

# **WA YING COLLEGE**



## **ANNUAL SCHOOL REPORT**

**(2021-2022)**

## **(1) Our School**

### **1. Mission**

- To foster the whole-person education based on Christian principles; to guide students to lead an abundant life in Christ; and to carry the school tradition of perseverance, diligence, frugality, love for the school and respect for teachers.

### **2. History background**

- Wa Ying College was first founded by the Methodist Church in Foshan, southern China in 1913. Since then, the school had been highly acclaimed and attracted students from afar, including many from Hong Kong. During World War II, the whole school moved to Hong Kong and established itself at Tung Chung on Lantau Island, and later in Shatin. It moved back to Foshan after the war. It was eventually closed in 1951 as all schools had to be operated by the Chinese government.
- In 1962, the Wa Ying College Alumni Association of Hong Kong was formed. The alumni were keen on re-establishing Wa Ying in Hong Kong and made a proposal to the Chinese Methodist Church in 1969. The alumni pledged to raise funds to start the building project and entrusted the school to the church as in the past. With less than 400 alumni, nearly \$300,000 was raised. In addition to a loan of \$250,000 and a subsidy of \$2,000,00 granted by the Hong Kong Government, the dream to resume the school came true. Construction work began at its present site in 1970. In September 1971, the new Wa Ying College started with 18 teachers and 12 classes. The school gradually expanded up to 31 classes by the year 1983.

### **3. Facilities**

- The school site covers an area of about 4,500 square metres. There are 25 standard classrooms, a chapel, a staff common room and 15 special rooms or laboratories for the teaching of science subjects, geography, art, music, technical subjects, computer, home economics and languages. The new school annex with a lift, a new computer room, a new Geography room, two classrooms and a staff common room was open for use in the school year of 2001. Funding from QEF enables the establishment of the Graphic Communication Laboratory, the Robotics Laboratory and the Multimedia Learning Center installed with the latest IT equipment. The covered playground and the language laboratory were renovated and installed with IT equipment by August 2003. A new conference room have been decorated and replaced the janitor's dormitory in November, 2018. A new café like area which is opposite the Tuck Shop was open for use by the end of 2018.
- The school hall is air-conditioned with a seating capacity of 1,000 and below it is a covered playground. On the mezzanine, there is a Chapel for worship and other religious activities. On the ground floor, there is a student canteen, a tuck shop and a room for the Student Union. The open space outside the building contains a basketball court, two volleyball courts and a car park.
- Thanks to the donation of alumni, parents and students, our school hall, covered playground and classrooms are air-conditioned and equipped with audio-visual aids and facilities.

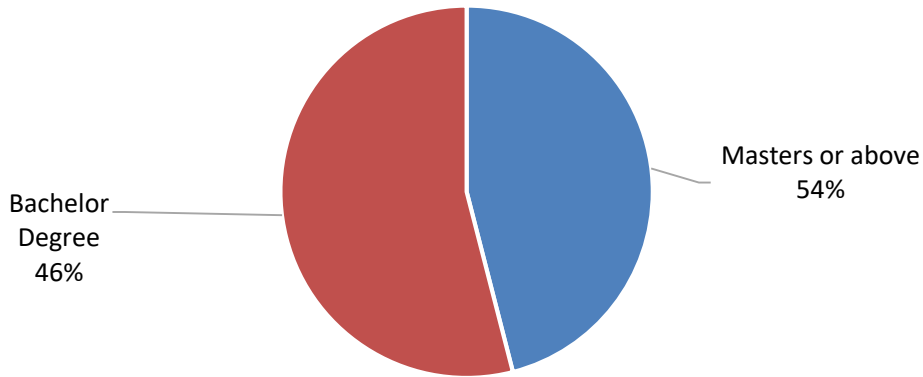
4. IMC composition: the total number of members was 28 and they were the representatives of

Sponsoring Body	Independent Manager	Principal	Parents	Teachers	Alumni
16	1	1	2	2	6

5. Teaching Staff:

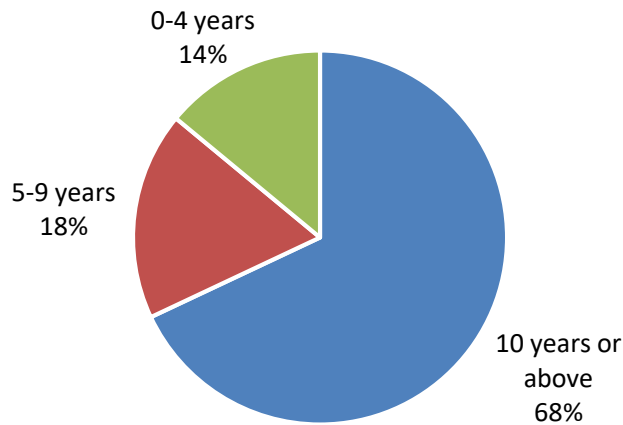
- Highest academic qualification attained by teachers

### Teachers' qualification



- The average teaching experience in the total number of years: 17 years

### Teachers' Teaching Experience



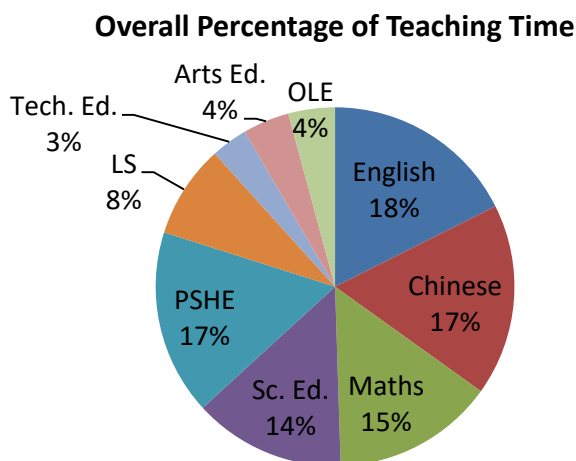
- Number of teachers in attaining Language Proficiency Requirement (LPR): All English teachers (11) and PTH teachers (8) attained the LPR

## 6. Curriculum and Teaching Time:

- Subjects offered

KLA	Subjects	MOI	S1	S2	S3	S4-6 (DSE)
English Language	English	E	✓	✓	✓	✓
Chinese Language	Chinese	C	✓	✓	✓	✓
	Chinese Literature	C				✓
	Putonghua	C	✓	✓	✓	
Mathematics	Mathematics	E	✓	✓	✓	✓
	Mathematics Extended Part Module 1	E				✓
	Mathematics Extended Part Module 2	E				✓
Science Education	Integrated Science	E	✓	✓		
	Physics	E			✓	✓
	Chemistry	E			✓	✓
	Biology	E			✓	✓
Personal, Social & Humanities Education	Liberal Studies	C				✓ (S6)
	Citizenship and Social Development	C				✓ (S4, S5)
	Chinese History	C	✓	✓	✓	✓
	History	E	✓	✓	✓	✓
	Geography	E	✓	✓	✓	✓
	Economics	E				✓
	Life and Society	C	✓	✓	✓	
	Religious Education	C	✓	✓	✓	✓
Technology Education	Design & Technology	E	✓	✓	✓	✓
	Home Economics	E	✓	✓	✓	
	Computer Studies	E	✓	✓	✓	
Arts Education	Visual Arts	E	✓	✓	✓	✓
	Music	E	✓	✓	✓	
Physical Education	Physical Education	C	✓	✓	✓	

- Overall Percentage of Teaching Time of Each Key Learning Area



## **(2) Achievements and Reflections on Major Concerns**

**MC1** Cultivate a positive school culture for every student to shine in their uniqueness, embracing obstacles and setbacks as indispensable in the learning process.

