



Heep Yunn School

School Report

2020-2021



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(1) Our School

School Vision and Mission:

It is the vision of the school to provide equal opportunities for quality and holistic Christian Education for our students. The school's mission is to provide our students with a Christian education that develops the whole person in the following areas: moral, intellectual, physical, social, aesthetic and spiritual; to instil in our girls a spirit of public service, and to build a firm foundation in both Chinese and English.

School Motto

In strength and grace we stand united
In faith and love we are committed

School Background

Heep Yunn School is an Anglican (Sheng Kung Hui) school established in 1936 when two former C.M.S. (Church Missionary Society) institutions, namely Fairlea (1886) and Victoria Home & Orphanage (1887), were joined together. Hence, the name "Heep Yunn" means "United Grace".

The founders of Heep Yunn were committed to bringing education to young women and orphans in answer to the call of duty at a time of economic instability and threat of war in 1930's Hong Kong. They believed in empowering students to bring enlightenment to our nation and support to our people. To this day, the school abides by its dedication to serve our fellow men in the love of Christ.

School Management Committee

The Right Revd Dr. Timothy Kwok (Chairman)

Dr. Allan Yuen (School Supervisor)

Mr. Iain Bruce (Hon. Treasurer)

Miss Bella Leung (Hon. Secretary)

Mrs. Yvonne Ip

Mr. Roland Chow

Mrs. Betty Cheng

Miss Fion Lee

Mrs. Linda Fung

Dr. Edwin Chan

Dr. Arnold Cheng

Mr. Herman Tsoi

The Very Revd Kwok Keung Chan

Dr. Kwok Chun Wong

Miss Fanny Lam

Dr. Hiu Nam Choi

School Campus & Facilities

The school is located on an 11,000 sq. m. campus consisting of six building blocks: the Main Building (1936), the Chapel of St. Clare of Assisi (1957), the Extension Building (1964), the Library (1966), the Jubilee Building (1986) and the Multi-Purpose Building (SIP Building) (2005). Outdoor facilities include a 25-meter swimming pool, 4 multi-purpose games courts, a rest garden, a parking area and a lawn. Other facilities include the School Hall, Dining Room, Student Activity Centre, Student Development Centre, 19 special rooms including a Multi-Purpose Room, Drama Laboratory, Lecture Theatre, 32 classrooms, and a 3-storey high sports centre.

For further information, please visit our School's homepage: <http://www.hys.edu.hk/> or the respective section under "School Profiles" for public reference (http://www.chsc.hk/main.php?lang_id=1).

(2) Achievements and Reflection on Major Concerns

3-Year Development Goal: To cater for learner diversity through e-learning

Annual Major Concern/Priority Task 1: To help students realise their potential by offering more challenging tasks through e-learning

Achievements

The School continues to adopt e-approaches to help students realise their potential by offering more challenging tasks through different academic departments. As revealed in the year-end evaluation conducted by the Academic Committee, over 90% of teachers had included more challenging tasks to stretch students' potential through e-approaches in this academic year, while 99% of students acknowledged that some or most teachers had been adopting e-learning strategies to aid their learning throughout the year. These signified the accomplishment of the whole-school approach to address the major concern.

A variety of e-learning strategies were adopted by various departments, below are some highlights: The Chinese Department had utilized e-platforms like Kahoot, Quizlet, Peardeck to enhance interactivity and students' motivation during lessons; while Google Forms were used to gauge and monitor the learning progress of students. To encourage extensive reading, enrichment materials including writers' pieces and lyrics were disseminated to students via Google Classroom to extend students' learning. Students were required to report their learning from the materials during lessons. With the aims to enhance students' involvement and to polish students' writing, Google Doc or Padlet were used to facilitate peer feedback and peer assessments for writing tasks. As to provide more opportunities for students to practise speaking, online cultural and news report presentations were arranged, in which students were equipped to answer instant questions from their peers. About 80% of students found that the tasks were challenging and about 70% reported enhanced participation and motivation in class.

The use of e-platforms like Google Drive/ Google site to provide students with additional resources and the introduction of e-assessment to stretch students' potential were common strategies adopted by departments. The feedback was encouraging. For instance, over 85% of students agreed that the reference materials provided by the Mathematics Department were useful to them, while over 70% of students agreed that the e-platforms allow them to organise and plan their studies at an individual pace. About 70% of students have participated in tasks on online platforms including STAR and Flexiquiz outside lesson hours. Teachers agreed that the tasks helped them identify the strengths and weaknesses of the students and adjust their teaching strategies accordingly. As for the Visual Arts Department, students were taught to apply online research in the learning process & development of their artwork, which they found useful. About 80% of students agreed that selected reading provided by teachers/ resources in the Google Drive were useful to their learning, in which they could extend their learning at their own pace. Arts news on exhibitions in town were also introduced by teachers via electronic means to provide students with exhibition information, and students' potential was stretched by the voluntary book reports and exhibition reflections, in which they could gain extra marks in the continuous assessment upon satisfactory completion.

From a macro perspective, the year-end evaluation conducted by the Academic Committee showed that the adoption of e-learning strategies had enhanced the effectiveness of students' learning. Overall speaking, 77% of students and 72% of teachers agreed that students have learnt better with the e-approaches adopted this year. A multitude of benefits brought by e-learning were also recorded. Firstly, about 90% of teachers and students agreed that their learning were extended beyond the classrooms with the adoption of e-approaches, as e-learning has made it possible for

learning to take place anytime and anywhere. Over 80% of students enjoyed the flexibility offered by the e-learning, as it has allowed them to self-pace their learning, which is essential to cater to the learner diversity. 78% of students were happy with the e-approaches as they were given the autonomy to choose their learning focus. 64% of students agreed that teachers had illustrated more difficult concepts in an easier way, while 68% of students found that they were able to go deeper in each topic with the more challenging tasks provided.

Reflection

With the concerted efforts of the academic departments, this year's major concern was addressed to a large extent, if not fully accomplished. Teachers were accustomed to providing more challenging tasks to students through e-learning means. Students took the initiatives to participate in the e-learning tasks and enjoyed the self-pace learning. The e-strategies adopted were proven to be effective in deepening and broadening students' learning.

About half of the teachers and students agreed that the current level of e-learning is optimal, while the other half suggested the adoption of more e-approaches in future. The School will incorporate the good practices into routines and explore the feasibility of expanding e-learning to further cater to the needs of different students next year.

3-Year Development Goal: To enhance the effectiveness of small group teaching in the core subjects
Annual Major Concern/Priority Task 2: To enhance pedagogies in small group teaching

Achievements
<p>Despite a full implementation of this major concern due to the COVID-19 pandemic, the four core subject departments strived to conduct professional exchange on the ideas to enhance pedagogies in small group teaching. A year-end meeting was held on 22nd June, 2021 among the four panel heads and members of the Academic Committee. The followings were the measures adopted by the four core subjects:</p> <p>(i) Chinese The Chinese Department focused on implementing ‘reciprocal teaching’ in some F.2 groups. Several informal meetings, two common lessons for preparation, two lesson observations and teachers’ sharing were conducted. For reciprocal teaching, four key strategies/ techniques were adopted, namely (i) questioning; (ii) summarizing; (iii) clarifying and (iv) predicting. Our school focused on the technique of questioning and clarifying this year as it was more suitable for the higher ability groups as it required higher order thinking skills. For instance, Chinese lessons adopting reciprocal teaching on the passage “On Loving the Lotus” (愛蓮說) – by Zhou Dun Yi were found to be beneficial to students’ learning. Students were able to raise questions and spot the mistakes of their peers. It was reported that the techniques of questioning and clarifying were particularly effective for open-ended questions for reading passages. When teaching more abstract concepts like symbolism (象徵), students could grasp the linkage between lotus and a man of noble character (君子) better when the techniques were used.</p> <p>(ii) English The English Department focused on process writing in Form One. Teachers used tiered materials with the different ability groups to cater for learner diversity. Students then gave peer feedback on content and language at different stages with the teachers’ guidance. It was revealed that 75% of the high achievers managed to attain the target marks for a rich content while 79% of students of the other ability groups had attained the target marks which reflect a good attempt at a range of sentence structures and vocabulary. Teachers also reported in sharing sessions that as demonstrated from their marking, students had a more substantial content and higher language accuracy after amending their drafts at various stages. It was proposed that process writing would be kept in the junior forms as it was proven beneficial to students in terms of ideas formation and language acquisition.</p> <p>(iii) Mathematics The Mathematics Department decided to use games to stimulate students’ interests. Colleagues teaching F.2 were asked to demonstrate the games in sharing sessions. Some card games were used to teach different formulas like factorization. However, due to the pandemic, the ideas were yet to be implemented inside classrooms. It was hoped that the pedagogy could be implemented in future years.</p> <p>(iv) Liberal Studies The Liberal Studies Department adopted “jigsaw learning” as the key pedagogy. Due to the pandemic, teachers shared pedagogies suitable for small group teaching in an online setting. For jigsaw learning, materials of the same topic were divided into five groups. Each group read different materials. Students would then share with the other groups and gain knowledge on other materials. One advantage of jigsaw learning was that the learning pace was speed up. Students were exposed to more materials given the limited lesson time. Students generally enjoyed small group deliberation as they could have more interaction with their peers. It was reported that 90% of F4 and 85% of F5 students agreed that they collaborated with classmates during online lessons, and 95% of F4 and 90% of F5 students said they were engaged in online lessons. It was found that some elements of the pedagogies, such as the use of collaborative eLearning tools, can be applied in face-to-face lessons in the future.</p>

Reflection

This major concern was only partially attained. In view of the persistent disruption of on-campus lessons brought by the COVID-19 pandemic, the small group pedagogies could only be implemented in a small scale or in online setting. Nevertheless, the professional exchange among the four panel heads were found to be fruitful. The experiences gained could be beneficial to the small group teaching in future years.

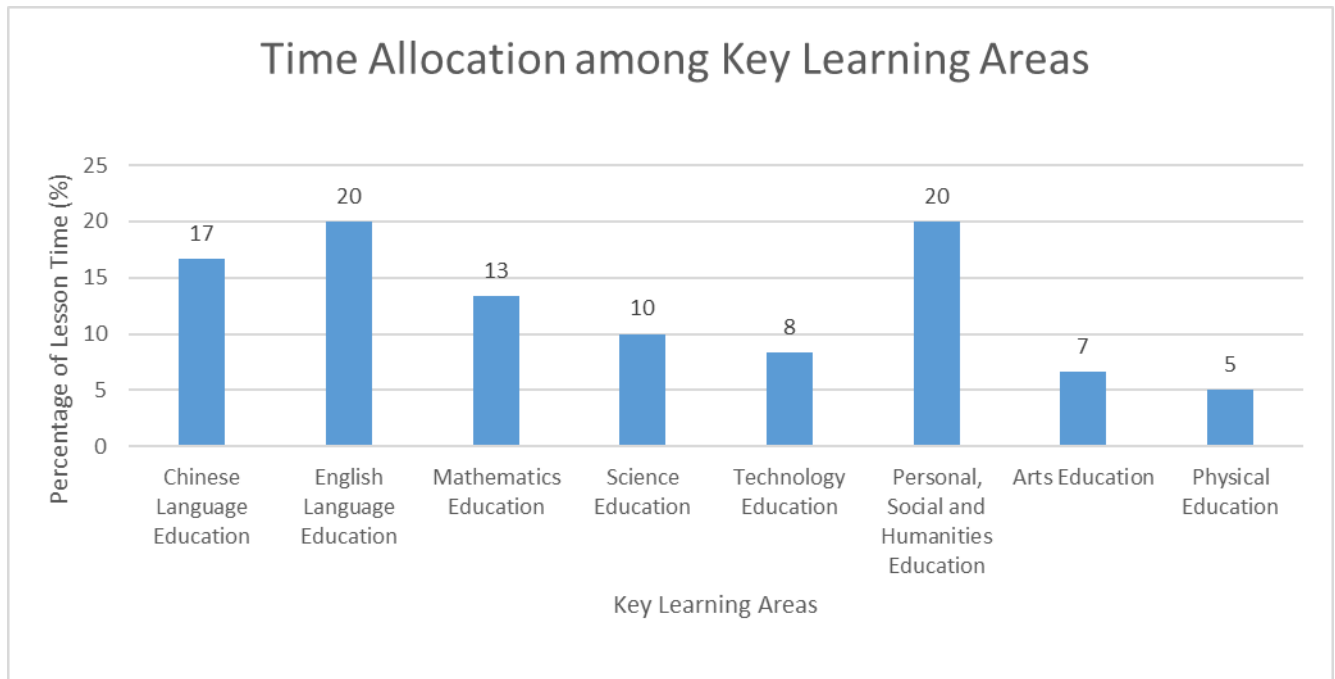
3-Year Development Goal: To promote the social well-being of students

