students and foster class cohesion during class suspension.

Target 3.3:

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

Achievements

As mentioned in the previous paragraphs, the social issue hindered the overall development of the school in the first term and COVID 19 paralyzed the overall operation and development of the school in the second term. Both incidents posed impact on the well being of students.

In the first term, most students were obsessed with the impact of the social issue, which put them in an unstable emotion state. Students vented their anger to the government. Families might be another battle field. Some students experienced post-trauma symptoms. Students also experienced complicated emotions such as insecurity, mistrust to others, hopelessness and depression.

To soothe students' unstable emotions, the school conducted talks with teachers and students on how to stabilize their confused emotions. The school also adopted the advice from the school educational psychologist to instill fun in students' school life and enable them to adapt well at school. This approach offered protective factors to counteract the overall adverse atmosphere in the society. Based on this, the school held various activities such as Lunching Together, Free Ice-cream Day, which was sponsored by a group of alumni, the Heep Woh Carnival in late January, etc. Students could find fun and have enjoyable memories through those activities. Besides, most ECAs were able to proceed in the first term. New activities were introduced such as floor curling after school, to expand students' perspective and foster team building. Students could pursue the activities they enjoyed and were successful in. On the other hand, academically, teachers tried to alleviate students' stress by being flexible and providing additional support to boost students' confidence in learning.

In the second term, the concern was shifted to the health and well being of students under the threat of the dangerous virus. Shortage of face mask and daily supplies, as well as the increasing number of people being quarantined and hospitalized preoccupied the minds of almost everybody. Fear and anxiety spread over the territory. Besides, the prolonged class suspension, the novel mode of online learning, the challenges at home, the lack of social interactions or support from peers and the stress from meeting academic standards also posed much stress and difficulty to students during the period.

During this period, school social workers (SSWs) and guidance teachers tried their utmost best to provide assistance to students who could not obtain face masks. Apart from telephone contacts to encourage students in such unfavourable situations, online workshops were held by SSWs to engage students and keep them intact. Some students were to make cotton face masks and distributed them to the senior centres. Those workshops or activities not only kept students in touch with one another but also, to a certain extent buttressed students' efforts to serve the community.

Reflections

Since this extreme situation might happen again and continue for a period of time, the school should explore the means and ways to support students and keep them healthy. As well, the school should make plans for when class suspension is lifted.

V. Our Learning and Teaching

To enhance learning and teaching effectiveness, other than the major concerns of integrating the MRE in the whole-school, cross-curricular, KLA as well as subject levels and promoting ways to stimulate learning motivation and enhance students' confidence in learning as mentioned in part IV above, a series of programmes was also implemented. The details are as follows.

For senior forms, subject-based Project A was organized for stronger students in the form of tutorials in which study tips were shared by alumni. Alumni with good results on the 2019 HKDSE were also invited to share their experience in preparing for HKDSE with S4 and S5 students. Though due to the pandemic, the face-to-face share session was cancelled, videos were produced to share on approaches for studying DSE core subjects.

For junior forms, to better identify students' learning needs and take early intervention, there is a S1-S2 Homework Submission Policy. After-school homework classes were arranged for S1 and S2 students who have difficulties in submitting 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 organize various learning-related activities for junior formers. For example, a past paper workshop was held for S1 students to familiarize with the format of Heep Woh's formal assessment. Besides, there were timetable design and note-taking workshops.

To help S1 student bridge smoothly to the secondary school life, the Bridging Programme was held annually in August. This year, the programme was arranged on an e-Learning platform (Google Classroom). In the teaching and learning component of the programme, the curriculum objective of self-directed learning and e-Learning was emphasized. The programme aimed at helping students explore their interests, abilities, learning modes and understand the subjects taught in the school. Most importantly, the programme welcomed our new students to the Heep Woh family. There were subject-based streams and theme-based streams in the programme curriculum. The theme-based stream was carried out in a cross-curricular approach.

