



ANNUAL
SCHOOL REPORT
2022-2023

CONTENTS

| | | |
|-------------|--|--------------|
| I | Our School | 2-4 |
| | • <i>Vision, Mission Statement and Core Value</i> | 2 |
| | • <i>Information about the School</i> | 2-3 |
| | • <i>Incorporated Management Committee</i> | 4 |
| II | Our Teachers | 5-7 |
| | • <i>Number of Teachers</i> | 5 |
| | • <i>Teachers' Academic Qualifications</i> | 5 |
| | • <i>Teachers' Professional Qualifications</i> | 5 |
| | • <i>Teaching Experience</i> | 6 |
| | • <i>Staff Turnover Rate</i> | 6 |
| | • <i>Professional Development of Teachers</i> | 6 |
| | • <i>Seminars / Workshops for Professional Development</i> | 7 |
| III | Our Students | 8 |
| | • <i>Class Structure and Enrolment</i> | |
| | • <i>Student Attendance</i> | |
| | • <i>Drop-out of Student</i> | |
| IV | Achievements and Reflection on Major Concerns | 9-21 |
| | • <i>Strengthening values education and enhancing teaching and learning effectiveness by promoting a variety of eLearning tools and initiatives</i> | 9-15 |
| | • <i>Enriching the culture of teacher sharing and collaboration</i> | 16-17 |
| | • <i>Fostering a Positive and Supportive Environment that facilitates learning and rapport building in class or at school so as to enhance the protective factors for students towards adversities</i> | 18-21 |
| V | Our Learning and Teaching | 22-25 |
| | • <i>Excelling in Learning and Teaching</i> | 22-23 |
| | • <i>Curriculum</i> | 24 |
| | • <i>Number of School Days</i> | 25 |
| | • <i>Lesson Time for the 8 Key Learning Areas</i> | 25 |
| VI | Support for Student Development | 26-27 |
| VII | Our Students' Performance | 28-35 |
| | • <i>Destination of S6 HKDSE Graduates</i> | 28 |
| | • <i>HKDSE Results</i> | 28 |
| | • <i>External Awards</i> | 29-35 |
| VIII | Financial Summary | 36 |
| IX | Feedback on Future Planning | 37 |
| X | Appendix | 38-42 |

The Church of Christ in China
Heep Woh College
School Annual Report 2022–2023

I. Our School

Vision, Mission Statement and Core Value on Education of Our School Sponsoring Body

Vision

Together we nurture fullness of life; Hand in hand we witness the love of Christ.

Mission Statement

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

Core Value

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

Information about the School

School Profile

Heep Woh College is a co-educational aided school. The origin of Heep Woh College can be traced back to 1911 when Mrs. Bigelow, from the United States, founded the school in Xiguan, Guangzhou, dedicated herself to early childhood education. In 1921, the private Heep Woh Girls' Normal School was established. The motto was "When you know the truth, the truth will set you free." Principal Liu Fung Ling became the first Chinese principal of Heep Woh. In 1947, Principal Liu and Mrs. Schaefer established the Hong Kong Heep Woh School (kindergarten and primary school). Heep Woh College commenced operation in 1970 with a view to providing secondary school education to teenagers.

School Belief

Belief Statement

With pastoral care and a balanced curriculum, our school aims to promote a holistic education, addressing the moral, intellectual, physical, social, aesthetic and spiritual needs of our students, enabling them to achieve their personal best to glorify God and to serve mankind.

School Goal

With LOVE and PASSION, we enhance students' whole-person development and nurture their virtues.

With ENDEAVOUR and COMMITMENT, we equip students to strive for excellence and become future leaders.

School Core Values

Excellence, Respect, Love, Faith and Justice.

School Motto

When you know the Truth, the Truth will set you free.

Campus and Facilities

This school building came into existence in 1971 and was awarded Best Campus Design by the Hong Kong Architects' Association in the same year. The School Improvement programme began in 2002. The new annex has been in operation since June 13, 2005 and provides more space for learning and activities. Apart from the school hall, classrooms, laboratories, library, conference room, function hall, the school also provides facilities for extra-curricular activities such as campus TV production room, music room, visual arts room, 3 multi-media learning centers, English learning centre, self-study rooms, student activity room and archive room.

Incorporated Management Committee

The Incorporated Management Committee was established in 2011 with the following composition:

| Composition | Supervisor | Sponsoring Body | Principal | Parent | Teacher | Alumni | Independent |
|-------------|-------------|-----------------|-------------|--------------|--------------|-------------|-------------|
| 22/23 | 1 (6.7%) | 7 (46.7%) | 1 (6.7%) | 2 (13.3%) | 2 (13.3%) | 1 (6.7%) | 1 (6.7%) |

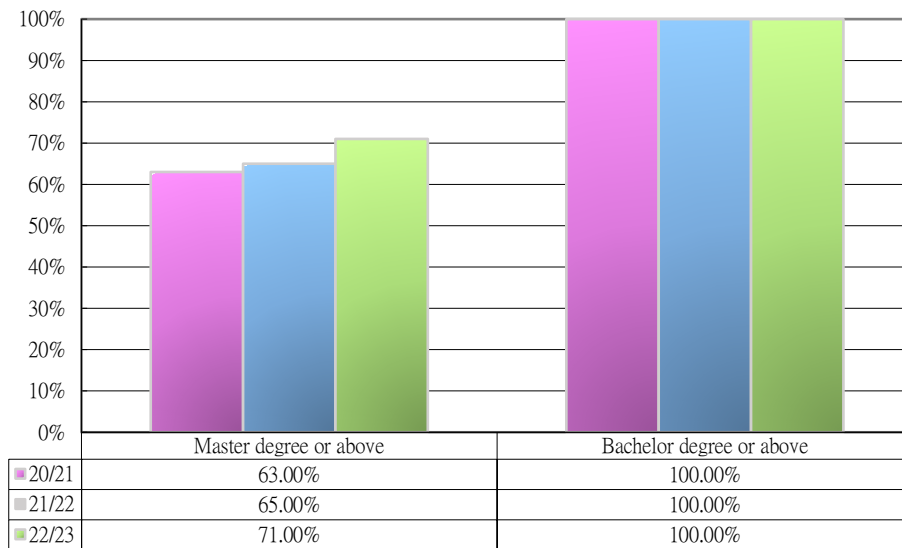
| Incorporated Management Committee | | | |
|-----------------------------------|--|----------------------------------|-------------------------|
| Supervisor | Dr. Kao Yi Tsun Richard | Teacher Manager | Mr. Wong Chun Tat |
| | | Alternate Teacher Manager | Ms. Kwong Kit Sum |
| Principal | Dr. Chu Kai Wing | Alumni Manager | Mr. Lee Tsz Shun Jayson |
| | | Parent Manager | Ms. Ko Hiu Tung Jessica |
| | | Alternate Parent Manager | Ms. Ng Yan Han |
| Sponsoring Body Managers | Ms. Yau Hoi Yuen Irene Dr. Leung Tin Ming Timothy Rev. Siu Ka Cheung Oliver Dr. Chan Yee Man Anne Mr. Wan Yuen Leung Kenneth Mr. Wu Yiu Hong Mr. Yiu Chak Hung | Independent Manager | Mr. Lo Shiu Ming Tommy |

II. Our Teachers

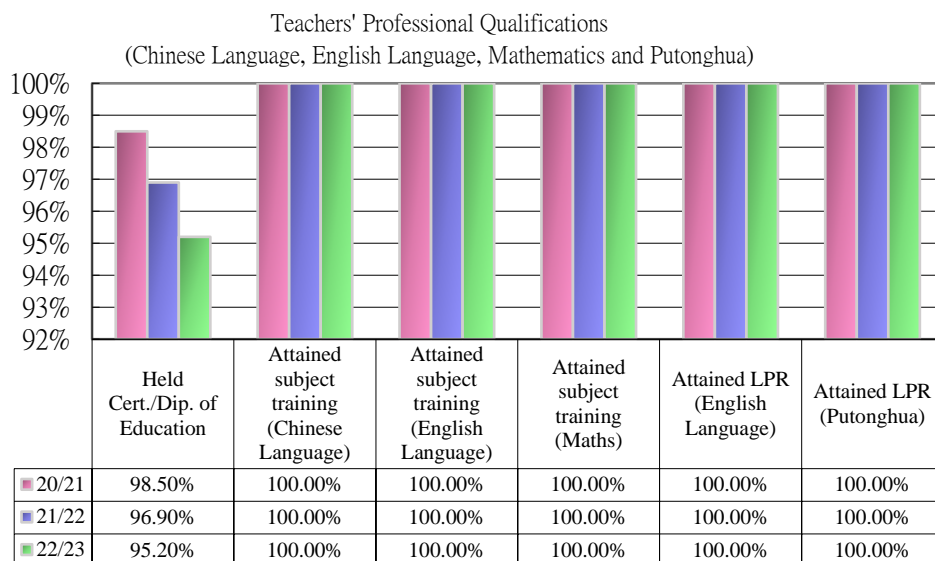
Number of Teachers (including the principal)

| School Year | 2020-2021 | 2021-2022 | 2022-2023 |
|--------------------|-----------|-----------|-----------|
| Number of Teachers | 64 | 64 | 62 |

