

HKMA David Li Kwok Po College Annual School Report 2022-2023

MAJOR CONCERNS ADDRESSED IN 2022/23

With the introduction of the enhanced school development and accountability framework in November 2022, the Education Bureau has requested schools to present their school annual reports in a new format. The following presents the achievements and reflection on Major Concerns, along with the feedback and follow-up actions.

Major Concern 1: To further enhance students' learning capacity for lifelong learning

Achievements

1. Promote Enquiry Learning Approach

- Each subject conducted at least one lesson plan on incorporating enquiry learning strategies into lessons in 2022/23. Some examples are as follows:

| Level | Subject | Topic |
|-------|------------------------------------|--------------------------|
| S1 | English | Mental Health |
| S2 | Integrated Science | Two-way switch |
| S3 | Geography | Climate Change |
| S4 | Citizenship and Social Development | One country, two systems |
| S5 | Biology | Ecosystem |

Student survey (5-point scale) suggested that Enquiry Learning had enhanced their interest in learning and understanding of subject matter.

| School-based evaluation of enquiry learning – Students survey | Score |
|--|-------|
| Teachers always guide us to use different enquiry methods, for example, research, case study, projects or comparing different situations to construct new knowledge. | 3.91 |
| The assignments designed by our teachers provide opportunities for us to apply the newly acquired knowledge and skills. | 3.91 |
| Enquiry learning facilitates my understanding of the lesson content. | 3.90 |
| Enquiry learning enhances my interest in learning. | 3.91 |

Two sharing sessions on enquiry learning were respectively conducted during the department meetings and staff meeting held in January 2023. The feedback collected from teachers was positive, indicating that the enquiry learning approach had positively impacted students' learning. Apart from promoting greater student engagement in the learning process, it also enabled students to develop generic skills and higher-order thinking skills:

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| Students can be more engaged, responsible, self-motivated, and confident in the learning process. |
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| Students can evaluate their learning and make amendments accordingly. |
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| Students can learn how to discern what information is relevant, and apply their findings to the situation they analyze for the required task. |
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|---|
| Students' critical thinking skills, collaborative skills and higher order thinking skills can be developed. |
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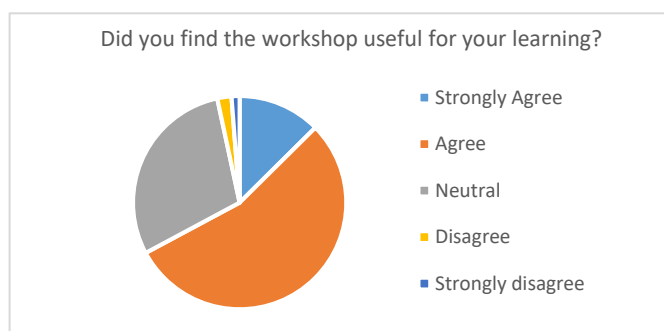
During the sharing sessions, teachers also gave some suggestions for effective implementation of Enquiry Learning, such as using videos as a pre-lesson task, stating the objectives and questions clearly before the lesson, and using post-lesson worksheets to allow students to reflect on their learning. Teachers found the sharing sessions useful for their professional development as they could gain insights into effective teaching pedagogies.

2. Enhance students' learning skills

- Study skills, such as note-taking, mind map drawing, and using tables or diagrams to organize information, have been taught across different subjects. In the Stakeholders' Survey, students had a positive perception about applying those strategies in their study.

| Stakeholders' Survey – Students' perception of learning | 2020/21 | 2021/22 | 2022/23 |
|--|---------|---------|---------|
| I know how to apply learning strategies, such as doing pre-lesson preparation, using concept maps and on-line resources. | 3.54 | 3.72 | 3.73 |

- The Academic Affairs Team organized four workshops on study skills for S1 to S4 students this year, aiming to equip them with note-taking, memory and time management skills. According to a survey conducted after the workshops, 67.2% of the students agreed or strongly agreed that the workshops were useful in helping them improve their learning effectiveness.



