

**COGNITIO COLLEGE (KOWLOON)**

文理書院（九龍）



**ANNUAL SCHOOL REPORT**

**2019-2020**

## **1. SCHOOL MOTTO**

Study extensively, Inquire accurately, Deliberate carefully, Discern clearly, Practise earnestly

## **2. MISSION**

We will endeavour to provide whole-person education with balanced emphasis on moral, intellectual, physical, social, and aesthetic development, to help our students to achieve their full potential and to instil in them a commitment to serve our country and society.

## **3. MAJOR CONCERNS OF THE SCHOOL YEAR**

### **Major Concern:**

**1.To develop a caring community in the school**

**2.To unleash students' potential in order to achieve academic and individual excellence.**

Targets:

2.1 Building an environmentally-proactive school

2.2 Developing the Creativity of students

2.3 Building an ever-Learning School

## **4. BRIEF INTRODUCTION OF THE SCHOOL**

Year Founded : 1962

School Type : Aided

**School Management*****Incorporated Management Committee***

<b>Supervisor</b>	Mr Poon Shun Kwok
<b>Chairman</b>	Mr Poon Shun Kwok
<b>Secretary</b>	Ms Au-Yeung Wai Yin (Principal of Cognitio College (Kowloon))
<b>Treasurer</b>	Ms Tam Yun Han, Louisa
<b>Independent Manager</b>	Professor Chan Hon Wan, Edwin
<b>Member of School Sponsoring Body</b>	Mr Lo Chi Ming Ms Liu Moon Shan Dr Wong Kin Hong Ms Chui Mei Yee Mr Kwok Kong Sang
<b>Teacher Manager</b>	Ms Poon Mei Fung
<b>Alumni Manager</b>	Ms Lai Yin Ping
<b>Parent Manager</b>	Ms Yip Mei Fung
<b>Alternate Managers</b>	Ms Lui Sau Kwan (Member of Sponsoring Body) Mr Lee Sun (Alternate Parent Manager) Mr Hui Ka Lok (Alternate Teacher Manager)

## Composition of the Incorporated Management Committee

Category	Sponsoring Body	Principal	Parent(s)	Teacher(s)	Alumni	Independent Member(s)
Number (Percentage)	8 (53.3%)	1 (6.6%)	2 (13.3%)	2 (13.3%)	1 (6.6%)	1 (6.6%)

***IMC Sub-committees***

	<b>School Administration Sub-committee</b>	<b>Academic Affairs Sub-committee</b>	<b>Student Development Sub-committee</b>
<b>Chairman</b>	Ms Liu Moon Shan	Dr Wong Kin Hong	Mr Lo Chi Ming
<b>Vice Chairman</b>	Mr Chui Chun King	Mr Leung Pui Man	Ms Lui Sau Kwan
<b>Secretary</b>	Principal Cheung Lai Man	Assistant Principal Choy Chi Kit	Vice Principal Cheung Mei Yee
<b>Foundation / IMC Representatives</b>	Supervisor Poon Shun Kwok Principal Au-Yeung Wai Yin Mr Chiu Yu Kan Ms Chui Mei Yee Mr Lo Chi Ming Mr Lee On Ming Mr Mak Sui Sang Ms Wong Yee Ping Ms Tam Yun Han, Louisa Mr Leung Pui Man	Supervisor Poon Shun Kwok Principal Au-Yeung Wai Yin Principal Cheung Lai Man Vice Principal Wong Lai San Ms Chui Mei Yee Mr Kwok Kong Sang Mr Mak Sui Sang Mr Tsang Kwong Hoi Mr Ho Wing Sum Mr Chui Chun King Mr Yau Shar Noon	Supervisor Poon Shun Kwok Principal Au-Yeung Wai Yin Principal Cheung Lai Man Vice Principal Au-Yeung Shing Leung Mr Chiu Yu Kan Mr Kwok Kong Sang Ms Lai Yin Ping Ms Lam Yat Wai Ms Tam Yun Han, Louisa Ms Wong Yee Ping Mr Ho Chi Keung Ms Jor Yin Fun Ms San Wai Kuen
<b>Teacher / Parent Managers</b>	Ms Poon Mei Fung Assistant Principal Mr Leung Ting On Simon	Mr Cheung Ka Kit Mr Hui Ka Lok	
<b>Parent Managers</b>	Ms Yip Mei Fung Ms Ng Yuk Wan		Mr Lee Sun Ms Wong Sau Ching

**Senior Staff****Principal**

Ms Au-Yeung Wai Yin, MEd, BA, PGDE

**Vice Principals**

Ms Cheung Mei Yee, MBA, BA, PGDE

Ms Wong Lai San, BA, PGDE

**Department Heads**

Counselling Mistress

Ms Leung Hoi, BA, PGDE

Moral &amp; Civic Education Master

Ms Ho Sin Ching, MPhil, BA, PGDE

Life Planning Master

Mr Chan Yue Ming, BSc, PGDE

Discipline Master

Mr Li Man Fai, BSc, PGDE

Co-Curricular Activities Mistress

Ms Mak Woon Ying, MA, BA, PGDE

**Subject Panel Heads**

English Language

Ms Mou Wai Yan, MEd, BA, PGDE

Geography

Mr Chan Sok Kwun, MSc, BA, PGDE

Chinese Language

Dr Lui Wing Kai, PhD, MA, BA, PGDE

History

Ms Ho Sin Ching, MPhil, BA, PGDE

Mathematics

Dr Leung Chi Kwan, PhD, MA, MSc, BSc

ICT

Mr Li Chiu Fai, MPhil, BSc, PGDE

Liberal Studies

Mr Yuen Sea Yin, MA, BA, PGDE

Music

Mr Fung Wai Man, MA, BA, PGDE

Biology

Ms Chan Suk Yee, BSc, PGDE

Physics

Mr Yeu Pak Yan, BSc, PGDE

BAFS

Ms Cheung Mei Yee, MBA, BA, PGDE

Physical Education

Ms Tsang Sze Nga, BPE, PGDE

Chemistry

Mr Li Man Fai, MEd, BSc, PGDE

Putonghua

Ms Yuen Lai Lin, BA, PGDE

Chinese History

Ms Cheung Tin Wai, MPhil, BA, PGDE

Visual Arts

Ms Mak Woon Ying, MA, BA, PGDE

Economics

Mr Lam Kwok On, MA, BSSc, PGDE

Tourism &amp; Hospitality Studies

Mr Wong Tsz Chun, BSc, PGDE

Life &amp; Society

Ms Cheung Kit Ying, BSocSc, PGDE

## Our Students

### Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Number of Students	132	113	126	105	109	111	696

