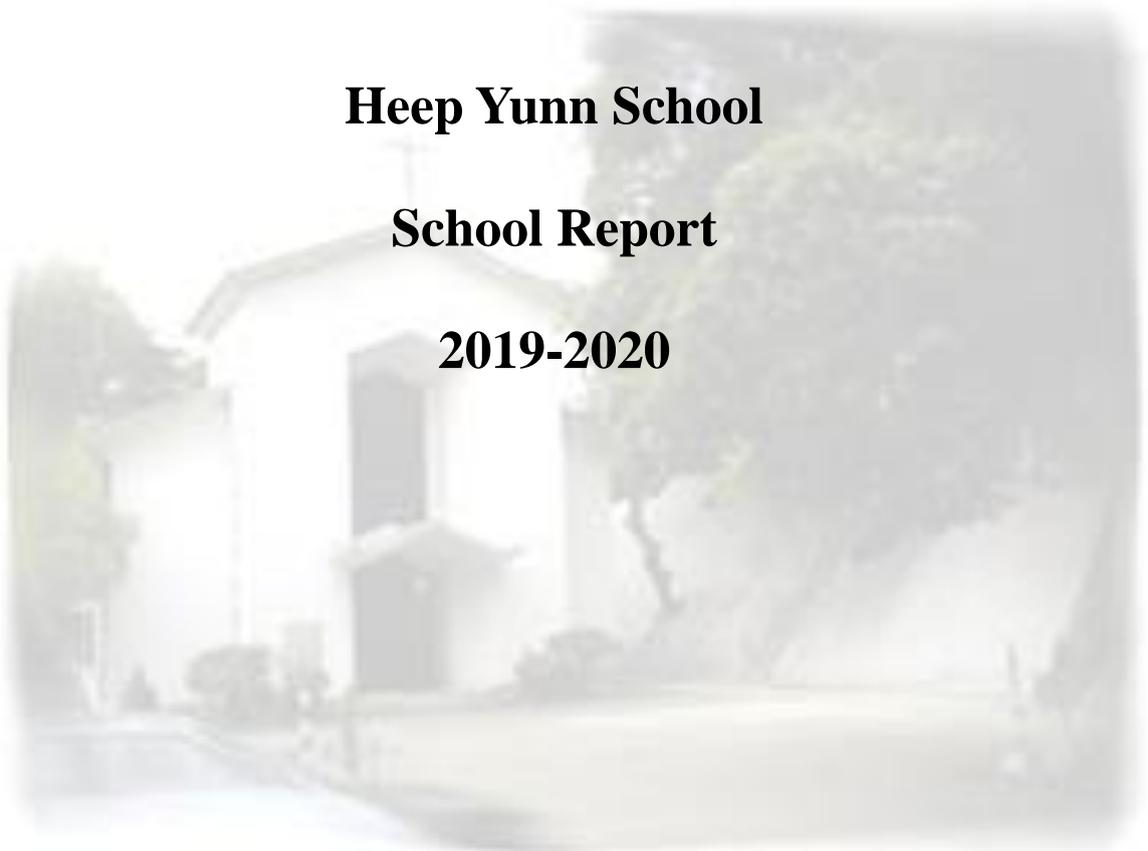




**Heep Yunn School**

**School Report**

**2019-2020**



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## **(1) Our School**

### **School Vision and Mission:**

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

### **School Motto**

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

### **School Background**

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

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

### **School Management Committee**

The Right Revd Dr. Timothy Kwok (Chairman)

Dr. Allan Yuen (School Supervisor)

Mr. Iain Bruce (Hon. Treasurer)

Miss Bella Leung (Hon. Secretary)

Mrs. Yvonne Ip

Mr. Roland Chow

Dr. Cheng Frank Chi Yan

Mrs. Betty Cheng

Miss Fion Lee

Mrs. Linda Fung

Dr. Edwin Chan

Dr. Arnold Cheng

Mr. Herman Tsoi

The Very Revd Kwok Keung Chan

Mr. Michael Leung

Dr. Kwok Chun Wong

Miss Fanny Lam

Dr. Hiu Nam Choi

## **School Campus & Facilities**

The school is located on an 11,000 sq. m. campus consisting of six building blocks: the Main Building (1936), the Chapel of St. Clare of Assisi (1957), the Extension Building (1964), the Library (1966), the Jubilee Building (1986) and the Multi-Purpose Building (SIP Building) (2005). Outdoor facilities include a 25-meters swimming pool, 4 multi-purpose games courts, a rest garden, a parking area and a lawn. Other facilities include the School Hall, the 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 help students realise their potential by offering more challenging tasks through e-learning

### **Achievements**

The original rationale of this year's major concern was to cater to the needs of the higher ability groups among students. The extended learning tasks disseminated outside regular classroom via e-platforms allowed the more capable students to spend extra time to broaden and deepen their learning. Yet with the belief that every student has enormous potential, instead of implementing a pull-out programme, this year's initiative to help students realise their potential by offering more challenging tasks through e-learning has adopted a department-based whole school approach to allow the engagement of not only the elites, but also each and every student across the KLAs. Highlights of selected departmental measures were as follows:

To begin with, for English Language Education, the department has employed the reading to learn strategy while making the most from technology. An online reading programme with graded articles and guided questions was launched, in which students were required to share their views and give peer feedback through online platforms. The programme had an average of about 80% response rate, illustrating the active participation of students. Students also found the programme inspiring, with 92% of all elite groups students agreed that the articles were thought-provoking while 82% of all elite groups students agreed that the programme helped trigger thoughts for writing and consolidate learning.

Likewise, the Integrated Humanities Department also provided students with additional reading materials via Google Classroom to encourage students to read more extensively and look into issues introduced in lessons in depth. Questions and assignments based on the reading were set to facilitate students' understanding of the reading materials. Across all forms, more than half of the students welcomed the extra reading materials. On top of reading to learn, the department also helped students develop their various skills, namely research skills, writing skills and organization skills, to name but a few, and exposed students to more issues through different pre-lesson and in-lesson tasks. About 60% students agreed that challenging tasks had been offered in the lessons.

Besides sustaining the reading culture through online platforms, students were also challenged to use different media to synthesize their learning. For Biology, Form Four students were asked to produce a video about Cell Division while Form Five students were asked to design and draw comics about the process of photosynthesis and respiration. These exercises enabled students to acquire and construct new scientific knowledge using non-linguistic means.

### **Reflection**

With the departmental measures, this year's major concern was partially attained. In general, majority of students took the initiative to attempt the challenging tasks, and students' learning was deepened and broadened with the aid of extra e-learning materials and assessments.

Since most teaching and learning were conducted online due to school suspension in light of the COVID-19 pandemic, the School was concerned about student's health and eyesight for the prolonged screen time. The practice of using online platforms to challenge students and stretch their potential was therefore not launched to its full scale as planned. It was decided that this major concern would be carried forward to the next academic year to motivate students to further fulfill their true potential.

**3-Year Development Goal:** To enhance the effectiveness of small group teaching in the core subjects

**Annual Major Concern/Priority Task 2:** To enhance pedagogies in small group teaching

<p><b>Achievements</b></p> <p>After the hardware improvement for small group teaching last year, our School moved on to focus on the enhancement of soft skills of teachers this academic year. To fully utilize the small group teaching in the core subjects, teachers were obliged to enhance pedagogies in small group teaching. With the aim to facilitate professional sharing and dialogues among colleagues, meetings were held among the panel heads of the four core subjects. Ideas on strategies or pedagogies in small group teaching were exchanged, which were then brought to the departments for professional development and implementation. Below are the initiatives of the four core subjects to enhance pedagogies in small group teaching:</p> <p>(i) Chinese</p> <p>The Chinese Department had tapped external resources and expertise this year. In collaboration with the supporting staff from the Education Bureau (EDB) Language Support Group, the Chinese Department decided to practise “reciprocal teaching” in small group teaching. In practice, Form One Chinese teachers had co-lesson preparation for lesson designs to implement reciprocal teaching. Lesson observation and post-lesson discussion were arranged with the EDB representative and colleagues. Despite school suspension, video-conferencing and online lesson observation were conducted in the second term. A professional sharing session was held for all teachers concerned on 22<sup>nd</sup> June, 2020 to celebrate the achievements. With the new pedagogy, students were more engaged in discussion and motivated to learn, they were able to apply the writing skills learnt and their writing was enriched.</p> <p>(ii) English</p> <p>In parallel to the Chinese Department, the English Department applied small group teaching pedagogies in two selected writing topics to facilitate the incorporation of process writing. The strategy aims at increasing student participation, facilitating teachers to give individualized feedback to different ability groups to improve teaching and learning, as well as encouraging peer learning. The small group pedagogies were proven to be beneficial to students in terms of ideas formation and language acquisition. In general, students were able to attain higher marks for content, with over 70% of elite or higher group students meeting the targets set by the Department.</p> <p>(iii) Mathematics</p> <p>The Mathematics Department planned to conduct group games/tasks for specific topics to encourage collaborative learning among students. However, as the lessons were scheduled in the second term, school suspension had unfortunately led to postponement its implantation to the next academic year.</p> <p>(iv) Liberal Studies/ Integrated Humanities</p> <p>Similarly, professional development activities and the common lesson preparation of the Liberal Studies Department originally scheduled in second term for teachers to share their experiences of using different teaching strategies in small group teaching were postponed reluctantly to next year. As for Integrated Humanities, pedagogies such as collaborative writing, P4C, flipped classroom and classroom discussion were adopted in classes according to different needs, though only in the first term due to the school suspension. Across all forms, over 70% of students agreed they had opportunities to work with their classmates during lessons and about 60% stated that they were more confident in expressing their views in lessons.</p>
<p><b>Reflection</b></p> <p>School suspension due to the outbreak of COVID-19 pandemic had brought a halt to face-to-face small group teaching. Despite the efforts of the four core subjects to collaborate on small group pedagogies, the actual implementation was severely disrupted. To allow the fuller practice and evaluation of small group pedagogies in small group teaching, this major concern shall be maintained and advanced in the next academic year.</p>

