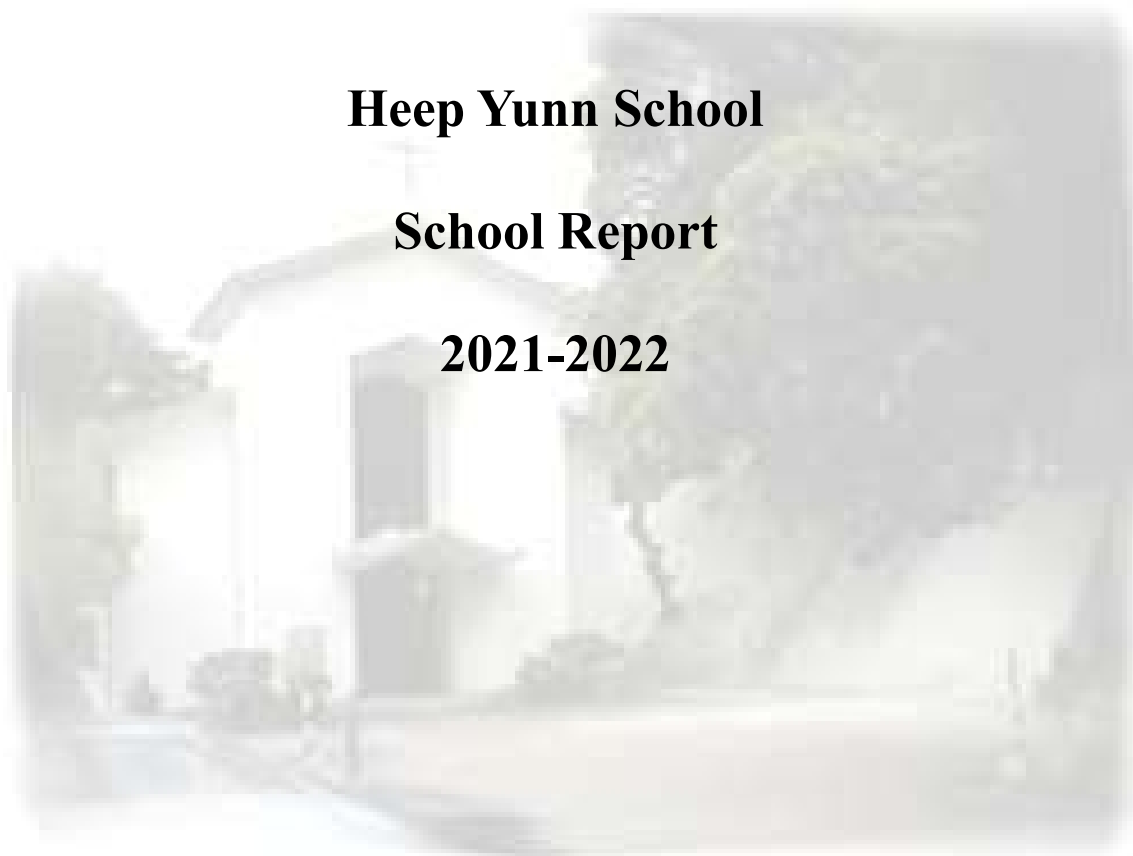




**Heep Yunn School**

**School Report**

**2021-2022**



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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/ School Council**

The Right Revd Dr. Timothy Kwok (Chairman)

Prof. 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

Prof. Edwin Chan

Dr. Arnold Cheng

Mr. Herman Tsoi

Miss Anita Fung

The Very Revd Franklin Lee

Dr. Eugenie Leung

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](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 promote flexible and self-paced learning by providing diversified e-learning materials.

### Achievements

In spite of the prevalence of the COVID-19 pandemic, our school's learning and teaching had not been ceased with the provision of diversified e-learning materials by all academic departments. The practice of offering assorted e-learning materials was prevailing as shown in results of the end-of-year school-based survey, with 92.98% of teachers and 92.33% of students affirmed that "I have/my teachers have provided diversified e-learning materials to facilitate students' learning." The survey also revealed the benefits brought by the e-learning strategy, with 92.98% of teachers and 86.67% of students agreed that "with the e-learning materials, students are/ I am able to learn at their/my own pace", while 96.49% of teachers and 88.93% of students agreed that "the provision of e-learning materials has promoted flexibility to students' learning, allowing students/me to learn beyond the classroom any time". The autonomy and flexibility granted to students had duly catered for the diverse needs of them.

Departmental efforts to offer a wide varieties of e-learning materials were highly commendable. Below are some highlights of our achievements: The BAFS Department had used iPad apps "Explain Everything" and "Goodnotes" to aid students' learning. Important concepts and question demonstrations were recorded in the video form and were categorised into different levels of difficulty. Students could revisit the videos after lessons for self-paced learning according to their actual needs. Online multiple choices (MC) past paper questions by topics and supplementary learning materials were uploaded to the Google Classroom for students to do at home. Students could obtain instant feedback from the MC question bank. Students' feedback to these measures was overwhelmingly positive, with the score of questionnaire being 4 of out of 5. Student found the measure exceptionally useful especially during the school suspension period. With the initiative, the department witnessed the rise in percentage of students attaining Level 5 or above from around 30% to 44.9% this year, which was a sturdy proof of the effectiveness. For the Chemistry Department, teaching videos, animations and experiment videos were uploaded to online platforms such as Google Classroom, YouTube or Edpuzzle. Some challenging concepts and questions were embedded in the videos to cater to the needs of the academically stronger students. From the results of the questionnaire, 81% (F.4), 89% (F.5) and 90% (F.6) of the students found the e-learning materials useful. The Department had also joined the Chemist Online Self Study Scheme (COSAS) to stretch the potential of students. While the Scheme was still on-going, 44 students gained different levels of awards as in August, 2022. The percentage of students attaining Level 5 or above in HKDSE was 86.7%. The promising results signified the success of the e-learning strategy.

Towards the end of the school development cycle (2018-2022), a year-end survey was also conducted in March to July 2022 to evaluate the effectiveness of the school development goals. As many as 93.2% of students and 91.2% teachers affirmed that their teachers/ they had adopted more e-learning to cater to learner diversity in the past four years. Besides, 91.2% of teachers expressed that they had extended students' learning by addressing their learning difficulties and offering more challenging tasks to them during the aforementioned period. The strategies adopted by teachers had been beneficial to the students. With 93.1% of students concurring with the fact that they learn better with the aid of e-learning, indicating the boost of learning and teaching effectiveness.

**Reflection**

Our School remains a vibrant learning community despite the frequent suspension of face-to-face lessons under the pandemic with the aid of the e-learning strategy. The whole school approach to cater for learner diversity through e-learning was proven to be successful, with the predominance of teachers being well acquainted with various e-learning strategies and the majority of students being self-motivated for tasks offered beyond classrooms. The flexibility provided for students for self-paced study had effectively deepened and broadened their learning. As a matter of facts, students' responsibility and accountability for study had also been enhanced. In closing, this major concern/ development goal was attained to a large extent and would be incorporated into our routine under the new normal.

**3-Year Development Goal:** To enhance the effectiveness of small group teaching in the core subjects.  
**Annual Major Concern/Priority Task 2:** To adopt apt and differentiated measures for different ability groups.

Achievements
<p>This year the four core subjects saw the disruption of small group teaching as face-to face lessons were suspended for a period of time. However, the four core subject departments had attempted to adopt apt and differentiated measures for different ability groups through various means.</p> <p>With the support of the Education Bureau, the Chinese Department had designed tiered materials for two topics (Reflection on life 感悟生活) and (Landscape poems and paintings 詩畫山水) for Form Three students. A total of five common lesson preparation and informal meetings were held to formulate small group teaching pedagogies for different ability groups. A total of four lesson observations and post-observation discussions were held to enhance the learning and teaching effectiveness. About 80% of students found that the tiered materials offered could aid them in setting their own study plans, and enabled them to learn through their own learning styles and habits. The English Department continued with the implementation of process writing in Forms One and Two with the aim to increase student participation. Not only could the process writing facilitate teachers to give individualised feedback to different ability groups to improve teaching and learning, it also encouraged peer learning. From teachers' feedback based on students' work, process writing could help students enrich their ideas or enhance their language. Besides, to encourage online discussions on set literary texts and to provide questions and tasks of different levels of difficulty to encourage students to realise their potential, English Literature teachers designed core and extension questions/tasks and provided feedback to responses for senior form students. There were shared Google files to conduct sharing of knowledge and learning experience. About 84% of students agreed that the questions and tasks helped them consolidate their learning and assisted them in attaining better performance in assessments with timely feedback from teachers. As for the Mathematics Department, several meetings were held among the panel members. Four senior/ experienced teachers opened their classroom for the novice teachers. Debriefings were conducted afterwards to discuss suitable and differentiated measures for different ability groups of students. Whereas for Liberal Studies, enrichment notes were produced to enhance students' exposure for higher ability groups. However, in light of the advice given by the Quality Assurance Division of the Education Bureau, the department would use textbooks approved by the Education Bureau in the future in order to ensure strict adherence to the curriculum guidelines for the subject Citizenship and Social Development.</p> <p>The measures adopted by the four core departments were found to be effective. According to the school-based survey for the four core subjects conducted in March to July, 93.94% of teachers and 85.79% of students agreed that "I/ My teachers have provided apt learning experiences to students that suit their needs". A total of 93.94% of teachers and 82.01% of students affirmed that "I/ My teachers have offered extended tasks to stretch students' potential"; while 97% of teachers and 86.67% of students acknowledged that "I/ My teachers have provided assignments with different levels of difficulty", indicating that apt learning experience and assessments were provided for students of varied abilities for the four core subjects.</p> <p>The efforts put to lift up the effectiveness of small group teaching in the core subjects throughout the past four years had reaped positive results. As shown in the year-end survey for the school</p>

development goals, 96.97% of teachers and 84.28% of students accredited the enhancement of learning environment of the small group learning rooms and 96.97% of teachers and 85.16% of students recognised the employment of apt pedagogies to facilitate small group learning, demonstrating the augmentation in both “hardware” and “software” for small group teaching. Not surprisingly, both teachers (99%) and students (88%) concluded that they were able to learn better in small group teaching in the past four years.

### **Reflection**

Notwithstanding the hiccups caused by the COVID-19 pandemic, both our teachers and students persisted in adding value in the four core subjects in their endeavours. Manifested in various surveys, the learning and teaching effectiveness in small group teaching had been raised steadily, showing the fulfilment of the major concern and development goal. The resourcefulness and adaptability of the team was to be applauded. As the face-to-face lessons begin to resume, the experience crystalised by the four core subjects in the past four years would hopefully bring the learning and teaching to the next altitude.



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

**Annual Major Concern/ Priority Task 3:** To foster positive affectivity among students.

### Achievements

The Counselling Committee continued to take the lead in fostering positive affectivity among students. For whole school mass programmes, with the aims to promote a comprehensive mental well-being program and to foster positive affectivity among students through mutual encouragement among students, the School had participated in the Expressive Art Programme organised by the Christian Family Service Centre. Through a series of activities including in-class activities, setting up open studios, arts booths etc., students were encouraged to express their feelings through arts in schools. With the aid of the expressive art therapists and social workers, many students voiced that their stress had been relieved. Over 90% of respondents expressed that the workshops helped them build a positive and proactive attitude, as well as live towards a healthy lifestyle.

To address the diverse needs of students of different stages, form-based programmes were arranged. For Form Four students, the Psycho-education class programme and Live for Life Talk were organised. Through listening to the stories of life warriors, students developed resilience towards adversity, as well as a sense of respect for others. Their self-awareness towards their own potential had been unlocked. They expressed that they learned to think positively and their self-confidence was built. All students agreed unanimously that the life stories encouraged them to adopt a more positive attitude toward life challenges, and near 90% of them thought the activity helped create a caring atmosphere in the School. As for Form Five, through the self-appreciation workshop for careers planning, students learned to appreciate each other and their strong points and ability were affirmed. Over 80% of respondents agreed that the activity enabled them to understand their strengths and increase their readiness for the future. Other regular form-based mass programmes with preventive purposes, such as the “Form One Induction Programme”, “Big Sister Scheme”, “Stress Management Programmes for Forms Three to Six students” and sex education talks, were also organised. Students who required more attention were identified and tailored-made activities were arranged for them.

Besides the pastoral care and work of the Counselling Committee, the School had provided ample opportunities for students to reconnect and build positive value through an array of post-examination life-wide learning activities, including the internal Mini Fun Fair and local Personal Growth Programmes for all forms. Positive values were also cultivated through spiritual education, which included the 85<sup>th</sup> anniversary Thanksgiving Gathering and the Christian summer retreat day camp held in August.

The fruits of the above programmes were shown in the year-end survey. Over 90 % of teachers and near 80% of students were in support of the statement that “despite the pandemic, the school has organised a wide range of activities to foster positive affectivity among the students/ us.” Over 70% of students admitted that they were enthusiastic about going to school and near 80% of them felt that they were still engaged in the school despite the pandemic. Over 90% of students expressed that they were grateful for their teachers and the mutual support of their peers. Summing up their experiences in the past four years, over 80% of students confirmed that the school had provided different opportunities for them to build a closer relationship with their counterparts and over 80% of students found that their relationship with their teachers had been maintained or even enhanced despite the pandemic. More than 80% of students appreciated the care of the School for their social well-being in the past four years. Similar positive results were yield in the APASOII

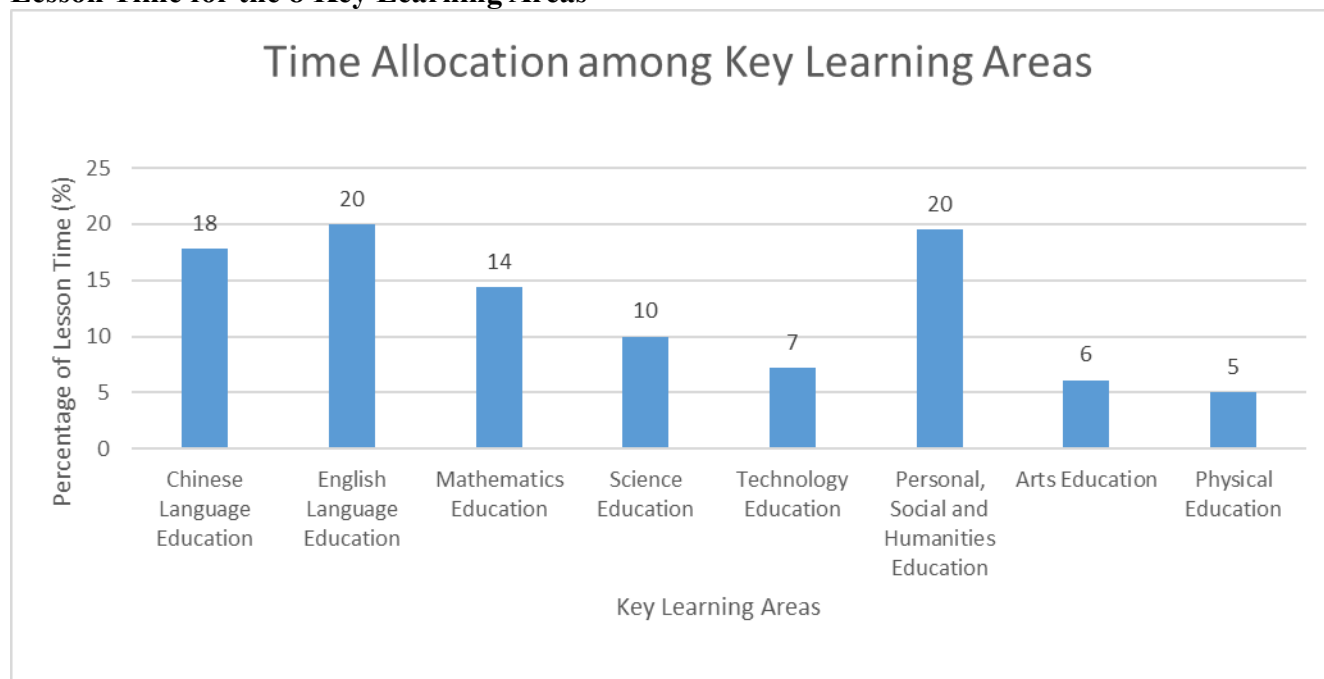
survey conducted towards the end of the school's development cycle. Compared with the figures obtained 4 years ago, the negative affect of our students had dropped, while the scores for the social integration and teacher-student relationship had improved slightly.

