



**ANNUAL  
SCHOOL REPORT  
2021-2022**



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**The Church of Christ in China**  
**Heep Woh College**  
**School Annual Report 2021-2022**

**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
21/22	1 (6.7%)	7 (46.7%)	1 (6.7%)	2 (13.3%)	2 (13.3%)	1 (6.7%)	1 (6.7%)

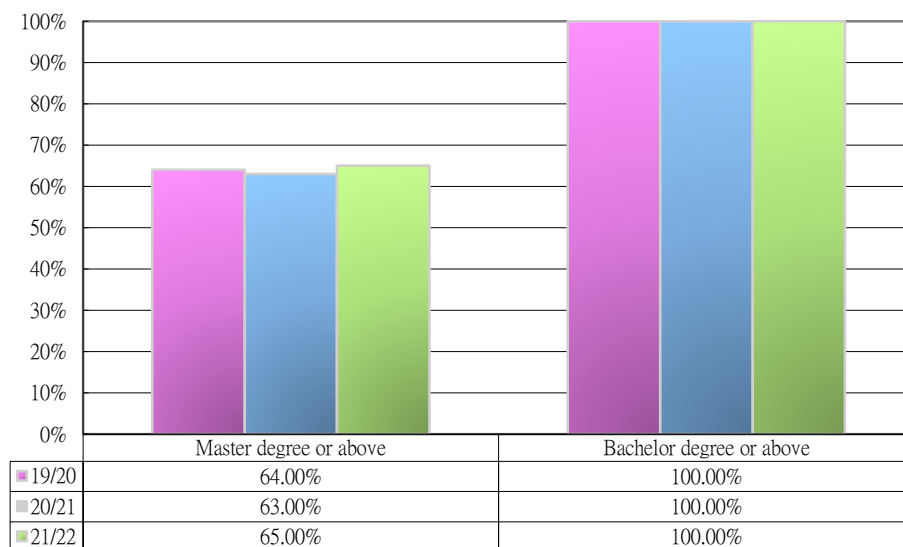
Incorporated Management Committee			
Supervisor	Professor Kao Yi Tsun Richard	Teacher Manager	Mr. Wong Chun Tat
		Alternate Teacher Manager	Ms. Tin Yuen Shan Tina
Principal	Dr. Chu Kai Wing	Alumni Manager	Mr. Lee Tsz Shun Jayson
		Parent Manager	Ms. Ko Hiu Tung Jessica
		Alternate Parent Manager	Ms. 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

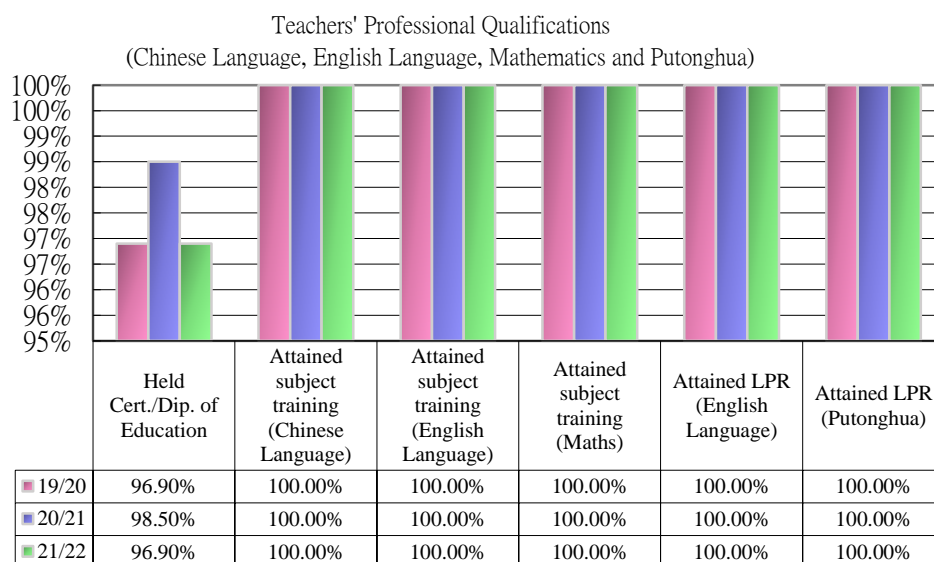
### Number of Teachers (including the principal)

School Year	2019-2020	2020-2021	2021-2022
Number of Teachers	64	65	63

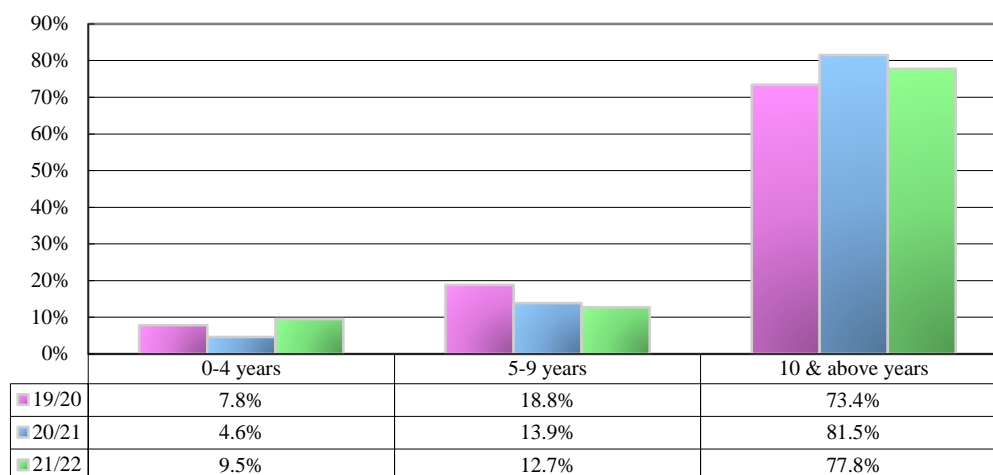
### Teachers' Academic Qualifications



### Teachers' Professional Qualifications



## Teaching Experience

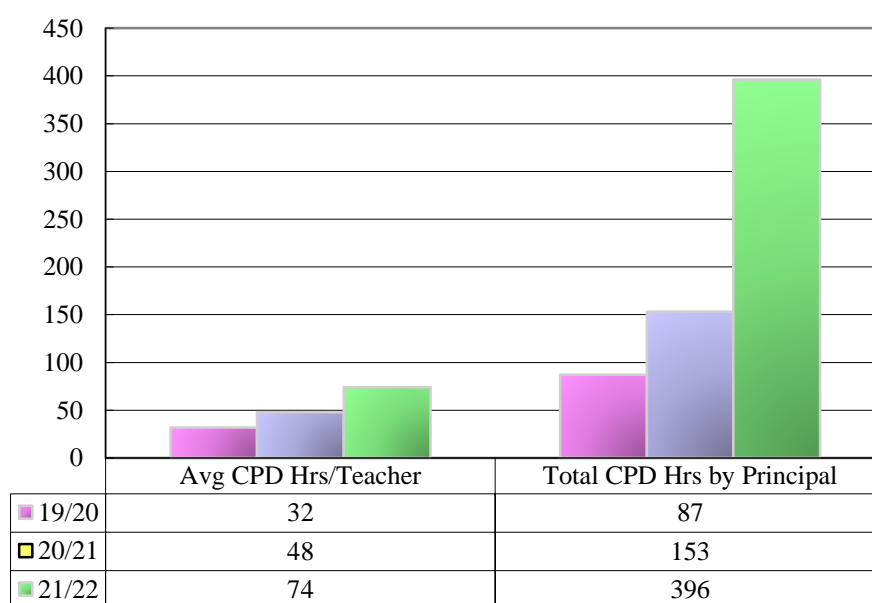


## Staff Turnover Rate

During the school year of 2021-2022, the total number of staff is 91 including 65 teachers, 3 Associate Teachers, 3 Lab Technicians, 2 I.T. Technicians, 1 Library staff, 8 office staff and 10 janitors.

