



**Christian Alliance S. C. Chan Memorial College**

**Annual School Report**

**2021-2022**

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## **(1) Our School**

### **Background**

Christian Alliance S C Chan Memorial College (SCC) is the second co-educational secondary school founded by *Kowloon Tong Church of the Chinese Christian and Missionary Alliance* in 1980. Started with only six Form One classes, the school expanded and was able to offer a total of 30 classes from Form One to Form Seven in 1984. Though we started to offer four Form One classes in 2011 after joining the Voluntary Optimisation of Class Structure Scheme, we have been operating five Form One classes since 2015/16.

### **School Mission**

Based on the teaching of the Bible, SCC provides quality whole-person Christian education. We attend to the needs of students in moral, intellectual, physical, social, aesthetic and spiritual aspects. Not only do we cultivate students' enthusiasm for the pursuit of knowledge, we also enhance their critical and analytical thinking skills, instill in them a correct attitude to life, help them to stay positive while mastering life skills. It is our aim to nurture students to become good citizens and outstanding members of the community, the nation and the world.

### **Staff Establishment**

In 2021-22, there are a total of 83 staff members at SCC. They include 57 teachers, two laboratory technicians, six teaching assistants, eight clerks, two IT technicians, one technician and seven janitors, all of whom are dedicated to providing a caring learning environment for our students. Our teachers are professionally trained and experienced. 62% of them are master's degree holders and one has a doctoral degree. 70% of the teachers have at least ten years of teaching experience.

### **Student Population and Class Structure**

The school is now operating 25 classes – one for each level from Form Two to Six, and five for Form One. The total student enrolment is 714, with 296 boys and 418 girls.

## (2) Achievements and reflections on Major Concerns

### Major Concern 1:

**To nurture students to become more confident and reflective learners**

#### Achievements

##### *1.1 To enhance students' self-learning capabilities*

##### To sharpen students' learning skills

More self-regulated learning tasks were set for students. 91% of the teachers agreed that they have set self-regulated learning tasks for students this school year in order to prompt students to set learning goals, provide corrective feedback on learning strategies and promote students' self-assessment, etc.

Teachers always encourage students to take notes in classes. Mathematics teachers further encouraged junior form students to use "summary sheets" in the Mathematics quizzes. Students summarized what they have learnt in the chapters to enhance their own learning. Students, with the encouragement of class teachers, organized study groups for their fellow classmates and shared their own notes as well.

##### To step up the application of blended learning

Enhancing students' self-learning capabilities have become all the more important when the mode of learning and teaching is changing due to the continued COVID-19 pandemic. As the teachers are now well-versed in different apps and technological devices, they have streamlined their teaching resources, refined their pedagogy, made use of flipped classroom and blended learning as well as various eLearning platforms so that students can extend their learning beyond the classroom.

95% of the panel heads indicated that they have extended student learning beyond the classroom through various eLearning platforms this school year. For example, students were asked to search information of particular authors and create Instagram posts for them. History teachers produced Edpuzzle videos for students to consolidate what they have learnt in class.

##### To foster reading atmosphere in school

Students and teachers were invited to recommend books through Library Sharing Sessions, Reading Periods (2 times), Morning Assemblies (2 times) and Book Fair. Video clips were made for junior and senior forms respectively and played during morning assembly.

Reading across the Curriculum has been promoted too. Junior form students have been asked to read books from the self-directed learning book lists that are updated from time to time. Junior form students have been strongly encouraged to make the most of the eRead Scheme and the LightSail platform where reading assignments were also placed by teachers of the English, Chinese, Integrated Science, Geography and History panels. Junior form students read online books and completed book reports. Online reading was arranged in 12 classes during reading period. The other classes were not arranged due to suspension of face-to-face classes and the

special holiday. Senior form students were encouraged to read books from SCC Teachers' Recommended Booklist. The number of books borrowed from the Self-directed learning booklist was 445. At the end of July, a total of 3,142 books were read through the eRead Scheme. The number doubled the record of the previous academic year. E-read books have been assigned by the Chinese Panel to students from time to time. In Geography and History classes, students in junior forms were required to do a book report after reading a book from Lightsail.

## **1.2 To cater for learner diversity**

### **To enhance classroom effectiveness through differentiated instruction**

In the teacher survey, 100% of the respondents agreed that they have designed and implemented lessons that help increase student engagement this school year. 98% of the respondents agreed that effective questioning skills have been applied in their lessons, such as asking open questions, allowing sufficient wait time for answers, using questions in the classroom to initiate conversations, inspiring deeper intellectual thoughts, promoting peer interaction, etc.

### **To enrich students' learning experience beyond the classroom**

To cater for students' diverse interests and enrich their learning experiences beyond the classroom, the school has been trying to seize every suitable moment to hold regular activities like the Lunchtime Forum and Form Two Project Learning. Although most of the previous regular activities were suspended due to the tightening pandemic restrictions, we have tried to maintain an eventful school year. Students have taken part in different online workshops and external activities. Training sessions for the Debate Team, debate contests, as well as drama competitions, for instance, have not ceased. According to the School Stakeholders' Survey, 79% of the panel respondents agreed that they have carried out learning activities beyond the classroom to enhance in-depth learning this school year. The median score of related question (i.e. *By participating in extra-curricular activities in the school, I can gain more learning opportunities, such as extra-curricular knowledge and life skills*) is 3.9 (out of 5).

For example, although large scale outdoor activities were highly affected by COVID-19, Geography teachers have arranged an SCC campus visit for F.1 students to help them understand the subject knowledge such as maps and plans. Virtual field trips such as visit of the East Dam High Island Reservoirs and the use of Google earth can enrich students' experience in understanding the actual environment. The Mathematics panel encouraged students to participate in Mathematics competitions and projects organized by external organizations in order to enrich students' learning experiences. English teachers arranged students to join the MI Young Writers' Award. One student won the Most Creative Cover Design Award. Junior Form students were required to join the eBuddy Writing Award and our school won the Best Participation School Award.

### **To support gifted students and high achievers in their academic development**

SCC emphasises the development of talents. A ‘Student Talent Pool’ has been kept, which not only informs the teachers of students’ internal and external achievements, but also enables teachers to take heed to the various talents students possess so that we can nurture and stretch them with appropriate learning opportunities and challenges. Students from Form 2 to Form 4 have been shortlisted and enrolled them in the web-based courses provided by the Hong Kong Academy of Gifted Education (HKAGE). Those who have met the assessment criteria have proceeded with their study of gifted education courses organised by HKAGE. 79% of the panel respondents agreed that they have encouraged students to join external competitions this school year. Gifted students were selected to join the Mathematics Contest Club to discuss various Mathematics topics and join different contests to broaden their horizons.

### ***3.1 To foster ongoing professional development for teachers***

#### **At the individual teacher’s level**

In the teachers’ survey, 81% of the respondents stated that they have participated in peer observation with specific pedagogical focuses and post-lesson discussion this school year. 74% of the respondents stated that they have engaged in professional development planning and reflection to enhance their expertise in selective areas this school year.

#### **At the subject panel’s level**

Teachers have been taking an active part in building a vibrant collaborative culture through regular meetings and peer observation. To keep up with the latest changes in the curriculum and promote professional interflow, some also serve as HKDSE markers while others serve as members of various learning circles operated by the Education Bureau and the subject committees of the Hong Kong Examinations and Assessment Authority. 60% of the panel respondents agreed that have held collaborative planning sessions with subsequent peer lesson observations on the lessons co-planned this school year.