- To promote self-directed learning, more self-learning materials were provided to S1 and S2 students this year. Some examples are given below:

| Level | Subject | Topic |
|-------|-----------------------|---|
| S1 | Integrated Humanities | Cyberfriendship |
| S1 | Integrated Science | Biodiversity |
| S2 | Integrated Science | Mass and Weight |
| S2 | Mathematics | Solving simultaneous linear equations graphically |

According to an evaluation survey conducted by the Science and ICT Department, 79.7% of S1 and S2 students agreed that the self-learning materials prepared by teachers had enhanced their learning experience. Positive feedback from students also indicated that they were actively engaged in the learning process and had gained a deeper understanding of the topics beyond what was covered in the classroom.

3. Further develop students' critical thinking, problem-solving skills and creativity

- Assignments aiming at developing students' creativity, critical thinking and problem-solving skills were designed by subject teachers. Examples of assignments collected from each department demonstrate students' mastery of these generic skills.

| | |
|---|---------|
| School-based evaluation of enquiry learning – Teacher survey | 2022/23 |
| The assignments I design provide opportunities for students to apply the newly acquired knowledge and skills. | 4.15 |

| | |
|---|---------|
| School-based evaluation of enquiry learning – Student survey | 2022/23 |
| The assignments designed by our teachers provide opportunities for us to apply the newly acquired knowledge and skills. | 3.91 |

4. Further enrich students' learning experience beyond the formal curriculum

- Learning Activities outside Classroom

Various out-of-classroom learning activities were organized by different subject departments throughout the year to extend students' learning beyond the formal curriculum. Some examples are as follows:

| Department | Examples of learning activities outside classroom |
|-----------------------------|--|
| Chinese and Chinese History | (S1-S5 Chinese) Writing competitions (S1-S5 Chinese History) Online basic law and national education quiz competitions |
| English and French | (S1-S5 French) Learning French literature in the school library (S5 English) Talk on the topic of social and global issues |
| Mathematics | (S4) Exploration of the properties of circles (S5) Experiencing various Loci / Application of Heron's Formula |
| Social Science | (S1 IH) Visit to the Yau Ma Tei Fruit Market (S4 BAFS) International Trade Challenge Workshop (S5 Geography) Visit to the Mobile Exhibition Centre to learn about urban development in Hong Kong |
| Science and ICT | (S1 IS) Marine Conservation Exhibition (S1-S3 IS) Food Science STEM Workshop (S5 Biology) Field trip to Mai Po |

Students were appreciative of the various learning opportunities provided by the teachers during the year, whereby they could consolidate the knowledge and skills they acquired in the classroom and widen their horizons. A significant rise in students' ratings has been observed in the relevant survey item:

| Stakeholders' Survey – Students' perception of learning | 2020/21 | 2021/22 | 2022/23 |
|---|---------|---------|---------|
| Teachers often organise different learning activities both inside and outside of the classroom, such as discussions, visits, sharing of insights gained from reading and oral presentation. | 3.10 | 3.35 | 3.85 |

Module-study programme for S1

- The introduction of the module-based course 'Minds+' for S1 students in the 2022-23 academic year provided opportunities for students to learn different skills across various disciplines. The programme consists of five modules,

namely Global Citizenship, STEM, Thinking Skills, Design Thinking and History, all of which were successfully held in this academic year. Feedback from students indicated that the respective modules of the course were effective in teaching students the target skills and knowledge. For example, 81.7% of the students agreed or strongly agreed that the thinking skills module had enhanced their thinking skills, whereas 71.7% of them said that they would try to use design thinking to solve problems in the future.

A student sharing session was conducted during the last lesson of the programme on June 7, 2023, where eight S1 students were invited to come up on stage to share their learning experiences and showcase their learning outcomes to other students. They showed their notebooks which demonstrated the specific note-taking skills for studying different subjects that they had acquired from the Minds+ programme. Students were highly engaged in the sharing session, during which they could learn useful study skills from each other.