In assisting S3 students to bridge to the senior secondary curriculum, various strategies were implemented. These included Subject Extension Classes for S2 students, a Taster Program and elective subject introduction talks for S3 students. However, due to the pandemic, the above-mentioned programmes were either suspended or arranged online.

To develop students' potential and foster their all-round development, various life-wide learning activities such as Life-wide Learning Days, educational visits, field trips and competitions, were arranged to extend their learning experiences and broaden their horizons. The stronger students were also encouraged to join programmes for the gifted, organized by the tertiary institutions. However, due to the pandemic, almost all scheduled activities were cancelled this year.

For learning support, a mentoring programme was launched. 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. However, the programmes were interrupted by the occurrence of COVID – 19 outbreak.

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. Under the class suspension period in the second term, the administration support and professional training for teachers to adapt to e-Learning were strengthened. Teachers' techniques and confidence in conducting e-Learning keep increasing to adapt to the new normal.

Curriculum

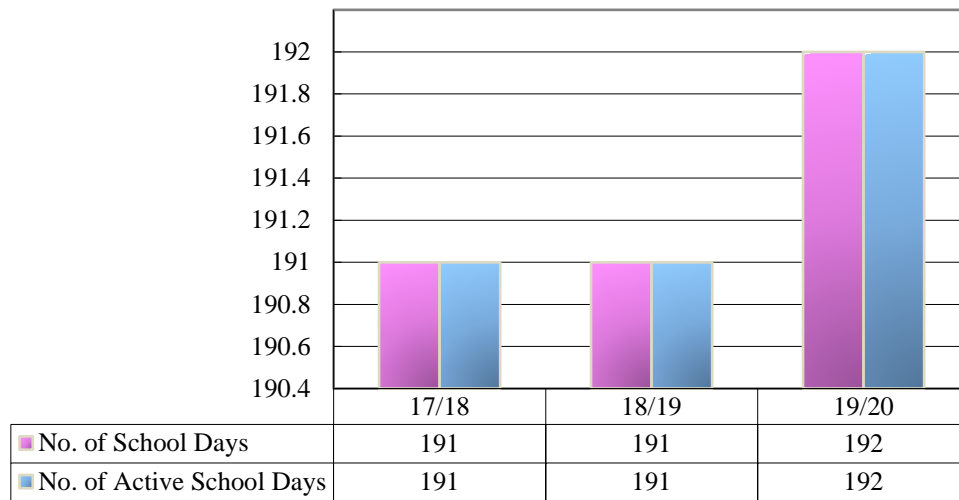
Subjects offered	S1 – S6					
	S1	S2	S3	S4	S5	S6
English Language	E	E	E	E	E	E
Chinese Language	C	C	C	C	C	C
Chinese Literature				C	C	C
Liberal Studies	E	E	E	E	E	E
Mathematics / Compulsory part	E	E	E	E	E	E
Mathematics Extended part (M2)				E	E	E
Chinese History	C	C	C	C	C	C
Economics				E	E	E
History	E	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