### **Reflection**

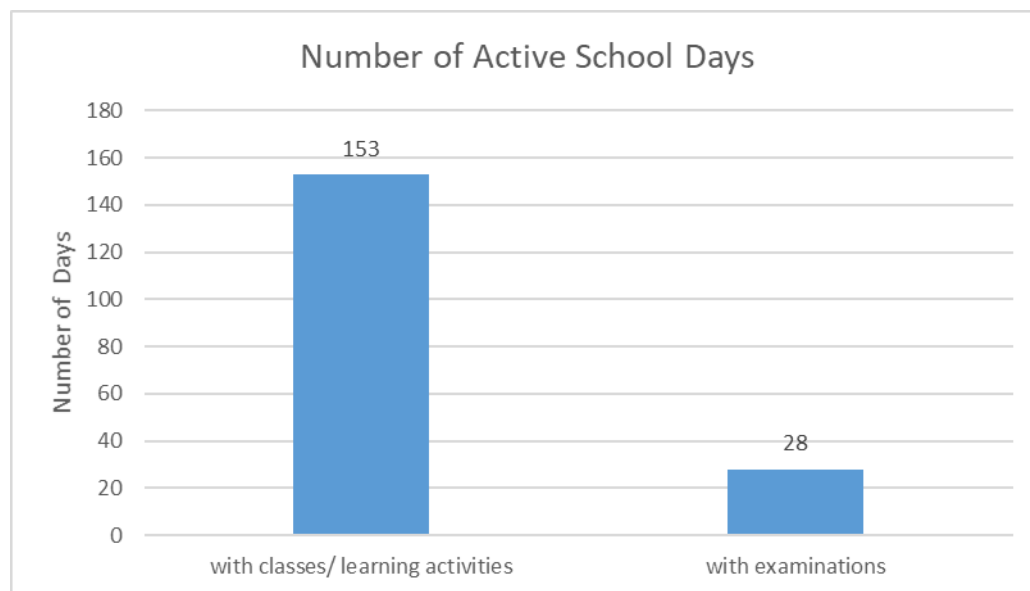
Given the vicissitudes in the external environment, it had been a challenging yet fruitful year for the School to help students sail against the current. With the comprehensive activities planned for students, a harmonious and positive learning environment had been cultivated. Positive values like gratitude, empathy, care for others, resilience, to name but a few, were fostered among students. The major concern and development goal were achieved as shown in the positive survey results. The School was committed to building positive values among students and caring for the whole person development of students. Values education would therefore be one of the emphasis in the next development cycle.

### (3) Our Learning and Teaching

#### Lesson Time for the 8 Key Learning Areas

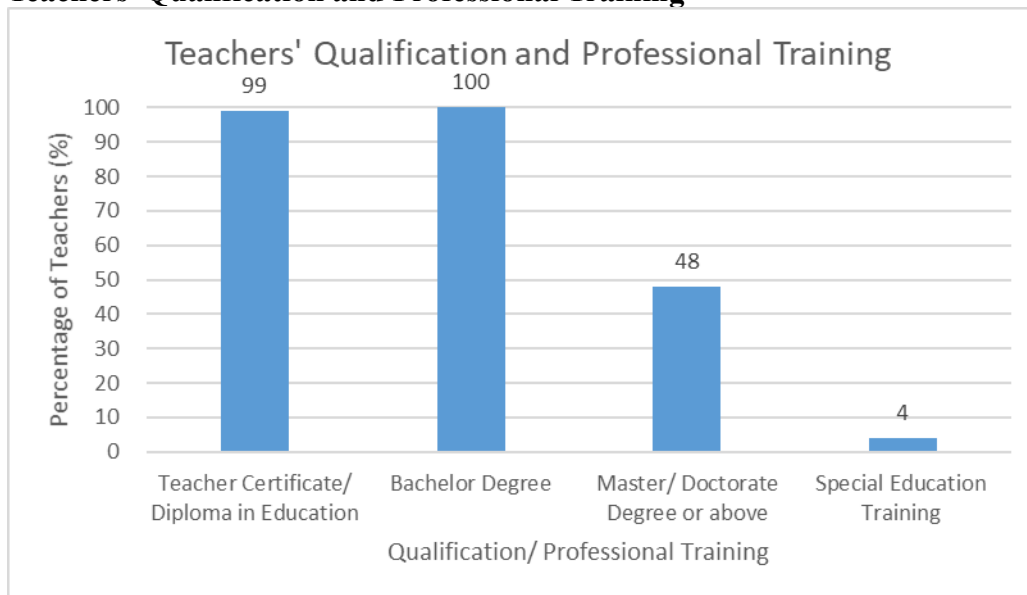


#### Number of Active School Days

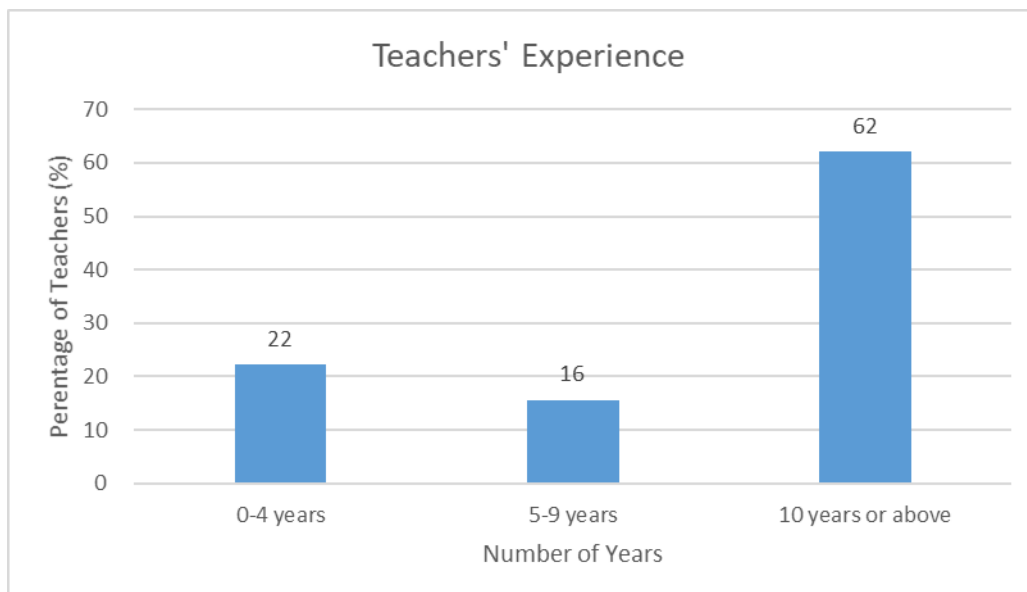


## ***Our Teachers***

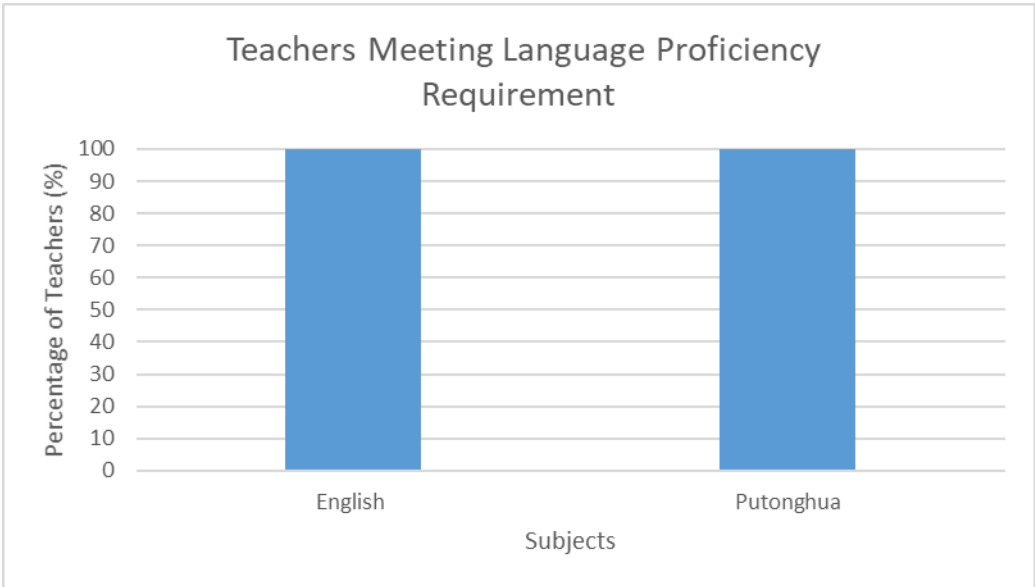
### **Teachers' Qualification and Professional Training**



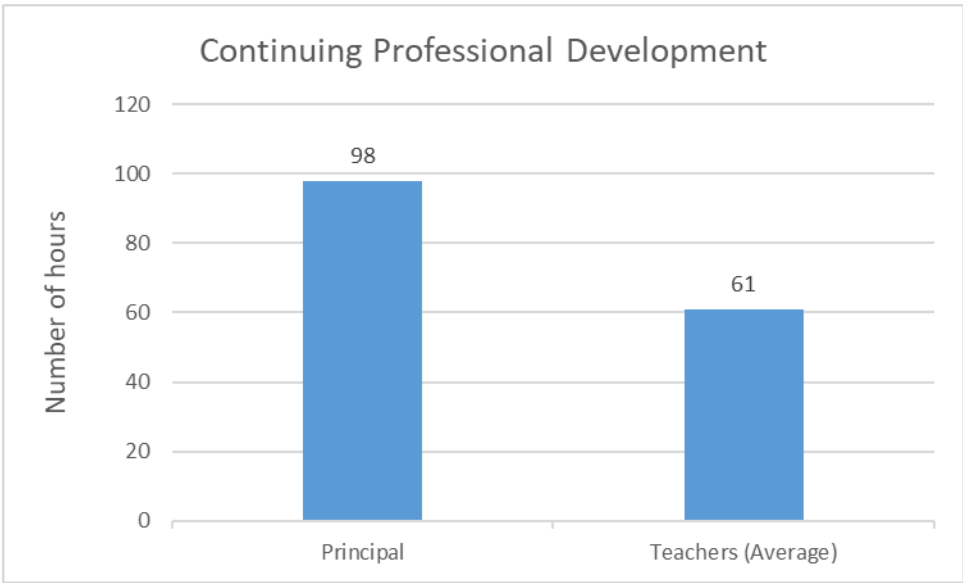
### **Teachers' Experience**



**Language Proficiency Requirement**



**Continuing Professional Development (2021-2022)**



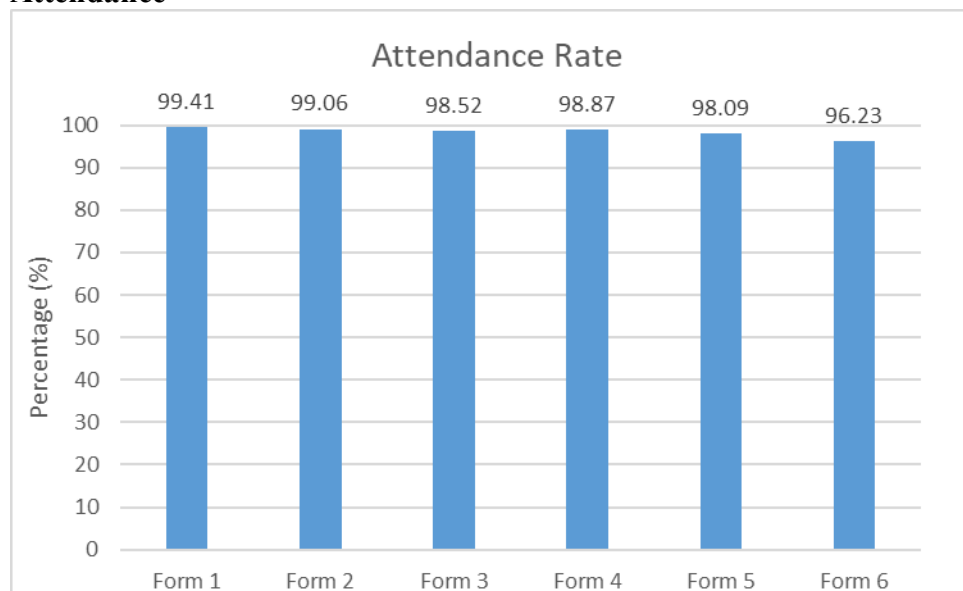
## ***Our Students***

### **Enrollment and Class Structure**

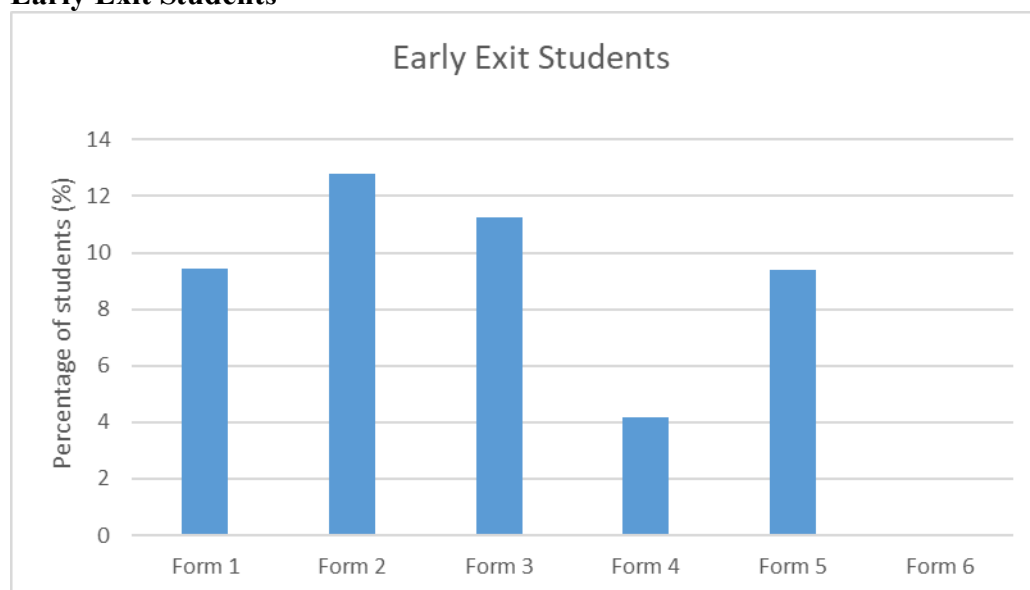
There are 30 classes, with 1032 students enrolled. Class structure is as follows:

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	5	30
Total Enrollment	180	180	178	167	149	152	1006

### **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**

<b>Objectives</b>	<b>Strategies/ Activities</b>	<b>Targets</b>
<ul style="list-style-type: none"> <li>- 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.).</li> </ul>	Big Sisters Scheme	Forms 1, 3 and 4
<ul style="list-style-type: none"> <li>- To strengthen students' confidence and enlarge their social circles by grouping those who are more socially isolated together to participate in small group activities.</li> <li>- To foster positive affectivity among students, e.g. caring for the others</li> </ul>	Peer Support Network	Forms 1 to 3
<ul style="list-style-type: none"> <li>- To enhance the resilience of the students.</li> <li>- To foster positive affectivity among students through promoting positive values in activities.</li> </ul>	Challenge Accepted Program	Forms 2 to 3
<ul style="list-style-type: none"> <li>- To ease students' study-related stress.</li> <li>- To strengthen the sense of peer support and support from teachers in the students.</li> <li>- To foster positive affectivity among students through sharing and encouraging messages.</li> </ul>	Form 6 Stress Management Workshop	Form 6
<ul style="list-style-type: none"> <li>- To promote a comprehensive mental well-being program through expressive arts.</li> <li>- To foster positive affectivity among students through mutual encouragement among students during the activities.</li> </ul>	Expressive Arts Workshop	Forms 1-6, Parents and teachers
<ul style="list-style-type: none"> <li>- To enhance students' self-awareness towards their potential and their self-confidence.</li> <li>- To foster positive affectivity among students through sharing.</li> </ul>	Psycho-education Class Program	Form 4
<ul style="list-style-type: none"> <li>- To develop positive attitudes towards adversity in students through sharing with them life warriors' stories.</li> <li>- To enhance students' sense of respect for others.</li> <li>- To foster positive affectivity among students through sharing.</li> </ul>	Live for Life Talk	Form 4

<ul style="list-style-type: none"> <li>- To help students affirm their strengths and ability and thus establish their career plan more confidently.</li> <li>- To foster positive affectivity among students through appreciating each other.</li> </ul>	Self-appreciation Workshop for Career Planning	Form 5
<ul style="list-style-type: none"> <li>- To enhance the problem solving skills of the students in dealing with daily life challenges and even crises.</li> <li>- To strengthen the communication with teachers and enhance sharing of teachers to students through debriefing.</li> </ul>	Form 1 Camp Activity	Form 1 students
<ul style="list-style-type: none"> <li>- To psychologically prepare the students about the upcoming challenges that they may face in the new learning environment</li> </ul>	Form 1 Induction Program	Form 1
<ul style="list-style-type: none"> <li>- To enhance mutual support and understanding among students so as to increase their peer cohesion</li> </ul>	Form One class program	Form 1
<ul style="list-style-type: none"> <li>- To explore which students are in need and then provide emotional follow-up service.</li> </ul>	Form 2 screening test and Form 2 support program	Form 2
<ul style="list-style-type: none"> <li>- To identify those students who may require more attention due to their mental health status</li> <li>- To provide individual and group / peer support to the students</li> </ul>	DASS 21 Screening Test and Form 5 Stress Management Program	Form 5
<ul style="list-style-type: none"> <li>- To enhance the sense of self-respect, respect for others as well as self-protection in students.</li> <li>- To raise students' awareness towards sex issues through talks and collaboration with the FLE department</li> </ul>	Sex Education – Talks	Forms 1 – 5
<ul style="list-style-type: none"> <li>- To raise new teachers' awareness towards the major difficulties encountered by our students</li> </ul>	Sharing with New Teachers	All new teachers
<ul style="list-style-type: none"> <li>- To equip students with executive functioning skills in order to enhance their sense of capability</li> </ul>	SEN support work – Executive functioning training workshop	Forms 2 to 4
<ul style="list-style-type: none"> <li>- To encourage parents to show support to the school as well as to the girls since much school adjustment is required</li> </ul>	F. 1 Parents' Talk	Form 1 parents
<ul style="list-style-type: none"> <li>- To equip parents with adequate parenting skills</li> </ul>	Parents Workshop	Form 1 parents
<ul style="list-style-type: none"> <li>- To equip teachers with adequate counselling skills</li> </ul>	Teachers Workshop	Counselling teachers

### **Disciplinary Board**

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> <li>- To facilitate prefects to assist teachers in reinforcing discipline and providing suitable guidance to their schoolmates.</li> </ul>	Training for all prefects  Leadership training with the old girls	All new prefects
<ul style="list-style-type: none"> <li>- To experience nomination, election and vote-counting in the process</li> </ul>	Election of second head prefects	F.2 – F.6 students
<ul style="list-style-type: none"> <li>- To promote working efficiency and strengthen prefects' sense of belonging towards the team as prefects can directly choose their ideal leader</li> </ul>	Election of head prefect	F.4 – F.6 prefects
<ul style="list-style-type: none"> <li>- To develop peer learning, better communication between junior and senior students.</li> <li>- To raise the abilities of junior prefects in</li> </ul>	Junior prefect activity: - 2 training sessions, an evaluation meeting to be held at lunch time.	F.4 prefects



Objectives	Strategies/ Activities	Targets
making proper decisions and equip them with skills for handling disciplinary matters.	Junior prefects being accompanied by senior prefects to carry out duties.	
<ul style="list-style-type: none"> <li>- To encourage students to cultivate good virtues such as honesty, helpfulness and self-motivation</li> <li>- To recognize desirable behavior among students and to create an atmosphere of appreciation for positivism</li> </ul>	Presentation of merit on good performance / conduct award plus good performance cards	F.1 – F.6 students
<ul style="list-style-type: none"> <li>- To guide students to become more self-conscious of acceptable behavior</li> <li>- To encourage students to have good manners and courtesy</li> <li>- To emphasize the importance of punctuality and handing in assignment on time</li> </ul>	Regular check on students: <ul style="list-style-type: none"> <li>- Assignment record form</li> <li>- Classroom performance record chit</li> <li>- Late record form</li> <li>- Prefect record form</li> </ul>	F.1 – F.6 students
<ul style="list-style-type: none"> <li>- To assist the students to understand the cause of their misbehavior and to encourage them to be responsible for their wrongdoings</li> <li>- To help the students to identify and tackle problems so as to motivate them to develop self-discipline</li> </ul>	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
- To arouse students' awareness of the new law in Hong Kong	- Arranging assemblies by DTs or talks by professionals	All students

### **Mentoring Team**

Objectives	Strategies/ Activities	Targets
<u>For F.1-F.3:</u> - To discuss with mentees their short-term and 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	1 <sup>st</sup> Formal Meeting - F.1-F.3 – Goal Setting - F.4-F.6 – Planning  Mode: In groups	F.1-F.6 Mentees and 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	2 <sup>nd</sup> Formal Meeting - F.1-F.3 – Review of Goals and	F.1-F.5 Mentees and Teacher Mentors

Objectives	Strategies/ Activities	Targets
<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	Performance - F.4-F.5 – Reflection  3 <sup>rd</sup> Formal Meeting - F.1-F.3 - Review of Long-term Goal - F.4-F.5- Review of Experiences in Career Planning  Mode: one-to-one	
- 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 - 增強學生活動組織能力	班際辯論賽 (因疫情停辦)	中一至中三同學

### 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
	Participating in Western Australia and Hong Kong Senior Ethics Olympiad	Team members
	Participating in inter-school friendly debating competitions	Team Members
	Organising internal programmes such as the debating workshops and matter-based lectures.	Team members/ All students

## **Reading to Learn**

Objectives	Strategies/ Activities	Targets
To understand students' reading habits and further provide suitable resources to them	Google Form was used to collect suggestions from students on titles to be bought. A QR code was posted in the library to facilitate students' use.	Whole school
To allocate more time for reading and hence build reading habits in students	Reading sessions were carried out throughout the year during assembly time.	Whole school
To raise students' interests in reading and to enhance rapport between teachers and students	4 class periods would be arranged so that class teachers and students may have book sharing. (Due to the special holiday in March to April and shortening of timetable afterwards, Reading Fortnight was cancelled.)	Whole school
	The Team would invite colleagues to make short videos on book sharing which would be shared with students during Reading Fortnight (Due to the special holiday in March to April and shortening of timetable afterwards, Reading Fortnight was cancelled.)	Whole school
	A reading challenge on social media to be held during Reading Fortnight. Students would be encouraged to take a photo of the book cover and a page inside the book and share on their social media account. (Due to the special holiday in March to April and shortening of timetable afterwards, Reading Fortnight was cancelled.)	Whole school
To provide 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
	A Book Crossing for English books would be held in May during Reading Fortnight at the Library to encourage students to read more English books. (Due to the special holiday in March to April and shortening of timetable afterwards, Reading Fortnight was cancelled.)	Whole school
	Mini book fairs would be arranged based on different authors/ subjects/ KLAs to introduce relevant books to students. New books, together with existing library books, would be on display to encourage students to borrow books from the School Library. 2 mini book fairs (on recommended authors from the Chinese Department) were organised. Other mini book fairs were suspended due to the special holiday in March to April and shortening of timetable afterwards.	Whole school
	Promotion of newspaper subscription scheme (SCMP, Sing Tao Daily, Ming Pao Daily, Hong Kong Economic Times)	Whole school

	To encourage students to read for pleasure, 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 six book sharing sessions in collaboration with the Chinese Society, the English Society and the Science and Technology 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 (Due to the special holiday in March to April and shortening of timetable afterwards, the Annual Book Fair was cancelled.)	Whole school
	Book talks on different topics and genres will be arranged to different forms during assembly on the first week of reading fortnight. (Due to the special holiday in March to April and shortening of timetable afterwards, Reading Fortnight was cancelled.)	Whole school
To promote reading across curriculum that students may learn to transfer knowledge across the curriculum	The F.1 bridging course on English language had involved reading across curriculum that the course materials covered non-language subjects, for example, Integrated Science and Integrated Humanities.	Form 1 students
	The team explored possibility to introduce an online cross-curricular reading platform among students in the future.	Whole school

### **Physical Education**

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> <li>- To promote "One Sport One Life"</li> <li>- To encourage multi-dimensional thinking in students</li> <li>- To promote peer learning</li> <li>- To foster students' personal responsibility in learning</li> <li>- To help students acquire good health, physical fitness and bodily co-ordination by means of teaching them various sports skills and knowledge</li> <li>- To help students to develop their generic skills towards life-long learning</li> <li>- To promote co-operation in communal life among students through participation in extra-curricular activities</li> <li>- To strengthen students' ability in sports by involving them in the training of various sports teams</li> <li>- To extend the non-team students' interest in sports through different interest classes</li> </ul>	<u>Interest classes</u>	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"> <li>- F.1 Orientation Day</li> <li>- F.1 Admission Talk</li> <li>- School Swimming Gala</li> </ul> Inviting F.3 to F.6 students to serve as officials in School Swimming Gala and Athletics Meet.	Sports Teams leaders       F.3-F.6
	<u>Appreciation of competitions</u> Supporting our athletes by participating in inter-school competitions	Selected classes
	<u>Trainings and competitions</u> <ul style="list-style-type: none"> <li>- Providing training at least twice a week for each of the 21 sports teams</li> <li>- Participating in different inter-school competitions.</li> </ul>	All students

## **Community Services**

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> <li>- To cultivate in our students a keenness to serve</li> <li>- To offer new perspectives for participants to understand the needs in our community</li> <li>- To nurture students to become more caring and empathetic individuals</li> </ul>	Organising voluntary services, such as: <ul style="list-style-type: none"> <li>- Organising a virtual picture book workshop in collaboration with St. James' Settlement, Wan Chai Centre.</li> <li>- Organising a virtual stretching workshop held in cooperation with the Tung Wah Group of Hospitals Jockey Club Tai Kok Integrated Services Centre</li> <li>- Organising a virtual volunteer tutoring programme during the special holiday in April, in collaboration with the ABM Hong Kong Swatow Baptist Church Community Service Association.</li> <li>- Organising a summer art workshop in collaboration with the Hong Kong Federation of Youth Groups (Farm Road), aiming to motivate children to unleash their creativity and relieve their stress</li> </ul>	All students
	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"> <li>- sent out anti-epidemic items to the elderly</li> <li>- accompanying disadvantaged families to visit different museums</li> </ul>	All students
	Recruiting members for the Community Youth Club and participating in services such as: <ul style="list-style-type: none"> <li>- the “Volunteer from Home” activity organized by Ronald McDonald House Charities to make videos about various themes such as cooking, drawing, arts and crafts, etc., to show love and care to sick children in hospitals.</li> <li>- the “Flag Day Online Campaign 2022” organised by the International Social Service (Hong Kong Branch) to raise funds for promoting the importance of emotional health education to the public.</li> </ul>	All students

## **Music**

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> <li>- To improve the techniques of music playing and ensembles skills of our musicians</li> <li>- To build up team work</li> <li>- To encourage lifelong participation in music making</li> <li>- To strengthen the bonding among students</li> </ul>	Choral day camp	All choir members
<ul style="list-style-type: none"> <li>- To enhance friendship between schools</li> <li>- To promote musicians to strive for excellence and perfection through participating in competitions</li> <li>- To strengthen team work</li> </ul>	74 <sup>th</sup> Hong Kong Schools Music Festival	All musicians who are interested in individual competition

- To promote appreciation of artistry and musicality of music performances through performances by other schools		
- To share the joy of music making with the general public - To encourage cross-form team work of choir members	Christmas caroling	Members of Junior Choir and Senior Choir
- To provide students with an opportunity to learn musical instruments.	Instrumental classes	Interested students (general students with different abilities)
- To encourage holistic development among our music leaders - To strengthen the bonding among students	Annual concert	Musicians
- To provide international exposure for musicians	World Choir Games (Online Exchange Programme)	Members of choir
- 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 less skillful students	ensemble making through virtual software in orchestral groups and choir	members of orchestra, string orchestra, symphonic band and senior choir