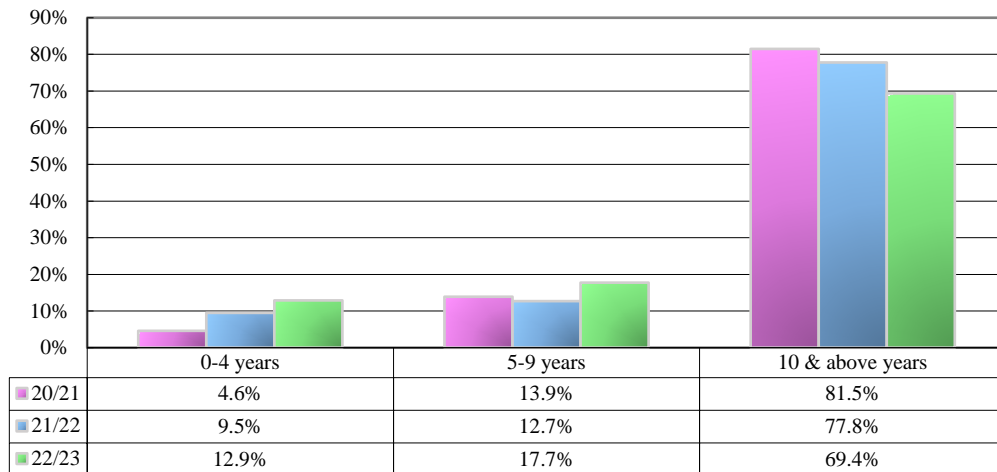
Teachers' Academic Qualifications



Teachers' Professional Qualifications



Teaching Experience

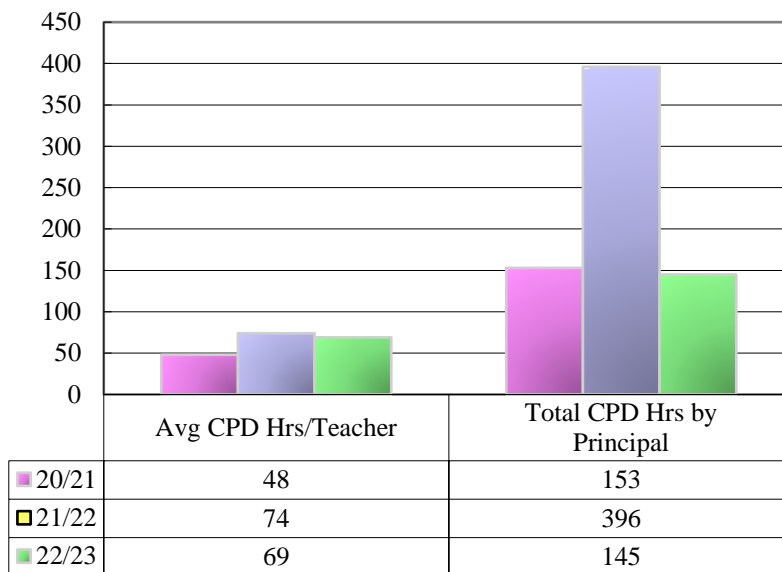


Staff Turnover Rate

During the school year of 2022-2023, the total number of staff is 90 including 62 teachers, 3 Associate Teachers, 1 Student Support Assistant, 3 Lab Technicians, 2 I.T. Technicians, 1 Library staff, 8 office staff and 10 janitors.

| Staff Resignation | Number of Staff |
|---|-----------------|
| Teaching Staff (<i>Personal Reason</i>) | 9 |
| Teaching Staff (<i>Retirement</i>) | 1 |
| Non-teaching Staff (<i>Personal Reason</i>) | 5 |
| Non-teaching Staff (<i>End of Contract</i>) | 1 |
| Non-teaching Staff (<i>Retirement</i>) | 1 |
| Total | 17 |

Professional Development of Teachers



Seminars / Workshops for Professional Development 2022–2023

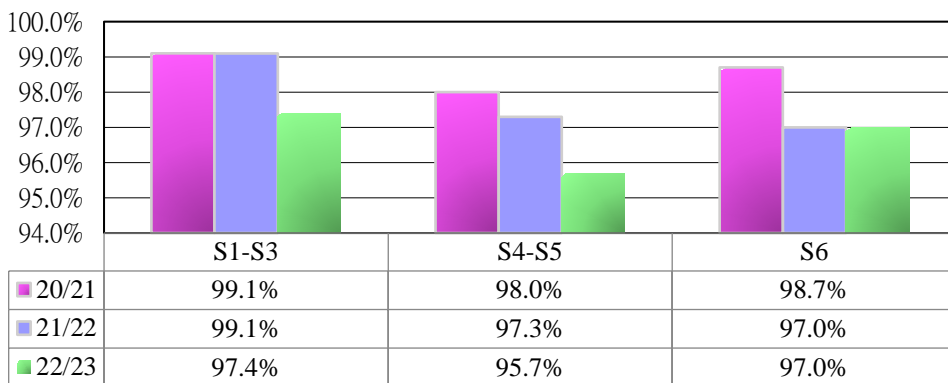
| Date | Theme | Organisation / Guest Speaker | Objective / Focus |
|-----------|--|--|--|
| 30/8/2022 | Part 1: e-Learning Workshops: <ul style="list-style-type: none"> • The Use of APPs and Application of iPad in Teaching and Learning • Common mis-behaviours of students using iPad and their solutions Part 2: Part 2: Student Case Review | Academic Affairs Committee and Staff Development Committee | <ul style="list-style-type: none"> • To enable participants to have a better understanding about eLearning • To equip teachers with knowledge and skills about eLearning |
| 3/4/2023 | Teacher Retreat I | School | <ul style="list-style-type: none"> • To collect teachers' views on the student performance of the Seven Learning Goals. |
| 6/6/2023 | Teacher Retreat II | School | <ul style="list-style-type: none"> • To collect teachers' views on student needs and formulate the Major Concerns of the forthcoming School Development Plan |

III. Our Students

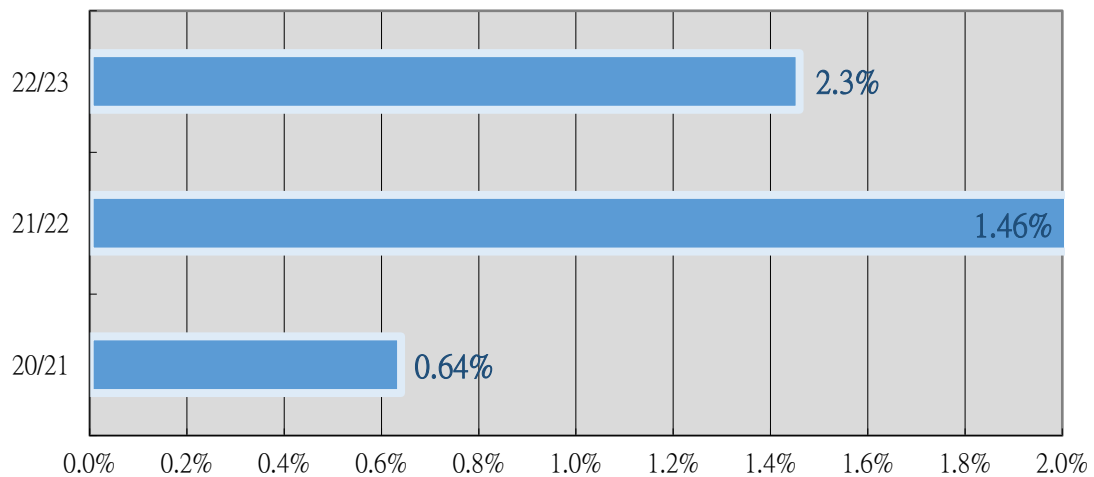
Class Structure and Enrolment

| Level | S1 | S2 | S3 | S4 | S5 | S6 | Total |
|-----------------|-----|-----|-----|-----|-----|-----|-------|
| No. of classes | 5 | 4 | 5 | 4 | 5 | 5 | 28 |
| Boys | 74 | 71 | 73 | 49 | 64 | 53 | 384 |
| Girls | 81 | 54 | 73 | 78 | 71 | 68 | 425 |
| Total Enrolment | 155 | 125 | 146 | 127 | 135 | 121 | 809 |
| Drop-outs | 5 | 1 | 4 | 2 | 0 | 0 | 12 |
| Repeaters | 7 | 6 | 5 | 6 | 3 | 0 | 27 |

Student Attendance



Drop-out Rate of Student



IV. Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 1: Strengthening values education and enhancing teaching and learning effectiveness by promoting a variety of eLearning tools and initiatives

Targets:

- To strengthen values education (including moral and civic education, national education, national security education and Basic Law education)
- To enhance teaching and learning effectiveness by promoting a variety of eLearning tools and initiatives

| Achievements |
|---|
| <p>1. To strengthen values education (including moral and civic education, national education, national security education and Basic Law education)</p> <p><i>(a) To review the Values Education Curriculum based on the framework provided by the EDB</i></p> <p><i>(b) Formulate implementation plans for further development of the Values Education in the school</i></p> <ul style="list-style-type: none">• Based on the framework provided by the EDB, the Value Education Curriculum was fully reviewed. Departments were invited to provide a summary of implementation strategies in planning the Value Education Curriculum. The learning objectives including students' attitudes and behaviour for each strategy are included. The implementation strategies are divided into four main areas, including lesson learning, life-wide learning, application and service and whole-school atmosphere. A summary of the findings were drawn and presented in the middle management level meetings. |
| <p>2. To enhance teaching and learning effectiveness by promoting a variety of eLearning tools and initiatives</p> <p><i>(a) To promote the use of a variety of eLearning tools and initiatives:</i></p> <p><i>(b) To promote the use of iPads for enhancing classroom interaction, promoting self-directed learning, engaging students in lessons, improving assessment for learning, etc.</i></p> <p><i>(c) To develop a support system for promoting eLearning</i></p> <ul style="list-style-type: none">• This year, departments were encouraged to explore the use of a variety of eLearning tools in their lessons. With the extension of the Bring Your Own Device (BYOD) scheme to F.2, junior form subject teachers had more opportunities to use eLearning tools to aid their teaching in aiming to raise students' learning motivation, lesson participation and also teaching effectiveness. Some general tools were chosen like Mentimeter, Kahoot, Nearpod, Padlet, Peardeck, etc and other subject-specific tools were also used, such as Garageband in Music, HealthPlanet in Physical Education, Phypox in Physics, etc. Besides learning tools, other eLearning strategies were used. In Mathematics, the gamification concept was used in a self-learning platform to help students to scaffold their knowledge through game-play. In Chinese History, the use of virtual reality in activities to help students visualise the exhibition even without visiting the site in real life.• Besides using eLearning tools in lessons, students were also encouraged to use eLearning tools and iPads at home for self-directed learning. Platforms like Desmo, |

Socrative and Edpuzzle helped facilitate learning at home for lesson preparation or after-class consolidation. Good Notes was pre-installed on students' iPads to help them organize their learning and keep a record of their learning progress.

- As teachers were at different levels of capabilities in using eLearning in lessons, our school BYOD coordinator, Ms. Mo Hoi Ting formed a seed teacher group. The group consisted of the KLA coordinators and one member in each KLA panel who regularly used the eLearning tool. The teachers in the seed teacher group acted as resource persons. They joined external professional development programmes and formed learning circles with other colleagues. Some of the Lesson Study groups this year were led by teachers in the seed teacher group aiming to help teachers with eLearning implementation in lessons. Other than this, departments also encouraged panel members to attend seminars organised by external organisations to equip themselves and also to share their experience through organising Community of Practice or collaborative lesson preparation.

Reflections

- 1. To strengthen values education (including moral and civic education, national education, national security education and Basic Law education)**
 - (a) To review the Values Education curriculum based on the framework provided by the EDB.**
 - Collect the Values Education curriculum planning table from all subject departments
 - Evaluate the Values Education curriculum of the school in the regular CDC meetings
 - (b) Formulate implementation plans for further development of the Values Education in the school**
- Twenty-one departments were involved in the review and the summary of the findings were as follows. In nurturing students' values and attitudes, ten priority values and attitudes were reviewed. Eleven departments covered 'Respect for Others'; eight departments covered 'Responsibility' and 'Law-abidingness'; seven departments covered 'Perseverance' and 'National Identity'; six departments covered 'Integrity'; five departments covered 'Commitment' and 'Care for Others'; four departments covered 'Empathy' and three departments covered 'Diligence'. Besides the values and attitudes suggested by EDB, 'Appreciation of others' and 'Knowing When to Retreat' were also covered by departments.
- For the related learning experience provided for students, the top two areas were related to civic education (nine departments involved) and National Security Education (eight departments involved). However, it was found that our school had to provide more learning experience for students on 'anti-drug education' and 'human rights education under the legal framework'.
- In particular, departments also engaged in a continuous revision of the three-year plan of the National Security Education. The plan thoroughly reviewed the departmental curricula

and extra-curricular activities in the three-year plan from 2020.

