

HKMA David Li Kwok Po College Annual Report 2020/21

MAJOR CONCERNS ADDRESSED IN 2020/21

In 2020/21, the College implemented a wide range of whole-school initiatives based on the major concerns drawn up at the beginning of the year. The following is a report on the implementation of various strategies by subject departments and student affairs teams to address these concerns.

Academic Affairs

Initiative	Implementation	Evaluation
<i>Concern (1) : To empower students by promoting their self-management skills, empathy, resilience and integrity</i>		
(1) Promote reflective thinking among students	<ul style="list-style-type: none"> • To promote reflective thinking, teachers conducted debriefings and encouraged sharing among students after completion of programmes/activities. Students were also asked to complete survey forms containing, inter alia, open-end questions for them to do self-reflection. 	<ul style="list-style-type: none"> • The target was mostly achieved. • Students actively involved themselves in various large-scale activities such as Department Afternoons and video productions for Open Days. Teachers offered useful feedback to students to facilitate them to do self-reflection. • The survey findings shows that students could share their opinions/ thoughts and do reflection in the class after joining workshops, talks and programmes. Teachers also agreed that more students were willing to share their thoughts.

Initiative	Implementation	Evaluation
<p>(2) Encourage students to lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • The PE Teachers and Home Economics Teachers continued their efforts in organising programmes to promote healthy lifestyle, examples of which are as follows: <ul style="list-style-type: none"> ➤ A board display exhibition jointly organised by the College and the Leisure and Cultural Services Department was held to promote the importance of doing exercises to keep the body healthy. ➤ Topics such as “Food and Health” and “Meal Planning” (emphasizing the need of maintaining a balanced diet) were taught in S1 and S2 Home Economics lessons • Digital literacy was included in the teaching curricula of S1 and S2. The features of a good digital citizen were emphasised in the lessons. Besides, while a mini-project and an ICT online workshop on “Smart Cities Liveable Convenience with AI and Privacy Protection” were organised to let S1 students know the importance of intellectual properties and data privacy, arrangements were made for S2 students to take part in the Inter-School Online Intellectual Property Quiz Contest 2020 – IP Detective Class. 	<ul style="list-style-type: none"> • The target was only partly achieved as some of the planned programmes/ activities were subsequently cancelled due to the pandemic-induced class suspension. • Through the specially designed HE lessons as mentioned, students understand in greater depth what a healthy lifestyle is and are able to design a healthy meal and select healthy food in their daily life. • With respect to digital literacy, almost all students indicated in a student survey that they understood the importance of evaluating and verifying information on the Internet before using it. A great majority of S1 students felt that they have learnt the importance of data privacy through the online workshop as mentioned. As for the quiz contest for S2, students actively took part in it and expressed that they had learnt more about intellectual property through the activity. • Digital literacy is an important entitlement for students and as such will continue to be essential part of our ICT curriculum.

Initiative	Implementation	Evaluation
		<ul style="list-style-type: none"> Owing to the pandemic and the class suspension, students did not have as many body exercises as before. In view of this, in the next academic year the College will put in more effort to encourage students to maintain good physical well-being.
(3) Nurture a culture of accountability among students	<p><u>As a Child</u></p> <ul style="list-style-type: none"> The Chinese and Chinese History Department, the English and French Department and the Librarian collected articles on filial piety for students to read during the DEAR (Drop Everything And Read) periods in September and in March. The aim was to enable students to learn how to practise filial piety in their daily lives. 	<p><u>As a Child</u></p> <ul style="list-style-type: none"> The target was fully achieved. Students showed understanding of the importance of filial piety in their sharing after reading the articles. Class teachers taught students how to practise filial piety in daily life.
(4) Promote integrity and empathy	<ul style="list-style-type: none"> The School Library recommended books about integrity and empathy to students every month. 	<ul style="list-style-type: none"> The target was partly achieved. Owing to class suspension/half-day schools, not many students used the library service. The total number of books borrowed by students was found to have reduced by some 45% in 2020/21.