Staff Resignation	Number of Staff
Teaching Staff ( <i>Personal Reason</i> )	10
Teaching Staff ( <i>Retirement</i> )	1
Non-teaching Staff ( <i>Personal Reason</i> )	3
<b>Total</b>	<b>14</b>

## Professional Development of Teachers





## Seminars / Workshops for Professional Development 2021-2022

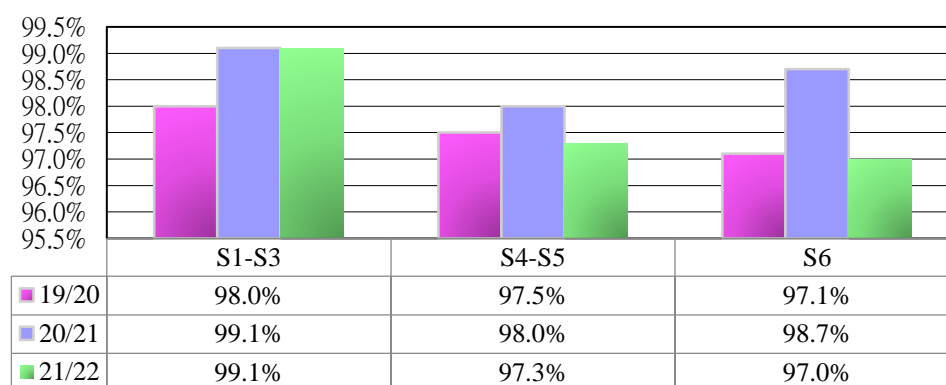
Date	Theme	Organization / Guest Speaker	Objective / Focus
26/8/2021	Communities of Practices about eLearning	Academic Affairs Committee	<ul style="list-style-type: none"> <li>To enable participants to have a better understanding about eLearning</li> <li>To equip teachers knowledge and skills about eLearning</li> </ul>
18/2/2022	CCC Joint Schools Teacher Development Day	CCC Headquarters	<ul style="list-style-type: none"> <li>To enable participants to have a better understanding about CCC visions, missions and core values</li> </ul>
6/6/2022	Rationale and Practice for National Security Education	Dr. Hui Wai Tin, The School Educational Psychologist	<ul style="list-style-type: none"> <li>To enable participants to have a better understanding about the concepts of rationale and practice for National Security Education</li> </ul>

### III. Our Students

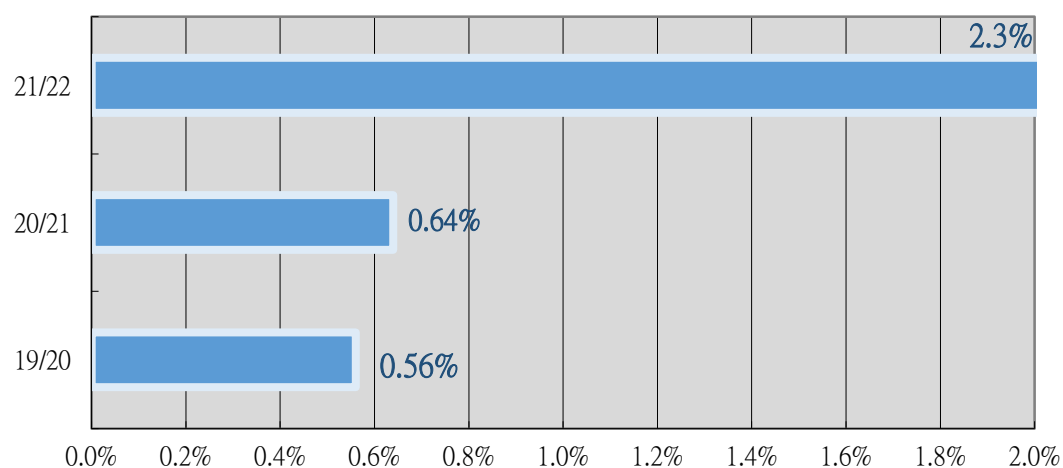
#### Class Structure and Enrolment

Level	S1	S2	S3	S4	S5	S6	Total
No. of classes	5	4	5	4	5	4	27
Boys	74	80	49	70	54	62	389
Girls	53	76	81	77	71	79	437
Total Enrolment	127	156	130	147	125	141	826
Drop-outs	2	4	3	6	3	1	19
Repeaters	6	7	5	7	1	0	26

#### 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 Major Renewal Emphases (MRE) at the whole-school, cross-curricular, KLA and subject level
- To review school curriculum
- To provide motivation in learning by recognizing student's learning effort

Achievements	
<b>1. To integrate the MRE at the whole-school, cross-curricular, KLA and subject level</b>	
<b>a. Strengthening values education (including moral and civic education and Basic Law education)</b>	<ul style="list-style-type: none"><li>• PSHE KLA Curriculum mapping:<ul style="list-style-type: none"><li>- The curriculum was reviewed based on the report of PSHE KLA Focus Inspection in May 2021. Under the lead of the PSHE coordinators, Mr. Pang CY and Ms. Lin SY, and with the collaboration of all PSHE department heads, a curriculum mapping for PSHE was conducted. The coverage of the items in the different strands with information contributed by PSHE panel heads was self-audited.</li></ul></li><li>• Implementation of National Security Education (NSE) according to the framework provided by the EDB:<ul style="list-style-type: none"><li>- According to the framework provided by the EDB, all subject panels reviewed the formal curriculum of their subjects and integrate NSE components in the scheme of works.</li></ul></li><li>• Review and nurture Moral and Civic Education (MCE):<ul style="list-style-type: none"><li>- A whole-school approach was adopted for moral education. Whole-school assemblies, form assemblies and class teacher periods were used as platforms to deliver messages to students.</li><li>- The post-examination Activity Week was arranged in August 2022. A variety of activities were organised for nurturing moral and civic education.</li></ul></li></ul>
<b>b. Reinforcing the learning of Chinese history and Chinese culture</b>	<ul style="list-style-type: none"><li>• PSHE KLA curriculum mapping<ul style="list-style-type: none"><li>- Refer to the part a above.</li></ul></li><li>• Promotion of Chinese culture across the curriculum by various programmes and activities<ul style="list-style-type: none"><li>- Various activities were organised, both academic-based and in the form of experience learning.</li><li>- Chinese Literature, Geography, Chinese History and Chinese organised academic-based activities like talks and book sharing were coordinated with the Library.</li><li>- Subsidies were given by the EDB on Chinese culture related activities. The subsidies were used on purchasing equipment for experience learning activities</li></ul></li></ul>

like paper cutting, Chinese costume styling, traditional umbrella making, etc.

- Study tour to the Mainland (Citizenship and Social Development CS)
  - The plan was abandoned due to the COVID-19 epidemic.

**c. Extending “Reading to Learn” to “Language Across the Curriculum”**

- Development of S4 Language across the Curriculum (LAC)
  - Three modules were written and the content is based on daily-life topics. The medium of instruction is in English for the lessons.
  - The product of learning is different when compared to traditional assignments. Students were required to produce videos or Google Sites as assignments.
  - Coordination with Humanistic Education and English for S4 SBA preparation were implemented for the second term.

