United Christian College (Kowloon East)

2020-2021

School Report

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Foreword by the Principal

We chose ‘Fan into Flame’ as our 2020/21 school theme, the idea of which was extracted from the Scripture ‘For this reason I remind you to fan into flame the gift of God, which is in you through the laying on of my hands. For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline.’ (2 Timothy 1:6-7 NIV) Throughout the year, not only were the students encouraged to ‘fan into flame the gift of God’, but the Principal and teachers were also encouraged to do so. We experienced numerous challenges of making adjustments to what we had planned from time to time, some even in the last minutes when the situation changed. We struggled whether to cancel some activities or modify the mode of activities so as to balance between nurturing students and satisfying epidemic prevention measures. We prayed for wisdom from the Above; and power, love and self-discipline from the Holy Spirit. Thank God that everything went smoothly and safely. We shall not take it for granted but honour our God in all His divine protection.

As we entered the era of the ‘new normal’, students learned to be more self-regulated in their learning; and teachers learned to arrange their lessons in a more responsive way. Both teachers and students treasured the time of meeting together in a classroom, even with a shorter lesson time in the half-day school. We learned to be more flexible and creative which were perceived as the essential skills for leaders of the 21st century. We thank God for His companionship in all the ups and downs.

Through reading this report, I hope you will praise the Lord with us and give thanks to Him for His providence and blessings upon the school. I want to take this opportunity to express my heartfelt thanks to my colleagues who have been working diligently throughout the year; to parents who have supported the school unceasingly; to students who always trust us and allow us to walk with them; and to all UCCKEians for your love and prayer support to the school community. I am sure your rewards have been recorded in Heaven.

To God be the Glory!

Your Principal,

Dr. Cheng Kin Tak Samuel

1. Our School

1.1 School Motto

Understanding Truth
Pursuing God
Developing Diligence
Cultivating Virtue

1.2 School Badge

United Christian College (Kowloon East) was established through the unified efforts (circle) of three founding organizations (triangle):
OMS International, the Free Methodist Church and Schools for Christ Foundation. The Holy Spirit (flame), the Guide into all truth, must lead us in our search for knowledge. Our faith (shield on top) in Christ (cross on the shield) will be greatly rewarded (crown on top of shield).

1.3 Our Vision

To provide quality whole-person education based on God's love and biblical principles.

1.4 Our Mission

To help our students identify and develop their God-given abilities and talents to their fullest potential so that they will become a person with faith, moral character, knowledge, culture and dreams in a caring environment. It is hoped that students would formulate their life direction and goals, build a positive life view, form a habit of lifelong learning, have a solid foundation for further education, acquire a sense of social responsibility and live a life according to God's will.

1.5 Our Core Values

God as the Centre
Integrity
Academic Excellence
Caring Community

1.6 Theme of the Year 2020-2021

School Theme: 'Fan into Flame'
Theme Verse: For this reason I remind you to fan into flame the gift of God, which is in you through the laying on of my hands. For the Spirit God gave us does not make us timid, but gives us power, love and self-discipline. (2 Timothy 1:6-7 NIV)

Last year was a tough year for the society and the school; by God's Grace, we have walked through all the challenges. This year, we have chosen 'Fan into Flame' as the school theme to remind ourselves that God has given us gift which we shall not put aside and forget; but to use it in our lives to glorify His Name. We are affirmed that God has already planted 'Power, Love and Self-Discipline' in our hearts, and the school will commit to nurturing these good qualities among our students.

2. Achievement and Reflection on Major Concerns

2.1 Major Concern I: To strengthen intrinsic learning motivation through facilitation of Assessment as Learning

Objectives:

a. To enhance the use of systematic and effective formative assessment practice and strategies

b. To promote and facilitate Assessment as Learning

2.1.1 Objective 1: To enhance the use of systematic and effective formative assessment practice and strategies

Strategies and Progress:

We seek to enhance the use of systematic and effective formative assessment practice and strategies as a means to strengthen the intrinsic learning motivation of students.

Aims	Assessment tools to be implemented
1. To refine the newly reformed academic structure	1. Completion of a review with suggested areas of refinement of the new academic structure 2. School documents detailing key aspects of review and refinement 3. Feedback from teachers, students and parents
2. To consolidate the use of various modes and practices of formative assessment	1. Reports from all academic subjects with enhanced and consolidated modes and practices of formative assessment witnessed 2. Professional sharing on varied formative assessment practices at both subject and school levels 3. Teachers' and students' feedback collected from KPM survey

Reflection and Evaluation:

Under the new academic structure, changes and reforms have been made to the following areas for the second year, though certain aspects were not fully realized as planned due to the constant switch from face-to-face schooling and online learning:

- Academic calendar
- Learning and teaching
- Curriculum planning
- Assessments and grading
- Reporting and awards

A comprehensive review was conducted in the Annual Teacher's Meeting on 9/6/2021, followed by a more in-depth evaluation and discussion conducted in the 5th Subject Heads Meeting on 23/6/2021. All discussion details and feedback from teachers have been recorded in the meeting minutes EC35, which forms the basis of refinement. Finetuning on areas like reporting, feedback on students' performance, as well as mode and frequency of assessments

will be made in the coming school year based on the feedback and suggestions collected.

Since face-to-face schooling has been disrupted for an extended period of time, survey on the reformed academic structure will be further postponed to the school year of 2021-2022 for more reliable feedback from students and parents.

Regarding formative assessments, enhanced and consolidated use of formative assessment practices has been witnessed, particularly during online lessons. Pre-lesson or end-of-lessons checks, short quizzes or polls were commonly used to provide useful feedback on learning and teaching.

Professional development at school level

Professional sharing has been conducted throughout the year at school level to build teachers' capacity and to facilitate professional exchange:

Date	Topic	Meeting	Speaker
20/8/2020	Our changing perspectives and practices on Assessment	Staff Meeting	Mrs. Irene Kwok
14/10/2020	On Giving Feedback	Subject Heads Meeting	Mrs. Irene Kwok
11/3/2021	PowerLesson 2	Online PD sessions	Mrs. Lam Lo Wing Sze
12/3/2021	Plickers, Padlet	Online PD sessions	Mr. Chan Che Fung Ivan, Mr. Tang Wai Yiu
16/3/2021	Google Classroom	Online PD sessions	Mr. Yu Chun Yu
18/6/2021	Action research sharing – use of formative assessment in junior form History lessons	Curriculum Celebration	Mr. Nit Ka Hei

Development at subject level

Professional sharing on the use of formative assessment has also been witnessed in most subjects, either in the form of experience sharing in subject meetings or exchanges during post-lesson observation meetings.