- The implementation plans for further development were discussed and it was found that Value Education in the school has a wide spectrum. The review completed by the Academic Affairs Committee could not cover plans carried out by the committee. After discussion, a Moral and Civic Education Committee was suggested to be set up to better oversee the Value Education implementation.

2. To enhance teaching and learning effectiveness by promoting a variety of eLearning tools and initiatives

(a) To promote the use of a variety of eLearning tools and initiatives

(b) To promote the use of iPads for enhancing classroom interaction, promoting self-directed learning, engaging students in lessons, improving assessment for learning, etc

(c) To develop a support system for promoting eLearning

- Departments had explored and integrated the different eLearning tools in their lessons. However, we could find that some of the tools were repetitive. There could be more collaboration and coordination between departments so students could have a more comprehensive experience in using eLearning tools in learning. Also, as only S.1 and S.2 were under the BYOD scheme, it was difficult to use the iPad in the senior form lessons.
- The more frequent use of the iPad did engage students more in lessons and self-directed learning. However, students might not see the device as a medium for learning. Hence, a system for monitoring the misuse of devices was added to the BYOD scheme to remind students to make good use of the devices in academic-related areas.
- The seed teachers group was found to be beneficial for the development of using eLearning tools in teaching. Seed teachers would lead in Lesson Study and act as resource persons for the KLA panel. The culture of sharing was a fundamental element in building a support system. However, the workload could be a burden for seed teachers.

Feedback and Follow-up

Reviewing the Value Education Curriculum implemented in departments provided a chance for our school to identify the knowledge gaps across the curriculum. In the next academic year, besides continuing to review and evaluate the implementation plans, departments should collect evidence of learning from students. This would allow departments to evaluate the plans and further design a more sophisticated learning experience for students.

With the renaming of Life and Society as Citizenship, Economics and Society in 2023–2024 and the restructuring of the learning elements in the curriculum, the insufficient coverage of ‘anti-drug education’ and ‘human rights education under the legal framework’ would be addressed.

As the review was conducted at the departmental level, other learning activities organised at the committee level were not covered. In order to have a more holistic review, the Moral and Civic Education Committee would be set up to oversee the plans and implementations, strengthening the existing practices and filling up the niche in students’ learning experience.

With the updates in the EDB document, departments with English as MOI would use the English version of the framework when planning their curricula.

As using eLearning in lessons and outside the classroom was becoming more common among teachers, it was suggested that using eLearning tools should become a routine item to accompany the planning of the curriculum. The next stage is to let students associate the use of iPad and eLearning tools with learning rather than misusing the devices and causing addiction. Departments should continue to explore the learning needs of students and find suitable Apps or platforms to promote healthy use of devices. This could give student a sense of ownership of their own learning. The use of iPads after school would then turn into a medium to raise motivation in learning. It was suggested that the BYOD scheme would be extended to S4 as it will be the start of the Senior Secondary. Students should learn how to make good use of the device so as to build up good habits in using the device which can be beneficial in their tertiary studies.

It was found that there were benefits in forming a seed teacher group as other teachers could have a resource person to turn to. To further develop, a new group will be formed with teachers who are interested in eLearning to become seed teachers. The school hopes that more teachers could be trained through attending courses or seminars organised by external sources. The sharing sessions will continue to take place to facilitate professional development.

Major Concern 2: Enriching the culture of teacher sharing and collaboration

Target:

- To encourage teachers to share their experience, knowledge and skills in teaching and learning so as to help teachers' professional development

| Achievements |
|--|
| <p>1. Enhance functionalities of the knowledge-sharing platform and the school knowledge repository</p> <ul style="list-style-type: none">• Our school has enhanced various functions of Google Drive and Google Classrooms for our teachers to share teaching and learning materials systematically as a knowledge repository to facilitate sharing with students, especially in the period of class suspension. More teachers have utilized Google Classroom to share their teaching and learning materials not only for storage but also for sharing with colleagues and students. More customizations have been set up this year to facilitate teachers' usage.• Our school has adopted Heep Woh Net and Google Drive for our staff to store school documents systematically as a knowledge repository to facilitate searching, retrieving, and sharing. Our school has developed a school-based taxonomy for colleagues to store the materials systematically in the repository. More teachers have utilized folders of Google Drive to store their documents not only for storage but also for sharing. More customizations have been set up to facilitate teachers' usage.• Our school has explored the use of Zoom and Google Meet as the platform for online teaching. The Academic Affairs Committee, Staff Development Committee and the Information Technology Committee provided support to teachers to enhance their use. |
| <p>2. Form Lesson Study Groups and various Communities of Practice (CoP), to encourage teachers to share their experience, knowledge, and skills to refine their instruction and further enhance the effectiveness of daily practice.</p> <ul style="list-style-type: none">• A series of sessions of Communities of Practice (CoPs) were held on e-learning implementation or new teacher induction. Colleagues shared their experiences in e-learning across subjects, using various teaching strategies. Although less face to face CoPs were organised this year, teachers used online platforms or social media to share their knowledge with colleagues. Teachers' opinions on school sharing culture reflected on the Stakeholders' Survey were the same compared with that of the previous year (3.8 for 2022-2023, 3.8 for 2021-2022). Teachers agreed that they have learned a lot from the shared ideas.• We continue to organize groups of Lesson Study this year to provide opportunities for teachers to discuss the students' learning difficulties and to share their tacit knowledge and skills to enhance students' learning. |
| <p>3. Encourage teachers to store and share resources in our school knowledge repository</p> <p>The school management also encouraged Department Heads and Committee Heads to upload their documents to Google Drive as the well-established central repository. Our school has developed a school-based taxonomy for colleagues to store the materials</p> |

systematically in the repository. Because of the uniform structure of the repositories, the taxonomy can encourage teachers to share their documents with other colleagues so as to enhance organisational learning in our school.

Reflection

- These three years were very special with the serious outbreak of COVID–19. Our school used the First Staff Development Day to equip teachers to prepare our colleagues to adopt the Bring Your Own Device (BYOD) Policy. We continued to use one of the Staff Development Days to help teachers further enhance using BYOD, share some good practices of BYOD, and tackle the problems our colleagues encountered. Our teachers have made great progress with online teaching these three years even under the threat of the pandemic. Most teachers have tried to use various apps and online platforms to conduct e-learning and teaching for our students.
- Teachers have used Google Classroom to disseminate their learning and teaching materials to students and collect students’ assignments effectively. Teachers have also used Google Classroom to deliver teaching and give feedback to students. However, Google announced that they will charge schools for the use of Google service beyond 100G of data storage. This might give an extra financial burden to the school when using Google Classroom and other related services.
- During the alternative period of class suspension and resumption, our school has organised a series of online Communities of Practice (CoPs) workshops to support teachers’ practice with online teaching. Gratefully, our school has developed a mature platform for teachers to share their knowledge, skills, and experiences with colleagues. Our school appreciated that such a school-based mode of teacher professional development could have facilitated teachers, addressing concerns about issues experienced in daily practice and situational contexts in our school. The sharing culture in our school has been substantial in these years.
- The school management has revised the arrangement of the implementation of Lesson Study and various CoPswith more flexibility and a variety of professional development activities after school resumption. We set up the guidelines of implementation clearly so as to sustain the culture of sharing knowledge and experience. We believe that this will add to the continuous enhancement of teaching and learning in the school.

Feedback and Follow-up

Teacher sharing is an important driver for sustaining school improvement and development. Our school will make it our daily routine to maintain a sharing culture among our colleagues.

Major Concern 3: Fostering a positive and supportive environment that facilitates learning and rapport building in class or at school so as to enhance the protective factors for students towards adversities

Targets:

- To stretch students' interests, widen their scope of views, and enhance their leadership skills
- To enhance the roles of class teachers in pastoral care with an aim to strengthen class cohesion under the prolonged impact of the epidemic
- To facilitate the mental health and well-being of students

To stretch students' interests, widen their scope of views, and enhance their leadership skills.

Achievements

Throughout the academic year, our school has implemented a range of initiatives and activities aimed at strengthening students' interests, widening their scope of views, and enhancing their leadership skills. We have actively encouraged student engagement by introducing a diverse array of extracurricular clubs and activities in different school organisations that cater to their individual interests and passions. In this academic year, all the clubs, societies, and house activities have resumed to normal after the release of COVID-19 restrictions. Three more classes (archery, lacrosse, and floral arrangement) and one more school team (dance team) were organised. The lacrosse classes and dance team members have also participated in competitions in the second term. The dance team has received the merit award for the 59th Schools Dance Festival Competition. These opportunities have not only sparked enthusiasm among students but also fostered a sense of exploration and self-discovery. Students believed that they may pursue their interests by participating in school-provided activities as shown in Students' Questionnaire of the Stakeholders Survey (SHS) with value of 3.81 this school year, which is greater than that of the previous year.

In addition, we have placed a strong emphasis on nurturing leadership skills among our student body. In response to the succession of student leaders, teacher-advisors intentionally held more training sessions for all student leaders such as the Prefect Team, Guidance Prefect Team, Student Association, House leaders, Christian Fellowship, Clubs and Societies, etc. Student leaders were recruited this summer to devise and hold a campus tour for the newcomers in the S1 Bridging and Induction Programme. We have provided students with the tools and opportunities to develop their abilities for leading and inspiring others. These programmes have encouraged teamwork, effective communication, and decision-making skills, empowering our students to take on leadership roles both within the school community and beyond. According to the stakeholder survey, the score for students who believe they were equipped with the leadership skills provided by school training is 3.78, which is greater than 0.23 compared with the statistics in 2018–2019.

As a result of these collective efforts, we have witnessed a significant positive impact on our students. They have demonstrated increased engagement in extracurricular activities, showcasing their growing interests and passions. Equipped with enhanced leadership skills, our students have successfully taken on responsibilities, organised events, and actively contributed to the betterment of the school community.

Reflection

Though COVID-19 had seriously influenced the school these few school years, teachers tried their utmost effort to stabilize the routine of the school and to provide as many life-wide learning experiences as they could. As the situation was improving, it was hoped that the adverse influence of the pandemic on students would be lessening, and students could restore their normal school life in the next year. School programmes to stretch students' interests and potential, to foster self-efficacy and leadership skills should continuously be arranged.