Annual Major Concern/ Priority Task 3: To strengthen the rapport between students and teachers

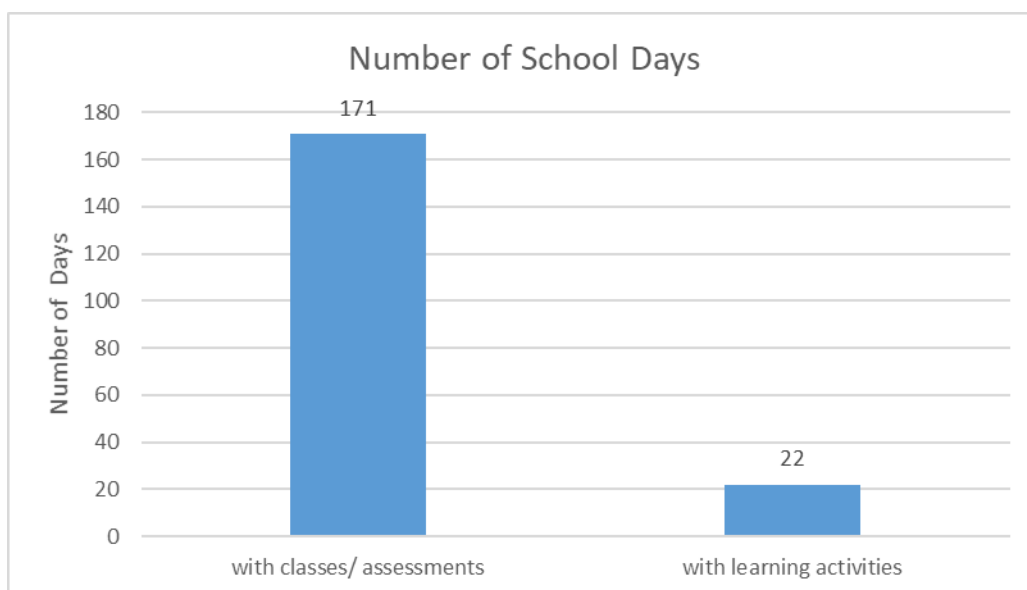
Achievements
<p>An array of activities were organised by the Counselling Committee to strengthen the rapport between students and teachers. In the Big Sisters Scheme, support from the counselling teachers to the big sisters on how to communicate with the small sisters was much appreciated by the big sisters. All participants appreciated the support from the counselling teachers throughout the preparation for the social service. 77% of the participants agreed that teachers' participation could strengthen the rapport between the teachers and the students. As for the Challenge Accepted Programme, teachers were invited to write cards and teachers played games with students outside the hall. Such activities were popular and students' relationship with teachers was enhanced. All participants agreed unanimously that the student-teacher relationship was enhanced through the activity. Likewise, the Form 6 Stress Management Workshop yielded positive results as teachers shared a lot about their personal experiences during the activity. Students were better connected to the teachers, and they expressed gratitude towards their teachers.</p> <p>The Moral Civic Education Committee attempted to organise activities to promote the student-teacher relationship, for instance, the writing of journals, the Teachers' Appreciation Board, Good Student Election, etc. Yet most activities were called off due to the pandemic.</p> <p>However, the School was able to organise various post-examination activities like the mini-sports games and internal Mini Fun Fair, which allowed teachers and students to enjoy the togetherness while observing the sanitary measures under the pandemic. The Christian Activities Committee also organised a summer half-day camp on campus in July, which allowed the genuine sharing between Christian teachers and students.</p> <p>The year-end survey showed that there was healthy teacher-student relationship at our school. About 80% of the students were willing to ask their teacher for help. About 90% of the students agreed that teachers (i) help them solve problems, (ii) guide them patiently, (iii) help them do their best, (iv) listen to what they say, (v) take an interest in helping them with their work and (vi) are fair to them. Given these positive interactions, about 99% of the students said that they respected their teacher.</p>
Reflection
<p>As shown in the positive results in the year-end survey, this major concern had been achieved. The Counselling Committee and the Moral and Civic Education Committee would continue to organise activities to strengthen the rapport between teachers and students.</p> <p>In this academic year, activities like the Personal Growth Programmes which offered valuable opportunities for teachers and students to interact beyond classrooms were cancelled due to the COVID-19 pandemic. It was hoped that when the pandemic was eased, the teacher-student relationship could be further enhanced given more chances for authentic interaction.</p>

(3) Our Learning and Teaching

Lesson Time for the 8 Key Learning Areas

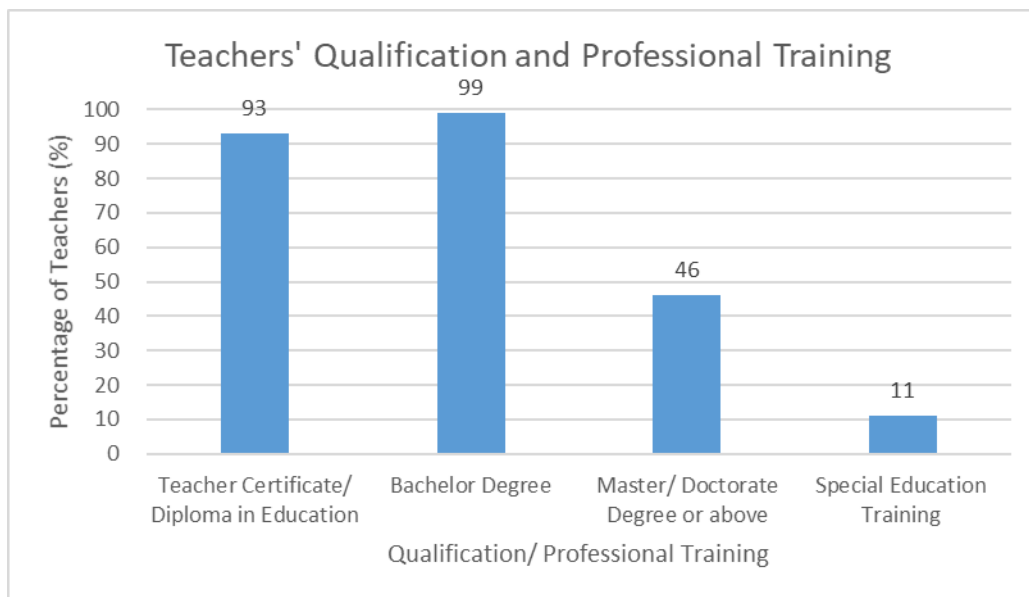


Number of Active School Days

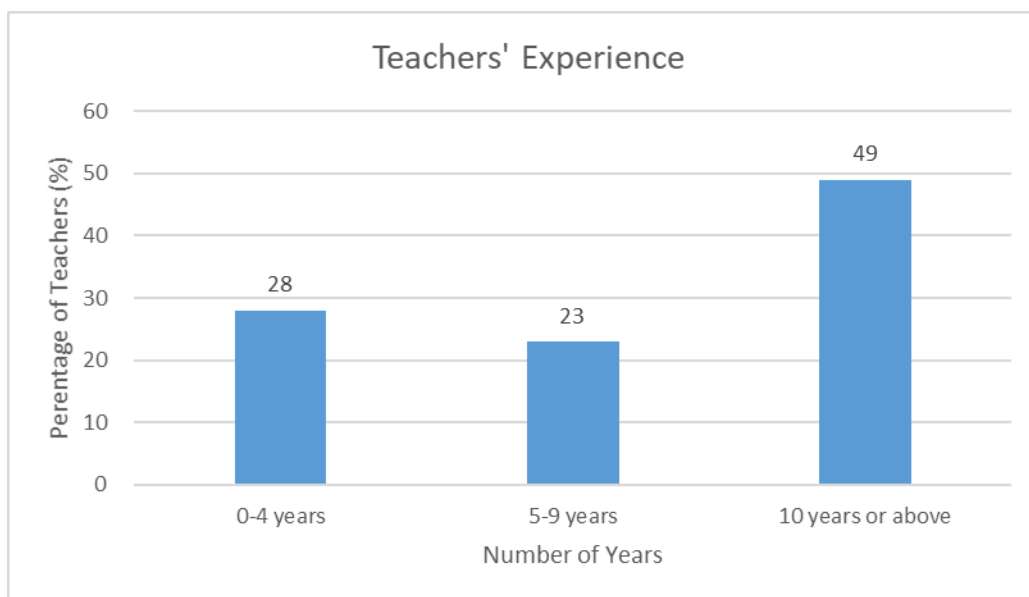


Our Teachers

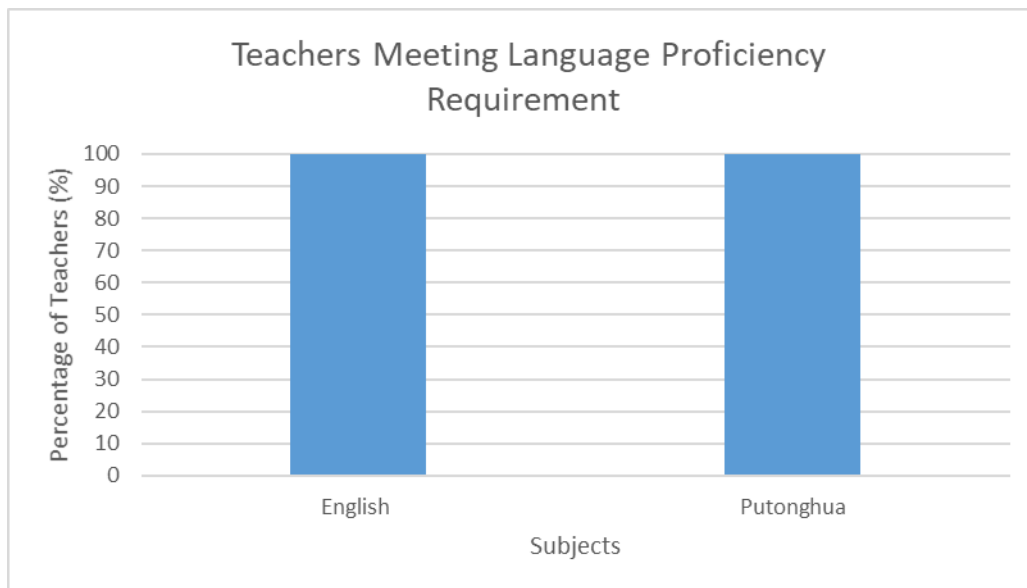
Teachers' Qualification and Professional Training



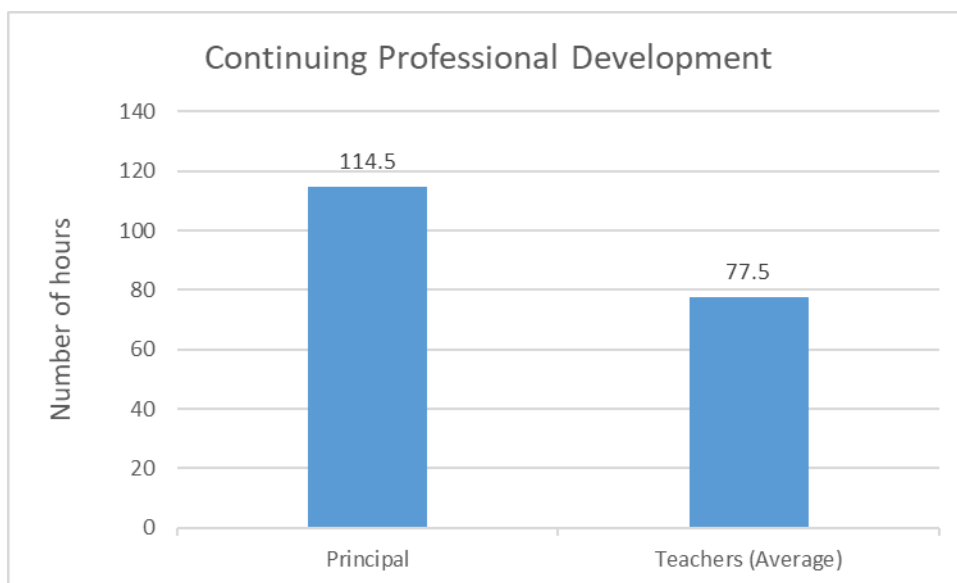
Teachers' Experience



Language Proficiency Requirement



Continuing Professional Development (2019-2021)