### **1. To foster our students to be purpose-driven learners with positive pursuit in life-planning**

- a. To help students identify their goals, visualize the best possible outcomes, anticipate potential obstacles and develop coping strategies when encountering setbacks:
  - OLE handbook has been drafted, including information of road map to be a leader, requirement of scholarship, award and admission scheme and life planning by a joint effort of SSDB. Students can envision their opportunities in developing their potential, on the one hand, record their OLE activities as their portfolio and make a reflection on joining activities. More discussion and extension to other parties are needed to refine the details to make the handbook more comprehensive.
  - Data relating to students' family background, learning portfolio, emotional and interpersonal concerns through different means have been provided to co-class teachers to empower them to facilitate students' life planning. Yet the IT support system for the data is undergoing construction which constrains its effectiveness.
  - Co-class teachers are empowered to facilitate students to seek timely support and develop coping strategies with possible resources and support measures for learning, SEN, social or emotional needs when encountering setbacks through staff training run by social workers.
- b. To foster students' belief in their strengths in all possible aspects, like academic, social, emotional, physical or aesthetics, with recognition of multiple intelligence and provision of multiple pathways; plus, guidance to recognize their own character strengths and put their strengths into learning and development:
  - Sufficient choices of ECAs (more than 60 clubs & societies), KLA-related competitions or activities, gifted education have been provided for eye-opening exposure and life planning education.
  - The collaborative endeavor of SSDB in running a wide range of activities in December, such as Christmas Market, Summer Market, Wa Ying's got Talent in post-examination period have showcased students' strengths and talents. It may help students to put their strengths into learning and development.
  - The fifth wave of epidemic in Hong Kong and early summer vocation disrupted the plan in the second term. Yet the Potentials Development Program in March Break and the website developed for it shed light on how to arrange ECA and LPEC programs more collaboratively a comprehensively. Students are getting used to browsing the website to search for suitable activities to join.

### **2. Provide positive learning experiences to enable students to view their intelligence as a malleable entity that can be increased with effort and learning**

- a. To foster students' resilience in face of setbacks by developing their optimistic thinking skills, helpful and rational thinking skills, adaptive distancing skills, using humour and seeking assistance whenever needed:
  - Life education, assemblies, training workshops and quality experiential activities/NGO programs, such as Mindshift Program run by HKU, has nourished students' thinking skills and resilience skills.
  - Teachers and alumni as role models shared via Monday Broadcast, short assemblies, or assemblies to foster students' resilience.
  - Form-based parent seminars were organized to enhance teachers' building of relationships with parents, to promote more in-depth understanding about their

children's needs and sources of stress specific to their forms or developmental levels and use of positive parenting approaches. (See below table) A comprehensive framework of parent education is worthwhile to develop to enlist our parents to be our partners in nurturing students.

- b. Enhance class teachers' periods, assemblies, performance opportunities, extracurricular activities and other learning experiences to facilitate students' understanding of their strengths in different fields, with heightened opportunities to unleash their potentials:
  - Grasp the opportunity of prolonged lunchtime after resuming face-to-face lessons in December, platforms for students to showcase their diverse talents have been enriched like self-initiated busking, pop-up activities such as sport stacking and mobile phone photo taking etc.
  - Teachers and peers are encouraged to give constructive feedback to recognize students' efforts and achievements to boost their self-esteem.

### **3. Foster positive network for support and mentorship in learning, personal growth and life pursuit**

- a. Refine the mentorship scheme so as to ensure every student will have a mentor from senior students, student leaders, alumni, teachers, coaches or parent volunteers for learning, personal growth or life pursuit:
  - Student leaders are more aware of caring for assigned fellow schoolmates, like PCS take care of S1 students, student leaders of SU, S-T Council and Houses as mentors of S3 potential leaders in holding meetings or organizing activities.
  - Alumni mentorship programs are set up to let students have more information about their interesting careers. Career-related activities such as company visits and job-shadowing will be arranged for eye-opening.

### **4. Foster positive campus life with enhanced school administrative system and facilities**

- a. Enhance our school administrative digital system in order to facilitate efficient communication and effective use of student and school data for cultivation of a positive school:
  - The new school administrative digital system has been launched. Yet refinement has to make to enhance effective use of student and school data to facilitate students' life-planning.
- b. Maximize opportunities to display students' success and achievements in the school campus or online media:
  - Students' talents had been visualized through the TV placed at the lobby. The achievement of the students and the ECAC activities could be seen once students or visitors entered the campus.

#### **Appendix: Form-based parent seminars**

Date	Target group	PIC	Focus
8/10/21	S1	ACB, HSCC	Academic adaptation in secondary school life
10/12/21	Senior form	LPEC	Further studies/multiple pathway
10/12/21	Target group/all	CGC, HSCC	Parenting: Communication
12/2/22	All	MCE, HSCC	Parenting: Embracing failure
19/2/22	All	HSCC	Parents' meeting with class teachers
4/3/22	S3	ACB, LPEC	Streaming
24/6/22	S2	ACB	C <sup>3</sup> class
8/7/22	S6	LPEC	JUPAS

**MC2 Empower students to be effective and mature self-directed learners through comprehensive strategies in learning, teaching and assessment.**

**1. Enhance students' self-directed learning capabilities with subject-based learning roadmaps, useful platforms and relevant resources**