Feedback and Follow-up

Looking ahead, we remain committed to building upon these achievements. We will continue to provide a vibrant and dynamic learning environment that encourages students to pursue their interests, explore new horizons, and develop their leadership potential. We hope to equip our students with the tools they need to succeed in their future endeavors, both academically and in their personal and professional lives, with the newly implemented three-year school plan, which focuses on building healthy lifestyles.

To enhance the roles of class teachers in pastoral care with an aim to strengthen class cohesion under the prolonged impact of the epidemic.

Achievements

Throughout the year, our school has made significant efforts to enhance the roles of class teachers in pastoral care, with the aim of strengthening class cohesion in light of the prolonged impact of the epidemic. We have prioritized the well-being and emotional support of our students by providing more class teachers with guided lesson plans. A topic about goal setting was provided by the Religious Education Committee and was delivered in the first term. The Career Guidance Committee invited social workers from an NGO to deliver class assembly lessons about life planning in S1 and S2 in the second term. The life planning lessons received positive feedback from the class teachers, as they can be equipped with the necessary skills to address the unique challenges faced by students by observing the teaching of social workers.

Additionally, the Extracurricular Committee put all its effort into planning the picnic day in the first term despite the difficulty of social segregation laws brought on by EDB. The picnic day gave students a chance to unwind from their studies and revitalize themselves, which aided in the development of class spirit. The students' feedback was satisfactory.

Furthermore, we have also built a more complete support system for our class teachers on a form platform. To keep track of a form's needs and mobilize extra resources to assist the class teachers, the assistant principals and prefect of studies served as the form master and form mistress, respectively. A fun day for S2 students and videos about learning support was initiated after the form meetings. The support system has enabled our teachers to create a nurturing and inclusive classroom environment where students feel valued, supported, and connected.

Reflection

Under such an adverse situation, teachers tried their utmost effort to stabilize the routine of the school and to provide pastoral care and guidance to our students as they could. Through personal contacts, class teachers could build rapport and foster class cohesion. The guidance roles and skills of teachers should be continuously emphasized to address the emotional needs of students under COVID-19. Teachers-students interaction can be enhanced to meet students' psychological needs, to foster self-confidence and a sense of belonging can be enhanced.

Feedback and Follow-up

Moving forward, we remain committed to continuously enhancing the roles of our class teachers in pastoral care. Class teachers could make use of school programmes such as school picnics, form-based activities, and class assemblies to engage students. The form platform can be well established with more years of experience. Also, it is essential to provide class teachers with ongoing training, support, and resources to ensure that they are well-equipped to address the evolving needs of our students. By fostering strong class cohesion and prioritizing the well-being of our students, we aim to create a supportive and inclusive educational environment that nurtures students' holistic development.

To facilitate the mental health and well-being of students.

Achievements

Throughout the year, our school has continuously placed a strong emphasis on facilitating the mental health and well-being of our students. Recognizing the important role that mental health plays in overall student development, committees in student support made great efforts to achieve this goal.

Firstly, by employing an extra school social worker, we have fostered collaboration with the Student Guidance Committee to address students' developmental needs. The addition of an extra school social worker has greatly enhanced our ability to meet the developmental needs of our students. For instance, workshops and talks on the topic of mental wellness were provided by school social workers from S1-S3. They also offered personalized counselling and seminars for parents. The SMHSS program also functions well courtesy to the cooperation of the school social workers, the school guidance committee, and the SEN Committee. A thorough and all-encompassing approach to student well-being is ensured by this collaborative method.

This year is the second year that our school joined the Student Mental Health Support Scheme (SMHSS). The scheme provided training to school personnel. It deployed mental health nurses, social workers, and a clinical psychologist to support the students in need. The scheme also offered a mass screening test to S1 students to identify students with potential mental health issue. Besides, intervention and support were disseminated to the students in the early stage. Inter-disciplinary conferences were held with school personnel to discuss their situations comprehensively. The workers of the Scheme collaborated well with school personnel such as the Student Guidance Committee, the Student Support Committee, and the school social workers. They provided professional intervention and advice to the cases concerned and offered additional resources to the school in support of the students.

Furthermore, we have taken a holistic approach by incorporating positive values and mental health elements into both the formal curriculum and hidden curriculum, ensuring that students receive the information and resources they need to care for their emotional well-being and laying the groundwork for their future success in academics, and personal development. Such as, the Discipline Committee adopted the theme "Respect & Explore the Importance of Life" this year, and seminars, workshops, and activities that promote self-recognition, instilling fun, and the exploration of life's meaning were organised. 80% of students acknowledged the school's efforts to promote positive values and moral education, according to the stakeholder survey. The Student Guidance Committee organised a planting group for a group of students who have some emotional disturbance and weak social skills to take care of plants on campus. When they are taking of plants, they learned how to communicate with others, solve problems, appreciate the beauty of nature and treasure life as well.

Recognizing the importance of a strong support network, we have actively coordinated with local NGOs and schools to expand the range of resources available to our students. Speech therapy lessons were organised by Speech Therapy and Rehabilitation Training Centre Limited with the coordination of the SEN Committee; regular visits were arranged to Caritas Jockey Club Lok Yan School with the coordination of the SEN Committee and Religious Education Department; S2 interest classes stretching students potentials were organised by Hong Kong Playground Association with the coordination of the Religious Education Department and Academic Affairs Committee; a school visit to TWGHS Wong Fut Nam College, exploring the development of the Guidance Prefects team, was arranged by Discipline Committee; etc.

Several committees and departments have organised a series of parents' gatherings to engage parents in understanding their children's needs in academic, emotional, psychological and mental domains so that parents could provide support to their children so as to nurture their well-being.

Reflection

In conclusion, our school's commitment to the mental health and well-being of our students has been unwavering. Through the collaborative efforts of our dedicated staff, committees, parents and external partners, we have successfully implemented various initiatives to support student development, promote positive values, and provide a comprehensive support network.

Feedback and Follow-up

Looking ahead, we acknowledge that there is room for improvement in bridging the gaps across different educational stages. Moving forward, we plan to strengthen our cooperation with various departments and committees to ensure a seamless transition for students from one stage to another. Our future plans include joint curriculum development, and shared resources to facilitate a more cohesive and holistic educational experience for our students.

V. Our Learning and Teaching

To enhance learning and teaching effectiveness, other than the major concerns of strengthening Value Education (including Moral and Civic Education, National Education, National Security Education and Basic Law Education) and enhancing teaching and learning effectiveness by promoting a variety of eLearning tools and initiatives as mentioned in part IV above, a series of programmes was also implemented. The details are as follows.

For senior forms, subject-based Project A was organised for stronger students in the form of tutorials in which study tips were shared by alumni. Alumni with good results in the 2022 HKDSE were also invited to share their experience in preparing for HKDSE with S4 and S5 students. Though due to the epidemic, the face-to-face share session was cancelled, videos were produced to share on approaches for studying DSE core and elective subjects.

For junior forms, to better identify students' learning needs and take early intervention, there is an S1-S2 Homework Submission Policy. After-school homework classes were arranged for S1 and S2 students who had difficulties submitting assignments. Senior formers were appointed as Academic Prefects to act as peer mentors in the homework classes and to promote the learning atmosphere in the school. Academic Prefects also helped organise various learning-related activities for junior formers. For example, a past paper workshop was held for S1 students to familiarize themselves with the format of Heep Woh's formal assessment. Besides, there were timetable design and note-taking workshops.

To help S1 students bridge smoothly to secondary school life, the annual Bridging Programme was held in August. Due to the truncated summer break, the Bridging Programme was shortened to three days. In the teaching and learning component of the programme, the curriculum objective of reading across curriculum and e-Learning was emphasized. The programme aimed at helping students to experience learning in English as the medium of instruction. Most importantly, the programme welcomed our new students to the Heep Woh family.

In assisting S3 students to bridge to the senior secondary curriculum, various strategies were implemented. These included a Taster Programme, a subject introduction talk for S3 students as well as a trial practice of senior secondary elective subject selection.

In S4, Humanistic Education provides a more comprehensive learning experience for students. The Modules stream aims to nurture students' positive values and attitudes, especially humanistic spirit and social care, so that they can become active and responsible citizens; to broaden students' horizons in different areas with other essential learning experiences alongside the core and elective components and to enhance students' awareness on the integration and application of generic / inter-disciplinary skills and knowledge for self-betterment, and the betterment of the community and the world. The Modules include Popular Music and Society, Photography Diary, Forensic Science, Media and Communication, Psychology and Moral Philosophy. Another stream is Project Learning in which

students get the opportunity to explore and understand the community and to use design thinking skills to find a way to improve it.

To develop students' potential and foster their all-round development, various life-wide learning activities such as Life-wide Learning Days, educational visits, field trips and competitions were arranged to extend their learning experiences and broaden their horizons. The stronger students were also encouraged to join programmes for the gifted, organised by tertiary institutions. In addition, a Talent Pool was constructed in Heep Woh Net, our school-based intranet platform. The design of the Talent Pool has integrated the theory of Multi-intelligences (MI). This helps to match higher-ability students with suitable pull-out gifted education programmes and external competitions.

For learning support, a mentoring programme was launched. Teachers served as mentors to provide care and guidance to more than seventy lower achievers from S1 to S6. Another mentoring programme, Edutopia, identified students with low motivation in learning and, with the assistance of teachers, engaged them with activities to build up confidence in learning and find their strength. In addition, there was an Enlightenment Programme for S1 to S5 students before major assessments. Tutorial classes were offered to students nominated by class teachers. Due to the COVID-19 epidemic, the programmes were arranged online.

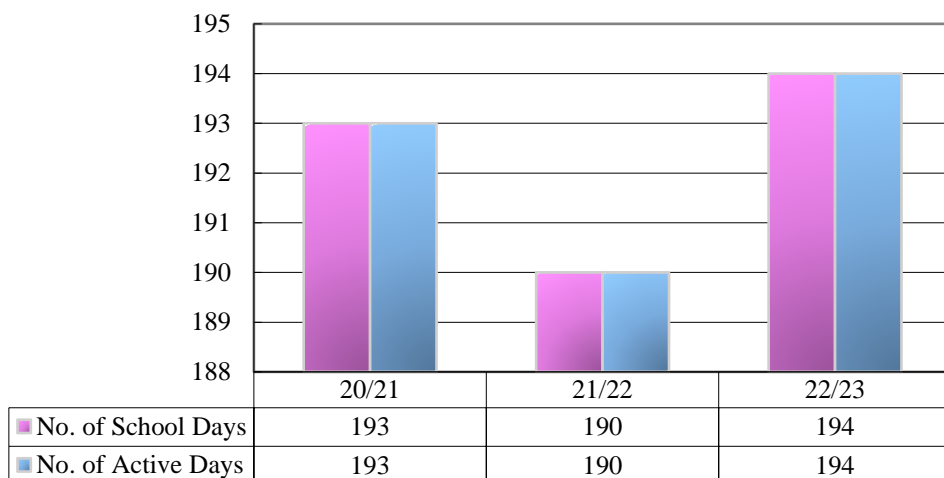
To enhance learning and teaching effectiveness, e-Learning was promoted. CoPs and seminars were organised to equip teachers with related skills and pedagogy. Some teachers who used e-learning more frequently were invited to open their classrooms for professional exchange. Under the prolonged class suspension period as well as the blended learning mode in recent academic years, teachers' techniques and confidence in conducting e-learning keep increasing to adapt to the new normal. In this academic year, the "Bring Your Own Devices" (BYOD) policy has been extended to S2. Students are allowed to bring their own mobile computer devices to the school for learning activities. Learning has become more personalised and mobile.

