



ANNUAL
SCHOOL REPORT
2020-2021

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The Church of Christ in China
Heep Woh College
School Annual Report 2020-2021

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
20/21	1 (6.7%)	7 (46.7%)	1 (6.7%)	2 (13.3%)	2 (13.3%)	1 (6.7%)	1 (6.7%)

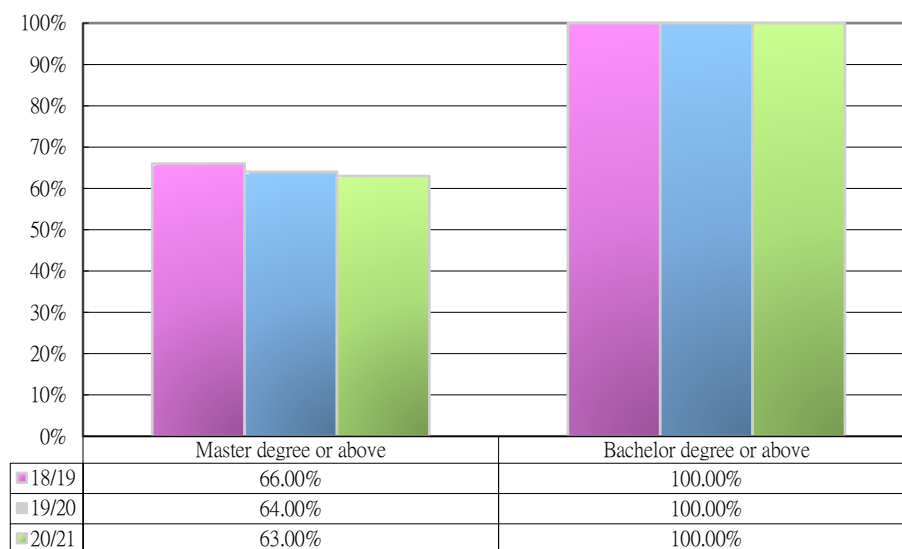
Incorporated Management Committee			
Supervisor	Professor Shum Kwok Yan Daisy	Teacher Manager	Ms. Tin Yuen Shan Tina
		Alternate Teacher Manager	Mr. Moy Ka Yiu
Principal	Dr. Chu Kai Wing	Alumni Manager	Mr. Hui Tze Fung Danny
		Parent Manager	Ms. Chan Ho Yan Karina
		Alternate Parent Manager	Ms. Ng Yan 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

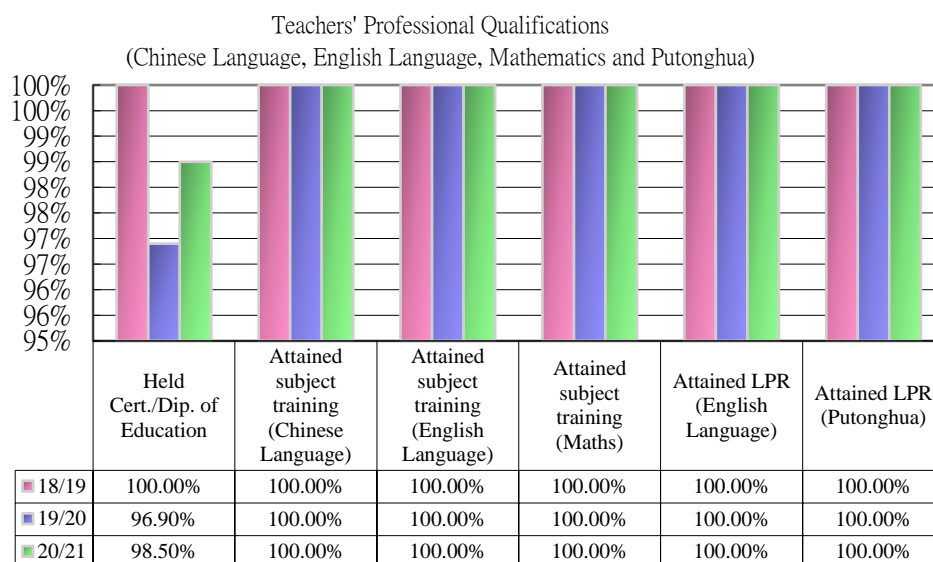
Number of Teachers (including the principal)