Initiative	Implementation	Evaluation
Concern (2): To nurture students to become self-directed learners		
(1) Promote collaborative learning	<ul style="list-style-type: none"> • In view of the need to practise social distancing, it was difficult to implement in-person collaborative learning in the past year. Teachers could only use electronic devices as tools for collaborative learning in lessons. Different departments implemented collaborative learning in different ways as follows: <ul style="list-style-type: none"> ➤ The English and French Department adopted collaborative learning in different forms such as Shakespearean play in S1, a grammar unit in S2, poem analysis in S3 and news commentary in S5. ➤ The Chinese and Chinese History Department implemented collaborative learning in selected topics at different levels, such as 『閱讀滙報』 in Chinese Language for S5, 『街頭小食滙報及寫作』 in Chinese as a Second Language lessons for S1 and 『辛亥革命及民初軍閥袁世凱』 in the Chinese History lessons for S3. ➤ The Mathematics Department adopted collaborative learning in the topic of “Transformation” for S1. ➤ The Science & ICT Department used collaborative learning strategy in selected topics such as “Procedure Writing” for S1 Integrated Science, 	<ul style="list-style-type: none"> • The target was fully achieved. • All teaching departments found collaborative learning helpful in engaging students in active learning. Below are the comments from some departments: <ul style="list-style-type: none"> ➤ The Science and ICT teachers felt that lesson concerned could engage and motivate students to learn. They found it was challenging to do group work under the constraints of social distancing in the classroom or using breakout rooms during online lessons. However, it was a good opportunity for the teachers to have worked on a lesson plan together, for they could discuss and share among themselves the difficulties encountered and explore possible solutions to resolve them. ➤ The Mathematics teachers felt that the process of collaborative teaching takes time but its effect

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	<p>“Domestic Electricity” for S5 Physics, “Misconception Analysis” for S5 Biology, “Hess’s Law” for S5 Chemistry and “Internet and its Application” for S4.</p> <ul style="list-style-type: none"> ➤ The Social Science Department used electronic means to implement collaborative learning in some Liberal Studies and BAFS lessons for S4 and S5 respectively. ➤ The Visual Arts in General Arts Department adopted collaborative learning for S3 students, in the topic of “Upcycling School Uniform Design”. 	<p>could outweigh the effort spent.</p> <ul style="list-style-type: none"> ➤ Teachers of the Chinese and Chinese History Department found that over 90% of students considered collaborative learning effective in enhancing their logical thinking and problem solving skills. • Collaborative learning will continue to be adopted as one of the major teaching strategies by all academic departments in the future.
<p>(2) Further strengthen mobile learning</p>	<ul style="list-style-type: none"> • All departments continued to use flipped classroom to promote active learning. Each one of them prepared flipped classroom for at least once per term for different forms of students. For example – ➤ The Chinese and Chinese History Department used flipped classroom to teach classical Chinese articles. ➤ The Health and Physical Education Department used flipped classroom to teach sports and health twice per year. ➤ As students were not able to do many experiments in half-day school, the Science Teachers used flipped classroom strategy, e.g. 	<ul style="list-style-type: none"> • The target was fully achieved. • The year-end reports from departments indicate that flipped classroom was successfully implemented at least once per term in S1 to S5 last year. • According to the student survey conducted by the Science & ICT Department, 89.2% of the students felt that flipped lessons could facilitate their learning in science subjects. • From the survey done by the Chinese and Chinese History Department, 93% of the students indicated