- a. Providing learning direction to students:
  - Teachers provided students with learning outlines and guidelines, homework and assessment plans at the beginning of the semester so as to facilitate students' planning on how to master subject knowledge, address assessment requirements & have clear learning goals.
  - Teachers provided students with the internal test and examination papers of the previous school year so that students could understand the mode of assessment, have better understanding of the skills tested & minimize their anxiety of their learning.
- b. Creating space for self-directed learning by modifying the timetable structure:
  - 5 + (2/3) time-table structure was adopted in this academic year. There are 5 lessons (50 minutes each) in the morning session while 2 or 3 lessons (30 minutes each) in the afternoon session each day. The lunch break lasts for 1 hour and 45 minutes.
  - The arrangement of the morning session is mainly for teaching while the afternoon session is mainly for students' self-directed learning, practice exercise, pre-lesson and post-lesson extended learning activities or conducting laboratory experiments. Students can join different kinds of activities during long lunch break. Moreover, this arrangement is welcomed by teachers and students according to the survey conducted in December 2021.
  - Remedial classes or academic study workshops will be included in the SDL period in the next school year.
- c. Providing students with a learning resource system:
  - Chapter outlines & introduction video were provided for students' pre-lesson preparation; explanation videos were provided to help students tackle learning difficulties; supplementary materials were provided to consolidate and extend for their learning.
  - The culture of sharing teaching materials in the form has been formed. The practices should continue for further enhancement of teaching and learning.
- d. Nurturing students as self-directed learners who use apps effectively to facilitate their learning:
  - Students are provided with apps such as GoodNotes which can be used for note-taking, consolidating and organizing their learning.
  - To facilitate students to use apps in their learning, a workshop on note-taking skills was conducted. However, the late delivery of iPads to school did affect students' application of the skills in real life.
  - It was found that there was a huge diversity in IT skills among students. Some even did not know how to scan their work or keep their notes properly. It was suggested that some basic skills should be taught at the beginning of the school year. To facilitate students' learning, teachers may explore some other apps to be used in their own subjects.

**2. Enhance students to be effective mature learners with exposures and challenges for potentials development**

- a. Reading to learn:
  - The reading time included in the new timetable served as a good platform to develop students' reading habits. However, there was insufficient time given. The shift from face-to-face to online lessons also adversely affected the implementation of the measure.

- In order to widen students' exposures, some feature articles are provided to read during the reading periods. Also book-sharing session "3 minutes reading" is held every Tuesday morning through broadcasting system.
  - Suggestions were given:
    - (i) One more reading time session will be arranged in SDL periods.
    - (ii) Articles of various topics will be contributed by different subjects.
    - (iii) More books will be included in the HyRead system (E-book system).
    - (iv) A questionnaire will be conducted to collect opinions from students.
- b. Gifted Education:
- The talent pool system was developed to identify and record potential students so that suitable students can be nominated or encouraged to participate in those competitions and courses. From this academic year, gifted education units will nominate different enrichment courses, activities or competition to the students concerned. In this academic year, 17 students attend online courses offered by The Hong Kong Academy for Gifted Education. Finally, 2 students enrolled in the advanced courses.
  - Talk about "Introduction to Multiple Intelligence" was launched in the first term and this talk was welcomed by students.
- c. Prepare teachers to be facilitator for student's potential development:
- Head and some members of GEU has completed the course of Gifted Education organized by EDB.

### **3. Enhance learning with effective teaching and assessment for learning**

- a. Conducting cross-stage student performance analysis to facilitate cross-level curriculum planning and design:
- Sharing session about statistical analysis on DSE Exam Report and SVAIS was held in October ACB meeting. After this professional dialogue, Department Heads might find out the crucial factors from the analysis report of the HKDSE results.
  - Heads might observe students' common mistakes in their subjects and provide suggestions for enhancing teachers' teaching and students' learning effectively during the subject interflow.
- b. Spelling out and practice good subject-based teaching expectations for both junior and senior forms to enhance learning with effective teaching:
- To develop better teaching practices, common lesson preparation and peer lesson observations were conducted in subjects such as English and Citizenship and Social Development.
  - It is suggested that the peer lesson observation will be cultured in different KLA. Lesson study in different KLA/ subjects will be developed to enhance learning with effective teaching.
- c. Implementing a holistic learning system of language across curriculum in junior forms:
- In order to enhance students' learning effectiveness in EMI subjects, learning skills workshop for S1 and S2 students were held in the first term during the SDL period or assembly period. These workshops included reading skills and examination skills. Different question types that appeared in exam papers of subjects were introduced to raise students' awareness. Vocabulary learning booklet was introduced as a learning tool by English teachers.
- d. Revising the assessment plans for a balanced provision of teaching, learning, assessment, and other areas of development, like physical and emotional wellbeing:
- From this academic year, ACB monitors the distribution of extended assignments and projects in the same form to avoid overloading of students.
  - Test and examination regulations were reviewed and revised in order to provide clearer information about the general arrangements of test and examination.
  - Test and Examination Paper circulation system was reviewed and revised. Under this



system, subject teachers are responsible for reviewing the coverage, the contents, level of difficulties of the test/exam papers and the expected marks of the distribution. Such measures enhanced teachers' awareness in the consistence between learning and assessment.

- e. Formulating a mechanism for providing timely measures to students who need academic support:
- Supporting measures for low achievers after first term examination
    - (i) If students were found weak in academic foundation, they are required to attend study groups and/or English remedial classes.
    - (ii) If students were found weak in study skills, they are required to attend study skill workshops.
  - Academic Support for S6 students
    - (i) Study counseling workshops conducted by Edit Workshop were held in September 2021. Students were taught some learning strategies and were motivated to formulate their own learning goals.
    - (ii) Study groups would be conducted in March and April. Alumni were recruited as tutors to give academic support to S6 in these study groups.
  - It is suggested that the post-mock support measures such as post-mock exam practices, individual and group counselling were provided for S6 students to identify their strengths and weaknesses in different subjects for further enhancement and consolidation in preparing for HKDSE.

#### **4. Meet the challenges of current curriculum reform**

- a. Revising the curricula:
- The curricula of Life & Society, Liberal Studies and PSHE subjects are revised in alignment with the learning elements of national security education.
  - The curriculum of new senior form subject "Citizenship and Social Development" was being developed.
  - The curricula of Chinese Language and English Language were revised in alignment with the optimizing measures of the senior secondary core subjects.
- b. Inclusion of the national flag, national emblem and national anthem in secondary education:
- To promote national education and to help students develop a sense of belonging to the country, an affection to the Chinese people and enhance their sense of national identity, national flag raising ceremony is conducted weekly during short assembly.