STEM Education

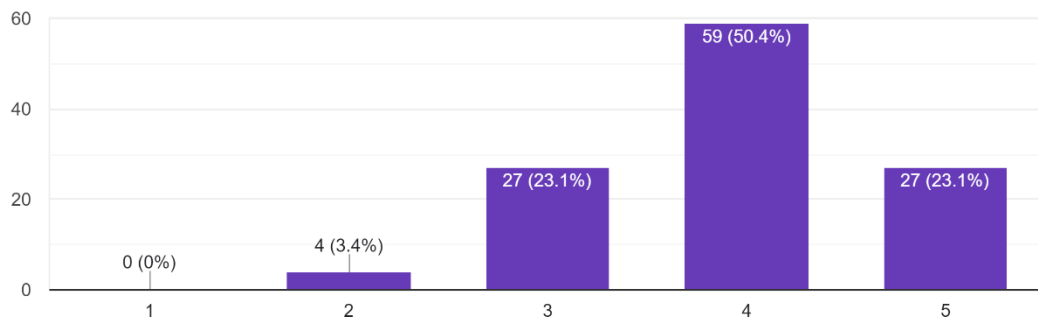
- Sixteen STEM-related activities, including talks, workshops, field trips and exhibitions were organised for students across different forms in 2022/23. Teachers also arranged for students to participate in over 30 STEM-related competitions, such as poster design, coding, landscape media competitions, quiz competitions, fun science, StoryMaps Application competitions, etc. Many students achieved notable results in these events.
- In addition, regular STEM lessons were conducted for S1 and S3 students starting from 2022/23. According to a school evaluation, 76.8% of S1 students agreed that the STEM lessons had enabled them to improve their interpersonal and collaboration skills, and 78.3% of S3 students expressed that they had acquired useful STEM-related skills.

National Security Education

- National security education was implemented through various learning activities outside the classroom during the year. For example, the Science and ICT Department and the Library jointly held a theme-based programme entitled “Aerospace and Science and Technology Fair” in March. A series of activities such as talks, a fun fair, a book exhibition and an inter-house competition was organised to enable students to learn more about China’s achievements in aerospace development. All the activities were well-received by students who gave positive feedback on the programme. For instance, 73.5% of the students agreed or strongly agreed that they knew more about China’s recent developments in aerospace after participating in these activities.

Q2. After the activity, I know more about China's recent development on aerospace technology. 是次活動令我更了解中國近年的航天科技發展。

117 responses



* The item above was scored on a 5-point scale from 1 (strongly disagree) to 5 (strongly agree).

Reflection

1. Promote Enquiry Learning Approach

- Teachers found the Enquiry Learning approach effective in strengthening student engagement in the learning process and in developing students' critical thinking and problem-solving skills.
- Nevertheless, Enquiry Learning is just one of the many teaching methods and it may not be suitable for teaching all topics. Teachers need to have a clear understanding of when it is appropriate to adopt this teaching approach.
- As Enquiry Learning takes more time than other teaching approaches, teachers need to take lesson time constraints into consideration and to adopt the most effective teaching methodologies within the given time frame.

2. Enhance students' learning skills

- The learning skills introduced in the workshops organized by the Academic Affairs Team are only some general learning strategies which may not be applicable to specific subjects.
- The study skills taught by subject teachers during lessons were not targeted at specific classes or groups of students.

3. Further develop students' critical thinking, problem-solving skills and creativity

- The homework assignments collected from different subjects demonstrated elements of critical thinking, problem-solving skills and creativity that students were expected to develop through their coursework.
- Teachers' awareness of the importance of teaching students generic skills and values beyond subject-specific knowledge during lessons should be heightened through the sharing of good teaching practices and examples of well-designed homework assignments among different departments. This will continue to be done in 2023/24.

4. Further enrich students' learning experience beyond the formal curriculum

- While subject departments have worked hard to organize a variety of out-of-classroom learning activities during the year to enrich students' other learning

experiences, the objectives and expected outcomes of these activities have not been always clear. A more structured framework should be developed to facilitate better planning and coordination, and to ensure that the activities can achieve their intended goals so that students can benefit fully from each activity.

Feedback and Follow-up

5. Promote the Enquiry Learning Approach

- As we move into the third year of our development plan, every teacher should demonstrate their readiness to implement Enquiry Learning in their lessons. Each teacher should be able to conduct at least one lesson in the coming academic year that demonstrates enquiry learning strategies. To ensure teachers have a clear understanding of this strategy and the school's expectations in this regard, a set of rubrics stating the role of the teacher and expected learning outcome(s) in students during each stage of the 5E (Engage, Explore, Explain, Elaborate, Evaluate) model of Enquiry Learning will be provided for subject teachers' reference in 2023/24.
- In view of the great number of new teachers joining our College in the recent two years, workshops on Enquiry Learning will be organised to familiarize teachers with this teaching approach. Besides, newly-joined teachers will be required to observe at least one lesson conducted by more experienced teaching staff that incorporates Enquiry Learning strategies in 2023/24 to facilitate professional exchange in this regard.