A Lesson Study Ad-hoc committee has been set up, with the goal of enhancing classroom effectiveness through differentiated instruction. Three meetings were held this year to discuss the effective pedagogies suitable to our students.

#### **At the school level**

90% of the panel respondents agreed that they have promoted the use of differentiated strategies to cater for learner diversity this school year, including paired and cooperative learning, prior knowledge input, hands-on learning, allow different forms outputs in lessons (oral/writing/drawing), etc. 92% of teachers agree that the professional training in catering for learner diversity has enriched their knowledge on the SD Day held in June 2021.

## Reflection

1. More attention could be drawn on catering for learner diversity, such as differentiating content, process and product of teaching from lesson planning to assessment.
2. More learning experiences outside the classroom could be arranged for students. In the School Stakeholder Survey, the median score of the related question (i.e. *Teachers often arrange learning activities outside the classroom for us, such as project learning, visits, field trips, etc.*) is far below other items (3.0 out of 5).
3. More assistance or supervision should be deployed for students who need help in building a better foundation on their learning.
4. A briefing session about the EDB training requirements should be arranged on the Staff Development Day. Teachers may plan and specify their training needs.
5. Due to the re-arrangement of calendar after the special holidays and the need for the National Security Education Talk, no training session was arranged on differentiated instruction this year. It is suggested that a collaborative planning session could be held in the coming academic year.
6. It is suggested that a sharing session concerning good teaching practice can be arranged on Staff Development Day or during Staff Meeting in the coming year.

## Major Concern 2:

### To promote a positive school climate

## Achievements

### 2.1 To enable students to recognise their own strengths and uniqueness

#### To instill in students the concept of character strengths and individuality

Students need to know their strengths and uniqueness if they are to excel. The school continued to collaborate with the Positive Education Laboratory (PEL) of the City University of Hong Kong in the promotion of the importance of maintaining positive emotions and understanding students' character strengths with the help of My Heart Copy @ SCC (芝心日記). Our belief that every student is unique and can shine is reflected not just in the theme adopted by the School Guidance Committee (SGC) – WE can SHINE (不一樣的我), but also in the interdisciplinary lesson plans designed by teachers of the Citizenship and Social Development Panel and the Religious Studies Panel where the concept of character strength is stressed. Sharing session was held for students during F.2 class teacher's time. The same belief is also exemplified through the talks and workshops on positive psychology we provided for students as well as parents. A parents' talk on positive psychology (疲憊爸媽的自我修復) was held in July.

The Home-sweet-home scheme for junior forms provided opportunity for students to recognize and appreciate the character strengths of their classmates. The three junior form class-based activities "Appreciation: You & me (你我互賞)", "Guardian Angels (守護天使)", "The Unknown

Me (我的另一塊面)” were scheduled starting from late November allowing students to get to know their classmates better. The class-based award ceremony was carried out after the resumption of face-to-face lessons and was well received by both teachers and students on the whole.

Life Planning (LP) Lessons were conducted for Forms 1 to 5 students. The self-recognition of own strengths and uniqueness was highlighted in the careers and life planning curriculum to prepare students to make informed decisions for and reflect upon their goals concerning further study and future career. School-based curriculum was developed for Forms 1-3 students while LP lessons of Forms 4-5 students were held by social workers of Baptist Oi Kwan Social Service (BOKSS). Students mainly had positive feedback and they enjoyed the group activities and interactive games which helped them develop value, skills and attitude in career life planning the most.

### **To provide chances for students to showcase their talents**

Students recognise their strengths and uniqueness through training and serving others. The school expects student leaders to acquire the seven SCC attributes as they lead other student helpers, organise activities and serve their fellow schoolmates. Therefore, various training opportunities were offered. This year, a total of 195 student leaders were appointed. They were required to attend the annual leadership training camp where they could learn from each other and build team spirit.

Students were also encouraged to propose the setting up new interest clubs to showcase their talents, including Cultural Theoretic Research Society and Chess Club, which were adopted as the new ECAs.

Class teachers continue with the practice of inviting students to share in class teacher periods. 93% of the respondents entrusted students of different abilities as helpers or leaders.

## ***2.2 To promote student wellbeing***

### **To promote the importance of leading a balanced life**

In regard to promoting student well-being, the school has held two Student Guidance Days this year to strengthen the bond and communication between teachers and students. Through individual and small-group interviews, class teachers had a better understanding of their students. They could hence provide timely and appropriate learning and emotional support. Various activities were held to stress the importance of ‘self-care’, such as Financial Management group (理財小組), Life Cherishing Project (生命守門員培訓計劃), F4 Enrichment Programme (生命抉擇劇場小組), Emotion Management Group (情緒調適小組), Mental Health First Aid Course (精神健康急救課程).

The school nominated 22 students from less advantageous backgrounds to the Child Development Fund Project which will last for three years. In the programme, participants are required to save \$200 every month continuously for two years and a matching fund will be added



if they meet the requirement. They are then required to plan how to use the money to realize their dreams. They will be accompanied by a mentor in the process. The programme also delivers trainings for the students, mentors and parents. It is expected that the participants can be benefited in the aspect of financial and life goal planning.

The school has also stepped up the promotion of physical exercise. A sports experience day was arranged in November 2021 to introduce newly emerged sports for students to experience. Ten sports classes were conducted by external professional coaches, and both students and teachers enjoyed very much in the sports experience day. Due to severe epidemic situation, an inter-class Virtual Run was held by the PE Panel to replace the real running competition in December 2021. Students were encouraged to record a brisk walk, hike or run for 3 km by mobile phone applications to earned marks for their classes. This activity was well-received by students. To maximize the use of technology to enhance physical health, during the special holiday in March and April 2021, two mobile phone applications, namely Active Arcade and Robocoach, were promoted to students. They were encouraged to do workout at home with the apps to maintain physical fitness.

#### **To nurture students' spiritual growth**

The school has been guiding students to become Christ-like and to live by Christian values. Christian ethos are embedded in school through morning assemblies, class teacher periods, Christian fellowships, cell groups and Gospel Week. The theme of the Religious Education Team is "In season, out of season (得時，不得時)". A total of 36 morning assemblies were allocated for teachers to witness and sharing about the challenges that Christians have to face in this world and how the religion meant to them. Support was given by the Yau Oi Chapel and 12 of these assemblies were conducted by their pastors.

Despite the limitations brought by the half-day face-to-face classes, the class-based fellowship gatherings have been successfully held. Moreover, even though the Easter Service was held online during the special holiday and became optional, we recorded a high attendance rate. Vice chairpersons of each class were empowered to lead cell groups. Yau Oi Chapel has arranged three training sessions for them, but only one was held successfully because of the pandemic. Each class arranged three cell group meetings this year.

### ***2.3 To better equip teachers and school staff to be positive facilitators***

#### **To enhance teachers' expertise in discerning students' problems**

Regular staff prayer meetings and staff fellowship gatherings were held. Staff prayer meetings were held on Monday mornings during face-to-face teaching periods where teachers gather to remember the needs of the school, staff members and students in our prayers. Moreover,

practical support such as talks and workshops on positive psychology have been provided to equip our teachers and staff to be positive facilitators. Two talks were conducted during the Staff Meeting by the school educational psychologist about discerning and supporting students with emotional needs.

Guidance teachers conducted individual counseling and offered help in handling crisis. A total of eight case conference groups were set up and case conferences were conducted from time to time to prepare teachers for offering help and handling students in need. School educational psychologist and social workers offered professional advice in the conferences.