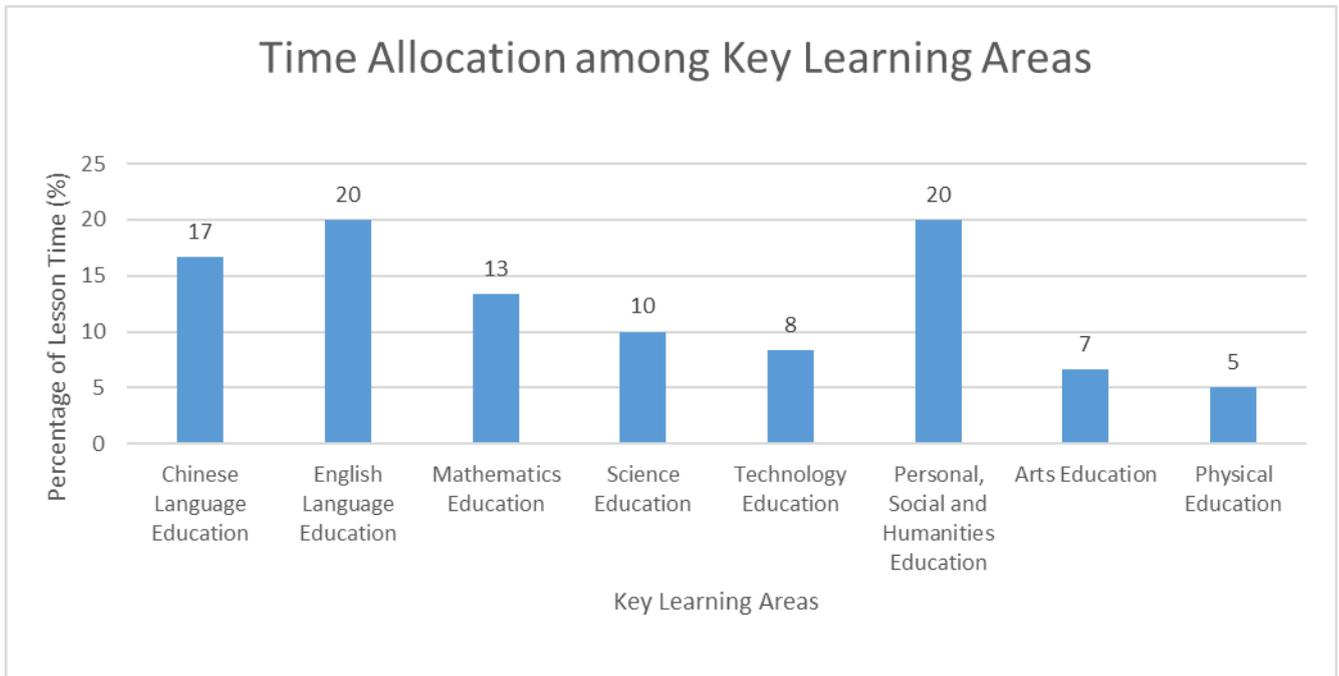
**3-Year Development Goal:** To promote the social well-being of students

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

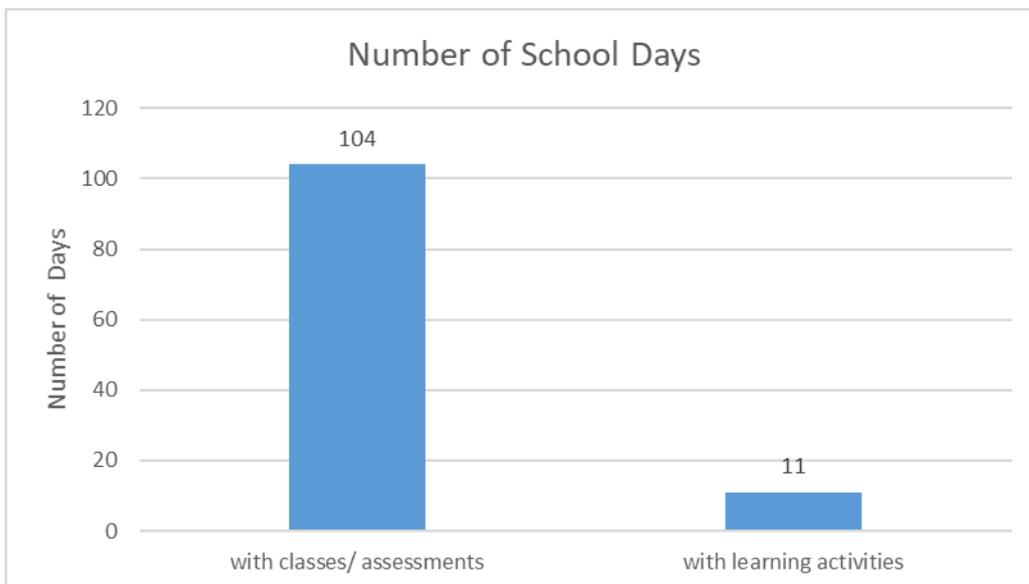
<p><b>Achievements</b></p> <p>Students' well-being has always been the school's prime concern. We believe that a harmonious relationship between students and teachers would allow students to learn in a secure and joyful environment built on trust and respect. To this end, the Moral, Civic and National Education (MCNE) Committee has taken the lead to strengthen the rapport between students and teachers. For instance, the Chinese New Year Class Party was launched to engage both teachers and students in class activities while celebrating our traditional Chinese Festival. Classes were allowed to go to party rooms or restaurants in the vicinity for this very special occasion. Activities forging interaction between students and teachers such as writing Fai Chun, lantern riddles and mass games were organised. It was a time for fun for students and teachers amidst a time of social unrest. Survey was conducted and it yielded positive results. To highlight, about 80% of students agreed that the class party provided them with chances to communicate and interact with their classmates and teachers beyond regular lessons. 75 % and 79% of students indicated that through the class party, they had learnt to respect and care for their classmates and teachers respectively. Though responded expected a longer duration of the party to allow them to gain more understanding of each other, all in all, more than 70% of students agreed that the class party helped build a closer relationship between teachers and students, which showed that the school major concern 3 was addressed.</p> <p>Activities in the second term were interrupted by the school suspension. Yet the Christian Activities Committee (CAC) did not cease the effort to provide care and support to our students. For instance, favourite quotes and words of encouragement reinforcing hope, strength and courage by Christian teachers were posted on the Christian Fellowship's Instagram for students who were forced to stay home during the pandemic. Besides, class teachers had maintained contact with students at a time when social gathering was restricted.</p>
<p><b>Reflection</b></p> <p>The Chinese New Year Class Party by the MCNE Committee was a positive attempt to bring closer the relationship between students and teachers and this good practice should be preserved next year. Yet we believe that one-off activities could not replace the continuous communication in strengthening the rapport between students and teachers. Owing to the school suspension, face-to-face interaction between teachers and students were inevitably cut and activities scheduled in the second term were unable to take place. For instance, the Mentorship Programme, annual Fun Fair and the Teacher Appreciation Board Activity by the MCNE Committee were cancelled. To further strengthen the rapport between students and teachers in a persistent and structural manner, this major concern would be extended to the year to come.</p>