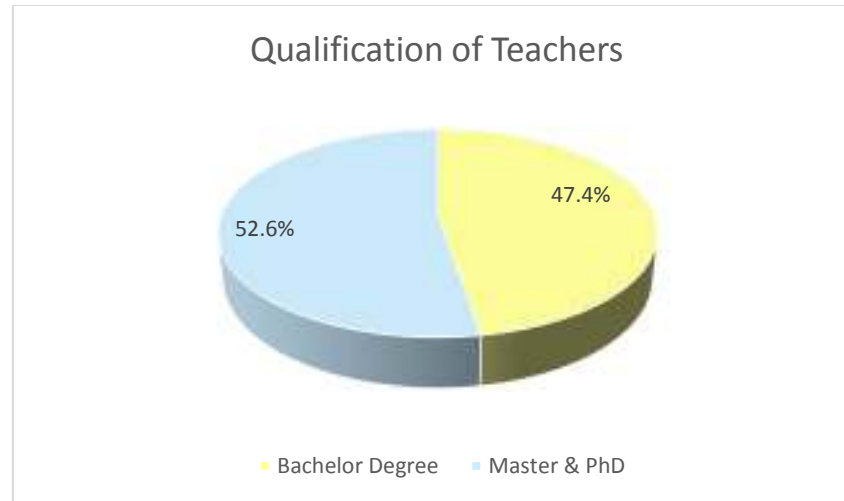
## School Ethos

Growing up in a supportive and harmonious learning environment, our students are polite, well-behaved and competent learners with positive value and attitudes. Through engaging in social services, leadership training programmes and co-curricular activities, students develop their leadership skills and a proactive attitude towards community services. Joyful Ambassadors and School Prefects provide peer support and help to cultivate positive thinking and a caring relationship among students.

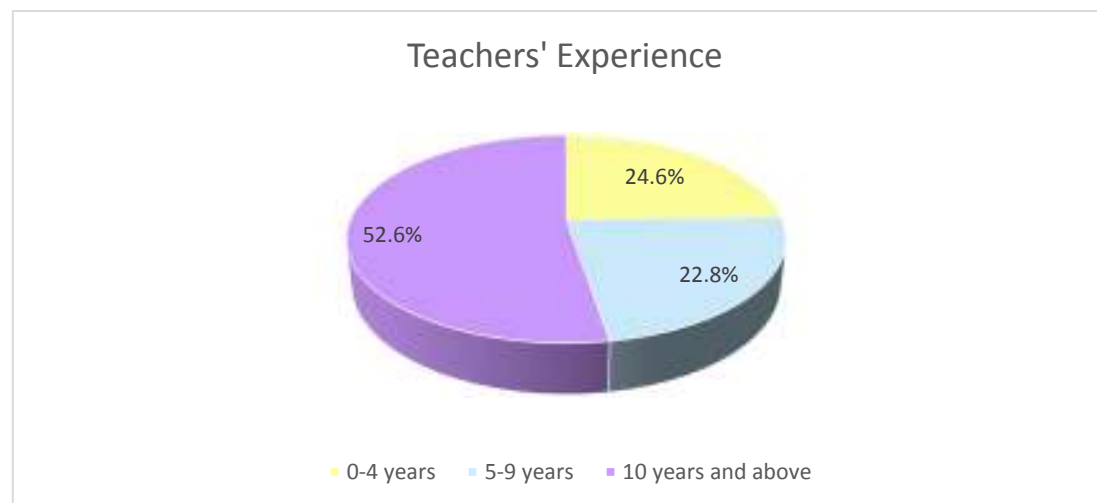
## Our Teachers

### Teachers' Academic Qualifications

a. Highest academic qualification attained by teachers



b. Teachers' Experience



## **Learning and Teaching**

### ***Whole School Language Policy***

Students' language development is always a top priority in our school. Through active participation in a wide variety of language activities, students can sharpen their abilities in Chinese, English and Putonghua, strengthen their generic skills and develop their learning capabilities.

To maximize students' use of English in class, three Native English-speaking Teachers conduct speaking classes for all classes and English Drama and Reading lessons for all junior form students. An English-rich environment is created through activities like delivery of morning assembly speeches, reading schemes, writing and speaking competitions, English Ambassadors, English Corner activities, English Kitchen, lunchtime academic activities, English Week, festive activities, etc., where students can use English in authentic contexts. Chinese language activities like joint-school creative writing schemes are also popular with students and have developed into recurrent activities which help to create a language and culture-rich environment on the campus.

### ***Learning and Teaching Strategies***

All subjects employ diversified learning and teaching activities to nurture students' creativity, collaboration and problem-solving skills to enhance learning effectiveness. Reading schemes, learning strategies, electronic devices and applications, as well as learning and teaching activities aiming to equip students with effective study skills, are also enhanced continuously to strengthen students' self-directed learning skills. Equal emphasis is also placed on STEM education, creativity and holistic thinking, encouraging students to participate actively in co-curricular activities and applying subject knowledge in their daily life.

Due to the extensive period of class suspension, many of the planned activities could not be carried out, as were the mid-year and annual student surveys. Evaluation of the strategies and implementation of learning and teaching activities depend mostly on the documents, including the schemes of work, teachers' records and reports, and records of Google Classroom assignments. Many of the planned activities, especially those involving experiential learning, were greatly affected or cancelled.