**d. Promoting STEM education and ITE**

- S1 BYOD seed project
  - A seed teacher workgroup was set up. Two group members, Ms. Chu KM and Ms. Lin SY attended training courses organised by Apple Academy. Another member, Mr. Chan LD shared among all other members how to use an iPad for teaching effectively.
  - CoP on the usage Apple Classroom was organised for subject teachers in the second term.
- Curriculum mapping of S1 – S3 Technology KLA
  - A self-audit Excel file was built for stock checking. Technology KLA and panel heads of some other related subjects input data for reviewing. The collaboration meetings can be arranged in the next academic year.
- Development of S2 STEAM curriculum
  - Woodworking of Ukulele was taught in the first term. A performance using the handmade Ukulele was served as the assessment for the lessons. Students were assessed on their woodworking techniques, accuracy of the pitch of the Ukulele, participation in lessons and presentation of the performance.

3D printing workshops were implemented the second term.

**e. Fostering an entrepreneurial spirit**

- Promote entrepreneurial spirit through experiential learning in setting up a business
  - Though deferred to August 2022 due to the epidemic, the HeepWoh Bazaar was successfully organised.
  - There were thirty-six booths in the Bazaar. nineteen were class-based and seventeen were group-based including Houses or Clubs and Societies.
  - Students were keen in planning for their booths. Twenty-three booths opted for retailing on products like postcards, badges, keyrings or homemade food or games like throwing darts. Thirteen booths opted for providing services such as blood pressure measuring and instant photo taking.
- Addressing and defining problems through design thinking (Humanistic Education : Project-learning)
  - The curriculum of Humanistic Education was drawn up. The curriculum consists

of six modules where S4 students are expected to complete three of them during the academic year. For project learning, the theme is based on understanding the needs of the elderly in the society or community. A showcase of the project works was successfully held in August 2022.

**f. Diversifying life-wide learning experiences**

- S1 – S2 Subject Extension Class
  - The S2 Subject Extension Class was suspended as there were opinions from colleagues that same activities were duplicated with those organised during Life-wide Learning Day.

**g. Stepping up gifted education**

- Building up the routine of using Talent Pool data to foster gifted education
  - A Gifted Education group, involving about fifty S2 to S5 elite students, was set up in Google Classroom.
  - Students joined the gifted education programme organised by CUHK and HKU.
  - Thirteen students were enrolled in the winter batch (Christmas holiday to January/February) of the CUHK gifted education programme. The courses were of a wide variety, such as French, Advanced Mathematics, Journalism, etc. The costs per course was around HKD\$2000 to HKD\$3000 and were paid by the Life-wide Learning Grant.
  - Twenty-six students were enrolled in the HKU programme. Students could enjoy the privilege of joining an education programme organised by various faculties.

**h. Enhancing the teaching of Chinese as a second language**

- Provision of learning support to the S4 non-Chinese speaking (NCS) student:
  - Learning support tutorials financed by the EDB subsidy for the NCS students were arranged for the S4 student throughout the whole school year.

**2. To review school curriculum**

*(a) Initiate activities related to Value Education in different KLAs:*

*(b) Curriculum Mapping in PSHE KLA and Technology KLA:*

*(c) Implementation of National Security Education*

- Regular CDC meetings were held throughout the whole school year. KLA coordinators discuss in-depth on major concerns of the development plan. All the planned works were implemented as scheduled. The achievements and reflection of relevant tasks are shown in part 1a, 1b and 1d above.

**3. To provide motivation in learning by recognising student's learning effort**

To build up AAC Award Scheme

- Review the 'Clean Homework Award'
- Introduce the 'Excellent Learning Effort Award'
- Introduce the 'Subject-based Improvement Award'

**The AAC award scheme was successfully launch in this year.**

- For the Clean Homework Record Award, twenty-five S1-2 students were awarded a certificate, a good mark and prizes in the first term and thirty-five students were being awarded in the second term.
- For the Excellent Learning Effort Award, three batches with a total of ninety-eight students in S1-2 were nominated by their subject teachers for the award. Six subjects participated. Students were awarded a certificate and a push message was sent to their guardians for recognition. Two S2 students were nominated in all three batches and was awarded a good mark at the end of the year. The award will be promoted further in the next academic year.
- For Subject Improvement Award, 79 students were awarded \$100 book coupons and a certificate to show recognition for their hard work. The award is also printed on their report card.

**Reflection**

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

**a. Strengthening values education (including moral and civic education and Basic Law education)**

- PSHE KLA Curriculum mapping:
  - In junior forms, all the required items are covered at least twice in the curriculum. The PSHE curriculum objective was met in the school.
- Implementation of National Security Education (NSE) according to the framework provided by the EDB:
  - The school-based NSE framework has been established according to the framework provided by the EDB, implementation can be further reviewed in the coming academic years.
- Review and nurture Moral and Civic Education (MCE):
  - The whole-school approach adopted ensures a balanced coverage of MCE in the school. The use of whole-school assemblies, form assemblies and class teacher periods enhances opportunities for nurturing MCE.
  - The new arrangement of post-examination Activity Week is a valuable context for transmitting MCE. The Activity Week is scheduled to be held in the next academic year too.

**b. Reinforcing the learning of Chinese history and Chinese culture**

- PSHE KLA curriculum mapping:
  - Refer to part a above.
- Promotion of Chinese culture across the curriculum by various programmes and activities:

- Except the study tour to the Mainland for Citizenship and Social Development (CS), all planned schemes and scheduled activities have been successfully implemented. The use of subsidies provided by the EDB for promoting Chinese culture were effectively used.

**c. Extending “Reading to Learn” to “Language Across the Curriculum”**

- Development of S4 Language Across the Curriculum (LAC):
  - According to the school-based questionnaire, only 30.9% of S4 students agree that LAC can arouse their interest in learning English. 28.7% and 40.4% of students are neutral and disagree with this respectively. In addition, only 5.9% students think LAC can enhance their confidence in learning English whereas 23% and 71.1% are neutral and disagree with this.
  - From the statistical data above, it shows there is a need to review and improve the LAC curriculum in coming years. However, as a kick-off, the curriculum has been well-built, because the contribution of the English department and all related teachers are highly appreciated.

**d. Promoting STEM education and ITE**

- S1 BYOD seed project:
  - It was agreed that the formation of the seed teacher learning circle can provide a platform for S1 teachers to exchange learning tips with each other using iPads. Teachers also discussed problems encountered and explored solutions. The learning circle serves as a supportive system for teachers involved.
- Curriculum mapping of S1 – S3 Technology KLA:
  - The self-audit initiated a professional dialogue among Technology KLA teachers. It is an important stage to kick off the curriculum mapping which will be implemented in the next academic years.
- Development of S2 STEAM curriculum:
  - The S2 STEAM curriculum was well established in this academic year. The subject teachers have an excellent team spirit which is very important for the development of this new subject.
  - According to the school-based questionnaire, 64.3% of S2 students agreed that STEAM can enhance their knowledge and skills to solve problems, gather and evaluate evidence, and make sense of information. For the remaining students, 20.8% of them are neutral to the question.

**e. Fostering an entrepreneurial spirit**

- Promote entrepreneurial spirit through experiential learning in setting up a business:
  - The school treasures this opportunity for nurturing an entrepreneurial spirit. The HeepWoh Bazaar is scheduled to be held in April 2023. The event is sustainable and can be further developed as a tradition of Heep Woh.
- Addressing and defining problems through design thinking (Humanistic Education:

Project-learning):

- After the implementation of project-learning for one whole year, a showcase of the project works was successfully held in August 2022. All S4 students participated in it wholeheartedly. With the assistance of a NGO, elderly were invited to join the showcase. Students' works were recognised. This is a meaningful learning journey for all S4 students.

**f. Diversifying life-wide learning experiences**

- S1 – S2 Subject Extension Class
  - As there were opinions from colleagues that there was duplication of activities with those organised during Life-wide Learning Day, clarification of the aims and targets are needed before re-launching the classes.