### **Visual Arts**

Objectives	Strategies/ Activities	Targets
- 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
- 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: - 11th World Children Art Awards 2022 - Hong Kong Cultural and Creative Industrial: School Time Drawing Contest - "Basic Law and Me" Poster Design Competition 2021-2022 - The 21st Kanagawa Biennial World Children's Art Exhibition - 22nd International Meeting of Juvenile Art – ÉVORA 2021 - Happy Degart 2021: International KIDS Art Contest - Tram+ NFT: Future Tram and Smart City Design Competition - HKU Institute of Data Science: Data is the New Art Form Art Competition 2022 - The 13th Arts Ambassadors-in-School Scheme	All students
- To promote the visual arts	Organising activities through the Visual Arts Club,	All students

culture on campus	including: - acrylic coasters course - environmentally friendly CD painting course Organising the 85 <sup>th</sup> Anniversary Visual Art Exhibition	
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### **Christian Activities Committee**

Objectives	Strategies/ Activities	Targets
- To equip the Committee members to be humble servants of God	Training for the Committee members of fellowship	All fellowship committee members
- To allow students to share their faith, hope and love for others with communion in God	Regular Friday meetings	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	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	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	<b>JUPAS applications</b> Coordinators: - guided students through process of JUPAS applications - checked & advised on students' JUPAS applications - including group follow-up by Careers teachers - verified students' documents	F.6 F.5

Objectives	Strategies/ Activities	Targets
	<ul style="list-style-type: none"> <li>- liaised with universities regarding JUPAS applications</li> <li>- created 'JUPAS' information booklet for students' reference</li> </ul>	
<ul style="list-style-type: none"> <li>- Provide students with exposure to the workplace</li> <li>- Acquire basic skills &amp; attitude required for work</li> <li>- Motivate students to do further workplace exploration</li> </ul>	<b>Work Experience Placement Programme</b> <ul style="list-style-type: none"> <li>- All F.5 students were given a 2-day work placement in line with their career interests</li> <li>- Coordinators liaised with companies &amp; ran preparation workshops.</li> <li>- Careers Committee teachers visited students on placement.</li> <li>- Student debriefing, evaluation of student outcomes and company feedback.</li> <li>- (Suspended due to pandemic)</li> </ul>	F.5
<ul style="list-style-type: none"> <li>- Inform students of OLE and other information about work-related programmes</li> <li>- Provide teachers with better student profile to aid careers and life counselling</li> </ul>	<b>Careers-related info Dissemination and Collation</b> Coordinators: <ul style="list-style-type: none"> <li>- Coordinated information about external programmes and activities which boost OLE opportunities for students.</li> <li>- Disseminated and promoted OLE activities to target students through online platforms and boards</li> <li>- Collated careers-related information for reference by Careers Committee and teacher mentors</li> </ul>	F.4-F.6
<ul style="list-style-type: none"> <li>- Provide students with advice, perspectives &amp; support in their career exploration and planning</li> <li>- Build and nurture connections between students and alumnae to strengthen school network</li> </ul>	<b>Alumnae Mentorship &amp; Careers Sharing</b> Co-ordinated and monitored: <ul style="list-style-type: none"> <li>(i) Alumnae mentorship scheme (including alumnae workshops)</li> <li>(ii) Alumnae sharing sessions (post-examination F.5 Careers Morning)</li> </ul>	F.4 - F.5
<ul style="list-style-type: none"> <li>- Provide students with structured work-related experience and opportunities</li> <li>- Build connections with external organisations to maintain relationships with external organisations</li> </ul>	<b>Work-related programmes</b> Coordinators: <ul style="list-style-type: none"> <li>- Recruited and led students to join various work-related &amp; leadership programmes e.g. Business-School Partnership Programme</li> </ul>	F.4-F.5
<ul style="list-style-type: none"> <li>- To provide students with practical information and life skills to assist with their academic and working career</li> </ul>	<b>Careers Lessons</b> F.1 - Introduce CLP (Holland Code) F.2 – Broadening Conception of Careers	F.1-F.6



Objectives	Strategies/ Activities	Targets
	<p>F.3 - Transition to Senior Form</p> <p>F.4 - Exploration of Career pathways &amp; options</p> <p>F.5 - Introduction to JUPAS &amp; other universities application processes</p> <p>F.6 - Completion of JUPAS &amp; other universities application processes</p>	
- To provide Students with opportunities for quality engagement with tertiary institutions and educators	<b>Info talks / universities tours &amp; outings</b>	F.4-6
- To enable students' self-knowledge and reflection on career suitability	<b>EDB (formerly CLAP) Tools &amp; Self-evaluation</b>	F.4-5
- To give our students a deeper insight into various occupations and courses of study	<p><b>University Fair/ Careers Taster Day</b></p> <p>Business partners and local universities were invited to run interactive workshops and activities</p>	F.4-F.5
<p>- Provide students with support in their application to overseas universities</p> <p>- Encourage capable students to consider applying for highly selective universities to develop their potential</p>	<p><b>Overseas Applications / References</b> (UCAS, United States, Canada, Australia, New Zealand)</p> <p>- assisted students with applications / references for studying abroad, scholarships, summer courses, enrichment programmes etc.</p>	F.1-F.6
<p>- Provide students facing challenges and opportunities in CLP planning with support</p> <p>- Motivate 'at-risk' students to overcome difficulties in CLP planning</p>	<p><b>Enrichment and Enhancement student consultancy</b></p> <p>- Teachers counselled students identified by Enrichment and Enhancement Teams with CLP needs</p> <p>- Coordinators liaised with suitable external organisations who can help actualise alternative pathways for students.</p>	F.4-F.6
- Provide students with support in their application to Chinese language universities	<p><b>Mainland and Taiwan (M &amp; T) tertiary pathways</b> e.g. Tsinghua University nomination programme</p> <p>- Teachers liaised with universities in Mainland China and Taiwan to find appropriate pathways for tertiary study.</p> <p>- Teachers disseminated better information regarding M&amp;T universities.</p>	F.5-F.6

Objectives	Strategies/ Activities	Targets
	- Teachers assisted students with applications.	
<ul style="list-style-type: none"> <li>- Develop online presence of Careers Committee to provide a communication channel for students</li> <li>- Provide online database of careers-related reference materials for students</li> </ul>	<b>Media support</b> <ul style="list-style-type: none"> <li>- 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)</li> <li>- Uploading and maintenance of online materials</li> </ul>	F.3 - F.6

### **Study Tours and Exchange Committee**

Objectives	Strategies/ Activities	Targets
- To develop students' confidence and independence.	<b>Experiential Learning Week on Campus</b> (Changed to a 3-day local programme on the theme 'life skills' due to the pandemic)	F.1
<ul style="list-style-type: none"> <li>- To experience school life in rural areas and share students' English learning experience with the local students.</li> <li>- To broaden students' horizons, enrich their life experience and develop their critical thinking.</li> </ul>	<b>Outbound Study Tour to Liannan</b> - A voluntary service programme (Changed to a 3-day local programme on the theme 'sustainable development' due to the pandemic)	F.2
<ul style="list-style-type: none"> <li>- To explore artistic, cultural and conservational development in Taiwan.</li> <li>- To broaden students' horizons, enrich their life experience and develop their critical thinking.</li> </ul>	<b>Outbound Study Tour to Taiwan</b> (Changed to a 3-day local programme on the theme 'tourism and cultural conservation' due to the pandemic)	F.3
<ul style="list-style-type: none"> <li>- To provide students with exposure to the workplace.</li> <li>- To help students acquire basic skills &amp; attitude required for work.</li> <li>- To motivate students to do further workplace exploration.</li> </ul>	<b>Work Experience Placement Programme</b> (Changed to a 3-day local programme on the theme 'careers exploration' due to the pandemic)	F.4
<ul style="list-style-type: none"> <li>- To explore the cultural development in South Asian regions and encourage students to serve the local community as global citizens.</li> <li>- To broaden students' horizons, enrich their life experience and develop their critical thinking.</li> </ul>	<b>Outbound Study Tour to Cambodia</b> (Changed to a 3-day local programme on the theme 'stress management' due to the pandemic)	F.5
	<b>Beijing (RDFZ) Exchange HK Session (joint programme with</b>	Participating students from

Objectives	Strategies/ Activities	Targets
	<b>LaSalle College and Maryknoll Convent School)</b> (Changed to online mode due to the pandemic)	F.3 and F.4
	<b>Shanghai (SFLS) Exchange HK Session (joint programme with LaSalle College)</b> (Cancelled due to the pandemic)	Participating students from F.2 and F.3
<ul style="list-style-type: none"> <li>- To enhance students' understanding of what they have learnt in the classroom with practical knowledge.</li> <li>- To develop students' cultural awareness and understanding of other schools in China.</li> <li>- To provide students with an experience of city differences between Hong Kong and Beijing.</li> <li>- To understand the history and development of Beijing.</li> </ul>	<b>Beijing (RDFZ) Exchange Beijing Session (joint programme with LaSalle College &amp; Maryknoll Convent School)</b> (Changed to online mode due to the pandemic)	Participating students from F.4 & F.5
<ul style="list-style-type: none"> <li>- To enhance students' understanding of what they have learnt in the classroom with practical knowledge.</li> <li>- To develop students' cultural awareness and understanding of other schools in China.</li> <li>- To provide students with an experience of city differences between Hong Kong and Shanghai.</li> <li>- To understand the history and development of Shanghai.</li> </ul>	<b>Shanghai (SFLS) Exchange Shanghai Session (joint programme with La Salle College)</b> (Cancelled due to the pandemic)	Participating students from F.2 and F.3
<ul style="list-style-type: none"> <li>- To enrich students' sense of globalization, and to prepare them well for their future.</li> <li>- To understand the culture, history and technological development of Japan.</li> <li>- To experience local life in another city and interact with local people of Japan.</li> </ul>	<b>Fukui Prefecture Environment and Culture Study Tour</b> (Cancelled due to the pandemic)	Participating students from F.1 to F.5

### **Student Association**

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> <li>- To enhance F.1 students' sense of belonging to and understanding of the school</li> <li>- To provide support and suggestions to F.1 students</li> <li>- To strengthen communication among different forms of students</li> <li>- To help F.1 students be physically and mentally prepared for secondary school life</li> </ul>	F.1 Orientation Programme (Online mode)	F.1 House Committee

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> <li>- To develop the leadership potential of student leaders</li> <li>- To empower student leaders to be self-disciplined and independent</li> <li>- To enhance communication and cooperation between leaders of student organisations</li> </ul>	Leadership Training Day Camp	All Sports & Music Team captains and Student Association Executive Committee members
<ul style="list-style-type: none"> <li>- To promote school unity</li> <li>- To enhance students' sense of belonging to and understanding of the school</li> <li>- To celebrate the 84<sup>th</sup> anniversary of the school</li> <li>- To encourage communication between teachers and students</li> <li>- To develop a harmonious and joyful ambience in the school</li> </ul>	Foundation Day	F.1 – F.3; F.4 – F.6
<ul style="list-style-type: none"> <li>- To promote school unity</li> <li>- To enhance students' sense of belonging to the school</li> <li>- To foster mutual support among students</li> <li>- To demonstrate the school image of unity and decency</li> </ul>	Inter-school Swimming Competition	Swimming Team members, Cheering Team and helpers
<ul style="list-style-type: none"> <li>- To enhance parents' understanding of the school in different aspects</li> <li>- To convey an accurate and positive image of school to parents and prospective students with diverse student ambassadors and co-curricular activities</li> <li>- To demonstrate the school image of unity and decency</li> </ul>	F.1 Admission Talk (Online mode)	P.6 Parents and Prospective Students
<ul style="list-style-type: none"> <li>- To provide a platform for students to unleash their performing talents and step out of their comfort zone</li> <li>- To encourage communication between teachers and students</li> <li>- To develop a harmonious and joyful ambience in the school</li> </ul>	Singing Contest	F.1 – F.6
<ul style="list-style-type: none"> <li>- To raise students' awareness about local current issues of human interest</li> <li>- To encourage students to pay attention to the needy in their communities</li> <li>- To encourage the giving and sharing of time, skills, and hospitality</li> </ul>	Community Services	F.1 – F.6
<ul style="list-style-type: none"> <li>- To improve communication between students and the school</li> <li>- To encourage students to formulate, and voice their opinions about school affairs</li> </ul>	Student Council	F.1 – F.6 and Class Representatives
<ul style="list-style-type: none"> <li>- To foster student ambassadors' understanding of school history and characteristics</li> <li>- To train presentation skills of student ambassadors through trainings and practical receptions</li> <li>- To impress school guests with students' decency and Heep Yunn uniqueness</li> </ul>	School Tours	Student Ambassadors
<ul style="list-style-type: none"> <li>- To promote school unity</li> </ul>	Support co-curricular	All co-curricular

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> <li>- To enhance students' sense of belonging to and understanding of the school</li> <li>- To provide assistance and support to co-curricular activity groups and teams</li> </ul>	activities	activities groups and teams
<ul style="list-style-type: none"> <li>- To use Social Media to unite different stakeholders of the school</li> <li>- To update recent school activities and news</li> <li>- To show the lively image of Heep Yunn</li> </ul>	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**

Chinese Society  
Computer Society  
English Society  
Geography Society  
Global Issues Society  
Heritage and Cultural Society  
Mathematics Society  
Putonghua Society  
Science and Technology Society  
Technology and Living Society  
Tourism and Business Society