School Year	2018-2019	2019-2020	2020-2021
Number of Teachers	64	64	65

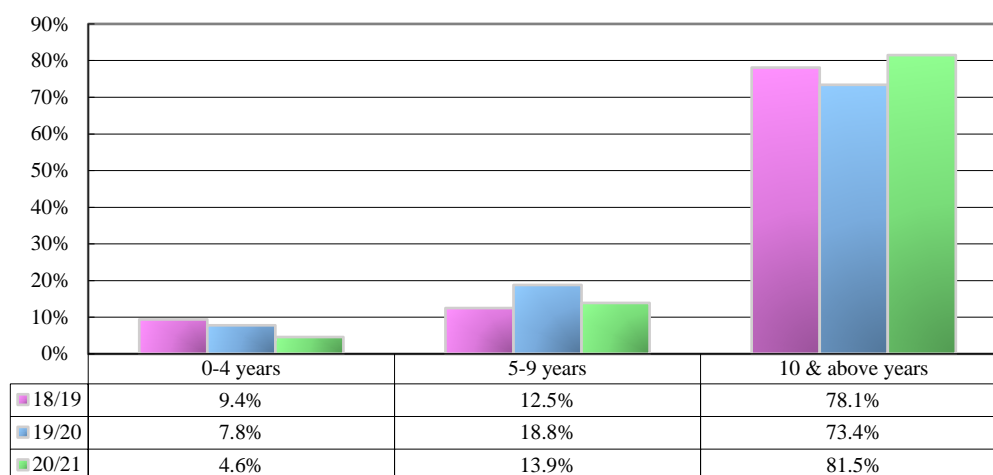
Teachers' Academic Qualifications



Teachers' Professional Qualifications



Teaching Experience

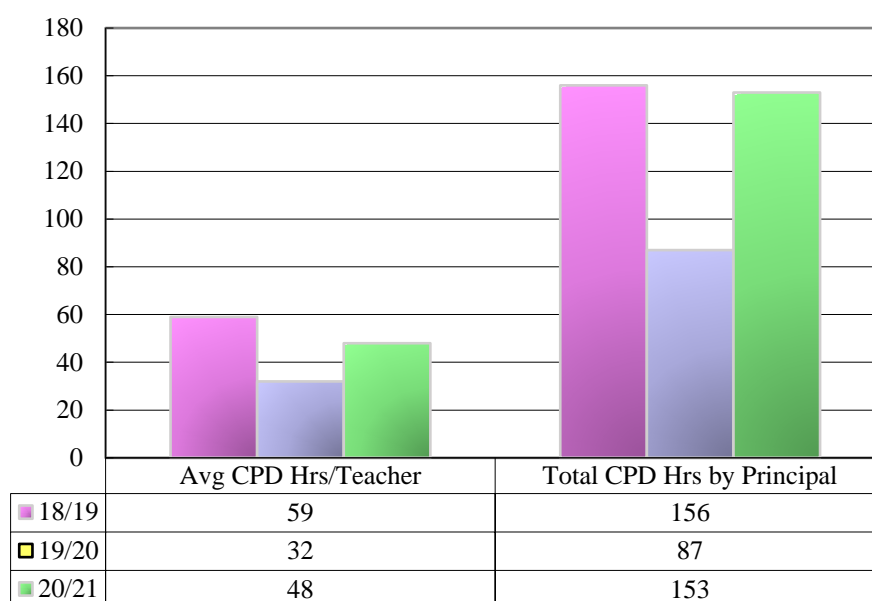


Staff Turnover Rate

During the school year of 2020-2021, the total number of staff is 92 including 65 teachers, 3 Associate Teachers, 3 Lab Technicians, 2 I.T. Technicians, 2 Library staff, 8 office staff and 9 janitors.

Staff Resignation	Number of Staff
Teaching Staff (<i>Personal Reason</i>)	5
Non-teaching Staff (<i>Personal Reason</i>)	6
Total	11

Professional Development of Teachers



Seminars / Workshops for Professional Development 2020-2021

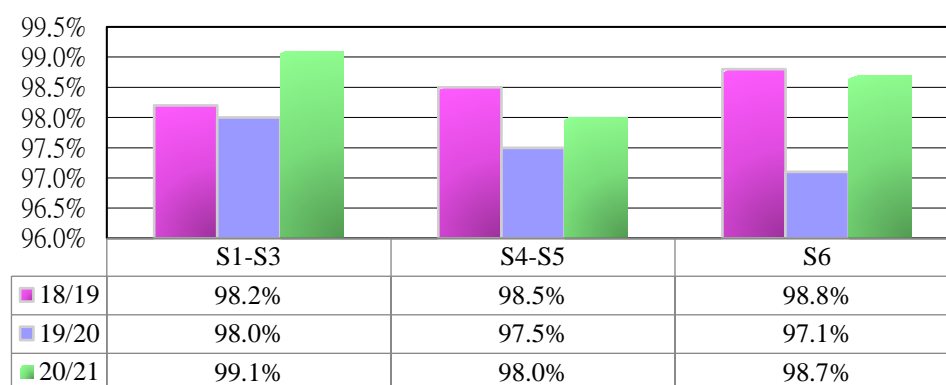
Date	Theme	Organization / Guest Speaker	Objective / Focus
26/8/2020	Communities of Practices about eLearning (a. live lesson practice / b. converting WS into Google Forms / c. video editing / d. assessment & feedback in Google Classroom)	Academic Affairs Committee	<ul style="list-style-type: none"> • To enable participants to have a better understanding about eLearning • To equip teachers knowledge and skills about eLearning
30/3/2021	Overview on Bring Your Own Device Policy and Sharing of Teaching and Learning Pedagogies Using Mobile Devices by Seconded Teachers	BYOD Workgroup and Staff Development Committee	<ul style="list-style-type: none"> • To enable participants to have a better understanding about BYOD Policy and the Good practice in other schools
4/6/2021	Preventing Students' Self Suicide and Teacher Training on Crisis Management	Dr. Wong Nok Fung, The School Educational Psychologist	<ul style="list-style-type: none"> • To enable participants to have a better understanding about the concepts of Preventing Students' Self Suicide