**g. Stepping up gifted education**

- Building up the routine of using the Talent Pool data to foster gifted education
  - The gifted education group channels resources to gifted students to help them better stretch their abilities. A wide variety of programmes and courses were promoted to them. This can surely broaden their horizons, recognize their abilities and build up their confidence in pursuing and achieving their goals.
  - The Talent Pool built in the Heep Woh Net has been established. However, the use of the Talent Pool data for fostering gifted education can be strengthened.

**h. Enhancing the teaching of Chinese as a second language**

- Provision of learning support to the S4 non-Chinese speaking (NCS) student:
  - The student also enrolled successfully in the Chinese programme in Applied Learning. His result is satisfactory.

**2. To review school curriculum**

*(a) Initiate activities related to Value Education in different KLAs:*

*(b) Curriculum Mapping in PSHE KLA and Technology KLA:*

*(c) Implementation of National Security Education*

- All the planned works were implemented as scheduled. The achievements and reflection of relevant tasks are shown in part 1a, 1b and 1d above.

**3. To provide motivation in learning by recognising student's learning effort**

**To build up AAC Award Scheme**

- Review 'Clean Homework Award'
- Introduce 'Excellent Learning Effort Award'
- Introduce 'Subject-based Improvement Award'

The aim of the AAC Award Scheme was to show recognition to students' effort in their learning. The Clean Homework Record and Excellent Learning Effort Award were awarded students with great learning effort other than only considering their grades in assessments. We believe these awards provide a motivation for students



to try their best not only in examinations but also in completing their homework and participating in lessons. This also brought the message to the students that grades are not the only thing that matters. The introduction of Subject-based Improvement Award was able to show recognition to those students who paid effort in improving themselves in a subject. We believe if students' small steps were being recognised, it could be a catalyst for them to achieve more. Next year, we hope to extend the participation of different subjects in the Excellent Learning Effort Award.

## Major Concern 2: Enriching 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 enhanced various functions of Google Classrooms 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 folders of the 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 Lesson Study Groups and various Communities of Practice (CoP), to encourage teachers to share their experience, knowledge, and skills to refine their instruction and further enhance the effectiveness of daily practice.

- A series of sessions of Communities of Practice (CoPs) were held on e-learning implementation or new teacher induction. Colleagues shared their experiences in e-learning across-subjects, using various teaching strategies. Teachers agreed that they have learned a lot from the shared ideas.
- We continue to organize groups of Lesson Study this year to provide opportunities for teachers to discuss the students' learning difficulties and to share their tacit knowledge and skills to enhance students' learning.

##### 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 three years were very special with the serious outbreak of COVID – 19. Our school had to shift two Staff Development Days online this school year. Our school has shifted our focus to e-learning and prepared our colleagues to adopt the Bring Your Own Device (BYOD) Policy. We continued to use one of the Staff Development Days on BYOD to further understand the rationale of BYOD, share some good practices of BYOD and tackle the problems our colleagues encountered. We organised many CoPs to share our experiences with e-learning. Our teachers have made great progress with online teaching these three years under the threat of the pandemic. Most teachers have tried to use not only Zoom or Google Meet but also other online platforms to conduct real-time teaching. Teachers have used Google Classroom to disseminate their learning and teaching materials to students and collect students' assignments effectively. 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 organised 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 organising 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 so as to enhance the protective factors for students towards adversities**

**Target 3.1:**

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

<b>Achievements</b>
<p>Under the prolonged threat of COVID-19, the school has been operating on a half-day mode. Most ECA groups were held online in the afternoon of school days except sport teams and some musical instrument classes which were held on Saturday mornings. Though most ECA groups were held online, students responded eagerly in joining them and had a good participation rate.</p> <p>To provide more variety of life-wide learning experiences to students, some new ECA groups were established. They were the Cookery Club, DIY Club, Board Game Club and Debate Team. A lot of activities were deliberately arranged for students to replace the cancelled programmes. S1 Life Education Camp was replaced by S1 Life Education Day. A form-based Activity Day was held in December to replace Athletic Meet. To instill fun and enhance peer relationships, the school picnic day was modified to a half-day visit to Ocean Park. Under the class suspension from February to early May, Heep Woh Bazaar, Life-wide Learning Day were rescheduled to August. Besides, a lot more activities were held in August such as S1 – S2 Robot Competition, S3 class-based Activity, S3 – S4 Leadership Training, S4 Show Case of Project Learning, S5 Singing Contest, Music Performances, etc. All these were aimed to provide students with more school life experiences and to cultivate students' generic skills and their cohesion to school.</p> <p>In response to the succession of student leaders, teacher-advisors intentionally held more training sessions to the student leaders such as Prefect Team, Guidance Prefect Team, Student Association, House leaders, Christian Fellowship, etc. Student leaders were recruited in this summer to devise and hold a campus tour for the newcomers in S1 Bridging and Induction Programme. According to the recent school-based survey, about 13% of students claimed to have received leadership training in this school year. Though still fell behind when compared to 2018-2019 (19%), the school had been picking up steps to fill up the gap of deficiency in student leaders.</p>
<b>Reflection</b>
<p>Though COVID-19 had seriously influenced the school, teachers tried their utmost effort to stabilize the routine of the school and to provide as many life-wide learning experiences as they could. As the situation was improving, it was hoped that the adverse influence of the pandemic on students would be lessening and students could restore their normal school life in the next year. School programmes to stretch students' interests and potential, to foster self-efficacy and leadership skills should continuously be arranged.</p>

**Target 3.2:**

- **To enhance the roles of class teachers in pastoral care with an aim to strengthen class cohesion under COVID-19**

<b>Achievements</b>
<p>To maintain close contact between class teachers and students, a class period was intentionally incorporated in the Fridays timetable if face-to-face learning mode was adopted. When under class suspension, an online mode was adopted for Friday afternoons. Class teachers helped deliver three class periods on the themes ‘Getting to know each other/ Setting Goals’ and ‘Overcoming Adversity’ and ‘Briefing Session of Heep Woh Bazaar’. S2 class teachers also helped deliver two more class periods on career education with the theme of ‘Knowing oneself’. Besides, class teachers made phone calls to students or parents on regular basis and they also conducted a teacher-parent conference in March due to class suspension.</p> <p>With reference to the results of Stakeholders Surveys, students showed similar results in the domains of ‘Support for Student Development’ and ‘School Culture’ when compared to that of 2018 – 2019. ‘The students respect the teachers’, scored 3.9 in a 5-point survey. ‘I get along well with my schoolmates’, scored 4.1. ‘The teachers care about me’, got 3.9. APASO survey also indicated that ‘Teacher-Student Relationship’ remained good and showed positive tendency. They viewed that ‘their teachers trust them in class and were fair to them’. This agreed with the results of school-based questionnaire that students got along well with teachers and had good teacher-student relationship. From the class teacher performance survey, students rated more positively in the domains of ‘Teacher’s Guidance’, ‘Class Cohesion’ and ‘Teacher-Student Relationship’ when compared to the previous ones. Students expressed that class teachers cared for the needs of the classes, cared for their developmental needs and enhanced class cohesion. They also treasured a lot more to the advice of class teachers.</p>
<b>Reflection</b>
<p>Under such adverse situation, teachers tried their utmost to provide pastoral care and guidance to students. Class teachers could make use of school programmes such as school picnic, form-based activities and class assemblies to engage students. Through personal contacts, class teachers could build rapport and foster class cohesion. The guidance roles and skills of teachers should be continuously emphasized to address the emotional needs of students under COVID-19.</p>

### Target 3.3:

- To facilitate the mental health and wellbeing of students

#### Achievements

The school joined the Student Mental Health Support Scheme (SMHSS) this year. The scheme provided training to school personnel. It deployed mental health nurses, social workers, and a clinical psychologist to support the students in need. The scheme also offered a mass screening test to S1 students to identify students with potential mental health issue. Besides, intervention and support were disseminated to the students in the early stage. Inter-disciplinary conferences were held with school personnel to discuss their situations comprehensively. The workers of the Scheme collaborated well with school personnel such as Student Guidance Committee, Student Support Committee and the school social workers. They provided professional intervention and advice to the cases concerned and offered additional resources to the school in support to the students.