Thanks to the provision of iPads, the setting up of Google Classrooms before the academic year began, advancement in e-Learning, the effort of eITDC, in addition to teachers' readiness and proactive attitude towards developing and employing online learning and teaching strategies, online teaching and learning were carried out relatively smoothly. However, the change in the timetable and teaching and marking modes, together with the long-time use of electronic devices, have caused great difficulties to teachers. Students also found it very tiring to face the screen for long hours and had difficulties adapting to the changes in the methods of learning and submitting assignments.

***Number of School Days*** – 190 days



## Student Support

### *Whole School Approach to Cater for Learner Diversity*

Junior forms Chinese Language and English Language of all levels are taught in groups of different language abilities. The Catering for Learner Diversity Team has planned and organized various courses and activities such as elite and remedial English and Mathematics classes. The Cognition Elite Team has organized activities for the elite students so as to stretch the potentials of students. Gifted students are recommended to join various courses provided by different organizations to further lift up their potentials. Co-curricular activities, such as Reading Club, Joint-school Chinese Writing class, English drama, could raise the interest and the language ability of students. IT elite students have participated in various courses and competitions so as to grasp the updated IT and programming skills.

To take care of students with special education needs, the Student Support Team, which consists of the SEN Coordinator, our school-based educational psychologist, counselling teachers, social workers, the prefect of studies and language teachers, work hand in hand with parents to cater for students' individual needs. Student Support Team has made good use of the Learning Support Grant to provide services to SEN students, such as speech therapy services, training on social skills, remedial learning groups and counselling on life planning. Educational psychologist and social worker also provide appropriate counselling to students concerned.

### *Life-wide Learning Activities including Extra-curricular Activities, Co-curricular Activities, etc.*

Our school offers 26 co-curricular activity groups in 5 domains: sports, services, academic, interest and miscellaneous activity groups. In the past few years, students have shown excellent performance in social services, visual arts and music. Regarding other learning experiences, the focus this year is to promote social services and aesthetic education. To promote aesthetic education among S4 students, professional drama education tutors, as well as professional dancers and movie-makers, provide various training courses in OLE-Aesthetic Education lessons. Due to class suspension in COVID-19 period, co-curricular activities, community services and OLE courses were cancelled in the second term. Only limited training in PE and aesthetic education were carried out in the first term.

### *Home-School Co-operation*

Parent managers also contribute a lot in the IMC, providing opinions on the setting and implementation of our school policies. To foster home-school cooperation, parent meetings were held to enable parents to understand the learning and developmental needs of students in different stages of growth. S6 Parent Night was shifted to an online mode due to the outbreak of COVID-19 pandemic. Face-to-face form-teacher-parent meetings, which are held twice a year, could not be carried out and the form of communication between parents and teachers changed to be either phone call, SMS/Parent App messages or online mode. Communication between parents and the school is facilitated by Parent-Teacher Association (PTA), which acts as a bridge between the two parties to enhance their understanding of school culture and policies. However, talks on parent education to share experience of how parents can nurture their children were cancelled due to class suspension.

## Learning and Teaching

### Major Concern: To develop a caring community in the school

#### Target 1: Building a Caring Community

*Strategy: Cultivating a caring culture and promoting humanistic values through experiential learning*

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge	Level of Attainment	Reflection
<b>S.1-6</b>	Integrating values education into the curriculum	Values education are integrated into the curriculum	Schemes of work / Assignment Inspection / Lesson Observation	Wong Lai San / All subject teachers and panel heads	Partially achieved. As shown in the Schemes of work and lesson observation, teachers have integrated values education into the curriculum. When relevant, subject teachers have included the learning and application of various humanistic values into each topic/module. However, due to the substantial periods of school suspension, teachers have reflected that some students have not fully grasped deep understanding of the values.	In the next academic year, teachers will continue to promote values education and positive education will be integrated into the curriculum of all subjects. Teachers of certain subjects will also strengthen the teaching and learning of values education through enhanced learning and teaching materials.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge	Level of Attainment	Reflection
S.1-6	Employing experiential learning activities to nurture humanistic values and help cultivate caring culture among students	Experiential learning activities to nurture humanistic values and/or caring culture are used in class and reflected in assignments. 70% of students surveyed agree that the learning activities have helped them build up positive values and encouraged them to be more aware of the needs of a caring community.	Schemes of work / Lesson Observation / Assignment Inspection / Teachers' record / Student Survey	Wong Lai San / All subject teachers and panel heads	Partially achieved. Experiential learning activities to nurture humanistic values and/or caring culture are shown in the Schemes of work and lesson observation. Teachers have designed and employed various learning and teaching activities to cultivate humanistic values and caring culture among students. The implementation of the activities planned, however, were greatly affected by the social unrest and the COVID-19 pandemic.	In the next academic year, teachers will continue to carry out activities to strengthen students' experience in enhancing and nurturing humanistic values.

**Major Concern 2: To enhance students' potential in order to achieve academic and individual excellence**

Target 1: Building an Environmentally-proactive School

*Strategy: Incorporating environmental education into the curriculum and co-curricular activities*

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge	Level of Attainment	Reflection
S.1-6	Integrating environmental education into the curriculum	Environmental education is integrated into the curriculum.	Schemes of work / Assignment Inspection / Lesson Observation	Wong Lai San / All subject teachers and panel heads	Partially achieved. Topics concerning environmental education are integrated into all schemes of work. The Urban Renewal programme, ECO-education lyric writing and other related projects have shown students active participation in learning environmental education topics. However, due to the suspension of classes, the teaching schedule has been delayed, and certain projects, as well as learning and teaching activities, have been cancelled.	Teachers will continue to integrate environmental education into the curriculum. Should circumstances allow, certain projects concerning environmental education which were cancelled will be implemented in the next academic year.
S.1-6	Organising co-curricular activities of environmental education to facilitate the building of an environmentally - proactive school	Various co-curricular activities related to the curriculum to promote environmental protection are organised for students. 70% of students surveyed agree that such activities have helped them become more aware of the importance of environmentally proactive.	Schemes of work / Assignment Inspection / Lesson Observation / Student Survey	Wong Lai San / All subject teachers and panel heads	Partially-achieved Curriculum mapping was completed. Co-curricular activities have been shown in the schemes of work. Teachers made use of proposal writing, recycling bins, poster and installation design projects, study of international collaboration on environmental education and other activities to encourage and guide students to become environmentally proactive. Due to the pandemic, certain co-curricular learning activities were cancelled.	Co-curricular activities will continue to be employed. Teachers will also provide more diversified learning experiences to help to further promote environmental protection among students and the local community.