### **School Services**

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

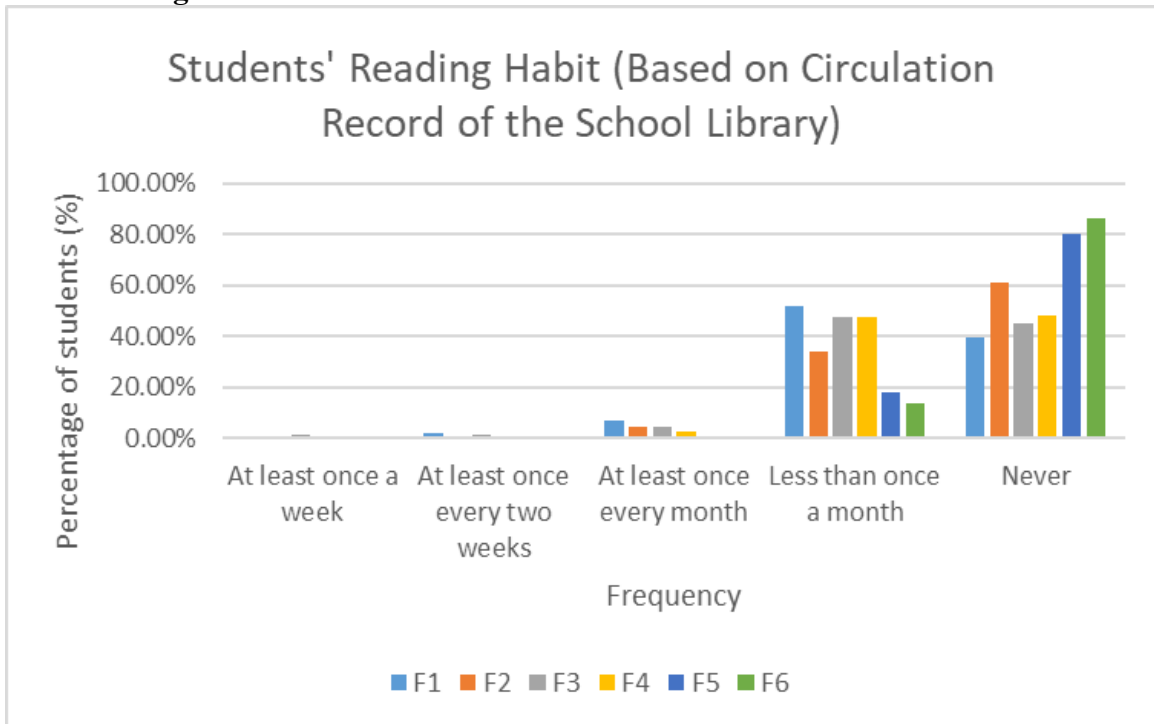
Yunn House  
Chung House  
Hok House  
Hau House

**STEM Teams**

Mathematical Olympiad Team  
Science Team

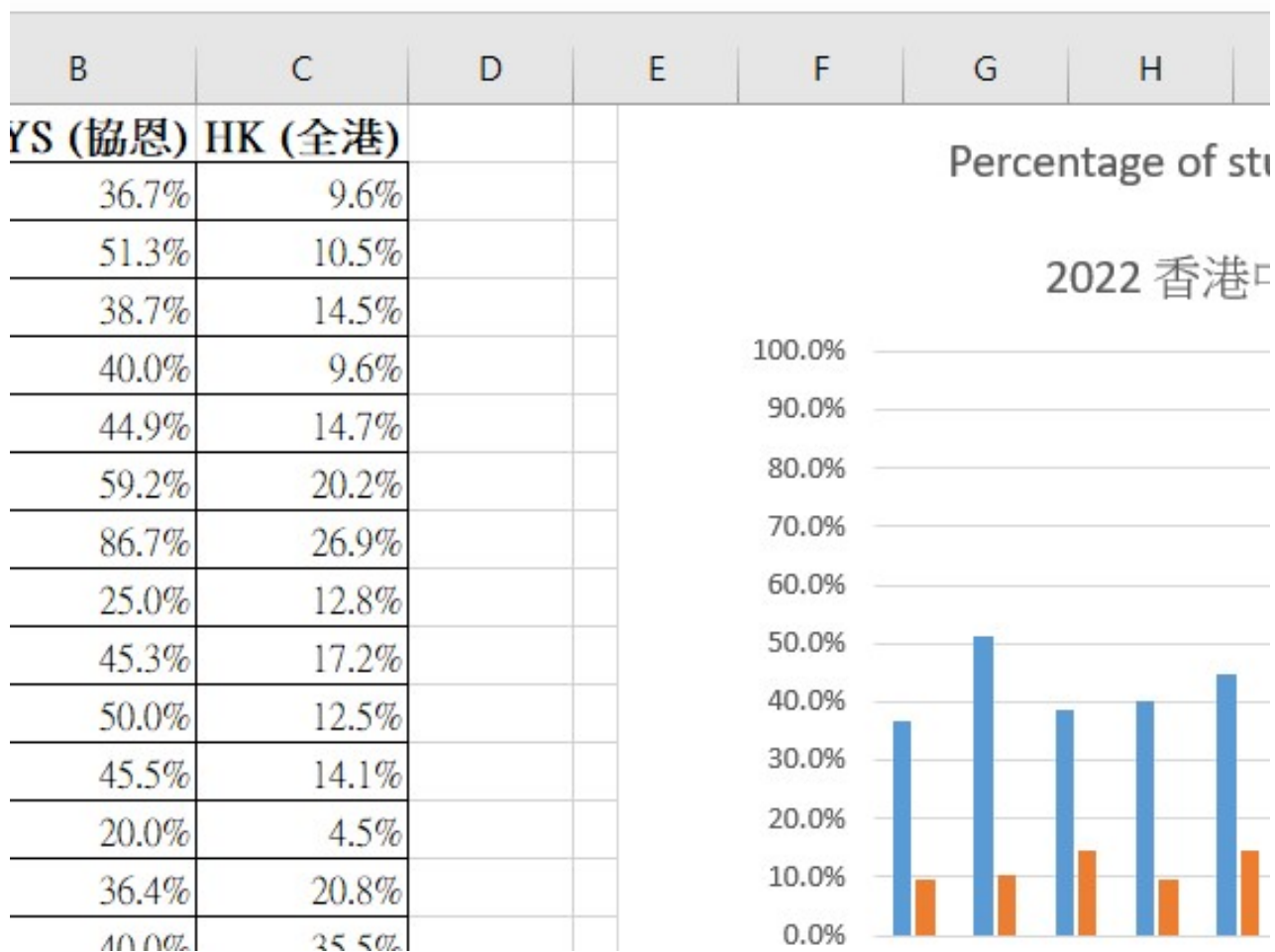
## (5) Student Performance

### 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 2022



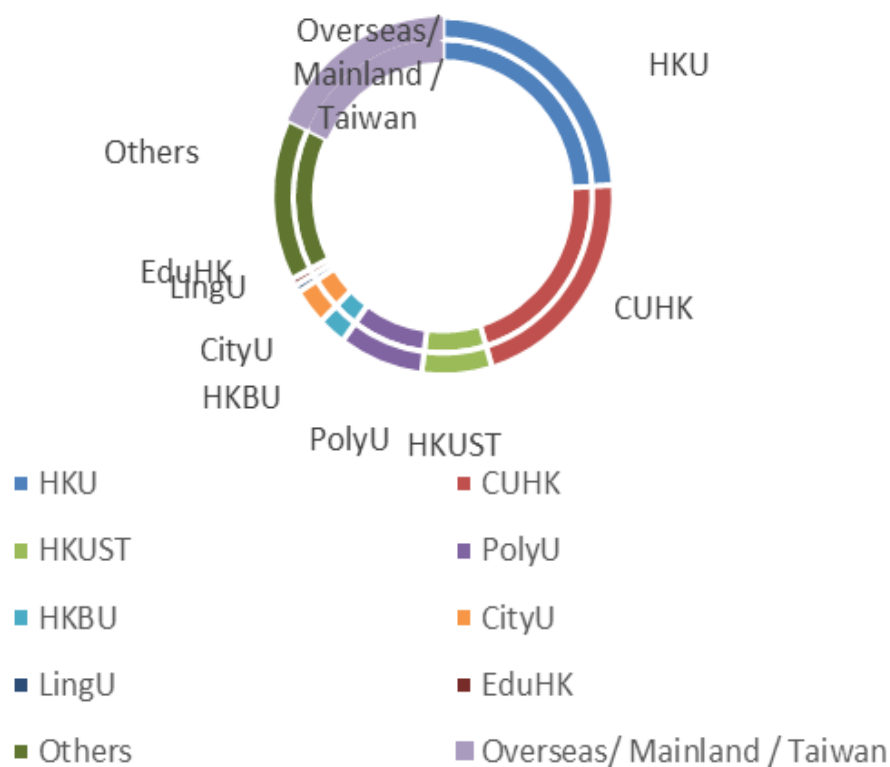
## Attainment of students in HKDSE Examination 2021

Subject	Percentage of students attaining 5 or above	
	HYS	HK
Music (音樂)	100%	29.6%
Physics (物理)	88.9%	27.7%
Chemistry (化學)	86.7%	26.9%
Biology (生物)	59.2%	20.2%
English Language (英國語文)	51.3%	10.5%
Geography (地理)	50%	12.5%

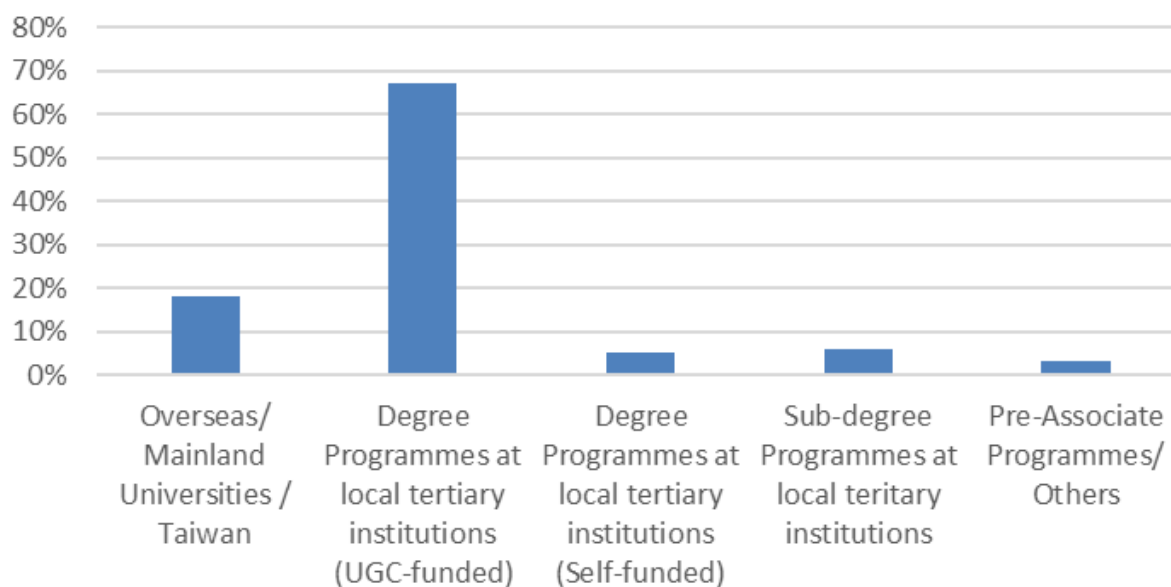


## Destination of Exit Students

### 2021-2022 Destination of Exit Students



### 2021-2022 Destination of Exit Students



## **Other Achievements and Awards**

### **Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2021/22**

Chow Hoi Tung 6D

Chan Wing Tung 6E

### **Home Affairs Bureau Multi-faceted Excellence Scholarship 2022**

Wong Valerie 6A

### **Johns Hopkins CTY Scholarship 2022**

Li Yan Wai 2B

### **2021-2022 年度九龍城區傑出學生選舉**

#### **初中組傑出學生獎**

黃臻善 二乙

#### **高中組傑出學生獎**

蘇絺嵐 四戊

### **學友社傑出中學生領袖選舉 2021-2022**

#### **傑出中學生領袖**

劉愷瑤 五乙

### **香港課外活動優秀學生表揚計劃(優秀學生)**

林天詠 五乙

### **CUHK Admission Scholarship**

Chan Joyce 6E

Cheung Hau Yi 6C

Chong Wing Wan 6E

Chow Hoi Tung 6D

Fong Tsz Tung 6D

Kwan Cheuk Yan 6D

Liang Ching Hei 6E

Ma Tsz Kiu Brittany 6D

Wong Sum Shuen Kimmy 6E

Wu Sin Man Jenny 6E

Yip Wai Long Sophia 6C

### **CUHK Sports Scholarship Scheme**

Luo Tsz Yuen 6B

So Cheuk Huen 6C

Tsang Ching Nam Janice 6B

### **PolyU Entry Scholarship**

Cheuk Yat Ling 6E

Chin See Wai 6D

Fong Ching Sunnie 6D

Fu Wing Yan 6D

Lai Yan Yu	6B
Wong Valerie	6A

### **HKU Sports Scholarship Scheme**

Wong Wai Man	6C
Chiu Yi Shun	6E

### **CityU Student Athletes Admission Scheme**

Wu Ting Yan	6C
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### **South China Morning Post Student of the Year 2022**

#### **Grand Prize (Shortlisted)**

Chow Hoi Tung	6D
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#### **Linguist (Putonghua) (Shortlisted)**

Wen Jiayi	5D
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#### **Linguist (Putonghua) (Shortlisted)**

Wong Sum Shuen	6E
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#### **Linguist (Cantonese) (Shortlisted)**

Lee Ching Nam	6E
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#### **Sportsperson (Shortlisted)**

Tang Lok Shu	4B
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## **Humanities**

### ***Economics***

### **JUMPSTARTER IdeaPOP! 2022 Hong Kong Student Startup Competition**

#### **The Top 8 Teams**

Lau Hoi Yiu	5B
Tin Sammi	5B
Wong Wai Yan	5B
Yip Oi Lam	5B

### ***Geography***

### **Energy Community 2030 Competition (Senior Section)**

#### **Second Runner-up**

Chan Hin Wing	5B
Chan Tin Wing	5D
Tang Hiu Lam	5E

#### **First Runner-up**

Lin Lai Ying	5D
Kwok Lok Yin	5E
Yeung Hoi Lok Hillary	5E

## **Language Arts**

### **The 73<sup>rd</sup> Hong Kong Schools Speech Festival**

### Solo Verse Speaking

1 <sup>st</sup>	Lam Hei Yu	1A	2 <sup>nd</sup>	Lou Yan Ki	5B
1 <sup>st</sup>	Chan Chloe	2B	2 <sup>nd</sup>	Chan Lok Yan Betty	5E
1 <sup>st</sup>	Wong Lok Ching	2C	3 <sup>rd</sup>	Hon Hay Yee	1A
1 <sup>st</sup>	Yiu Hei Lam	3B	3 <sup>rd</sup>	Fok Yan Tung	2A
1 <sup>st</sup>	Hui Yi Ting	3C	3 <sup>rd</sup>	Shing Yee Isis	2A
1 <sup>st</sup>	Wan Hei Yiu Haliey	3C	3 <sup>rd</sup>	Wong Yat Tung	2B
1 <sup>st</sup>	Lam Man Wai	4B	3 <sup>rd</sup>	Cheng Yu Ching	2D
1 <sup>st</sup>	Chung Yan Wa	4E	3 <sup>rd</sup>	Soo Pan Sum	3A
2 <sup>nd</sup>	Chum Weng Cheng Tiffany	2C	3 <sup>rd</sup>	Cheung Sum Yiu	3E
2 <sup>nd</sup>	Cheung Yat Yin Jeannie	2D	3 <sup>rd</sup>	Ng Sze Heng Sharon	5D
2 <sup>nd</sup>	Choi Wing Jun	2D	3 <sup>rd</sup>	Wan Hiu Tung Danielle	5D
2 <sup>nd</sup>	Choi Yan Hei	3A			
2 <sup>nd</sup>	Ip Yi Ling	4A			
2 <sup>nd</sup>	Lam Tsz Kiu	4D			