## **(2) Our Learning and Teaching**

### **Strengths**

1. The overall results in public examination (HKDSE) are satisfactory and there is a high percentage of students who receive JUPAS offers for many years.
2. Students have shown good learning and problem-solving skills, demonstrating further possibilities.
3. Most parents have high expectations on students' performance and are willing to co-operate with the school.
4. 8 Special Interested Groups (4 STEM Groups and 4 Human Groups) are offered for S2 students to explore their strengths and potential.
5. To address different learners' needs, the school has offered extra manpower to allow some flexibility in the curricula; for instance, small group teaching in English Language is implemented.
6. The school has developed a well-balanced curriculum in junior forms which enhance students to set a solid foundation to further their studies in senior forms.
7. Timetabled collaborative lesson planning (CLP) periods are arranged for teachers of some subjects to enhance their professional exchange.
8. Teachers have displayed sound subject knowledge, along with a professional and responsible teaching attitude. They adopted a variety of teaching strategies such as problem-based learning and investigative learning approach. Students have become more active in the learning process.
9. The culture of self-evaluation is taking shape. Department heads and subject heads have various self-evaluation feedbacks to refine their teaching.
10. An open and more comprehensive staff appraisal system has been implemented to promote professional development and accountability.
11. More external resources are given to school to enhance the effectiveness of our school's learning and teaching such as School-based support program.
12. The timetable structure has been modified to create space for self-directed learning and catering for learner diversity.
13. BYOD policy has been fully launched in S1, S2, S4 and S5. Students are good use of IT to facilitate their learning such as note-taking and organizing their learning materials.

### **Weaknesses**

1. Measures that assist students striving for academic excellence are found insufficient. The average percentage of level 5 or above among all DSE subjects is about 29%. To maximize students' learning capacity, an enhanced curriculum for DSE subjects should be developed.
2. Students are in general passive and dependent.
3. Students' high order thinking skills should be further strengthened to align with the latest assessment requirements in Senior Secondary curriculum.
4. Collaboration among KLA(s) can be further strengthened to enhance teaching and learning.
5. Teaching time for elective subjects in senior forms is not enough. Students need to attend extra lessons during the post-examination period until the end of July.
6. Measures for bridging junior form and senior form curriculums are inadequate.
7. Due to the limited human resources, some students' preference for subjects in our school's senior curriculum cannot be satisfied.
8. Some students mismatch their elective subjects in the S3 streaming. They may withdraw their elective subjects when they were in S5 or S6.

## **Opportunities**

1. A well-articulated mechanism to monitor school-based curriculum implementation in daily teaching and learning through a variety of methods in a timely and effective manner will be established.
2. New pedagogies can be developed through promoting “STEM” education and developing e-learning.
3. Music, PE and D&T are offered to senior form students to broaden students’ aesthetic sensibility.
4. Reading skills will be taught in S1 English lessons. It helps junior form students to overcome the difficulties in studying subjects taught in English. Also reading time period is included in the time-table and this creates space for students to develop reading habit.
5. School has tapped extra funding to recruit teaching assistants and part-time support staff to help undertake non-teaching tasks. This consequently reduces the workload of teachers and strengthens team morale.
6. The school received special grants from the government to enhance teachers’ capacity and carry out some developmental measures. E.g. understand and identify the “SEN” students’ learning needs in school.
7. A school-based self-learning skills curriculum in junior forms will be devised to address the needs of students’ critical thinking.
8. Different action groups have been set up under Academic Board such as gifted education, academic support unit and curriculum development committee, which can provide a platform for teachers to conduct a comprehensive discussion and enhance school future development.
9. The senior curriculum structure has been reviewed. More suitable subject combinations have been offered.
10. To provide academic counselling for streaming, taster programs of the elective subjects are launched in S3.
11. With the support grants (Life-wide Learning Grant and Reading Promotion Grant) provided by the government, more life-wide learning activities can be organized.
12. To address different learners’ needs, alumni tutors are recruited to give academic support to low achievers.

## **Threats**

1. With a larger number of new teachers in the new phase of 3-year plan, there might be a threat over the sustainability of school culture if there is a lack of holistic planning for new teachers’ induction.
2. With the increasing number of students with SEN and emotional problems, there is a need to speed up staff training so as to enhance teachers’ professionalism in addressing those needs.
3. Under the ‘new normal’ caused by the pandemic, support for students, especially the passive, less sociable students or those with weaker family support, has become more pressing. Hence, S1, new or passive students would be more vulnerable if support network with class teachers and classmates could not be fostered. As online learning has caused more tension in the family, parent education has become a more pressing need in student support.
4. Service education has been seriously affected by the pandemic due to the drastic drop in the provision of community services. This might affect students’ exploration of their self and pathways

### **(3) Our Support for Student Development**

#### **Strengths**

1. The life education curriculum addressing students' developmental needs for S1-6 has been completed. Teacher training and support has been offered to enhance class teachers' capabilities to develop life education programs or measures addressing students' needs on individual, class-based or form-based level.
2. With challenges from school crises, social unrest and global pandemic, committee heads of SSDB are more ready to work in collaboration to address the complexities of the problems facing our students, parents and teachers. Two core teams have been formed to explore how best to address 'positivity' and 'potentials development' in a whole-school approach.
3. With shared vision over the importance to offer whole-school approach to cultivate positive school culture and enhance students' potentials development, there is more consensus over cross-board collaborative efforts among the student support, academic and administrative boards in the new phase of School Development Plan.
4. With a mature form-convener system rendering various SSDB-related support to class teachers of the same form, class teachers can better address the unique developmental and academic needs of each form with the leadership and support of school leaders of EB.
5. More leadership opportunities and training are offered by various SSDB committees to develop student leadership in various levels. With the more active participation of student leaders in the Student Council and Student-Teacher Council, student leaders are more ready to take up leadership roles in serving schoolmates and show concern over school issues.

#### **Weaknesses**

1. When involving all teachers to deliver positive education, staff training for shared vision and positive culture is needed.
2. Despite more ECA or OLE opportunities offered, there is a lack of data-driven or digital administrative system to facilitate mapping of students' talents with related ECA or OLE resources and teacher's guidance, helping to unleash every student's potential. Potential development or leadership opportunities for all students has to be further strengthened.
3. School engagement and peer support network for every student in facing challenges and setbacks is insufficient, especially for those who are passive or with weak family support.

#### **Opportunities**

1. With new SSDB head and ACB head, administrative restructuring to facilitate cross-board collaboration over holistic implementation of positive education is more feasible. Having taken up more administrative responsibilities in the last few years, the SSDB members are ready to share more in the leadership roles.
2. More alumni ready to offer career guidance and even become students' mentors in life planning.
3. The challenges of online learning have fostered class teachers' role in pastoral care while facilitating SSDB committees in offering guidance and support to class teachers.
4. Campus TV has been found to be a well-received platform and it would be further explored how best to cultivate a positive school culture while provide students a platform to showcase their strengths and talents.