### (3) Our Learning and Teaching

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

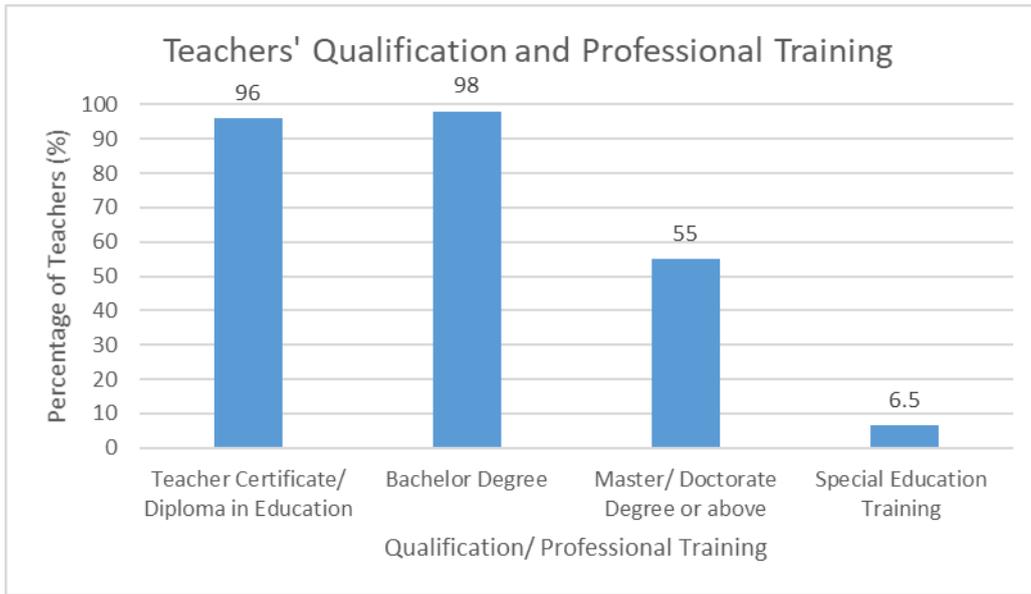


#### Number of Active School Days

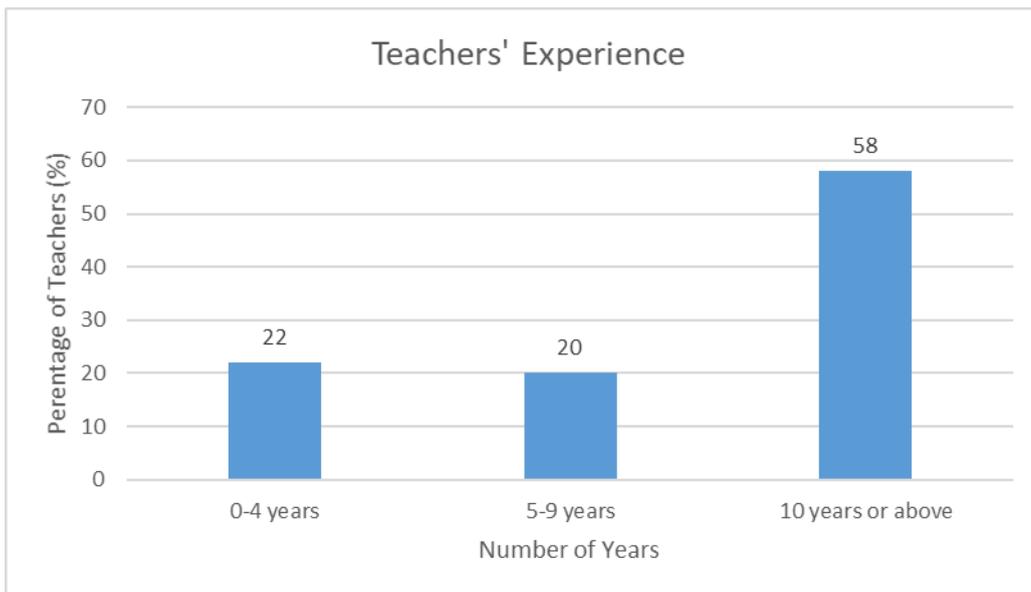


## Our Teachers

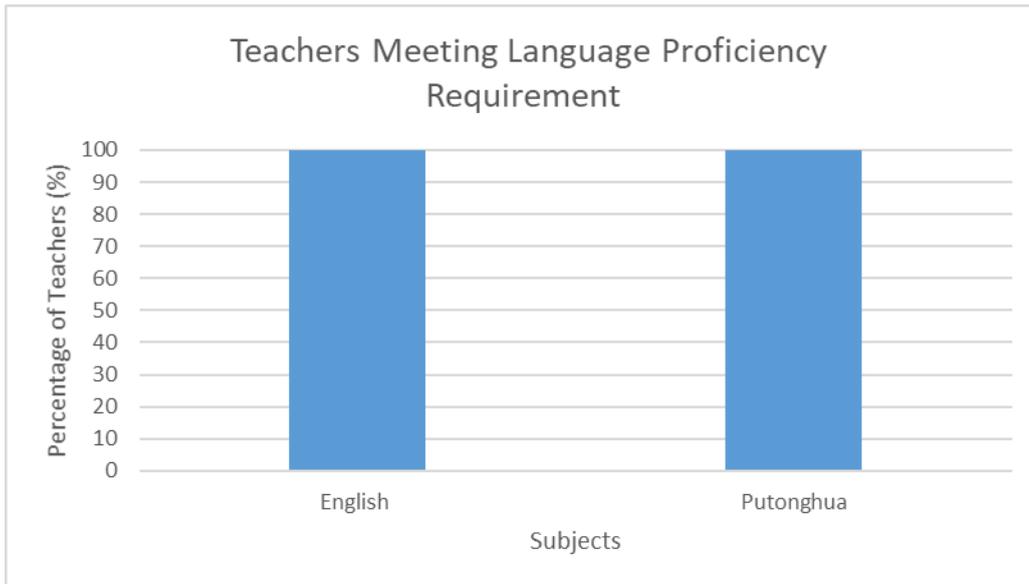
### Teachers' Qualification and Professional Training



### Teachers' Experience



## Language Proficiency Requirement



## Continuous Professional Development

As most staff development programmes were cancelled due to the school suspension, the CPD hours would only be recorded in the next academic year.

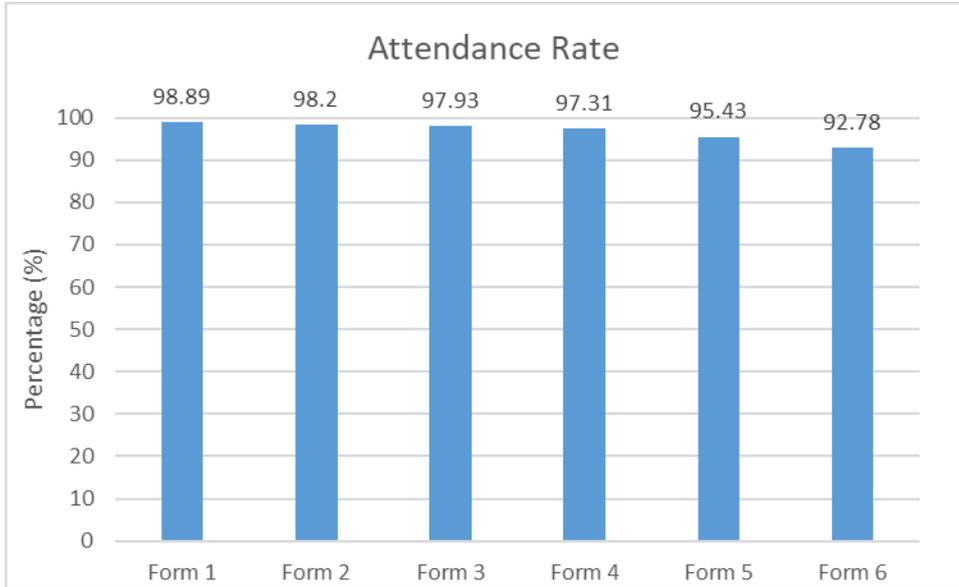
## Our Students

### Enrollment and Class Structure

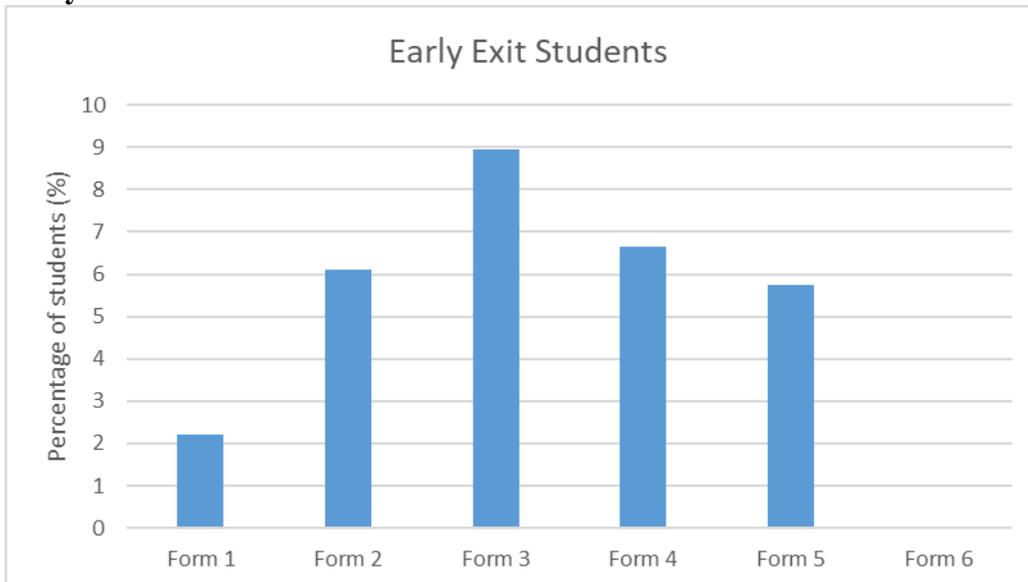
There are 30 classes, with 1056 students enrolled. Class structure is as follows:

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	5	5	5	5	5	5	30
Total Enrollment	180	180	179	180	174	163	1056

### Attendance



### Early Exit Students



#### (4) Support for Student Development

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

##### Counselling Committee

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> <li>- To enhance the problem solving skills of the students in dealing with daily life challenges and crises</li> <li>- To strengthen students' communication with teachers and enhance sharing of teachers to students through debriefing</li> </ul>	Form 1 Camp Activity	Form 1
<ul style="list-style-type: none"> <li>- To promote positive development in the Form 1 students (especially those with special needs), and strengthen the bonding among students, via peer mentoring</li> </ul>	Big Sisters Scheme	Forms 1, 3 and 4
<ul style="list-style-type: none"> <li>- To promote peer relationship and develop positive self-image in students, who are looking for company on campus, through regular meetings and being social workers' helpers</li> </ul>	Peer Support Network	Forms 1, 2 and 3
<ul style="list-style-type: none"> <li>- To enhance students' self-awareness of their potential and their self-confidence</li> <li>- To strengthen the relationship between teachers and students through inviting teachers to participate in the activity</li> </ul>	Psycho-education class program	Form 4
<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 strengthen the rapport between teachers and students</li> </ul>	Form 6 Stress Management Workshop	Form 6
<ul style="list-style-type: none"> <li>- To psychologically prepare the students for 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 Peer Relationship class program	Form 1
<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' Day	Form 1 parents
<ul style="list-style-type: none"> <li>- To identify students in need and provide emotional support</li> </ul>	Form 2 screening test and Form 2 support program	Form 2
<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 of sex issues through talks and collaboration with the FLE department</li> </ul>	Sex Education – Talks	Forms 1 – 2
<ul style="list-style-type: none"> <li>- To identify 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

Objectives	Strategies/ Activities	Targets
- To equip the students with executive functioning skills in order to enhance their sense of capability	SEN support work – Executive functioning training workshop	Forms 4 – 6
- To equip the girls with adequate emotion management skills	SEN support work – Emotion Support Group	Forms 5 – 6
- To help students affirm their strengths and ability and thus establish their career plan more confidently	Self-appreciation workshop for career planning	Form 5

### **Disciplinary Board**

Objectives	Strategies/ Activities	Targets
- To facilitate prefects to assist teachers in reinforcing discipline and providing suitable guidance to their schoolmates.	Training for all prefects  Leadership training with the old girls	All new prefects
- To strengthen students' discipline awareness	Understanding of school rules	F.1 students
- To experience nomination, election and vote-counting in the process	Election of second head prefects	F.2 – F.6 students
- To promote working efficiency and strengthen prefects' sense of belonging towards the team as prefects can directly choose their ideal leader	Election of head prefect	F.4 – F.6 prefects
- To encourage students to cultivate good virtues such as honesty, helpfulness and self-motivation - To recognize desirable behavior among students and to create an atmosphere of appreciation for positivism	Presentation of merit on good performance / conduct award	F.1 – F.6 students
- To guide students to become more self-conscious of acceptable behavior - To encourage students to have good manners and courtesy - To emphasize the importance of punctuality and handing in assignment on time	Regular check on students: - Assignment record form - Classroom performance record chit - Late record form Prefect record form	F.1 – F.6 students
- To assist the students to understand the cause of their misbehavior and to encourage them to be responsible for their wrongdoings - To help the students to identify and tackle problems so as to motivate them to develop self-discipline	Detention class	F.1 – F.6 students with names taken by teachers or prefects on breaking school rules or misbehavior for more than 4 times
- To maintain good discipline in school - To assist students to keep their self-discipline and order in school, during assemblies and special school activities	Prefects' duty: - General duties: To patrol during morning assembly, recess, lunch, perform uniform check, keep record of late	F.4 – F.6 prefects