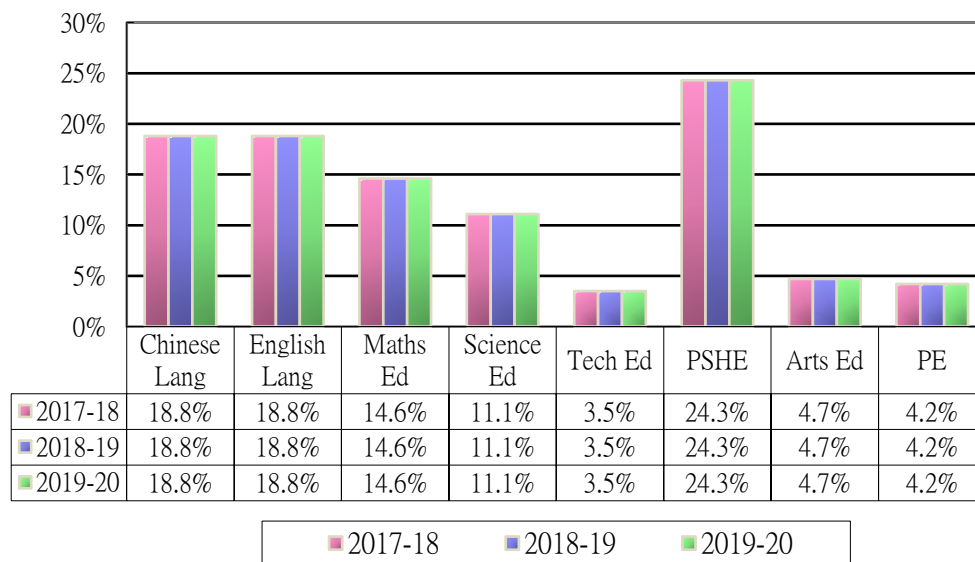
C: Cantonese as medium of instruction

P: Putonghua as medium of instruction

Number of Active School Days



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. However, in the previous year, the territory suffered the impact of social issue and class suspension. Inevitably, these caused many disturbances to the support of student development at school.
- 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. Though most programmes stopped after class suspension, the committee managed to conduct a live broadcast of Speech Day in consideration of social distancing. As well, it also arranged and monitored an online broadcast of the End of Term Ceremony. Those experiences will definitely benefit the school in the coming years.
- The Extra-curricular Activities Committee endeavored to broaden students' horizons by providing more interest classes and promoting more exchange tours. Due to the impacts, the exchanges with the partner schools from Singapore and Guangzhou were suspended. The planned exchange tours to China, Taiwan, Kansai, Cambodia and Macau were cancelled. Though there were a number of interest classes provided in the current year, most of them stopped during the class suspension period except the music instrumental classes. However, when classes resumed, the committee could manage to complete the Student Association and Houses committee elections. With the change of circumstances, undoubtedly, the committee would explore a new way to deliver ECAs to students in the coming years.
- 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' social skills and adaptation skills. The committee worked closely with other committees or departments to provide holistic development to students. Workshops was held to promote students' social skills and executive functioning, comprising 'Juggling Ambassadors', 'Board Games Activities', 'One Minute Challenge', etc. of which two were held online during the period of class suspension. After-school Learning Support was also held to boost students' learning skills and habits. A visit was paid to Caritas Jockey Club Lok Yan School to cultivate respect and acceptance of differences in society.
- The Students Guidance Committee endeavored to polish the counselling skills of colleagues and promote the well being of students. A five-day advanced workshop was held for committee members by the New Life Psychiatric Rehabilitation Association on how to train students' skills to cope with adversities. It was hoped to transfer those coping skills into curriculum as a preventive guidance to all students. In response to the social issue, the

committee held talks with colleagues and students on handling post traumatic symptoms. The committee also held activities such as, ‘Lunching together’, ‘Free Ice-cream Day’ and ‘Heep Woh Carnival’, to boost students’ morale as a protective factor against the adverse atmosphere. During class suspension, though most programmes stopped, school social workers (SSWs) provided services via phone contact or home visit. In addition, some workshops were still in operation online— board games, executive functioning, mental health and making cotton face masks. These experiences were valuable to the committee under the constraint of class suspension.

- ‘Born to love, care and be honest’ (活出愛心、關懷，誠實人生) was the yearly theme of the Discipline Committee. The committee aimed to cultivate students with positive characteristics, especially on the values of respect, care and honesty. Apart from monthly article sharing and morning assembly sharing, 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’, ‘Stress Management’, ‘Say No to Crimes’, ‘Facing Adversities’, ‘Peer and Family Relationship’, etc. Though the class suspension greatly affected a number of programmes, some newly introduced workshops, aroma products marking and floor curling, were held to stretch students’ interest and foster their team collaboration.
- 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. Most curriculums, workshops and talks were held successfully except those were originally scheduled in the second term. Nonetheless, with the collaborative support of colleagues, the release of HKDSE results, guidance to students on JUPAS choices and mark appeal for HKDSE were successfully held online. Though encountering an unexpected change, it was a good experience to have an alternative way to deliver careers guidance to students.