6. Enhance students' learning skills

- For the learning skills workshops to be conducted in 2023/24, emphasis will be put on equipping students with subject-specific learning skills. The Academic Affairs Team will collaborate with two target subjects to develop a clear set of note-taking skills, complemented with specific examples for students to follow.
- Starting from 2023/24, subject teachers will be required to conduct detailed analysis of students' performance following each major assessment (i.e. uniform tests and exams). They are expected to review the common mistakes made by students and to develop specific learning strategies to help students overcome their learning difficulties.

7. Further develop students' critical thinking, problem-solving skills and creativity

- To further strengthen students' integrative application of creativity, critical thinking and problem-solving skills (generic skills under the Seven Learning Goals), teachers will set up scenarios and pose problems for students to solve in lessons or students' assignments.

8. Further enrich students' learning experience beyond the formal curriculum

- For more holistic planning of the learning activities at school to facilitate students' all-round development, a framework for extended learning activities will be established and developed in 2023/24
- The school-based curriculum of the Minds+ course for S1 will be revised to ensure a more comprehensive coverage of the knowledge and skills as set out in the Seven Learning Goals.
- A STEAM showcase will be organised at the end of 2023/24 to provide a platform for students to showcase their achievements and learning outcomes.

Major Concern 2:

To promote the well-being of students and enable them to flourish through positive education

Achievements

1. To promote students' mental well-being

The College adopted a three-tier approach to promote students' mental well-being, organizing various types of programs for all the students (school level), for particular forms or groups (selective level) and for individual students (indicated level). To enhance students' awareness of the importance of good mental health and improve ways they deal with emotions and stress, a number of programs were organized by the Guidance and Counseling (G&C) Team this year. Examples include workshop entitled "name it and tame it" which aims at enhancing students' ability to be aware of the emerging of emotions identify their nature and develop positive attitude towards negative emotions; program on mindfulness, program on stress management and talk on positive thinking etc. Both the G&C Team and Campus TV have also produced videos to promote mental health.

Other than the stress management workshop, to help S6 students release their tension from the preparation for the public exam, the G&C Team organized Cheer Up program for them to develop positive perspective regarding exam and better peer support. Every year, a teacher was assigned as a mentor to each S6 student to provide emotional support to him/her. Besides, the ECA Team successfully organized a "Cheering for U" program in October during which S6 students had a relaxing and joyful lunch gathering singing and dancing with their classmates and teachers. For S4 students, who also experience stress in the transition from junior form to senior form, stress management support group was formed. A series of activities were organized for those students to better understand their difficulties and be equipped with skills to deal with them.

To facilitate the early identification of students with emotional or mental health problems, the G&C Team conducted mental health survey in November 2022 and April 2023 respectively. Students who showed the need for support were referred to the guidance teachers or social workers (those with higher risk). Class teachers were informed of the list of students being referred and also provided support in their roles. Throughout the year, class teachers communicated with students regularly through monthly journal, helping them solving problems including mental health issues. Referral was made whenever class teachers find it necessary. Moreover, some cases were identified and referred at class teacher meetings. Information on the common mental illnesses among teenagers was provided to all teachers in the Class Teacher Handbook for early identification.

A new online platform named "I'm all ears" was launched this year for students to seek help. It is particularly useful to quiet and passive students. It also makes seeking help during long holidays easier.

Individual support was also given to students who joined the school in the middle of the year in their transition to the new environment which may cause anxiety and frustration. Class teachers paid special attention to them and some student buddies were arranged to help them. Some of these students who had difficulties adapting to the new school were

arranged to meet counselor or social workers for further counseling.

Reading materials about positive thinking and mental health were distributed to students each month. New books on positive thinking were also added to the library collection.