Initiative	Implementation	Evaluation
	<p>producing videos on experiments and then setting questions for students), as an expedient alternative.</p> <ul style="list-style-type: none"> • “Flipped classroom” was made an important aspect for comment by teachers in across-department peer lesson observations. The aim is to encourage teachers to make suggestions to each other for improvement in this teaching strategy. • During the class suspension period, teachers conducted online lessons and uploaded various kinds of learning materials via Google Classroom to facilitate students’ self-directed learning, • Different subject departments utilised different applications and software (e.g. Quizlet, Kahoot, Boggle, zipGrade, Plickers, Nearpod, Padlet and Edpuzzle) to strengthen mobile learning for students. • The school organised a talk on flipped classroom and a workshop on google tools for flipped classroom to support teachers in conducting mobile learning. 	<p>that teachers often used mobile learning in class to help them learn Chinese. 96% of students also indicated that the flipped classroom could arouse their interests in learning Chinese.</p> <ul style="list-style-type: none"> • Teacher feedback indicates that flipped classrooms could help students better understand the subject concepts and learn at their own pace. This teaching method is also useful in introducing new topics and in consolidating students’ concepts as well. However, for more complicated topics, face-to-face teaching is more effective than flipped classroom. • Many departments have now included flipped classroom as one of the normal practices in their subjects. They will continue to explore more suitable topics for using this teaching method.

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<p>(3) Further develop STEM Education</p>	<ul style="list-style-type: none"> • The Science and ICT Department collaborated with the Mathematics Department to devise curriculum learning for STEM education in S2. The two departments adjusted their teaching schemes to facilitate this cross-departmental project learning. Students learnt the concepts about electric circuits in Integrated Science lessons and the concepts about error measurement in Mathematics lessons. After acquiring these concepts, they worked on a project called “Buzzer Game” in which they made an electronic toy and conducted a scientific investigation. • A STEAM project titled “Our Dream City” was jointly organised by the Science & ICT Department and the Visual Arts Department for S2 students. The students designed “buildings” in their Visual Arts lessons in Term 1. They then learnt to use Tinkercad and laser printer in the ICT lessons to create their own 3D “buildings” in Term 2. • The Science & ICT Department organised four STEM workshops this year including the Food Science Workshop, Robotics Workshop, Coding Hackathon and AR & Coding workshop. • In collaboration with the Careers Team, the Science & ICT Department arranged a group of S6 students to join the HKUST Engineering Exploration Day. • Some S4 and S5 students studying both Physics and BAFS were selected to join the JA 	<ul style="list-style-type: none"> • The target was fully achieved. • Students concerned displayed problem-solving skills, collaborative skills and creativity in the “Buzzer Game” project. Teachers felt that it was a valuable experience for the students to work on this project as they could learn important STEM skills through the process of planning, implementation and evaluation. • The STEAM project was completed in July 2021 and an exhibition of some good designs was held in September 2021. Positive feedback on the project was received from both teachers and students. • According to the teachers’ feedback, the students enjoyed the STEM workshops. They learnt the science knowledge and skills which were not taught in the lessons and would like to join similar workshops in the future. • Students who participated in the HKUST Engineering Exploration Day felt that they had learnt more about the career pathways in the engineering field.

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	<p>Innovation Camp organised by Junior Achievement Hong Kong. This was a programme about STEM, creativity, teamwork, problem solving and entrepreneurship.</p>	<ul style="list-style-type: none"> • Through the JA programme, students have learnt how to plan and come up with strategies to help the elderly. They felt that the workshop has enhanced their creativity, problem solving and communication skills.
<p>(4) Further promote reading across curriculum</p>	<ul style="list-style-type: none"> • To promote reading across curriculum, the English and French Department and the Social Science Department jointly arranged a cross-curricular project on globalization for all S2 students. • The Science and ICT department collaborated with the English Department in teaching S1 students how to write reports on scientific investigations. • Subject-specific DEAR reading articles and recommended booklists were prepared by various departments and students were encouraged to read different kinds of books. • The School Library prepared book sharing video clips regularly to help students develop a reading habit and create a reading culture within the school. It also made arrangements for students to take part in the World Book Day Creative Competition organised by the Hong Kong Public Libraries, a book sharing drama organised by Sun Hung Kai Properties Reading 	<ul style="list-style-type: none"> • The target was mostly achieved. • The aim of the project collaboration between the English and French Department and the Social Science Department was fully accomplished. Students were taught how to use specific language skills throughout the project. The project work will be continued next year and will be further improved for the purpose of promoting reading across curriculum. • S1 students leveraged the skills learnt in English lessons and completed the Science Project “Hydroponics”. Most of the students were able to make good use of the skills learnt in writing procedures in their investigation reports.