#### **To further equip teachers with the knowledge of Positive Education**

Practical support such as talks and workshops on positive psychology has been provided to equip our teachers and staff to be positive facilitators. A workshop about Positive Education was held in October 2021, while another training session was held in July 2022 to equip class teachers with the skills of organizing the activities related to positive education. A class-based activity was held by the class teachers after the trainings. Class teachers reflected that they understand more about Positive Education and were more confident in holding related activities. A task force was set up to promote Positive Education. Two meetings were held this year.

#### **Reflection**

1. Because of the pandemic, some activities were held online. This has hindered student participation. It is hoped that the traditional activities of the school, such as SCC Stage, can be held next year in order to continue empowering students for showcasing their talents.
2. The activities for the promotion of positive education held this year involved a wide coverage of participants including students, teachers and parents. The programmes delivered by the Positive Laboratory of the City University of Hong Kong were highly recommended. Further collaboration in the coming years will provide continuous development to students.

### (3) Our Learning and Teaching

#### Curriculum Structure

The school offers a broad and balanced curriculum for junior form students and a wide range of elective options for senior form students. The subjects offered are as follows:

F.1 – F.3		Chinese Language, English Language, Mathematics, Chinese History, Geography, History, Music, Computer Literacy and STEM, Physical Education, Visual Arts, Religious Studies and Life & Society
F.1 & F.2 only		Integrated Science, Home Economics, Putonghua
F.3 only		Physics, Chemistry, Biology
F.4 – F.6:	Core:	Chinese Language, English Language, Citizenship and Social Development/Liberal Studies, Mathematics, Physical Education and Religious Studies
	Electives:	Mathematics (extended part), Chinese History, Chinese Literature, History, Geography, Economics, Business, Accounting and Financial Studies, Biology, Chemistry, Physics, Information and Communication Technology and Visual Arts

*Aside from Chinese Language, Chinese History, Chinese Literature, Life & Society, Citizenship and Social Development, Religious Studies and Putonghua, all subjects are taught in English.*

#### Whole-school Language Policy

The school mainly uses English as the medium of instruction. A native-speaking English teacher is employed and the development of bi-literacy and tri-lingualism is emphasized. In addition, the English environment is enriched by diverse activities including English Speaking Days, Lunch Time Forum and the English Corner. Furthermore, activities held by the Chinese Panel, English and Mathematics Panels and the Putonghua Speaking Days are also popular among students.

#### Learning and Teaching Strategies

A positive and caring learning environment is provided for the students. Strategies are adopted to equip students with self-directed learning skills and essential skills of goal setting to facilitate better personal growth. Emphasis is placed on providing a broad curriculum and nurturing students' whole-person development. Students are eager to learn. They are very attentive and willing to participate in lesson activities. The harmonious relationship between teachers and students helps students learn effectively and fosters a warm and affectionate environment. The school has been operating five S.1 classes as a school-based strategy to cater for the needs of students since 2015/16. Resources have also been allocated to arrange split classes for Chinese, English and Mathematics in some S.2 and S.3 classes. Project-learning is conducted in S.2 and the curricula of all subjects help develop higher order-thinking skills. Through our multifarious learning activities, students are well-equipped for future challenges. The Reading Award Scheme broadens the scope of knowledge. Class study groups are encouraged to promote collaboration in learning. Various strategies are adopted to cater for learning diversity, and catch-up classes and booster classes are offered as well.

### **Foster reading atmosphere in school**

Students and teachers read and recommend books during Library Sharing Sessions, Reading Periods, Morning Assemblies and Book Fair. Reading across the Curriculum is promoted by assigning students to read books from the self-directed learning book lists that are updated from time to time. Two e-reading platforms, namely eRead Scheme and LightSail, are used by teachers of the English, Chinese, Integrated Science, Geography and History panels to assign online books for students. The Student Reading Award Scheme encourages and recognizes students to read more. A variety of awards are available, including Gold Award, Silver Award, Bronze Award, Best Reader Award, Library Reading Merit Award, Best Comment Award and Best Book Cover Award.

### **Gifted Education**

In order to fully explore and develop students' potentials and talents in both academic and non-academic aspects, our school plans and implements the school-based gifted education programme with reference to the "Three-Tier Implementation Model" advocated by the Education Bureau. In the regular classrooms, different pedagogies are used to tap the potential of students in creativity, critical thinking, problem solving or leadership, etc. Our school adopts a broad definition of multiple intelligences. For students who are talented or interested in different aspects and would like to explore more, pull-out programmes are offered by the school, such as enhancement classes, booster classes, workshops, specialized sports training, leadership programmes, etc. For the exceptionally gifted students, learning opportunities are provided by joining external activities, programmes or competitions.

### **Academic Support Measures**

Enrichment classes of different subjects are organized to supplement regular lessons, with the focus on clarifying misconceptions and consolidating learning. Such classes may be held after school, on Saturdays or during school holidays. Apart from teachers, alumni are often invited to share their learning experience with students or even become their tutors.

### **Professional development**

The school fosters ongoing professional development for teachers. Teachers have been taking an active part in building a vibrant collaborative culture through regular meetings and peer observation. Collaborative planning sessions with specific pedagogical focuses are held among subject teachers. A Lesson Study Ad-hoc committee has been set up, with the goal of enhancing classroom effectiveness through differentiated strategies, such as paired and cooperative learning, prior knowledge input, hands-on learning, etc.

Staff Development Days are held every year to discuss different topics related to teaching and learning, such as blended learning, student engagement, self-directed learning and learning diversity. Teachers are also given the opportunities to share their good practices. To keep up with the latest changes in the curriculum and promote professional interflow, some also serve as

HKDSE markers while others serve as members of various learning circles operated by the Education Bureau and the subject committees of the Hong Kong Examinations and Assessment Authority.

An induction programme is organized for teachers joining the school for the first year. The new teachers are introduced to the vision and mission as well as the school's latest development in both academic and student development aspects, so as to identify with the school culture and work collaboratively with their colleagues. Mentors are also assigned to help them adapt to the new environment more easily.

## (4) Support for Student Development

### School Ethos

Our school provides quality Christian education for students' whole-person development. Students are polite, well-behaved and teachable. Teachers develop a close rapport with students. The "Bi-Class Teacher system" is implemented in S.1 to S.4 to ensure that students receive enough attention and care from two class teachers. The S.1 summer bridging course helps students adapt to a new learning environment in secondary school. The Student Union, Prefects and Guidance Prefects also provide great support. Our social worker, educational therapist and teachers are easily accessible. The school aims at an all-around perspective to reinforce the seven attributes of SCCers

**C**ourteous  
**A**ssertive  
**S**tudious  
**C**onscientious  
**C**onsiderate  
**M**otivated  
**C**hristlike

### Leadership training

Students are provided with invaluable opportunities to develop their potentials and display their leadership skills. To enhance students' assertiveness and motivation in life, the school offers a wide range of co-curricular activities. Presentations of students in the morning assemblies are arranged for them to reflect on their learning and share with schoolmates. Sharing platforms like the SCC Stage at lunch time area also provided for students of different abilities to showcase their aesthetic talents. The school is committed to strengthening students' leadership by encouraging them to shoulder leading roles within and outside school. Sufficient and comprehensive training for the student leaders, including sharing from past student leaders and training camps.

### Life Planning Education

Aligning with the career developmental needs of students at different stages of growth, quality life planning education and career guidance service are provided to

1. help students understand their interests, abilities and orientations;
2. develop students' positive attitudes towards work and learning;
3. prepare students for actualizing individuals' potential through pursuit of personal/career goals;
4. empower students to make informed and responsible choices on their learning, career goals and other aspects leading to a meaningful life.