Information on mental health and positive parenting was disseminated to parents through the G&C webpage and the school website (parent resources). On Parents' Day, useful materials including those on mental health (such as the common mental illnesses among adolescence) were distributed to parents.

2. To enhance students' social well-being

To help students develop and maintain positive interactions with other students, a wide range of activities were organized this year.

Orientation programs were organized in July and August for S1 students by the G&C Team, the ECA Team, the Student Council and the Discipline Team with an aim to assist them to build a good bonding among themselves. To equip our newcomers with skills to handle conflicts, the Discipline Team organized a conflict management workshop in October.

To further support S1 students, the Community Service Team continued its Buddies Program. Upon the resumption of class, S3 students had more chances to interact and support their S1 buddies to adapt to the new environment and build up new friendships with their schoolmates. They wrote Christmas cards and Thank You cards to each other. An activity was also organized by the Community Service Team in which S3 students led S1 students to experience the plight of the blind. Furthermore, the G&C Team continued the Peer Counseling Scheme. 30 Peer Counselors from S3 to S5 and 30 mentees were paired up. With the skills learnt from the training workshop and guidance of guidance teachers, Peer Counselors met their mentee regularly and participated in activities such as writing spring couplets and year-end party together.

The Sunshine Ambassador Scheme was successfully carried out in junior forms. A training workshop was provided for S1- S3 Sunshine Ambassadors at the beginning of the school year for them to learn how to promote positive peer relationships in their classes and support classmates when they have emotional or social problems. Ambassadors organized two sharing sessions during class teacher period. Other than the Scheme, class committees were asked to organize class activities, such as class-based activity, Christmas party and inter-class programs. Training sessions were organized for class monitors and class treasures to enable them to better perform their duties.

Students were encouraged to take part in ECAs and inter-class or inter-house activities from which they could develop friendships with their fellow schoolmates. Various Students Affairs teams organized OLE programs in November 2022 (S6) and March 2023 (S1 – S5). Students were able to enjoy different educational programs and a good time with their classmates. In addition to that, the ECA Team, the Discipline Team, the CS Team, the Student Council organized a number of programs which helped enhancing relationship among students in the same form or across forms. For instance, inter-house volleyball competition, inter-house football competition, inter-house basketball competition, inter-

house general knowledge quiz, inter-house water rocket competition, inter-class fun games, inter-class sports activities, inter-class tie tying competition, visits to elderly home, Cultural Week, Talent Fiesta and Academic Cup etc.

3. Enable students to utilize their character strengths and apply a growth mindset in their learning and personal growth

The newly designed GPS booklet provided students with information on 24-character strengths. Details of the features and importance of each character were given to students in Google Classroom. All the students were asked to take the VIA survey and identify their signature character strengths. After that, they were asked to think of two character strengths to be enhanced as part of their goal setting for the year. Class teachers gave feedback on students' plan and helped students to apply growth mindset in self-evaluation.

The talent database developed by the ECA team was updated for teachers to invite students to further unleash their potential and talent in particular areas, such as sports, arts and music. Students were also given opportunities to show their talents at assemblies, Talent Fiesta, Cultural Week and programs produced by Campus TV or Panda Channel. Students with higher ability in specific areas were invited to join external competitions or activities.

The concepts of character strengths and growth mindset were included in both life-planning programs and leadership training. Students were guided to make decisions for subject selection, further studies and future career planning based on their characters. The life-planning programs for junior forms were revised this year integrating more elements for students to understand themselves and the world of work. Through different activities, students had a chance to identify their strengths as well as possible obstacles on their way to achieving goals. Students were encouraged to appreciate their strengths and develop courage and determination to overcome obstacles. In the leadership training program, students were guided to identify their strengths and applied them in practice.

Gratitude Week was successfully organized by the G&C Team in November 2022. A series of programs such as Gratitude Video, Capsule Toys Corner, Film Appreciation, Gratitude Moments and Gratitude Message Board provided students with opportunities to appreciate others and express their gratitude.

After the introduction of the concepts of growth mindset and PERMA last year, teachers were further equipped with knowledge and tips on how to apply them in teaching and nurturing students through staff development programs and materials provided.