### Dramatic Duologue

1 <sup>st</sup>	Hon Sum Kiu	2D
1 <sup>st</sup>	Liu Yuet Yan	2E
3 <sup>rd</sup>	Ho Tsz Ying	4E
3 <sup>rd</sup>	Kong Lai Ching	4E
3 <sup>rd</sup>	Cheung Nga Ching Chloe	5A
3 <sup>rd</sup>	Leung Samantha	5D

### Public Speaking Solo

1 <sup>st</sup>	Yiu Yeuk Wan	3A
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### **Hong Kong Young Writers Awards 2022**

#### Winner (Poetry Group 4)

Chan Lok Yan Betty	5E
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#### Honourable Mention

Lau Yin Tung (non-fiction group 3)	2B
Lee Tsz Wing Jacie (fiction group 4)	4D
Chu Sui Lam Ariel (fiction group 4)	5D

#### Shortlisted (Poetry Group 4)

Fong Hoi Ching	5A
Chan Lok Yan Betty	5E

### **The Harvard Book Prize 2022**

#### Winner

Chu Sui Lam Ariel	5D
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1<sup>st</sup> runner-up

Chen Man Chin Michelle 5D

2<sup>nd</sup> runner-up

Chan Lok Yan Betty 5E

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

Gold Prize

Chu Sui Lam Ariel 5D

The Poet of the School Award

Chu Sui Lam Ariel 5D

Honourable Mention

Kwok Yin Hei 2A

**The 20<sup>th</sup> CILTHK Student Essay Competition : Junior Group**

Chan Yan Ki 3A

**22<sup>nd</sup> Lions International Youth Exchange Scholarship Essay Competition**

6<sup>th</sup> place

Tam Yan Kiu 4D

Certificate of Merit

Angelina Lo Pei Ting 4D

Law Hei Yau 4E

Ng Tsam Yi 4E

Chu Sui Lam 5D

Mok Sze Wing 5D

Lydia Chan 5D

Chan Lok Yan Betty 5E

**2<sup>nd</sup> COVID Writing Competition ( City University of Hong Kong )**

Junior form (Creative Writing)

1st Prize

Yu Kai Yan 1 E

Outstanding Writing Award

Cheuk Hoi Lam Megan 1A

Liu Pak Yiu Prudence 1A

Kwok Cheuk Yee 3D

Junior form (Personal Reflection)

Outstanding Writing Award

Lee Sum Yin 2B

Chen Ching Chi 3A

Ching Sum 3A

Senior form (Creative Writing)

1<sup>st</sup> Prize

Lam Sum Ching 4C

2<sup>nd</sup> Prize

Yeung Hoi Lok Hillary 5E

Outstanding Writing Award

Chan Hiu Laam 4D

Yeung Hoi Ching 4D

Tang Yu Ting 4E

Senior form (Personal Reflection)

1<sup>st</sup> Prize

Cheung Wing Natalie 5D

Outstanding Writing Award

Chung Ern Qi Sarah 4A

**15<sup>th</sup> HK Students Open Speech Competition 2022- Secondary 2 (English Verse Speaking)**

1<sup>st</sup> place

Choi Wing Jun 2D

**The 18<sup>th</sup> Biliteracy & Trilingualism Composition and Speech Competition**

Junior Section - Best English Composition:

Yiu Yeuk Wan 3A

**Students' Top Ten News Election 2021**

News Commentary Competition: Junior Forms

1<sup>st</sup> runner-up

Ching Sum 3A

2<sup>nd</sup> runner-up

To Yee Man 3A

3<sup>rd</sup> runner-up

Chow Yan Kiu Eillen 2B

Isis Hui 2B

News Commentary Competition: Senior Forms

Champion

Chan Sui Lam 5D

2<sup>nd</sup> runner-up

Ira Yan Ka Yee 4D

3<sup>rd</sup> runner-up

Au Chin Ying 5E

**The American Chamber of Commerce Charitable Foundation Prize Book Award 2021-2022**

Yip Wing Hei Tiffany 5E

## **The Harvard Global Women Empowerment Essay Contest 2021-2022**

### **Winner**

Wong Ching Shun Kathy

5D

### **第七十三屆校際朗誦節**

散文獨誦：

冠軍（粵）：歐陽沛真（一甲）、黃逸桐（二乙）、歐陽沛錡（二丙）、黃靖淳（五丁）

亞軍（粵）：徐斐（二戊）、鄭忻喬（四戊）

季軍（粵）：鍾欣樺（四戊）

冠軍（普）：古舒心（二乙）、歐陽沛錡（二丙）、徐斐（二戊）、王佳果（三丙）

季軍（普）：陳嘉翹（一乙）

詩詞獨誦：

冠軍（粵）：歐陽沛真（一甲）、徐斐（二戊）

亞軍（粵）：陳韻瑩（二乙）、黃逸桐（二乙）、歐陽沛錡（二丙）、關嬰旻（四甲）

冠軍（普）：郭凱嵐（一甲）、歐陽沛錡（二丙）、徐斐（二戊）

亞軍（普）：歐陽沛真（一甲）、古舒心（二乙）、李善霖（二丙）

季軍（普）：蔡穎臻（二丁）、李樂言（二戊）

二人對話：

冠軍：黃樂晴（二丙）、廖悅因（二戊）、鄭忻喬（四戊）、吳沁沂（四戊）

基督教經文朗誦：

季軍：黃樂晴（二丙）、徐斐（二戊）

歌詞朗誦：

亞軍：徐斐（二戊）

季軍：黃逸桐（二乙）、黃樂晴（二丙）、劉愷瑤（五乙）

### **中華語言藝術研究中心主辦第十三屆「中華挑戰盃」全港人才藝術朗誦大賽**

普通話散文組冠軍、普通話古詩組冠軍：歐陽沛真（一甲）

普通話散文組冠軍、普通話古詩組亞軍：歐陽沛錡（二丙）

### **新市鎮文化教育協會主辦第二十四屆全港中小學普通話演講比賽 2022**

初賽季軍：何錦穎（二甲）

初賽優異星獎：古舒心（二乙）、徐斐（二戊）、馬珮瑜（四乙）

### **朗誦及音樂推廣協會主辦第十五屆全港學生公開朗誦比賽**

粵語中學組S2散文獨誦季軍、普通話中學組S1-S2詩詞獨誦季軍：歐陽沛錡（二丙）

粵語中學組S1詩詞獨誦亞軍、普通話中學組S1-S2詩詞獨誦優良：歐陽沛真（一甲）

普通話中學組S1-S2詩詞獨誦亞軍、普通話中學組古詩季軍、普通話中學組繞口令季軍：蔡穎臻（二丁）

**基督教香港信義會社會服務部主辦 2021-22 年度「小故事，動人心」創作比賽**

初中組優異獎：黃靖軒（三丙）

**香港西區扶輪社、香港教育工作者聯會主辦全港中學「兩文三語」菁英大比拼(第十八屆)**

高中組中文優秀文章獎：李敏行（五丁）

**香港教育大學主辦「仁者愛人」第三屆粵港澳大灣區生命教育徵文比賽**

初中優異獎：黃靖軒（三丙）

**香港新世代扶輪社、蘇豪香港扶輪社主辦第三屆「回憶。禮。」扶輪香港微小說創作比賽**

最佳視覺表達獎：馮靖（四丙）、謝謹謙（四丙）、黃慧蘭（四丙）

**第三十三屆中學生閱讀報告比賽**

中文廣泛閱讀組(高級組)優異獎：潘樂津（四丁）

**香港中華文化促進中心主辦「疫症無情，人間有情」徵文比賽**

三等獎：梁芯悅（五丁）

**中國青少年語言文化學會主辦 2021-2022 年全國青少年語文知識大賽「菁英盃」現場作文比賽**

初賽一等獎：陸紫晴（三戊）

初賽二等獎：陳晞程（一甲）、李鎧彤（一丁）、叢卓琳（三乙）、李芷瑤（三丁）、徐彩晴（三丁）、康希然（三戊）、林康翹（三戊）、馬嘉莉（三戊）

初賽三等獎：馮易思（三乙）、郭卓怡（三丁）、藍尉瑄（三丁）

決賽一等獎：陸紫晴（三戊）

決賽二等獎：李芷瑤（三丁）

決賽三等獎：藍尉瑄（三丁）、徐彩晴（三丁）、林康翹（三戊）

**中國語文教育研究學會主辦「中國語文菁英計劃(2021-22)」**

菁英金獎：陳紀彤（三丙）

菁英銅獎：蔡恩曦（三甲）

即席寫作比賽冠軍：陳紀彤（三丙）

團體寫作比賽冠軍：蔡恩曦（三甲）、吳穎珊（三乙）、陳紀彤（三丙）

**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）合辦第十五屆「聯校文學創作比賽」**

初級組微型小說冠軍：陳婧之（三甲）

初級組散文冠軍：陳婧之（三甲）

初級組新詩冠軍：王佳果（三丙）

初級組新詩亞軍：梁善寧（三乙）

初級組新詩季軍：黃愛瑤（二甲）

高級組微型小說冠軍：黃芷汶（四戊）

高級組散文冠軍：林樂晴（五戊）

公開組對聯季軍：吳泳桐（四戊）



**基本法多面體全港中學生辯論賽-普通話組**

冠軍

決賽最佳辯論員

林倚祈 五戊

**青年心城全港中學辯論賽**

冠軍

決賽最佳辯論員

吳嘉詠 五丁

**聯合盃- 香港中學生聯校普通話辯論比賽**

冠軍

決賽最佳辯論員

林倚祈 五戊

**挑戰盃中學華語辯論賽**

冠軍

決賽最佳辯論員

楊惠雅 四丁

**2021/2022 香港學界模擬辯護及模擬法庭比賽中文組**

季軍

**第三屆全港中學學界辯論比賽**

冠軍

決賽最佳辯論員

溫嘉怡 五丁

**Hong Kong School Drama Fest 2021-22**

Adjudicator's Award

Award for Outstanding Script

Award for Outstanding Director

Award for Outstanding Cooperation

Award for Outstanding Audio-visual Effects

Award for Outstanding Performer

**Music**

**74<sup>th</sup> Hong Kong Schools Music Festival (Individual)**

U125 Graded Piano Solo - Grade Seven- 2<sup>nd</sup> runner-up

Chan Hei Ching 1A

U125 Graded Piano Solo - Grade Seven- 1<sup>st</sup> runner-up

Wu Hau Lam 1A

N412 Flute Solo - Secondary School – Junior- Champion

Fok Tsz Yau 1B

N430 Bassoon Solo - Secondary School – Junior- Champion

Li Pui Ying 2A

N217 Violin Solo - Grade Eight- 2<sup>nd</sup> runner-up

Chiu Wing Hei 2B

N416 Oboe Solo - Secondary School – Senior- 2<sup>nd</sup> runner-up

Leung Hui Yau 2B

U4 Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under- Champion

Wong Yat Tung 2B

N531 Erhu Solo — Senior- 1<sup>st</sup> runner-up

Wong Yat Tung 2B

E15 Vocal Solo — Chinese — Female Voice — Secondary School — Age 14 or under- 1<sup>st</sup> runner-up

Au Yeung Pui Ki Christina 2C

N554 Sheng Solo — Senior- 1<sup>st</sup> runner-up

Tse Yuet Wen Eirwen 2E

E128 Graded Piano Solo - Grade Eight- 1<sup>st</sup> runner-up

Soo Pan Sum 3A

N509 Liuqin Solo — Senior- 1<sup>st</sup> runner-up

Wan Kit Yu 3D

N500 Zheng Solo — Advanced- 2<sup>nd</sup> runner-up

Ng Yi Ting 4B

N501 Zheng Solo — Senior- 2<sup>nd</sup> runner-up

Soo Wing Yau Evika 4D

E14 Vocal Solo — Chinese — Female Voice — Secondary School — Age 16 or under- 2<sup>nd</sup> runner-up

Chung Yan Wa 4E

**The 10th Hong Kong Golden Bauhinia International Youth Piano Competition (Final Round) - Self Selected Pieces Group (Under Aged 14)**

Fifth Place

Chan Kiu Tsun 1A

**The 10th Hong Kong Golden Bauhinia International Youth Piano Competition (Final Round) - Piano Solo ABRSM Graded Eight**

Gold Award

Chan Kiu Tsun 1A

**London Young Musician - Performance Grade 8 (Harp)**

**Gold Prize**

Lam Chin Yuet 1A

**INZAI International Music Competition - Young Artist Category (Harp)**

**Honorable Award**

Lam Chin Yuet 1A

**Hong Kong Music Talent Award 2022 - Pedal Harp Senior Class**

**2<sup>nd</sup> prize**

Lam Chin Yuet 1A

**Hong Kong Schools Music Award Competition 2021 - Cello Solo (Grade 7 Group)**

**Champion**

Ku Shu Sum 2B

**The 9<sup>th</sup> Hong Kong International Youth Performance Arts Festival 2021- SC Cello G07**

**1<sup>st</sup> runner-up**

Ku Shu Sum 2B

**14th World Harp Congress 2022 (Cardiff, Wales)**

**Performer in 'Focus On Youth' Programme**

Wong Jansci 2B

**London Young Musician International Music Competition 2021-2022 – 20<sup>th</sup>-21<sup>st</sup> Century Music (Harp)**