Curriculum

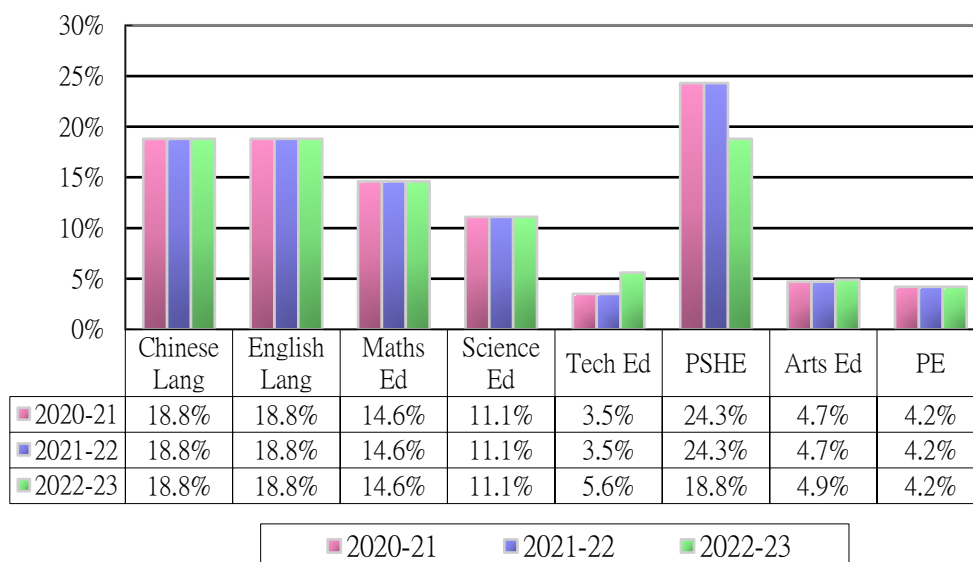
| Subject | S1 | S2 | S3 | S4 | S5 | S6 |
|--|-----|-----|-----|-----|-----|-----|
| Chinese Language | C | C | C | C | C | C |
| English Language | E | E | E | E | E | E |
| Mathematics / Mathematics (Core) | E | E | E | E | E | E |
| Liberal Studies | --- | --- | --- | --- | --- | E |
| Citizenship and Social Development | --- | --- | --- | C | C | --- |
| Biology | --- | --- | --- | E | E | E |
| Business, Accounting and Financial Studies | --- | --- | --- | E | E | --- |
| Chemistry | --- | --- | --- | E | E | E |
| Chinese History | C | C | C | C | C | C |
| Chinese Literature | --- | --- | --- | C | C | C |
| Economics | --- | --- | --- | E | E | E |
| Geography | E | E | E | E | E | E |
| Health Management and Social Care | --- | --- | --- | C | C | C |
| History | E | E | E | E | E | E |
| Information and Communication Technology | E | E | E | E | E | E |
| Integrated Science | E | E | E | --- | --- | --- |
| Life and Society | E | E | E | --- | --- | --- |
| Mathematics Extended Part (M2) | --- | --- | --- | E | E | E |
| Physics | --- | --- | --- | E | E | E |
| Visual Arts | E | E | E | E | E | E |
| Music | E | E | E | --- | --- | --- |
| Putonghua | P | P | P | --- | --- | --- |
| Religious Education | E | E | E | --- | --- | --- |
| Physical Education | E | E | E | E | E | E |
| STEAM | --- | C | C | --- | --- | --- |
| Career and Life Planning | --- | --- | C | --- | C | C |
| Christianity and Life | --- | --- | --- | C | C | C |
| Humanistic Education | --- | --- | --- | C | C | --- |
| Language across the Curriculum | --- | --- | --- | E | --- | --- |
| Life Education | C | C | --- | --- | --- | --- |
| Reading across the Curriculum | E | E | --- | --- | --- | --- |

E: English as medium of instruction
 C: Cantonese as medium of instruction
 P: Putonghua as medium of instruction

Number of Active School Days



Lesson Time for the 8 Key Learning Areas (S1-S3)



VI. Support for Student Development

- The school has established a defined organisational framework to nurture students' moral, intellectual, physical, social, aesthetic, spiritual and emotional growth. A whole-school approach to student support is adopted to cultivate a caring culture. Though the disturbance of the epidemic to the territory had been improving, hygienic measures were not lifted. Most programmes or activities were delivered online.
- To live up to the Christian education mission, the school strived to cultivate the spiritual development of students. The Religious Education committee held a series of evangelical programmes throughout the year to foster a caring and supportive environment in face of the adversities. Christian fellowship run on a bi-weekly basis online. The participation rate of students was good. The committee further cooperated with local organisations to cultivate students' faith in God.
- The Extra-curricular Activities Committee endeavored to broaden students' horizons by providing more interest classes and promoting more exchange tours. A mainland trip to Guangzhou and Shanghai was organised by the Mathematics Department on 28/4 – 1/5, involving twenty-nine students and three teachers. New student groups were established, such as Archery, Lacrosse, and Floral Arrangement and one more school team (Dance Team) were organised. Members of the Lacrosse Classes and Dance Team have also participated in competitions in the second term. The Dance Team has received the merit award of the 59th Schools Dance Festival Competition. Rope-skipping Inter-class competitions were held on a school day to instill fun and boost students' class spirit. The committee could effectively allocate face-to-face activities on Saturdays and conduct online interest classes in the afternoon of school days. All these efforts were to provide students with a fruitful life-wide learning experience. In the post-examination period, opportunities were granted to students to celebrate their hard work and success through their performances in dances, musical instruments, singing, debate, etc.
- The Student Support Committee adopted the Learning Support Grant to employ an SEN Associate teacher and a 0.5 school social worker to support the students with special educational needs. It also provided speech therapy services to help diagnose and support students with audio and speech difficulties. Arts therapy was provided to enhance students' social skills and adaptation skills via music, drama and drawing. Workshops were held to promote students' self-management skills, social skills, executive functioning skills, stress management skills and self-efficacy such as 'New School Term 101', 'Juggling Ambassadors', 'LEGO Construction', 'Chill Tuesday', etc. Collaborated with Student Guidance Committee, the school joined the 'Student Mental Health Support Scheme'. More resources were acquired to offer proper support to students with special needs. The committee also worked closely with other school parties to deliver career guidance and assessment adjustment arrangements to the students.

- The Students Guidance Committee endeavored to equip students with the knowledge of mental health and promote the well-being of students. Training workshops were provided for the Guidance Prefect Team with the knowledge and skills to support peers. A training workshop was held for colleagues on how to identify important information from student files, how to pay home visits to students, and how to accompany students to hospitals. A series of S1 parent talks were deliberately held on Friday nights to raise parents' awareness about the development of their children.
- 'Respect & Explore the Importance of Life' (尊重及探索生命) was the yearly theme of the Discipline Committee. The committee aimed to cultivate students with positive characteristics, especially in the values of love, caring, and life. School-level and form-based talks and workshops were organised. For example, the "Anti-Drug On The Go" mobile exhibition vehicle operated by the Youth Crime Prevention Centre of the Hong Kong Federation of Youth Groups, engaged by the Narcotics Division of the Security Bureau, was arranged to visit our school, to help our students better understand the harm caused by drugs through mobile exhibitions as well as experiential and educational activities. A workshop was also organised by school social workers to enhance students' self-management skills. The Prefect training camp was held this summer to equip the Prefect Team with the necessary skills. Articles concerning the values of life were disseminated to cultivate students' responsibility, self-esteem, and self-improvement skills and to arouse their awareness of the proper use of social media.
- The Careers Guidance Committee had established a systematic and coherent Career and Life Planning (CLP) curriculum across all levels and incorporated the curriculum in the formal curriculum via various subjects with an aim to help students identify their interests, strengths, and aspirations to plan for their multiple pathways in studies and careers. This year, career life planning was embedded in S.2 class periods to instill the value of perseverance and search for personal goals through class teachers. It was hoped that more workshops or more class periods could be offered to junior form students on self-understanding and goal setting to scaffold a platform for career aspirations. Workshops and talks scheduled in the first term could be held successfully. However, most programmes in the second term were disturbed due to class suspension and the tightening of social distance.

VII. Our Students' Performance

Destination of S6 HKDSE Graduates:

| Destination | 2023 | |
|---|-----------------|------------|
| | No. of Students | Percentage |
| Local Degree Programmes | 87 | 71.9% |
| Post-secondary Education / Vocational Training Council | 19 | 15.7% |
| S6 Repeat | 2 | 1.6% |
| Overseas Studies | 6 | 4.9% |
| Full-time Employment / Others | 7 | 5.8% |

HKDSE Results:

| HKDSE | 2023 | |
|--|--------|--------------------|
| | CCCHWC | All Day Schools |
| No. of Candidates Sat | 121 | 41465 |
| Candidates fulfilling the minimum 3322 university entrance requirements | 86.8% | 42.3% |
| Candidates scored Level 2 or above (<i>Category A subjects</i>) | 96.1% | 86.0% |
| Candidates scored Level 4 or above (<i>Category A subjects</i>) | 60.7% | 36.8% |

Student Achievements 2022-23

The 15th Wong Tai Sin Outstanding Students Award (Senior Secondary Section) 2021-2022

| | |
|--|---------------------------|
| Junior Secondary Section 4B Sung Hin Man | Outstanding Student Award |
| Senior Secondary Section 6C Li Chit Wing | Outstanding Student Award |

English Department

74th Hong Kong Schools Speech Festival

| | |
|---|---------------------------|
| Solo Verse Speaking Non-Open Secondary 3 Boys | |
| 3B Kwan Chun Him | 2 nd runner-up |
| 3B Lai Pun Lap | 2 nd runner-up |
| Solo Verse Speaking Non-Open Secondary 5 Girls | |
| 5C Fung Pui Ka | 1 st runner-up |