## Target 2: Developing the Creativity of Students

*Strategy: Employing diversified learning and teaching activities to nurture students' creativity, collaboration and problem solving skills*

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge	Level of Attainment	Reflection
S.1-6	Using project-learning / co-curricular / interactive activities to help students develop creativity, collaboration and problem solving skills	70% of students surveyed agree that project-learning / co-curricular / interactive activities have helped them to develop creativity, collaboration and problem solving skills.	Student survey / Schemes of work / Assignment inspection	Wong Lai San / All subject teachers and panel heads	<p>Partially achieved.</p> <p>As shown in the schemes of work, project-learning and interactive and co-curricular activities are widely employed to help students develop creativity, collaboration and problem-solving skills.</p> <p>Students have shown good performance in Facebook account design for historical figures, comic-strip and board-game design, debates, Impressionism Music &amp; Art project, pamphlet and menu design, mock start-up company programme and Science Channel video-making.</p> <p>Due to the social events in November, and the extensive suspension period in the second term, project-learning and many interactive/co-curricular activities, especially some joint-school or inter-school activities were cancelled.</p>	In the next academic year, all subjects will make use of various presentation and teaching and learning skills to enhance students' interest and motivation to acquire creativity and other higher-order thinking skills.

Target: Building an ever-Learning School

Strategy 1: Strengthening self-directed learning

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge	Level of Attainment	Reflection
S1-S6	Enhancing the reading and study skills of students through implementation of school-based Reading and Study Skills lessons.	70% of the Reading Log and Study Skills assignments are of satisfactory standard.  70% students surveyed agree that their reading and study skills have been strengthened.	Student Assignment / Student survey	Cheung Kit Ying, Coordinator of RSS-R and RSS-S	<p>More than 90 % of S1 subject teachers are satisfied with students' performance in note-taking, data collection, graphic organisers and induction skills learned in Study Skills (RSS-S) lessons.</p> <p>More than 90 % of S2 subject teachers reflected that students have benefited from the Chinese input method, usage of electronic learning applications, perspectives of different stakeholders and critical thinking skills.</p> <p>S2 teachers also reflected that certain skills covered in the RSS-S curriculum have been covered in other subjects when students were in S1.</p> <p>Due to the long period of class suspension and re-arrangements of the timetable, RSS-S was cancelled in the second term.</p>	Based on the opinions of S1 and S2 subject teachers and RSS teachers, the curriculum of RSS-S will be revised. Skills necessary for and benefit the learning of other subjects will be covered in S1 and students will apply the knowledge in the other subjects. S2 RSS-S will be replaced by English-in-Action, to enhance the learning of classroom and daily-life use of the language.

Level (s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge	Level of Attainment	Reflection
S.1-6	Enriching pedagogy and learning activities through e-learning	<p>E-learning and teaching activities are integrated in the curriculum to enhance self-directed learning.</p> <p>70% of students surveyed reflect that e-learning activities they have participated in help them get access to information and facilitate self-directed learning.</p>	<p>Lesson observation / Schemes of work / Teachers' record / Student survey</p>	Wong Lai San / All subject teachers and panel heads	<p>E-learning has been extensively employed in all subjects to facilitate learning and teaching and enhance self-directed learning.</p> <p>Teachers of different subjects have taught students to use Padlet, Edpuzzle, Kahoot, iLearner, eClass, Quizlet, online question banks and flipped classroom video clips, etc. to encourage students to learn the subject matters and specific language skills required for learning different subjects outside the classroom.</p> <p>Various applications related to different subjects were also introduced to students to enhance their skills in self-directed learning.</p>	<p>The improved facilities of the new campus and the availability of iPads have greatly enhanced the skills and possibilities of e-learning for the students, as well as the teachers.</p> <p>In the next academic year, teachers will be encouraged to continue to use related skills and software to strengthen all students' habits of independent learning and provide more instructions for using the electronic learning apps during lesson.</p>

S.1- 6	Strengthening the reading skills and motivation of students through reading schemes, learning and teaching activities and providing resources for students to facilitate reading to learn and enhance reading across the curriculum	<p>Subject-based reading resources are provided for students to strengthen reading to learn and reading across the curriculum.</p> <p>Reading schemes and activities are provided and students show satisfactory performance in such activities.</p> <p>70% of students surveyed reflect that reading resources, schemes and activities have helped to enhance their interest and language skills required for various subjects.</p>	Schemes of work / Teachers' record / Student survey	Wong Lai San / All subject teachers and panel heads / Siu Sin Yi, teacher librarian	<p>Subject teachers have reflected that reading resources and activities have helped students get further access to information and language skills required for learning.</p> <p>All subjects have prepared recommended book lists to students to arouse their interest in learning and help them improve their general knowledge and language skills. Most of the students completed the reading materials with satisfactory answers.</p> <p>Reading-related activities include pamphlet design of subject-related books, subject-related book reviews, cross-curricular reading assignments and joint-school Chinese reading and writing activities. Junior form students performed well in an online inter-school Chinese History reading competition.</p> <p>Teachers observed that most junior form students have read the assigned essays and news articles to prepare for their lessons. Senior form students have also shown records of reading extensively in their assignments.</p> <p>Due to the extensive periods of class suspension, library book exhibitions, book talks and co-curricular learning programmes have been cancelled.</p>	<p>In the next academic year, subject teachers will be encouraged to continue using various reading resources and related learning activities to motivate students to read.</p> <p>Teachers will also be encouraged to provide students with online reading resources and e-books to facilitate reading.</p> <p>To enhance the general reading atmosphere, all teachers will participate in a sharing programme and share their own ideas about reading or a book with students.</p>
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## Strategy 2: Adopting e-learning strategies to enhance learning effectiveness