Objectives	Strategies/ Activities	Targets
	<p>comers, act as detention helpers</p> <ul style="list-style-type: none"> <li>- To assist in school functions such as inter-house swimming gala finals, inter-house athletics heats &amp; finals, parents' meeting &amp; parents' day, Easter service</li> </ul>	

### **Mentoring Team**

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> <li>- To build relationship between mentors and mentees</li> <li>- To identify difficulties mentees have encountered when adapting to school life at HYS</li> <li>- To provide information about the school or advice/ suggestions to better adapt to school life</li> </ul>	<p>Induction: Welcome to HYS</p> <p>Mode: Group</p>	F.1 Mentees & Teacher Mentors
<p><u>For F.1-F.3:</u></p> <ul style="list-style-type: none"> <li>- To discuss with mentees their short-term and long-term goals</li> </ul> <p><u>For F.4-F.5:</u></p> <ul style="list-style-type: none"> <li>- To discuss plan for the work placement (F.4) or service and learning trip (F.5) in September &amp; October</li> </ul> <p><u>For F.6:</u></p> <ul style="list-style-type: none"> <li>- To review study and/or career choices</li> </ul>	<p>1<sup>st</sup> Formal Meeting</p> <ul style="list-style-type: none"> <li>- F.1-F.3 – Goal Setting</li> <li>- F.4-F.6 – Planning</li> </ul> <p>Mode:</p> <p>F.1 – in groups</p> <p>F.2-F.6 – one-to-one</p>	F.1-F.6 Mentees and Teacher Mentors
<ul style="list-style-type: none"> <li>- To build relationship between mentors and mentees</li> </ul>	Informal meetings	F.1-F.6 Mentees and Teacher Mentors
<p><u>For F.1-F.3:</u></p> <ul style="list-style-type: none"> <li>- To reflect on how successful mentees achieve their goals</li> </ul> <p><u>For F.4-F.5:</u></p> <ul style="list-style-type: none"> <li>- To reflect on the work placement or service and learning trip experiences</li> <li>- To explore mentee's strengths and areas for improvement with regard to her pursuit in studies and career planning</li> </ul>	<p>2<sup>nd</sup> Formal Meeting</p> <ul style="list-style-type: none"> <li>- F.1-F.3 – Review of Short-term Goals and Performance</li> <li>- F.4-F.5 – Reflection</li> </ul> <p>3<sup>rd</sup> Formal Meeting</p> <ul style="list-style-type: none"> <li>- F.1-F.3 - Review of Long-term Goal</li> <li>- F.4-F.5- Review of Experiences in Career Planning</li> </ul> <p>(Cancelled due to school suspension)</p>	F.1-F.5 Mentees and Teacher Mentors

Objectives	Strategies/ Activities	Targets
	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 (Cancelled due to school suspension)	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	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
	Organising internal programmes, such as: - training schemes for the senior team and junior team; - Inter-class English Debating Competition	Team members/ All students

### Reading to Learn

Objectives	Strategies/ Activities	Targets
- To understand students' reading habits and further provide suitable resources to them	- An online survey to understand more on students' reading habits including but not limited to number of books they read every year, genres they enjoy reading and resources they mostly employ to access to books/ other reading materials, etc. - Students' suggestions of new books to be bought by the School Library	All students

Objectives	Strategies/ Activities	Targets
	in order to better fit students' needs via the School Library Instagram page.	
- To allocate more time for reading and hence build reading habit in students	- Reading sessions throughout the year during assembly time.	All students
- To provide a diversified range of appropriate reading materials to students	- Introduction of books to students via the School Library Facebook page ('Food for Thought 腹有詩書氣自華') and Instagram account. Summary of the books are introduced. Photos showing the covers and some pages of the books are also shown to attract students. - Mini book fairs were arranged based on different subjects/ KLAs to introduce relevant books to students. New books, together with existing library books, are on display to encourage students to borrow books from the School Library. - Posting of Science related articles by the Science Ambassadors regularly to encourage students to read. - Promotion of newspaper subscription scheme (SCMP, Sing Tao Daily, Ming Pao Daily and Hong Kong Economic Times) - Introduction of a wide range of books (both fiction and non-fiction) in English II by the Department of English.	All students
- To bring in external resources in promoting reading to learn	- Joint school creative writing workshops inviting prominent writers to conduct sharing sessions and to guide students to write through reading classics organised by the Chinese Department. - Book Talks	Interested students/ F.1-F.2 students
- To promote reading across the curriculum to encourage students to transfer knowledge across the key learning areas	- The F.1 bridging course on English language involved reading across the curriculum with course materials covering non-language subjects, for example, Integrated Science and Integrated Humanities.	F.1 students

### **Physical Education**

Objectives	Strategies/ Activities	Targets
- To promote "One Sport One Life" - To encourage multi-dimensional	<u>Interest classes</u>	F.1-F.5

<p>thinking in students</p> <ul style="list-style-type: none"> <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>	<p><u>Services</u></p> <p>Training the leadership skills of sports team captains through participating in the following events:</p> <ul style="list-style-type: none"> <li>- F.1 Orientation Day</li> <li>- F.1 Admission Talk</li> <li>- School Swimming Gala</li> </ul> <p>Inviting F.3 to F.6 students to serve as officials in School Swimming Gala and Athletics Meet.</p>	<p>Sports Teams leaders</p> <p>F.3-F.6</p>
	<p><u>Appreciation of competitions</u></p> <p>Supporting our athletes by participating in inter-school competitions</p>	<p>Selected classes</p>
	<p><u>Trainings and competitions</u></p> <ul style="list-style-type: none"> <li>- Providing training at least twice a week for each of the 23 sports teams</li> <li>- Participating in different inter-school competitions.</li> </ul>	<p>All students</p>

### **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>	<p>Organising voluntary services, such as:</p> <ul style="list-style-type: none"> <li>- “Christmas Fun Day with Children - Santa is waiting for you” at the Mong Kok Kai Fong Association Limited Chan Hing Social Service Centre</li> </ul>	<p>All students</p>
	<p>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:</p> <ul style="list-style-type: none"> <li>- organising a home visit to the grassroots in To Kwa Wan</li> <li>- organizing a funfair raising awareness of mental health problems in Hong Kong</li> <li>- having online tutorial for the primary school children.</li> </ul>	<p>All students</p>
	<p>Recruiting members for the Community Youth Club and participating in various voluntary services and activities, such as:</p> <ul style="list-style-type: none"> <li>- flag-selling activities organized by Baptist Oi Kwan Social Service</li> </ul>	<p>All students</p>

### **Music**

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> <li>- To share the joy of music making with the general public</li> <li>- To facilitate cross-form team work among choir members</li> </ul>	<ul style="list-style-type: none"> <li>- Singing Praises on Foundation Day</li> <li>- Singing in the RTHK 4 College Christmas Concert “Messiah Encore”</li> <li>- Christmas caroling in the</li> </ul>	<p>Members of Junior Choir and Senior Choir</p>

Objectives	Strategies/ Activities	Targets
	Sheraton Hotel	
- To give students international exposure	Inviting the world-renowned former King's Singers member, legendary British composer and conductor Bob Chilcott to provide guidance and conduct the choir	F.4-F.5 choir members
- To build up team spirit and brush up music skills and techniques of choir members	Music Day Camps	Musicians
- To provide students with the opportunity to learn musical instruments	Instrumental classes	Interested students
- To adopt e-channels to continue with music-making during school suspension	- Virtual Choir - Videos of encouragement for F.6 students	All students

### 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 provide art-related work experience and information to students	Organising careers-related activities for students, such as: - inviting local and overseas alumnae, university lecturers and artists to share their experience and the current trends in the industry - visiting artists' studios to have direct dialogue with artists - Arranging guided tours by alumnae to visit the university graduation shows.	F.4 Visual Arts students									
- To provide an opportunity for our senior form visual arts students to learn from artists of different styles and expertise	Organising artist-in-school programme by inviting visual artists to guide our students in art making as below: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td><b>Theme: Self-exploration (F.4)</b></td> </tr> <tr> <td>Mr. Jimmy Leung: Oil Painting Workshop</td> </tr> <tr> <td>Ms. Jojo Deng: Felted Wool Doll Making Workshop</td> </tr> <tr> <td>Ms. Jojo Deng: Natural Tie-dye &amp; Indigo Dye Workshop</td> </tr> <tr> <td>Ms. Ki Wong: "Searching Self" Artbook Workshop</td> </tr> <tr> <td>Mr. Matthew Kwan: Nature Experiential Artmaking Workshop</td> </tr> <tr> <td><b>Theme: Portfolio-building (F.5)</b></td> </tr> <tr> <td>Ms. Jenny Li: Portfolio-building Workshop</td> </tr> <tr> <td>Mr. Chung Wing Hin: Book Binding Workshop</td> </tr> </table>	<b>Theme: Self-exploration (F.4)</b>	Mr. Jimmy Leung: Oil Painting Workshop	Ms. Jojo Deng: Felted Wool Doll Making Workshop	Ms. Jojo Deng: Natural Tie-dye & Indigo Dye Workshop	Ms. Ki Wong: "Searching Self" Artbook Workshop	Mr. Matthew Kwan: Nature Experiential Artmaking Workshop	<b>Theme: Portfolio-building (F.5)</b>	Ms. Jenny Li: Portfolio-building Workshop	Mr. Chung Wing Hin: Book Binding Workshop	F.4-F.5 Visual Arts students
<b>Theme: Self-exploration (F.4)</b>											
Mr. Jimmy Leung: Oil Painting Workshop											
Ms. Jojo Deng: Felted Wool Doll Making Workshop											
Ms. Jojo Deng: Natural Tie-dye & Indigo Dye Workshop											
Ms. Ki Wong: "Searching Self" Artbook Workshop											
Mr. Matthew Kwan: Nature Experiential Artmaking Workshop											
<b>Theme: Portfolio-building (F.5)</b>											
Ms. Jenny Li: Portfolio-building Workshop											
Mr. Chung Wing Hin: Book Binding Workshop											