**Gold Prize**

Wong Jansci 2B

**Korea International Harp Competition 2022 - Youth Division (Aged 19 or below)**

**Fourth Prize**

Wong Jansci 2B

**International Fringe Music Festival & Competition 2021 - Youth Class (Piano)**

**First Prize**

Wong Jansci 2B

**6<sup>th</sup> Hong Kong International Harp Competition 2021 - Secondary I Pedal**

**Honourable Mentions**

Wong Jansci 2B

**Artist of the Year, season 2021/2022 - Instrumentalists and Singers, Age group III (Singing)**

**3<sup>rd</sup> Prize**

Wong Yat Tung 2B

**Rising Talents of Asia & Oceania (Voice)**

**2<sup>nd</sup> Prize**

Wong Yat Tung 2B

**Rising Talents of Asia & Oceania (Violin)**

3<sup>rd</sup> Prize

Wong Yat Tung 2B

**Vienna Music Examination Board Video Competition (Autumn), (Hong Kong Region 2021) - Harp: Grade 8**

1<sup>st</sup> runner-up

Wong Yat Tung 2B

**Superior Culture International Youth Music Festival 2021 - Finals (Secondary Junior, String: Harp)**

Champion

Wong Yat Tung 2B

**Superior Culture International Youth Music Festival 2021 - Finals (Secondary Junior, Vocal and Singing)**

2<sup>nd</sup> runner-up

Wong Yat Tung 2B

**Music e-Contest 2021, 2<sup>nd</sup> round (Category D - Aged 12-14: Singing)**

Gold Award

Wong Yat Tung 2B

**Music e-Contest 2021, 2<sup>nd</sup> round (Category D - Aged 12-14: Harp)**

Silver Award

Wong Yat Tung 2B

**Hong Kong Music Talent & Performance Award - Vocal: Youth Solo Class**

1<sup>st</sup> runner-up

Au Yeung Pui Ki Christina 2C

**Hong Kong Music Talent and Performance Award 2021 - Vocal: Youth Solo Class**

1<sup>st</sup> runner-up

Chum Weng Cheng Tiffany 2C

**Fringe Inter-School Music Competition - H705 Youth Class (Vocal)**

1<sup>st</sup> runner-up

Chum Weng Cheng Tiffany 2C

**Hong Kong Music Talent Award 2022 - Plucked-String Secondary School Senior Class (Liuqin)**

2<sup>nd</sup> Prize

Wan Kit Yu 3D

**HKMIEA- The 6<sup>th</sup> Hong Kong Youth Cup International Music Contest- Liuqin: Open/ F.3 or above**

2<sup>nd</sup> runner-up

Wan Kit Yu 3D

**World Grand Prix International Music Contest - Young Artist Category (Clarinet)**

First prize

Tsui Pui Ka Bertha 4E

**Taiwan International Wind / Brass / Percussion Online Competition - Solo Open Class (Clarinet)**  
**Gold Prize**

Tsui Pui Ka Bertha 4E

**The 5<sup>th</sup> Hong Kong Youth Cup International Music Contest (Piano: Grade 5)**

**Silver Prize**

Ngan Wing Sze 5A

**18<sup>th</sup> Global Children and Youth Percussion Competition - Intermediate**

**1<sup>st</sup> runner-up**

Ngan Wing Sze 5A

**18<sup>th</sup> Global Children and Youth Piano Competition - Intermediate**

**2<sup>nd</sup> runner-up**

Ngan Wing Sze 5A

**Hong Kong Inter-school Choral Music Festival**

Gold Diploma

**Hong Kong Joint School Music Competition- Chinese orchestra**

Gold Prize

**Hong Kong Joint School Music Competition- Orchestra**

Gold Prize

**Hong Kong Joint School Music Competition- Symphonic Band**

Gold Prize

**Hong Kong Joint School Music Competition- Senior Choir**

Gold Prize

**Hong Kong Joint School Music Competition- Junior Choir**

Gold Prize

**Hong Kong Joint School Music Competition- Senior Mixed Choir in Collaboration with Wah Yan College, Kowloon**

Gold Prize

**Hong Kong Joint School Music Competition- Intermediate Mixed Choir in Collaboration with Diocesan Boys' School**

Gold Prize

**Hong Kong Joint School Music Competition-Chinese ensemble (Pipa ensemble)**

Silver Prize

**Science and Mathematics**

***Biology***

**The international Biology Olympiad - Hong Kong Contest 2021**

Best school award

**The international Biology Olympiad - Hong Kong Contest 2021**

**Outstanding student performance award & gold award**

Cheung Jasmine 6D

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

**First Class Honours**

Yiu Yeuk Wan 3A

**Second Class Honours**

Wong Sze Ching Chloe 3A

Ng Wing Shan Sandy 3B

***Mathematics***

**The Asia International Mathematical Olympiad Open Contest Semi-Final 2022**

**Gold Honor**

Lee Chi In Katie 1C

Fu Kexin Connie 2A

**Silver Honor**

Tsang Sze Yan 1E

Xiao Jiaqi Sharon 2A

Fung Pui Ka Cass 2E

Tsang Cheuk Yin Charis 2E

Choi Wai Ching Ariel 3B

Ma Tsin Chin Million 3D

**Bronze Honor**

Lan Wai Huen 3D

**「華夏盃」全國數學奧林匹克邀請賽 2022 (華南賽區) 晉級賽**

**特等獎**

付可馨 二甲

**一等獎**

李沚妍 一丙

**二等獎**

馮珮嘉 二戊

曾焯然 二戊

馬仟千 三丁

**三等獎**

李心怡 二丁

**The Asia International Mathematical Olympiad Open Contest Final 2021**

**Silver Honor**

Ma Tsin Chin Million 3D

## ***Science***

### **Student Science Project Competition**

#### **Champion in Junior Investigation, Social Innovation Award**

Project title: More Sustainable Lithium Ion Battery using Alternative Materials

Lam Sum Yi Bernice	3A
Leung Hoi Ching	3A
Ng Ho Kiu	3A
Yiu Yeuk Wan	3A

#### **1<sup>st</sup> Runner-up in Senior Investigation, Social Innovation Award**

Project title: Water On Wax (W.O.W.)

Chau Chak Lam	4B
Lam Yat Hei Vanessa	4D
Yeung Wai Nga Vicky	4D
Chan Pui Tung	4D
Cheng Asenath Wut Yin	4E

#### **2<sup>nd</sup> Runner-up in Senior Investigation**

Project title: IDefended

Tse Wing Yu	5A
Lam Yuet Ching Joyce	5A
Chu Sui Lam	5D
Lin Lai Ying	5D
Yung Cheuk Laam	5D

## **Service Learning**

### **Youth Impact Award 2.0**

#### **Top Ten Finalists**

Hung Ka Yiu Chloe	4D
Yeung Wai Nga	4D
Cheng Sum Yue Sabrina	4E
Chung Yan Wa	4E

#### **Bronze Award**

Ng Chiu Wai	4B
Fung Ching Rosanne	4C
Ng Chiu Yin	4C
Tse Kan Him	4C
Wong Wai Lan Maggie	4C

#### **Bronze Award**

Lou Yan Ki	5B
Lui Lok Chee	5B
Pou Yat Yin	5B
Lau Oi Lam	5E

#### **Bronze Award for Volunteer Service**

Wong Man Tung, Myra	1B
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Choi Wing Jun Gillian	2D
Kwok Cheuk Yee	3D
Lam Sum Ching	4C
Yeung Hoi Lee	4C
Natasha Wong Yan Chi	4D
Tam Hoi Ching	5A
Wong Chung Laam	5A
Iu Hoi Po Bobo	5C
Sim Lok Yan Venesse	5C
Mok Sze Wing	5D

#### **Silver Award for Volunteer Service**

Wong Lok Ching	2C
Kwok Hei Wun	4E
Lok Yan Betty Chan	5E
Poon Cheuk Kei Chloe	5E

#### **Gold Award for Volunteer Service**

Soo Hei Nam Hayley	4E
Lau Hoi Yiu	5B
Cheung Wing Natalie	5D
Leung Sum Yuet	5D

### **Sports**

#### **Inter-school BOCHK Archery Cup 2021-2022**

Overall: Third

#### **Inter-school Athletics Competition 2021-22**

Overall: Second

#### **Inter-school Badminton Competition 2021-2022**

Overall: First

#### **Inter-school Tenpin Bowling Competition 2021-22**

Overall: Fourth

#### **Inter-school Tennis Competition 2021-22**

Overall: Second

#### **Inter-school Life-saving Competition 2021-22**

Overall: Second

#### **Inter-school Squash Competition 2021-22**

Overall: Second

#### **Inter-school Swimming Competition 2021-22**

Overall: Second

#### **Inter-School Table Tennis Competition 2021-2022**

Overall: First



**Inter-school Tennis Competition 2021-22**

Overall: Second

**All Hong Kong Jing Ying Competition (organised by HKSSF)- Athletics**

Overall: Third

100m- Third: Luo Tsz Yuen 6B

Discus- Fourth: Yung Cheuk Laam 5D

Short put- First: Lee Sum Yuet Charlotte 5C

**All Hong Kong Jing Ying Competition (organised by HKSSF)- Badminton**

Overall: First

Singles- First: Chan Wing Lam 5C

**All Hong Kong Jing Ying Competition (organised by HKSSF)-Table-tennis**

Singles- Third: Wong Hiu Lam 2C

Singles- Fifth: Law Sum Yee Sammi 3C

**All Hong Kong Inter-school 3 x 3 Basketball Marathon**

AB Grade: Champion

Best Basketball Player: Kwan Hoi Pui 6B

Most Valuable Player: Kwan Hoi Pui 6B

C Grade: Champion

Best Basketball Player: Yeung Choi Ying 2E

Most Valuable Player: Yeung Choi Ying 2E

**Inter-school BOCHK Archery Cup 2021-2022**Girls C Grade Individual- 6<sup>th</sup>

Wong Lok Ching 2C

**Inter-school Life-saving Competition 2021**B Grade 200m Obstacle Swim – 1<sup>st</sup>

Mok Sze Ki 4C

A Grade 200m Obstacle Swim – 2<sup>nd</sup>

Lee Yan Hei Yammi 5C

B Grade 100m Rescue Medley – 2<sup>nd</sup>

Lau Yui Sze 4D

A Grade 100m Rescue Medley – 2<sup>nd</sup>

Yip Hiu Lok 6B

B Grade 100m Manikin Carry with Fins – 3<sup>rd</sup>

Hui Yan Ching 2C

A Grade 100m Manikin Carry with Fins – 1<sup>st</sup>

Ma Wing Yu 5C

A Grade 50m Manikin Carry – 2<sup>nd</sup>

Chiu Hei Ching 5A

B Grade 100m Manikin Tow with Fins – 1<sup>st</sup>

Ng Sze Kwan 4A

B Grade 100m Manikin Tow with Fins - 2<sup>nd</sup>

Lui Ho Yee 5C

B Grade 200m Super Lifesaver – 3<sup>rd</sup>

Lee Sum Yiu 1D

B Grade 200m Super Lifesaver – 2<sup>nd</sup>

Ng Lai Wa 5B

**Inter-school Athletics Competition 2021-22**

A Grade 100m - 4<sup>th</sup>

Tam Hoi Ching 5A

A Grade 100m – 4<sup>th</sup>

Hui Ching Grace 1E

C Grade 100m – 4<sup>th</sup>

Wong Wing Tung 1D

C Grade 400m – 4<sup>th</sup>

Lau Valerie 1E

A Grade 800m – 4<sup>th</sup>

Ma Wing Yu 5C

B Grade 800m – 3<sup>rd</sup>

Kwok Sze Ming 4B

C Grade 800m – 2<sup>nd</sup>

Ku Lok Yin 2D

C Grade 800m – 1<sup>st</sup>

Man Lai Ki Nicole 2C

A Grade 1500m – 4<sup>th</sup>

Ma Wing Yu 5C

B Grade 1500m – 2<sup>nd</sup>

Kwok Sze Ming 4B

C Grade 1500m – 3<sup>rd</sup>

Ku Lok Yin 2D

C Grade 1500m – 1<sup>st</sup>

Man Lai Ki Nicole 2C

<u>A Grade 100m Hurdles – 4<sup>th</sup></u>	
Lee Rachel Man Hang	5D
<u>C Grade 100m Hurdles – 4<sup>th</sup></u>	
So Sin Hau Hilary	2D
<u>C Grade 100m Hurdles – 1<sup>st</sup></u>	
Sum Hau Kiu	1C
<u>A Grade High Jump – 4<sup>th</sup></u>	
Mo Hoi Yan	5C
<u>A Grade High Jump – 3<sup>rd</sup></u>	
Lee Pui Pui	5C
<u>C Grade High Jump – 4<sup>th</sup></u>	
Ho Sze Ching	2D
<u>C Grade Long Jump – 2<sup>nd</sup></u>	
Wong Wing Tung	1D
<u>A Grade Shot put – 3<sup>rd</sup></u>	
Yung Cheuk Laam	5D
<u>A Grade Shot put – 2<sup>nd</sup></u>	
Lee Sum Yuet Charlotte	5C
<u>B Grade Shot put – 3<sup>rd</sup></u>	
Iu Choi Wan	4C
<u>C Grade Shot put – 2<sup>nd</sup></u>	
Leung Wa Yan	1D
<u>A Grade Discus – 3<sup>rd</sup></u>	
Lee Sum Yuet Charlotte	5C
<u>A Grade Discus – 2<sup>nd</sup></u>	
Yung Cheuk Laam	5D
<u>B Grade Discus – 4<sup>th</sup></u>	
Tse Hoi Ting	3C
<u>B Grade Discus – 3<sup>rd</sup></u>	
Mak Wan Ki	3C
<u>C Grade Discus – 1<sup>st</sup></u>	
Hung On Kiu	2B
<u>A Grade Javelin – 1<sup>st</sup></u>	

Chiu Yi Shun 6E

**Inter-school Swimming Competition 2021-22**

C Grade 200m Freestyle – 4<sup>th</sup>

Li Cheuk Yiu 1D

C Grade 100m Breast Stroke – 4<sup>th</sup>

Tse Tze Yu 2E

C Grade 50m Freestyle – 1<sup>st</sup>

Li Sum Yiu 1D

C Grade 100m Backstroke – 3<sup>rd</sup>

Kwan Kai Yuet Esther 1D

C Grade 50m Freestyle – 1<sup>st</sup>

Li Sum Yiu 1D

C Grade 200m Individual Medley – 3<sup>rd</sup>

Kwan Kai Yuet Esther 1D

C Grade 50m Breast Stroke – 4<sup>th</sup>

Tse Tsz Yu 2E

C Grade 50m Back Stroke – 4<sup>th</sup>

Li Cheuk Yiu 1D

C Grade 200m Breast Stroke – 2<sup>nd</sup>

Yip Chi Yuet Joy 2C

B Grade 200m Freestyle – 1<sup>st</sup>

Ng Sze Kwan 4A

B Grade 100m Freestyle – 1<sup>st</sup>

Ng Sze Kwan 4A

B Grade 100m Breast Stroke – 1<sup>st</sup>

Chan Tsz Ching 4B

B Grade 200m Breast Stroke – 1<sup>st</sup>

Chan Tsz Ching 4B

B Grade 100m Breast Stroke – 1<sup>st</sup>

Lau Yui Sze 4D

B Grade 50m Butterfly – 3<sup>rd</sup>

Wong Wing 3D

B Grade 100m Back Stroke – 3<sup>rd</sup>

Tjong Sum Wai 3D

<u>B Grade 100m Back Stroke – 4<sup>th</sup></u>	
Hui Yan Ching	2C
<u>B Grade 50m Freestyle – 3<sup>rd</sup></u>	
Chu Wai Ki	3E
<u>B Grade 50m Freestyle – 4<sup>th</sup></u>	
Tsui Choi Ching	3D
<u>B Grade 50m Breast Stroke – 3<sup>rd</sup></u>	
Chu Wai Ki	3E
<u>B Grade 100m Freestyle – 4<sup>th</sup></u>	
Mok Sze Ki	4C
<u>B Grade 200m Individual Medley – 3<sup>rd</sup></u>	
Mok Sze Ki	4C
<u>B Grade 50m Back Stroke – 3<sup>rd</sup></u>	
Tjong Sum Wai	3D
<u>B Grade 50m Back Stroke – 4<sup>th</sup></u>	
Hui Yan Ching	2C
<u>A Grade 100m Breast Stroke – 2<sup>nd</sup></u>	
Tam Yik Shan	6C
<u>A Grade 200m Breast Stroke – 2<sup>nd</sup></u>	
Tam Yik Shan	6C
<u>A Grade 50m Butterfly – 3<sup>rd</sup></u>	
Lui Ho Yee	5C
<u>A Grade 100m Back Stroke – 4<sup>th</sup></u>	
Ma Wing Yu	5C
<u>A Grade 50m Freestyle – 2<sup>nd</sup></u>	
Lee Yan Hei	5C
<u>A Grade 50m Freestyle – 4<sup>th</sup></u>	
Lui Ho Yee	5C
<u>A Grade 50m Breast Stroke – 4<sup>th</sup></u>	
Chiu Hei Ching	5A
<u>A Grade 100m Freestyle – 1<sup>st</sup></u>	
Lee Yan Hei	5C
<u>A Grade 50m Back Stroke – 3<sup>rd</sup></u>	