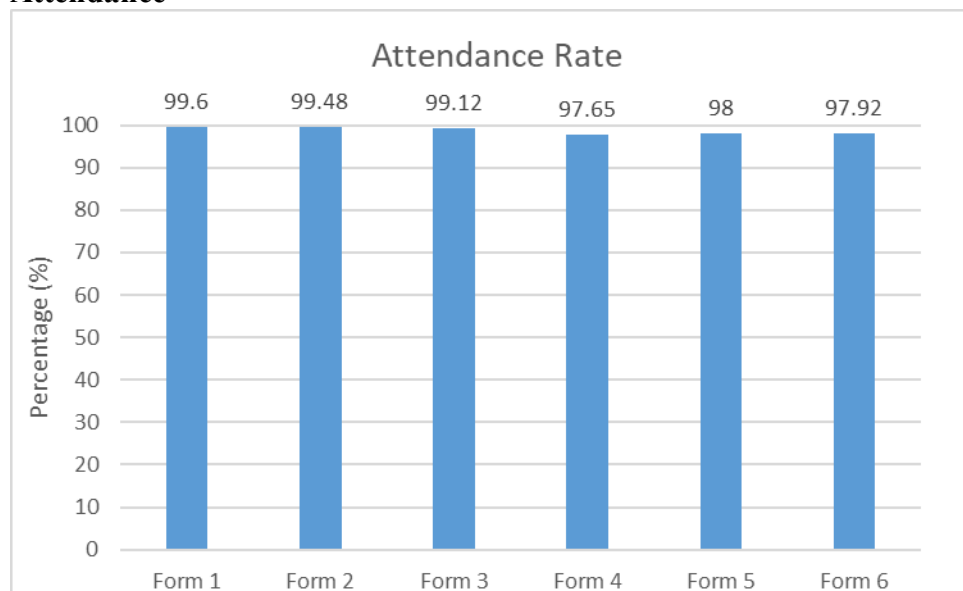
Our Students

Enrollment and Class Structure

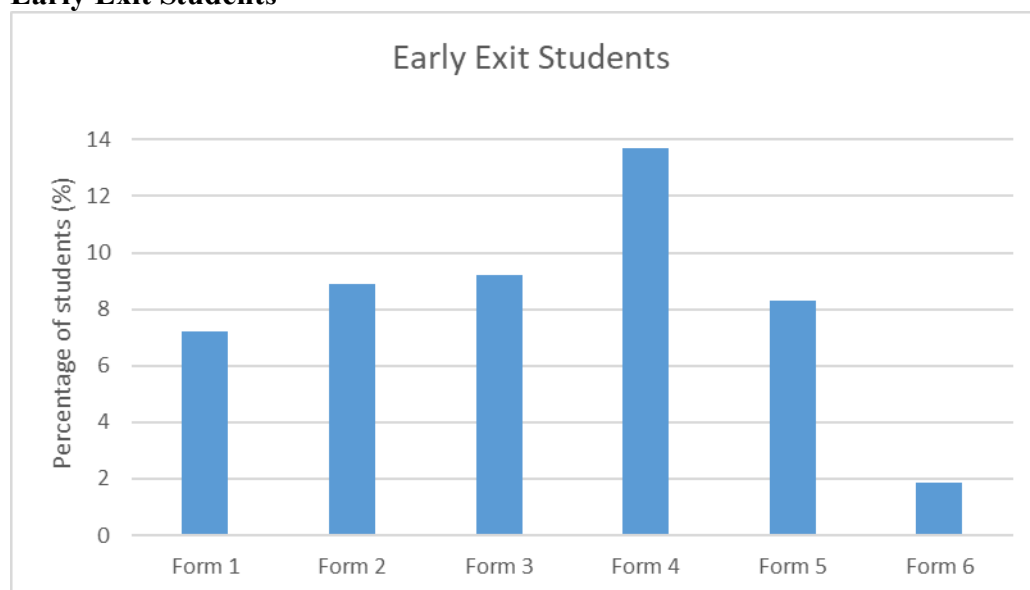
There are 30 classes, with 1032 students enrolled. Class structure is as follows:

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	5	30
Total Enrollment	180	180	174	168	169	161	1032

Attendance



Early Exit Students



(4) Support for Student Development

To embrace holistic education, various committees and teams of our school provided our students with valuable opportunities beyond lesson time to develop in the moral, intellectual, physical, social, aesthetic and spiritual aspects, details of which are as follows:

Counselling Committee

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To promote positive development in the Form 1 students (especially those with special needs), and foster positive affectivity among students through various activities (e.g. sharing sessions etc.). 	Big Sisters Scheme (Online/ in-school)	Forms 1, 3 and 4
<ul style="list-style-type: none"> - To strengthen students' confidence and enlarge their social circles by grouping those who are more socially isolated together to participate in small group activities. - To foster positive affectivity among students, e.g. caring for the others 	Peer Support Network (Online/ in-school)	Forms 1 to 3
<ul style="list-style-type: none"> - To enhance the resilience of the students. - To foster positive affectivity among students through promoting positive values in activities. 	Challenge Accepted Program (Online/ in-school)	Forms 2 to 3
<ul style="list-style-type: none"> - To promote the importance of family relationships to students and parents. - To enhance the parent-child relationships 	Family Seed Program (Online/ in-school)	Forms 1 - 6
<ul style="list-style-type: none"> - To enhance students' self-awareness towards their potential and their self-confidence. - To foster positive affectivity among students through sharing. 	Psycho-education Class Program (In-school)	Form 4
<ul style="list-style-type: none"> - To develop positive attitudes towards adversity in students through sharing with them life warriors' stories. - To enhance students' sense of respect for others. - To foster positive affectivity among students through sharing. 	Live for Life Talk (In-school)	Form 4
<ul style="list-style-type: none"> - To help students affirm their strengths and ability and thus establish their career plan more confidently. - To foster positive affectivity among students through appreciating each other. 	Self-appreciation Workshop for Career Planning (In-school)	Form 5
<ul style="list-style-type: none"> - To ease students' study-related stress. - To strengthen the sense of peer support and support from teachers in the students. - To foster positive affectivity among students through 	Form 6 Stress Management Workshop (In-school)	Form 6

sharing and encouraging messages.		
<ul style="list-style-type: none"> - To help new students better adapt to the new school environment. - To foster positive affectivity among students through sharing. 	New students' sharing (Online)	Forms 2 to 5
<ul style="list-style-type: none"> - To equip the girls with adequate emotional management skills. - To foster positive affectivity among students through supporting each other. 	SEN support work – Emotion Support Group (Online)	Forms 3 to 6
<ul style="list-style-type: none"> - To enhance the problem solving skills of the students in dealing with daily life challenges and even crises. - To strengthen the communication with teachers and enhance sharing of teachers to students through debriefing. 	Form 1 Camp Activity (Suspended due to pandemic)	Form 1 students
<ul style="list-style-type: none"> - To psychologically prepare the students about the upcoming challenges that they may face in the new learning environment 	Form 1 Induction Program (Online)	Form 1
<ul style="list-style-type: none"> - To enhance mutual support and understanding among students so as to increase their peer cohesion 	Form One Class Program (In-school)	Form 1
<ul style="list-style-type: none"> - To identify students are in need and provide emotion follow-up service. 	Form 2 screening test and Form 2 Support Program (In-school/online)	Form 2
<ul style="list-style-type: none"> - To identify students who may require more attention due to their mental health status - To provide individual and group / peer support to the students 	DASS 21 Screening Test and Form 5 Stress Management Program (In-school)	Form 5
<ul style="list-style-type: none"> - To enhance the sense of self-respect, respect for others as well as self-protection in students. - To raise students' awareness towards sex issues through talks and collaboration with the FLE department 	Sex Education – Talks (In-school)	Form 3
<ul style="list-style-type: none"> - To raise new teachers' awareness towards the major difficulties encountered by our students 	Sharing with New Teachers (In-school)	All new teachers
<ul style="list-style-type: none"> - To equip students with executive functioning skills in order to enhance their sense of capability 	SEN support work – Executive functioning training workshop (In-school)	Forms 2 to 4
<ul style="list-style-type: none"> - To encourage parents to show support to the school as well as to the girls since much school adjustment is required 	F. 1 Parents' Talk (In-school)	Form 1 parents
<ul style="list-style-type: none"> - To equip parents with adequate parenting skills 	Parents' Workshop (In-school)	Form 1 parents
<ul style="list-style-type: none"> - To equip teachers with adequate counseling skills 	Teachers' Workshop (In-school)	Counselling teachers

Disciplinary Board

Objectives	Strategies/ Activities	Targets
- To facilitate prefects to assist teachers in reinforcing discipline and providing suitable guidance to their schoolmates.	Training for all prefects Leadership training with the old girls	All new prefects
- To experience nomination, election and vote-counting in the process	Election of second head prefects	F.2 – F.6 students
- To promote working efficiency and strengthen prefects' sense of belonging towards the team as prefects can directly choose their ideal leader	Election of head prefect	F.4 – F.6 prefects
- To develop peer learning, better communication between junior and senior students. - To raise the abilities of junior prefects in making proper decisions and equip them with skills for handling disciplinary matters.	Junior prefect activity: - 2 training sessions, an evaluation meeting to be held at lunch time. Junior prefects being accompanied by senior prefects to carry out duties.	F.4 prefects
- To encourage students to cultivate good virtues such as honesty, helpfulness and self-motivation - To recognize desirable behavior among students and to create an atmosphere of appreciation for positivism	Presentation of merit on good performance / conduct award plus good performance cards	F.1 – F.6 students
- To guide students to become more self-conscious of acceptable behavior - To encourage students to have good manners and courtesy - To emphasize the importance of punctuality and handing in assignment on time	Regular check on students: - Assignment record form - Classroom performance record chit - Late record form - Prefect record form	F.1 – F.6 students
- To assist the students to understand the cause of their misbehavior and to encourage them to be responsible for their wrongdoings - To help the students to identify and tackle problems so as to motivate them to develop self-discipline	Detention class	F.1 – F.6 students with names taken by teachers or prefects on breaking school rules or misbehavior for more than 4 times
- To improve the recording system, detention record system so as to save manpower	- Using eDiscipline of eClass for recording	All teachers
- To develop a proper sense of the use of electronic devices	- Executing rules and policies in the AUP	All students
- To strengthen students' discipline awareness	- Understanding of school rules	2021-2022 F.1 students

Mentoring Team

Objectives	Strategies/ Activities	Targets
<u>For F.1-F.3:</u> - To discuss with mentees their short-term and	1 st Formal Meeting - F.1-F.3 – Goal	F.1-F.6 Mentees and

Objectives	Strategies/ Activities	Targets
long-term goals <u>For F.4-F.5:</u> - To discuss plan for their careers and life planning actions <u>For F.6:</u> - To review study and/or career choices	Setting - F.4-F.6 – Planning Mode: In groups	Teacher Mentors
- To build relationship between mentors and mentees	Informal meetings	F.1-F.6 Mentees and Teacher Mentors
<u>For F.1-F.3:</u> - To reflect on how successful mentees achieve their goals <u>For F.4-F.5:</u> - To explore mentee's strengths and areas for improvement with regard to her pursuit in studies and career planning	2 nd Formal Meeting - F.1-F.3 – Review of Goals and Performance - F.4-F.5 – Reflection 3 rd Formal Meeting - F.1-F.3 - Review of Long-term Goal - F.4-F.5- Review of Experiences in Career Planning (Suspended due to pandemic) Mode: one-to-one	F.1-F.5 Mentees and Teacher Mentors
- To encourage students to reflect on their performances in achieving their goals - To raise their awareness of their strengths and weaknesses	Self-reflection	F.1-F.3 Mentees
- To celebrate achievements and recognize efforts of all participants (mentors and mentees)	Closing ceremony (Suspended due to pandemic)	F.6 Mentees and Teacher Mentors

中文辯論隊

計劃目的	策略/活動	對象
- 增強學生思維能力 - 增強學生溝通協作能力 - 提升學生辯論技巧 - 凝聚舊生力量	常規訓練計劃 - 粵語 - 普通話	全隊隊員 (邀請舊生參與)
- 提供機會讓同學實踐所學 - 增強學生口語及思維能力 - 培養學生關心時事	香港校際辯論比賽	全隊隊員
- 開拓學生國際視野 - 鼓勵學生研究世界議題	國際辯論比賽	普通話辯論隊
- 推廣協恩思辯風氣 - 增強學生溝通協作能力	班際辯論賽 (因疫情停辦)	中一至中三同學

計劃目的	策略/活動	對象
- 增強學生活動組織能力		

English Debating Team

Objectives	Strategies/ Activities	Targets
- To promote the art of debate and eloquence of speech among students - To enhance students' critical thinking skills and global awareness	Participating in external competitions	Team members
	Participating in Hong Kong Model United Nations	Team members
	Organising internal programmes, such as: - training schemes for the team; - English Debating Introductory Programme; - Inter-class English Debating Competition (Suspended due to pandemic)	Team members/ All students