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	<p>Club and the various reading activities organised by the Hong Kong Trade Development Council. However, due to class suspension no library lessons could be arranged for junior students in the year.</p>	<ul style="list-style-type: none"> • The DEAR reading articles and recommended booklists are useful in encouraging students to read a more variety of books. • As positive feedback was received from students regarding the book sharing videos, the School Library would continue to prepare such videos next year. In addition, each student in S1-S3 would be asked to do book sharing in DEAR periods at least once per year. • The School Library would cooperate with the English Department to organise Library Lessons for junior form students next year. It would also start providing some theme-based activities to promote reading next year.

Student Affairs

Initiative	Implementation	Evaluation
<p>Concern (1): To empower students by promoting their self-management skills, empathy, resilience and integrity</p>		
<p>1. Promote reflective thinking among students</p>	<ul style="list-style-type: none"> • The Guidance and Counseling Team continued to use the “Growth and Personal Story” (GPS) to help students set goals at the beginning of the school year and conduct self-evaluation after the major assessments. In doing self-evaluation, students were guided by their class teachers to reflect on their achievements/progress in terms of academic performance, relationship with peers and family members, involvement in community services, self-management and living habits. • Class teachers provided regular feedback to students via monthly journals and class teacher periods. Students were also asked to lead discussion and sharing after watching the videos (over 30 videos) prepared by the Student Affairs Team. • Through the Personal Development Programmes (PDP) designed for different levels, students were guided to do reflections. For example, emphases were placed on the right way to face difficulties in the PDP for S1, on the value of life for S3, on time management for S3 and S4, and on emotional control and the way they can do good deeds to change the world etc. • Workshops entitled “I CAN” and “Smart Teens” were organized to help selected S1 students to reflect 	<ul style="list-style-type: none"> • The target was fully achieved. • In a survey conducted by the Guidance and Counseling Team, 91% of the students expressed that the GPS was able to help them set goals. • According to the APASO, 90% and 87% of students stated respectively that they were able to set achievable goals and set goals that aligned with their capabilities. 90% of students felt that they were able to reflect on and modify their learning methods. At the same time, 95% of teachers and 81% of students agreed that the GPS could help students set goal and reflect on their performance. 82% of students felt that the GPS provided a platform for them to share their goals and feelings with class teachers and for teachers to give feedback to them. • To facilitate communication between teachers and students and easier expression of

Initiative	Implementation	Evaluation
	<p>on their specific problems regarding time management and self-discipline.</p> <ul style="list-style-type: none"> • A number of guest speakers, including alumni, were invited to share their experience in setting direction for further studies and career planning, and how they overcome difficulties along the way. • The Careers Team organized a wide range of programmes to help students of various levels to set clear goals and make informed decisions on their future studies and careers. Examples are – <ul style="list-style-type: none"> ➤ a “Careers Express” programme for S2; ➤ Life Planning Lessons (including a sharing session by S5 students and alumni on study skills and a careers workshop on identifying their strengths) for S3; ➤ two careers talks titled “Expressive Art Therapist” and “Slasher (multiple concurrent careers and identities)” for S3-S5; ➤ a “JA Success Skills workshop” for S4; ➤ four webinars namely “Plan For Future Career”, “3D Mapping for Future Cities”, “The Latest IoT and Remote Sensing Technologies for Monitoring Urban Trees” and “Starting Up When Locking Down” for S4 and S5; ➤ two talks titled “Preparing for DSE and University Life” and 	<p>feelings and thoughts by students, the Guidance and Counselling Team will further revise the GPS booklet next year to facilitate teachers to identify students who need additional support.</p> <ul style="list-style-type: none"> • Monthly journals continued to serve as a channel of communication. There were a couple of cases where the class teachers could successfully identify students’ problems through the monthly journals. • An average of 91% of students gave positive feedback on the PDP. • The careers and life planning education programmes aiming to help students set goals for their future were quite successful. Through activities and debriefings, students were able to reflect on their strengths, weaknesses, learning progress and future direction. A great proportion of students (ranging from 86% to as high as 100%) found the careers programmes informative and useful in helping them to plan ahead. However, owing to the pandemic, some company visits and job shadowing activities