### **Student Learning Support**

Resources are allocated for enhancement and remedial classes. Split class teaching is implemented in Chinese, English and Mathematics lessons to assist students' learning. To enhance learning effectiveness, different teaching methodologies are adopted in a student-centered approach. Student Learning Support Team is set up to cater for the various needs of students and to cultivate inclusive environment for our students. The team is led by the SEN Coordinator, with the support of Vice Principal, Student Guidance Mistress, Discipline Mistress, Careers Guidance Mistress and Educational Psychologist. The school has made use of the Learning Support Grant (LSG) to employ a Student Counselor and a general Teaching Assistant to provide appropriate support for students in need. Besides, the LSG is used to purchase services to render supportive measures to students, including Individual Psychotherapy, School-based Speech Therapy, Social Skill Training and Career Exploration Program. On top of that, a school-based Educational Psychologist has also been employed by the school sponsoring body to help in early identification and accommodation of the SEN needs, conduct necessary assessment and provide counseling to students. The school has also provided special arrangement for assignments or tests and examinations for SEN students in need. Multi-disciplinary case conferences have been held for designing Individual Educational Plan for better adjustment of SEN students in need.

### **Home-School Co-operation**

The Parent-Teacher Association and the School have been working together harmoniously to foster growth of our students. The PTA has organized many activities, including S.1 Parents' Class, peer group for parents, music or art therapy workshop, interest classes and seminars for parents, Fruit for Health Campaign and Parents Appreciating Teachers Drive. Parents' Days are held twice a year to facilitate communication and collaboration between class teachers and parents for students' development.

### **Connection with Alumni**

The school has established close link with the alumni, who have a strong sense of belonging and actively participate in various school functions. For example, with the support of our alumni, the Alumni Mentoring Programme is arranged for Form Five students every year. They can receive guidance from the alumni mentors as they set their career goals and these S.5 mentees can gain a better understanding of their target careers and draw better career plans. Other alumni also support the school by serving as tutors of after school classes and extra-curricular activities. The Alumni Association and Alumni Manager also render their love and support to the school.

## (5) Student Performance

### Academic Achievements

A total of 109 students sat the HKDSE Examination in 2022. 93 students (85%) met the local university entrance requirements. 93 students (85%) received JUPAS offers.

### 2022 HKDSE Results

Subject	No. of students	Level 4 or above (%)	Level 2 or above (%)
English Language	109	55.0 (26.3)	100 (78.5)
Chinese Language	109	66.1 (31.0)	100 (87.1)
Mathematics	109	63.3 (39.0)	100 (81.5)
Mathematics Module 2	11	63.6 (57.7)	100 (92.0)
Liberal Studies	109	74.3 (35.6)	100 (89.0)
Physics	29	72.4 (49.3)	96.6 (89.8)
Chemistry	44	75.0 (52.2)	97.7 (87.7)
Biology	47	72.3 (44.8)	97.9 (90.2)
Economics	23	47.8 (45.3)	82.6 (85.5)
Chinese History	12	83.3 (37.5)	100 (89.0)
History	16	75.0 (46.1)	100 (93.4)
Business, Accounting and Financial Studies	14	64.3 (43.8)	92.9 (91.4)
Geography	50	44.0 (37.3)	94.0 (87.7)
Chinese Literature	8	50.0 (36.0)	100 (88.5)
Visual Arts	7	71.4 (22.9)	100 (83.4)
<b>Total</b>		<b>64.3</b>	<b>98.4</b>

(\*Figures in brackets indicate the percentages of HKDSE Day School Candidates.)

### JUPAS offer

University		No. of students
City University of Hong Kong	CityU	8
Hong Kong Baptist University	HKBU	3
Lingnan University	LU	4
The Chinese University of Hong Kong	CUHK	22
The Education University of Hong Kong	EdUHK	3
The Hong Kong Polytechnic University	PolyU	13
The Hong Kong University of Science and Technology	HKUST	5
The University of Hong Kong	HKU	9
Hong Kong Metropolitan University	HKMU	12
Study Subsidy Scheme for Designated Professions/Sectors Programmes	SSSDP	14



### **Non-academic Achievements**

Besides striving for academic excellence, students have been urged to discover their full potential and uncover their strengths. They are able to unleash their passion for knowledge, explore their areas of interests and expand their social networks as they reach new milestones in their lives. This year, students continued to attain excellent results in different areas.

<b>Name of scholarship / award / competition</b>	<b>Achievement</b>	<b>Number of students</b>
Link University Scholarship 2021	Link University Scholarship 2021	1
Sir Edward Youde Memorial Fund	Sir Edward Youde Memorial Prizes for Senior Secondary School Students	2
33rd HKSAR Outstanding Students' Selection	Outstanding Student Award (Top Twenty)	1
New Territories Outstanding Students Election	Outstanding Student of New Territories	1
Tuen Mun Outstanding Students Election (Junior Section)	<ul style="list-style-type: none"> <li>➤ Tuen Mun Outstanding Top Three Students Award</li> <li>➤ Tuen Mun Commended Student Award</li> </ul>	2
22 <sup>nd</sup> Consumer Culture Study Award (Junior Secondary Division)	<ul style="list-style-type: none"> <li>➤ Champion</li> <li>➤ Outstanding Project Award</li> <li>➤ Distinguished Award</li> <li>➤ Best Topic Award.</li> </ul>	17
The 13 <sup>th</sup> Asia Pacific Outstanding Youth Piano Competition	Champion (Piano Duet, Intermediate Class)	2
The 9 <sup>th</sup> Hong Kong International Youth Performing Arts Festival	<ul style="list-style-type: none"> <li>➤ Champion (Piano Duet, Junior Class)</li> <li>➤ Gold Award (Piano, Junior Class)</li> </ul>	1
The 8 <sup>th</sup> Hong Kong International Youth Performing Arts Festival	Champion (Harp)	1
The 72 <sup>nd</sup> Hong Kong Schools Music Festival	Grantham Music Awards	2
The 73 <sup>rd</sup> Hong Kong Schools Speech Festival	<ul style="list-style-type: none"> <li>➤ First Place (Shakespeare Monologue)</li> <li>➤ Second Place (English Solo Verse)</li> <li>➤ Second Place (Cantonese Solo Verse)</li> <li>➤ Third Place (Cantonese Solo Verse)</li> </ul>	6
<i>I am an Anchor</i> Competition 「我要做主播」比賽	Gold Award	2
第六屆夫子盃演講比賽	高中普通話組亞軍	1
Heart City HK - Housing Policy Debating Competition	<ul style="list-style-type: none"> <li>➤ 3rd Runner-up</li> <li>➤ Best Debater</li> </ul>	5
Hong Kong Physics Olympiad 2021	<ul style="list-style-type: none"> <li>➤ 2nd class Honour Certificate</li> <li>➤ Honorable Mention</li> </ul>	2
International Network Mathematics Elite Challenge 2021	<ul style="list-style-type: none"> <li>➤ Gold Award (F.2)</li> <li>➤ Bronze Award (F.3)</li> </ul>	1
第十八屆屯門區中小學生徵文比賽 2021	<ul style="list-style-type: none"> <li>➤ 表現出色組獎 (甲等)</li> <li>➤ 表現出色組獎 (乙等)</li> <li>➤ 表現優異獎</li> <li>➤ 最動人描寫卓越獎</li> </ul>	18
Hong Kong School Drama Festival 2021/22	<ul style="list-style-type: none"> <li>➤ Outstanding Cooperation</li> <li>➤ Outstanding Performer</li> </ul>	14