Reading to Learn

Objectives	Strategies/ Activities	Targets
To understand students' reading habits and further provide suitable resources to them	A collection box was put in the School Library to encourage students to suggest new books to be bought by the School Library in order to better fit students' needs. (Suspended due to pandemic)	Whole school
To allocate more time for reading and hence build reading habit in students	Reading sessions were carried out throughout the year during assembly time. (Suspended due to pandemic)	Whole school
To encourage students to read for pleasure by providing a diversified range of appropriate reading materials to students	Books were introduced to students via the School Library Facebook page ('Food for Thought 腹有詩書氣自華') and Instagram account. Photos showing the covers and some pages of the books were shown to attract students.	Whole school
	Science related articles were posted by the Science Ambassadors regularly to encourage students to read. Science and Technology Society incorporated reading into experience (Suspended due to pandemic)	Whole school
	Promotion of newspaper subscription scheme (SCMP, Sing Tao Daily, Ming Pao Daily, Hong Kong Economic Times)	Whole school
	The Department of English introduced a wide range of books (both fiction and non-fiction) in English II. Titles were highlighted in the first page of the e-library system to arouse students' interest in reading.	Form 1 to Form 3 students
	Reading Club held book sharing sessions in collaboration with the Chinese Department and English Society. Books and articles of different themes were introduced according to needs to students.	Whole School
To bring in external resources in promoting reading to learn	Annual Book Fair	Whole school
To promote reading across curriculum so that	Joint school creative writing workshops inviting prominent writers to conduct sharing and to guide	Whole School

students may learn to transfer knowledge across the curriculum	students to write through reading classics were organised by the Chinese Department. (Suspended due to pandemic)	
	Book talks on different topics and genres were arranged for different forms during assembly on the first week of reading fortnight. (Suspended due to pandemic)	Whole school
	The F.1 bridging course on English language involved reading across curriculum with materials covering non-language subjects, for example, Integrated Science and Integrated Humanities. (Suspended due to pandemic)	Form 1 students
	The team explored the possibility to introduce an online cross-curricular reading platform among students in the future.	Whole school
	e-books on e-library system	Whole school

Physical Education

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To promote “One Sport One Life” - To encourage multi-dimensional thinking in students - To promote peer learning - To foster students’ personal responsibility in learning - To help students acquire good health, physical fitness and bodily co-ordination by means of teaching them various sports skills and knowledge - To help students to develop their generic skills towards life-long learning - To promote co-operation in communal life among students through participation in extra-curricular activities - To strengthen students’ ability in sports by involving them in the training of various sports teams - To extend the non-team students’ interest in sports through different interest classes 	<u>Interest classes</u> (Suspended due to pandemic)	F.1-F.5
	<u>Services</u> Training the leadership skills of sports team captains through participating in the following events: <ul style="list-style-type: none"> - F.1 Orientation Day - F.1 Admission Talk - School Swimming Gala 	Sports Teams leaders
	Inviting F.3 to F.6 students to serve as officials in School Swimming Gala and Athletics Meet. (Suspended due to pandemic)	F.3-F.6
	<u>Appreciation of competitions</u> Supporting our athletes by participating in inter-school competitions (Suspended due to pandemic)	Selected classes
	<u>Trainings and competitions</u> <ul style="list-style-type: none"> - Providing training at least twice a week for each of the 23 sports teams - Participating in different inter-school competitions. 	All students

Community Services

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To cultivate in our students a keenness 	Organising voluntary services, such as: <ul style="list-style-type: none"> - letting students reflect on the issue of abandonment and abuse of pets by taking care of stray dogs in 	All students

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - to serve new perspectives for participants to understand the needs in our community - To nurture students to become more caring and empathetic individuals 	<ul style="list-style-type: none"> - collaboration with the Kelly Animals Shelter; cleaning beaches and mountain roads near the Wong Shek Pier in collaboration with “Ecobus” 	
	Recruiting members for the Volunteer Team and carrying out different kinds of services in collaboration with the Hong Kong Federation of Youth Groups (Farm Road), such as: <ul style="list-style-type: none"> - organising the online Fun Day as well as in face-to-face mode - playing games and making handicrafts with children - celebrating different festivals with children - learning English with children 	All students
	Recruiting members for the Community Youth Club	All students

Music

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To improve the techniques of music playing and ensembles skills of our musicians - To build up team work - To encourage lifelong participation in music making - To strengthen the bonding among students 	Choral day camp	All choir members
<ul style="list-style-type: none"> - To enhance friendship between schools - To promote musicians to strive for excellence and perfection through participating in competitions - To strengthen team work - To promote appreciation of artistry and musicality of music performances through performances by other schools 	73 rd Hong Kong Schools Music Festival	All musicians who are interested in individual competition
<ul style="list-style-type: none"> - To share the joy of music making with the general public - To encourage cross-form team work of choir members 	Christmas caroling (An online performance from junior choir choristers was shared during the carol service. All hotel performances were cancelled.)	Members of Junior Choir and Senior Choir
<ul style="list-style-type: none"> - To provide students with an opportunity to learn musical instruments. 	Instrumental classes	Interested students (general students with different abilities)
<ul style="list-style-type: none"> - To encourage holistic development among our music leaders - To strengthen the bonding among students 	Annual concert	Musicians
<ul style="list-style-type: none"> - To provide international exposure for musicians 	Taipei International Choir competition (Online mode)	Members of choir

<ul style="list-style-type: none"> - To cater to learner diversity through e-learning - To continue music making in small groups during the pandemic with virtual ensemble - Elite students helping out with less skillful students 	ensemble making through virtual software in orchestral groups and choir	members of orchestra, string orchestra, symphonic band and senior choir
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Visual Arts

Visual Arts		Objectives	Strategies/ Activities	Targets								
		<ul style="list-style-type: none">- To enrich students' experience and open up their senses- To broaden students' horizons and unleash their creativity via different art forms	Introducing different elements to the senior form visual arts curriculum, such as exhibitions, dramas, visits, and experiential artmaking in nature.	F.4-F.5 Visual Arts students								
		<ul style="list-style-type: none">- To provide art-related work experience and information to students	Organising careers-related activities for students, such as: <ul style="list-style-type: none">- inviting local and overseas alumnae, university lecturers and artists to share their experience and the current trends in the industry- visiting artists' studios to have direct dialogue with artists- Arranging guided tours by alumnae to visit the university graduation shows.	F.4 Visual Arts students								
		<ul style="list-style-type: none">- To provide an opportunity for our senior form visual arts students to learn from artists of different styles and expertise	Organising artist-in-school programme by inviting visual artists to guide our students in art making as below: <table><tr><th>Artist-in-school Programmes</th><th>Artists</th></tr><tr><td>Self-exploration (F.4)</td><td>Ms. Jenny Li</td></tr><tr><td>Portfolio-building (F.5)</td><td>Ms. Ki Wong</td></tr><tr><td>Painting skills (F.4-6)</td><td>Mr. Clement Yeung</td></tr></table>	Artist-in-school Programmes	Artists	Self-exploration (F.4)	Ms. Jenny Li	Portfolio-building (F.5)	Ms. Ki Wong	Painting skills (F.4-6)	Mr. Clement Yeung	F.4-F.5 Visual Arts students
Artist-in-school Programmes	Artists											
Self-exploration (F.4)	Ms. Jenny Li											
Portfolio-building (F.5)	Ms. Ki Wong											
Painting skills (F.4-6)	Mr. Clement Yeung											
		<ul style="list-style-type: none">- To enhance students' understanding of the contemporary art scene- To allow students to showcase their creativity through different kinds of media	Participating in various external competitions and schemes, such as: <ul style="list-style-type: none">- The China National Children's Fine Arts, Calligraphy and Photography Album- J3-J12 Hong Kong Children's Painting Competition 2020-2021- The 10th World Children Art Awards 2021- YMCA of Hong Kong 'Fai Chun' Design Competition 2021 Children Group (6-12 years)	All students								
		<ul style="list-style-type: none">- To promote the visual arts culture on campus	Organising activities through the Visual Arts Club, including: <ul style="list-style-type: none">- an online embroidery workshop	All students								

Christian Activities Committee

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To equip the Committee members to 	Training for the Committee members	All fellowship

Objectives	Strategies/ Activities	Targets
be humble servants of God	of fellowship	committee members
- To allow students to share their faith, hope and love for others with communion in God	Regular Friday meetings (Online mode)	All students
- To bring students together and help them submit to God through prayers	Prayer meetings	All students
- To allow students to study the Bible together - To provide pastoral care for all students	Bible study sessions	All students
- To gather all Christians in Heep Yunn at the beginning of term so as to remind them of the responsibilities of a believer	Annual Christians' gathering (message disseminated via videos posted on Instagram)	All Christians
- To strengthen the communication among the committee members - To reinforce committee member's discipleship to Jesus Christ.	Retreat day camp (Online mode)	All fellowship committee members
- To preach the gospel of Jesus Christ to non-believers	Evangelical Meeting	F.1- F.5 students
- To enlighten students to experience God - To allow spiritual discussion among teachers and students	Summer half-day camp	All students
- To provide support to F6 students before the release of DSE results	Prayer meeting for DSE students (Online mode)	F. 6 students

Careers and Guidance Committee

Objectives	Strategies/ Activities	Targets
- Provide students with adequate information for post-secondary choices. - Motivate students to give consideration to their choices	JUPAS applications Coordinators: - guided students through process of JUPAS applications - checked & advised on students' JUPAS applications - including group follow-up by Careers teachers - verified students' documents - liaised with universities regarding JUPAS applications - created 'JUPAS' information booklet for students' reference	F.6 F.5
- Provide students with exposure to the workplace -Acquire basic skills & attitude required for work	Work Experience Placement Programme - All F.4 students were given a 4-day work placement in line with their career interests	F.4

Objectives	Strategies/ Activities	Targets
- Motivate students to do further workplace exploration	<ul style="list-style-type: none"> - Coordinators liaised with companies & ran preparation workshops. - Careers Committee teachers visited students on placement. - Student debriefing, evaluation of student outcomes and company feedback. - (Suspended due to pandemic) 	
<ul style="list-style-type: none"> - Inform students of OLE and other information about work-related programmes - Provide teachers with better student profile to aid careers and life counselling 	Careers-related info Dissemination and Collation Coordinators: <ul style="list-style-type: none"> - Coordinated information about external programmes and activities which boost OLE opportunities for students. - Disseminated and promoted OLE activities to target students through online platforms and boards - Collated careers-related information for reference by Careers Committee and teacher mentors 	F.4-F.6
<ul style="list-style-type: none"> - Provide students with advice, perspectives & support in their career exploration and planning - Build and nurture connections between students and alumnae to strengthen school network 	Alumnae Mentorship & Careers Sharing Co-ordinated and monitored: <ul style="list-style-type: none"> (i) Alumnae mentorship scheme (including alumnae workshops) (ii) Alumnae sharing sessions (post-examination F.5 Careers Morning) 	F.4 - F.5
<ul style="list-style-type: none"> - Provide students with structured work-related experience and opportunities - Build connections with external organisations to maintain relationships with external organisations 	Work-related programmes Coordinators: <ul style="list-style-type: none"> - Recruited and led students to join various work-related & leadership programmes e.g. Business-School Partnership Programme 	F.4-F.5
- To provide students with practical information and life skills to assist with their academic and working career	Careers Lessons F.1 – Adapting to Secondary School & Study F.2 – Teamwork Skills F.3 – Preview Elective Subject Choices & Aptitude programme F.4 – Preparation for Tertiary study and workplace F.5 – Careers and Tertiary Study or Preparation for University admission F.6 – Post-secondary preparation and applications	F.1-F.6
- To give our students a deeper	Careers Taster Day	F.4-F.5

Objectives	Strategies/ Activities	Targets
insight into various occupations and courses of study	Business partners and local universities were invited to run interactive workshops and activities (Suspended due to pandemic)	
<ul style="list-style-type: none"> - Provide students with support in their application to overseas universities - Encourage capable students to consider applying for highly selective universities to develop their potential 	Overseas Applications / References (UCAS, United States, Canada, Australia, New Zealand) <ul style="list-style-type: none"> - assisted students with applications / references for studying abroad, scholarships, summer courses, enrichment programmes etc. 	F.1-F.6
<ul style="list-style-type: none"> - Provide students facing challenges and opportunities in CLP planning with support - Motivate ‘at-risk’ students to overcome difficulties in CLP planning 	Enrichment and Enhancement student consultancy <ul style="list-style-type: none"> - Teachers counselled students identified by Enrichment and Enhancement Teams with CLP needs - Coordinators liaised with suitable external organisations who can help actualise alternative pathways for students. 	F.4-F.6
<ul style="list-style-type: none"> - Provide students with support in their application to Chinese language universities 	Mainland and Taiwan (M & T) tertiary pathways e.g. Tsinghua University nomination programme <ul style="list-style-type: none"> - Teachers liaised with universities in Mainland China and Taiwan to find appropriate pathways for tertiary study. - Teachers disseminated better information regarding M&T universities. - Teachers assisted students with applications. 	F.5-F.6
<ul style="list-style-type: none"> - Develop online presence of Careers Committee to provide a communication channel for students - Provide online database of careers-related reference materials for students 	Media support <ul style="list-style-type: none"> - Filming and photography to record important CLP activities for future student reference and use (e.g. sharing by students about Work Experience; messages of support from graduates for F.6) - Uploading and maintenance of online materials 	F.3 - F.6