The HKFYG Public Speaking Contest 2023

| | |
|------------------|---------------------------------------|
| 2B Lai Tsz To | District Semi-final (Junior Division) |
| 3B Kwan Chun Him | District Semi-final (Junior Division) |
| 5C Sze Chak Lam | District Semi-final (Senior Division) |

數學科

環亞太杯國際數學邀請賽 2023

| | |
|--------|-----|
| 1A 關智熙 | 二等獎 |
| 1B 吳庚展 | 二等獎 |
| 2A 林嘉瑩 | 二等獎 |
| 2A 謝天心 | 二等獎 |
| 2C 麥焯文 | 二等獎 |
| 2D 陸瑩敏 | 優異獎 |
| 3C 王宇航 | 一等獎 |
| 3D 李子燊 | 一等獎 |

泰國國際數學競賽初賽 2022-2023(香港賽區)

| | |
|--------|----|
| 2A 謝天心 | 銅獎 |
| 2D 陸瑩敏 | 銅獎 |
| 3C 王宇航 | 銀獎 |
| 3D 李子燊 | 銀獎 |
| 4D 鄭泳昕 | 金獎 |
| 4D 李銘怡 | 銅獎 |
| 4D 黃凱怡 | 銅獎 |
| 4D 黃穎怡 | 銅獎 |
| 4D 余震霖 | 銀獎 |

| | |
|--------|----|
| 5E 陳子竣 | 銀獎 |
| 5E 周焯珈 | 銅獎 |
| 5E 張智聰 | 銅獎 |
| 5E 張暄昊 | 銀獎 |
| 5E 卓希彤 | 銀獎 |
| 5E 周欣樂 | 銀獎 |
| 5E 朱麗韻 | 銀獎 |
| 5E 鍾毅庭 | 銀獎 |
| 5E 方穎妍 | 銅獎 |
| 5E 何朗心 | 銅獎 |
| 5E 高國健 | 銅獎 |
| 5E 黎迪生 | 金獎 |
| 5E 李昊錫 | 銀獎 |
| 5E 呂恩彤 | 銀獎 |
| 5E 吳家樂 | 銀獎 |
| 5E 吳司瀚 | 銅獎 |
| 5E 倪允聰 | 銅獎 |
| 5E 施嘉鈺 | 銀獎 |
| 5E 曾揚 | 銀獎 |
| 5E 黃庭輝 | 銅獎 |
| 5E 黃泫菲 | 銀獎 |

粵港澳大灣區數學競賽預選賽 2023 (香港賽區)

| | |
|--------|-----|
| 1D 廖朗謙 | 一等獎 |
| 3B 劉柏希 | 二等獎 |
| 3C 陳俊銘 | 二等獎 |
| 3C 王宇航 | 二等獎 |
| 4D 陳溥淳 | 二等獎 |
| 4D 鄭泳昕 | 一等獎 |
| 4D 李銘怡 | 三等獎 |
| 4D 李耀昇 | 二等獎 |
| 4D 余震霖 | 二等獎 |
| 5E 陳柏森 | 二等獎 |
| 5E 陳子竣 | 一等獎 |
| 5E 周焯珈 | 二等獎 |
| 5E 張智聰 | 二等獎 |
| 5E 張暄昊 | 一等獎 |
| 5E 卓希彤 | 二等獎 |
| 5E 周欣樂 | 三等獎 |
| 5E 鍾毅庭 | 一等獎 |
| 5E 方穎妍 | 二等獎 |
| 5E 何朗心 | 二等獎 |
| 5E 黃駿宇 | 二等獎 |
| 5E 高國健 | 三等獎 |
| 5E 黎迪生 | 一等獎 |

| | |
|--------|-----|
| 5E 呂恩彤 | 三等獎 |
| 5E 吳家樂 | 一等獎 |
| 5E 吳司瀚 | 一等獎 |
| 5E 施嘉鈺 | 二等獎 |
| 5E 曾揚 | 二等獎 |
| 5E 謝宏鍵 | 三等獎 |
| 5E 徐希侗 | 二等獎 |
| 5E 黃庭輝 | 三等獎 |
| 5E 黃滋菲 | 二等獎 |

粵港澳大灣區數學競賽選拔賽 2023(大灣賽區)

| | |
|--------|-----|
| 3B 劉柏希 | 二等獎 |
|--------|-----|

香港中文大學科技中的數學競賽 2023

| | |
|--------|----|
| 4D 鄭泳昕 | 銀獎 |
| 5E 張智聰 | 榮譽 |

香港國際數學競賽初賽 2023(香港賽區)

| | |
|--------|----|
| 2A 謝天心 | 銅獎 |
| 2D 陸瑩敏 | 銅獎 |
| 3B 劉柏希 | 銀獎 |
| 3D 李子燊 | 金獎 |
| 4D 鄭泳昕 | 金獎 |
| 4D 羅智言 | 銀獎 |
| 4D 李耀昇 | 金獎 |
| 4D 黃穎怡 | 銀獎 |
| 5E 劉珈珞 | 金獎 |
| 5E 容韻晴 | 銀獎 |

真光女子數學比賽 2022

| | |
|-----------------------------|-------|
| 4D 陳博淳 | 優異獎 |
| 4D 鄭泳昕 | 銅獎 |
| 4D 陳博淳、4D 鄭泳昕、4D 蔡籽悠、4D 吳家雯 | 團體賽季軍 |

香港青少年數學精英選拔賽

| | |
|--------|-----|
| 3C 王宇航 | 三等獎 |
| 3D 李子燊 | 一等獎 |
| 3E 王奕信 | 三等獎 |

香港數學競賽（初賽）

| | |
|--------|--------|
| 3D 李子燊 | 三等榮譽獎狀 |
| 4D 鄭泳昕 | 二等榮譽獎狀 |
| 4D 李耀昇 | 三等榮譽獎狀 |
| 5E 黎迪生 | 二等榮譽獎狀 |

香港中學數學創意解難比賽

| | |
|-----------------------------|----|
| 1A 謝嘉峻、1B 尹子舜、2A 謝天心、2C 麥焯文 | 銅獎 |
|-----------------------------|----|

中華基督教會香港區會聯校魔力橋比賽 2023

| | |
|-----------------------------|-------|
| 1C 崔耀晉 | 一等獎 |
| 2A 王靜致 | 一等獎 |
| 3A 程一菲 | 三等獎 |
| 5C 張子晴 | 一等獎 |
| 1C 崔耀晉、2A 王靜致、3A 程一菲、5C 張子晴 | 團體總冠軍 |

Science Key Learning Area

Chemist Online Self-study Award Scheme 2022

| | |
|-------------------------------|----------------|
| 5A Tsui Yin Ching | Diamond Award |
| 5B Chau Ho Ying | Diamond Award |
| 5B Fung Yik Yu | Diamond Award |
| 5B Ho Wai Yi | Diamond Award |
| 5C Chan Nok Yiu | Diamond Award |
| 5C Cheung Nga Wing Evelyn | Diamond Award |
| 5C Ho Juliette Cheuk Man | Diamond Award |
| 5C Kwok Ka Yuet | Diamond Award |
| 5C Tang Wang Chun | Diamond Award |
| 5C Wong Hei Man | Platinum Award |
| 5C Wu Sze Man | Diamond Award |
| 5C Yeung Tsz Ching | Diamond Award |
| 5C Yiu Sum Yee | Diamond Award |
| 5D Wan Lok Tung | Diamond Award |
| 5E Cheung Chi Chung | Diamond Award |
| 5E Chu Lai Wan | Diamond Award |
| 5E Fang Ying Yan | Diamond Award |
| 5E Liu Jia Luo | Diamond Award |
| 5E Ng Sze Hon | Diamond Award |
| 5E Sy Ka Yuk | Diamond Award |
| 5E Tsang Yeung Damian Matthew | Diamond Award |
| 5E Wong Yuen Fei | Diamond Award |
| 5E Yung Wan Ching | Bronze Award |
| 6C Lai Wai Leong | Diamond Award |
| 6C Wong Pui Yin | Diamond Award |
| 6D Cheung Ying Lam | Diamond Award |
| 6D Luk Yin Shing | Diamond Award |
| 6E Chan Wing Yan | Diamond Award |
| 6E Chen Lok Yiu | Diamond Award |
| 6E Fong Po Yee | Diamond Award |
| 6E Lai Hoi Yan | Platinum Award |
| 6E Lo Tsz Yan | Diamond Award |
| 6E Yu Sun Yan | Diamond Award |

Junior Secondary Science Online Self-learning Scheme

| | |
|--------------------|--------------|
| 2A Tse Tin Sum | Gold Award |
| 3A Cheung Ka Yan | Silver Award |
| 3B Ho Sum Ying | Gold Award |
| 3B Kwan Chun Him | Gold Award |
| 3B Lam Lok Yee | Silver Award |
| 3B Ngo Yan Hay | Gold Award |
| 3C Chan Ho Ming | Silver Award |
| 3C Choy Ka Ki | Gold Award |
| 3C Ng Paak Yin | Silver Award |
| 3C Wan Yu Hong | Gold Award |
| 3E Cheng Wai Shing | Gold Award |
| 4B Szeto Ka Chun | Gold Award |
| 4D Cheng Wing Yan | Gold Award |
| 4D Lee Yiu Sing | Silver Award |
| 4D Wen Shing Yeung | Silver Award |

2022 International Chemistry Quiz (H.K. Section)

| | |
|-----------------------|------------------|
| 4B Mok Yan | Distinction |
| 4B Szeto Ka Chun | Distinction |
| 4D Wong Tin Wan | Credit |
| 5C Chow Baylon Philip | High Distinction |
| 5C Sze Chak Lam | Distinction |
| 5E Cheung Chi Chung | Distinction |
| 6D Luk Yin Shing | High Distinction |
| 6E Cheung Ming Hung | Distinction |
| 6E Fong Po Yee | High Distinction |
| 6E Lo Chun Nang | Credit |
| 6E Yu Hon Chung | Credit |

4-Panel Comic Drawing Competition 2022

| | |
|------------------|----------|
| 4C Yeung Man Yat | Champion |
|------------------|----------|

Hong Kong International Computational Olympiad Final Round 2021-2022

| | |
|-----------------|--------------|
| 3A Lin Zhuo Jun | Merit Award |
| 3A Tao Kai Ho | Bronze Award |
| 4D Lee Yiu Sing | Silver Award |

I.C.T. Department

Asia and International STEM Competition (Hong Kong District) 2022-2023

– Robot Car Remote Control Competition

| | |
|--|---------------------------|
| 1A Liang Ho Ching, 1D Ngan Eithan, 2A Wong Tsz Hong, 2C Chan Tin Yau, 2C Cheng Ho Fai, 2C Leung Nip Samuel, 2C Wong Chun Wa, 3C Chan Chun Ming Ryan, 3E Chan Tsz Yau, 3E Cheng Yat Hei, 3E Ngo Yan Hay, 4D Lee Yiu Sing | 2 nd runner-up |
|--|---------------------------|