Materials on positive parenting, PERMA and character strengths have been provided to parents and relevant books were suggested to them as well. The concepts were also discussed in parents' seminar such as "Positive Education, Character Strength and Effective Parenting" and parent workshop on "Effective Parenting" and "Establishing Good Learning Habits".

Reflection

1. According to the student survey, an average of 96% of the students found the programs organized the G&C Team could strengthen their mental well-being. 100% of the teachers also found those programs helpful to students. Besides, improvement in rating for questions relating to mental health is shown in another survey. 95% of students (93% last year) agreed they understand the importance of good mental health and 85% of students (82% last year) agreed that they always try to deal with their emotions and stress properly.

93% of students and 100% of teachers agreed that Panda Channel programs produced by the G&C Team delivered positive messages about mental well-being. 95% of the students agreed that the programs produced by the Campus TV were able to enhance their awareness of the importance of good mental health and their understanding of ways to deal with emotion and stress.

S6 students showed positive feedback to the Cheer Up program. They also expressed appreciation to the support given by their mentors. Students' participation in the "Cheering for U" program and their feedback was pleasingly good. They prepared different performances and showed great support to fellow schoolmates when they performed. As for the S4 stress management support group, over 90% of the participants agreed that the activities help them acquire life skills and promote positive thinking.

The early identification of students at risk has helped the school to arrange prompt intervention and help not just students but also their parents understand their problems and seek help accordingly. Regarding the use of monthly journal as a channel for students to express their emotions and share their feelings with class teachers, 92% of students and 98% of teachers found this platform useful. The online help-seeking platform was found to be useful. It provides an opportunity for students to proactively seek help especially those passive ones.

Materials given to students, teachers and parents were able to enhance their understanding of mental health issues.

2. In terms of students' view on their relationship with others, the APASO survey showed that 93% of students believed they got along well with their schoolmates. 89% of the students admitted that they seldom had conflicts with others and 95% of them agreed that it was important to handle conflicts with others properly.

Positive feedback was received from the S1 Orientation programs. 97% of students expressed that the programs had helped them to build relationships with their classmates. Regarding the conflict management workshop, 94% of the participants found the workshop useful and could help them have a better understanding of the appropriate attitude and skills to solve conflicts. In the APASO survey, 90% of S1 students mentioned that they got along well with their schoolmates. 94% of S1 students stated that they seldom had conflicts with others and 92% showed understanding of the importance of handling conflicts with others properly. It was encouraging to see a caring and positive atmosphere was created in both the Buddies Program and Peer Counseling Scheme which enhanced

the social well-being of S1 students.

Positive feedback was received from the Sunshine Ambassador Scheme. About 92% of students and 98% of teachers agreed that it had helped to promote peer support in class and strengthened positive atmosphere in class. The feedback on various class activities organized by the class committees was generally good.

In this academic year, more students joined after school ECAs (excluding school teams) than last year. 74% (last year: 69.6%) of S1 to S3 students and 65% (last year: 51.3%) S4 to S5 participated in ECAs. Majority of them had good or excellent performance in those activities. They have made new friends, explored new interests and acquired new skills as well as experience. Besides, about 200 students joined the school sports team to further develop their talents in sports. At the same time, participation in team training also helped enhance these students' physical well-being and social well-being.

Feedback from all the OLE programs was satisfactory. Over 90% of students in each form found the activity enjoyable and educational, and could students enhance student's peer relationship and class rapport. (97% in S1, 93% in S2, 85% in S3, 100% of S4 students, 95% in S5, 96% in S6). Positive feedback was also received in inter-class or inter-house activities.

3. Most students understood character strength and growth mindset. 92% of students agreed that improvement in ability, talent and skill were the result of constant effort and 90% of them mentioned that they always tried to make improvement by putting in more effort. 96% of students expressed that the Personal Development Program on character strength for goal setting was able to help them conduct a good self-evaluation and formulate direction and strategies to overcome their weakness.

According to the result of the student survey, 84% of students showed understanding of their merits and strengths and 83% of students stated that they could appreciate their strengths and uniqueness. Among all the forms, S3 showed a low rating (75%) for the questions on understanding their merits and strengths. This group of students also had the lowest rating (80%) for the question on appreciating strengths and uniqueness.