Study Tours and Exchange Committee

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To develop students’ confidence and independence. 	Experiential Learning Week on Campus (Cancelled due to pandemic)	F.1
<ul style="list-style-type: none"> - To experience school life in rural areas and share their English learning experience with the local students. - To broaden students’ horizons, enrich their 	Outbound Study Tour to Liannan <ul style="list-style-type: none"> - A voluntary service programme (Cancelled due to pandemic)	F.2

Objectives	Strategies/ Activities	Targets
life experience and develop their critical thinking.		
<ul style="list-style-type: none"> - To explore artistic, cultural and conservational development in Taiwan. - To broaden students' horizons, enrich their life experience and develop their critical thinking. 	Outbound Study Tour to Taiwan (Cancelled due to pandemic)	F.3
<ul style="list-style-type: none"> - To provide students with exposure to the workplace. - To help students acquire basic skills & attitude required for work. - To motivate students to do further workplace exploration. 	Work Experience Placement Programme (Cancelled due to pandemic)	F.4
<ul style="list-style-type: none"> - To explore the cultural development in South Asian regions and encourage students to serve the local community as global citizens. - To broaden students' horizons, enrich their life experience and develop their critical thinking. 	Outbound Study Tour to Cambodia (Cancelled due to pandemic)	F.5
	Beijing (RDFZ) Exchange HK Session (joint programme with LaSalle College and Maryknoll Convent School) (Cancelled due to pandemic)	Participating students from F.3 and F.4
	Shanghai (SFLS) Exchange HK Session (joint programme with LaSalle College) (Cancelled due to pandemic)	Participating students from F.2 and F.3
<ul style="list-style-type: none"> - To enhance students' understanding of what they have learnt in the classroom with practical knowledge. - To develop students' cultural awareness and understanding of other schools in China. - To provide students with an experience of city differences between Hong Kong and Beijing. - To understand the history and development of Beijing. 	Beijing (RDFZ) Exchange Beijing Session (joint programme with LaSalle College & Maryknoll Convent School) (Cancelled due to pandemic)	Participating students from F.4 & F.5
<ul style="list-style-type: none"> - To enhance students' understanding of what they have learnt in the classroom with practical knowledge. 	Shanghai (SFLS) Exchange Shanghai Session (joint programme with La Salle)	Participating students from F.2 and F.3

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To develop students' cultural awareness and understanding of other schools in China. - To provide students with an experience of city differences between Hong Kong and Shanghai. - To understand the history and development of Shanghai. 	College) (Cancelled due to pandemic)	
<ul style="list-style-type: none"> - To enrich students' sense of globalization, and to prepare them well for their future. - To understand the culture, history and technological development of Japan. - To experience local life in another city and interact with local people of Japan. 	Fukui Prefecture Environment and Culture Study Tour (Cancelled due to pandemic)	Participating students from F.1 to F.5

Student Association

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> - To enhance F.1 students' sense of belonging to and understanding of the school - To provide support and suggestions to F.1 students - To strengthen communication among different forms of students - To help F.1 students be physically and mentally prepared for secondary school life 	F.1 Orientation Programme (Online mode)	F.1 House Committee
<ul style="list-style-type: none"> - To develop the leadership potential of student leaders - To empower student leaders to be self-disciplined and independent - To enhance communication and cooperation between leaders of student organisations 	Leadership Training Camp (Suspended due to pandemic)	All Sports & Music Team captains and Student Association Executive Committee members
<ul style="list-style-type: none"> - To promote school unity - To enhance students' sense of belonging to and understanding of the school - To celebrate the 84th anniversary of the school - To encourage communication between teachers and students - To develop a harmonious and joyful ambience in the school 	Foundation Day	F.1 – F.3; F.4 – F.6
<ul style="list-style-type: none"> - To promote school unity - To enhance students' sense of belonging to the school - To foster mutual support among students - To demonstrate the school image of unity and decency 	Inter-school Swimming Competition (Suspended due to pandemic)	Swimming Team members, Cheering Team and helpers
<ul style="list-style-type: none"> - To enhance parents' understanding of the school in different aspects - To convey an accurate and positive image of school to parents and prospective students with diverse student 	F.1 Admission Talk (Online mode)	P.6 Parents and Prospective Students

Objectives	Strategies/ Activities	Targets
ambassadors and co-curricular activities - To demonstrate the school image of unity and decency		
- To provide a platform for students to unleash their performing talents and step out of their comfort zone - To encourage communication between teachers and students - To develop a harmonious and joyful ambience in the school	Talent Show	F.1 – F.6
- To raise students' awareness about local current issues of human interest - To encourage students to pay attention to the needy in their communities - To encourage the giving and sharing of time, skills, and hospitality	Community Services	F.1 – F.6
- To improve communication between students and the school - To encourage students to formulate, and voice their opinions about school affairs	Student Council	F.1 – F.6 and Class Representatives
- To foster student ambassadors' understanding of school history and characteristics - To train presentation skills of student ambassadors through trainings and practical receptions - To impress school guests with students' decency and Heep Yunn uniqueness	School Tours	Student Ambassadors
- To promote school unity - To enhance students' sense of belonging to and understanding of the school - To provide assistance and support to co-curricular activity groups and teams	Support co-curricular activities	All co-curricular activities groups and teams
- To use Social Media to unite different stakeholders of the school - To update recent school activities and news - To show the lively image of Heep Yunn	Managing Social Media	School body, teachers, current students, old girls, parents

Other Co-curricular Activities

Drama Group
EMI Drama Team
Publications

Clubs

Dance Club
Japanese and Korean Culture Club
Psychology and Counselling Club
Reading Club
Recreation Club
Visual Arts Club
Zonta Club

Societies

Business Administration Society
Chinese Society
Computer Society
English Society
Earth Science Society
Global Issues Society
Heritage and Cultural Society
Mathematics Society
Putonghua Society
Science and Technology Society
Technology and Living Society

School Services

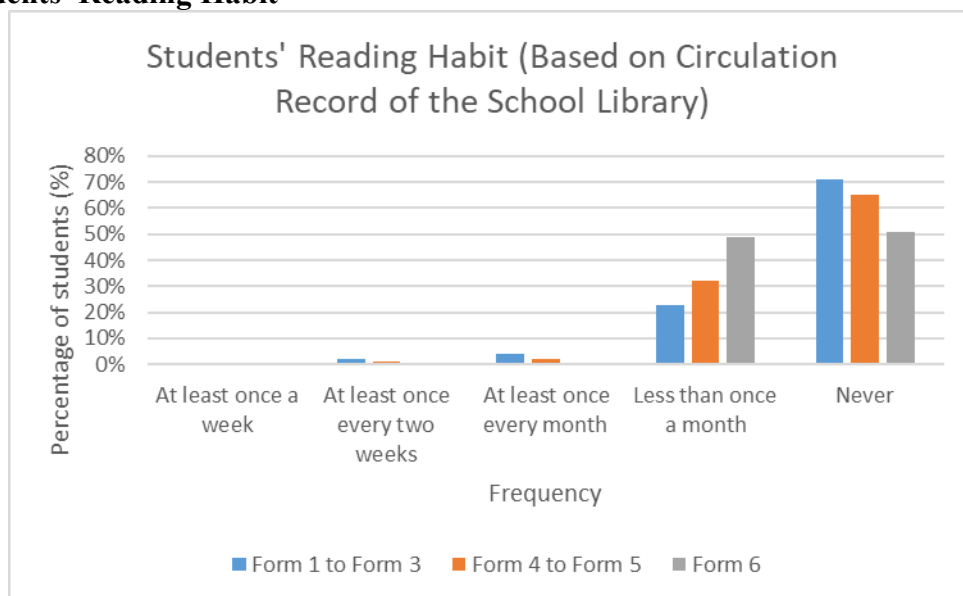
Audio Visual Team
Big Sister Scheme
Careers and Life Planning Team
Community Youth Club
Counselling Service Team
Girl Guides
Library Prefects
Media Team
Photography Team
School Ambassador Team
Student Council
Volunteer Team
Heep House
Yunn House
Chung House
Hok House
Hau House

STEM Team

Mathematical Olympiad Team
Science Team

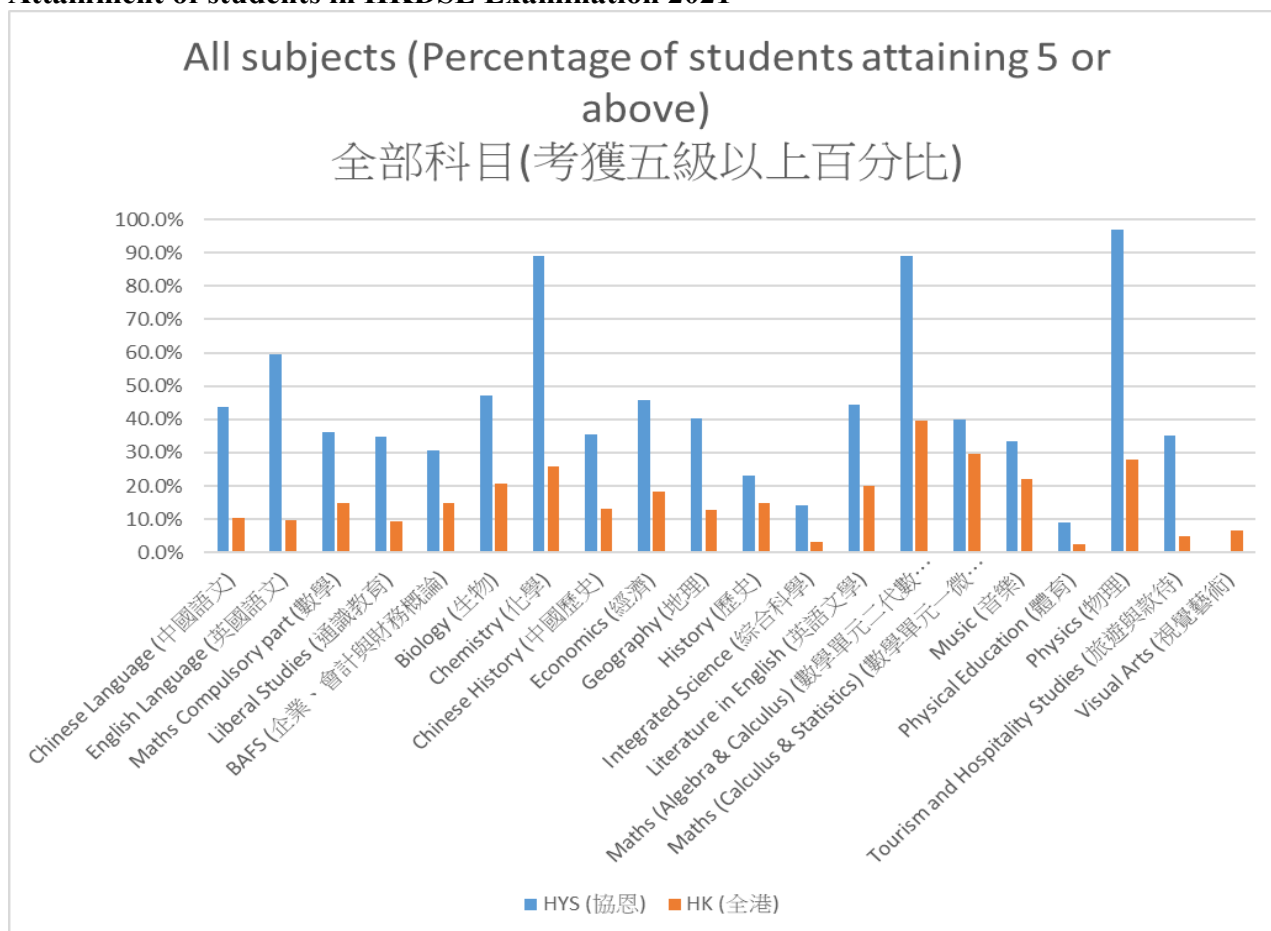
(5) Student Performance

Students' Reading Habit



- The above data reflects the circulation record of library resources.
- Students also made use of resources via internet services and public libraries.