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge	Level of Attainment	Reflection
<b>S.1-6</b>	Employing diversified learning activities to enhance learning effectiveness	Various learning activities are conducted to enhance the generic skills and learning effectiveness of students. 70% of students surveyed agree that learning and teaching activities have helped them develop different skills and enhanced learning effectiveness.	Schemes of work / Teachers' records / Assignment inspection / Student survey	Wong Lai San / All subject teachers and panel heads	<p>According to the schemes of work, multi-media and audio-visual materials, electronic applications and other online learning activities were employed to facilitate learning and teaching.</p> <p>Google classrooms pre-set for all subject teachers and all classes have proved to be very useful, especially during the class suspension period.</p> <p>Students have become familiar with participating in Google classroom discussion and completing assignments online. Teachers have become skilful in e-learning strategies including various teaching programmes and apps, making videos for flipped classroom, using interactive simulation VR and AR apps, AR sandbox, QR Code links for online preparation and viewing resources, etc.</p> <p>During the online-teaching period, the whole school adopted a revised timetable which enabled all students to attend classes online.</p> <p>The pre-set Google Classrooms allowed teachers to conduct classes smoothly and they were able to mark students' assignments and give feedback and guidance to students through the system and using the iPads. E-learning and teaching skills were even more widely used by teachers and students and the e-ITDC has also held workshops to help strengthen teachers' pedagogy and skills involved in e-learning.</p>	<p>In the next academic year, teachers will continue to make use of various learning activities to enhance learning effectiveness.</p> <p>E-learning and teaching activities should also be further enriched to enhance motivation and learning effectiveness.</p> <p>The eITDC will continue to disseminate useful ideas concerning the effective use of learning and teaching apps.</p>

## Strategy 3: Enriching Science, Technology, Engineering and Mathematics (STEM) education

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Teacher(s)-in-charge	Evaluation and Follow-up Strategies	Reflection
S.1- 2	Enhance motivation in STEM Ed-related knowledge and skills through school based STEM-Ed lessons.	70% of students complete the assignment/project with satisfactory performance.  70% of the students surveyed agree that the learning activities in STEM Ed lessons have helped them build up interest in learning science, technology and mathematics.	Student assignment / Teachers' records / Student survey	Chan Suk Yee, STEM Ed Head / STEM Ed teachers	Due to the extended class suspension period, most of the STEM-Ed lessons, except those concerning theories, were cancelled, as students were unable to participate in hands-on activities.	The STEM-Ed lessons will resume when face-to-face lessons resume in the next academic year.
S.1- 6	Employing various learning and teaching activities to develop a solid knowledge base and instil an interest among students in learning science, technology and mathematics	Students show interest and satisfactory performance in the learning of science and Mathematics / technology.  70% of the students surveyed agree that the learning activities have strengthened the knowledge base in learning science and Mathematics / technology.	Schemes of work / Assignment Inspection / Lesson observation / Student survey /	Chan Suk Yee, / Biology, CL & ICT, Chemistry, IS, Mathematics and Physics subject teachers and Panel Heads	As shown in the schemes of work and observed in lessons, a variety of motivating and interesting learning and teaching activities have been included in the curriculum of the subjects concerned.  Maker Lab was organised for S2 and S3 students with higher ability in science to investigate and try out science-related activities. S1 sessions in the second term were cancelled due to class suspension.	Teachers will continue to include diversified learning and teaching activities to help students build up interest and a solid knowledge base in the next academic year. Maker Lab activities will resume when classes resume.

S.1- 6	Organising programmes and activities to strengthen students' ability to integrate and apply STEM Education knowledge and skills in practical situations	70% of participating students surveyed agree that in learning activities has strengthened their ability to integrate and apply their knowledge and skills in solving daily life problems.  Students show improvement and satisfactory performance in problem solving and innovation skills.	Student survey / Assignment Inspection / Lesson observation / Teachers' record	Biology, Chemistry, CL & ICT, IS, Mathematics and Physics subject teachers and Panel Heads	83% of the students passed the Biology project and, as observed by the subject teacher, interest was shown during the presentation of the investigation. More than 80% of the students agreed that kitchen science aroused their interest in learning science. All Science Channel videos showed different levels of editing, and most of them had suitable subtitles; some with relevant sound effects.	
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## Student Development and Support

### Major Concern: To develop a caring community in school

Target: Cultivating a caring culture and promoting humanistic values through experiential learning

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
Students could show their support, care and concern to their peers and the needy of the community by:					
S1 & S4	1) Hand in Hand - To Co-create Harmonious School Environment Project 撐得「喜」 共建和諧校園計劃	<ul style="list-style-type: none"> <li>75% of the students surveyed agreed that the Project could create a supportive and caring environment.</li> <li>80% of the students surveyed agreed that they would say no to bullying.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	<p><b>Workshop for S2 Students</b> 97% of the students surveyed agreed that the activity could create a supportive and caring environment.</p> <p><b>After-school Peer Support Group for S1-2 Students</b> 80% of the students surveyed agreed that the activity could create a supportive and caring environment. 90% of the students surveyed agreed that they would say no to bullying.</p>	<p><b>Workshop for S2 Students</b> Class teachers concerned expressed that the objective of the workshop was achieved.</p> <p><b>After-school Peer Support Group for S1-2 Students</b> 4 out of 7 sessions for the After-school Peer Support Group (10 S1-2 students) were carried out successfully while 3 sessions were cancelled due to the outbreak of COVID-19. The participants generally enjoyed the group meetings and showed empathy towards each other. The social worker from the organiser worked hard to motivate the quiet participants.</p> <p><b>Buddies Training Group for S3 Students</b> 1 out of 4 sessions for the Buddies Training Group (10 S3 students) was carried out successfully while 3 sessions were cancelled due to the outbreak of COVID-19. According to teacher</p>