Feedback from teachers and students

Both the KPM students' and teachers' feedback show a positive indication of 3.7^ in teachers' adoption of formative assessment to facilitate learning, while students triangulate a score of 3.76 in their perception of teachers' frequent use of formative assessment to inform them of their learning progress.

(^ *a 5-point scale is adopted)*

2.1.2 Objective 2: To promote and facilitate Assessment as Learning

Strategies and Progress:
We seek to promote and facilitate Assessment as Learning (AaL) as a means to develop our students into self-regulated learners.

Aims	Assessment tools to be implemented
1. To have systematic professional development conducted on Assessment as Learning (AaL) at school and subject level	1. At least two training sessions on AaL are to be conducted 2. In-house PD/ professional exchange on AaL witnessed in at least half of the subjects 3. Teachers' feedback from KPM survey
2. To develop strategies and practices of Assessment as Learning in subjects	1. Formulation and trials of subject-based AaL tasks in all subjects 2. Integration of AaL into subject curriculum in at least one junior and one senior form in all subjects 3. Sharing of strategies and practices witnessed in subject meetings 4. Exemplars and materials available on school server
3. To equip students with the skills necessary for making effective use of AaL	1. Training offered to students either at school or form level 2. Subject-based AaL guidelines and/materials designed for students in at least half of the subjects 3. Students' feedback from KPM survey

Capacity building
Professional development on AaL has been conducted this year, though the pace was slightly slowed down by the suspension of face-to-face schooling and the need to discuss contingency plans and pedagogies under the 'new normal'.

- 20/8/2020 – "On developing assessment-capable learners" (Mrs. Irene Kwok)
- 31/3/2021 – "Assessment as Learning" (Dr. Cheng)

Close to half of the subjects reported in-house PD or professional exchange on AaL, covering areas ranging from curriculum materials, pedagogies or good practices from other schools, etc. Teachers in general perceived themselves effective in reviewing with students about their learning performance and progress, indicated by a positive 3.85 KPM point.

Strategies and practices of AaL
Attempts to formulate AaL tasks have been witnessed in most subjects, with around 80% of the subjects implemented it in at least one junior and one senior form. Below are some practices adopted or introduced to students:

- Class-based bonus marks (based on student/ class-initiated self-learning tasks)
- Unit/ lesson checklist for monitoring understanding and progress
- Rubrics for self or peer assessment and feedback
- Learning guides for self-assessment
- Use of reflection questions for various learning tasks/ assessments
- Use of online platforms or apps for giving instant feedback to students

Training for students

Due to the suspension of face-to-face schooling, schoolwide training was dedicated to developing students' capabilities and habits for handling online learning and assessment instead of AaL. Form-based training sessions were offered to S.2, S.3 and S.5 on 1/9/2020 and 2/9/2020 focusing on the following:

- S.2-3: On being a self-regulated learner: what and how (Mr. Chan Cheuk Yin)
- S.5: On being a 'self-assessor': why, what and how (Mrs. Irene Kwok)

At subject level, materials such as self/ peer assessment forms, reflection question/ handouts/ booklets, unit or topic checklist, rubrics for goal setting or evaluation have been devised in more than half of the subjects, covering both junior and senior forms.

Reflection and Evaluation:

Though working with much disruption and uncertainty throughout the year, it is encouraging to know that different subject panels had professional exchanges on AaL in their subject meetings or form meetings. Subject panels are encouraged to strengthen such PD elements in their meetings in the coming academic year as so to further develop the use of AaL in our L&T. Also, with the large number of new teachers joining our school, opportunities to introduce the concept of AaL and its implementation is needed at school and subject levels in order to achieve consistency in our teaching practices.

At classroom level, AaL tasks were tried out, though the extended period of class suspension has made it hard for further consolidation. Teachers are, therefore, encouraged to refine the strategies or tasks devised and extend them to one more form instead of all forms in the next academic year, and to evaluate its effectiveness in subject meetings.

AaL starts taking its shape among our students, who, in general, are able to set goals, then plan and implement accordingly when preparing for an assessment, as reflected by a score of 3.27 in the KPM student survey. They are also able to reflect on their learning based on their assessment results and teachers feedback, as seen from a positive KPM point of 3.56.

With the reduction of the number of summative assessments, there is a greater need for students to develop themselves into assessment-capable and self-regulated learners, and such qualities would continue to be developed at subject and classroom level (e.g. pedagogies, materials, etc.) as well as school level (e.g. through alumni/ student/ teacher sharing in assembly).

Sharing of good practices regarding AaL can be conducted in the Curriculum Celebration in June 2022, serving as a conclusion of what has been achieved in the current school development cycle.

2.2 Major Concern II: To enhance and reinforce personal accountability as a global citizen

Objectives:

a. **To promote the school atmosphere for the learning of positive characters**
b. **To embed mutual respect in interpersonal relationship among various members in school**
c. **To widen students' global perspective through curriculum, trips and service opportunities**

2.2.1 Objective 1: To promote the school atmosphere for the learning of positive characters

Strategies and Progress:

A Positive Education (PosEd) core team with five members was formed, who took part in the Positive Education Professional Learning Circle (PEPLC) organized by Bei Shan Tang Foundation (BST). The team members completed six sessions of learning circle plus three days of online workshop (by trainers from the Institute of Positive Education of Geelong Grammar School). The Core Team members shared their learning experience in the Curriculum Celebration in June.

It was planned to hold two sessions of professional development on PosEd. Due to the chaos caused by Covid-19, only one session was held in August 2020 before the start of the school year, in which the school social workers team from the Hong Kong Christian Services was invited to deliver an online training session on PosEd.