To foster the wellbeing of students, the school managed to run all ECAs on school days or life-wide learning activities as scheduled even though they were run online or only a half-day session. Apart from the school programmes mentioned before, workshops and activities were held throughout the year to instill fun, to relieve stress, to enhance their social integration and self-efficacy. They were Disc Pool (康樂棋) Workshop, Pastel Nagomi Art (和諧粉彩) Workshop, Board Game Fun Day, “LEGO Figures in Heep Woh” Poster Design Competition, Concrete Making Workshop, Aroma Product Workshop, Juggling Ambassadors’, Handicraft Workshop, DIY Workshop, Relaxing Mondays, etc.

Apart from the prolonged disturbance of COVID-19, the school underwent devastating death incidents in September and October 2021. The grief and aftermath of the crises seriously affected every member of the school. HK Christian Service deployed its school social worker team and HKCCC mobilized its educational psychologist team respectively to school to provide immediate crisis support to the students. Class assembly was held to defuse students’ emotion. Emotionally hidden students were identified by educational psychologists through scanning their memorial statements to the deceased. At risk groups of students were identified and intensive group counselling was offered. Individual counselling was provided to the students suffering from emotional distresses. Defusing sessions were held for teachers. School social workers and school personnel paid visits to the deceased’s families and arranged emotional or financial support.

An extra 0.5 school social worker was employed in November to help contain the rising cases. A guideline of early identification and intervention to students with mental health issue was disseminated to teachers. To cultivate positive emotion and positive relationships, a mini carnival was held after school in December. Students could enjoy free popcorns and took free instant photos with friends and teachers. School social workers also held ‘Holly Jolly Christmas’ to instill joy and festive

atmosphere. A Christmas Party and Singing Contest were held before Christmas to foster joyful experiences to students.

To enlarge the support network to students, local community resources were liaised. HK Christian Service, Tse Wah Shan Zion Youth Centre (慈雲山錫安青少年中心), LevelMind@JC (平行心間) and The Boys' and Girls' Club of Hong Kong (小童群益會) collaborated with the school to offer relaxation sessions to S6. The local community centres and their activities were introduced to students. Students could get access to the resources or programmes addressing their needs outside of school.

To cater students' wellbeing, school social workers deliberately held several online workshops to empower students' skills in stress management and emotional control during the special long Easter Holiday. Phone calls were made and home visits were paid to students in need of extra support. A lot more activities were held for students when classes resumed in May. All these were done to offer better protective factors to students. Even so, the recent school-based survey suggested that the cohesion to school and the stamina of students were weakening when compared to that of 2018 – 2019. There were obvious drops in their perceptions of 'facing the challenges positively', 'holding a positive view to life' and 'the ability in handling stress'.

### **Reflections**

To address the long term needs of school, more extra school social workers should be employed to help dissolve and contain the soaring cases. The school should continue joining the Student Mental Health Support Scheme to identify students prone to emotional disturbance and to offer intervention at the early stage. The guidance roles and skills of teachers should be emphasized to address the emotional needs of students under COVID-19. School programmes to foster social integration, cohesion and self-efficacy should continuously be arranged to strengthen the protective factors at school. The school should explore models such as Positive Psychology or Social Emotional Learning to offer a holistic perspective to enhance students' wellbeing and address their developmental needs at school.

## **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 organised for stronger students in the form of tutorials in which study tips were shared by alumni. Alumni with good results on the 2021 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 organise 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 secondary school life, the annual Bridging Programme was held in August. 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.

In assisting S3 students to bridge to the senior secondary curriculum, various strategies were implemented. These included a Taster Program, a 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, organised 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 organised 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 recent academic years, teachers' techniques and confidence in conducting e-Learning keep increasing to adapt to the new normal. In this academic year, the "Bring Your Own Devices" (BYOD) policy has been successfully implemented. Students are allowed to bring their own mobile computer devices to the school for learning activities. Learning has become more personalised and mobile.

## Curriculum

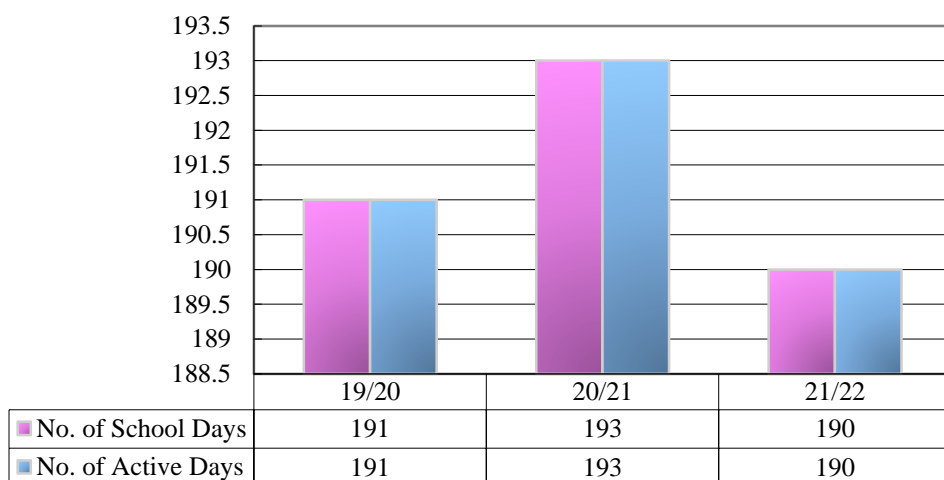
Subject	S1	S2	S3	S4	S5	S6
Chinese Language	C	C	C	C	C	C
English Language	E	E	E	E	E	E
Mathematics / Mathematics (Core)	E	E	E	E	E	E
Liberal Studies	---	---	---	---	E	E
Citizenship and Social Development	---	---	---	C	---	---
Biology	---	---	---	E	E	E
Business, Accounting and Financial Studies	---	---	---	E	---	---
Chemistry	---	---	---	E	E	E
Chinese History	C	C	C	C	C	C
Chinese Literature	---	---	---	C	C	C
Economics	---	---	---	E	E	E
Geography	E	E	E	E	E	E
Health Management and Social Care	---	---	---	C	C	E
History	E	E	E	E	E	E
Information and Communication Technology	E	E	E	E	E	E
Integrated Science	E	E	E	---	---	---
Life and Society	E	E	E	---	---	---
Mathematics Extended Part (M2)	---	---	---	E	E	E
Physics	---	---	---	E	E	E
Visual Arts	E	E	E	E	E	E
Music	E	E	E	---	---	---
Putonghua	P	P	P	---	---	---
Religious Education	E	E	E	---	---	---
Physical Education	E	E	E	E	E	E
STEAM	---	C	---	---	---	---
Career and Life Planning	---	---	C	---	C	C
Christianity and Life	---	---	---	C	C	C
Combined Arts	---	---	---	---	C	---
Humanistic Education	---	---	---	C	---	---
Language across the Curriculum	---	---	---	E	---	---
Life Education	C	C	---	---	---	---
Reading across the Curriculum	E	E	---	---	---	---