P.E. Department

Inter-School Athletic Competition

| | | |
|----------------------|-------------|---------------------------|
| Boys A Grade | | |
| 6A Yip Hing Long | High Jump | 2 nd runner-up |
| 6C Hon Tsz Hei | 110m Hurdle | Champion |
| 6C Hon Tsz Hei | Triple Jump | 1 st runner-up |
| 6E Cheung Ming Hung | High Jump | Champion |
| 6E Cheung Ming Hung | Long Jump | 1 st runner-up |
| Boys B Grade | | |
| 2C Zhai Chun Kit | High Jump | 2 nd runner-up |
| 3B Jiang Yuk Chun | High Jump | Champion |
| 3B Jiang Yuk Chun | 100m Hurdle | 1 st runner-up |
| 3D Lee Kin Fung | Discus | 1 st runner-up |
| 3D Li Tsz San | 100m Hurdle | 2 nd runner-up |
| Boys C Grade | | |
| 1E Chow Tin Nok | High Jump | Champion |
| 2B Au Man Hin | 100m Hurdle | 3 rd runner-up |
| Girls A Grade | | |
| 5A Wong Tsan Mei | 1500m | 2 nd runner-up |
| 5A Wong Tsan Mei | 800m | 3 rd runner-up |
| 5B Lee Sze Yeung | Shot Put | 2 nd runner-up |
| 5B Lee Sze Yeung | Discus | 2 nd runner-up |
| Girls B Grade | | |
| 3A Lau Suet Yan | 100m Hurdle | 2 nd runner-up |
| 3B Chan Ka Lam | Discus | 2 nd runner-up |
| 3E Chan Tsz Yau | 100m Hurdle | Champion |
| 3E Chan Tsz Yau | 100m | 2 nd runner-up |

Wong Tai Sin District Age Group Athletics Meet 2022

| | | |
|-----------------------|-------------|---------------------------|
| Boys D Grade | | |
| 2D Chan Tsun Ting | High Jump | 2 nd runner-up |
| 3B Jiang Yuk Chun | High Jump | Champion |
| 3B Jiang Yuk Chun | 100m Hurdle | 2 nd runner-up |
| 3C Cheung Kwing Chuen | Javelin | Champion |
| 3C Cheung Kwing Chuen | Long Jump | 2 nd runner-up |
| 3D Li Tsz San | 100m Hurdle | 1 st runner-up |
| 4C Tsoi Ho Nam | 400m | 2 nd runner-up |
| Boys E Grade | | |
| 1E Chow Tin Nok | 60m | Champion |
| 1E Chow Tin Nok | 100m | 1 st runner-up |
| Girls C Grade | | |
| 5C Wong Tsan Mei | 1500m | Champion |
| Girls D Grade | | |
| 1A Li Minyi | 100m | 2 nd runner up |
| 2A Wong Ching Chi | 1500m | Champion |
| 3A Lau Suet Yan | 400m | Champion |
| 3A Lau Suet Yan | High Jump | Champion |

| | | |
|-------------------|--------|---------------------------|
| 3B Chan Ka Lam | Discus | Champion |
| 3B Poon Lok Yiu | 200m | 1 st runner up |
| 3D Liu Shuk Yui | Discus | 2 nd runner up |
| 3D Tang Ching Nam | 1500m | 1 st runner up |
| 3D Tang Ching Nam | Discus | 1 st runner up |

HVAA Hong Kong Age Group Athletics Championships

| | | |
|---------------------|---------------|---------------------------|
| 6E Cheung Ming Hung | U20 High Jump | 1 st runner up |
|---------------------|---------------|---------------------------|

Hong Kong TCAA Diamond Jubilee Athletics Championships

| | | |
|-------------------|------------------|----------|
| 3B Jiang Yuk Chun | Boys C High Jump | Champion |
|-------------------|------------------|----------|

Hong Kong Athletics Series 2023 – Series 1

| | | |
|---------------------|---------------------|----------|
| 6E Cheung Ming Hung | Men's U20 High Jump | Champion |
|---------------------|---------------------|----------|

TCAA Athletic Championships – Round 1

| | | |
|-------------------|------------------|----------|
| 3B Jiang Yuk Chun | Boys C High Jump | Champion |
|-------------------|------------------|----------|

Hong Kong Age Group Athletics Meet - Round 1

| | | |
|-------------------|---------------|---------------------------|
| 1E Chow Tin Nok | U14 High Jump | Champion |
| 3B Jiang Yuk Chun | U16 High Jump | 1 st runner up |

The 18th ISF Gymnasiade – Fencing in Jinjiang, China

5B Yuen Nok Man was selected to represent Hong Kong.

TCAA Athletic Championships – Round 2

| | | |
|-------------------|------------------|----------|
| 1E Chow Tin Nok | Boys D High Jump | Champion |
| 3B Jiang Yuk Chun | Boys C High Jump | Champion |

Inter-Secondary Schools Boys Volleyball Competition – The Hong Kong Council of the Church of Christ in China

| | |
|----------------------|----------|
| Boys Volleyball Team | Champion |
|----------------------|----------|

Inter-Secondary Schools Boys Badminton Competition – The Hong Kong Council of the Church of Christ in China

| | | |
|--------------------------------------|---------------|----------|
| 1B Tsang Shing Wan, 3E Chan Wai Sing | Boys' doubles | Champion |
|--------------------------------------|---------------|----------|

Inter-Secondary Schools Boys Table Tennis Competition

| | |
|--------------------------|----------|
| Boys C Table Tennis Team | Champion |
|--------------------------|----------|

Hong Kong Age Group Athletics Meet - Round 2

| | | |
|---------------------|---------------|----------|
| 1E Chow Tin Nok | U14 High Jump | Champion |
| 3B Jiang Yuk Chun | U16 High Jump | Champion |
| 6E Cheung Ming Hung | U20 High Jump | Champion |

Visual Arts Department

The World Heart Drawing Competition 2022

| | | |
|------------------|--------------------------|-------------|
| 4C Yeung Man Yat | Secondary School Section | Elite Prize |
|------------------|--------------------------|-------------|

The 3rd Asian Youth & Children Art Competition

| | |
|------------------|--------------|
| 3B Tang Chi Yuen | Bronze Prize |
|------------------|--------------|

J12 Western Painting 2022

| | |
|-----------------|----------|
| 2C Wong Chun Wa | Champion |
|-----------------|----------|

IYACC The 14th International Open VA Competition

| | |
|-----------------|---------------------------|
| 2C Wong Chun Wa | 2 nd runner-up |
|-----------------|---------------------------|

Extra-Curriculum Activities

Po Toi Island Arts Festival Competitions 2021

| Photo-taking Competition | |
|---------------------------------|---------------------------|
| 3E Chung Ka Ka | 1 st runner-up |
| 6A Leung Kwun Wah | Champion |
| 6A Yip Kwong Tim | 2 nd runner-up |
| Arts Competition | |
| 4A Cheng Ho Lai | Champion |
| 5C Ho Po Yan | 2 nd runner-up |

East Kowloon Division First-aid Competition 2022-2023

| | |
|---|---------------------------|
| 4D Yan Chun Yin, 5C Tang Wang Chun, 5C Wu Sze Man, 5D Tan Wing Man | 2 nd runner-up |
|---|---------------------------|

第 59 屆學校舞蹈節比賽 (團體：爵士舞及街舞)

| | |
|--|-----|
| 1A 陳凱晴、2C 黃家儀、2D 陸瑩敏、3A 溫凱琳、 3D 鄧靜楠、3D 黃詩翹、3E 陳洛君、4B 周鈺晨、 4B 羅婉悠、4B 宋軒雯、4B 黃紀童、4B 任穎桐、 4D 林鉅薰、5D 陳姿敏、6A 崔渝珊 | 優等獎 |
|--|-----|

The 16th WTS Outstanding Students Award

| | |
|---|---------------------|
| 5C Wong Tsan Mei 3E Cheung Wai Shing | Merit Student Award |
|---|---------------------|

Kiwanis Community Service Award

| | |
|------------------|--------------------|
| 5E Fang Ying Yan | \$1000 Scholarship |
|------------------|--------------------|

VIII. Financial Summary (2022 September to 2023 August)

| | Income (\$) | Expenditure (\$) |
|---|--------------|------------------|
| Balance B/F (Government Funds and School Funds) | 8,087,156.16 | |
| I. Government Funds | | |
| Expanded Operating Expenses Block Grant | | |
| (a) School Specific Grant | | |
| 1. Administration Grant | 4,476,009.00 | 4,632,672.28 |
| 2. Air-conditioning Grant | 632,472.00 | 311,210.50 |
| 3. Composite Information Tech. Grant | 565,906.00 | 327,332.38 |
| 4. Capacity Enhancement Grant | 654,502.00 | 555,644.00 |
| 5. School-based Educational Psychology Service Grant | 111,488.00 | 111,297.00 |
| 6. School-based Management Top-up Grant | 51,615.00 | 42,000.00 |
| 7. School-based Speech Therapy Administration Recurrent Grant | 8,258.00 | 0.00 |
| Sub-total | 6,500,250.00 | 5,980,156.16 |
| (b) Non-School Specific Grant | | |
| Baseline Reference | 2,250,770.23 | 2,857,118.70 |
| (c) Others | | |
| 1. Deficit transferred from School Executive Officer Grant | 0.00 | 16,993.39 |
| 2. Information Tech. Staffing Support Grant | 0.00 | 13,683.00 |
| 3. QEF E-Learning Funding Programme | 0.00 | 952.00 |
| 4. Funds set aside for SP/LSP | 0.00 | (23,085.73) |
| Sub-total | 0.00 | 8,542.66 |
| Total EOEBG | 8,751,020.23 | 8,845,817.52 |
| II. School Funds (General Funds) | | |
| 1. Tong Fai | 130,900.00 | 0.00 |
| 2. Tuckshop rental | 85,000.00 | 0.00 |
| 3. Donations | 45,000.00 | 0.00 |
| 4. FiT Scheme | 42,708.00 | 0.00 |
| 5. Hire of school premises | 2,554.86 | 0.00 |
| 6. Library fine and printing card fee | 1,384.30 | 0.00 |
| 7. Profit on Sale of exercise book and school uniforms | 2,416.15 | 0.00 |
| 8. Collection of fees for specific purposes | 290,655.00 | 555,749.00 |
| 9. Insurance premium | 0.00 | 19,353.67 |
| 10. Repairs and maintenance | 0.00 | 13,600.00 |
| 11. Scholarship award | 0.00 | 70,500.00 |
| 12. School Celebrations and Entertainment Expenses | 0.00 | 248,648.00 |
| 13. Others | 211,881.96 | 144,597.23 |
| Total School Funds | 812,500.27 | 1,052,447.90 |
| Total surplus for school year | (334,744.92) | |
| Accumulated surplus as at the end of school year | 7,752,411.24 | |

IX. Feedback on Future Planning

This school year was a progressive journey of resumption to normal. Because of the EDB's regulations, we had to switch back and forth between the school timetables with a half-day timetable and then a full-day timetable. During the period of the pandemic, we have lost valuable face-to-face time and contact with our students. We learned a lesson that face-to-face contact with our students is a prime need for them, not only for pastoral care but also for their academic support. In an inviting and harmonious learning environment, C.C.C. Heep Woh College aims to assist our students in gaining adequate support and caring for their whole-person development. With the passion and collaboration of all our staff members, we endeavor to strengthen students' capacity in their personal and social development. Our school has to address the needs of the well-being of both teachers and students.