	Ms. Aman Leung: Body Movement Workshop Ms. Jojo Deng: Felted Wool Doll Making Workshop	
- 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: - International Visual Arts Awards for Children & Teenagers 2019 - Pacific Coffee x Seedland Educational Charitable Foundation – The 3rd “Paint it! The Coffee Cup Art!” 2019 - Xu Beihong International Arts Competition 2019 - The 24th Hong Kong School Chinese & English Penmanship Competition - Anti-rodent Four-panel Comic Drawing Competition - The Story of Lei Yue Mun Mural Design Competition	All students
- To promote the visual arts culture on campus	Organising on campus activities through the Visual Arts Club, including: - a string art workshop	All students

### **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 HeepYunn at the beginning of term so as to remind them of the responsibilities of a believer	Annual Christians' gathering	All Christians
- To preach the gospel of Jesus Christ to non-believers	F.1-2 Evangelical Meeting	F.1-F.2 students
- To provide support to F6 students before the release 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	<b>JUPAS applications</b> Coordinators: - guided students through process of JUPAS applications	F.6 F.5

Objectives	Strategies/ Activities	Targets
consideration to their choices	<ul style="list-style-type: none"> <li>- checked &amp; advised on students' JUPAS applications - including group follow-up by Careers teachers</li> <li>- verified students' documents</li> <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>	<p><b>Work Experience Placement Programme</b></p> <ul style="list-style-type: none"> <li>- All F4 students were given a 4-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> </ul>	F.4
<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>	<p><b>Careers-related info Dissemination and Collation</b></p> <p>Coordinators:</p> <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>	<p><b>Alumnae Mentorship &amp; Careers Sharing</b></p> <p>Co-ordinated and monitored:</p> <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>	<p><b>Work-related programmes</b></p> <p>Coordinators:</p> <ul style="list-style-type: none"> <li>- Recruited and led students to join various work-related &amp; leadership programmes e.g. UNICEF, Orbis, 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</li> </ul>	<p><b>Careers Lessons</b></p> <p>F.1 – Adapting to Secondary School &amp; Study</p> <p>F.2 – Teamwork Skills</p>	F.1-F.6

Objectives	Strategies/ Activities	Targets
academic and working career	F.3 – Preview Elective Subject Choices & Aptitude programme F.4 – Preparation for Tertiary study and workplace F.5 – Careers and Tertiary Study or Preparation for University admission F.6 – Post-secondary preparation and applications	
- To give our students a deeper insight into various occupations and courses of study	<b>Careers Taster Day</b> Business partners and local universities were invited to run interactive workshops and activities	F.4-F.5
- To develop capacity of all staff to assist with Careers and Life Planning (CLP) - To expose staff to latest developments in CLP practice	<b>Staff Training</b> In conjunction with CLAP project, training for all teaching staff (through staff development) and specific training for Careers teachers were provided	Staff
- To assist students with self-understanding about their own aptitudes and interests - To provide Careers Committee and other staff with better understanding of students to assist with counselling	<b>CLAP Online Assessment Tools</b> Use of online aptitude surveys developed by CLAP for Youth @ JC  F.4 - BIM test F.5 - CII test F.6 - exit survey	F.4 - F.6
- Provide students with support in their application to overseas universities - Encourage capable students to consider applying for highly selective universities to develop their potential	<b>Overseas Applications / References</b> (UCAS, United States, Canada, Australia, New Zealand) - assisted students with applications / references for studying abroad, scholarships, summer courses, enrichment programmes etc.	F.1-F.6
- Provide students facing challenges and opportunities in CLP planning with support - Motivate ‘at-risk’ students to overcome difficulties in CLP planning	<b>Enrichment and Enhancement student consultancy</b> - Teachers counselled students identified by Enrichment and Enhancement Teams with CLP needs - Coordinators liaised with suitable external organisations who can help actualise alternative pathways for students.	F.4-F.6
- Provide students with support in their application to Chinese language universities	<b>Mainland and Taiwan (M &amp;T) tertiary pathways</b> e.g. Tsinghua University nomination programme - Teachers liaised with universities in Mainland and Taiwan to find appropriate pathways for tertiary study. - Teachers disseminated better information regarding	F.5-F.6

Objectives	Strategies/ Activities	Targets
	M&T universities. - Teachers assisted students with applications.	
- Develop online presence of Careers Committee to provide a communication channel for students - Provide online database of careers-related reference materials for students	<b>Media support</b> - Filming and photography to record important CLP activities for future student reference and use (e.g. sharing by students about Work Experience; messages of support from graduates for F.6) - Uploading and maintenance of online materials	F.3 - F.6

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

Objectives	Strategies/ Activities	Targets
- To develop students' confidence and independence.	<b>Experiential Learning Week on Campus</b>	F.1
- To experience school life in rural areas and share their English learning experience with the local students. - To broaden students' horizons, enrich their life experience and develop their critical thinking.	<b>Outbound Study Tour to Liannan</b> - A voluntary service programme	F.2
- To explore artistic, cultural and conservational development in Taiwan. - To broaden students' horizons, enrich their life experience and develop their critical thinking.	<b>Outbound Study Tour to Taiwan</b>	F.3
- To provide students with exposure to the workplace. - To help students acquire basic skills & attitude required for work. - To motivate students to do further workplace exploration.	<b>Work Experience Placement Programme</b> - Careers and Guidance Committee teachers liaised with companies and ran preparation workshop. - Careers and Guidance Committee teachers visited students on placement.	F.4
- To explore the cultural development in South Asian regions and encourage students to serve the local community as global citizens. - To broaden students' horizons, enrich their life experience and develop their critical thinking.	<b>Outbound Study Tour to Cambodia</b>	F.5
	<b>Beijing (RDFZ) Exchange HK</b>	Participating

Objectives	Strategies/ Activities	Targets
	<b>Session (joint programme with LaSalle College and Maryknoll Convent School)</b> (Cancelled due to pandemic)	students from F.3 and F.4
	<b>Shanghai (SFLS) Exchange HK Session (joint programme with LaSalle College)</b> (Cancelled due to 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> (Cancelled due to 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 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 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	F.1 House Committee
<ul style="list-style-type: none"> <li>- To develop the leadership potential of student leaders</li> </ul>	Leadership Training	All Sports &

Objectives	Strategies/ Activities	Targets
<ul style="list-style-type: none"> <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>	Camp	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 82<sup>nd</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.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	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> <li>- To enhance students' sense of belonging to and</li> </ul>	Support co-curricular activities	All co-curricular activities groups

Objectives	Strategies/ Activities	Targets
understanding of the school - To provide assistance and support to co-curricular activity groups and teams		and teams
- To use Social Media to unite different stakeholders of the school - To update recent school activities and news - To show the lively image of Heep Yunn	Managing Social Media	School body, teachers, current students, old girls, parents

### **Other Co-curricular Activities**

#### **Drama Group**

#### **EMI Drama Team**

#### **Liaison Team**

- Audio Visual
- Media
- Photography

#### **Publications Department**

#### **Putonghua Ambassadors**

#### **Science Ambassadors**

#### **Services**

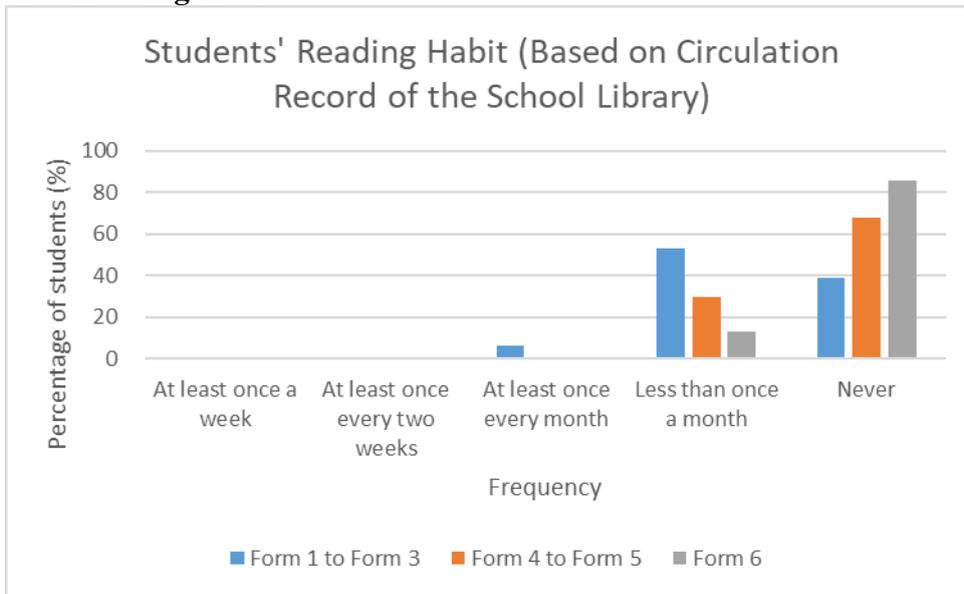
- Voluntary Service Team
- Community Youth Club
- Girl Guides and Rangers

#### **Clubs and Societies**

- Careers Club
- Chinese Society
- Computer Society
- Counselling Club
- Dance Club
- Debating Club
- Earth Science Society
- English Society
- Global Issues Club
- Heritage and Cultural Society
- Home Economics Club
- Japanese Cultural Society
- Korean Cultural Society
- Library and Library Prefects
- Maths and Chess Club
- Photography Club
- Psychology Club
- Visual Arts Club
- Zonta Club