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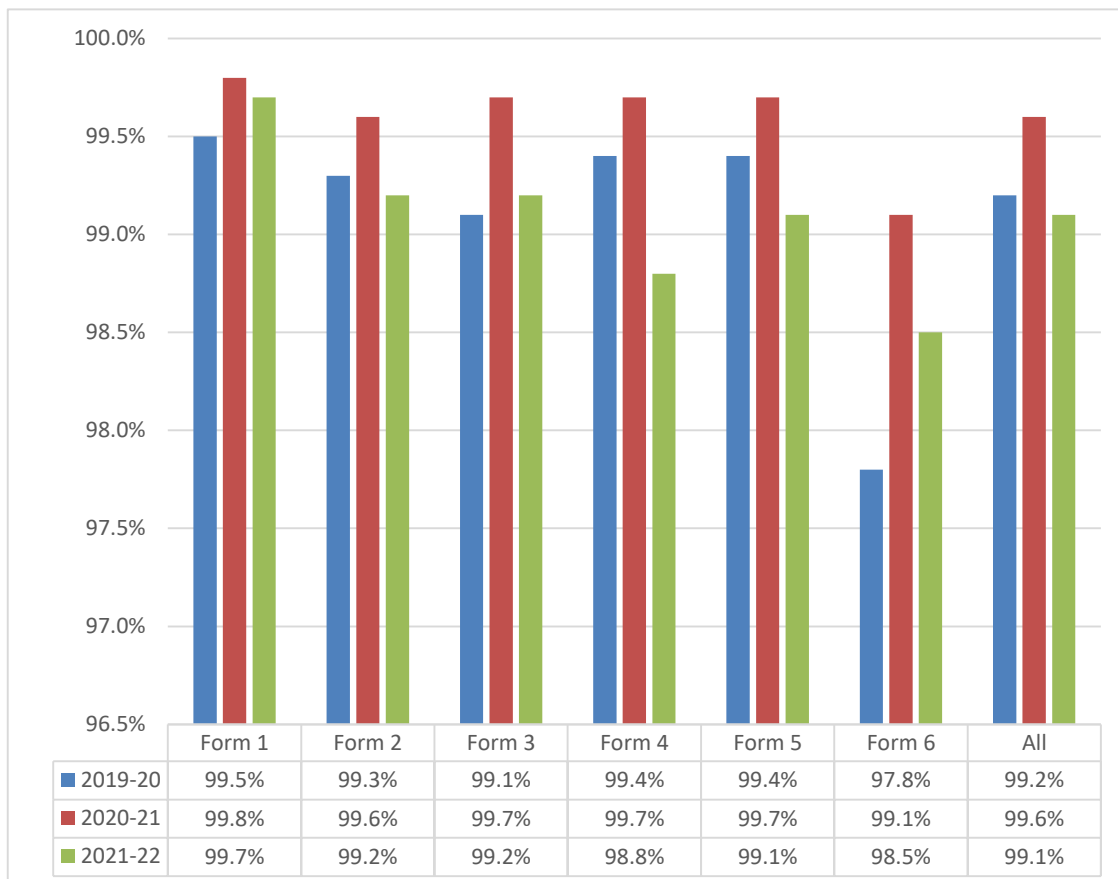
## (4) Our Students

### 1. Number of Classes and Students:

	F.1	F.2	F.3	F.4	F.5	F.6	Total
No. of classes	4	4	4	4	4	4	24
No. of students	128	117	114	122	110	119	710