Hong Kong Community Dance Sports Open Hong Kong 2021	Champion (Latin Dance for Men and Women)	1
The 22nd Best Of Best HK Open Dancesport Championships	<ul style="list-style-type: none"> <li>➤ 1st Runner-up (Under 16 Pair C/S/R/J)</li> <li>➤ 2nd Runner-up (Under 16 Pair C/S/R/P/J)</li> <li>➤ 3rd Runner-up (Under 14 Pair C/S/R/J)</li> </ul>	1
Hong Kong Latin Dance Team Trial 2021	➤ 1st Runner-up ((5 items of mixed 14-year-old Latin Dance for men and woman)	1
A.S. Watson Group HK Student Sports Award	A.S. Watson Group HK Student Sports Award	1
Inter-School Athletics Championships	<ul style="list-style-type: none"> <li>➤ 2nd Runner-up( Girls C Grade 100m)</li> <li>➤ 2nd Runner-up (Girls C Grade 200m)</li> <li>➤ 2nd Runner-up (Girls A Grade 100m Hurdle)</li> <li>➤ 2nd Runner-up (Boys A Grade 400m Hurdle)</li> <li>➤ 3rd Runner-up (Boys B Grade Shot Put)</li> <li>➤ 3rd Runner-up (Girls B Grade Long Jump)</li> <li>➤ 3rd Runner-up (Boys A Grade 400m Hurdle)</li> <li>➤ 3rd Runner-up (Girls A Grade Discus)</li> <li>➤ 3rd Runner-up (Boys A Grade Triple Jump)</li> </ul>	7
Tuen Mun Inter-school Badminton Competition	4th Runner-up (Boys A Grade)	3
Tsuen Wan District Squash Competition	1st Runner-up (Girl)	1
Golf (Driving Range) Competition	Champion(Women's Single (Youth))	1
Hong Kong Rowing Schools Championships	<ul style="list-style-type: none"> <li>➤ Champion (Girls Overall)</li> <li>➤ 1st Runner-up( Girls U14)</li> <li>➤ 2nd Runner-up (Boys U14)</li> <li>➤ 2nd Runner-up (Girls U19)</li> </ul>	3
Rowsport 2021 Hong Kong Rowing Virtual Indoor Championships	2nd Runner-up (Women's Open 2000m)	1
Shing Mun River Regatta II	<ul style="list-style-type: none"> <li>➤ 1st Runner-up (Open)</li> <li>➤ 1st Runner-up (Junior)</li> </ul>	1
Lifewire Run	<ul style="list-style-type: none"> <li>➤ Champion (Inter-schools)</li> <li>➤ Champion (Female Aged 16-29)</li> <li>➤ 2nd Runner-up (Male Aged 12-15)</li> </ul>	6
Youth Cross Country Running Competition 少年毅戰賽	<ul style="list-style-type: none"> <li>➤ Champion (Girls Junior)</li> <li>➤ Champion (Girls Senior)</li> <li>➤ Champion (Boys Senior)</li> <li>➤ 1st Runner-up (Girls Senior)</li> <li>➤ 2nd Runner-up (Boys Senior)</li> <li>➤ 3rd Runner-up (Boys Senior)</li> </ul>	10
Hong Kong Rope Skipping Competition 2021	<ul style="list-style-type: none"> <li>➤ 1st Runner-up (Overall performance )</li> <li>➤ 1st Runner-up (Single Rope Speed Relay)</li> <li>➤ 1st Runner-up (Double Dutch Freestyle)</li> <li>➤ 1st Runner-up (Double Dutch Speed Relay )</li> <li>➤ 2nd Runner-up (Single Rope Double Relay)</li> </ul>	1
Participate in Sports Stay Away from Drugs	Outstanding Award	4
Tuen Mun Photography Competition	<ul style="list-style-type: none"> <li>➤ Champion</li> <li>➤ 2nd Runner-up</li> </ul>	2

## (6) Financial Summary

### Income & Expenditure Statement for the period 1/9/2021 to 31/8/2022

<b><u>Government Fund</u></b>	<b>INCOME</b>	<b>EXPENDITURE</b>
<b>Expanded OEBG</b>		
<b>(a) Baseline Reference</b>	2,115,556.31	2,228,124.10
<b>(b) School Specific Grants</b>		
Administration Grant	3898,044.00	4,086,431.71
Capacity Enhancement Grant	642,934.00	185,325.00
Composite IT Grant	494,240.00	508,478.60
Air-Conditioning Grant	567,218.00	194,458.80
School-based Management Top-up Grant	50,702.00	45,000.00
School-based Speech Therapy Administration Recurrent Grant	8,112.00	0.00
<b>Subtotal</b>	<b>7,776,806.31</b>	<b>7,247,818.21</b>
<b><u>School Funds</u></b>		
Tong Fai & Collection of fees for specific purposes	115,940.00	212,179.29
<b>Subtotal</b>	<b>115,940.00</b>	<b>212,179.29</b>
<b>GRANT TOTAL</b>	<b>7,892,746.31</b>	<b>7,459,997.50</b>

# This amount has not been verified by a certified public accountant

### Report on the use of Capacity Enhancement Grant (CEG) (2021/22)

Task area	Major area(s) of concern	Strategies / Tasks	Actual expenses	Evaluation / reflections / suggestions
Promoting learning and teaching effectiveness (Mathematics)	<ul style="list-style-type: none"> <li>● To cope with diverse learning needs of students</li> <li>● To relieve teachers' workload on non-teaching duties so that they can concentrate on improving learning and teaching strategies.</li> </ul>	To employ a Teaching Assistant for Mathematics to assist in production of teaching materials, organizing Mathematics activities, using IT in teaching & learning and other teaching related tasks	Annual Salary and MPF of the Teaching Assistant (Math) = <u>\$185,325.00</u>	<p>The Mathematics Teaching Assistant (TA) has provided effective assistance to the Mathematics Panel Head and all Mathematics teachers in various aspects, including:</p> <ul style="list-style-type: none"> <li>● helping out in various clerical work</li> <li>● assisting teachers in various Mathematics learning events</li> <li>● preparing and organizing teaching materials</li> <li>● conducts remedial classes and enhancement classes</li> </ul> <p>His help has lessened the workload of the Panel head and has been of great support to all Mathematics teachers. All Mathematics teachers agreed that their workload is relieved. Remedial and enhancement classes were held after school and during long holidays to cope with the diverse needs of students.</p> <p>It is suggested that the employment of TA can be continued in the coming school year so as to keep facilitating teachers in the above-mentioned areas.</p>

## Report on the Use of the Promotion of Reading Grant

2021-2022 School Year

### Part 1: Evaluation of the Effectiveness

1. **Evaluation of the objective:** The objective of promoting reading culture is achieved by promoting online reading on both English and Chinese reading platforms, reading period teachers' sharing and promotion to SCC Teachers' Recommended Booklists.

Each junior form student read at least 4 books on the English reading platform. In average, students had a Lexile growth of 58L. For Chinese reading platform, the borrowing rate of eREAD Scheme was 3142 times. Books read on the eRead Scheme platform would be counted in Students Reading Award Scheme 2021-2022. There were 123 borrowing records on SCC Teachers' recommended books. Reading café for promoting "SCC Teachers' recommended books" was cancelled due to class suspension.

2. **Evaluation of strategies:** The Chinese reading platform could be further promoted by assigning online books to students. Subject panel heads and form coordinators could be invited to coordinate. Other activities will be carried out if normal teaching time is conducted in the coming school year.