VII. Our Students' Performance

Destination of S6 HKDSE Graduates:

Destination	No. of Students	Percentage
Local Degree Programmes	101	66.9%
Post-secondary Education / Vocational Training Council	38	25.2%
S6 Repeat	1	0.66%
Overseas Studies	9	5.96%
Full-time Employment / Others	2	1.32%

HKDSE Results:

HKDSE	2020	
	CCCHWC	All Day Schools
No. of Candidates Sat	151	44127
Candidates fulfilling the minimum 3322 university entrance requirements	87.4%	42.2%
Candidates scored Level 2 or above (<i>Category A subjects</i>)	98.9%	85.4%
Candidates scored Level 4 or above (<i>Category A subjects</i>)	59.8%	35.6%

Student Achievements 2019-20

Music Department

Joint School Music Competition 2020

2A 黃贊微	笛子獨奏初級組	銀獎
3C 蔡靖琳	獨唱高級組	優異獎

Visual Arts Department

Food & Environmental Hygiene Department Comic Design Competition

1C YEUNG MAN YAT	Champion
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P.E. Department

Inter-School Swimming Competition

Boys B Grade		
4A CHAN CHO KIT	200m Breast Stroke	Champion
4A CHAN CHO KIT	100m Breast Stroke	2 nd runner-up

TCAA Junior Athletic Championships

Boys C Grade		
2B WONG CHING HIN	100m Hurdle	Champion
Boys D Grade		
2B WONG CHING HIN	High jump	Champion

Wong Tai Sin Athletic Meet

Boys C Grade		
4A WU XUHUI	Long Jump	Champion
6F CHONG YUN CHOI	1500 Meters	2nd Runner Up

Boys D Grade		
2B WONG CHING HIN	High Jump	Champion
3C CHEUNG MING HUNG	Javelin	2nd Runner Up
3C CHEUNG MING HUNG	High Jump	2nd Runner Up
3C YIP HING LONG	High Jump	1st Runner Up
3C HON TSZ HEI	100 M Hurdle	2nd Runner Up
Boys E Grade		
1A CHEUNG KAI LEONG	100 Meters	1st Runner Up
1A CHEUNG KAI LEONG	200 Meters	1st Runner Up
1B LEE KIN FUNG	400 Meters	1st Runner Up
1C CHAN YUET TING	High Jump	1st Runner Up
Girls D Grade		
2B LIU WAI YIN	100 Meters	Champion
2B LIU WAI YIN	200 Meters	Champion
2E KWOK TSZ CHING	100 M Hurdle	Champion
3C SIU HONG YI	Long Jump	2nd Runner Up
4E LEE CHEUK LAM	400 Meters	1st Runner Up
Girls E Grade		
2D LEE SZE YEUNG	Softball Throw	1st Runner Up

Science Key Learning Area

Australian National Chemistry Quiz (2018) HK Section

4D YU CHING HEI	Excellence
6D CHU YAU SHING	Excellence
6F IP PAK YIN	Excellence
4D CHAN TSZ HIM	High Distinction
5C CHEN WAI YIP	High Distinction
5D CHEUNG TIN LONG	High Distinction

4C KWOK HUNG ON	Distinction
4D LAU SIU YAU	Distinction
4D SO TSOI KEI	Distinction
5C PONG TSZ WAI	Distinction
5C SO YEE LAM	Distinction
5D LAM KAM YEUNG	Distinction
5D TSUI CHUN PAN	Distinction
5D WONG KIN LUN	Distinction
5E YANG SIK KWAN	Distinction
6D TSANG YI EN	Distinction
6D TSE CHEUK YING	Distinction