					<p>observation, all the participants performed actively and showed interest. After discussion between our team members and the organiser, student survey was not carried out as the training time was too short to reflect whether the activity was successful or not.</p> <p>Workshops for S1 and S3 students and all talks were cancelled due to class suspension in the COVID-19 epidemic.</p> <p>To enhance the effectiveness of the program, an interactive drama which aims at educating students to say no to bullying will be held next school year.</p>
S2 & S4	<p>1) S2 students serve Chi Lin Nunnery Elderly Home</p> <p>2) S4 students participate in various community services</p>	<ul style="list-style-type: none"> <li>• 75% of the participants agree that community services let them understand more about the needs of the community.</li> <li>• 75% of the participants agree that community services make them care more about others.</li> </ul>	<ul style="list-style-type: none"> <li>• Community service records</li> <li>• Student survey</li> <li>• Evaluation and observation by teachers</li> </ul>		<p>All scheduled service will be postponed until the coming academic year due to the class suspension in the social unrest period and the COVID-19 outbreak. Details will be confirmed before the start of the next school year.</p>

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
Whole school	By organising various activities and competitions during the Gratitude Month, students could show gratitude and appreciation to people in their life and treasure what they have.	<ul style="list-style-type: none"> <li>75% of the participants agree that in the activities, they could show gratitude to whom they treasure and appreciate what they have.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Teacher observation and evaluation</li> </ul>	<p>97% of the participants agreed that in the activities, they could show gratitude to people whom they treasure and appreciate what they have.</p> <p>The following activities were completed successfully in the Gratitude Month: Lunchtime activities, Thank You Cards, Sharing of Gratitude Messages, Gratitude Speech and Thanksgiving Crafts.</p> <p>Some gratitude activities were held during lunchtime.</p> <p>Counselling members made good use of pre-registration to enrol participants in some game booths e.g. Thanksgiving Crafts. The game booths in Lunchtime activities were very popular.</p>	One period of MCE lesson was assigned for S1 students to participate in Thank You Cards. This arrangement was effective in facilitating the activity.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 - S2	Journey of Life	<ul style="list-style-type: none"> <li>75% participants agreed that they have positive values towards life.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers</li> </ul>	The activity scheduled to be held in early April was cancelled due to the outbreak of COVID-19.	It is proposed that the activity could be held during the OLE Days in the next school year.
S2-S4	Project STEP – Mental Health of Youth Programme	<p>75% participants agree that they have positive values towards life.</p> <p>75% of the participants agreed that the activities could help them understand more about how to care for others and enhance care and concern among the whole school.</p>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	<p>100% participants agreed that they have positive values towards life.</p> <p>97% of the participants agreed that the activities could help them understand more about how to care for others and enhance care and concern among the whole school.</p> <p>18 S2-4 Joyful Ambassadors participated actively in the training programme and learned how to care for others. They worked very hard to plan and organise lunchtime activities to promote care and concern and mental health to the schoolmates. The performance of senior members of Joyful Ambassadors was impressive as they guided junior members to work together as a team effectively.</p>	<p>To attract more participants, some locations, such as the podium and the area in front of the Lecture Hall, could be used for lunchtime activities.</p> <p>The schedule of the training sessions was a bit tight. It could be marked before the start of the academic year to avoid clashes with other school activities.</p>

S1 - S6	1) Sharing of messages and stories of positive values.	<ul style="list-style-type: none"> <li>75% of the students surveyed agreed that the sharing had a positive influence on their values and attitudes towards life.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	<p>Over 80% of the students surveyed agreed that the sharing had a positive influence on their values and attitudes towards life.</p> <p>With the aids of current issues and personal experience, teachers delivered positive values in an interesting way. As a result, students generally enjoyed the sharing in the morning assembly.</p>	
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**Major Concern: To enhance students' potential in order to achieve individual excellence.**

Target: Developing the Creativity of students by Enriching Aesthetic Education and Co-curricular Activities

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 - S6	Through organising or participating in exhibitions and performances, students could help to promote artistic culture and atmosphere at school.	<ul style="list-style-type: none"> <li>75% of participants agreed that the artistic culture and atmosphere at school were enhanced.</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	Over 90% of the students surveyed agreed that artistic culture and atmosphere at school were well-promoted via exhibitions and performances. Many activities and performances were cancelled due to class suspension in COVID-19 epidemic.	The activities will be resumed when the teaching hours are back to normal.
S1 - S5	Through providing training to students, Arts Ambassadors could share their creative ideas and processes to audience more effectively. Presentation skill of Arts Ambassadors could be strengthened.	75% of participants agreed that after the training as Arts Ambassadors, they could share their creative ideas and convey the concept more effectively. Presentation skill was strengthened	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	The training programme was cancelled with class suspension in COVID-19 epidemic.	The training courses will be resumed when after-school activities could be carried out.

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S4	In OLE (AE) curriculum, diversified arts and creative technology courses were provided to cultivate students' interest and knowledge in various art forms and creative technology as well as the ability to appreciate creative arts.	75% of participants agreed that the OLE (AE) courses could cultivate their interest and knowledge on arts and creative technology; and nurture the ability of arts appreciation.	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Evaluation and observation by teachers concerned</li> </ul>	<p>Over 90% of the students surveyed agreed that OLE (AE) courses could cultivate their interest and knowledge on arts and creative technology, and nurture their ability of arts appreciation.</p> <p>From teachers' observation and evaluation. Students participate actively in the course they chose.</p> <p>OLE (AE) classes were cancelled in the second term due to class suspension in COVID-19 epidemic.</p>	OLE (AE) classes will be held in the coming year.