In the Winter Session, the school social workers team prepared teaching materials for the form teachers to introduce PosEd to fellow students. The materials were used by the Form Teachers of S.1 to S.4 in two Form Periods.

Two lessons of "Introducing Character Strengths" were delivered to S.2 students by the L&S teachers. "My Journal" was re-designed so that the elements of PosEd were included. Students were invited to share their reflections with the use of positive language.

Moreover, a reflection form with elements of positive character strengths was designed to facilitate the communication between students and parents on the Parents' Day at the end of the Winter Session.

Reflection and Evaluation:

In PEPLC, the core team established connection with the teachers from other schools promoting PosEd as well as the trainers in BST. Professional exchange included visiting United Christian College in May 2021 and STFA Lee Kam Primary School in June 2021 not only enhanced the understanding of PosEd but also inspired new ideas regarding its implementation in our school.

The Core Team's dedication to promoting PosEd was witnessed by BST and we were invited to participate in the second phase of PEPLC in the year 2021-2022.

Positive feedback was collected from fellow teachers on the professional development session on PosEd held by the school social workers team. Teachers generally appreciated the performance of the trainers (With a score of 4.4^ on "trainers were well prepared" , 4.2 on "trainers' delivery was clear and easy to understand" and 4.0 on "trainers were familiar with PosEd). The content of the session was also highly rated (3.8 on "level of difficulty is reasonable" and 4.0 on "arrangement is systematic").

[^ a 5-point scale is adopted]

As PosEd is still a new idea to our students, most of them reported that they had difficulty writing up the reflection on character strengths on the Parents' Day. Efforts will be stepped up to assist students in this area next year. Meanwhile, most Form Teachers found "My Journal" useful in helping them better understand their students.

2.2.2 Objective 2: To embed mutual respect in interpersonal relationship among various members in school

Strategies and Progress:

Sexuality education was implemented in different forms. The Hong Kong Sex Culture Society was invited to deliver two sessions of sexuality education program in junior forms during their L&S lessons. Topics covered included self-esteem, gender identity, communication, families, friendships, romantic relationships and dating. The school social workers gave a talk on intimate relationship to all S.4 students. The social workers also held a workshop on gender education for the S.1 students in which students were divided by class and gender for more in-depth discussion.

Due to the suspension of face-to-face teaching, "Project Gabriel" was held online. In the six online meetings, the prefects shared topics like mutual respect and cyber manner with the S.1s. Some prefects established friendship with the S.1s after the meetings.

The Easter Camps in S.1 and 2 were cancelled due to Covid-19.

Reflection and Evaluation:

As reported by the L&S teachers, most S.1 to S.3 students found the sexuality education interesting and were willing to share their points of view during the lessons.

The KPM results revealed that majority of the students agreed that the interpersonal relationship in school was respectful and harmonious. For instance,

Statement	% of strongly agree and agree
Q.24: "The school actively helps us to develop appropriate interpersonal skills"	80.52%
Q.28: "I value more about the courtesy that should be in interpersonal relationships than before"	83.76%
Q.29: "I value more about courtesy in public than before"	83.76%
Q.35: "My classmates respect the teacher"	94.15%
Q.36: "I get along well with my classmates"	94.80%

2.2.3 Objective 3: To widen students' global perspective through curriculum, trips and service

Strategies and Progress:
It was planned that a whole-school energy saving campaign would be held to promote environmental protection. Unfortunately, the suspension of face-to-face teaching has put a halt to this activity.
Meanwhile, all the GLocal Week trips were also called off under the pandemic.

Reflection and Evaluation:
The environmental protection program will be postponed to the school year 2021-2022.
To minimize the impact of health issues on the tours, instead of organizing overseas trip, the M&S team started to prepare local programs for the GLocal Week of the year 2021-2022.

2.3 Major Concern III: To evaluate and improve current teaching practice or pedagogies through action research

Objectives:
a. To equip curriculum leaders and teachers with the skills of conducting action research
b. To identify pedagogies and areas to be enhanced through action research
c. To prepare for the launch of action research in the school year of 2021-2022

2.3.1 Objective 1: To equip curriculum leaders and teachers with the skills of conducting action research

Strategies and Progress:
We attempt to equip curriculum leaders and teachers with the skills of conducting action research in this academic year.

Aims	Assessment tools to be implemented
1. To offer training on conducting action research provided for curriculum leaders and teachers	1. Two training sessions on action research are organized for curriculum leaders and teachers 2. Feedback from teachers
2. To expand resources on action research for teachers	1. An expanded collection of useful resources made available on school server 2. An increase in teachers' resources or library titles on action research

Reflection and Evaluation:
A professional development session for all teachers was conducted by Dr. Cheng in September, 2020, which gave teachers an overview of action research.
Action Research Team, consisting of 9 teachers from various subjects, was formed. Team members have had three training sessions (in September 2020, February 2021, June 2021) covering all the steps of conducting an action research. In the Curriculum Celebration on 18/6/2021, team members shared with all teachers their research experience. Most teachers

found the sharing useful in giving them a framework and direction for their preparation work in the coming year.

A collection of resources has been established on school server. Resources include examples from other schools, articles, and a booklet which contains useful materials gathered from various books and website. There are books on action research available in school library for teachers' reference.

2.3.2 Objective 2: To identify pedagogies and areas to be enhanced through action research

Strategies and Progress:
We aim to start the ground work for action research this year through identifying pedagogies and areas to be enhanced and launching some pilot action research.

Aim	Assessment tools to be implemented
To conduct research on areas of enhancement through action research	1. Consensus is to be reached on pedagogies and areas of enhancement through action research 2. School documents detailing areas of enhancement

Due to the various changes and disruptions cause by Covid-19, instead of having all teachers conducting research on areas of enhancement through action research, pilot work was done by members of the action research team in Winter Session and Spring Session.

Eight research topics have been identified by the team members, with 7 of them having been implemented this year.