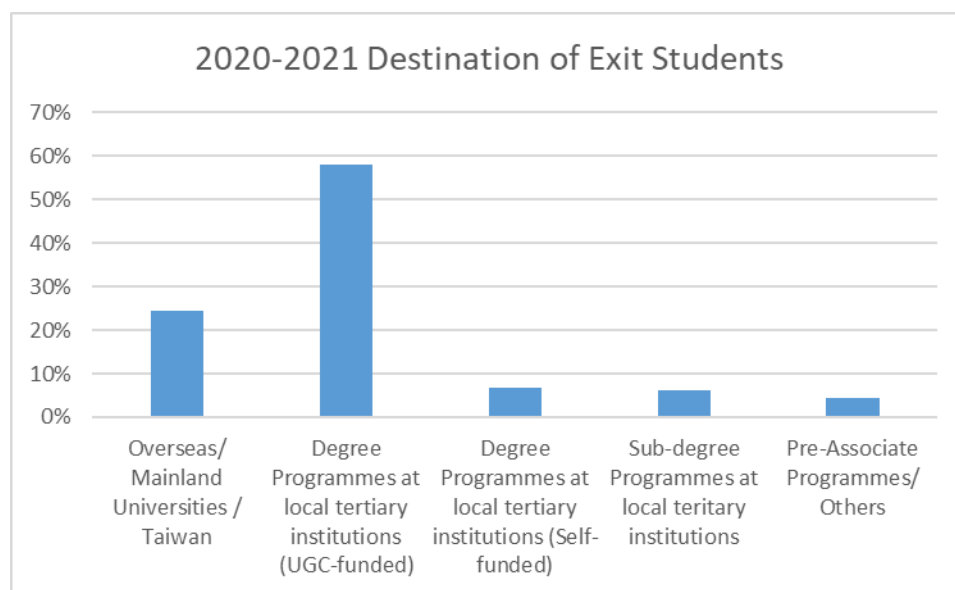
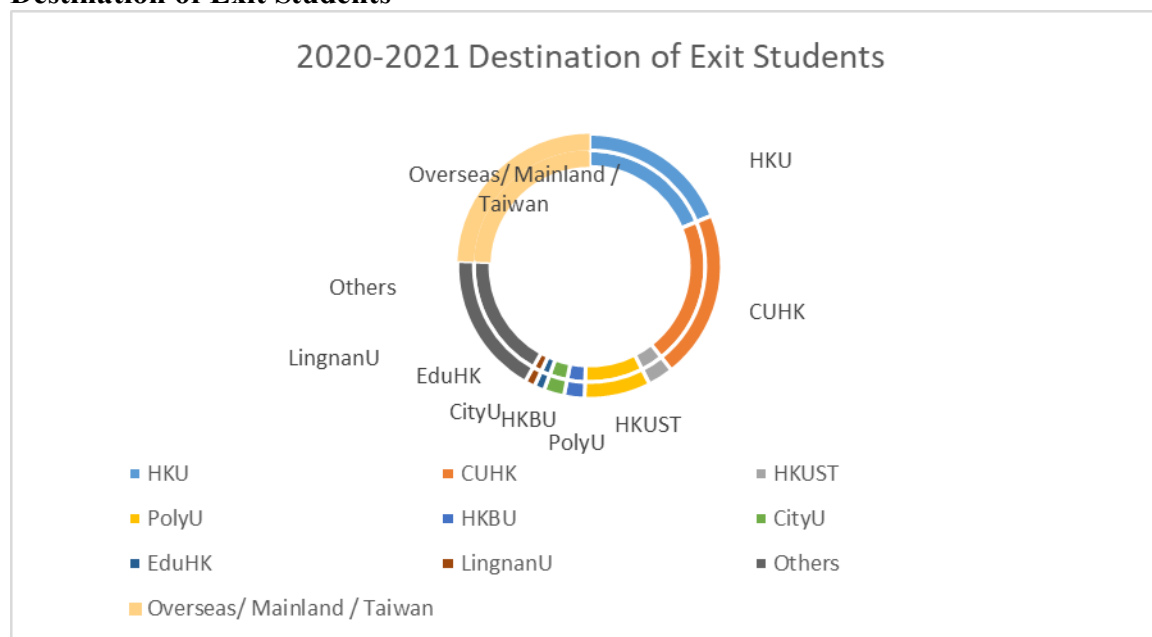
Attainment of students in HKDSE Examination 2021



Attainment of students in HKDSE Examination 2020

Subject	Percentage of students attaining 5 or above	
	HYS	HK
Physics (物理)	96.8%	28.0%
Chemistry (化學)	89.1%	25.9%
Mathematics (Algebra & Calculus) (數學單元二代數與微積分)	88.9%	39.7%
English Language (英國語文)	59.5%	9.6%

Destination of Exit Students



Other Achievements and Awards

Sir Edward Youde Memorial Prizes 2020-21

Ma Mo Yin Joyce	6D
Kwok Yip Ching	6D

Home Affairs Bureau Multi-faceted Excellence Scholarship 2021

Fong Elim	6E
Kwong On Shin	6E

HKU Sports Scholarship Scheme

Cheung Yi Ki	6C
Chan Ho Ling	6D
Chan Wing Yiu	6D
Ho Kin Ling	6E

CUHK Sports Scholarship Scheme

Kwong Hoi Yan	6A
Poon Yiu Man Kylie	6C
Yeung Tsoi Yuk	6C

PolyU Outstanding Sportsmen Recommendation Scheme

Yip Charis Gabrielle Chak Yan	6C
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CityU Student Athletes Admission Scheme

Yip Sin Yi Cindy	6C
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Johns Hopkins CTY Scholarship 2021

Lee Chiu Yin	2A
Ng Cheuk Ying Isabelle	2A
Ng Wing Shan	2A
Lam Hoi Kwan	2B
Soo Pan Sum	2B
Deng Han Ying Cheryl	3B
Lam Hoi Yiu	3B

South China Morning Post Student of the Year 2021

Best Devotion to School (Winner)

Ma Hiu Lam	6E
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Performing Artist (Winner)

Chung On Ching	5E
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Linguist (Cantonese) (Shortlisted)

Ling Hiu Yi	6E
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Linguist (English) (Shortlisted)

Wong Wing Man	6E
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Linguist (Putonghua) (Shortlisted)

Sun Lok Yan 6D

The 33rd HKSAR Outstanding Students Selection (Top 20 Finalist)

Chow Hoi Tung 5D

HKU International Symposium on STEM Education 2021- SDG Champion

Li Ning Yu 3A

HKU Business Academy for the Talented - Collaborative Innovation Bootcamp

Best Project Award

Lau Oi Lam 4E

Outstanding Girl Guide Award 2021

Ling Wing Hei 4A

Ye Zi Ya 4D

Or Hiu Lam 5C

Language Arts

第十九屆基本法多面體 — 全港中學生辯論賽粵語組

總冠軍

張欣晴 三甲

林可欣 三丁

李靜彤 三戊

吳嘉詠 四丁

蕭嘉昕 五丁

李靜嵐 五戊

蘇敏慧 五戊

杜穎淇 五戊

初賽最佳辯員

李靜嵐 五戊

第一回合複賽最佳辯員

張欣晴 三甲

第二回合複賽最佳辯員

杜穎淇 五戊

決賽最佳辯員

張欣晴 三甲

2020-2021 模擬法庭·工義教育計劃 模擬法庭比賽 (香港善導會主辦)

勝出隊伍

鄭忻喬 三甲

江禮晴 三乙

馮靖 三戊

陳靖嵐 四甲

江緻柔	四甲
吳嘉詠	四丁
林樂晴	四戊
徐惠雅	四戊

最佳律師

江緻柔	四甲
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星島第三十五屆全港校際辯論比賽 (星島日報主辦)

第二至第五回合初賽最佳辯員

李靜嵐	五戊
-----	----

第十九屆基本法多面體 — 全港中學生辯論賽普通語組

總冠軍

劉彥彤	四甲
溫嘉怡	四丁
林倚祈	四戊
黃心璇	五戊

初賽及決賽最佳辯員

林倚祈	四戊
-----	----

準決賽最佳辯員

劉彥彤	四甲
-----	----

思華盃國際中學華語網絡辯論賽 (馬來西亞 UCSI 大學主辦)

冠軍

劉彥彤	四甲
溫嘉怡	四丁
林樂晴	四戊
林倚祈	四戊
蕭嘉昕	五丁
黃心璇	五戊

32 強小組循環賽最佳辯手

林倚祈	四戊
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32 強、16 強小組循環賽最佳辯手、賽事全程最佳辯手

溫嘉怡	四丁
-----	----

16 強小組循環賽最佳辯手

劉彥彤	四甲
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2021 縱橫盃中學中文辯論賽 (亞洲思辨教育學會主辦)

海外組季軍

劉彥彤	四甲
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溫嘉怡	四丁
林倚祈	四戊
蕭嘉昕	五丁
黃心璇	五戊

小組循環賽最佳辯手

溫嘉怡	四丁
黃心璇	五戊

2021 縱橫杯國際學校中文辯論賽

B 組季軍

吳穎珊	二甲
楊莉雯	二丙
梁嘉文	二戊
歐曉晴	三甲
鄭心裕	三乙
江禮晴	三乙
馮靖	三戊
楊惠雅	三戊
蕭嘉昕	五丁
黃心璇	五戊

聯合盃 第五屆香港中學生聯校普通話辯論比賽 (李寶椿聯合世界書院主辦)

季軍

楊莉雯	二丙
歐曉晴	三甲
林可欣	三丁
李靜彤	三戊
潘樂津	三丁
劉彥彤	四甲
吳嘉詠	四丁
溫嘉怡	四丁
林樂晴	四戊
林倚祈	四戊
蕭嘉昕	五丁
李靜嵐	五戊
蘇敏慧	五戊
黃心璇	五戊