E: English as medium of instruction

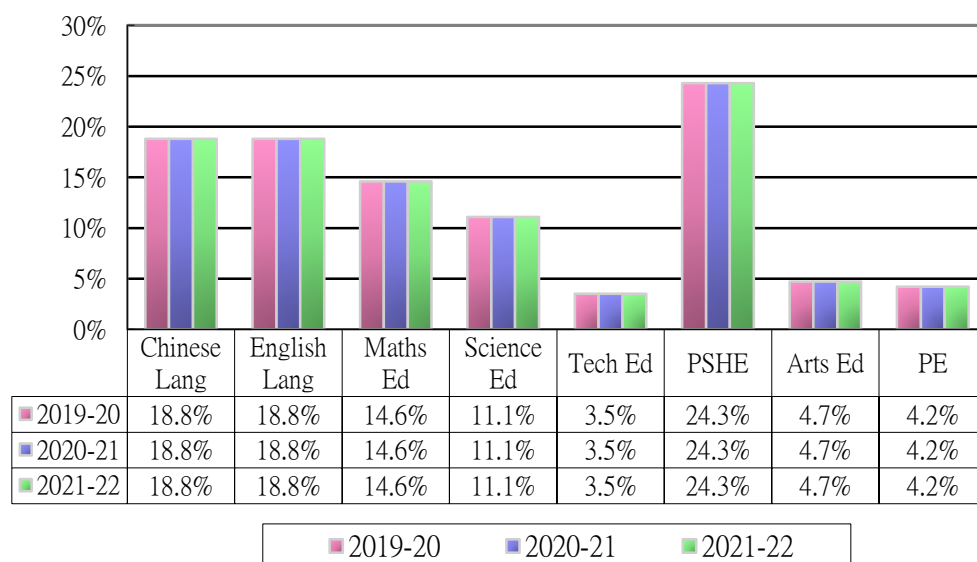
C: Cantonese as medium of instruction

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 nurture students' moral, intellectual, physical, social, aesthetic, spiritual and emotional growth. A whole-school approach to student support is adopted to cultivate a caring culture. Though the disturbance of the epidemic to the territory had been improving, hygienic measures were not lifted. Most programmes or activities were delivered on an online mode.
- To live up to the Christian education mission, the school strived to cultivate the spiritual development of students. The Religious Education committee held a series of evangelical programmes throughout the year to foster a caring and supportive environment in face of the adversities. Christian fellowship run on a bi-weekly basis online. The participation rate of students was good. The committee further cooperated with local organizations to cultivate students' faith in God.
- 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 still be held on an online mode. New student groups were established such as the debate team, board game club and cookery club to stretch students' interest. Rope-skipping and Dodgebee Inter-class competitions were held on a school day to instill fun and boost students' class spirit. The committee could effectively allocate face-to-face activities on Saturdays and conduct online interest classes in the afternoon of school days. All these efforts were to provide students a fruitful life-wide learning experience. In the post-examination period, opportunities were granted to students to celebrate their hard work and success through their performances in dances, musical instruments, singing, debate, etc.
- Student Support Committee adopted the Learning Support Grant to employ an SEN Associate 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 provided to enhance students' social skills and adaptation skills via music, drama and drawing. Workshops were held to promote students' self-management skills, social skills, executive functioning skills, stress management skills and self-efficacy such as 'New School Term 101', 'Juggling Ambassadors', 'LEGO Construction', 'Chill Tuesday', etc. Collaborated with Student Guidance Committee, the school joined the 'Student Mental Health Support Scheme'. More resources were acquired to offer proper support to students with special needs. The committee also worked closely with other parties in school to deliver careers guidance and assessment adjustment arrangement to the students.
- The Students Guidance Committee endeavored to equip students with the knowledge of mental health and promote the wellbeing of students. Training workshops were provided for the Guidance Prefect Team with the knowledge and skills to support peers. A training

workshop was held for colleagues on how to identify important information from student files, how to pay home visit to students and how to accompany students to hospital. An S1 parents' talk was deliberately held on a Friday night to raise parents' awareness to the development of students. During class suspension, school social workers provided services to students via phone contact, home visit and escorting students to hospital when needed. Besides, regardless of on half-day schooling or class suspension period, school social workers held workshops online mode to relieve students' stress and enrich their life experience.

- 'Born to learn and appreciate life' (認識及欣賞生命) was the yearly theme of Discipline Committee. The committee aimed to cultivate students with positive characteristics, especially on the values of love, caring and life. Due to the constraints of epidemic, several workshops or talks could not be conducted. They were either cancelled or postponed. However, candle decoration and aroma product making workshops were held. Prefect training camp was switched to training days. A visit to a dog centre was held with prefects to boost their empathy and appreciation to life. Articles concerning the values of life were disseminated to cultivate students' responsibility, self-esteem and self-improvement skills and to arouse their awareness on the proper use social media.
- 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 identify their interests, strengths and aspirations to plan for their multiple pathways in studies and careers. This year, career life planning was embedded in S2 class periods to instill the value of perseverance and to search for personal goals through class teachers. It was hoped that more workshops or more levels of class periods could be offered to junior form students on self-understanding and goal setting to scaffold a platform for career aspirations. Workshops and talks scheduled in the first term could be held successfully. However, most programmes in the second term were disturbed due to class suspension and the tightening of social distance.

## VII. Our Students' Performance

### Destination of S6 HKDSE Graduates:

Destination	2022	
	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	2022	
	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 (Category A subjects)	98.8%	86.1%
Candidates scored Level 4 or above (Category A subjects)	56.6%	36.6%

# Student Achievements 2021-22

## English Department

### 73<sup>rd</sup> Hong Kong Schools Speech Festival

<b>Dramatic Duologue - Secondary 1 and 2</b>	
2A Wong Yik Lun Alan, 2D Li Tsz San	2 <sup>nd</sup> runner-up
<b>Solo Verse Speaking - Non-Open - Secondary 2 - Boys</b>	
2B Lai Pun Lap	2 <sup>nd</sup> runner-up
<b>Solo Verse Speaking Non-Open Secondary 4 Boys</b>	
4C Sze Chak Lam	Champion

## 中文科

### 第七十三屆香港學校朗誦節

<b>男子組粵語 (中二散文)</b>	
2C 呂敬謙	季軍
<b>女子組粵語 (中二詩詞)</b>	
2D 溫凱琳	季軍

## 數學科

### 環亞太杯國際數學邀請賽

2A 鄭偉誠	三等獎
2B 王宇航	二等獎
2D 李子燊	二等獎
2E 黃裕煒	二等獎
3A 鄭泳昕	一等獎
3A 司徒嘉俊	二等獎
3B 蔡籽莉	三等獎
3B 余震霖	三等獎
3C 李耀昇	一等獎
3D 陳博淳	二等獎
3D 劉天祐	二等獎
3D 羅智言	二等獎

### 粵港澳大灣區數學競賽 (預選賽)

1D 譚文互	一等獎
2A 劉柏希	三等獎
3A 鄭泳昕	一等獎
3A 司徒嘉俊	三等獎
3B 余震霖	二等獎
3C 李耀昇	一等獎
3D 陳博淳	二等獎
3D 羅智言	二等獎
4E 周綽珈	三等獎
4E 張暄昊	三等獎
4E 朱麗韻	三等獎
4E 何朗心	三等獎

4E 黎迪生	一等獎
4E 吳家樂	二等獎
4E 施嘉鈺	三等獎
4E 謝文傑	三等獎
4E 徐希侗	三等獎
4E 黃泫菲	三等獎

#### 粵港澳大灣區數學競賽(選拔賽) 2022

1D 譚文互	二等獎
2A 劉柏希	三等獎
3B 余震霖	三等獎

#### 香港國際數學競賽初賽 2022(香港賽區)

1D 譚文互	金獎
2A 劉柏希	銀獎
3C 李耀昇	銀獎

#### 2021 真光女子數學比賽

3A 鄭泳昕	銅獎
4E 容韻晴	優異獎

#### 中華基督教會區會聯校數字組合遊戲比賽 2022

3A 鄭泳昕	一等獎
6F 朱俊賢	二等獎
6F 李灌機	二等獎

#### 2021 年香港華羅庚金杯少年數學邀請賽(決賽)

3A 鄭泳昕	一等獎
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### **Science Key Learning Area**