III. Our Students

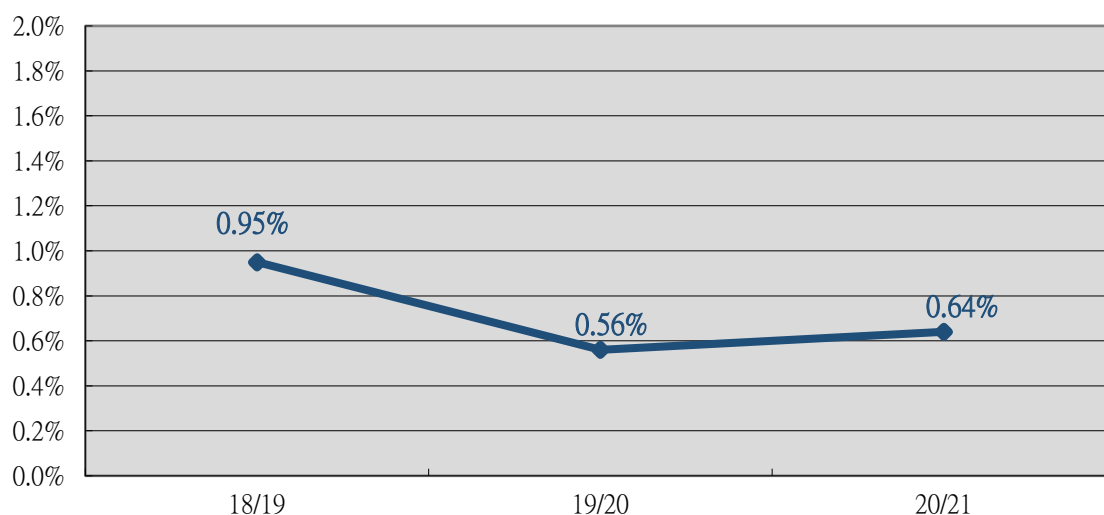
Class Structure and Enrolment

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	5	4	5	4	5	4	27
Boys	83	48	70	51	68	49	369
Girls	74	80	79	69	81	72	455
Total Enrolment	157	128	149	120	149	121	824
Drop-outs	1	3	3	2	4	0	13
Repeaters	5	3	5	3	8	0	24

Student Attendance



Drop-out Rate of Student



IV. Our Major Concerns (Achievements and Reflection)

Major Concern 1: Enhancing Learning and Teaching Effectiveness to arouse students' learning motivation and cater 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

1. To integrate the MRE at the whole-school, cross-curricular, KLA and subject level

(a) *By blended learning, including e-learning, flipped classrooms, self-directed learning, etc. :*

(i) *2020 – 2021 S1 Bridging Programme was implemented in a blended learning mode*

Due to the COVID 19 epidemic, a blended learning mode was adopted for the 2020 - 2021 S1 Bridging Programme from 17 – 26 August, 2020. The programme took place on an e-learning platform (Google Classroom). S1 students involved online subject-based or theme-based learning activities. As a learning outcome, PowerPoint presentation slides were made by each student to introduce their community. The two best presentations from each class were selected and a prize was awarded.

(ii) *Google Classrooms were set up before the commencement of new school year to facilitate e-learning.*

Google Classrooms were set up for all subjects in all forms by the commencement of the 2020 – 2021 school year. This provided an effective e-learning platform which was crucial for a smooth implementation of online learning during the face-to-face class suspension due to the epidemic.

(iii) *Staff development programmes and Communities of practices (CoP) regarding e-learning were organized for professional development and formation of learning circles.*

Staff development programmes and CoP were successfully organized in August 2020 and March 2021. In August 2020, different workshops were arranged to help teachers build up confidence and master knowledge as well as skills for online teaching.

On the Staff Development Day held in March 2021, speakers from the EDB Secondment Division introduced Bring Your Own Device Policy and subject-specific e-learning education applications to teachers according to their KLAs.

(b) By STEAM and ITE : More hands-on and minds-on activities; foster innovation, creativity, entrepreneurial spirit; use of computational thinking skills to solve daily life problems :

(i) “Think Tank” on STEAM and ITE

The “Think Tank” was formed as planned in this school year. This is a group of nine members who met regularly to propose new initiatives for the school. Group members visited two other schools with distinctive performance and participated in talks delivered by seconded teachers from the EDB to exchange and brainstorm ideas for school development.

(c) By cross-curricular approach : Language Across the Curriculum (LAC) :

The GRL curriculum was further modified and implemented successfully in S1 and S2.

(d) Stepping up Junior Secondary (JS) gifted education (GE) :

The Talent Pool was successfully constructed in Heep Woh Net, our school-based intranet platform. The design of the Talent Pool has integrated the theory of Multi-intelligences (MI). All S1 students were introduced to the concepts of MI in the Life Education (LE) lessons in the first term. S1 class teachers were also informed of the rationales and the use of the Talent Pool.

Around 30% of the approved budget was used by different KLAs in financing students to participate in GE programmes and activities.

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

(a) S1-2 Subject Extension Class :

Workshops and activities were organized on Activity Days held in the Second Term.

(b) Review of S4 Subject Selection Score Calculation Formula :

Trial of the subject selection mechanism based on the revised score calculation formula was completed in the first term. From the trial practice, the working team got some findings which provided important information for improvement.

Reflection

1. To integrate the MRE at the whole-school, cross- curricular, KLA and subject level

(a) By blended learning, including e-learning, flipped classrooms, self-directed learning, etc. :

(i) 2020 – 2021 S1 Bridging Programme was implemented in a blended learning mode

The programme was successfully run. The content was adopted with a few modifications in the 2021 – 2022 S1 Bridging Programme.

(ii) Google Classrooms were set up before the commencement of new school year to facilitate e-learning.

The workflow of setting up Google Classrooms for all subjects was developed and the same practice will be followed as a routine in following school years.

(iii) Staff development programmes and Communities of practices (CoP) regarding e-learning were organized for professional development and formation of learning circles.

On the Staff Development Day held in March 2021, 98.3% of the teaching staff thought that the first session could help increase their understanding of the policy. On average, 94.0% of the teaching staff thought that the second session could help improve their pedagogies using mobile devices.

(b) By STEAM and ITE : More hands-on and minds-on activities; foster innovation, creativity, entrepreneurial spirit; use of computational thinking skills to solve daily life problems :

(i) “Think Tank” on STEAM and ITE

Projects explored by the “Think Tank” included Bring Your Own Devices (BYOD) policy as well as Information Technology in Education (ITE). It contributed to the formation of BYOD work team in the second school term which is an administrative team for implementing BYOD in 2021 – 2022 school year. In addition, the “Think Tank” put forward the ideas of developing a Junior Form STEAM subject and applying for the Quality Education Fund to finance the construction of an innovation laboratory.