小組賽第一輪最佳辯手

林倚祈	四戊
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小組賽第二、三輪及季軍賽最佳辯手

黃心璇	五戊
-----	----

小組賽第四輪最佳辯手

楊惠雅

三戊

第七十二屆校際朗誦節

散文獨誦：

冠軍（粵）：徐斐（一丁）

亞軍（粵）：黃靖淳（四丁）

季軍（粵）：張梨雅（一丙）、張芯淪（二丁）、盧智妍（六乙）

冠軍（普）：徐斐（一丁）、余懿行（五乙）

季軍（普）：鄭栩怡（三甲）

詩詞獨誦：

冠軍（粵）：余懿行（五乙）

亞軍（粵）：歐陽沛錡（一丁）、徐斐（一丁）、黃逸桐（一戊）、鄭心裕（三乙）

冠軍（普）：古舒心（一丙）、歐陽沛錡（一丁）

亞軍（普）：王顧恩（五甲）

季軍（普）：徐斐（一丁）、蔡穎臻（一戊）

二人對話：

冠軍：廖悅因（一丁）、黃樂晴（一丁）

季軍：王伊琳（二丙）、黃詠茵（二丁）

基督教經文朗誦：

冠軍：徐斐（一丁）

亞軍：梁采頤（三戊）

歌詞朗誦：

冠軍：黃樂晴（一丁）、梁采頤（三戊）

季軍：徐斐（一丁）

香港教育發展協會、粵港澳大灣區教育發展協會、領域國際集團、思沛國際主辦 2021 香港學界朗誦大賽

粵語獨誦冠軍、普通話獨誦冠軍：徐斐（一丁）

第二十三屆全港中小學普通話演講比賽

季軍：古舒心（一丙）

優異星獎：徐斐（一丁）、馬珮瑜（三戊）、麥中澄（三戊）

朗誦及音樂推廣協會主辦第十四屆全港學生公開朗誦比賽

粵語中學組S1冠軍、普通話中學組S1-S2亞軍：歐陽沛錡（一丁）

「吳糜榴麗演講盃」中文演講比賽2021（校內）

初級組

冠軍：林可欣（三丁）
亞軍：楊靜得（三丁）
季軍：何錦穎（一乙）

高級組

冠軍：溫嘉怡（四丁）
亞軍：林倚祈（四戊）
季軍：李靜嵐（五戊）

普通話組

冠軍：歐陽沛錡（一丁）
亞軍：陳景童（二戊）
季軍：黃心璇（五戊）

香港城市大學主辦城市文學獎 2020

中學小說組冠軍：楊靜得（三丁）
中學小說組季軍：孫樂欣（六丁）
中學散文組優異：楊靜得（三丁）

香港教育大學人文學院、中國語言學系、宗教教育與心靈教育中心主辦第一屆大灣區「尊師重道」生命教育徵文比賽

高中組優秀作品：李靖琳（四戊）

香港教育專業人員協會主辦第 31 屆中學生好書龍虎榜

初級組讀後感寫作比賽優異獎：奚鈺婷（四戊）、李思捷（四戊）

香港認知障礙症協會、蘇豪香港扶輪社、香港新世代扶輪社、香港海景驕陽扶輪社主辦第二屆「回憶。禮。」扶輪香港微小說創作比賽

優異獎：鄭宇珊（五甲）、張詠晴（五丁）、梁琛兒（五丁）
鼓勵獎：張心饒（二甲）、蔡恩曦（二甲）、馮易思（二甲）

第三十二屆中學生閱讀報告比賽

中文廣泛閱讀組(初級組)優異獎：李樂珊（三乙）

香港教育專業人員協會第十屆《香港中學生文藝月刊》校園創作擂台陣

優異獎：孫樂欣（六丁）

中國青少年語言文化學會主辦 2020-2021 年全國青少年語文知識大賽「菁英盃」現場作文比賽

初賽二等獎、決賽二等獎、總決賽三等獎：蘇泳桐（四丙）、李靖琳（四戊）
初賽二等獎、決賽三等獎、總決賽二等獎：戴慧明（四戊）

中國語文教育研究學會主辦「中國語文菁英計劃(2020-21)」

菁英金獎：張曼穎（三乙）
菁英銅獎：歐曉晴（三甲）、李樂珊（三乙）
即席辯論比賽冠軍：張曼穎（三乙）

即席演講比賽亞軍：張曼穎（三乙）

創意寫作比賽優異獎：歐曉晴（三甲）

團體寫作比賽優異獎：歐曉晴（三甲）、李樂珊（三乙）、張曼穎（三乙）

協恩中學主辦，民生書院、喇沙書院、聖芳濟書院、文理書院（九龍）合辦第十四屆「聯校文學創作比賽」

初級組微型小說冠軍：陳婧之（二乙）

初級組微型小說亞軍：馬楚榕（一丁）

初級組微型小說季軍：郭梓熹（一甲）

初級組散文亞軍：李欣慧（一甲）

初級組新詩冠軍：葉梓沂（三戊）

初級組新詩亞軍：江禮晴（三乙）

初級組新詩季軍：張宇晴（二丁）

高級組微型小說冠軍：馬子喬（五丁）

高級組散文亞軍：馬婕妤（五戊）

高級組新詩冠軍：吳偲蓓（五戊）

The 72nd Hong Kong Schools Speech Festival

Solo Verse Speaking

1 st	Yiu Hei Lam	2E	2 nd	Ng Pui Ying	5A
1 st	Leung Choy Yi	3E	2 nd	Yu Yee Hang	5B
1 st	Leung Ying Ying	2E	2 nd	Fong Tsz Tung	5D
1 st	Leung Po Yiu Cheryl	5C	2 nd	Ng Yan Kiu	5E
2 nd	Ng Hei Yu	1D	3 rd	Fok Yan Tung	1B
2 nd	Wong Lok Ching	1D	3 rd	Lee Sum Yin	1E
2 nd	Choi Yan Hei	2A	3 rd	Ma Wing Yu	4C
2 nd	Ip Yi Ling	3C	3 rd	Shum Lok	4E
2 nd	Ng Sze Heng Sharon	4D	3 rd	Lee On Yui	5D
2 nd	Poon Cheuk Ying	4E	3 rd	Ng Yan Hei	5D

Solo Prose Reading

2 nd	Wan Hiu Nam	6C
2 nd	Ng Tsam Yi	3E
2 nd	Leung Choy yi	3E
3 rd	Chan Elaine	4A

Solo Prose Speaking

3 rd	Ng Alexandria Sze Ching	4B
3 rd	Chan Wing Tung	5E
3 rd	Shiu Yan Tung Hitomi	6D

Dramatic Duologue

1 st	Hon Sum Kiu	1C	2 nd	Ng Yan Hei	5D
1 st	Liu Yuet Yan	1D	2 nd	So Wing Shun	5D
1 st	Chen Man Chin	4D	2 nd	Ng Yi Ka	6B
1 st	Chu Sui Lam	4D	2 nd	Vong Ling Lee Lily	6C

1 st	Fong Tsz Tung	5D	3 rd	Chung Yan Wa	3A
1 st	Joyce Chan	5E	3 rd	Cheng Sum Yue Sabrina	3B

Public Speaking Solo

2 nd	Chan Lok Yan Betty	4E
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Shakespeare Monologue

3 rd	Liu Yuet Yan	1D
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The HKBU CIE English Public Speaking Contest 2021

Top Ten Candidates

Chan Lok Yan Betty	4E
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Hong Kong Young Writers Awards 2021

Hong Kong Young Writer of the Year 2021

Tsui Yu Hei Iris	5E
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Winner of the Fiction Category Group 4

Tsui Yu Hei Iris	5E
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Shortlisted and Highly Commended

Chen Man Chin Michelle	4D
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Chu Sui Lam Ariel	4D
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The Harvard Book Prize 2021

Winner

Tsui Yu Hei Iris	5E
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1st Runner-up

Chan Wing Tung	5E
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2nd Runner-up

Zhu Yidan	5D
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Hong Kong Budding Poets (English) Award 2020/21

The Outstanding Student Poets Awards (Secondary Section) – Silver

Chen Man Chin Michelle	4D
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Tsui Yu Hei Iris	5E
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The Outstanding Student Poets Awards (Secondary Section) – Bronze

Zhu Yidan	5D
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Honourable Mention

Chu Sui Lam Ariel	4D
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The Poet of the School Award

Chu Sui Lam Ariel	4D
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The 17th Biliteracy & Trilingualism Composition and Speech Competition

Certificate of Merit

Chan Hiu Yau	3A
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Leung Yee Kiu	3B
Chan Wing Tung	5E

Students' Top Ten News Election 2020

News Commentary Competition: Junior Forms

Champion	
Lau Yin Tung	1A

2 nd Runner-up	
To Yee Man	2C

News Commentary Competition: Senior Forms

Champion	
Chu Sui Lam Ariel	4D

The American Chamber of Commerce Charitable Foundation Prize Book Award 2020-2021

Fong Tsz Tung Candice	5D
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Humanities

Chinese History

長春社文化古蹟資源中心及教育局聯合主辦：「歷史好知味」餐枱紙設計比賽

初中組冠軍

練紀柔	一丁
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History

初中歷史科電子閱讀獎勵計劃 2021

優異獎

鄭忻喬	三甲
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Economics

FedEx Express / JA International Trade Challenge - Hong Kong 2020-21

Finalist Team

Chan Wing Yau	5D
Cheung Wing Ching	5D

第二十二屆消費文化考察報告獎

季軍及傑出選題獎

吳雅琳	五甲
李柏榕	五乙
劉美均	五丙

傑出作品獎

歐苡嫻	五丙
歐陽晴	五丙
陳詠詩	五戊
梁樂兒	五戊

特別推介作品獎

鄒希諾	五甲
劉卓瑤	五甲
譚雅麗	五甲
王昱淇	五丙

特別嘉許作品獎

梁珈晞	四丁
吳嘉詠	四丁
沈珞	四戊
戴慧明	四戊

Geography

The Hong Kong Institute of Surveyors "Maintenance and Appreciation of Heritage Buildings" Creativity Competition - Photography (Student Category)

Champion

Wong Melissa Ku Yan	5A
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Finalist

Lo Tin Lam	5A
Wan Yau	5E
Kwok Yip Ching	6D

Tourism and Hospitality Studies

酒店營運及西式食品製作競技大賽 - 冠軍

柯曉琳	五丙
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Technology

BAFS

HKICPA Accounting and Business Management Case Competition Level 1 2020-21

Certificate of Participation

Chow Hei Lok	5A
Lau Cheuk Yiu	5A
Mak Hoi Ting	5A
Ng Pui Ying	5A
Wong Yat Hei Charlotte	5A
Chor Lok Yiu	5B
Lai Yan Yu	5B
Wong Chor Wing	5B
Au Che Yiu	5C
Leung Po Yiu Cheryl	5C
Ma Tin Yan	5C
Or Hiu Lam	5C
So Cheuk Huen	5C
Tang Hoi Wan Tiffany	5C
Chen Yingqi	5D
Fung Tsz Yuen	5D
Chan Wing Nam	5E
Law Man To	5E
Lee Ching Nam	5E

HKICPA Accounting and Business Management Case Competition Level 2 2020-21

Certificate of Merit

Ip Ming Hei	5A
Sun Lok Yee	5A
Fung Tsz Yu	5B
Leung Hiu Wai	5B
Shing Yan Yiu	5B
Yip Wai Long	5C
Lam Ying Yu	5E

Certificate of Proficiency

Tso Hei To	5B
Wong Yu Yan Bernice	5B
Huang Tsz Fei	5C

Certificate of Appreciation

Chow Hei Lok	5A
Lau Cheuk Yiu	5A
Mak Hoi Ting	5A
Leung Hoi Kiu	5B
Ng Chen Angela	5B
Yuen Yi Tung	5B
Chan Cheuk Yan	5C
Lee Wing Yu	5C

和富千禧企業家精神計劃 MEP

Outstanding Presenter

Cheung Nga Ching Chloe	4A
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Science and Mathematics

Science

Hong Kong Student Science Project Competition 2021

Senior Investigation Projects - 2nd runner up

Title: Invisible Hand

Lau Wan Chi	4D
Cheung Seen Kei	4D
Leung Samantha	4D
Ma Cheuk Yan	4D
Poon Cheuk Ying	4E

Senior Invention Projects - Best Potential Award

Title: Sky Castle

Tso Hei To Hiliary	5B
Leung Lok Hin	5D
Lam Ying Yu	5E

Junior Invention Projects - Best Booth Presentation Award Visitor's Favourite Award (Junior)

Title: "Appic" Trolley

Li Ning Yu	3A
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Wong Tsz Man	3C
Wang Wen Hsin	3E
Choi Tung Yee	3E
Fung Ching	3E

Senior Invention Projects - Visitor's Favourite Award (Senior)

Title: "Solarmore"

Lam Yuet Ching	4A
Tse Wing Yu	4A
Ng Hei Tung	4B
Lin Lai Ying	4D
Lai Mang Wing	5D

Mathematics

The Eleventh Hong Kong Mathematics Creative Problem Solving Competition for Secondary Schools

Bronze Award

Xiao Jiaqi	1B
Tsang Cheuk Yin	1D
Choi Wai Ching	2B
Ma Tsin Chin	2E

Singapore & Asian Schools Math Olympiad 2021

Gold Honor

Cheung Sin Yu Natalie	3C
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Sports

2021 All Hong Kong Schools Badminton Championships- Secondary Junior Girls Section

Third

2021 All Hong Kong Schools Badminton Championships- Secondary Senior Girls Section

Champion

Table Tennis: Hang Seng All Schools Championships 2021

Third

Zurich Hong Kong Inter-school 3x3 Basketball Competition

Champion

A.S. Watson Group HK Student Sports Awards 2020-2021

Cheung Yau Sheung	6B
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Inter-School Archery Individual Event B Grade 2020-2021 (Organised by HKSSF)

Champion

Tai Wai Ming	4E
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Inter-School Tenpin Bowling Individual Event Open Grade 2020-2021 (Organised by HKSSF)

Third

Lam Yuet Ching Joyce	4A
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All Hong Kong Schools Jing Ying Badminton Tournament- Badminton (Singles)

Huang Tsz Fei 5C

Music

Hong Kong Youth Orchestra Concerto Competition – Flute

Winner

Chung On Ching 5E

VMEB Video Competition (HK Region 2021) - Harp – Grade 7

Winner

Wong Yat Tung 1E

RTHK Radio 4 - Student Concert Hall (Flute)

Shortlisted performer

Chung On Ching 5E

Joint School Music Competition 2021 - Secondary Diploma Class (Piano)

Gold Award

Wong Jansci 1D

Hong Kong Young Musicians' Competition 2020 - Vocal (Grade 3-5)

Gold Award

Au Yeung Pui Ki Christina 1D

5th Hong Kong International Harp Competition 2020 - Harp (Primary III Pedal)

Gold Medal

Wong Jansci 1D

International Fringe Music Festival & Competition 2020 - Youth Class II (Harp)

First Prize

Wong Jansci 1D

Italy International Music Competition 2021(Hong Kong Region) - ABRSM Diploma (Clarinet)

Champion

Tsui Pui Ka Bertha 3D

Hong Kong Intercultural Young Musicians Competition 2021 - Harp – Grade 7

1st Place

Wong Yat Tung 1E

Hong Kong Intercultural Young Musicians Competition 2021 - Vocal – Grade 5-6

1st Place

Wong Yat Tung 1E

International Fringe Music Festival and Competition 2020 - Virtuoso Class (Percussion)

1st Prize

Chow Hoi Tung 5D

VI Odin International Music Online Competition - Category III Winds 15-16 Years (Flute)

1st Prize

Chung On Ching 5E

Hong Kong Youth Online Music Competition 2020 - Strings – Solo (Harp)

1st runner up

Wong Yat Tung 1E

International Fringe Music Competition 2021 - Virtuoso Woodwind Class (Clarinet)