### Part 2: Financial Report

Item	Description	Actual expenses (\$)
1	<b>Web-based Reading Scheme</b>	
	e-Read Scheme (250 Chinese books for whole school)	16,640
	LightSail Reading Platform ((F.1-3: 125X\$120+ 254X 9/12 X\$120+6000-379x\$20	36,280
2	<b>Reading Activities</b>	
	Author's Sharing (2 sessions)	4,000
	Reading Café (Promotion of SCC Teacher's Recommended Booklist)	1,000
	Reading Sharing Session	2,000
	Certificates for LightSail Reading Platform Awardees	200
<b>Total</b>		<b>60,120</b>

### Evaluation Report on DLG-funded Other Programme, 2021 - 2022

Programme Title	Objective(s)	Target (No./Level)	Selection mechanism	Duration and Venue	Evaluation	Expenditure
<b>F.6 Geography skills enhancement class</b>	To train geography practical skills of students	12 / S.6	Students who are interested in Geography and with good academic performance.	✧ 2 sessions in November 2021 ✧ School campus	Students found that the knowledge and experience in the course were practical.	\$750 (1.5hrs x 2 x \$250/hr)
<b>S.6 History booster class</b>	To train the essay writing skills of S.6 student.	6 / S.6	Students who are interested in History and with good academic performance.	✧ 2 sessions in December 2021 ✧ School campus	Students found that the knowledge and experience in the course were practical.	\$2,250 (1.5hrs x 6 x \$250/hr)
<b>Chinese writing workshop</b>	To enhance students Chinese writing skills	10 / S.5	Students with good academic performance in Chinese writing.	✧ 3 sessions in July 2022 ✧ Online	Attendance was high. Participated students' interests and skills in Chinese writing were enhanced.	\$6,000 (2hrs x 3 x \$1,000/hr)
<b>DSE Music course (Network programme)</b>	To prepare students for the DSE Music exam	2 / S.5 1 / S.6	Students were recommended by music panel head at school.	✧ S.5: 37 lessons from September 2021 to July 2022 ✧ S.6: 16 lessons from September 2021 to January 2022 ✧ Network school of Tuen Mun District	The attendance of students was high. Tutors from True Light Consultant Services were professional. Positive feedbacks are made by the participated students and teachers.	\$21,000 (S.5 \$8,000*2 + S.6 \$5,000*1)
<b>DSE P.E. course (Network programme)</b>	To prepare students for the DSE P.E. exam	2 / S.6	Students were recommended by P.E panel head at school	✧ 16 lessons from September 2021 to January 2022 ✧ Network school of Tuen Mun District	The attendance of students was high. Positive feedbacks are made by the students and teachers.	\$10,000 (S.6 \$5,000*2)
<b>Senior Form Mathematics Contest Club</b>	To train elite students (F.4 and F.5) to participate in Hong Kong Mathematics Olympiad(HKMO)	8 / S.4 2 / S.5	The academic performance of students in mathematics	✧ 16 lessons from September 2021 to January 2022	In every meeting, all participants had to attempt a variety of challenging Mathematics questions to improve their analytical abilities, thinking and problem-solving skills.	\$4,800 (16 x \$300/hr )

**Total expenditure: \$44,800**

支援推行高中公民與社會發展科的一筆過津貼（公民科津貼）  
運用報告 (2021-22)

範疇	用途	受惠學生	使用日期	實際開支	成效檢討
發展或採購相關的學與教資源	購買雅集出版社網上資源庫使用權	中四級全級	2021 年 9 月至 2022 年 8 月	\$4999	<p>因本科為全新科目，9 月開學時欠缺具體教材，故開展教學一個月後，決定選購該出版社的網上資源庫，以增強教學效能，幫助學生有更多得益。</p> <p>成效頗為理想，老師運用有關的資源製作溫習筆記給學生，並使用 KAHOOT 小遊戲作課堂活動，又於網課期間運用 GOOGLE FORM 多項選擇題題庫安排練習給學生完成。結果學生在沒有課本的情況下，測考前仍有具體的筆記可作溫習。而學生參與 KAHOOT 的反應亦相當熱烈，有助提升課堂氣氛。GOOGLE FORM 多項選擇題亦有助具體呈現同學對相關知識的掌握情況。</p>

收入 = \$300,000

支出 = \$4,999

餘款 = \$295,001

### Report on the use of f the Additional Funding for Non-Chinese Speaking Students (NCS) (2021/22)

Task area	Mode of support	Measures	Actual expenses	Evaluation / reflections / suggestions
To enhance the support for learning Chinese of NCS students	To employ one Teaching Assistant to support the learning of Chinese of NCS students	<ul style="list-style-type: none"> <li>● Appoint the Teaching Assistant to support th learning of Chinese of NCS students</li> <li>● To adopt learning an teaching materials when necessary</li> <li>● Organising activities which promote cultural integration and raise sensitivity to diverse cultures and religions</li> <li>● Promoting home-school cooperation with parents of NCS students</li> <li>● Translating major school circulars or important matters on school website when necessary</li> </ul>	Annual Salary and MPF of one Teaching Assistant = <u>\$151,050</u>	<p>The Chinese Teaching Assistant provided effective assistance to enhance the support for learning Chinese of NSCS students:</p> <ul style="list-style-type: none"> <li>● An after-school Chinese writing workshop was held.</li> <li>● A Chinese assembly on “Story behind Zhu Ziqing” by Dr Fan Sin Piu was organized.</li> <li>● Facilitate communication with parents, discuss learning progress and provide information on further studies</li> </ul>



## 學習支援津貼運用報告 (2021-22)

	項目名稱	服務目的	外購服務 機構名稱	推行時間	服務對象	表現指標及 評估方法	成效檢討	實際支出
1	到校輔導心理學家輔導服務	為有需要的同學提供評估及情緒或生涯規劃輔導服務，特別跟進全級篩查中焦慮評分較高的學生	樹仁大學輔導暨研究中心	全年每兩星期駐校一次	有情緒需要的學生	觀察活動、機構提供的報告、學生的進度評估及會議	服務表現良好	\$72,000
2	情緒支援 ● 情緒調適小組	提升情緒管理能力	香港青年協會	2022 年 5-6 月逢星期一	特殊教育需要學生	觀察活動、機構提供的報告、學生出席率及意見	服務表現良好 學生願意出席活動	\$18,000
3	學習支援 ● 心腦加油站 ● 個別／小組專科導修	學習技巧訓練／提升成績	Edge Development Centre 本校校友	全年	中二至中六級有需要的 SEN 學生	學生出席率、觀課、學生成績	服務表現良好，100%學生出席，學生表示有幫助	\$37,590
4	共融活動 ● 生命成長小組 ● 精神健康急救課程 ● 提升身心靈健康活動 ● 班際新興活動體驗 ● 減壓工作坊	推廣精神健康／營造正向學習環境	香港基督教信義會 香港家庭福利會 Master Edutainment 香港青年協會	全年	中四及中五級學生	學生意見/觀察活動	學生投入活動，並能從活動中反思。班主任支持活動並給予正面評價。	\$41,850
5	購買融合教育活動教具	推廣精神健康及營造正向學習環境	---	全年	相關學生	---	---	\$2,294.8
6	聘請支援同工	協助跟進 SEN 學生需要、協助與 SEN 有關的行政工作	---	全年	相關學生	---	---	\$402,427.82
總額：								\$574,162.62

## School-based After-school Learning and Support Programmes 2021/22 s.y. School-based Grant - Programme Report

Name of School: Christian Alliance S.C. Chan Memorial College

Staff-in-charge: Ms Chu Choi Fun Contact Telephone No.: 24591166

A. The number of students (count by heads) benefitted under the Grant is 75 (including A. 5 CSSA recipients, B. 38 SFAS full-grant recipients and C. 32 under school's discretionary quota).