## Target: Building an ever-Learning school

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
S1 - S6	<p>Civic awareness, personal integrity and the spirit of the rule of law could be educated by:</p> <ol style="list-style-type: none"> <li>1) The ICAC drama</li> <li>2) Basic Law education activities</li> <li>3) "One Country, Two Systems" Talk</li> </ol>	<p>1) 75% of students surveyed agreed that the activities could remind them of the importance of</p> <ul style="list-style-type: none"> <li>- personal integrity, and</li> <li>- respecting the law</li> </ul> <p>2&amp;3) 70% of the students surveyed agreed that the activities can</p> <ul style="list-style-type: none"> <li>- enhance their civic awareness;</li> <li>- help them understand the "Basic Law"/the spirit of "One Country, Two Systems"</li> <li>- remind them of the importance of obeying the law</li> </ul>	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Evaluation and observation by teachers concerned</li> </ul>	<p>1) Over 80% of students surveyed agreed that the activities could remind them the importance of personal integrity, and respecting the law. Teachers commented that the drama enhanced students' understanding about the work of ICAC and awareness of corruption.</p> <p>2&amp;3) Over 70% of the students surveyed agreed that both activities could arouse their civic awareness and help them understand the "Basic Law" and the spirit of "One Country, Two Systems". Teachers commented that Basic Law activities enhanced students' understanding on the "Basic Law" while "One Country, Two Systems" Talk enhanced students' knowledge about the country's contemporary development.</p>	<p>1) As ICAC drama was pretty interactive and enjoyable, the activity could be continued in the next academic year.</p> <p>2) As the "One Country, Two Systems" Talk contains lots of knowledge about the Chinese economic reform. MCE Team should collaborate with Liberal Studies for in-depth study.</p>

S2 - S6	In life planning lessons, students would have a better self-understanding of their character, interests, ability and values. They were encouraged to set their life goals.	<ul style="list-style-type: none"> <li>70% of the students agreed that life planning lessons can enhance self-understanding and help them set goals</li> </ul>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	<p>90% of students agreed that the activities helped them have a better self- understanding and set goals.</p> <p>Activities held by the Life Planning Team (LPT) were highly recognized.</p>	<ul style="list-style-type: none"> <li>With the positive feedback from teachers and students on the activities, LPT will make continuous efforts to enrich their life planning activities.</li> </ul>
S3 - S4	Through joining study tours, students could gain a full picture of <ol style="list-style-type: none"> <li>the history and economic development of Japan, or</li> <li>environmental conservation and economic development in Singapore.</li> </ol>	70% of the students surveyed agreed that after joining the study tour, they understood <ol style="list-style-type: none"> <li>the history and economic development of Japan, or</li> <li>environmental conservation and economic development in Singapore</li> </ol>	<ul style="list-style-type: none"> <li>Student survey</li> <li>Evaluation and observation by teachers concerned</li> </ul>	All study tours were cancelled due to the outbreak of COVID-19 epidemic.	The study trip is postponed to late March 2021.

## Staff Development

Target: Building an Ever-Learning school

Level(s)	Strategies/Tasks	Criteria of Success	Method of Evaluation	Level of Attainment	Reflection
All teaching staffs	Staff Development activities on pedagogy, student guidance and counselling were organized to enrich the pedagogy and guidance skills of teachers.	<ul style="list-style-type: none"> <li>75% of the teacher participants agreed that the activities could enrich their pedagogy and guidance skills.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher survey</li> </ul>	<p>100% of the teacher participants agreed that they have gained better understanding of the problems students are facing and the activities could enrich their skills in guidance.</p> <p>13 teachers and 1 school social worker participated in the teacher workshop of the <i>Hand in Hand - To Co-create Harmonious School Environment Project</i>.</p> <p>They generally think the workshop could help them acquire knowledge and skills to support students in face of bullying.</p>	Planning of professional development should be done in a more holistic way to enhance teachers' professional skills and to cater for their personal development needs.

**Student Performance – External Awards**  
**學生表現 - 校外活動獎項**  
**(2019-2020)**

**Academic Activities 學術活動**

Activities 活 動	Prizes 獎 項	Winners 獲 獎 者
喜「閱」學校嘉許計劃		
學校組 (作品主題): 圖書館閱讀文化推廣	喜「閱」學校嘉許獎	文理書院(九龍)
學生組 (作品主題):		
好書分享《Little Women》	喜「閱」學生嘉許獎	2A 嚴心悅
好書分享《手繪中國歷史地圖》	喜「閱」學生嘉許獎	2A 劉澤寬
好書分享《通學：一書讀通廣東話俗語》	喜「閱」學生嘉許獎	2B 陳浩翔
好分享《尋夢》	喜「閱」學生嘉許獎	3A 呂曉晴
好書分享《哈哈，數學原來超有趣》	喜「閱」學生嘉許獎	3A 蘇綺晴
香港恒生大學主辦：第三屆「恒大中文文學獎」	優異獎	4D 陳宇豪 4D 周嘉怡
香港賽馬會社區資助計劃主辦： 美荷樓香港精神學習計劃「兩代情」徵文比賽	優異獎	4D 陳宇豪
第七十一屆朗誦節(中文)詩詞獨誦(粵語)	(粵語) 冠軍・優良獎狀 (粵語) 優良獎狀	2A 嚴心悅 2A 鄭詠芝 4A 黃欣婷
71st Hong Kong Schools Speech Festival English Solo Verse Speaking	Merit	1B Ng Nok Yan Samantha 1B Siu Ka Ying 2A Cheung Sum Yin 2A Hui Ka Lam 2D Cheng Man Hei 3A Tse Cheuk Yin 3A Wan Chun Sing 5A Luk Wan Man
2020 Harvard Book Prize (Internal Competition)	Harvard Book Prize - 1st Harvard Book Prize - 2nd Harvard Book Prize - 3rd	5A Choi Pui Ying 5A Yip Ka Kit 5A Mak Mei Ling
教育局及長春社文化古蹟資源中心合辦： 月旦古今：中國歷史人物小故事 網上閱讀問答比賽	優異獎     嘉許獎	2A 陳文鑫 2B 蘇鈺鈞 3A 施昊然 4A 張毓舫 4A 劉彩樺 本校共 149 名學生獲獎

「華夏盃」全國數學奧林匹克邀請賽 2020 (香港賽區)初賽	二等獎	1D 吳鎮邦
	二等獎	3A 張雯婷
「華夏盃」全國數學奧林匹克邀請賽 2020 (香港賽區)晉級賽	三等獎	1D 吳鎮邦
香港會計師公會會計及商業個案比賽	良好獎	5A 洪顯揚 5A 林寶怡 5A 李鈞琦 5A 吳鈺珊 5A 殷志鈞
政府資訊科技總監辦公室主辦 香港資訊及通訊科技獎	學生創新(中學組)優異獎	5B 林俊軒 6C 朱亮城