1st runner up

Tsui Pui Ka Bertha 3D

Hong Kong Intercultural Young Musicians Competition 2021 - Vocal – Aged 14 or under

2nd Place

Wong Yat Tung 1E

The 9th HK Youth Barclampory Music Festival - Musical Theatre Song Class age 13-16

Second

Chum Weng Cheng Tiffany 1A

International Fringe Music Festival & Competition 2020 - Harp Open Class II

Second Prize

Wong Jansci 1D

International Fringe Music Festival & Competition 2020 - Virtuoso Class (Harp)

Second Prize

Wong Jansci 1D

Rising Talents of Asia & Oceania - Instrument, Age 11-13 (Harp)

Second Prize

Wong Yat Tung 1E

The 9th HK Youth Barclampory Music Festival - Vocal Class age 13-16

Third

Au Yeung Pui Ki Christina 1D

Artist of the Year 2019/2020 - Instrument, Age Group III (Harp)

Third Prize

Wong Yat Tung 1E

III International Harp Competition ‘Glowing Harp’ - Category II

Third Prize

Wong Jansci 1D

International Fringe Music Competition 2021 - Sonata Class (Piano)

Third Prize

Wong Jansci 1D

International Fringe Music Competition 2021 - Youth Class (Piano)

Third Prize

Wong Jansci 1D

International Fringe Music Festival & Competition 2020 - Youth Class (Piano)

Third Prize

Wong Jansci 1D

73rd Hong Kong Schools Music Festival

N502 Zeng Solo – Intermediate

Champion

Lee Sin Lam 1B

E4 Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under

Champion

Au Yeung Pui Ki Christina 1D

N502 Zeng Solo - Intermediate

1st runner up

Soo Wing Yau Evika 3A

N848 Parsons Music Scholarship for Wind, Brass and Percussion Instruments (Flute)

1st runner up

Chung On Ching 5E

N502 Zeng Solo - Intermediate

2nd runner up

Hung On Kiu 1A

N430 Bassoon Solo - Secondary School - Junior

2nd runner up

Li Pui Ying 1C

E15 聲樂獨唱 - 中文 - 女聲 - 中學 - 14 歲或以下

2nd runner up

Au Yeung Pui Ki Christina 1D

W120 Graded Piano Solo - Grade Six

2nd runner up

Li Cheuk Ying 1D

N143 鋼琴獨奏 - 中國作曲家 - 中級組

2nd runner up

Li Cheuk Ying 1D

N424 Clarinet Solo - Secondary School - Junior

2nd runner up

Tam Tsz Ying Tiffany 2E

2020 1st PPA Online Music Festival - Junior Choir

Silver Award

2020 1st PPA Online Music Festival - Senior Choir ensemble

Silver Award

Taipei International Choral Competition 2021

Gold Award

Joint Schools Music Association Competition (Chinese instrumental Ensemble)

Silver Award

Visual Arts

The China National Children's Fine Arts, Calligraphy and Photography Album

First Class Honour

Ho Pui Yin 1E

J3-J12 Hong Kong Children's Painting Competition 2020-2021

Second Runner Up (J12 Chinese)

Lau Tsz Wing 1C

The 10th World Children Art Awards 2021

Champion (Chinese Painting in Youth Section)

Lau Tsz Wing 1C

Silver Award (Painting in Youth Section)

Au Yeung Pui Ki Christina 1D

YMCA of Hong Kong "Fai Chun" Design Competition 2021 Children Group (6-12 years)

First Runner Up

Wan Yuet Yau 1B

(6) Financial Summary

Scholarships Received in 2020-2021

Source	Amount
Dr. Gallant Ho Scholarship for Graduates of 2015-2019	\$1,020,000.00
Dr. Gallant Ho Scholarship for 2019-20 Graduates	\$ 500,000.00
黃廷芳慈善基金- 獎學金	\$ 5,000.00
2021 年「明日之星- 上游獎學金」	\$ 5,000.00
2019/20 Scholarship_B of TO TSEYMF Schsey	\$ 2,000.00
2019/20 學年學生運動員資助計劃 (The HK Schools Sports Federation)	\$ 13,200.00
Total:	\$1,545,200.00

Donations Received in 2020-2021

Source	Donations
Mr. Joe Cheung (To Basketball Team)	Face Masks (50 pieces)
Mr. Joe Cheung	Face Masks, Face Masks Cover and Face Mask Support (58 pieces)
Ms. Connie Wong	康樂棋套裝 (兩套)
Ms. Susan Chen	Face Masks (200 boxes)
威萊集團	威露士自動感應消毒機 3 部

Heep Yunn School
Report on the Use of the Student Activities Support Grant
2020-2021 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$ 39,650
B	Expenditure in the Current School Year:	\$ 9,773
C	Unspent Amount to be Returned to the EDB (A – B):	\$ 29,877

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	2	\$ 3,913
Full-grant under the School Textbook Assistance Scheme	2	\$ 3,408
Meeting the school-based financially needy criteria	2	\$ 2,452 (capped at 25% of the total allocation for the school year)
TOTAL	6	\$ 9,773 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

III. Details of Expenses					Essential Learning Experiences				
No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	(Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1. Local 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	Chinese Orchestra	Arts (Music)	1	3,380			✓		
2	Foreign Language Class: Spanish	Other Languages	1	3,035	✓				
3	Foreign Language Class: Japanese	Other Languages	1	2,335	✓				
4	Rope Skipping	Physical Education	1	373			✓		
	Squash Team Training	Physical Education	1	533			✓		
	Hockey	Physical Education	1	117			✓		

¹ Applicable domain includes: Chinese Language / English Language / Mathematics / Science / Geography / History / Arts (Music) / Arts (Visual Arts) / Arts (Others) / Physical Education / General Studies / Citizenship and Social Development / Cross-Disciplinary (STEM) / Cross-Disciplinary (Others) / Constitution and the Basic Law / National Security / Moral, Civic and National Education / Values Education / Gifted Education / Leadership Training etc, if the activity does not belong to any of the above domain, please fill in the domain as appropriate.

² 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.

No.	Brief Description and Objective of the Activity	Domain ¹ (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries ²	Actual Expenses (\$)	Essential Learning Experiences				
					(Please put a ✓ in the appropriate box(es); more than one option can be selected)				
					I	M	P	S	C
		Expenses for Category 1		9,773					
2. <u>Non-Local</u> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Nil								
		Expenses for Category 2		0					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Nil								
		Expenses for Category 3		0					
		Total		9,773					

Ms. Leung Man Yui
(Education and Student Welfare Officer)

Contact Person for LWL (Name & Post): _____

Report on the Use of Capacity Enhancement Grant 2020-21

Income:

Balance brought forward:	\$ 1,209	
Grant for 2020 / 2021:	\$734,305	
Total:		\$735,514

Expenditure:

2 Administrative Officers:		\$735,514
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Balance

\$ 0

Task Area: Enhancement of Administration's efficiency	
To relieve teachers' workload so that they can concentrate on developing effective learning and teaching strategies, to prepare e-Learning materials, and to conduct remedial teaching to deal with learning diversity.	Two administrative officers were employed to shoulder part of the administrative work of the teachers so that they can commit more time on learning and teaching.

School-based After-school Learning and Support Programmes 2020/21 s.y.

School-based Grant - Programme Report

Name of School: Heep Yunn School

Staff-in-charge: Miss M.Y. Leung

Contact Telephone No.: 27110862

The number of students (count by heads) benefitted under the Grant is 8 (including A . 0 CSSA recipients, B. 7 SFAS full-grant recipients and C. 1 under school's discretionary quota).

A. 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						
Languages Training: Foreign Language Classes	0	2	1	100%	September 2020 to August 2021	\$ 9,105	Summative and formative assessments	Pui Ching Academy	
Art / Cultural Activities	0	1	0	100%	September 2020 to August 2021	\$ 220	Teachers' observation and feedback		
Learning Skills Training: Science and Mathematics	0	2	0	100%	September 2020 to August 2021	\$ 1,775	Teachers' observation and feedback		
Sports Training	0	1	0	100%	September 2020 to August 2021	\$ 490.77	Teachers' observation and feedback		
Visit	0	1	0	100%	23 rd April, 2021	\$ 370	Teachers' observation and feedback		
@No. of man-times	0	7	1						
**Total no. of man-times	8				Total Expenses	\$ 11,960.77			

**Life-wide Learning Grant
Report on the Use of the Grant
2020-2021 School Year**

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities											
1.1	To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)											
	Football Training	To promote a new type of sports in school	Sep to Aug 20-21	F.1 to F.5	Students could acquire better skills of the game	\$17500	E5			✓		
	Attending the “Green and White Concert” in July 2021	To provide an opportunity for school choir to work collaboratively with the other schools’ students	July 21	F.1 to F.5	Students were able to perform with students from the other schools	\$2250	E2			✓		
	Chinese and English Debate Training	To train students’ analytical, multi-dimensional and critical thinking skills	Sep to Aug 20-21	F.1 to F.5	Students were equipped to participate in online competitions	\$4113.75	E1	✓	✓			
	Stress Management Programme	To help students aware of and manage their stress and emotions	Oct to Jan 20-21	F.5 & F.6	Students’ emotional needs	\$27060	E6		✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
					were supported through the programme							
	Science and Technology classes for F.1 & F.2	To nurture students' knowledge in STEM as well as helping them to acquire the skills needed	Sep to Jun 20-21	F.1 & F.2	Students aptly applied what they learned in an internal fair.	\$49204.6	E7 + E8	√				
	Science Competitions for F.2 to F.5	To stretch students' potential in creative thinking and problem solving skills	Nov to Jul 20-21	F.2 to F.5	Students were able to take part in interschool competitions gaining good experience and results	\$11182.7	E1	√	√			
			Expenses on Item 1.1			\$111311.05						
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)											
1.2.1	Life Skills Training Camp	To enhance students' confidence through nurturing them with life skills and collaboration skills	Sep, 2019	F.1	Cancelled owing to the COVID-19		E1+ E2		✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.2.2	Work Placement Programme	To provide students with real work experience nurturing their work ethics and sense of responsibility	Sep, 2019	F.4	pandemic		E1+ E2		✓			✓
Expenses on Item 1.2						NIL						
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons											
1.3.1	Leadership Training Tour to Cambodia	To consolidate students' learning in class and widen their horizons and nurture their multi-dimensional thinking skills. Through engaging in community services in a developing country, students will be nurtured to become global citizens who show love and care to their global community	Sep 2019	F.5	Cancelled owing to the COVID-19 pandemic	NIL	E1+ E2		✓	✓	✓	
1.3.2	Taiwan Art, Culture and Conservation Tour	Through allowing students to learn about the developments of art, culture and conservational industries in Taiwan, the tour aims at widening students' horizons, enriching their life experiences and equipping their multi-dimensional thinking skills.	Sep, 2019	F.3		NIL	E1+ E2	✓	✓	✓		
1.3.3	Macau Cultural Tour	Through allowing students to learn about Macau's unique yet diverse culture, the tour aims at widening students' horizons,	Sep, 2019	F.2		NIL	E1+ E2		✓	✓		

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
		enriching their life experiences and equipping their multi-dimensional thinking skills.			pandemic							

			Expenses on Item 1.3			NIL						
1.4	Others											
			Expenses on Item 1.4			NIL						
			Expenses for Category 1			NIL						

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting LWL		
STEM			

Domain	Item	Purpose	Actual Expenses (\$)
PE			
Arts	Stage Riser	To provide an additional platform for students to showcase their multiple talents	E 7 \$114,800
Others			
			Expenses for Category 2
			\$114,800
			Expenses for Categories 1 & 2
			\$226111.05

* : Input using the following codes; more than one code can be used for each item.

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

Number of Student Beneficiaries

Total number of students in the school:	1030
Number of student beneficiaries:	800
Percentage of students benefitting from the Grant (%):	77.7%

Activities of different categories are cancelled owing to the Covid-19 pandemic.

HEEP YUNN SCHOOL
FINANCIAL SUMMARY
FOR SCHOOL YEAR 2019-20

(This financial summary is prepared based on the requirements and template as stipulated in EDB circular No. 17/2012)

	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)	68.1%	N.A.
School Fees	N.A.	30.2%
Donations	N.A.	1.0%
Other Income	0.1%	0.6%
Total	68.2%	31.8%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	74.4%	
Operating Expenses (including those for Learning and Teaching)	11.6%	
Fee Remission / Scholarship	9.7%	
Repairs and Maintenance	1.6%	
Depreciation	2.7%	
Total	100.0%	
Surplus for the School Year [#]	0.96 month of the annual expenditure	
Accumulated Surplus / Deficit in the Operating Reserve as at the End of the School Year [#]	5.63 months of the annual expenditure *	
[#] in terms of equivalent months of annual overall expenditure		

*Personal Growth Development balances included as operating reserves.

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).

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