Subject	Topic	Teacher
Chinese	「引領思維閱讀」策略	Ms. Ma Yin Ting
English	Will students perform better in writing with the aid of AWE tools?	Mrs. Tam Lau Kai Yan Lydia
English	Focus on vocabulary learning especially on spelling	Mr. Fong Roparz
English/ SEN	Examination on the effect of reciprocal teaching on the development of ASD students' reading comprehension skills	Ms. Ng Sze Ching
Mathematics	Will students learn better and identify their area of strengths and weakness by using MC questions?	Mr. Leung Yue Kiu
LS	Will students of two different learning strategies come to the same conclusion towards the same topic?	Mr. Yu Kwok Fu
History	The use of formative assessment in junior secondary history classroom	Mr. Nit Ka Hei
Chemistry	Can picture enhance the learning of abstract Chemistry concept in S3 students?	Mr. Chau Chiu Sing

Reflection and Evaluation:
With reference to the experience gained from the pilot action research conducted, it is expected that subjects can refer to their experience and reach consensus on pedagogies or areas of enhancement in the next academic year.

Teachers in the action research team are also encouraged to share their experience with their panel members and give others the direction and assistance necessary for conducting action research in the next developmental cycle.

2.3.3 Objective 3: To prepare for the launch of action research in the school year of 2021-2022

Strategies and Progress:

Aim	Assessment tools to be implemented
To devise plans for action research by subjects/ functional group committees	1. A summary of the grouping for action research either by subjects/ functional group committee available 2. Completion of Draft Plans for action research by each group witnessed

A working group comprised of members from different faculties was formed in the previous school year and has been actively engaged in some ground work for action research. Members of the working group include Mr. Chan Cheuk Yin (Team Leader), Mr. Chau Chiu Sing (Chemistry), Mr. Roparz Fong (English), Mrs. Tam Lau Kai Yan (English), Ms. Ng Sze Ching (English), Mr. Leung Yue Kiu (Mathematics), Ms. Ma Yin Ting (Chinese), Mr. Nit Ka Hei (Humanities) and Mr. Yu Kwok Fu (Liberal Studies).
Due to the disruption caused by Covid-19, instead of having different subjects and functional group committees drafting plans for action research, members of the working group drafted plans for their own action research and conducted their research/ part of their research this year. Their experience sharing in the Curriculum Celebration in June 2021 has been encouraging and laid a sound foundation for our future path.

Reflection and Evaluation:
In view of the large number of new colleagues joining our team in 2021-2022, it is decided that the launch of action research will be postponed to the next developmental cycle (2022-2025), yet teacher training at school level and preparation work at school and subject levels will continue in the next academic year.

3. Management and Organization

3.1 School Management Committee (SMC)

The School Management Committee was incorporated as the United Christian College (Kowloon East) School Management Committee Ltd. to manage the school.

The Board members were Mr. Kenneth Chan (Chairman and Supervisor), Dr. Samuel Leung, Rev. Tommy Hui, Dr. Chan Siu Cheuk and Mrs. Percy Leung from the sponsoring bodies, Mrs. Joanna Lee (Parent), Mrs. Josephine Leung (Independent), Mr. Simon Lau (Independent), Mr. Wong Kam Chuen (Independent), Dr. Samual Cheng (Principal), Rev. Lui Yik Yeung (Chaplain), and Mrs. Carmen Tam (Vice Principal and Teacher).

They met 3 times in school year 2020-2021, with the aims of discussing the school operational issues. The members of the SMC are enthusiastic and passionate about Christian school education. They adopt an open-minded and transparent approach in managing the school. Under their supportive leadership, a conglomeratic team culture has been formed.

3.2 Parent-Teacher Association (PTA)

The Parent-Teacher Association is composed of both parent and teacher representatives. Seven parents were elected from the annual PTA Election, and four teachers were appointed by the school. They were:

Chairlady:	Mrs. Joanna Lee
Vice Chairlady:	Mrs. May Yip, Mrs. Carmen Tam (Vice Principal)
Treasurer:	Mrs. Venus Leung, Mrs. Anthea Lok (Teacher)
Secretary:	Mr. Andy Lam, Mrs. Wendy Lin (Assistant Principal)
Member:	Mrs. Zoe Cheung, Mrs. Apple Li, Mrs. Avon Yip, Mr. Fung Pui Lam (Assistant Principal)

3.3 Teaching Consultants

Our team of teaching consultants was composed of professors and principals from both local universities and overseas tertiary institutes:
Dr. Anne Ma (Former Associate Professor, EDUHK)
Dr. Ching-leung Lung (Former Adjunct Assistant Professor, EDUHK)
Dr. Edwin Boyce (Principal, Pacific Hills Christian School of Sydney, Australia)
Dr. Helen Shen (Associate Professor Emeritus, HKUST)
Dr. Kwok-wing Tsui (Professor, CUHK)
Dr. Lam-lung Yeung (Former Adjunct Associate Professor, HKUST)
Dr. Pun-lee Lam (Former Associate Professor, HKPU; Columnist and Textbook Writer)
Mrs. Yin-ching Wu Ho (Former Assistant Professor, HKBU)
Mrs. Jane Ho (Former Assessment Officer, EDB)

3.4 Executive Committee

The Executive Committee is composed of the Principal, Vice-principals, Assistant Principals, Form Coordinators and teachers of various functional responsibilities, with a total of 13 people. They met every Monday for about two hours to decide on the administrative matters of the school. Major changes were also discussed in these meetings and proposals were made to SMC for consideration and approval.

3.5 Department Management

The academic subjects are classified according to subject nature. There are eight faculties: Faculty of Chinese, English and Foreign Languages, Mathematics, Science and Computer Science, Humanities, Business, Liberal Studies, Cultural Subjects. Subject panel report to the Faculty Heads who are under the Academic Affairs Coordinator. Other than the Academic Faculties, the school has functional departments that are led by Department Coordinators. They are Life Planning, Student Development, Discipline and Counseling, Spiritual Affairs, Moral and Civic Education, Co-curricular Activities, Mission and Service, and External Affairs.