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	<p>“How to be future-ready in the digital age” and five visits to universities and organizations for S4-S6; and</p> <ul style="list-style-type: none"> ➤ briefings on JUPAS and E-APP, a simulation exercise for DSE results release, a preparation workshop for university interviews, talks on overseas studies, etc., for S6 • Goal setting and reflective thinking was also emphasized in all student leadership training programmes. Teachers guided the student leaders in the Student Council and the Houses to map out their year plans at the beginning of the school year. From time to time during the year, they provided the student leaders with feedback to facilitate their self-evaluation. In addition, training was given to help them understand the qualities a good leader should have and to enhance their leadership skills. • The Prefect Team conducted meetings from time to time to review/evaluate the prefects’ performance. • To facilitate self-evaluation and consolidate the values learnt and experience obtained, debriefings in the form of either discussion/sharing or reflection writing were arranged after the activities held by the Student Affairs Team. 	<p>were cancelled. As part of its remedial effort, the Careers Team produced a series of videos introducing different types of jobs and university programmes for students’ information.</p> <ul style="list-style-type: none"> • It was most unfortunate that, owing to the class suspension, student leaders were not able to implement all their plans. Yet, the challenges they faced have helped them gain experience on problem solving and reflect on how to develop a good attitude towards adversity. • Leaders, particularly those from School Houses, did not have much opportunities to organize activities amid the pandemic, they would need more guidance from the teachers-in-charge next year. • Some extra questions were included in the Stakeholder Survey this year to facilitate the school to evaluate the effectiveness of promoting reflective thinking among students in the past three years,. 90% of students felt that they understood the importance of setting goals and had learnt to

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		<p>set achievable goals for their studies and other aspects of life over the past three years. 85% of students claimed that they understood the importance of doing reflection for improvement purposes and had learnt to always reflect on their performance over the past three years. 97% of the students indicated they appreciated the feedback from their teachers on their performance and would try to learn from their mistakes.</p>
<p>2. Encourage students to lead a healthy lifestyle</p>	<ul style="list-style-type: none"> • Strenuous efforts were made by different teams to promote good living habits as exemplified below: <ul style="list-style-type: none"> ➤ Assembly Team, Campus TV and Guidance and Counseling Team produced different programmes about physical and mental health. ➤ The Guidance and Counseling Team organized programmes to promote mental health, including emotional management for junior form students and stress management for senior form students. ➤ A mental health workshop was organized for S3 non-Chinese speaking students to enhance their understanding of mental health and to help them 	<ul style="list-style-type: none"> • The target was mostly achieved. • The feedback from teachers and students regarding the programmes/activities organized in promoting good living habits was generally good. • The class suspension made it difficult for the Sunshine Ambassador to offer help to their classmates. With the gradual resumption of in-person classes, the programme would be revived next year. • Mental health survey would continue to be conducted next year as it