**B. Information on Activities to be subsidised/complemented by the Grant.**

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Aesthetic Development for F4	3	17	16	100%	21/10/2021	3,708.00	Teacher observation Students' response	中英劇團有限公司	學生投入參與，透過活動擴闊視野，欣賞戲劇
F.1 "Muse of Music" Classes (Instrument)	1	7	1	80%	Whole year	8,875.00	Teacher observation Students' response	Helen's Studio	學生投入參與，透過音樂陶冶性情
香港航空夢想體驗之旅	0	9	8	100%	25/7/2022	1,700.00	Teacher observation Students' response	Hong Kong Four Seas Tours Limited	學生投入參與，透過活動擴闊視野，開展生涯規劃。
Leadership Training	2	12	13	98%	3/12/2021	2,700.00	Teacher observation Students' response	----	學生投入參與，透過活動建立團隊精神。
<b>Total no. of activities: 4</b>									
<b>@No. of man-times</b>	6	45	38		<b>Total Expenses</b>	16,983.00			
<b>**Total no. of man-times</b>	89								

Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

# Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

## C. Project Effectiveness

*In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?*

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students’ motivation for learning		✓				
b) Students’ study skills						✓
c) Students’ academic achievement						✓
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
<b>Personal and Social Development</b>						
f) Students’ self-esteem		✓				
g) Students’ self-management skills		✓				
h) Students’ social skills		✓				
i) Students’ interpersonal skills		✓				
j) Students’ cooperativeness with others		✓				
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
<b>Community Involvement</b>						
n) Students’ participation in extracurricular and voluntary activities		✓				
o) Students’ sense of belonging		✓				
p) Students’ understanding on the community		✓				
q) Your overall view on students’ community involvement		✓				

**D. Comments on the project conducted*****Problems/difficulties encountered when implementing the project******(You may tick more than one box)***

- ☐ unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- ☐ difficult to select suitable non-eligible students to fill the discretionary quota;
- ☐ eligible students unwilling to join the programmes (Please specify: \_\_\_\_\_);
- ☐ the quality of service provided by partner/service provider not satisfactory;
- ☐ tutors inexperienced and student management skills unsatisfactory;
- ☐ the amount of administrative work leads to apparent increase on teachers' workload;
- ☒ complicated to fulfill the requirements for handling funds disbursed by EDB;
- ☒ the reporting requirements too complicated and time-consuming;
- ☐ Others (Please specify): \_\_\_\_\_

**E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)**


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全方位學習津貼 運用報告  
2021-2022學年

第1項：舉辦 / 參加全方位學習活動

編號	活動簡介及目標	範疇 (請選擇 適用的選項， 或自行填寫)	舉行日期	對象		評估結果	實際開支 (\$)	開支用途 *	基要學習經歷 (請於適用方格加上u號，可選擇多於一項)					
				級別	總參與 人數				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：在不同學科 / 跨學科 / 課程範疇組織全方位學習活動，提升學習效能，或按學生的興趣和能力，組織多元化全方位學習活動，發展學生潛能，建立正面價值觀和態度													
1	陶藝樂	藝術（視藝）	20/5, 27/5, 10/6, 17/6, 24/6/2022	各級	18	學生投入參與，出席率達96%，學生均能透過活動發揮創意完成陶藝作品。	\$10,100.00	E5	✓					
2	Biology competition	科學	15/1/2022	F5	8	學生表現理想，在比賽中獲得一等獎，二等獎及三等獎各有一人	\$1,000.00	E1	✓					
3	Biology field trip	科學	29/12/2021	F5	40	受新冠病毒疫情影響，活動改為於學校進行，無須支出，學生出席率達95%，並於活動中表現積極	\$0.00	---	✓					
4	Consumer Education project competition	公民與社會發展	whole year	F2	24	6組同學參賽，5組同學獲獎，包括初中組全港冠軍	\$0.00		✓	✓				
5	English Debate	英文	whole year	F1-5	20	學生投入參與，學生能透過活動提升英語能力。	\$11,550.00	E5	✓					
6	電腦科校外比賽	跨學科（STEM）	whole year	F1-5	12	有12位學生參加兩個比賽，在其中一個比賽中兩位同學獲得最佳演譯獎。	\$0.00		✓					
7	STEM Eduction - RT-PCR 流動檢測實驗室	跨學科（STEM）	29/11/2021	F6	46	學生投入參與，出席率達98%，學懂將科學活用於日常生活	\$40,220.50	E1, E2	✓					
8	Ectourism Club Activities	跨學科（其他）	22/8/2022	F2-4	11	按學生分享表示，活動富趣味、能增廣見聞、提高保育意識	\$1,700.00	E2		✓	✓			
9	辯論隊	公民與社會發展	whole year	F2-4	19	全年參與正式比賽16場，並進行多場友誼賽，又榮獲青年心城辯論賽殿軍。全隊19位隊員均有出賽機會，同學積極參與。	\$26,010.00	E1, E2, E5	✓					
10	嘻哈舞學會	藝術（其他）	whole year	F1-5	14	學生表現理想及投入，出席率達75%，唯因疫情緣故，未能按原定計劃參與社區比賽。	\$350.00	E5			✓			
11	咖啡拉花體驗工作坊	其他，請註明：Career	27/10/2022	F4-5	7	按教師觀察所得，學生認為活動能學習到拉花的技巧。	\$1,700.00	E5						✓
12	Mathematics competitions	數學	whole year	F1-4	75	學生表現積極，出席率達80%，唯因疫情緣故，未能按原定計劃參與「香港青少年數學精英選拔賽」。學生認真參與訓練，1人於「國際數學奧林匹克香港選拔賽初賽 2022」比賽中獲得優異獎。	\$28,267.00	E1, E5, E7	✓					
13	合唱團聲樂訓練	藝術（音樂）	9/2021 - 8/2022	F1-5	56	學生表現積極，出席率達87%，唯因疫情緣故，未能按原定計劃參與校際音樂節。	\$49,665.00	E1, E2, E5			✓			
14	無伴奏隊訓練	藝術（音樂）	11/2021-7/2022	F1-5	6	學生認真參與訓練，並在試後活動期間的才藝表演入圍決賽。	\$16,200.00	E5			✓			
15	樂在瑞芝：樂團及樂器訓練班	藝術（音樂）	9/2021 - 8/2022	F1-4	140	學生投入參與，平均出席率達80%，其中中西樂團連同合唱團，受邀參加了由觀塘官立中學舉辦的聯校音樂會。	\$101,900.00	E5, E7			✓			
16	戲劇休整與品格教育	藝術（其他）	whole year	F2-5	13	受新冠病毒疫情影響，話劇比賽由實體轉為網上，學生表現積極，出席率達90%。學生認真參與訓練，並在比賽中獲得傑出演員及傑出合作獎。按教師觀察所得，學生在個人成長、情緒管理及團隊合作中均有所學習。	\$336,000.00	E5		✓	✓			
17	Prefects Training Camp	領袖訓練	3/12/2021	F2-6	47	學生投入參與，出席率97.6%，透過活動建立團隊精神。	\$10,940.00	E1, E2, E5		✓			✓	
18	Guidance Prefects training sessions & training camp	領袖訓練	3/12/2021	F2-5	40	受新型冠狀病毒疫情影響，訓練日營改為留校訓練活動，100%輔導領袖生出席，並投入活動，建立團隊精神	\$0.00			✓			✓	
19	學生會及四社職員在職訓練營	領袖訓練	4-6/12/2021	各級	38	學生投入參與，出席率達100%，師生均能透過活動建立團隊合作精神。	\$23,320.00	E1, E2		✓			✓	
20	社際歌唱比賽	藝術（音樂）	9/6/2022	F1-5	598	按教師觀察所得，學生積極參與，認為活動有助學生全面發展，建立自信。	\$441.79	E7						
21	話劇欣賞	藝術（其他）	25/5/2022	F5	112	學生投入參與，出席率達100%，師生均能透過活動擴闊視野。	\$3,000.00	E2						
22	香港航空夢想體驗之旅	跨學科（其他）	25/7/2022	F1-2	50	學生投入參與，出席率達100%，師生均能透過活動擴闊視野，開展生涯規劃。	\$18,240.00	E6	✓	✓				
23	全校性體育活動及校隊訓練場租支出	體育	whole year	各級	710	學生表現積極，有277人參賽，97人擔任工作人員。	\$18,066.00	E1, E7			✓			
24	Sports Teams	體育	whole year	各級	144	學生認真參與訓練，76人於各項學界比賽中獲得優異獎。	\$240,346.00	E1, E2, E5, E7			✓			
25	Hymspiration Team	藝術（音樂）	whole year	F1-5	36	學生表現積極，總出席率達76%，唯因疫情緣故，部分同學未能參與實體練習。按教師觀察，兩次出隊（福音周及詩歌敬拜讚美會）學生均認真投入參與，練習亦有效提升學生音樂事奉的技巧，對學生屬靈生命有正面影響。	\$32,768.00	E5, E7			✓			
26	老友「軌軌」	其他，請註明：Career	whole year	F1-4	18	按學生問卷調查所得，93%學生認為活動能幫助他們認識不同班級的同学，加深對港鐵的認識和探索香港。	\$5,500.00	E1, E6	✓					
27	CLP activities	跨學科（其他）	3/8/2022	F3-5	11	因疫情緣故，活動改為網上舉行，學生表現積極，出席率達100%。	\$0.00							✓
28	Geography field trip	地理	---	---	---	受新型冠狀病毒疫情影響，活動取消。	\$0.00		✓					
29	History local tour to historical trails	歷史	---	---	---	受新型冠狀病毒疫情影響，活動取消。	\$0.00		✓	✓				