3.6 Form Coordinator System

To create better pastoral care and more effective communication among teachers, the school has a Form Coordinator system in place. There is a Form Coordinator to take care of each form and support the Form Teachers. In this school year, the Form Coordinators were:

S1: Mrs. Lin Kwok Ching Yee
S2: Mr. Fung Pui Lam
S3: Mrs. Wong Li Ho Sze
S4: Mr. Leung Tsan Chiu
S5: Mrs. Tam Cheung Ho Yan
S6: Mr. Lui Chi On

3.7 Class Arrangement and Enrolment in 2020-2021

Form	Classes	No. of students
S.1	5	159
S.2	5	140
S.3	5	135
S.4	5	139
S.5	6	141
S.6	6	110
Total	32	824

3.8 Reporting DSS Schools' Annual Financial Position Financial Summary for the 2019-2020 School Year

	Government Funds	Non-Government Funds
INCOME *(in terms of percentages of the annual overall income)*		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	71.81 %	*N.A.*
School Fees	*N.A.*	26.36 %
Donations, if any	*N.A.*	0.03 %
Other Income, if any	0.00 %	1.80%
Total	71.81 %	28.19 %
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	84.95 %	
Operational Expenses (including those for Learning and Teaching)	6.19 %	
Fee Remission / Scholarship[1]	2.57 %	
Repairs and Maintenance	2.73 %	
Depreciation	3.28 %	
Miscellaneous	0.28 %	
Total	100 %	
Surplus for the School Year #	0.49 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year # **(excluded the net book value of the building cost of the extension block)**	6.62 months of the annual expenditure	
# *in terms of equivalent months of annual overall expenditure*		

[1] *The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.*

✓It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

4. Staff Development

4.1 Professional Development

Numerous professional development programs were organized throughout the school year to equip teachers and address various professional needs.

4.1.1 Mentoring Program

Mentoring program was organized to facilitate professional growth of new teachers through:

- pairing the new teacher up with a mentor in the same subject panel
- conducting sharing sessions addressing professional needs of different areas throughout their first year of practice in UCCKE

Mentees and mentors are paired up as follows:

Subject	Mentee	Mentor
English	Mrs. Koller Theresa Michelle	Mrs. Lam Lau Wai Yee
Mathematics	Mr. Chan Che Fung Ivan	Mr. Wan Chi Ho
Mathematics	Ms. Lau Oi Yan Irene	Ms. Wong Wing Chuk
Biology	Ms. Pan Tsz Yau	Mrs. Lam Lo Wing Sze

Professional sharing program:
Each session lasted for an hour, comprising of (1) professional sharing (2) discussion time and (3) sharing and prayer time between mentor and mentee.

Date	Topic	Professional issues addressed	Facilitators
19/8/2020	Embracing the UCCKE culture	• Getting to know UCCKE and our culture • The UCCKE team spirit • Be a purpose-driven teacher: seeking for professional development	Dr. Samuel Cheng
16/9/2020	Effective learning, teaching and assessment	• Effective pedagogies • Quality assessment • Cultivating good learning habits	Mr. Chan Cheuk Yin Mr. Tse Man Chi
7/10/2020	Classroom management	• Dealing with common classroom problems • Correcting students' misbehaviours • Embracing diversity & uniqueness of students	Mr. Fung Pui Lam Mr. Lai Fu Ip Mrs. Tsang Lee Wing Yee Mrs. Tam Cheung Ho Yan
4/11/2020	Communication with parents	• UCCKE's emphasis on Parent-Teacher cooperation - the spirit behind • Strategies for effective Parent-Teacher communication • Dealing with complaints	Mrs. Lok Cheung Ka Yee

13/1/2021	Being professional	• The multi-tasking lifestyle of teacher • Time management along the school calendar • Pursuing professional growth	Mrs. Irene Kwok
24/2/2021	Spiritual growth and mission heart	• Seeking for spiritual growth • Bringing students to Christ; cultivating students' fellowship • Be a mission-hearted teacher	Mrs. Lin Kwok Ching Yee Mrs. Wong Li Ho Sze
2/6/2021	Looking back - my first year of professional growth at KE	• Self-evaluation of professional growth in various areas • Goal setting for future path • Thanksgiving & praying for each other	Dr. Cheng Mrs. Irene Kwok

With a much larger group of new colleagues joining the team next year, the role of mentors will be strengthened and varied support measures will be in place to help them develop the UCCKE spirit and adjust to the teaching culture of UCCKE.

4.1.2 School based professional development programmes for all teachers:

School has organized professional development programmes in various aspects, ranging from positive education, Assessment as Learning, action research, e-learning, pastoral care of students, etc.

In view of the prolonged suspension of face-to-face learning, a number of online professional development programmes have been held, through which teachers had the opportunities to equip themselves with the skills of conducting interactive lessons online as well as ways to nurture students under a 'remote' and virtual setting.
Professional development and exchange for the next academic year will continue to revolve around positive education, action research and Assessment as Learning in response to the school's major concerns. Elements in relation to UCCKE spirit and culture will also be our emphasis to help new colleagues get adjusted to the school culture.

Date	PD program	Speaker
20/8/2020	Positive Education	Mr. Patrick Chow, Ms. Rita Lam
20/8/2020	Preparation for ESR	Principal Joshua Lau
21/8/2020	以信仰與召命回應生命掙扎	Dr. Chan Siu Cheuk
2/9/2020	Working as a unified and professional teaching team	Dr. Samuel Cheng
23/9/2020	Training on Action Research	Dr. Samuel Cheng

27/1/2021	L&T under the new normal – Pedagogies and experience sharing	AAC & teachers
24/2/2021	Nurturing students under the pandemic	Student Development Team, FTs & AFTs
10/3/2021	UCC-UCCKE PD Day • Theme talk on Christian education • UCC-UCCKE subject-based exchanges • Parallel sessions: Academic reform, cross-curriculum projects, whole-school life planning education, student support	Mr. Johnny KP Chan, Teachers from UCC and UCCKE
11, 12, 16/3/2021	Online e-learning workshops (I) (II) (III) Power Lesson 2, Padlet and Plickers, Google Classroom	Mrs. Lam Lo Wing Sze, Mr. Chan Che Fung, Mr. Yu Chun Yu
31/3/2021	Assessment as Learning	Dr. Samuel Cheng
2/5/2021	Getting to know more about life planning for non-Chinese speaking students in HK	Ms. Shirley Lam (Caritas Youth and Community Service)
9/6/2021	Special Teacher's Meeting - Review and planning for the next school year	Dr. Samuel Cheng, Mrs. Tam Ng Yee Ming, FCs
18/6/2021	11th Curriculum Celebration Teachers' sharing: • Positive Education in Responsive Classroom • Action Research – Pilot project sharing • Non-local curriculum – Experience sharing	Mrs. Tam Ng Yee Ming, Mr. Chan Cheuk Yin, Ms. Ng Sze Ching, Mrs. Tam Lau Kai Yan Lydia, Mr. Leung Yue Kiu, Mr. Yu Kwok Fu, Mr. Nit Ka Hei, Ms. Ma Yin Ting, Mr. Chau Chiu Sing, Mr. Fong Roparz, Mrs. Irene Kwok, Mr. Tse Man Chi, Mr. Ho Ho Yu