### 2. Students' Attendance:

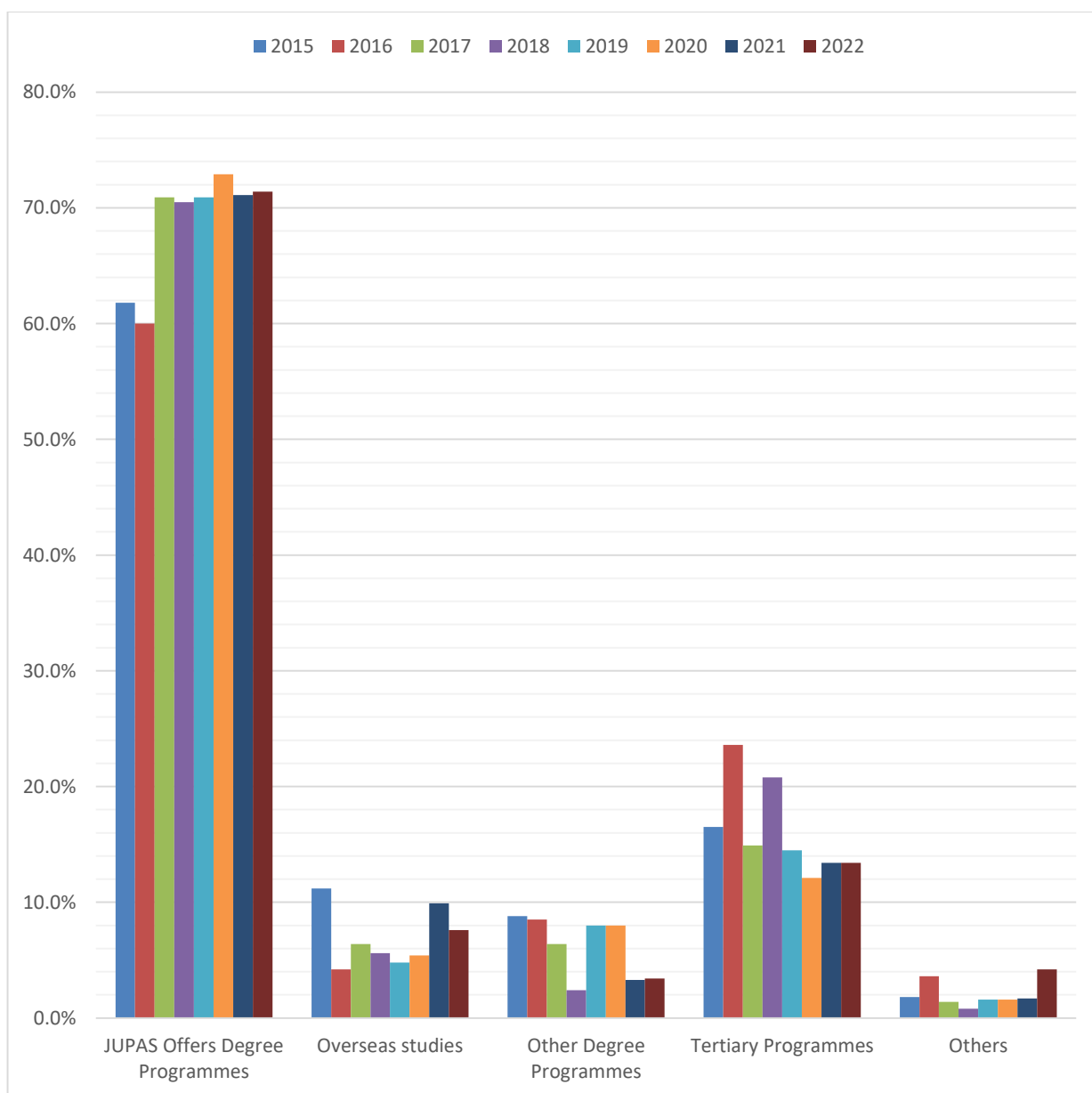
#### Students' Attendance



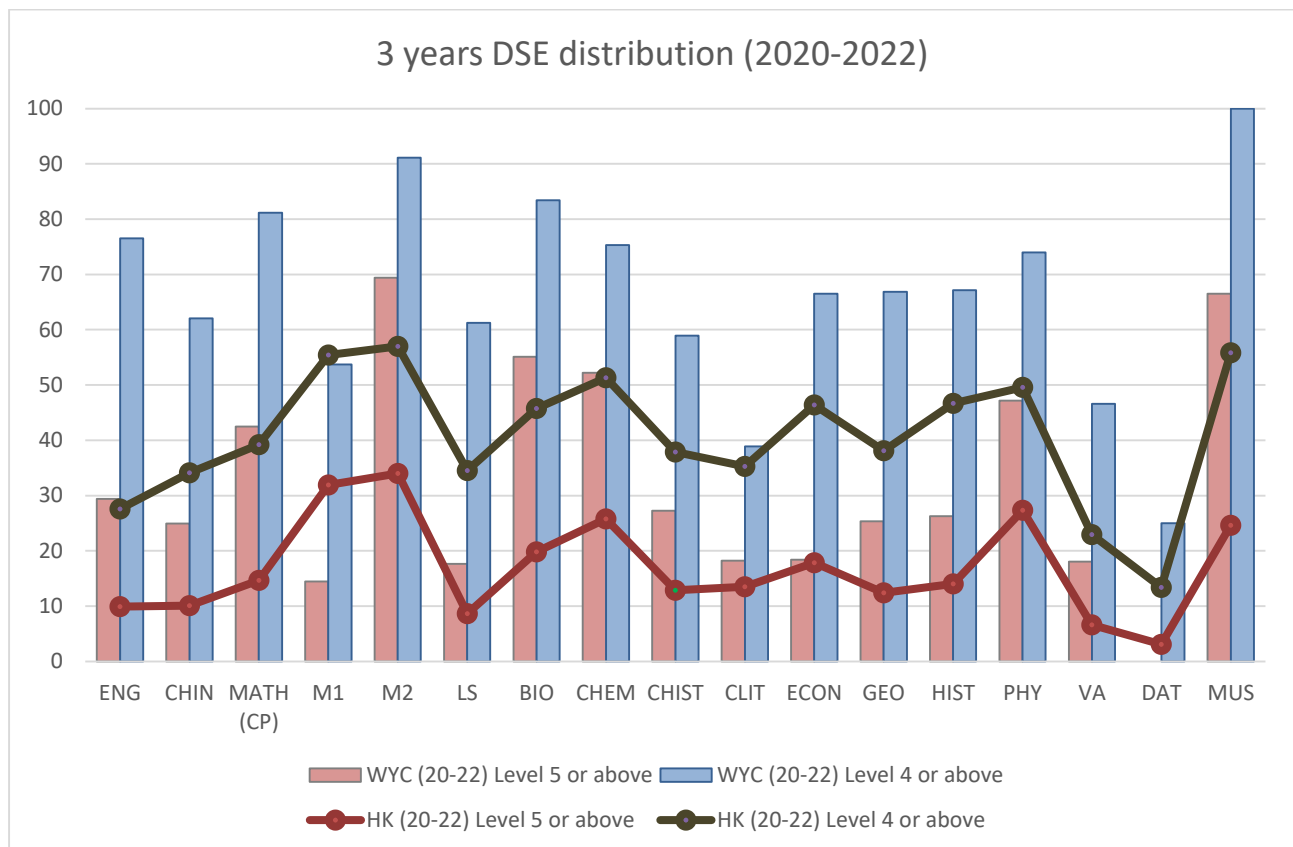
3. Current Pursuits of graduates:

**F.6 Graduates' Pathway**

Year	2015	2016	2017	2018	2019	2020	2021	2022
No. of candidates	170	165	141	125	124	129	121	119
JUPAS Offers Degree Programmes	61.8%	60.0%	70.9%	70.5%	70.9%	72.9%	71.1%	71.4%
Overseas studies	11.2%	4.2%	6.4%	5.6%	4.8%	5.4%	9.9%	7.6%
Other Degree Programmes	8.8%	8.5%	6.4%	2.4%	8.0%	8.0%	3.3%	3.4%
Tertiary Programmes	16.5%	23.6%	14.9%	20.8%	14.5%	12.1%	13.4%	13.4%
Others	1.8%	3.6%	1.4%	0.8%	1.6%	1.6%	1.7%	4.2%



#### 4. HKDSE Results:



#### 5. External Achievements:

##### External Scholarships & Awards (2021-22)

**Scored three 5\*\* and four 5\* in DSE 2022**

Gao Hei (6A)

**Student of the Year – Best Devotion to School**

Kwong Lai Tung (5C)

**Student of the Year – Sportsperson**

Mak Long To Chris (5C)

**Talent Development Scholarship**

Li Ching Laam (3D)

**Sir Edward Youde Memorial Prize**

Or Pui Yee (6C)

Cheng Tan Yuet (6D)

**Outstanding Student of Kowloon Region Award**

Poon Tsz Hei (5C)

Sun Yan Long (3B)

**Outstanding Student of Kowloon City Award**

Poon Tsz Hei (5C)

Sun Yan Long (3B)

**Hong Kong Student Service Leaders Award 2021-2022**

Or Pui Yee (6C)



**Future Stars - Upward Mobility Scholarship**

Gao Hei (6A)                      Yeung Ching Tung (5B)

**Ng Teng Fong Scholarship**

Pak Ka Ying (5B)

**Hong Kong Youth Improvement Award**

Tsang Yuet Man (4B)                      Yeu Cheuk Him (5A)

**Harvard Book Prize**

Sun Yan Chun (5A)                      Lo Charmaine (5A)                      Pak Ka Ying (5B)