(c) By cross-curricular approach : Language Across the Curriculum (LAC) :

Teaching materials were updated to suit the needs, interest and abilities of our students. However, due to the outbreak of Covid-19, a few units in both forms were not covered this year.

(d) Stepping up Junior Secondary (JS) gifted education (GE) :

To further develop the Talent Pool, some subject departments will be invited to try using the Talent Pool for selecting students of higher abilities to participate in GE programmes and activities in the first term of 2021 – 2022. It was planned to be used in other forms and subjects in the new academic year.

To channel more resources for the development of GE, subject departments will be encouraged to make use of the funding in the new academic year when the epidemic stabilizes.

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

(a) S1-2 Subject Extension Class :

By organising workshops and activities on Activity Days held in the Second Term, S1 – S2 Students could learn more about subjects which they are interested in.

(b) Review of S4 Subject Selection Score Calculation Formula :

Due to the optimization of four core subjects for senior secondary, the elective subject combinations are modified with reference to the above-mentioned findings. After changing, the students' preferences in subject selection can be enhanced. Thus, the need to change the subject selection score calculation formula is reduced. However, it is agreed that the rank order generated from the revised score calculation formula can be provided to S3 students as reference for elective subject selection in following academic years.

Major Concern 2: Strengthening the 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 adopted Google Drive for our staff to store school documents systematically as a knowledge repository to facilitate sharing. More teachers have utilized Google Drive to store their documents not only for storage but also for sharing. More customizations have been set up 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 26th August, 11th November, 18th November, 16th June, and 17th June 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 six meetings of the CoPs 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 documents to the Google Drive as the central repositories. Our school encourages teachers to share their documents with other colleagues so as to enhance organizational learning in our school.

Reflection

- These two years are very special with the serious outbreak of COVID – 19. Our school had to shift two Staff Development Days to online mode this school year. Our school has shifted our focus to e-learning and prepared our colleagues to adopt Bring Your Own Device (BYOD) Policy. We used one of Staff Development Days on BYOD to understand the rationale of BYOD. We visited several schools to learn about their experience in launching the BYOD policy. We also invited some experienced practitioners from other schools to share their experience in implementing the BYOD policy on 30th March. 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 alternative period of class suspension and resumption, our school has organized a series of Communities of Practice (CoPs) workshops to support teachers' practice with online teaching. Gratefully, our school has developed a mature 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 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 a variety of professional development activities owing to the uncertainties we may face in the coming school years. School Management understands that most teachers have encountered difficulties in organizing lesson observation and discussion and evaluation meetings after the lesson observation. Our school has allowed teachers to undergo the process of Lesson Study in a three-year cycle rather than in one year to finish. 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>In face of the COVID-19, the school deliberately allocated a timeslot in the afternoon for all ECA groups during class suspension period or half-day schooling period. Under this constraint and challenge, most of the groups could barely run their activities to serve their original purposes. Very few groups could adapt to this new paradigm shift except the Christian Fellowship their student leaders were good at using online activities to engage the participants.</p> <p>Apart from Christian Fellowship, most musical instrument classes could be resumed since the instructors had already got used to online lessons with smaller class size of learners. For some of the classes, they could run face-to-face lessons on Saturdays when the school could be resumed to half-day.</p> <p>However, most leadership training came to a halt due to the constraints of class suspension or half-day schooling. Leadership experiences could not be obtained without social interactions and real-life exposure. The shortage of student leaders could be reflected in the Guidance Prefect Team that the teacher advisors could not appoint any committee members eligible to be the chairperson to lead the team. The succession of leaders was impeded. To cope with this situation, different ECA groups held leadership training programmes voluntarily on a half-day basis during the summer vacation such as the Prefect Team, Guidance Prefect Team, Board Game Club, Debate Team, Photography Club, etc.</p> <p>To seize the chance to provide face-to-face life wide learning experiences, a Life-wide Learning Day was held in March 2021. Two additional Activity Days were held in April and May 2021 respectively. Two post-examination activity days were also arranged in July. All these were aimed to stretch students' interests and potentials in intellectual development, aesthetic development, career-related experiences, intrapersonal and interpersonal development.</p>
Reflection
<p>Since the epidemic did not show its signs of subsiding, it was hoped that the half-day learning mode could continue with an allowance to conduct Life-wide learning activities in the afternoon session. A wider variety of activities can be introduced as ECA programmes to enrich students' school life or even embedded in the school curriculums to ensure the occurrence of those programmes.</p>

Target 3.2:

- **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

In preparing for the continuous influence of COVID-19 epidemic, the school had established various Google classrooms as platforms for teachers to distribute teaching materials, collect assignments, to administer quizzes and to deliver online lessons. Individual teachers also set up class-based whatsapp groups to handle class affairs or subject matters. During the class suspension period, a regular timeslot was reserved on Friday afternoon for class assembly. It was used to disseminate school information, handle class affairs and maintain connection among students.

Though, with the aid of technology, teachers could basically keep in touch with the students, teachers commented that the effectiveness of online teaching was restricted when compared to face-to-face. The engagement between teachers and students was unsatisfactory. Such engagement showed improvement until face-to-face teaching was resumed.

A teacher training workshop was planned to be held in early June on the pastoral roles of teachers. Through case studies, teachers could explore the use of discipline approach or guidance approach in handling students' issues. However, due to the requirement of the EDB to conduct a workshop on crisis management, the planned workshop was withdrawn.

In support of students to cope with the socially detached learning environment and the declining financial situation of Hong Kong, two guidelines were disseminated to raise the awareness of teachers on whether students had mental health issue or financial difficulties when the half-day schooling was resumed.