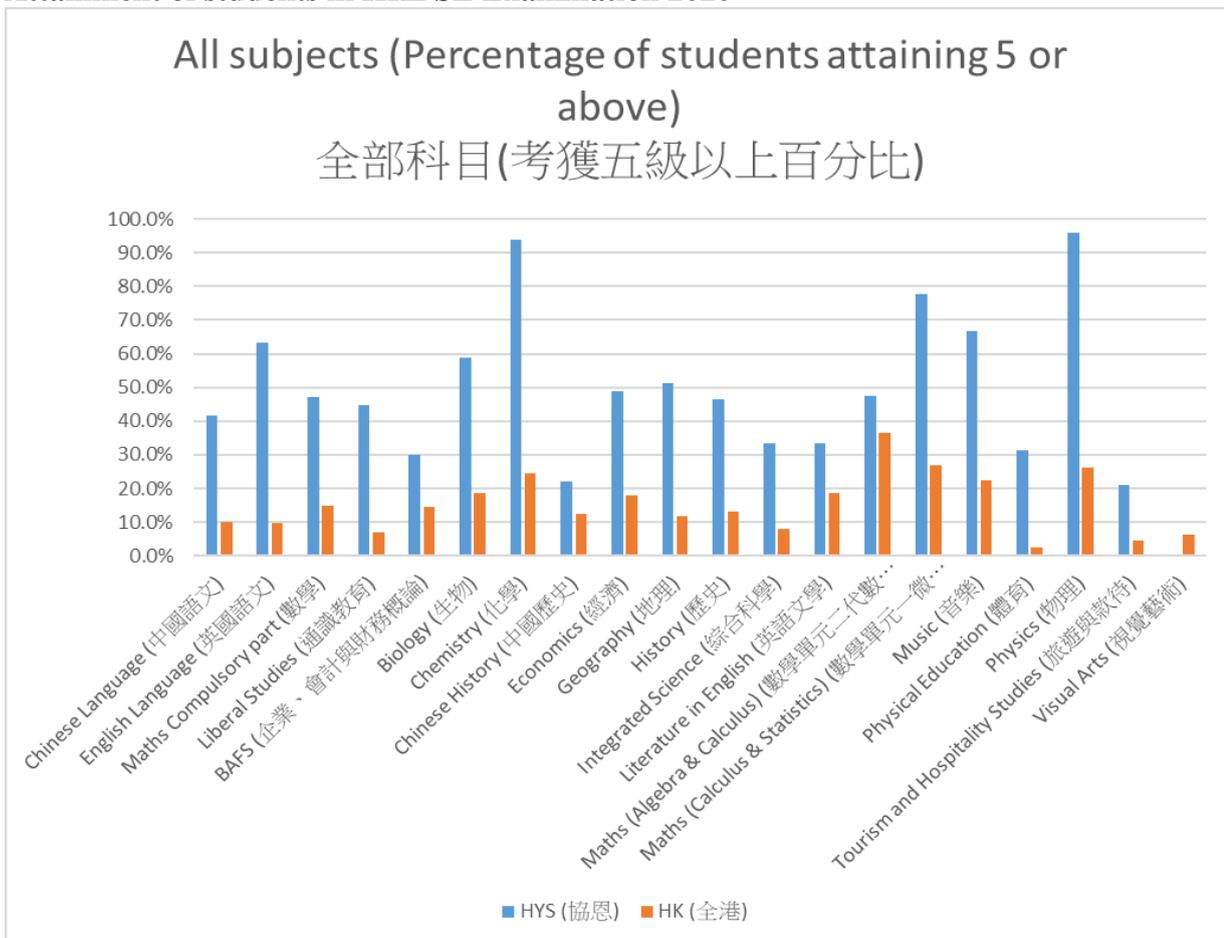
## (5) Student Performance

### 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 2020



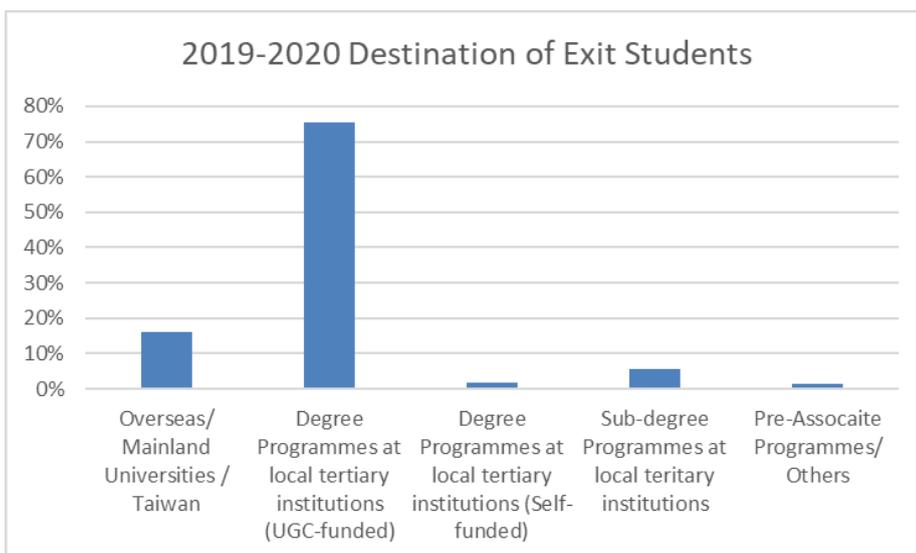
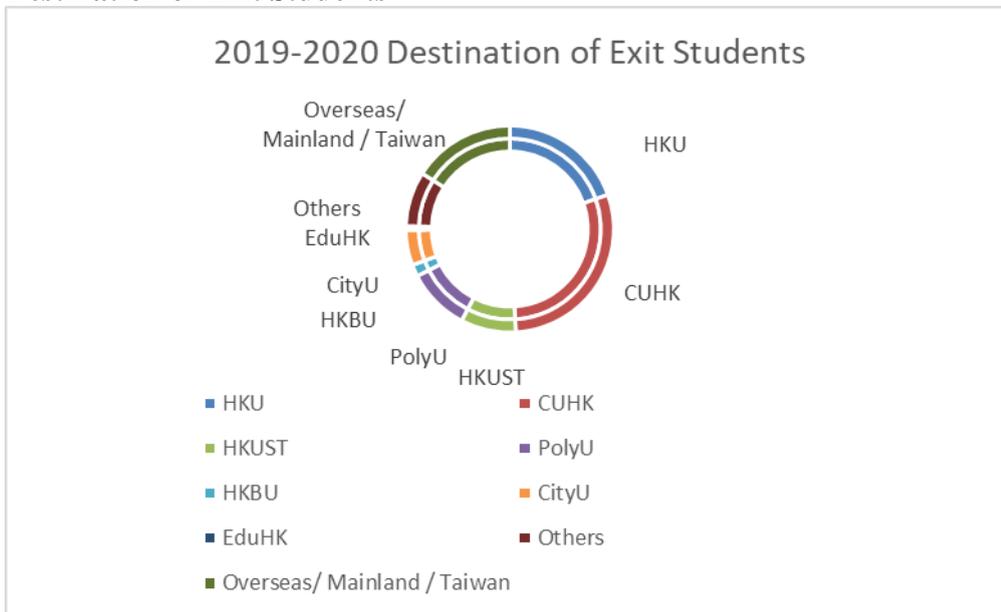
### Attainment of students in HKDSE Examination 2020

Subject	Percentage of students attaining 5 or above	
	HYS	HK
Physics (物理)	95.8%	26.3%
Chemistry (化學)	93.8%	24.5%
Maths (Calculus & Statistics) (數學單元—微積分與統計)	77.8%	26.9%
Music (音樂)	66.7%	22.3%
English Language (英國語文)	63.2%	9.7%
Biology (生物)	58.7%	18.7%
Geography (地理)	51.4%	11.8%

No of Level 5\*\*: 129 (11.9%)

No. of Level 5 or above: 549 (50.7%)

### Destination of Exit Students



## **Other Achievements and Awards**

### **Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2019/20**

Yeung Cheuk Sze Jessie      6D  
Yeu Cheuk Wing Christie    6E

### **2019-20 Grantham Scholars of the Year Award**

Wong Hong Ching Janice    6E (2018-2019)

### **SCMP Student of the Year Awards 2019-20**

#### **Sportsperson (Winner)**

Sophia Wu                      6C

#### **Linguist Cantonese (Shortlisted)**

Tsang Cho Man                5D

#### **Linguist Putonghua (Shortlisted)**

Sun Lok Yan                    5D

### **CUHK Kunkle and Pommerenke Admission Scholarship**

Chan Pui Yu Ivy                6D (2018-2019)

### **CUHK Admission Scholarship**

Chan Yan Kiu Yannes        6E (2018-2019)  
Cheung Nga Man              6C (2018-2019)  
Lee Joanne                      6D (2018-2019)  
Tang Sin Tung Tori          6E (2018-2019)  
Wong Hong Ching Janice    6E (2018-2019)  
Yau Man Sum                  6E (2018-2019)  
Yip Yong Qiao                6E (2018-2019)  
Chan Yan To                    6D  
Cheung Tin Wing              6E  
Chow Chit                      6D  
Kwok Kin Ling                6E  
Lam Tak Ai                      6E  
Li Hoi Yee                      6D  
Mak Pui Ying                 6E  
Ng Yuen Ching Sammi       6D  
So Ching Yau Shannon       6E  
So Ching Yin Sophia        6D  
So Yi Ting                      6E  
Tai On Kei Angel             6D  
Tsang Wan Yu                 6D  
Wu King Yiu                  6D  
Yau Tze Hei                    6E  
Yeung Cheuk Sze Jessie     6D  
Yeung Lo                        6B  
Yip Cheuk Ling                6D  
Yu See Wing                  6D  
Yuen Lok Tsz                 6D

**CUHK Sports Scholarship Scheme**

Chan Yan Man Yannie	6B (2018-2019)
Cho Wing To Cheri	6B (2018-2019)
Wong Cheuk Ning Anki	6A (2018-2019)
Wong Hiu Ching Christy	6B (2018-2019)
Fan Wing Sze	6B
Wu Ya Yu	6E
Yuen Lok Tsz	6D