30	History external competition	歷史	---	---	---	受新型冠狀病毒疫情影響，活動取消。	\$0.00		✓	✓					[附件
31	Physics seminar, workshops, competition and training	科學	---	---	---	受新型冠狀病毒疫情影響，活動取消。	\$0.00		✓						
32	Integrated Science activities	科學	---	---	---	受新型冠狀病毒疫情影響，活動取消。	\$0.00		✓						
33	Community Study	公民與社會發展	---	---	---	受新型冠狀病毒疫情影響，未有舉辦。	\$0.00		✓	✓					
34	Visits to art exhibitions & Painting Workshops	藝術（視藝）	---	---	---	受新型冠狀病毒疫情影響，活動取消。	\$0.00		✓			✓			
35	Young Artists Club	藝術（視藝）	---	---	---	受新型冠狀病毒疫情影響，活動取消。	\$0.00		✓			✓			
36	拉丁舞學會	藝術（其他）	---	---	---	受新型冠狀病毒疫情影響，活動取消。	\$0.00					✓			
37	Fashion Show	藝術（其他）	---	---	---	受新型冠狀病毒疫情影響，活動取消。	\$0.00					✓			
38	Special Learning Day (Ocean Park, etc)	跨學科（其他）	---	---	---	受新型冠狀病毒疫情影響，活動取消。	\$0.00		✓	✓					
39	Special Learning Day (Disneyland)	跨學科（其他）	---	---	---	受新型冠狀病毒疫情影響，活動取消。	\$0.00		✓	✓					
40	Special Learning Day (歷奇挑戰日營)	跨學科（其他）	---	---	---	受新型冠狀病毒疫情影響，活動取消。	\$0.00					✓			
41	Picnic	其他，請註明：	---	---	---	受新型冠狀病毒疫情影響，活動取消。	\$0.00								
( 如空間不足，請於上方插入新行。 )															
第1.1項總開支							\$977,284.29								
1.2	境外活動：舉辦或參加境外活動 / 境外比賽，擴闊學生視野														
1															
2															
3															
4															
5															
( 如空間不足，請於上方插入新行。 )															
第1.2項總開支							\$0.00								
第1項總開支							\$977,284.29								

第2項：購買其他推行全方位學習所需的設備、消耗品或學習資源

	項目	範疇	用途	實際開支 (\$)
1	電拉杯機8部	藝術（視藝）	陶塑陶冶坊	\$81,500.00
2	Equipment for Campus TV	跨學科（其他）	Campus TV	\$54,251.00
3	體育用品	體育	運動	\$17,367.38
4	音樂樂器及用品	藝術（音樂）	音煉	\$24,830.00
5	Adobe Creative Softwear	藝術（視藝）	電腦繪圖	\$10,480.00
( 如空間不足，請於上方插入新行。 )				
第2項總開支				\$188,428.38
第1及第2項總開支				\$1,165,712.67

\*： 輸入下表代號；每項開支可填寫多於一個代號。

開支用途代號

- E1 活動費用（報名費、入場費、課程費用、營舍費用、場地費用、學習材料、活動物資等）
- E2 交通費
- E3 境外交流 / 比賽團費（學生）
- E4 境外交流 / 比賽團費（隨團教師）
- E5 專家 / 導師 / 教練費用

- E6 學生參加獲學校認可的外間機構所舉辦之課程、活動或訓練費用
- E7 設備、儀器、工具、器材、消耗品
- E8 學習資源（例如學習軟件、教材套）
- E9 其他（請說明）

第3項：受惠學生人數

全校學生人數：	710
受惠學生人數：	710
受惠學生佔全校學生人數百分比 (%)：	100%

全方位學習聯絡人（姓名、職位）：	郭家輝副校長 / 朱彩薰女士 (會計文員)
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**Report on the Use of the Student Activities Support Grant  
2021-2022 School Year**

**I. Financial Overview**

A	Allocation in the Current School Year:	\$92,950.00
B	Expenditure in the Current School Year:	\$34,570.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$58,380.00

**II. Number of Student Beneficiaries and Subsidised Amount**

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	4	\$2,800.00
Full-grant under the School Textbook Assistance Scheme	47	\$21,300.00
Meeting the school-based financially needy criteria	37	\$10,470.00 (capped at 25% of the total allocation for the school year)
<b>Total</b>	<b>88</b>	<b>\$34,570.00</b>

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

**III. Details of Expenses**

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. <b>Local</b> activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	F1 "Muse of Music" Classes Entry Fee		47	\$21,150.00			✓		
2	Aesthetic Development for F5		19	\$760.00			✓		
3	Disneyland Discovery Tour		16	\$4,800.00			✓		
4	詩歌敬拜組		6	\$120.00			✓		
5	數學精英培訓計劃		11	\$550.00	✓				
6	中西樂團		4	\$400.00			✓		
7	咖啡拉花體驗工作坊		2	\$40.00			✓		
8	老友「軌軌」		5	\$150.00					✓

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
9	哈舞蹈學會 (Hip Hop Dance Club)		6	\$1,200.00			✓		
10	學校合唱團		9	\$900.00			✓		
11	樂器訓練班		10	\$4,000.00	✓				
12	陶藝樂		4	\$200.00			✓		
13	老友「軌軌」之天際100學堂		6	\$300.00					✓
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			145	\$34,570.00					
2. <b>Non-Local</b> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			145	\$34,570.00					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for LWL (Name & Post):	Mr Kwok Ka Fai, Vice-principal
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