#### **Energy Community 2030**

5E Cheng Ka Shun, 5E Lo Tsz Yan, 5E Wong Wai Sum, 5E Yuen Hoi Yeuk Charis	Senior Secondary Division 2 <sup>nd</sup> runner-up
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#### **Chemists Online Self-study Award Scheme 2021**

5B Lai Chi Kai	Diamond Award
5C Wong Pui Yin	Diamond Award
5D Cheung Ying Lam	Diamond Award
5D Luk Yin Shing	Diamond Award
5E Chan Wing Yan	Diamond Award
5E Chen Lok Yiu	Diamond Award
5E Cheng Ka Shun	Diamond Award
5E Fong Po Yee	Diamond Award
5E Hong King Hin	Diamond Award
5E Ko Hasel	Diamond Award
5E Lai Hoi Yan	Platinum Award



5E Lo Chun Nang	Bronze Award
5E Lo Tsz Yan	Diamond Award
5E Wong Wai Sum	Diamond Award
5E Yu Hon Chung	Diamond Award
5E Yu Sun Yan	Diamond Award
6A Tsui Tsz Hin	Diamond Award
6C Cheung Tsz Ling	Diamond Award
6C Lee Chun Him	Diamond Award
6C Leung Hei Yi	Diamond Award
6C Wong Sze Hang Stephen	Diamond Award
6C Wong Yan Yan	Diamond Award
6D Au Yeung Ka Yan	Diamond Award
6D Chan Ka Yan	Diamond Award
6D Chan Tsz Him	Diamond Award
6D Chu Ching Yan	Diamond Award
6D Chu Man Ching	Diamond Award
6D Lau Chiu Ting	Diamond Award
6D Lau Siu Yau	Diamond Award
6D Leung Lai King	Diamond Award
6D Leung Wing Sze	Diamond Award
6D Li Sum Yuen	Diamond Award
6D Li Wai Leung	Diamond Award
6D Puk Yee Kiu	Diamond Award
6D So Tsoi Kei	Diamond Award
6D Wong Ho Man	Diamond Award
6D Wong Sze Wing	Diamond Award
6D Woo Wing Kiu	Gold Award
6D Zhao Yingyan	Diamond Award
6E Chau Ka Yiu	Diamond Award
6E Ng Chun On	Diamond Award
6E Shing Hei Tung	Diamond Award
6E Tam Kwan Yiu	Diamond Award
6E Yau Man Ping	Diamond Award
6E Yeung Wing Yi	Diamond Award
6E Yeung Yu Yan	Diamond Award
6F Cheung Hei Yiu	Diamond Award
6F Yang Wing Yan	Diamond Award

#### **Energy Innovation Competition 2020-2021**

6D Yu Ching Hei, 6E Tam Kwan Yiu, 6F Chan Jing Long, 6F Chu Chun Yin	Merit Award
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#### **Chemical Safety Poster and Sticker Design Competition 2021**

6E Yau Man Ping	Senior Secondary Division 2 <sup>nd</sup> runner-up
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**Science Assessment Test 2021**

3A Chen Tak Wun	Gold Award
3C Lee Yiu Sing	Silver Award
3D Chow Mei Sze	Bronze Award
3D Leung Oi Fan	Silver Award
3D Wong Tin Wan	Diamond Award
4B Li Yuk Ying	Silver Award
4B Tam Chun Yin	Silver Award
4C Cheung Nga Wing Evelyn	Silver Award
4C Chow Baylon Philip	Diamond Award
4C Chung Ho Chak	Silver Award
4C Tang Wang Chun	Silver Award
4C Wong Tsan Mei	Gold Award
4D Kwan Cho Wing	Gold Award
4D Wan Lok Tung	Silver Award
4E Cheung Hoi Ho	Gold Award
4E Cho Hei Tong	Silver Award
4E Liu Jialuo	Diamond Award

**International Junior Science Olympiad – Hong Kong Screening Test**

3A Cheng Wing Shan	Third Class Honour
3C Mok Yan	Third Class Honour

**Organic Farming Sticker Design Competition**

6D So Tsoi Kei	Champion
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**International Chemistry Quiz 2021**

4C Chow Baylon Philip	Credit
4C Chung Ho Chak	Credit
4C Kwok Ka Yuet	Credit
4C Lam Tsz Hei	Distinction
4C Tang Wang Chun	Distinction
4E Sy Ka Yuk	Credit
5B Lai Chi Kai	High Distinction
5C Chow Chi Kin	Credit
5C Wong Pui Yin	Credit
5D Luk Yin Shing	High Distinction
5D Tam Cheuk Yee	HD Excellence
5E Chen Lok Yiu	Credit
5E Cheng Ka Shun	High Distinction
5E Fong Po Yee	HD Excellence
5E Ko Hasel	HD Excellence

5E Lo Chun Nang	High Distinction
5E Lo Tsz Yan	HD Excellence
5E Shek Cheuk Hong	Credit
5E Wong Chai	High Distinction
5E Wong Wai Sum	High Distinction
5E Yu Hon Chung	Distinction
6C Cheung Tsz Ling	High Distinction
6C Lee Chun Him	Credit
6C Leung Hei Yi	Distinction
6D Au Yeung Ka Yan	Credit
6D Chan Ka Yan	High Distinction
6D Chan Tsz Him	Distinction
6D Chu Ching Yan	Distinction
6D Chu Man Ching	Distinction
6D Lau Chiu Ting	High Distinction
6D Lau Siu Yau	High Distinction
6D Leung Wing Sze	High Distinction
6D Li Sum Yuen	High Distinction
6D Puk Yee Kiu	High Distinction
6D So Tsoi Kei	High Distinction
6D Tsui Chun Pan	Distinction
6D Wong Ho Man	High Distinction
6D Wong Sze Wing	High Distinction
6D Yam Ching	High Distinction
6D Yeung Pui Shan	High Distinction
6D Yu Ching Hei	High Distinction
6E Chau Ka Yiu	HD Excellence
6F Cheung Hei Yiu	HD Excellence
6F Li Cheuk Chung	High Distinction
6F Li Kun Kei	HD Excellence
6F Lui Ka Hin	HD Excellence
6F Mak Chiu Yin	Distinction
6F Tse Tung Kin	Distinction
6F Wong King Hang	High Distinction
6F Yang Wing Yan	High Distinction

## **P.E. Department**

### **Watsons Annual Challenge**

#### **Boys**

2A Jiang Yuk Chun	U14 High Jump	4th
2D Li Tze San	U14 100m Hurdle	8th

5C Hong Tze Hei	U18 110m Hurdle	8th
5E Cheung Ming Hung	U18 High Jump	Champion

#### **Girls**

4B Lee Sze Yeung	U16 Shot Put	5th
4B Lee Sze Yeung	U16 Discus	6th

### **TCAA HK Junior Athletic Championships**

#### **Boys**

2A Jiang Yuk Chun	U14 High Jump	Champion
5C Hong Tze Hei	U18 110m Hurdle	2 <sup>nd</sup> runner-up
5E Cheung Ming Hung	U18 High Jump	Champion

### **Hong Kong Athletics Trial 2022**

5E Cheung Ming Hung	U20 High Jump	Champion
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### **Hong Kong Athletics Series 2022 – Series 1**

5E Cheung Ming Hung	U20 High Jump	Champion
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### **Visual Arts Department**