Due to the tight teaching schedule, most of the regular surveys were cancelled. Not much quantitative data was collected. Even so, teachers would find the peer relationship was not as cohesive as the senior formers since relationship was built on social interactions. When classes were held online or on a half-day basis, nearly all extra-curricular activities were suspended, it was difficult to enhance student-teacher relationship and the social integration of students.

In short, the target to strengthen the pastoral care of teachers was not satisfactory due to external constraints and limitations. To cheer up students and enrich their

school life, some activities were deliberately held such as Life-wide learning day, activity days and post-exam activities. Some new life wide learning experiences were piloted such as indoor floor curling, abseiling in school, dragon boat training, etc.

Reflection

Based on the experiences acquired last year and facing the fact that COVID-19 epidemic will continue to affect the territory, social distancing will not be removed. More flexibility should be adopted to replace the cancelled school events. For instance, the school picnic, rope skipping activity day, athletic meet, etc. could be switched to half-day activity programmes with an aim to enrich students' school life, strengthen their cohesion and stretch their potentials.

Target 3.3:

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

Achievements

Online class periods or school assemblies were held on Fridays in the first term. Talks concerning mental health, anti-cyber bullying or positive values were broadcast through this timeslot. School social workers also held various online groups on boosting students' stress management skills, peer bonding, social skills and self-efficacy, etc. boosting students' resilience and capacity to maintain healthy mental state, school social workers held various online groups

When classes could be resumed to half-day mode, the school deliberately introduced a number of programmes hoping to strengthen self-efficacy, facilitate social integration, build cohesion, foster leadership and problem solving skills and inspire careers aspiration. All these not only to enrich the academic life of students in response to impact of epidemic, but also to instill fun and joy to cultivate protective factors in face of the adversities.

According to the survey of the school social workers on ninety-seven students across different levels, 70% disclosed that their school life was negatively affected under the impact of COVID-19. 57% of students claimed that they were negatively affected by the half-day or online schooling. 40% of them expressed that their school life was also negatively affected by the social distancing. Under such adverse external situations, it is believed that students did not handle their stress well. They might not find their lives as enjoyable nor would they perceive themselves functioning well.

Reflections
<p>Since this unfavourable situation might continue for a period of time, the school should explore the diverse ways to deliver support to students so as to keep them engaged and healthy.</p>

V. Our Learning and Teaching

To enhance learning and teaching effectiveness, other than the major concerns of integrating the MRE into 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 2020 HKDSE were also invited to share their experience in preparing for HKDSE with S4 and S5 students. Though due to the epidemic, 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 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 students bridge smoothly to the secondary school life, the annual Bridging Programme was held 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 using 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, an online elective subject introduction talk for S3 students as well as a trial practice of senior secondary elective subject selection.

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. In addition, a Talent Pool was constructed in Heep Woh Net, our school-based intranet platform. The design of the Talent Pool has integrated the theory of Multi-intelligences (MI). This helps to match higher ability students with suitable pull-out gifted education programmes and external competitions.

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. Due to the COVID-19 epidemic, the programmes were arranged online.

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 prolonged class suspension period as well as the blended learning mode in the two academic years of 2019 – 2020 and 2020 – 2021, 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. In the 2021 – 2022 academic year, the school will implement "Bring Your Own Devices" (BYOD) policy for allowing students to bring their own mobile computer devices to the school for learning activities, so that learning has become more personalized and mobile.

Curriculum

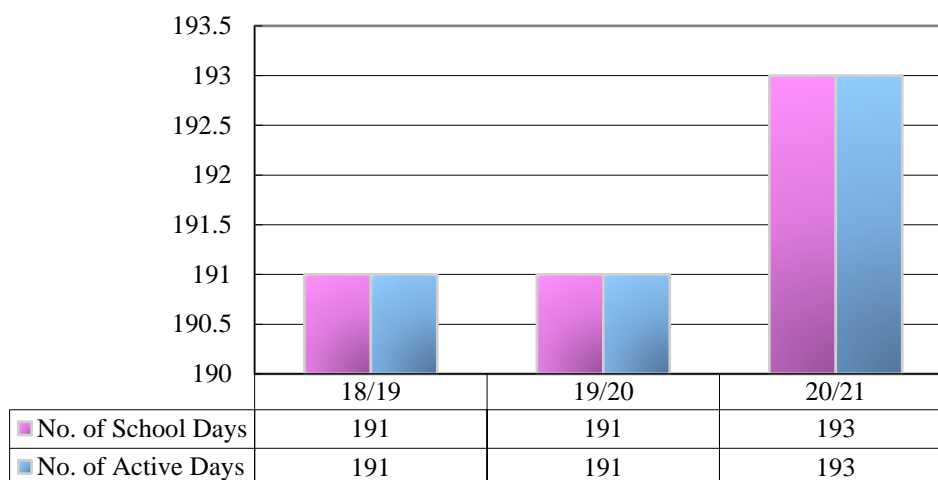
Subjects offered	S1--S6					
	S1	S2	S3	S4	S5	S6
English Language	E	E	E	E	E	E
Chinese Language	C	C	C	C	C	C
Chinese Literature				C	C	C
Liberal Studies	E	E	E	E	E	E
Mathematics / Compulsory part	E	E	E	E	E	E
Mathematics Extended part (M2)				E	E	E
Chinese History	C	C	C	C	C	C
Economics				E	E	E
History	E	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/C		
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	E/C				
Career Education Programme	C	C	C	C	C	C
Assembly / Class Teacher period	✓	✓	✓	✓	✓	✓