### Leadership 領導才能

Activities 活動	Prizes 獎項	Winners 獲獎者
隊伍優秀女童軍選舉 2020	隊伍優秀女童軍	6A 吳卓琪

### Sports 體育

Activities 活動	Prizes 獎項	Winners 獲獎者
元朗體育會主辦香港中小學 花式跳繩聯賽 — 元朗盃	中學女子丙組：30 秒單車步 - 冠軍	4C 林曉彤
	中學女子丙組：連續二重跳 - 亞軍	1C 蔡宇莎
	中學女子丙組：2x30 秒單側迴旋單車步 - 亞軍	6D 陸佩雯 6D 羅穎雯
	中學女子丙組：4x30 秒個人速度接力 - 冠軍	1C 蔡宇莎 1C 黃培沛 3C 方曉柔 4C 林曉彤
	中學女子丙組：2x30 秒雙腳及單車步 4 人交互繩速度 - 亞軍	1C 蔡宇莎 1C 黃培沛 3C 方曉柔 4C 林曉彤
	中學女子丙組：全場總成績 - 總冠軍	1C 蔡宇莎 1C 黃培沛 3C 方曉柔 4C 林曉彤 6A 黃雅薈 6B 何卓琪 6D 陸佩雯 6D 羅穎雯

	中學男子丙組：30 秒單車步 - 亞軍	2B 林智樂
	中學男子丙組：連續二重跳 - 季軍	4A 林尚賢
	中學男子丙組：2x30 秒單側迴旋單車步 - 季軍	1C 林浩恩 2B 林智樂
	中學男子丙組：全場總成績 - 總季軍	1C 林浩恩 2B 林智樂 4A 林尚賢
黃大仙區田徑賽 2019-2020	女子 C 組標槍 - 冠軍	5D 陳文欣
	女子 D 組標槍 - 冠軍	3A 陳嫻妍
	女子 E 組跳高 - 冠軍	1D 郭芷茵
	女子 D 組 4×100 米 - 冠軍	2C 何鈞兒 3A 陳嫻妍 3D 鄧雋頤 4A 陳凱晴 4D 林嘉婧
	女子 E 組 4×400 米 - 冠軍	1C 趙嘉慧、關美僖 1D 劉沅澄、黃愷桐
	女子 E 組 4×100 米 - 冠軍	1C 吳銚瑤 1D 伍子盈、鍾卓翹 1D 郭芷茵、羅嘉耀
	男子 E 組 4×400 米 - 冠軍	1A 鄧振軒、許皓爾 1C 陳浩智 1D 陳浩偉
	男子 C 組 200 米 - 亞軍	5C 樊智鍵
	男子 C 組 400 米 - 亞軍	5C 樊智鍵
	女子 C 組跳高 - 亞軍	4A 黃嘉雯
	女子 D 組標槍 - 亞軍	4A 陳凱晴
	男子 D 組跳遠 - 亞軍	4A 曾彥霖
	女子 D 組鉛球 - 亞軍	3A 鄧采林
	女子 E 組跳高 - 亞軍	1D 伍子盈
	男子 C 組 4×100 米 - 亞軍	5B 林耀桓、葉奕廷 5C 樊智鍵 6A 溫梓霖
	男子 C 組 100 米跨欄 - 季軍	6A 溫梓霖
	男子 C 組跳遠 - 季軍	5B 葉奕廷
	女子 D 組標槍 - 季軍	3A 鄧采林
	女子 D 組 200 米 - 季軍	4A 陳凱晴
	女子 D 組 60 米 - 季軍	1C 郭芷茵



	女子 D 組鉛球 - 季軍	3A 陳嫻妍
	女子 E 組 100 米 - 季軍	1D 郭芷茵
屈臣氏集團香港學生運動員獎	屈臣氏集團香港學生運動員獎	4A 陳凱晴

### Community Services 社會服務

Activities 活動	Prizes 獎項	Winners 獲獎者
社會福利署義工服務	黃大仙及西貢區優秀個人義工	6B 何凱堯
社會福利署「義工運動」 義務工作嘉許	義務工作嘉許金狀 (團體)	文理書院(九龍)
社會福利署「義工運動」 個人義工服務嘉許	金狀 (服務滿 200 小時或以上)	6B 何凱堯
	銀狀 (服務滿 100 小時或以上)	3A 黃希敏 3B 周己力 5B 黃耀銘 6B 何錦怡
	銅狀 (服務滿 50 小時或以上)	1B 陳俊晴 1B 陳凱齡 1B 馮衛詩 1B 梁殷晞 1B 梁雯盈 1B 莫嘉美 1B 吳諾恩 1B 邵嘉盈 1C 趙嘉慧 1C 李思瑩 1D 周威汝 1D 鍾卓翹 1D 楊朗怡 2A 鄒佩家 2A 梁司穎 3A 詹柏旻 3A 鄧鈺婷 3A 羅曉晴 3A 溫晉昇 3A 黃翹盈 3A 葉詠詩 3B 陳樂詩 3B 黃婉瑩 3B 游語杭

		3B 葉壁瑜 3C 陳楚臻 3C 周佳靜 3C 莊浚謙 3C 方曉柔 3D 胡嘉欣 4A 吳柏廷 4A 吳柏廷 4B 鄭仲晴 4B 錢政焮 4B 何曉甯 4D 陳宇豪 5B 張湛霖 5B 張竣維 5C 周啟杰 6A 蔡嘉倩 6A 廖詠儀 6A 吳卓琪 6A 曾敬軒 6A 曾宏博 6B 趙美瑜 6B 賴雅丹 6D 賴熙霖 6D 盧嘉敏
義工小組嘉許狀	金狀 (服務滿 1000 小時或以上)	東九龍第 84 隊女童軍 圖書館管理組
	銀狀 (服務滿 600 小時或以上)	香港紅十字會青年團第 102 團 公益少年團
	銅狀 (服務滿 300 小時或以上)	少年警訊 環保組