**HKU Sports Scholarship Scheme**

Chan Wing Sze Kelly	6E (2018-2019)
Ng Pui Yan Candy	6D (2018-2019)
Choi Kan Yi Grace	6C (2018-2019)
Lau Fong Ying Karen	6E (2018-2019)
Chan Sin Yuk Simmi	6C
Ha Yuen Wai Sara	6E
Tang Sin Hang Christy	6E
Wong Yi Shan Yisa	6B

**HKUST Sports Scholarship Scheme**

Yeung Yuen Yen	6D
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**CityU Sports Scholarship Scheme**

Kwok Hong Kiu	6B
Man Dick Kwan	6B
Wong Wai Nam Cherry	6A

**PolyU Sports Scholarship Scheme**

Cheung Ching Laam Priscilla	6A (2018-2019)
Wan Skylar	6B (2018-2019)
Yum Ka Wing Rachel	6E (2018-2019)
Leung Ka Wan	6B
Liu Ho Yan	6C
Ng Yan Tung	6C
Wu Sophia	6C

**PolyU HKCC Sports Scholarship Scheme**

Tsang Hoi Lan	6C (2018-2019)
So Ming Wai Naomi	6B (2018-2019)
Chan Tsz Kiu	6A

**Peking University Sports Scholarship Scheme**

Tang Chau Yi	6B (2018-2019)
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## **Language Arts**

### **The 71<sup>st</sup> Hong Kong Schools Speech Festival**

#### Solo Verse Speaking

1 <sup>st</sup>	Kong Vanille	1E	2 <sup>nd</sup>	Hung Ka Yiu Chloe	2B
1 <sup>st</sup>	Leung Choy Yi Christina	2E	2 <sup>nd</sup>	Tsang Hoi Kiu Gillian	2C
1 <sup>st</sup>	Ng Sze Heng Sharon	3A	2 <sup>nd</sup>	Lau King Dun Clara	3A
2 <sup>nd</sup>	Soo Pan Sum	1B	2 <sup>nd</sup>	Lo Hiu Nam Hannah	3D
2 <sup>nd</sup>	Wong Wing Yan Reanna	1D	2 <sup>nd</sup>	Deng Sin Lam	4A

#### Solo Prose Reading

2 <sup>nd</sup>	Lee Sum Yau Joyce	3A
2 <sup>nd</sup>	Zhu Yidan Dannie	4D
2 <sup>nd</sup>	Fong Elim	5E
2 <sup>nd</sup>	Pang Lok Ching Anthea	6E

#### Dramatic Duologue

1 <sup>st</sup>	Chan Zennie	1B
3 <sup>rd</sup>	Au I Shan Emmalym	4C
	Chiu Hiu Ching Miki	4C

#### Thematic Group Speaking

2 <sup>nd</sup>	Chow Hoi Ning Kelly	3A	2 <sup>nd</sup>	Cheung Seen Kei Celinda	3B
	Kwok Lok Yin Happy	3A		Chu Sui Lam Ariel	3B
2 <sup>nd</sup>	Lam Yuet Ching Joyce	3A	2 <sup>nd</sup>	To Hoi Yan Anson	3C
	Lau King Dun Clara	3A		Tse Wing Yu Kayla	3C
2 <sup>nd</sup>	Yeung Tsz Ching Crystal	3A	2 <sup>nd</sup>	Au Yeung Tsz Yau Ingrid	3C
	Yung Cheuk Laam Jenna	3A		Leung Po Man Jocelyn	3C

### **RTHK the Speaker 2020**

#### Semi-finalist

Chan Lee Nga Lydia	4A
Fong Hoi Ching	4A

### **Hong Kong Young Writers Awards 2020**

#### Honourable Mention

Fu Tsz Tung Chloe	3B
Jeslyn Ma	4E

#### Shortlisted and Highly Commended

Tsui Yu Hei Iris	4E
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### **The Harvard Book Prize 2020**

#### Winner

Wong Wing Man Sonia	5E
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#### 1<sup>st</sup> Runner-up

Law Chor Yin Chloe	5D
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#### 2<sup>nd</sup> Runner-up

**Hong Kong Budding Poets (English) Award 2019/20**The Outstanding Student Poets Awards(Open Section) – Gold

Fong Hoi Ching 4A

The Outstanding Student Poets Awards(Secondary Section) – Gold

Tsui Yu Hei Iris 4E

Law Chor Yin Chloe 5D

The Outstanding Student Poets Awards(Secondary Section) – Silver

Fu Tsz Tung 3B

Chui Anabel Bebe 5A

Kwong On Shin 5E

Honourable Mention

Cho Shu Nga Keziah 4D

Yeung Siu Yi 5A

The Poet of the School Award

Law Chor Yin Chloe 5D

**The 16<sup>th</sup> Biliteracy & Trilingualism Composition and Speech Competition**Top 3 English Essays (Senior Division)

Law Chor Yin Chloe 5D

**TWGHs Good People Good Deeds: English Writing Competition 2019**Top Ten Candidates

Chan Xin Kei Antonia 1B

Tsui Yu Hei Iris 4E

**Students' Top Ten News Election 2019**News Commentary Competition: Junior Forms

## 1st Runner-up

Kwok Yip Tung Judy 1D

## 2nd Runner-up

Siu Pui Lam 1B

News Commentary Competition: Senior Forms

## Champion

Law Chor Yin Chloe 5D

## 3rd Runner-up

Keziah Cho Shu Nga 4D

Dannie Zhu Yidan 4D

**The American Chamber of Commerce Charitable Foundation Prize Book Award 2019-2020**

Ma Hiu Lam Grace 5E

## **35<sup>th</sup> Sing Tao Inter-school Debating Competition (English Section)**

### **First Runner-up**

#### **第七十一屆校際朗誦節**

##### **散文獨誦：**

冠軍（粵）：梁采頤（二戊）

亞軍（粵）：張芯淪（一丁）

季軍（粵）：鄭忻喬（二甲）、鍾欣樺（二甲）、陳安晴（三丁）

##### **詩詞獨誦：**

冠軍（粵）：關嬰旻（二戊）

亞軍（粵）：余懿行（四乙）

冠軍（普）：余懿行（四乙）

季軍（普）：莊凱欣（一戊）、鄭栩怡（二甲）

##### **二人對話：**

冠軍：王伊琳（一丙）、黃詠茵（一丁）、鄭卓淇（二甲）、鍾欣樺（二甲）、  
梁采頤（二戊）、王愷喬（五丁）、鄧以琳（五戊）

季軍：田思琦（一乙）、嚴樂希（一乙）、鄭心裕（二乙）、洪嘉遙（二乙）、  
蘇詠淳（四丁）、吳恩翹（四戊）

##### **基督教經文朗誦：**

亞軍：梁采頤（二戊）

##### **歌詞朗誦：**

亞軍：梁采頤（二戊）

#### **2019-2020 全國青少年語文知識大賽「菁英盃」作文入圍賽(香港賽區)**

初賽一等獎：鄭宇珊（四甲）

#### **馬來西亞世界中學生華語辯論賽**

季軍

評判推薦獎

最佳團隊獎

#### **星島第三十五屆全港校際辯論比賽**

總冠軍

## **Humanities**

### ***History***

#### **Junior Secondary History e-Reading Award Scheme 2019**

##### **Certificate of Appreciation**

Chow Hoi Ning Kelly 3A

Mak Lok Yee Pamela 3A

Wong Kwan Ting Katie 3A

Wong Cherise 3D

Ng Hei Tung Antonya 3E

*Tourism and Hospitality Studies*

**Global Travel and Tourism Partnership (GTTP) International Research Award Competition 2019**

1st place winner in the national case writing competition and attended the GTTP International Research Conference, Nice, France (November 2019)

Fong Hoi Ching 6C  
Leung Ho Yi 6E

**GTTP - International Photography Competition 2019**

National Winner Hong Kong

Man Wai Kiu 5B

**Science and Mathematics**

*Biology*

**International Biology Olympiad - Hong Kong Contest**

Silver

Poon Sze Hang Eunice 5D

Honourable Mention

Chik Sum Yin 5D

Yeung Tsz Yan 5E

**Hong Kong Specimen Drawing Competition 2020**

Outstanding Award

Wong Lok Chun 5A

Highly Commended Award

Kwong On Yin 5B

Yeung Tsz Yan 5E

Mak Wing Yi 4D

**Botanical Art Competition 2020**

Second Runner-up

Mak Wing Yi 4D

*Science*

**International Junior Science Olympiad 2019 – Hong Kong Screening**

2<sup>nd</sup> Honor

Kwok Yan Ning 3B

3<sup>rd</sup> Honor

Ho Yuet Kiu 3A

**Global Youth Science and Technology Bowl 2020**

Wong Nga Shan 3A

Kwok Yan Ning 3B

Leung Sum Yuet 3B

Mok Sze Wing 3B

Tang Hiu Lam 3B

## **Mathematics**

### **The Asia International Mathematical Olympiad Open Contest Semi-Final 2020**

#### Silver Honor

Ma Tsin Chin 1E

#### Bronze Honor

Cheng Sum Yue Sabrina 2B

Pang Hei Tung 5E

## **Sports**

### **Inter-school competitions (organized by HKSSF)**

	A grade	B grade	C grade	Overall
Basketball	1 <sup>st</sup>			
Cross-country	1 <sup>st</sup>	3 <sup>rd</sup>	2 <sup>nd</sup>	1 <sup>st</sup>
Swimming	2 <sup>nd</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>
Life-saving	1 <sup>st</sup>	2 <sup>nd</sup>		2 <sup>nd</sup>
Netball	4 <sup>th</sup>	1 <sup>st</sup>		
Softball				1 <sup>st</sup>
Table-tennis	2 <sup>nd</sup>			
Volleyball	5 <sup>th</sup>			

### **Inter-school Jing Ying Competition (organized by HKSSF)**

Individual events:

<b>Badminton</b>			
Singles:	Liu Ho Yan	6C	2 <sup>nd</sup>
Doubles:	Ho Wan Yuet Yuen Lok Tsz	6A 6E	1 <sup>st</sup>