4.1.3 Subject-based professional development programmes:

Subject-based professional development programmes have been initiated or organized by different subject panels so as to cater for their own specific needs. Through these programmes, teachers have the opportunities to share subject knowledge with and learn from each other.

Date	Subject/ Group	Professional development program
27/8/2020	Chinese	網上學習工具、網上教學及閱讀篇章教學心得
28/9/2020	Chinese	文憑試 2020 卷三綜合評卷交流會
8/10/2020	Chinese	文憑試 2020 卷二寫作評卷交流會
9/12/2020	Chinese	聯校擬題工作、作為學習的評估(AaL)實施分享
9/12/2021	English	On setting quality assessments and exam paper
23/2/2021	Chinese	優化高中中國語文科座談交流

23/3/2021	Economics, Business	Exploration of IGCSE & IAL Business Curriculum
13/4/2021	History	Workshop on 2021 DSE History paper analysis
14/4/2021	English	Development of junior form Literature in English Curriculum
6/7/2021	Mathematics	Analysis of marking scheme and exam skills for DSE 2021 Mathematics paper

4.1.4 Lesson Observation

More than 50 lesson observation sessions have been held either online or at school. Post-lesson observation discussion was carried out as a form of professional exchange.

4.2 Professional Exchange with Other Parties

Date	Subject/ Group	Professional Exchange Activity
Whole year	Chinese	校本支援 - 評估素養 (EDB 語文教育支援組)
22/9/2020	Academic Affairs Committee	Professional exchange and experience sharing with teachers from Tsung Tsin Christian Academy on non-local curriculum.
30/10/2020	Chinese	聯校教師學習社群：綜合卷學教評分享會
7/1/2021	Chinese English	Professional exchange and experience sharing with teachers from Tsung Tsin Christian Academy on NLC Chinese and English curriculum.
29/1/2021	Biology History	Joint-school demonstration lessons and sharing by Mrs. Lam Lo Wing Sze, Ms. Pan Tsz Yau and Mr. Nit Ka Hei, hosted by Broadlearning. (Topic: Conducting interactive lessons online with the use of PowerLesson 2)
26/2/2021	Academic Affairs Committee	Professional exchange and experience sharing with teachers from Stewards Pooi Kei College on the implementation of NLC in various subjects. (English, Chinese, Mathematics, Physics, Chemistry, Biology)
9/3/2021	Chemistry	Online open lesson conducted by Mr. Tompson Lee on the use of 'pear deck' and 'nearpod' to facilitate Chemistry learning, organized by 滙基書院創新教學實驗小組
10/3/2021	UCC UCCKE	Subject-based professional exchange between teachers from UCC and UCCKE. Presentations on 'Reforming Academic Structure' and 'Whole-school approach to Life Planning'.
15/3/2021	Library	School visit to Lingnam Dr. Chung Wing Kwong Memorial Secondary School Sharing of Library Renovation Experience - Design of Multi-Purpose Learning Areas
30/3/2021	Library	School visit to Fukien Secondary School (Siu Sai Wan) Sharing of Library Renovation Experience - Movable Furnitures for Group Activities
27/5/2021	Life Planning Committee	School visit and experience sharing with HKBM Team and representative from Wong Shiu Chi Secondary School on life planning education at UCCKE.

10/6/2021	Life Planning Committee	School visit and experience sharing on the Career and Life Planning curriculum at UCCKE with HKBM Team and CEO of Floship, our Entreprise Advisor for 2021-2022.
3/6/2021	Library	School visit to Baptist Lui Ming Choi Secondary School Sharing of Library Renovation Experience - Networking and AV Equipment
29/6/2021	Liberal Studies	聯校通識教育科 HKDSE 2021 試題分析交流會 （參與學校：順德聯誼會李兆基中學，迦密愛禮信中學，沙田蘇浙公學，基督教聖約教會堅樂中學 順德聯誼會李兆基中學）

4.3 Professional Service

4.3.1 Dr. Samuel Cheng was appointed as the Board Director of Bethel Bible Seminary.

4.3.2 Mr. Michael Leung was appointed as the Board Director (Chairman) of Faith in Action.

4.3.3 Mr. Lee Chun Fai has continuously been appointed as the committee member of Chemistry Textbook Review Panel (Secondary) from Nov 1, 2019 to Oct 31, 2021.

4.3.4 Mr. Chau Chiu Sing has continuously been appointed as the committee member of Chemistry Textbook Review Panel (Secondary) from Nov 1, 2019 to Oct 31, 2021.

4.3.5 Mrs. Annie Lau was appointed as the Board Member of the Kowloon Baptist Church Kindergarten.

4.3.6 Mr. Kwong Sing Kwong was appointed as a committee member of Inter-school Swimming Management Committee, HKSSF.

4.3.7 Mr. Kwong Sing Kwong was appointed as a convener of Inter-school Cross-country Competitions, HKSSF.

4.3.8 Mr. Kwong Sing Kwong was appointed as a committee member of Inter-school Athletics Competition Management Committee, HKSSF.

4.3.9 Mr. Kwan Kit Ming was appointed as the Assistant Choir Conductor and Music Department member of the Kowloon City Baptist Church,

4.3.10 Mr. Yu Chun Yu was the Blogger of Stand News.

4.3.11 Mrs. Yip Chow Sau Han was the columnist of 信報通識「二十一世紀通」of Hong Kong Economic Journal Company Limited.

4.3.12 Mr. Lo Yan Hon was appointed as an associate executive committee member of the Association of I.T. Leaders in Education, AiTLE.