2019 Science Assessment Test

3C NG CHEUK MAN	Diamond Award
4D CHIEN YUK LING	Diamond Award
4D LAU CHIU TING	Diamond Award
4F LI KUN KEI	Diamond Award
4C CHEUNG TSZ LING	Gold Award
4D CHAN TSZ HIM	Gold Award
4D PUK YEE KIU	Gold Award
4D YU CHING HEI	Gold Award
3A KOK YAN HEI	Silver Award
3B ZHANG YIROU	Silver Award
4D CHAN KA YAN	Silver Award
4D CHU MAN CHING	Silver Award
4E CHAU KA YIU	Silver Award
4E YEUNG YU YAN	Silver Award
4F CHU CHUN YIN	Silver Award

3A TSU LOK HANG	Bronze Award
3C LO CHUN NANG	Bronze Award

Chemists Online Self-study Award 2019

5C CHAN HO FEI	Diamond Award
5C CHAN LAI YING	Diamond Award
5C CHEN WAI YIP	Diamond Award
5C PONG TSZ WAI	Diamond Award
5C SO YEE LAM	Diamond Award
5C TSE PUI MAN	Diamond Award
5C WONG CHIT	Diamond Award
5C WONG SAU MAN	Diamond Award
5C WONG WING NAM	Diamond Award
5C YIU HIU TUNG	Diamond Award
5D CHEN TAK YIN	Diamond Award
5D CHEUNG TIN LONG	Diamond Award
5D CHEUNG TSZ CHING	Diamond Award
5D CHONG WING YAN	Diamond Award
5D LAM KAM YEUNG	Diamond Award
5D LAW KA MAN	Diamond Award
5D LEUNG KA HO	Diamond Award
5D LEUNG HO KAN	Diamond Award
5D LO WAI KI	Diamond Award
5D WONG KIN LUN	Diamond Award
6B LAI KA LOK	Diamond Award
6C CHAN MAN YEE	Diamond Award
6C CHAN MEI KWAN	Diamond Award
6C CHOW SHIU YING	Diamond Award

6C LI MING WAI	Diamond Award
6C LIU HUNG CHING	Diamond Award
6C WONG WING YEE	Diamond Award
6D CHAN YAU KI	Diamond Award
6D NG HAU NING	Diamond Award
6D TANG CHI FUNG	Diamond Award
6D TSANG YI EN	Diamond Award
6D TSE CHEUK YING	Diamond Award
6D TSE TSZ CHUNG	Diamond Award
6E LAW HO TING	Diamond Award
6F IP PAK YIN	Diamond Award
6F KWOK LING YAN	Diamond Award
6F WONG HOI TUNG	Diamond Award
6F WONG YU HANG	Diamond Award
5D NG PUI WING	Platinum Award
5D PUT TSZ CHING	Platinum Award
5D YAU CHUI WU	Platinum Award
6D CHUI TSZ YIU	Platinum Award
6C HSU CHIN HEI	Bronze Award
6C MA KWING KEUNG	Bronze Award

Senior Secondary Science and Mathematics Competitions 2019

6C CHAN KING YUK	High Distinction
6C HSU CHIN HEI	Distinction
6D CHAN TSZ CHING	Distinction
6D CHU YAU SHING	Distinction
6D MAK CHOI YEE	Distinction
6D TSANG YI EN	Distinction

6E LAW HO TING	Distinction
6E PUN KAM WING	Distinction
6F IP PAK YIN	Distinction
6F IP PAK YIN	High Distinction
6F WONG YU HANG	High Distinction
6D TANG CHI FUNG	Distinction
6E SHEK YAN TUNG	Distinction
6F CHIU PUI YAN	Distinction
6B WONG SZE HANG	Distinction
6C LEUNG TSZ CHUNG	Distinction
6C TAM TSZ YUI	Distinction
6D MAK CHOI YEE	Distinction

Safer Campus Project Competition

2C WONG YUEN YEE	1 st Runner-up
3D LO TSZ YAN	1 st Runner-up
4D SO TSOI KEI	1 st Runner-up
5C SO YEE LAM	1 st Runner-up
5D CHEUNG TIN LONG	1 st Runner-up