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	<p>improve their emotional management skills for better self-awareness.</p> <ul style="list-style-type: none"> ➤ An anti-drug programme was organized for S3 students. ➤ The Guidance and Counseling Team recruited students from S1-S3 to serve as “Sunshine Ambassadors”. The aim was to promote peer support and to help identify students with emotional issues so that teachers could take prompt follow-up action. ➤ A “Soul Station” was set up in the School Library. Photo therapy, books, zentangle and audios were provided thereat to promote positive thinking and mental health. ➤ A mindfulness workshop was organized by the School Counselor for S6 students. ➤ A group of S4 students paid a visit to Bei Bei Book House to learn about stress management. <ul style="list-style-type: none"> • A mental health survey was conducted to identify students who were at risk. Arrangement was made for at-risk students to meet the social workers, the School Counselor or the guidance teachers. • A workshop on students’ mental health was organized for all teachers and a workshop on mindfulness was arranged for members of the Guidance and Counseling Team. • Two parent workshops on “How to 	<p>has been found useful in identifying students in need of counseling or professional support.</p> <ul style="list-style-type: none"> • Teachers found the workshops arranged for them on students’ mental health and mindfulness useful. Therefore, similar workshops would be organized next year. • Parents would be provided with more information on understanding and promoting their child’s mental health next year. • Although according to the Stakeholder Survey, 95% of students indicated they know how to behave properly in the cyber world and would not do anything to harm others, the College would continue to organise student programmes to promote good digital citizenship. • Continued efforts would be made by the Student Affairs Team to help students to be both physically and mentally healthy, and to encourage them to seek timely assistance where necessary.

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	<p>improve your child’s mental health?” were organized in the year. Information about mental health and emotional management was also made available in the school website for use by both parents and students.</p> <ul style="list-style-type: none"> • To develop students to be good digital citizens, the Guidance and Counseling Team organized a couple of programmes for the junior form students teaching them how they should behave in the digital world and refrain from digital addiction. A workshop was also organized for S5 students to reflect on their use of digital device. • The Discipline Team organized a talk on Digital Citizenship for all the junior form students. Another talk on cyber safety was arranged for S1 and S2 students. A workshop entitled “T-zone” was organized for some selected S2 students who had digital addiction problem. • A series of workshops was organized by the school counselor in which parents were given advice on the ways to help their child develop good living habits and prevent or solve the problem of digital addiction. • All the mentors of repeaters contacted parents on a regular basis to discuss their child’s performance, including issues relating to living habits. Parents were also asked to give comments via a questionnaire about their child’s living habits at home. 	

Initiative	Implementation	Evaluation
<p>3. Nurture a culture of accountability among students</p>	<p><u>As a Class Member</u></p> <ul style="list-style-type: none"> To further instill in students a sense of accountability as a ‘class member’ and to promote class harmony, class-based activities were organized in Friday afternoon lessons, and the class committee members were asked to prepare activities for their classmates. A “Secret Angel” programme was organized for S1 students. A debriefing session was held and students wrote “thank you” cards to their angels. A board decoration competition was organized aiming to enhance class bonding. The Student Council organized the Academic Cup, an inter-class academic competition, for S1 to S3 students. Students from each class were asked to do preparation for the competition collaboratively. During the competition, class representatives had to answer questions related to various subjects. Training was arranged for class monitors and class committee chairpersons to learn to maintain a good classroom environment for their classmates. <p><u>As a Child</u></p> <ul style="list-style-type: none"> The Assembly Team and the Guidance and Counseling Team produced programmes to promote good parent-child relationship and filial piety. <p><u>As a Citizen</u></p>	<p><u>As a Class Member</u></p> <ul style="list-style-type: none"> The target was partially achieved. 95% of students surveyed felt that they had been kind to their classmates and tried to make contribution to the class. Over 90% of S1 students gave positive feedback to the “Secret Angel” programme. This programme had originally been planned to be held in S4 too but was not materialized due to the class suspension and subsequent half-day schools. In view of the less than satisfactory rating shown in the APASO regarding peer support in the previous year, the Guidance and Counseling Team organized a series of class-based activities for S4 classes in the post-exam period. The feedback concerned was very positive. The board decoration competition was not as successful as before because there was not enough time for students do their decoration due to school disruptions caused by the pandemic. Students would be given more time to do the