### **A.S. Watson Group HK Student Sports Awards 2019-2020**

Wu Ya Yu Gwen 6E

## **Visual Arts**

### **International Visual Arts Awards for Children & Teenagers 2019**

#### First Prize (S4-S6)

Or Hiu Lam 4C

### **Pacific Coffee x Seedland Educational Charitable Foundation – The 3rd “Paint it! The Coffee Cup Art!” 2019**

#### Secondary School Category Creativity Award

Li Shan 6D

### **Xu Beihong International Arts Competition 2019**

#### Hong Kong Division (Secondary Section - Junior) Champion

Wong Ming Wai 2B

Hong Kong Division (Secondary Section - Junior) First Class Award

Chan Wing Sze 4E

Lok Wing Yan 2D

The 24<sup>th</sup> Hong Kong School Chinese & English Penmanship Competition

Chinese Penmanship Competition Secondary School Junior Sector Nomination

Ma Cheuk Yan 3A

Li Sze Wing 1E

Anti-rodent Four-panel Comic Drawing Competition

Merit

Wong Lok Wing 1D

The Story of Lei Yue Mun Mural Design Competition

Secondary School Section Champion

Lok Wing Yan 2D

## (6) Financial Summary

### Scholarships Received in 2019-2020

Source	Amount
Dr. Gallant Ho Scholarship	\$1,280,000.00
黃廷芳慈善基金- 獎學金	\$ 5,000.00
WiseGiving Charitable Trust (明日之星)	\$ 10,000.00
HK Rugby Union Subsidy	\$ 2,500.00
The HK School Sports Federation	\$ 12,000.00
Consumer Council (Economics)	\$ 1,080.00
<b>Total:</b>	<b>\$1,310,580.00</b>

### Donations Received in 2019-2020

Source	Amount
馬來西亞羽毛球集訓捐款	\$ 1,865.00
Donation from Pacear Int't (HK) Ltd for Basketball Team Shenzhen Training	\$ 20,000.00
柬埔寨交流團捐款	\$ 4,120.00
Reclassify Donation Income and Expense of Basketball Team	\$ 244,715.99
Donation for "A History of Heep Yunn School"	\$ 70.00
協光團捐款	\$ 2,076.00
<b>Total:</b>	<b>\$272,846.99</b>

**Heep Yunn School**

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

**2019-2020**

	<b>Items</b>	<b>Actual expenses (\$)</b>
1.	Purchase of Books	\$70,085.9
	<input checked="" type="checkbox"/> Printed books	
	<input checked="" type="checkbox"/> e-Books	
2.	Web-based Reading Schemes	
	e-Read Scheme	
	Other scheme : _____	
3.	Reading Activities	\$2,000
	<input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks	
	Hire of service from external service providers to organise student activities related to the promotion of reading	
	<input checked="" type="checkbox"/> Paying the application fees for activities and competitions related to the promotion of reading	
	Subsidising students for their participation in and application for reading related activities or courses	
4.	Other : _____	
	<b>Total:</b>	\$72,285.9
	<b>Unspent Balance:</b>	\$24.1

**Heep Yunn School**  
**Report on the Use of the Student Activities Support Grant**  
**2019-2020 School Year**

**I. Financial Overview**

A	Allocation in the Current School Year:	\$ 34,920.00
B	Expenditure in the Current School Year:	\$ 33,398.92
C	Unspent Amount to be Returned to the EDB (A – B):	\$ 1,521.08

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

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	1	\$ 6,174.53
Full-grant under the School Textbook Assistance Scheme	8	\$ 19,698.64
Meeting the school-based financially needy criteria (capped at 25% of the total allocation for the school year)	6	\$ 7,525.75
<b>TOTAL</b>	15	\$ 33,398.92  (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

### III. Details of Expenses

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries <sup>1</sup>	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				
<b>1.1</b>	<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 (e.g. field trips, arts appreciation, visits to enterprises)</b>							
Language	Foreign Language Classes (Japanese)	\$ 3,224	1	✓				
Language	Foreign Language Classes (Spanish)	\$ 4,836	2	✓				
Language	Foreign Language Classes (French)	\$ 6,448	2	✓				
Mathematics	Maths Olympiad Course	\$ 2,760	3	✓				
<b>1.2</b>	<b>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 (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)</b>							

<sup>1</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.

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries <sup>1</sup>	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					
Physical activities	Badminton Team Training	\$ 4,328	3			✓			
Physical activities	Basketball Team Training	\$ 1,166	1			✓			
Physical activities	Hockey Team Training	\$ 750	1			✓			
Physical activities	Volleyball Team Training	\$ 138	1			✓			
Physical activities	Bowling Interest Class	\$ 238.18	1			✓			
Physical activities	Fencing Interest Class	\$ 38.46	1			✓			
Aesthetic activities	Instrumental Classes	\$ 5071.65	1			✓			
Aesthetic activities	Chinese Orchestra	\$ 1102.88	1			✓			
Aesthetic activities	Full Orchestra	\$ 2205.75	1			✓			
Aesthetic activities	Choral Camp	\$ 80	1			✓			

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries <sup>1</sup>	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					
Aesthetic activities	Dance Club	\$ 884.5	1			✓			
Cultural activities	Speech Festival	\$ 127.5	1			✓			
<b>1.3</b>	<b>To subsidise students with financial needs to participate in non-local exchange activities or competitions</b>								
/	/	/	/						
<b>1.4</b>	<b>To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>								
/	/	/	/						
<b>1.5</b>	<b>Others</b>								
/	/	/	/						
<b>Total</b>		\$33,398.92	22						

**Report on Use of Capacity Enhancement Grant for 2019 - 2020**

**Income:**

<b>Balance brought forward:</b>	\$ 52,178	
<b>Grant for 2019 / 2020:</b>	\$751,502	
<b>Total:</b>		<b>\$803,680</b>

**Expenditure:**

2 Administrative Officers:		\$690,305
Part time administrative or clerical helpers		<u>\$113,255</u>
		\$803,560

**Balance** \$ 120

<b>Task Area: Enhancement of Administration's efficiency</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 administrative or clerical helpers were employed to shoulder part of the administrative work of the teachers so that they could devote more time to learning and teaching.

**School-based After-school Learning and Support Programmes 2019/20 s.y.**  
**School-based Grant - Programme Report**

**Name of School: Heep Yunn School**

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

**Contact Telephone No.: 27110862**

**The number of students (count by heads) benefitted under the Grant is 8 (including A . 2 CSSA recipients, B. 2 SFAS full-grant recipients and C. 4 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						
Foreign Language classes	1	1	2	100%	September 2019 to August 2020	\$ 9,672	Summative and formative assessments		
Art / Cultural Activities	1	2	1	100%	September 2019 to August 2020	\$ 9,514.70	Report from teachers		
Sports Training	0	0	2	100%	September 2019 to August 2020	\$ 1,261.50	Teachers' observation and feedback		
<b>@No. of man-times</b>	2	3	5						
<b>**Total no. of man-times</b>	10				<b>Total Expenses</b>	\$ 20,448.20			

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%)

**Life-wide Learning Grant  
Report on the Use of the Grant  
2019-2020 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
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>											
<b>1.1</b>	<b>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)</b>											
						-----						
						Expenses on Item 1.1	-----					
<b>1.2</b>	<b>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)</b>											

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	
1.2.1	Life Skills Training Camp	To enhance students' confidence, nurture them with life skills and collaboration skills	Sep, 2019	F.1	Teachers' and Students' feedback was positive.	\$111,846	E1+ E2		✓	✓			
1.2.2	Work Placement Programme	To provide students with real work experience, nurture their work ethics and sense of responsibility	Sep, 2019	F.4	Students and Employers both satisfied with the results.	\$13,267	E1+ E2		✓				✓
<b>Expenses on Item 1.2</b>						<b>\$125,113</b>							
<b>1.3</b>	<b>To organise or participate in non-local exchange activities or competitions to broaden students' horizons</b>												
1.3.1	Leadership Training Tour to Cambodia	To consolidate students' learning in class, widen their horizons and nurture their multi-dimensional thinking skills. Through engaging in community services in a developing country, students will be nurtured to become global citizens who show love and care to their global community	Sep 2019	F.5	Students welcomed the programme and objectives were reached.	\$600,000 <i>(The outstanding is supported by School Fund)</i>	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
1.3.2	Taiwan Art, Culture and Conservation Tour	Through allowing students to learn about the developments of art, culture and conservational industries in Taiwan, the tour aims at widening students' horizons, enriching their life experiences and equipping their multi-dimensional thinking skills.	Sep, 2019	F.3	Students welcomed the programme and objectives were reached.	\$300,000 <i>(The outstanding is supported by School Fund)</i>	E1+ E2	✓	✓	✓		
1.3.3	Macau Cultural Tour	Through allowing students to learn about Macau's unique yet diverse culture, the tour aims at widening students' horizons, enriching their life experiences and equipping their multi-dimensional thinking skills.	Sep, 2019	F.2	Objectives were achieved.	\$300,000 <i>(The outstanding is supported by School Fund)</i>	E1+ E2		✓	✓		
<b>Expenses on Item 1.3</b>						<b>\$1,200,000</b>						
<b>1.4</b>	<b>Others</b>											



Domain	Item	Purpose	Actual Expenses (\$)
		<b>Expenses for Category 2</b>	
		<b>Expenses for Categories 1 &amp; 2</b>	<b>\$1,325,113</b>

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

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

### Number of Student Beneficiaries

Total number of students in the school:	1055
Number of student beneficiaries:	893
Percentage of students benefitting from the Grant (%):	84.6%

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

**HEEP YUNN SCHOOL  
FINANCIAL SUMMARY  
FOR SCHOOL YEAR 2018-19**

(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 annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	66.6%	N.A.
School Fees	N.A.	31.3%
Donations	N.A.	1.4%
Other Income	0.3%	0.3%
<b>Total</b>	<b>66.9%</b>	<b>33.1%</b>
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	73.6%	
Operating Expenses (including those for Learning and Teaching)	12.9%	
Fee Remission / Scholarship	10.0%	
Repairs and Maintenance	0.9%	
Depreciation	2.6%	
<b>Total</b>	<b>100.0%</b>	
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>	4.71 months of the annual expenditure *	
<sup>#</sup> in terms of equivalent months of annual overall expenditure		