**English****73rd Hong Kong Schools Speech Festival - English**

<b>News Feature</b>	Champion	3B	Xu Ziming	4A	Wu Yan Yu
<b>Presentation</b>		5B	Leung Yu Sum	5B	Lo Tony Tin-Ciang
	1 <sup>st</sup> Runner-up	3A	Cheung Hok Ying		
	2 <sup>nd</sup> Runner-up	3C	Liu Tung Sum	3D	Chung Tseng Yu
<b>Dramatic Duologue</b>	Champion	3A	Shi Xiang	3D	Wong Tsz Yiu
	1 <sup>st</sup> Runner-up	3D	Iu Ching Nam	3D	Li Ching Yi
<b>Solo Verse</b>	1 <sup>st</sup> Runner-up	2C	Huon Ka Shun	2C	Wong Cinnamon Crystal
		2C	Yeung Yui Chit	3B	Li Kai Yi
	2 <sup>nd</sup> Runner-up	1C	Wong Nga Yu		

**The 1st Hong Kong School Chinese & English Competition (Co-organised by EEGU & HKHPCA)****English Handwriting Competition (Junior Group)**

Superior Award                      3A                      Shi Xiang

Outstanding Award                      2A                      Lai Lin

**English Handwriting Competition (Senior Group)**2<sup>nd</sup> Runner-Up                      6D                      Chan Cheuk Sze

Superior Award                      5C                      Ho Tsz Ying

Outstanding Award                      4B                      Lam Chi Ching

**Hong Kong Budding Poets (English) Award 2021/22**

Poet of the School                      5A                      Wan Tsun Hei Jayden

**From Player to Page English Videogame Writing Competition 2022****Category A: Review Writing**

Winner                      4D                      Leung Sze Hang Anthony

Finalist                      4D                      Leung Ho Bong

**Category B: Character Development**

Finalist                      4D                      Kwan Sum Yee



### **Asia International Mathematical Olympiad – Semi-Final**

Gold Award                                    2D    Cheung Ho Kwan  
Silver Award                                   1B    Hung Chun Wah                            3A    Qian Kwan Yin  
Bronze Award                                   1C    Liu Tsz Ho

### **Asia International Mathematical Olympiad – Final**

Gold Award                                    1B    Hung Chun Wah  
Bronze Award                                   2D    Cheung Ho Kwan                            3A    Qian Kwan Yin

### **Competition on System Modeling & Optimization (COSMO) 2022**

Second Runner-up                            5A    Cui Hao Fei                                    5A    Ho Sin Wai

### **Creative Infographic Design Competition on Applications of Mathematics for Primary and Secondary Schools (2021/2022)**

Bronze Award                                   5C    Kwong Lai Tung

### **Hong Kong Mathematical Games Open**

Silver Award                                   1B    Zhang Guohui  
Bronze Award                                   1D    Zhang Kairong

### **Science**

#### **International Junior Science Olympiad 2022 – Hong Kong Screening**

Third Class Honours                            3D    Chan Dorothy

#### **The Hong Kong Young Academy of Sciences**

#### **Certificate of Completion & Bronze Award in ‘How to start a research project’ video competition**

4B    Tsui Lok Fei

### **Biology**

#### **International Biology Olympiad – Hong Kong Contest 2021**

Silver Award                                   5A    Ho Sin Wai  
Honourable Mention                            5A    Sun Yan Chun

#### **The 21st Inter-School Bird Race – Hong Kong Wetland Park, HKBWS, AFCD**

##### **Featured Bird Species Award & Participation Award**

4A    Kwok Wing Gi Wingi                            4B    Pan Ho Yan                                    4B    Wong Tsz Ching

4D    Kwan Yu Ching

##### **Participation Award**

4B    Cheung Yan Tung                            4B    He Lingcui                                    4B    Lau Yim

4B    Leung Yiu Cho

#### **Hong Kong Brain Bee Competition 2022**

##### **Satisfactory**

4A    Kwok Wing Gi Wingi                            4A    Yu Ka Hei                                    4B    He Lingcui

5A    Ho Natalie                                        5C    Ho Tsz Ying

## Chemistry

### **The 2nd Hong Kong Secondary School Cosmetic Formulation Competition (Year 2022)**

#### **Face Cleanser**

Champion	5A	Hui Chuen Ho	5A	Lam Tsz Ngo
	5A	Ng Lok Hin	5A	Wong Ho Wang

#### **Face Cream / Lotion**

2nd Runner-up	5A	Cui Hao Fei	5A	Wan Tsun Hei Jayden
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#### **Lip-care product**

Merit Award	4A	Cheng Man Sze	4A	Luo Xuanen
	4A	Wong Hiu Ching	4B	Mai Nga Ting

## Physics

### **Hong Kong Physics Olympiad 2021**

Honourable Mention	5A	Ho Sin Wai
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## Chinese History

### **香港電台電視部「行走中的文化」校際體驗賽**

小組冠軍	3A	史想	3D	方頌銘
	3D	李思廷		

### **「築·動·歷史」全港中學生比賽-尋·謎歷史築蹟**

中學組亞軍	2A	韋皓晴	2A	賴琳
	2B	曾樂晴		

## Economics

### **Social Enterprise Challenge – Business Plan Competition 2021-22**

Second Runner-up	5C	Chau Ka Lam	5C	Leung Sze Ting
	5C	Li Yuehan	5C	Poon Tsz Hei
	5C	Zhuang Nga Shan		

### **The 22nd Millennium Entrepreneurship Program**

Merit	4B	Kan Cheuk Lam	4B	Or Cheuk Ying
	4B	Wong Tsz Ching	4C	Chen Lai Ki
	4C	Lu Yueliang		
The Most Astonishing Team	4A	Cheng Man Sze	4A	Luo Xuanen
Spirit Award	4B	Lau Yim	4B	Mai Nga Ting
	4D	Chan Wing Lam		

## Visual Arts

### **“Excursion with Paintbrush” Country Parks Drawing Competition**

The Most Creative Awards	4D	Lam Tsz Ching
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### **City University – The 7<sup>th</sup> Secondary School Distinguished Artwork Exhibition**

Distinguished Artwork Award	6D	Yim Pui Yee
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### **Loss&Found 「療癒咭」設計比賽**

優異獎	4D	Lam Tsz Ching
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## **Black and White Painting Competition**