Students' performance in life-planning programs was pleasing. They actively engaged in all activities in class and completed post-lesson tasks seriously. Senior form students were also guided to taking their characters into consideration when making choices for their further studies and future career.

Due to the tight schedule this academic year, some programs such as "Talent Week" and "Caring Week" were not organized. Similar activities shall be organized next year.

Feedback and Follow-up

1. The provision of emotional support to students was comprehensive. However, in view of impact of the pandemic on students' lifestyle and resilience, the College will continue its effort next year in promoting mental, which has a great significance on teenagers' personal

development and life planning. Besides, the result of APASO's subscale "emotional stability" revealed that S3 students are experiencing more emotional frustration and are less confident in dealing with them. Special attention will be given to them. Adaptation to senior secondary learning may lead to further stress. As a result, preventive measures and intervention will be in place as early as possible. In addition, with the replacement of Integrated Humanities with Citizenship, Economics and Society, more collaboration will be carried out between the subject departments and student affairs teams to further enrich students' knowledge and improve their ability to deal with problems. For example, Mental Health Week is to be organized next year. In addition to the prevention of mental health issues, the promotion of positive emotions, an element of the PERMA model, will be emphasized next year, helping students to improve habitual thinking and acting, and undoing the harmful effects of negative emotions and promote resilience.

As the number of less experienced teachers has been increasing, more training relating mental health issues needs to be provided. Apart from the class teacher handbook, relevant workshops should be arranged at the beginning of the school year to arouse teachers' attention to the matter.

2. After the resumption of class, students can enjoy a normal school life in which they learn to develop relationships with others and there are more chances for teachers to provide guidance. According to the result of Stakeholder Survey, the rating for the question "Teachers help us resolve problems related to growing up, such as those related to our physical and mental development, making friends and our studies." has been improving over the past two years. Nonetheless, based on the result of various surveys and observation, effort should be continued for students to improve their skills in handling conflicts and differences. This is particularly necessary for this year's S2 and S4 students who encountered more problems in dealing with peer conflicts this year. With the increasing risk of misuse of social media and online platforms, the school will continue educating students to be responsible netizens who can use information and information technology ethically, flexibly and effectively.
3. The concepts of growth mindset, character strength and PERMA are relatively new to both students and teachers and thus strategies are to be formulated to further consolidate their understanding and application. New initiatives to develop students' well-being and happiness through the PERMA model will be introduced next year, for instance, encouraging students to develop a habit to count their blessings and be thankful by keeping Gratitude Journal / Note; introducing slogan "What Would I Do?" to encourage more self-reflection and promote growth mindset and organizing activities such as the "Pay it Forward" campaign to help students show care to others and understand the importance of living a meaning life that leads to a flourishing life for both themselves and others. Besides, programs to help students understand their own strengths, interests, aptitudes and abilities, for goal setting and self-reflection for further studies and future career planning will continue.

4. Apart from promoting students' well-being, the school will strengthen its value education next year by having more emphasis on cultivating positive values and attitudes through learning and teaching of various subjects and more cross-curricular collaboration between departments and student affair teams.

Financial Summary for the 2021/2022 School Year

| | Government Funds | Non-Government Funds |
|--|---------------------------------------|----------------------|
| INCOME (in terms of percentages of the annual overall income) | | |
| DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools) | 67.9% | N.A. |
| School Fees | N.A. | 30.7% |
| Donations, if any | N.A. | N.A. |
| Other Income, if any | N.A. | 1.4% |
| Total | 67.9% | 32.1% |
| EXPENDITURE (in terms of percentages of the annual overall expenditure) | | |
| Staff Remuneration | 80.5% | |
| Operational Expenses (including those for Learning and Teaching) | 7.3% | |
| Fee Remission / Scholarship ¹ | 3.8% | |
| Repairs and Maintenance | 2.7% | |
| Depreciation | 4.6% | |
| Miscellaneous | 1.1% | |
| Total | 100.0% | |
| Deficit for the School Year # | 0.13 month of the annual expenditure | |
| Accumulated Surplus in the Operating Reserve as at the End of the School Year # | 8.12 months of the annual expenditure | |
| # in terms of equivalent months of annual overall expenditure | | |

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).