E: English as medium of instruction

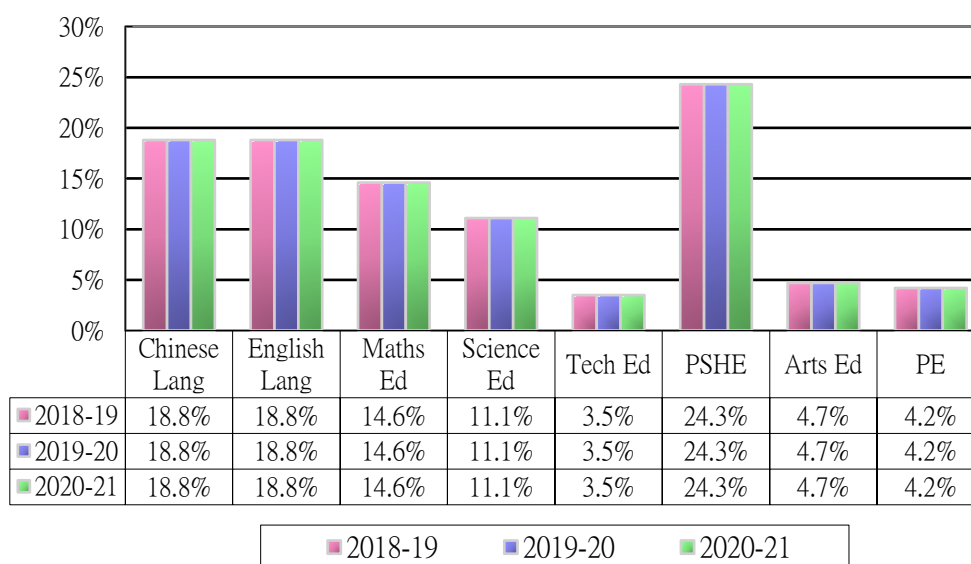
C: Cantonese as medium of instruction

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 has been adopted to cultivate a caring culture. However, in the previous years, the territory suffered from a prolonged period of class suspension which inevitably weakened the support to student development.
- To live up to the Christian education mission, though under the epidemic, the school insisted the cultivation of spiritual development of students. A caring and sharing culture was emphasized. The Religious Education Committee held a series of evangelization programmes throughout the year. Though most programmes stopped after class suspension, the committee managed to run Christian Fellowship on a bi-week basis, to conduct live broadcasts for Speech Day, the 50th Anniversary Thanksgiving Ceremony and the End of Term Ceremony in consideration of social distancing.
- The Extra-curricular Activities Committee endeavored to broaden students' horizons by providing more interest classes and promoting more exchange tours. Though exchange tours were suspended, most interest classes, musical instrument classes and interest clubs could be held on an online mode. When classes resumed, the committee could manage to hold the Student Association and Houses committee elections. A number of activities including leadership training and committee members orientation were held in the summer. To further stretch students' interests and potentials, a more variety of classes and interest groups would be held in the next year.
- The Student Support Committee used the Diversity Learning Grant to employ a SEN teacher and a 0.5 school social worker to support the students with special educational needs. It also 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. After-school Learning Support was also held to boost students' learning skills and habits. Workshops were held to promote students' self-management skills, social skills, executive functioning skills, stress management skills and self-efficacy which comprised 'New School Term 101', 'Board Games', 'Steward of Your Life', 'Read Your Mind', 'Juggling Ambassadors', 'Smart Cook', etc.
- The Students Guidance Committee endeavored to equip students with knowledge in mental health to promote the wellbeing of students. Youth Ambassador Training was held by The Samaritan Befrienders Hong Kong to equip the Guidance Prefect Team with the knowledge and skills to help oneself or the others. A guideline was disseminated to teachers to help identify students with mental health issues. During class suspension, school social workers provided services via phone contact or a home visit. During the half-day schooling period, workshops were rendered via online or face-to-face to extend students' life exposure and stress management skills.

- ‘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 love, caring and honesty. Due to the epidemic, the workshops to empower students’ capacity to fight adversities were postponed to the next academic year. They were ‘floor curling’, ‘making candle decoration’, ‘making concrete products’, etc. Though some talks were postponed or cancelled, some could be broadcast online to nurture both a positive mindset and values in students. Articles could also be disseminated to students through electronic platforms on the theme of honesty and anti-cyberbullying.
- The Careers Guidance Committee established a systematic and coherent Career and Life Planning (CLP) curriculum across all levels and incorporated the curriculum in the 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 workshops and talks were successfully held online. With the experience accumulated last year, the release of HKDSE results, the guidance to students on JUPAS choices and the mark appeal for HKDSE were also successfully held online. In response to the rapid changing environment, emphasis would be placed on the guidance roles of class teachers on career education. A mentorship scheme would also be explored in the senior forms.

VII. Our Students' Performance

Destination of S6 HKDSE Graduates:

Destination	2021	
	No. of Students	Percentage
Local Degree Programmes	73	60.3%
Post-secondary Education / Vocational Training Council	38	31.4%
S6 Repeat	2	1.7%
Overseas Studies	6	5.0%
Full-time Employment / Others	2	1.7%

HKDSE Results:

HKDSE	2021	
	CCCHWC	All Day Schools
No. of Candidates Sat	121	43294
Candidates fulfilling the minimum 3322 university entrance requirements	86.0%	42.3%
Candidates scored Level 2 or above (<i>Category A subjects</i>)	98.8%	86.1%
Candidates scored Level 4 or above (<i>Category A subjects</i>)	56.6%	36.6%

Student Achievements 2020-21

English Department

72nd Hong Kong Schools Speech Festival

Solo Verse Speaking Non-Open Secondary 1 Boys	
1E Kwan Chun Him	Champion
Solo Verse Speaking Non-Open Secondary 3 Girls	
3D Fung Pui Ka	2 nd runner-up