71th Hong Kong Schools Speech Festival

Solo Verse Speaking	
4D Mak Chin Ching	First
Solo Verse Speaking - Non-Open Secondary 3 - Girls	
2A Wong Tsan Mei	Third

Mathematics

International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2020

5E 楊錫鈞	Merit
5E Ngan Man Leong	Merit

VIII. Financial Summary (2019 September to 2020 August)

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)	6,190,169.15	
I. Government Funds		
Expanded Operating Expenses Block Grant		
(a) School Specific Grant		
1. Administration Grant	4,335,936.00	4,091,880.00
2. Air-conditioning Grant	612,686.00	172,261.00
3. Composite Information Tech. Grant	463,258.00	190,257.89
4. Capacity Enhancement Grant	634,017.00	527,095.98
5. School-based Educational Psychology Service Grant	108,000.00	107,970.00
6. School-based Management Top-up Grant	50,000.00	40,000.00
Sub-total	6,203,897.00	5,129,464.87
(b) Non-School Specific Grant		
Baseline Reference	2,088,902.80	2,166,031.03
(c) Others		
1. Deficit transferred from Recurrent under ITE4	0.00	2,581.00
2. School Executive Officer Grant	0.00	1,407.00
3. Special Anti-epidemic Grant	0.00	3500.00
4. Funds set aside for SP/LSP	0.00	88,213.64
Sub-total	0.00	95,701.64
Total EOEBG	8,292,799.80	8,122,172.33
II. School Funds (General Funds)		
1. Tong Fai	144,840.00	0.00
2. Tuckshop rental	154,050.00	0.00
3. Donations	20,605.00	0.00
4. Hire of school premises	102.48	0.00
5. Library fine and printing card fee	1,107.50	0.00
6. Profit on Sale of exercise book and school uniforms	3,583.58	0.00
7. Collection of fees for specific purposes	300,964.00	100,173.00
8. Insurance premium	0.00	18,863.24
9. Repairs and maintenance	0.00	17,700.00
10.Scholarship award	0.00	34,000.00
11.Others	559,441.30	743,578.63
Total School Funds	1,184,693.86	914,314.87
Total surplus for school year	1,171,981.25	
Accumulated surplus as at the end of school year	7,362,150.40	

IX. Feedback on Future Planning

We continue to face great challenges ahead. Because of the social issues and the outbreak of COVID-19 this school year, we had only several months of teaching and learning. We have lost many face-to-face lessons and had to cancel most of the school assemblies, special outings and study tours, voluntary work, Life-wide Learning Day activities, as well as internal and external competitions. Nevertheless, all of us learned a lesson of gratitude for every person who has helped and supported us. Throughout this pandemic public health crisis, we have gained a deep understanding of the impacts of globalization while enhancing students' awareness of the challenges facing Hong Kong today. This is an excellent opportunity for us to teach our students adaptability, problem-solving skills and team spirit in such a challenging context, and an opportunity for students to reflect on their own lives to search for meaning. 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, especially in the prolonged period of class suspension in this school year. 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.

Although this academic year was the second year of the new cycle of the School Development Plan, most of the programmes planned for this school year cannot be completed owing to the outbreak of COVID-19. Our school will continue most of the programmes in this school year and identify the need for further development and improvement ahead.

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

X. Appendix

中華基督教會協和書院
學生活動支援津貼運用報告
____2019-2020____ 學年

(一) 財務概況

A	本學年獲發撥款：	\$ 154050
B	本學年總開支：	\$ 53738.1
C	須退還教育局餘款 (A - B)：	\$ 100311.9

(二) 受惠學生人數及資助金額

學生類別	受惠學生人數	資助金額
綜合社會保障援助	5	\$ 7590
學校書簿津貼計劃 — 全額津貼	27	\$ 42228.1
校本評定有經濟需要	8	\$ 3920 (上限為全學年津貼金額的 25%)
總計	40	\$ 53738.1 〔註：此項應等於(一) B「本學年總開支」〕