4.3.13 Ms. Kwong Hiu Wan was the member of 兒童事工智囊團 from Hong Kong Association of Christian Music Ministry Limited.

4.3.14 Ms. Li Yan Ling was the swimming official of the Hong Kong Amateur Swimming Association.

5. Our Learning and Teaching

5.1 Planning

Under the annual school theme 'Fan into Flame', the Academic Affairs Committee of the school seeks

5.1.1 to enhance the use of systematic and effective formative assessment practices and strategies
5.1.2 to promote and facilitate Assessment as Learning
5.1.3 to equip curriculum leaders and teachers with the skills of conducting action research
5.1.4 to identify pedagogies and areas to be enhanced through action research
5.1.5 to continually boost academic performance with vigilant coordination of all academic subjects and the Reading Committee

5.2 HKDSE

5.2.1 The passing percentages of the 2021 HKDSE are as follows:

- English Language: 100%
- Chinese Language: 100%
- Mathematics: 97.9%
- Liberal Studies: 100%
- Overall: 99.4%
- 21 of the 23 subjects got 100% passing
- 85.4% of our students with 3322 or above

5.2.2 Our students got good results in the 2021 DSE examinations. 91.8% of them got JUPAS offers, of which 88% got into degree programs and among them, 37.2% of the degree offers are from HKU, CUHK and HKUST.

The students' subject grades are also very encouraging. 61.2% of them are of Level 4 or above (HK average is 41.9%), and 17.4% Level 5 or above (HK average is 17%).

Table A – Overall Performance of students

Subjects	UCCKE (%)	HK Average (%)
Core subjects at level 3 3 2 2 or better	85.4	42.3
Core subjects at level 3 3 2 2 or better, with one elective at level 4+	66.7	33.4
Core subjects at level 3 3 2 2 or better, with two electives at level 4+	44.8	24.0

Table B - By Subject: Level 5 or Above

Subject	UCCKE (%)	HK Average (%)
Biology	38.5	20.6
Business, Accounting and Financial Studies (Accountings)	20.0	15.0
Business, Accounting and Financial Studies (Business Management)	12.5	7.2
Chemistry	38.1	25.9
Chinese History	11.8	13.3
Chinese Language	9.4	10.5
Chinese Literature	50.0	13.9
Economics	42.9	18.4
English Language	15.5	9.6
Geography	13.5	12.9
History	8.7	14.8
Information and Communication Technology	11.1	10.0
Liberal Studies	16.5	9.5
Literature in English	0.0	20.1
Mathematics Compulsory Part	15.5	14.8
Mathematics Extended Part (Calculus and Statistics)	66.7	29.6
Mathematics Extended Part (Algebra and Calculus)	14.3	39.7
Music	0.0	22.0
Physical Education	9.1	2.5
Physics	26.3	28
Tourism and Hospitality Studies	12.5	5.0
Visual Arts	25.0	6.6

Table C - By Subject: Level 4 or Above

Subject	UCCKE (%)	HK Average (%)
Biology	92.3	46.5
Business, Accounting and Financial Studies (Accountings)	80.0	45.8
Business, Accounting and Financial Studies (Business Management)	37.5	30.4
Chemistry	90.5	51.5
Chinese History	52.9	39.3
Chinese Language	50.0	32.7
Chinese Literature	75.0	36.2
Economics	75.0	47.1

English Language	68.0	27.1
Geography	48.6	39.1
History	65.2	47.8
Information and Communication Technology	66.7	30.0
Liberal Studies	67.0	36.6
Literature in English	50.0	54.8
Mathematics Compulsory Part	59.8	39.5
Mathematics Extended Part (Calculus and Statistics)	100.0	54.9
Mathematics Extended Part (Algebra and Calculus)	57.1	60.3
Music	0.0	54.6
Physical Education	27.3	13.1
Physics	42.1	50.1
Tourism and Hospitality Studies	50.0	16.0
Visual Arts	62.5	24.2

5.3 NLC - International A Levels

2021 marks the year of graduation of our first Non-local Curriculum (NLC) cohort. Though being a small cohort on its own, our NLC students did very well amid all the constraints posed by the pandemic and the changing examination arrangements by the examination board. Students in the NLC cohort took English, Chinese and three other IAL science subjects and below are their results in the June 2021 series.

Subjects	A*	A or above	B or above	C or above	D or above	E or above
IAL Biology	0%	100%	100%	100%	100%	100%
IAL Chemistry	9%	64%	82%	91%	91%	100%
IAL Mathematics	33%	78%	100%	100%	100%	100%
IAL Physics	45%	82%	91%	100%	100%	100%
GCE Chinese	100%	100%	100%	100%	100%	100%

5.4 Academic Week

Due to the pandemic, our Academic Week was held online this year from 19 to 22 April 2021. Self-study materials/ tasks have been prepared by 15 subjects for both junior and senior form students to explore knowledge in various Key Learning Areas in interesting and interactive ways.

5.5 Library as a Learning Centre

One of the missions of the library is to equip our students to be information literate; and hence, students are provided the opportunity to learn and acquire the skills of accessing information efficiently and effectively, evaluating information critically and competently, and using information accurately and creatively. They are also expected to practice ethical behavior in regard to the use of information and information technology.

5.5.1 Explicit teaching of Library and Reading Skills

Library Program was organized for junior forms and conducted during the Reading Time. Objectives of this program are to help students become effective users of information (both printed and electronic resources), develop the habit of reading for learning, become independent information seekers & life-long learners, and develop problem solving and communication skills.

5.5.2 Extended Research

Junior Form students were offered the opportunity to research on specific topics as assigned by the subject teachers using both printed and electronic resources. High-ordered thinking with reading & information skills learned in the Library Program could be applied in these research units.

5.5.3 Electronic Resources Workshops

Workshops were conducted to introduce eResources like Literacy Pro, Literacy Pro Library, LightSail Digital Reading Program, HyRead, Britannica School (Asia), Britannica Launch Packs Science to staff and students.

5.5.4 eTAP an online learning platform

This online learning platform was adopted by S.1 classes to consolidate their knowledge as well as learn new concepts in Language Arts, Science and Humanities on their own during the Summer Vacation.