中文科

第七十二屆香港學校朗誦節

女子組粵語詩詞獨誦	
1D 溫凱琳	第三名

「篇篇流螢」最高參與獎

4C 陳嘉雯	第一名
5F 李卓聰	第二名
5F 李灌機	第三名

數學科

環亞太杯國際數學邀請賽

2A 李耀昇	二等獎
2A 冼卓滢	一等獎
2D 鄭泳昕	一等獎
3A 吳家樂	二等獎
3E 黎迪生	二等獎
3E 吳司瀚	二等獎

粵港澳大灣區數學競賽 (預選賽)

2A 李耀昇	一等獎
2D 鄭泳昕	一等獎
3A 鍾浩澤	三等獎
3A 吳家樂	一等獎
3D 周綽珈	二等獎
3E 黎迪生	二等獎
5F 朱俊賢	三等獎
5F 黎子安	二等獎

Science Key Learning Area

Hong Kong Secondary School Chinese Medicine Quiz Competition

5D Chien Yuk Ling, 5D Chu Ching Yan, 5D Lau Siu Yau, 5D Puk Yee Kiu	Champion
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Chemists Online Self-study Award

5A Tsui Tsz Hin	Diamond Award
5C Cheung Tsz Ling	Diamond Award
5C Lee Chun Him	Diamond Award
5C Leung Hei Yi	Diamond Award
5C Lo Yee Lam	Diamond Award
5C Wong Sze Hang Stephen	Diamond Award
5C Wong Yan Yan	Diamond Award
5D Au Yeung Ka Yan	Diamond Award
5D Chan Kan Yan	Diamond Award
5D Chan Tsz Him	Diamond Award
5D Chien Yuk Ling	Diamond Award
5D Chu Ching Yan	Diamond Award
5D Lau Chiu Ting	Diamond Award
5D Lau Siu Yau	Diamond Award
5D Leung Lai King	Diamond Award
5D Leung Wing Sze	Diamond Award
5D Li Wai Leung	Diamond Award
5D Puk Yee Kiu	Diamond Award
5D So Tsoi Kei	Diamond Award
5D Wong Ho Man	Diamond Award
5D Wong Sze Wing	Diamond Award
5D Woo Wing Kiu	Diamond Award
5D Yam Ching	Diamond Award
5D Yu Ching Hei	Diamond Award
5D Zhao Yingyan	Diamond Award
5E Chan Hoi Lam	Diamond Award
5E Chau Ka Yiu	Diamond Award
5E Kwok Wing Chi	Diamond Award
5E Lee Cheuk Lam	Diamond Award
5E Lo Tsz Wing	Diamond Award
5E Ng Choi Lam	Diamond Award
5E Ng Chun On	Diamond Award
5E Shing Hei Tung	Diamond Award
5E Tam Kwan Yiu	Diamond Award
5E Yau Man Ping	Diamond Award
5E Yeung Wing Yi	Diamond Award
5F Cheung Hei Yiu	Diamond Award
6B Lau Ka Yee	Diamond Award
6C Chan Ho Fei	Diamond Award
6C Chen Wai Yip	Diamond Award
6C Pong Tsz Wai	Diamond Award
6C Sin Kwan Lok	Diamond Award
6C So Yee Lam	Diamond Award
6C Tse Pui Man	Diamond Award
6C Wong Chit	Diamond Award
6C Wong Sau Man	Diamond Award
6C Wong Wing Nam	Diamond Award

6D Cheung Tin Long	Diamond Award
6D Cheung Tsz Ching	Diamond Award
6D Chong Wing Yan	Diamond Award
6D Huang Shiqi	Diamond Award
6D Lam Kam Yeung	Diamond Award
6D Law Ka Man	Diamond Award
6D Leung Ka Ho	Diamond Award
6D Lo Wai Ki	Diamond Award
6D Ng Pui Wing	Diamond Award
6D Put Tsz Ching	Diamond Award
6D Wong Kin Lun	Diamond Award
6D Yau Chui Wu	Diamond Award
6E Leung Ching Man	Diamond Award
6E Yang Sik Kwan	Diamond Award

Geography Department

The Young Ambassadors for Geo-conservation Training Programme

6C Sin Kwan Lok	Top 5 in HK
6C Yiu Hiu Tung	Top 5 in HK
6D Lau Ho Yeung	Top 5 in HK

P.E. Department

A.S. Watson Group HK Student Sports Awards

6E Chau Lung Chu

Summer Junior Athletics Meet

4E Cheung Ming Hung	U18 High Jump	2nd runner up
4C Hong Tze Hei	U18 110m Hurdle	4th
3D Lee Sze Yeung	U16 Shot Put	4th

Visual Arts Department

"Fast FPS • Easy Transfer to Collect Money" WhatsApp Stickers Design Competition

Junior Form 2D Yeung Man Yat	Champion
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Music Department

The 73rd Schools Music Festival

5C Wong Sze Hang	HK Strings Scholarship for Stringed instruments	Gold award
3E Chau Ching Yu	Piano Solo Grade 3	Gold award
2A Kwong Yuen Sin	Piano Solo Grade 5	Silver award
2C Ling Ho Wan	Dizi Solo (Advanced)	Silver award
1C Cheng Yat Hei	Piano Solo Grade 5	Silver award
1D Chan Tsz Ching	Piano Solo Grade 7	Bronze award
4D Pun Tsz Kei	Piano Solo Grade 7	Silver award
4D Pun Tsz Kei	Piano Duet (Intermediate)	Bronze award
4D Li Yuen Kwan	Piano Duet (intermediate)	Bronze award

4C Chow Cho Ping	Piano Solo Grade 7	Silver award
4C Chow Cho Ping	Piano duet (senior)	Silver award
1E Pang Cheuk Yin	Junior Exhibition Award	Silver award
1E Lee Tsz Ching	Yangqin Solo (Intermediate)	Silver award

Joint School Music Competition 2021

School Junior Choir	Secondary School ensemble (Choral)	Silver Award
School Chinese Orchestra	Secondary School ensemble (Chinese Instrumental Music)	Silver Award
School Violin Ensemble	Secondary School Handchime/Handbells	Bronze Award