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	<ul style="list-style-type: none"> • Different programmes were organized by the Guidance and Counseling Team to arouse students' awareness of the needs of the homeless people. • Though being unable to organize community services for students due to the pandemic, the Community Service Team produced a series of 10 videos, entitled "C Story", to help students understand the needs of different people in the community and the organizations that provide the service to them. After watching each video, students were asked to write reflection. They were also encouraged to join the voluntary service organized by these organizations. • Instead of visiting the homes of elderly people in-person, S5 students made phone calls to the elderly to show their love and care during the pandemic. Students were given guidelines and they were serious about the service. • A talk was organized to help S1 students understand the needs of the underprivileged in the Yau Tsim Mong neighborhood. • To arouse students' awareness of the need to become responsible citizens for the city as well as the world, the Green Team organized a number of activities, such as "No Air Con Night", "Earth Hours", organic farming, recycling projects and video shows to promote green living and environmental protection. 	<p>decoration in the Class Teacher Periods next year.</p> <ul style="list-style-type: none"> • The feedback on the Academic Cup was very good and class bonding was strengthened. • Owing to pandemic-induced school disruptions, lots of class-based activities (particularly the lunch-time programmes) were cancelled, including training for the key personnel in the class committees. • The pandemic has curtailed face-to-face interactions among students. S4 students rated slightly lower than the HK norm in the subscale of 'Support' in APASO. The S1 and S4 ratings dropped in this scale comparing with the previous year. Both S1 and S4 students face a new stage in their school life and thus need more support from teachers as well as peers. More effort would be made to address the needs of these two groups of students next year. <p><u>As a Child</u></p> <ul style="list-style-type: none"> • The target was partially achieved. • During the programme

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		<p>debriefings, students showed that they understood their responsibility as a child at home and were more appreciative of their parents.</p> <p><u>As a Citizen</u></p> <ul style="list-style-type: none"> • The target was partially achieved. • Although students missed the chances to take part in community service because of the pandemic, to certain extent the “C Story” programme has enhanced their understanding of the work of various NGOs. If form-based community services could still not be done, the Community Service Team would consider organizing small-scale programmes for selected students or resort to implementing other forms of programmes such as “phoning the elderly”. The Team would also organize a programme to train up S3 students to serve as mentors for S1 students. • The Green Team would further expand the scope of its educational programme by integrating the concepts of environment protection

Initiative	Implementation	Evaluation
		in different curriculum, particularly the Integrated Science Curriculum, next year.
4. Promote Empathy	<ul style="list-style-type: none"> • Numerous presentations promoting empathy were done in the Friday morning assemblies. • The Guidance and Counseling Team promoted empathy via the PDP and the Panda Video Programme. • The “C Story” videos produced by the Community Service Team promoted the need for students to be empathetic to the people in need. 	<ul style="list-style-type: none"> • The target was fully achieved. • According to the Stakeholder Survey, 93% of students indicated that they were willing to show empathy to others and believed it would make other people’s life better.

Financial Summary for the 2019/2020 School Year

	Government Funds	Non-Government Funds
INCOME <i>(in terms of percentages of the annual overall income)</i>		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	68.2%	N.A.
School Fees	N.A.	30.2%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	1.6%
Total	68.2%	31.8%
EXPENDITURE <i>(in terms of percentages of the annual overall expenditure)</i>		
Staff Remuneration	79.5%	
Operational Expenses (including those for Learning and Teaching)	8.3%	
Fee Remission / Scholarship ¹	3.5%	
Repairs and Maintenance	2.4%	
Depreciation	5.1%	
Miscellaneous	1.2%	
Total	100.0%	
Surplus/Deficit for the School Year #	0.7 month of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year #	8.2 months of the annual expenditure	
<i># in terms of equivalent months of annual overall expenditure</i>		

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission/scholarship scheme according to Education Bureau's requirements (Put a "√" where appropriate).