Ma Wing Yu 5C

A Grade 50m Back Stroke – 4<sup>th</sup>

Lam Yat Hei 4D

C Grade 4x50m Medley Relay

Second

B Grade 4x50m Medley Relay

Second

A Grade 4x50m Medley Relay

Second

**Visual Arts**

**11<sup>th</sup> World Children Art Awards 2022**

Bronze Award

Au Yeung Pui Chun 1A

Lam Hei Yu 1A

**Hong Kong Cultural and Creative Industrial: School Time Drawing Contest**

Silver Award

Tse Tsz Ning 1C

**“Basic Law and Me” Poster Design Competition 2021-2022**

1<sup>st</sup> Runner-up

Wan Yuet Yau 2B

**The 21<sup>st</sup> Kanagawa Biennial World Children’s Art Exhibition**

Kanagawa Prize (Selected Prize)

Chui Tsz Yi 2B

**22<sup>nd</sup> International Meeting of Juvenile Art – ÉVORA 2021**

Merit Class Silver

Chui Tsz Yi 2B

**Happy Degart 2021: International KIDS Art Contest**

Award Winner

Kwok Yan To 2C

**Tram+ NFT: Future Tram and Smart City Design Competition**

Merit Award

Lam Ping Maan 3E

**HKU Institute of Data Science: Data is the New Art Form Art Competition 2022**

Bronze Award (Secondary School, Painting)

Ng Sum Yu 4A

## **(6) Financial Summary**

### **Scholarships & Prizes Received in 2021-2022**

<b>Source</b>	<b>Amount</b>
Dr. Gallant Ho Scholarship	\$ 890,000.00
黃廷芳慈善基金 - 獎學金	\$ 5,000.00
明日之星- 上游獎學金	\$ 10,000.00
<b>Total:</b>	<b>\$905,000.00</b>

### **Donations Received in 2021-2022**

<b>Source</b>	<b>Donations</b>
Ms. Lee Yee Chong	\$ 21,000.00
Mr. Joseph Cheung (For Basketball team training, hears and team gathering use)	\$ 30,000.00
Shangri-La International Hotels (For Choir Choral Development & Activities)	\$ 5,000.00
Mrs. Lucia P. Annear (For School Library- expenses on books)	\$ 951.90
<b>Total:</b>	<b>\$ 56951.90</b>

**Heep Yunn School**  
**Report on the Use of the Student Activities Support Grant**  
**2021-2022 School Year**

**I. Financial Overview**

A	Allocation in the Current School Year:	\$ 48,348.92
B	Expenditure in the Current School Year:	\$ 14,923.24
C	Unspent Amount to be Returned to the EDB (A – B):	\$ 33425.68

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

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	3	\$ 2,850
Full-grant under the School Textbook Assistance Scheme	11	\$ 9,968.74
Meeting the school-based financially needy criteria	8	\$ 2,104.50 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	22	<b>\$ 14,923.24</b>  (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

**III. Details of Expenses**



No.	Brief Description and Objective of the Activity	Domain <sup>1</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>2</sup>	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
					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. <b>Local activities:</b> 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	Music Festival	Arts (Music)	4	1, 480			✓		
2	Speech Festival	Chinese/ English Language	3	525	✓				
3	Chinese Creative Writing Course	Chinese Language	2	265	✓				
4	Maths Olympiad Course	Mathematics	2	1,470	✓				
5	Badminton Team	Physical Education	3	5,358.74			✓		
6	Basketball Team	Physical Education	1	1,150			✓		
7	Fencing Team	Physical Education	1	168			✓		

<sup>1</sup> 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.

<sup>2</sup> 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 <sup>1</sup> (Please refer to the remark for examples of domain)	Person Times of Student Beneficiaries <sup>2</sup>	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
					I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
8	Hockey Team	Physical Education	2	1,206.5			✓		
9	Squash Team	Physical Education	2	1,700			✓		
10	Volleyball Team	Physical Education	2	1,600			✓		
		<b>Expenses for Category 1</b>							
<b>2. <u>Non-Local</u> activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Nil								
		<b>Expenses for Category 2</b>		0					
<b>3.</b> To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Nil								
		<b>Expenses for Category 3</b>		0					
		<b>Total</b>		14,923.24					

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

Contact Person for LWL (Name & Post): \_\_\_\_\_

## Report on Use of Capacity Enhancement Grant for 2021-22

### Income:

Balance brought forward:	\$ 0	
Estimated Grant for 2021 / 2022:	\$723,314	
<b>Total:</b>		<b>\$ 723,314</b>

### Expenditure:

2 Administrative Officers:	\$ 600,000
Part-time clerical / administrative helpers	<u>\$ 39,865</u>
	<b>\$ 639,865</b>

<b>Balance</b>	<b>\$ 83,449</b>
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<b>Task Area: Enhancement of Administration's efficiency</b>	
<b>Objectives</b>	<b>Evaluation</b>
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 and part-time clerical / administrative helpers were employed to shoulder part of the administrative work of the teachers. With their assistance, the school work in various areas was aptly administered.

**School-based After-school Learning and Support Programmes 2021/22 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 11 (including A. 0 CSSA recipients, B. 9 SFAS full-grant recipients and C. 2 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	6	2	100%	September 2021 to August 2022	\$ 21,878.98	Summative and formative assessments	Academy of the Baptist Convention of Hong Kong	
Learning Skills Training: Mathematics	0	3	0	100%	September 2021 to August 2022	\$ 2,940	Teachers' observation and feedback, internal tests		
@No. of man-times	0	9	2						
**Total no. of man-times	11				Total Expenses	\$ 24,818.98			

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

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

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

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

## Project Effectiveness

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

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

**Life-wide Learning Grant  
Report on the Use of the Grant  
2021-2022 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)											
1.1	Environmental Protection Programme	To provide students with relevant academic knowledge regarding the needs and work of environmental protection in Hong Kong, nurturing them to care for nature	July, 2022	F.2	The programme was well-received by students. 81.3% of them agreed that the lecture enhanced their knowledge about paper recycling. Around 70% of them agreed that the programme could raise their awareness of environmental protection and conservation, helping them to appreciate the geological features of HK and the beauty of	\$188,100	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				
					nature.							
1.2	Local History & Cultural Tour	To let students understand HK's history through visiting the selected streets and buildings in Central and have a taste of the culture of Tai O through participating in various workshops	July, 2022	F.3	Over 80% of students learned the early livelihood of the western and HK people as well as the conservation of the historic buildings in Central. 78.1 % of students understood the operation and maintenance work of the Cable Car of the Ngong Ping 360. Besides, they could reflect on how tourism was promoted and could be developed further on Lantau Island.	\$409,200	E1+ E2	✓	✓	✓		
			Expenses on Item 1.1			597,300						

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	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 Day Camp	To enhance students' confidence through nurturing them with life skills and collaboration skills	July, 2022	F.1	All students enjoyed the programme and gave positive feedback at the debriefing.	\$112,739.8	E1+ E2		✓	✓		
1.2.2	看得見的內心世界工作坊	To provide an opportunity for students to explore their mind and understand more about their mental health status	July, 2022	F.5	About half of the participants expressed that they learned how to release their stress and be relaxed.	\$27,800	E5		✓			
1.2.3	Project Learning Day	To enrich and consolidate F.6 students' whole person development before graduation	August, 2022	F.6	The activity was well-received by the participants.	\$46,250	E1		✓	✓		
			Expenses on Item 1.2			\$186,789.8						
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons											



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					
			Expenses on Item 1.3			\$0							
1.4	Others												
			Expenses on Item 1.4			\$0							
			Expenses for Category 1			\$784,089.8							

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting LWL		
		Expenses for Category 2	\$ 0
		Expenses for Categories 1 & 2	\$ 784,089.8

\* : 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. )
E2	Transportation fees
E3	Fees for non-local exchange activities / competitions (students)
E4	Fees for non-local exchange activities / competitions (escorting teachers)
E5	Fees for hiring expert / professionals / coaches
E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E7	Purchase of equipment, instruments, tools, devices, consumables
E8	Purchase of learning resources (e.g. educational softwares)
E9	Others (please specify)

### Number of Student Beneficiaries

Total number of students in the school:	1,006
Number of student beneficiaries:	760
Percentage of students benefitting from the Grant (%):	75.5%

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

**Heep Yunn School**  
**Programme Evaluation Report for**  
**DLG – Other Programmes: Gifted Education for the 2021/22 school year**

Programme	Objective(s)	Targets	Duration / Start Date	Deliverables	Evaluation	Expenditure
Academic Support for Sports Students (ASSS)	To give tailor-made academic support to athletes who have lagged behind regular lessons because of trainings, competitions or other events representing the school or Hong Kong	30 students nominated by respective school teams based on their specific needs	2 hours x 1 lesson per week x 8 weeks (Oct 2021 to May 2022)	One reflection log after the end of each lesson on the materials covered	<ol style="list-style-type: none"> <li>1. The programme was well-received by participants and their parents alike, even though the programme underwent several adjustments in response to the pandemic and had its scale reduced.</li> <li>2. Subject teachers also welcomed the extra off-lesson support that the girls received.</li> <li>3. The programme can be continued in the next school year.</li> </ol>	\$28,400
Coaching for various HKDSE PE sports skills	To give students taking PE as an HKDSE elective more exposure to the various sports skills required by the examination	50 S4-6 students taking PE as an HKDSE elective subject	Oct 2021 to May 2022	Demonstration in exams and Pre-S1 orientation programmes	<ol style="list-style-type: none"> <li>1. The programme was not conducted due to challenges imposed by the pandemic.</li> </ol>	\$0
Visual Arts design workshops	To give students an opportunity to develop an interest in graphic, fashion and packaging design	30 students taking Visual Arts as an HKDSE elective subject and other self-nominated students	Nov 2021 and Feb 2022	Individual design portfolios at the end of the workshop for display and publish in school magazine	<ol style="list-style-type: none"> <li>1. The participants were very positive about the workshop, giving a satisfaction score of 4.7 out of 5.</li> <li>2. An exhibition at the end of the school year recorded a pleasing number of visits from students of all forms.</li> </ol>	\$19,200

## Heep Yunn School

### Report on the use of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (2021-2022)

#### 1. Use of grant in 2021-2022

##### i. Developing or procuring relevant learning and teaching resources

Item	Budget for 2021-22	Expenditure in 2021-22	Review	Way-forward
Purchase of reference books and library resources	\$2000	\$1784	Nine books relating to the Citizenship and Social Development has been purchased. Together with the relevant books in the library, they will be showcased in a mini book fair in the library this year to promote students' reading in this subject.	Further reading materials will be purchased and relevant electronic resources will be subscribed in the coming years.

##### ii. Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum

- Not budgeted for the 2021-2022 academic year

##### iii. Organising school-based learning activities relating to the CS curriculum

- Not budgeted for the 2021-2022 academic year

##### iv. Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland

- Not budgeted for the 2021-2022 academic year

## 2. Review of the budget for 2022-2023

### i. Developing or procuring relevant learning and teaching resources

Items	Budget for 2022-23	Review	Renewed budget for 2022-23
Purchase reference books and library resources (e.g. journals, magazines)	\$ 2000	In addition to books, subscription for electronic resources (e.g. Caixin, SCMP) will be added, thus requiring a larger budget	\$ 5000

### ii. Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum

Items	Budget for 2022-23	Review	Renewed budget for 2022-23
Subsidise students and teachers to participate in Mainland study tour relating to the CS curriculum (\$700 per head)	\$ 126000	As it has been announced by the EDB that the mainland study tour will be fully subsidised, the budget will be adjusted. As it is foreseen that there might be limited opportunities for joining additional study tour, a smaller budget will be set aside to subsidise participation in potential study tours.	\$ 30000

### iii. Organising school-based learning activities relating to the CS curriculum

Items	Budget for 2022-23	Review	Renewed budget for 2022-23
Organising school-based learning activities relating to the CS curriculum	\$ 20400	The School plans to organise two School-based learning activities relating to the CS curriculum: - Visit to the Hong Kong Palace Museum to strengthen students' understanding of the country's soft power and the role of	\$ 48500

		<p>HKSAR in developing into an international cultural exchange centre as stated in the 14th five-year plan</p> <p>- Co-organise field trips with the History and THS departments to strengthen students' understanding of the traditional Chinese culture in Hong Kong.</p> <p>As the number of learning activities have increased, the budget is also adjusted accordingly.</p>	
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iv. Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland

Items	Budget for 2022-23	Review	Renewed budget for 2022-23
Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	/	A small budget will be set aside to subsidise students' participation in competitions relating to the CS curriculum	\$ 2000

### 3. The Budget for 2023-2024:

The budget for the 2023-2024 will be reviewed by the end of 2022-2023, taking into consideration the actual expenses in the year and the situation at that time.

**Updated Total Budget for 2021-2024:**

	Allocated in the original plan	Total expenditure for the period 1-9-2021 to 31-8-2022	Balance carried forward for 2022-2023	Updated budget
2021-2022	\$2000	\$ 1784	\$216	/
2022-2023	\$148400	/	/	\$85500
2023-2024	\$149600	/	/	/
Total	\$300000			

**HEEP YUNN SCHOOL**  
**FINANCIAL SUMMARY**  
**FOR SCHOOL YEAR 2020-21**

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

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the acnnual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	66.5%	N.A.
School Fees	N.A.	30.5%
Donations	N.A.	1.3%
Other Income	1.3%	0.5%
<b>Total</b>	67.8%	32.2%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	76.2%	
Operating Expenses (including those for Learning and Teaching)	9.8%	
Fee Remission / Scholarship	9.8%	
Repairs and Maintenance	1.4%	
Depreciation	2.8%	
<b>Total</b>	100.0%	
Surplus for the School Year <sup>#</sup>	1 month of the annual expenditure	
Accumulated Surplus / Deficit in the Operating Reserve as at the End of the School Year <sup>#</sup>	7.08 months of the annual expenditure *	
<sup>#</sup> in terms of equivalent months of annual overall expenditure		

\*Personal Growth Development balances included as operating reserves.

*The school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.*