Asia Student Art Festival

1C Lin Zhuo Jun	Aged 14-15 group: Percussion	First
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YWCM 匯盈全港中樂大賽

2C Ling Ho Wan	Dizi: Grade 8	Gold
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Extra-curricular Committee

The 14th Wong Tai Sin District Outstanding Students' Award

5D So Tsoi Kei	Outstanding Student Award
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Upward Mobility Scholarship

5D Lau Chiu Ting	Scholarship
5E Ho Lai Sze	Scholarship
5E Tam Kwan Yiu	Scholarship

食物環境衛生署「保持清潔」 Instagram 攝影比賽

4D 黃敏兒	亞軍
5A 吳俊	季軍

VIII. Financial Summary (2020 September to 2021 August)

	Income (\$)	Expenditure (\$)
Balance B/F (Government Funds and School Funds)	7,362,150.40	
I. Government Funds		
Expanded Operating Expenses Block Grant		
(a) School Specific Grant		
1. Administration Grant	4,366,251.00	4,100,543.55
2. Air-conditioning Grant	626,754.00	144,562.00
3. Composite Information Tech. Grant	552,036.00	473,070.97
4. Capacity Enhancement Grant	638,461.00	505,758.43
5. School-based Educational Psychology Service Grant	108,756.00	108,261.00
6. School-based Management Top-up Grant	50,350.00	40,000.00
Sub-total	6,342,608.00	5,372,195.95
(b) Non-School Specific Grant		
Baseline Reference	2,095,833.38	2,164,172.30
(c) Others :		
1. Deficit transferred from School Executive Officer Grant	0.00	26,733.00
2. One-off Special Support Grant-Enhance Cleansing transfer	0.00	213.16
3. Funds set aside for SP/LSP	0.00	28,542.82
Sub-total	0.00	55,488.98
Total EOEBG	8,438,441.38	7,591,857.23
II. School Funds (General Funds)		
1. Tong Fai	134,640.00	0.00
2. Tuckshop rental	109,000.00	0.00
3. Donations	53,000.00	0.00
4. Hire of school premises	1,772.16	0.00
5. Library fine and printing card fee	26,172.90	0.00
6. Profit on Sale of exercise book and school uniforms	2,874.21	0.00
7. Collection of fees for specific purposes (including electricity charges for air-conditioning)	292,705.00	131,341.00
8. Insurance premium	0.00	18,453.34
9. Repairs and maintenance	0.00	15,875.00
10. Scholarship award	0.00	68,000.00
11. Others	592,412.16	714,935.25
Total School Funds	1,212,576.43	948,604.59
Total surplus for school year	1,110,555.99	
Accumulated surplus as at the end of school year	8,472,706.39	

IX. Feedback on Future Planning

We continue to face great challenges ahead. Because of the outbreak of COVID-19 these two school years, we had to switch to a blended mode of teaching and learning. We have lost valuable face-to-face time with our students, and had to cancel some outings and study tours, voluntary work, as well as internal and external competitions. We tried our best to transform most of our school activities to an online mode such as assemblies and Life-wide Learning Day activities. Nevertheless, all of us learned a lesson of gratitude for everybody who has helped and supported us. Throughout this epidemic, 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 needs of the well-being of both teachers and students.

Effective teaching and learning are at the very heart of schooling. Our teachers will keep on developing and evaluating our teaching and learning effectiveness. Our school will update our lesson timetables to accommodate more lessons so as to keep the learning momentum until we can have full day class resumption. On the other hand, our school will launch Bring Your Own Device (BYOD) in S.1 in the coming school year to further develop e-learning. We are utilizing much pedagogy with e-Learning so as to enhance students' learning motivation and self-directed learning, considering in the unpredictable period of class suspension 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 third year of this School Development Plan cycle, 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 2020-2021 學年

(一) 財務概況

A	本學年獲發撥款：	\$ 161200
B	本學年總開支：	\$54835
C	須退還教育局餘款 (A - B)：	\$ 106365

(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	\$ 6420
學校書簿津貼計劃 — 全額津貼	29	\$ 45970
校本評定有經濟需要	3	\$ 2445 (上限為全學年津貼金額的 25%)
總計	154	\$ 54835 [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	\$48800	29			✓		✓
	興趣班	\$2220	3			✓		✓
	領袖訓練	\$360	3				✓	✓
	教育營、校隊訓練比賽等	\$3455	5		✓	✓	✓	✓
	第 1.2 項總開支	\$84710.2	40					
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

二零二零/二一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：2323 4265

A. 本計劃受惠學生人數(人頭)共21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：12名及 C. 學校使用 10%酌情權的清貧學生人數：9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	0	5	100%	9/2020-1/2021	10000	老師/導師觀察	HKUST	
體育活動	0	2	0	100%	9/2020-5/2021	860	老師/導師觀察		
文化藝術	0	10	4	100%	9/2020-5/2021	6200	老師/導師觀察		
領袖訓練及社交	0	2	0	100%	9/2020-5/2021	60	老師/導師觀察		
活動項目總數： <u>4</u>									
@學生人次	0	14	9		總開支	17120			
**總學生人次	23								

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. 計畫成效

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「✓」 並	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. 對推行活動的意見

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 2020-2021:

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	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	- 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 COVID-19, some programmes were changed to online mode.	Mr. Lau Chi Kin (DLG Coordinator)
Applied Learning	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	7 students	- 100% of students showed positive comments about the course. - 100% of students passed relevant assessments and examinations. - 3 students (42.9%) awarded "Attained with Distinction" (I). - 4 students (57.1%) awarded "Attained".	Ms. Chow Sze Ying Emily (Career Guidance)