(三) 活動開支詳情

範疇	活動簡介	開支（\$）	受惠學生 人次 ¹	基要學習經歷 （請於適用方格加上✓ 號，可選擇多於一項）				
				智能發展 （配合課程）	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.1	本地活動：資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能（例如：實地考察、藝術賞析、參觀企業）							
...								
跨學科 （如：STEM）								
	第 1.1 項總開支							

¹ 受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

範疇	活動簡介	開支（\$）	受惠學生 人次 ¹	基要學習經歷 （請於適用方格加上✓ 號，可選擇多於一項）				
				智能發展 （配合課程）	德育及公民教育	體藝發展	社會服務	與工作有關的經驗
1.2	本地活動：資助有經濟需要的學生參與多元化全方位學習活動，以豐富五種基要學習經歷（例如：多元智能活動、體藝文化活動、領袖訓練、服務學習、學會活動、校隊訓練、制服團隊活動、軍事體驗營）							
全方位學習活動	樂器班	\$46220	25			✓		✓
	興趣班	\$5160	11			✓		✓
	教育營、校隊訓練比賽等	\$2358.1	12		✓	✓	✓	✓
	第 1.2 項總開支	\$53738.1						
1.3	境外活動：資助有經濟需要的學生參與境外活動／境外比賽							
	第 1.3 項總開支							
1.4	資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備							
	第 1.4 項總開支							
1.5	其他							
	第 1.5 項總開支							
1.6	透過「一次性支援措施」支付因應 2019 冠狀病毒病疫情取消學習活動引致的開支							
	第 1.6 項總開支							
	總計	\$53738.1	48					

全方位學習聯絡人（姓名、職位）： 陳淑端 課外活動主任

二零一九/二零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 8 名(包括 A. 領取綜援人數：0 名，B. 學生資助計劃全額津貼人數：3 名及 C. 學校使用 10%酌情權的清貧學生人數：5 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						
學習技巧訓練	0	3	5	100%	9/2019– 1/2020	11440	老師/導師觀察	HKUST	
交流團	3	6	5	100%	6-8/2019	40690	老師觀察	Maxthon Travel Agent	
語文訓練	1	7	0	100%	7-8/2019	12500	老師/導師觀察		
文化藝術	6	23	1	90%	7-8/2019	7520	老師/導師觀察		
領袖訓練及社交	2	6	3	100%	7-8/2019	3458	老師/導師觀察		
活動項目總數 ： <u>5</u>									
@學生人次	8	24	14		總開支	75568			
**總學生人次	46								

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 2019-2020:

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 2019-2020	Evaluation of student learning / success indicators	Teacher-in-charge
Gifted Education Programmes	<ul style="list-style-type: none"> - To offer a range of gifted education courses/ programmes for students who excel in different subjects. - To provide high ability students with chances to broaden horizons and stretch their abilities. 	- Various programmes organized by local tertiary institutes and professional organizations.	1 year, from September 2019 to Aug 2020	S.4 & S.5 high ability students in different subjects	About 250 students	<ul style="list-style-type: none"> - Students showed positive comments about the courses/programmes. - Teachers agreed that the courses / programmes provided could broaden students' horizons and further stretch their abilities. For details, please refer to the appendix. - Due to the class suspension, some programmes were cancelled. 	Mr. Lau Chi Kin (DLG Coordinator)
Applied Learning	<ul style="list-style-type: none"> - To offer a range of APL courses for students with different learning needs and interests. - To provide students with opportunities to acquire diversified learning experiences and develop career aspirations. 	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	12 students	<ul style="list-style-type: none"> - 100% of students showed positive comments about the course. - 100% of students passed relevant assessments and examinations. - 4 students (33.3%) awarded "Attained with Distinction" (II). - 6 students (50%) awarded "Attained with Distinction" (I). - 2 students (16.7%) awarded "Attained". 	Ms. Chow Sze Ying Emily (Career Guidance)