Effective teaching and learning are at the very heart of schooling. Our teachers will keep on developing and evaluating our teaching and learning effectiveness. Our school updated our lesson timetables for the full-day class resumption to keep the learning momentum. On the other hand, our school has caught up with the wave of e-learning and teaching to launch Bring Your Own Device (BYOD) in S.1 and S.2 this school year to develop and adopt e-learning. We are utilizing much pedagogy with e-learning so as to enhance students' learning motivation and self-directed learning, considering the unpredictable period of class suspension these school years. We will continue to evaluate teaching pedagogies, and assessment strategies as well as boost students' academic achievement and learning motivation. We will extend our BYOD policy to S.3 and S.4 students in the coming school year. To cater to individual learning diversity, tutorial classes for high achievers and students with learning difficulties will be arranged.

Although this academic year was the fifth year of this School Development Plan cycle, most of the programmes planned for this school year cannot be completed owing to the EDB's regulations. Our school tried our best to conduct most of the planned programmes this school year. We used two Staff Development Days to identify our students' needs and the school's need for further development and improvement ahead and formulate a School Development Plan with the Enhanced Framework of School Development and Accountability stipulated by the Education Bureau focusing on the Seven Learning Goals. We hope that we will use the new School Development Plan to help our students develop holistically to better suit their needs in the future.

We pray that the Lord grants us strength and bestows us with grace.

X. Appendix

中華基督教會協和書院
學生活動支援津貼運用報告
2022-2023 學年

(一) 財務概況

| | | |
|---|-------------------|--------------|
| A | 本學年獲發撥款： | \$143,650.00 |
| B | 本學年總開支： | \$61,074.00 |
| C | 須退還教育局餘款 (A - B)： | \$82,576.00 |

(二) 受惠學生人數及資助金額

| 學生類別 | 受惠學生人數 | 資助金額 |
|---------------|-----------|---|
| 綜合社會保障援助 | 5 | \$7,350.00 |
| 學校書簿津貼計劃－全額津貼 | 18 | \$39,824.00 |
| 校本評定有經濟需要 | 11 | \$ 13,900 (上限為全學年津貼金額的 25%) |
| 總計 | 34 | \$61,074.0 [註：此項應等於 (一) B「本學年總開支」] |

(三) 活動開支詳情

| 編號 | 活動簡介及目標 | 範疇 | 受惠學生人次 ¹ | 開支 (\$) | 基要學習經歷 | | | | |
|--|---------|--------|---------------------|-------------|----------------|-------|------|------|----------|
| | | | | | 智能發展 (配合課程) | 價值觀教育 | 體藝發展 | 社會服務 | 與工作有關的經驗 |
| 1. 本地活動： 資助有經濟需要的學生參與不同學科／跨學科／課程範疇的全方位學習活動，提升學習效能，或參與多元化全方位學習活動，以豐富五種基要學習經歷 | | | | | | | | | |
| 1 | 樂器班 | 體藝文化活動 | 25 | \$39,053.00 | ✓ | ✓ | ✓ | | ✓ |
| 2 | 興趣班 | 體藝文化活動 | 5 | \$2,800.00 | ✓ | ✓ | ✓ | | ✓ |
| 3 | 教育營 | 領袖訓練 | 6 | \$1,220.00 | ✓ | ✓ | ✓ | ✓ | |
| 4 | 校隊訓練及比賽 | 體藝文化活動 | 9 | \$4,259.00 | ✓ | ✓ | ✓ | | ✓ |
| 第 1 項總開支 | | | 45 | \$47,332.00 | | | | | |
| 2. 境外活動： 資助有經濟需要的學生參與境外活動／境外比賽 | | | | | | | | | |
| 1 | 交流團 | 體藝文化活動 | 6 | \$13,742.00 | ✓ | ✓ | ✓ | | ✓ |
| 第 2 項總開支 | | | 6 | \$13,742.00 | | | | | |
| 3. 資助有經濟需要的學生購買參與全方位學習活動所必要的基本學習用品及裝備 | | | | | | | | | |
| 第 3 項總開支 | | | 0 | \$0.00 | | | | | |
| 總計 | | | 51 | \$61,074.00 | | | | | |

1：受惠學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

二零二二/二三學年校本課後學習及支援計劃

校本津貼 - 活動報告表

學校名稱： 中華基督教會協和書院

計劃統籌員姓名： 陳淑端

聯絡電話： 2323 4265

A. 本計劃受惠學生人數(人頭)共 32 名(包括 A. 領取綜援人數：4 名，B. 學生資助計劃全額津貼人數：23 名及 C. 學校使用 10%酌情權的清貧學生人數：5 名)

B. 計劃的各項活動資料

| *活動名稱/類別 | 參加合資格學生人數# | | | 平均出席率 | 活動舉辦時期/日期 | 實際開支(\$) | 評估方法(例如:測驗、問卷等) | 合辦機構/服務供應機構名稱(如適用) | 備註(例如:學生的學習及情意成果) |
|------------------|------------|----|----|-------|---------------|----------|-----------------|--------------------|-------------------|
| | A | B | C | | | | | | |
| 體育活動 | 0 | 8 | 1 | 90% | 9/2022-8/2023 | 6033.5 | 老師/導師觀察 | | |
| 文化藝術 | 2 | 7 | 4 | 90% | 9/2022-7/2023 | 18220 | 老師/導師觀察 | | |
| 領袖訓練及社交/溝通技巧訓練 | 1 | 2 | 2 | 100% | 9/2022-7/2023 | 2325 | 老師/導師觀察 | | |
| 參觀/戶外活動 | 2 | 13 | 3 | 100% | 3/2023-7/2023 | 45000 | 老師/導師觀察 | | |
| 活動項目總數： <u>4</u> | | | | | | | | | |
| @學生人次 | 5 | 30 | 10 | | 總開支 | 71558.5 | | | |
| **總學生人次 | 45 | | | | | | | | |

備註:*活動名稱/類別如下：功課輔導、學習技巧訓練、語文訓練、參觀/戶外活動、文化藝術、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交/溝通技巧訓練

@學生人次：上列參加各項活動的受惠學生人數的總和

**總學生人次：指 (A) + (B) + (C) 的總和

合資格學生：指領取綜援/學生資助計劃全額津貼及學校使用 10%酌情權的清貧學生

C. 言畫成效

整體來說你認為活動對受惠的合資格學生有何得益？

| 請在最合適的方格填上「✓」 號 | 改善 | | | 沒有 改變 | 下降 | 不適 用 |
|---------------------|----|----|----|----------|----|---------|
| | 明顯 | 適中 | 輕微 | | | |
| 學習成效 | | | | | | |
| a) 學生的學習動機 | | | ✓ | | | |
| b) 學生的學習技巧 | | | ✓ | | | |
| c) 學生的學業成績 | | | ✓ | | | |
| d) 學生於課堂外的學習經歷 | | ✓ | | | | |
| e) 你對學生學習成效的整體觀感 | | ✓ | | | | |
| 個人及社交發展 | | | | | | |
| f) 學生的自尊 | ✓ | | | | | |
| g) 學生的自我照顧能力 | | ✓ | | | | |
| h) 學生的社交技巧 | | ✓ | | | | |
| i) 學生的人際技巧 | | ✓ | | | | |
| j) 學生與他人合作 | ✓ | | | | | |
| k) 學生對求學的態度 | | ✓ | | | | |
| l) 學生的人生觀 | | ✓ | | | | |
| m) 你對學生個人及社交發展的整體觀感 | | ✓ | | | | |
| 社區參與 | | | | | | |
| n) 學生參與課外及義工活動 | | ✓ | | | | |
| o) 學生的歸屬感 | | ✓ | | | | |
| p) 學生對社區的了解 | | ✓ | | | | |
| q) 你對學生參與社區活動的整體觀感 | | ✓ | | | | |

D. 對推行活動信畫的意見

在推行計劃時遇到的問題/困難

(可在方格上✓超過一項)

- 未能識別合資格學生(即領取綜援及學生資助計劃全額津貼的學生)；
- 難以甄選合適學生加入酌情名額；
- 合資格學生不願意參加計劃(請說明原因：_____)
- 伙伴/提供服務機構提供的服務質素未如理想；
- 導師經驗不足，學生管理技巧未如理想；
- 活動的行政工作 明顯地增加了教師的工作量；
- 對執行教育局對處理撥款方面的要求感到複雜；
- 對提交報告的要求感到繁複、費時；
- 其他(請說明)：_

Diversity Learning Grant (DLG) Report in 2022-2023:

| DLG funded Programme(s) | Strategies & benefits anticipated | Name of programme(s) and provider(s) | Duration of the programme | Target students | No. of students involved in | Evaluation of student learning / success indicators | Teacher- in-charge |
|-----------------------------|---|---|---|---|-----------------------------|--|---|
| Gifted Education Programmes | To offer a range of gifted education courses/ programmes for students who excel in different subjects. To provide high-ability students with chances to broaden horizons and stretch their abilities. | Various programmes organised by local tertiary institutes and professional organisations. | 1 year, from September 2022 to Aug 2023 | S.4 – S.6 high ability students in different subjects | About 200 students | - Students showed positive comments about the courses/programmes. - Teachers agreed that the courses / programmes provided could broaden students' horizons and further stretch their abilities. For details, please refer to the appendix. - Twenty students studied japanese course (S.4:12, S.5:7, S.6:1). One S.6 student got an "A" in ASL Cambridge International Examination. | Mr. Lau Chi Kin (DLG Coordinator) |
| Applied Learning | To offer a range of APL courses for students with different learning needs and interests. To provide students with opportunities to acquire diversified learning experiences and develop career aspirations. | Students can apply for any courses that they are accepted by the course providers. | 180 hours in 2 years | S.5 to S.6 Students who are interested in the courses | 122 students | - 100% of students showed positive comments about the course. - 100% of students passed relevant assessments and examinations. - 8 students (66.7%) awarded "Attained with Distinction"(I). - 4 students (33.3%) awarded "Attained". | Ms. Chow Sze Ying Emily (Career Guidance) |