Gold Award 5D Kassim Hidaaya

## **HKNE Colouring and Design Competition**

Merit Award 3A Huang Cho Hei

## **香港品質保證局「理想家園」第十五屆繪畫及海報設計比賽**

優異獎 1A Wun Tsz Yin

## **「築.動.歷史」全港中學生比賽 - 歷史建築吉祥物設計比賽**

亞軍 1B Tsoi Cara

## **學界 Tram+NFT 設計比賽**

優異獎 1B Tsoi Cara

## **香港文化博物館 - 第十六屆「文化新人類 — 青年領袖獎勵計劃」**

優異獎 2B Tse Hei Tung

## **教育局 - 「邊學·邊畫」素描比賽**

銀獎 1A Wun Tsz Yin

## **中港新世代協進會 Good Morning Class - MY STAGE - Inter-school Fashion Design Competition 2021-2022**

優異獎 5C Chung Ho Hang

突出表現獎 5C Chung Ho Hang

## **日本合同會社 BURAITO - 日本亞太區繪畫大賽**

冠軍 4D Chu Hoi Ching

亞軍 4D Lam Tsz Ching

優異獎 4D Lee Ngai Mei Ivy

## **Music**

### **74th Hong Kong Schools Music Festival**

#### **Descant Recorder Solo – Age 16 or under**

Third Prize 5A Wong Ching Yan

#### **Descant Recorder Solo – Age 14 or under**

Second Prize 3B Chan Yu Ip

#### **Recorder Duet – Age 19 or under**

Second Prize 5A Wong Ching Yan 5B Wong Yuet Sum Kaze

## **2021 香港青年音樂匯演**

### 弦樂小組比賽—中學組

銅獎	1A	Ho King Hei	2C	Huon Ka Shun
	2C	Chan Tryphena Sze-Yu	3C	Lai Sin Kiu
	3D	Or Yuen Ting	4A	Tam Tsun Kiu
	4B	Chan Yui Chun	4B	Cheung Yan Tung
	4B	Lau Long Sze	4B	Pan Ho Yan
	4D	Cheung Tin Lok	4D	Leung On Yat
	5C	Li Yuehan		

### 弦樂四重奏比賽—中學組

銅獎	2C	Chan Tryphena Sze-Yu	4A	Tam Tsun Kiu
	4B	Lau Long Sze	5C	Li Yuehan

## **Sports**

### **Inter-school Badminton Competition 2021-2022 (Division 2 Girls Senior)**

Fourth Place	5A	Leung Chun Yin	5D	Cheng Man Kiu
	6A	Ho Tsoi Shan	6B	Ho Yin Hei
	6B	Tam Hoi Tung	6D	Kong Cho Kiu

### **LEHK Fencing 2022 Hong Kong Team Challenge**

#### **Men's Foil Team**

Silver Plate Champion 5C Mak Long To Chris

### 慶祝香港特別行政區成立 25 周年全港中學生劍擊錦標賽

#### 九龍區 男子甲組花劍

季軍 5C Mak Long To Chris

### **Junior Fencing Championships 2022**

#### **Cadet Men's Foil**

First Runner-up 5C Mak Long To Chris

#### **Junior Men's Foil**

Second Runner-up 5C Mak Long To Chris

### **Hong Kong Ice Hockey Association 2021-2022 Elite National Team Development League (U16)**

Champion 3D Li Ching Laam

### **2021-2022 Hong Kong Women's Ice Hockey League**

#### **Season**

Champion 3D Li Ching Laam

#### **Playoffs**

First Runner-up 3D Li Ching Laam

### 外展教練計劃—排球挑戰賽 2022

First Runner-up	1B	Wong Pan Yin	1D	Lam Shing Chun
	2A	Lu Chun Wai	2D	Kong Hin Sze Vincent
	3A	Fung Ho Hei	3B	Chan Reeve
	4A	Ding Ming Yin	4A	Hung Heman
	4A	Lik Tsz Yip	4A	Yu Ka Lok
	4B	Kwok Tsz Yeung	4D	Chau King Hin

### 香港青少年排球錦標賽 2022

#### 男子 U14 組別

Champion	1B	Wong Pan Yin	1D	Lam Shing Chun
	2A	Ho Pak Yin	2A	Lee Ho Kwan
	2A	Leung Lok Him	2A	Lu Chun Wai
	2A	Wong Lok Hei	2C	Lee Pak Ting
	2D	Heung Chik Him Wesley	2D	Kong Hin Sze Vincent
	2D	Wong Hui Hon		

#### 女子 U14 組別

Second Runner-up	1A	Chen Nga Lam	1B	Li Zhi Qing
	1B	Tsan Tsz Yu	1C	Chan Nga Kei
	2B	Chen Ka Ying	2B	Lee Tsz Tan
	2B	Ma Bernice Wing Tung	2C	Chang Tsz Hun
	2C	Wong Cinnamon Crystal	2D	Mak Cheuk Ling
	2D	Ou Hoi Ting		

### The 58th Schools Dance Festival Competition 2021-2022

Honours Award	1B	Cheng Hau Ching	1D	Bai Sharon
	1D	Wan Claudia Yeuk Laam	3A	Tsang Wing
	3A	Tsui Wing Ying	3D	Ho Mang Yiu
	3D	Or Yuen Ting	4A	Wu Yan Yu
	4C	Wong Man Huen Cheryl	4C	Wong Wing Sum
	4D	Lee Ngai Mei Ivy		

### Debate

#### 學思盃 2022

季軍	1B	Cheng Hau Ching	1B	Tsan Tsz Yu
	2B	Au Pui Yiu	3A	Lau Lai Wa
	4A	Cheong Ki Chin	4B	Wong Tsz Ching
	5B	Ma Sze Sum		

### Moral and Civic Education

北京冬奧小知識問答設計大行動 ( 由教育局課程發展處與 The China Current 教育頻道合辦 )

學生最佳表現獎      4C      姚恩琪

**(5) Financial Summary for 2021-2022 [Draft & Subject to final audit]**

	Income (\$)	Expenditure (\$)
Balance B/F 2021 (Government funds and School Funds)		
19,751,320.86		
<b>I. Government Funds</b>		
(1) School specific		
(a) Administration Grant	3,898,044.00	3,738,047.20
(b) Air Conditioning Grant	577,217.00	674,976.00
(c) Composite Information Technology Grant	494,240.00	777,889.64
(d) Capacity Enhancement Grant	642,934.00	578,000.00
(e) SB Support Scheme for Newly Arrived Children	-	796.00
(f) Speech Therapy Admin - Recurrent Grant	8,112.00	-
(g) SB Management Top-up Grant	50,702.00	50,000.00
(2) Non-School Specific (Baseline Grt + Others income)	2,015,372.16	1,934,688.85
<i>Sub-total:</i>	7,686,621.16	7,754,397.69
(3) Grants Outside OEBG	3,920,291.92	3,670,628.52
(4) Others Grants (TRG, QEF)	6,345,004.91	5,815,163.61
<i>Sub-total:</i>	10,265,296.83	9,485,792.13
<b>II. School Funds (General Funds)</b>		
(1) Tong Fai and other income	469,235.85	461,634.38
(2) Collect fee for specific purposes (for school campus improvement)	179,920.00	7,200.00
(3) Other Reserved Fund	379,807.02	110,856.60
<i>Sub-total:</i>	1,028,962.87	579,690.98
<b>Total Surplus for school year 2021-2022</b>	1,161,000.06	
<b>Accumulated surplus as at the end of school year 2021-2022</b>	20,912,320.92	