#### **Hong Kong Colouring Illustration Design Competition (Secondary School)**

3C Yeung Man Yat	Champion
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#### **Water Safety Campaign 2021 Graphic Design Competition (Secondary School)**

3C Yeung Man Yat	Champion
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#### **“Basic Law and I” Poster Design Competition (2021-2022)**

3C Yeung Man Yat	1 <sup>st</sup> runner-up
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#### **My Dream Bookstore Comic Design Competition (Junior Secondary Section)**

3C Yeung Man Yat	1 <sup>st</sup> runner-up
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### **Music Department**

#### **The 74th Schools Music Festival**

<b>Piano Solo Grade 3</b>	
4B Chau Ching Yu	Gold Award
<b>Piano Solo Grade 5</b>	
2C Cheng Yat Hei	Silver Award
3A Kwong Yuen Sin	Silver Award
<b>Piano Solo Grade 7</b>	
2D Chan Tsz Ching	Bronze Award
5C Chow Cho Ping	Silver Award
5D Pun Tsz Kei	Silver Award
<b>Piano Duet (Intermediate)</b>	
5D Li Yuen Kwan	Bronze Award
5D Pun Tsz Kei	Bronze Award

<b>Piano duet (Senior)</b>	
5C Chow Cho Ping	Silver Award
<b>Junior Exhibition Award</b>	
2D Pang Cheuk Yin	Silver Award
<b>Yangqin Solo (Intermediate)</b>	
2E Li Tsz Ching	Silver Award
<b>Dizi Solo (Advanced)</b>	
3C Ling Ho Wan	Silver Award
<b>HK Strings Scholarship for Stringed instruments</b>	
6C Wong Sze Hang	Gold Award

#### **Joint School Music Competition 2021**

<b>Secondary School ensemble ( Choral)</b>	
School Junior Choir	Silver Award
<b>Secondary School ensemble ( Choral)</b>	
School Chinese Orchestra	Silver Award
<b>Secondary School Violin Duet</b>	
School Violin Ensemble	Bronze Award

#### **Asia Student Art Festival**

<b>Aged 14-15 group: Percussion (Snare)</b>	
2D Lin Zhuo Jun	Champion

#### **YWCM 匯盈全港中樂大賽**

<b>Dizi: Grade 8</b>	
3C Ling Ho Wan	Gold Award

#### **The 14th Wong Tai Sin Outstanding Students Award (Senior Secondary Section)**

6D So Tsoi Kei	Outstanding Student Award & Social Service Award
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#### **Extra-curricular Activities**

##### **Be The Next Star KOL 2021 Social Media Video Contest**

6A Ng Chun, 6B Chau Ka Hei, 6B Wong Yik Tung Daniel	Honourable Mention
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#### **第八屆全港中學微電影創作大賽**

2A 鄭海琳、2A 鄭偉誠、2C 李樂瑤、2D 陳芷晴、 2D 陳若琳、2D 陳彥嘉、2D 鍾咖嘉、	初中組銅獎及最佳攝影獎
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# **VIII. Financial Summary (2021 September to 2022 August)**

	<b>Income (\$)</b>	<b>Expenditure (\$)</b>
<b>Balance B/F (Government Funds and School Funds)</b>	8,405,378.57	
<b>I. Government Funds</b>		
<b>Expanded Operating Expenses Block Grant</b>		
<b>(a) School Specific Grant</b>		
1. Administration Grant	4,396,812.00	4,526,247.26
2. Air-conditioning Grant	621,283.00	179,644.75
3. Composite Information Tech. Grant	555,900.00	526,526.00
4. Capacity Enhancement Grant	642,934.00	478,437.41
5. School-based Educational Psychology Service Grant	109,517.00	110,000.00
6. School-based Management Top-up Grant	50,702.00	40,000.00
<b>Sub-total</b>	6,377,148.00	5,860,855.42
<b>(b) Non-School Specific Grant</b>		
Baseline Reference	2,115,990.12	2774300.88
<b>(c) Others</b>		
1. Deficit transferred from School Executive Officer Grant	0.00	26,733.00
2. Funds set aside for SP/LSP	0.00	41,326.15
<b>Sub-total</b>	0.00	68,059.15
<b>Total EOEBG</b>	8,493,138.12	8,703,215.45
<b>II. School Funds (General Funds)</b>		
1. Tong Fai	139,740.00	0.00
2. Tuckshop rental	50,000.00	0.00
3. Donations	141,000.00	0.00
4. Hire of school premises	2,631.00	0.00
5. Library fine and printing card fee	2,281.00	1505.00
6. Profit on Sale of exercise book and school uniforms	2,053.17	0.00
7. Collection of fees for specific purposes	288,575.00	170,506.00
8. Insurance premium	0.00	18,464.28
9. Repairs and maintenance	0.00	19,295.00
10.Scholarship award	16000.00	84,000.00
11.Others	67,643.28	473,281.30
<b>Total School Funds</b>	709,923.45	767,051.58
<b>Total surplus for school year</b>	(267,205.46)	
<b>Accumulated surplus as at the end of school year</b>	8,138,173.11	

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

We continue to face great challenges ahead. Because of the pandemic these three school years, we had to switch to a blended mode of teaching and learning and half-day timetable. 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 has launched Bring Your Own Device (BYOD) in S.1 this school year to develop e-learning and continue to adopt e-learning in future. 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 fourth 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. We will identify the need for further development and improvement ahead and formulate a School Development Plan in the coming school year.

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 2021-2022 學年

#### (一) 財務概況

A	本學年獲發撥款：	\$ 156000
B	本學年總開支：	\$ 70890.6
C	須退還教育局餘款 (A - B)：	\$ 85109.4

#### (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	12	\$ 3225
學校書簿津貼計劃 — 全額津貼	133	\$ 52165.6
校本評定有經濟需要	45	\$ 15500 (上限為全學年津貼金額的 25%)
<b>總計</b>	<b>190</b>	<b>\$70890.6 [註：此項應等於 (一) B「本學年總開支」]</b>

#### (三) 活動開支詳情

範疇	活動簡介	開支 (\$)	受惠學生 人次 <sup>1</sup>	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						

<sup>1</sup> 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複計算。



範疇	活動簡介	開支（\$）	受惠學生 人次 <sup>1</sup>	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、興趣班	\$46200	33			✓		✓
	領袖訓練	\$656.8	3				✓	
	校隊訓練、比賽	\$9233.8	12		✓	✓		✓
	旅行	\$14800	148		✓		✓	✓
	第 1.2 項總開支	\$70890.6	196					
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	\$70890.6	196					

<sup>1</sup> 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。

二零二一/二二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 205 名(包括 A. 領取綜援人數：18 名，B. 學生資助計劃全額津貼人數：85 名及 C. 學校使用 10%酌情權的清貧學生人數：102 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						
體育活動	0	4	0	90%	9/2021-6/2022	1190	老師/導師觀察		
文化藝術	1	8	0	90%	9/2021-6/2022	9220	老師/導師觀察		
參觀/戶外活動	17	76	102	100%	19/11/2021	15050	老師/導師觀察		
活動項目總數: _3_									
@學生人次	18	88	102		總開支	25460			
**總學生人次	208								

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. 計劃成效

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. 對推行活動計劃的意見

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 2021-2022:

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	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 organised by local tertiary institutes and professional organizations.	1 year, from September 2021 to Aug 2022	S.4 – S.6 high ability students in different subjects	About 200 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 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	18 students	- 100% of students showed positive comments about the course. - 100% of students passed relevant assessments and examinations. - 5 students (27.8%) awarded "Attained with Distinction"(I). - 4 students (22.2%) awarded "Attained with Distinction"(II). - 7 students (38.9%) awarded "Attained". - 2 students (11.1%) awarded "Unattained".	Ms. Chow Sze Ying Emily (Career Guidance)