5.5.5 LightSail a digital reading platform

This digital reading platform was adopted by S.4 students for both fiction reading and gaining new knowledge of various topics in different subjects; S.3 students used it on their own during the Summer Vacation and would continue to use it in the following school year.

5.5.6 eBook and Mock Gifting (EMG) Program

The school took part in the EMG Program and established an e-Mock Exam Centre for S.6 students who were interested to participate in it. Twenty-five S.6 students signed up to take the Maths Mock, twenty-one took the Eng Mock, and seventeen took the Chinese Mock. Students had access to the relevant eBooks sets in preparation for the e-Mock they signed up to take.

Systematic learning and teaching of library / information / reading skills has been achieved through the Junior Form Library Program. Opportunities for skills application were provided in Extended Research Projects implemented in collaboration with different subject departments. Availability and accessibility of quality printed, multimedia and online resources facilitated the skills learning and application process.

5.6 Reading for Learning

Current research highlights the importance of reading in the success of student academic performance; reading can also help students cultivate characters attributing to leadership, such as decision-making, problem-solving, and communication. Moreover, the high emotional intelligence acquired through reading helps readers maintain a happy and healthy life style. In view of the above, the Library puts a strong emphasis on reading promotion and helping students develop a strong reading habit.

5.6.1 Reading Scheme

Purpose of this reading scheme is to enhance student competence in in-depth reading and polish their research skills. The reading assignments were integrated as pieces of HW in English, Chinese, Humanities, Science, VA, Music and Mathematics in the junior forms.

5.6.2 Lexile Test & Lit Pro Reading

Lexile Test and Lit Pro Library continued to be used by S.1-2 which was introduced to students in September. Students took the Lexile Test at the beginning of the school year to have their Lexile level identified and were encouraged to retake the test in June to check their Lexile growth.

5.6.3 Reading Circles

The Reading Circles groups met four times in May and June (the Spring Session) under the supervision of the English teachers either at school or by Zoom. Reading Circles grades were given to students based on their performance in the meetings and preparation work they completed. Reading Circles Student Leaders selected by teachers were given Good Names in recognition of the effort they put in helping other students to excel in the program.

5.6.4 Book Week (Dec 7-10, 2020)

A Magazine Week was held in the Winter Session to arouse student interest in magazine reading for learning.

- *Flipster* (online Magazines from HKPL) was introduced to staff and students in the Autumn Session.
- Library Magazines Promotion posters were put on display in the Library in November & December.
- Magazine Games were changed to be conducted in the format of a Google Form for students and staff to fill as face-to-face school was suspended; prizes sponsored by PTA were presented to the most active participating classes.
- Adopting a Magazine Contest was organized in which participating students in groups created 5-min creative presentations to promote and introduce magazine titles to other students. A few outstanding presentations were selected and recorded to be presented in the Zoom Assembly on Dec 14. Good names were given to the participating students and prizes sponsored by PTA were given to students whose work were presented in the Assembly.

5.6.5 Easter Holiday eReading Scheme

Easter Holiday eReading Scheme was organized to encourage S.1-3 students to make use of ePlatforms like Literacy Pro Library, Britannica and HyRead to read both for leisure and learning during the Easter Holiday. The most active participating class and students who excelled in the scheme received prizes funded by the EDB Reading Grant.

5.6.6 Battle of the Books (2020-2021)

This interschool reading competition aims to introduce students to a variety of reading materials, build teamwork skills, and help students to see reading as a fun activity. The questions asked in the competition were based on the books from the reading list assigned to the participants.

The UCCKE BOB team, consisting of three S.1, two S.2 and three S.3 avid readers, was formed in September. Team members had great fun reading and preparing for the competition. Unfortunately, the competition was cancelled due to the pandemic.

5.6.7 External Reading and Writing Competitions

- Magazine International Young Writers Award Competition 2021, organized by Magazine International, Ltd.
- Four students participated in the Junior Section and two in the Senior Section; with one Junior and one Senior students awarded with the Top 50 Merit Award in the competition.
- The 32nd Annual Book Report Competition for Secondary School Students, Extensive Reading Section, Junior Division, organized by Commercial Press and Hong Kong Educational Publishing Co. Ltd.
- Seven Junior Form students participated in the English section, and one in the Chinese section.

5.6.8 Harvard Book Prize (2020-2021)

Three outstanding S.5 students who demonstrated academic excellence and possessed exceptional personal qualities and have made a significant contribution to the School and community were nominated for the Harvard Book Prize this year. The awardees were given a chance to participate in the Harvard Book Prize Essay Award Competition and to apply for the Book Prize Scholarship.

5.6.9 Parent Talks on Reading

Well received Reading Talks which used to be held on Parent Teacher Conference Days were cancelled, as Parent Teacher Conferences were conducted online this year due to the pandemic. Instead, the library was working on creating a library webpage to keep parents and the school community updated with reading related activities and news.

The many reading and book related activities (both compulsory school-wide and form-wide across the curriculum reading programs as well as the motivational book events) have been successfully conducted and implemented to develop the culture of reading among all students at school.

5.7 Student Achievement and Gifted Education

5.7.1 In order to develop students' strengths to the fullest with enrichment experience, within and beyond the realm of subjects and co-curricular activities, the school established the "Student Achievement and Gifted Education (S.A.G.E.) Committee" in 2001. Since then we have helped students to understand themselves, broaden their vision, go beyond their limits and grow holistically. In the school year 2020-2021, there were totally 15 nominations to different awards and scholarships. Furthermore, 148 students applied for the finanical support from "Stand by You" scheme.

5.7.2 Subject-based gifted programs (In-school training)

- Biology Department has been working along with a group of 30 students (S.2-S.5) on projects related to biotechnology. These students attended some online lessons related to the skills and concepts of biotechnology and did some experiments using various biotechnology techniques under the teacher and tutor's guidance. 10 students were selected to join the International Genetically Engineered Machine Competition and are now preparing for the competition.

- Information and Communication Technology Department has been working dedicatedly on STEM project. More than 50 students participated in different IT and STEM competitions. Six S3 students joined The Schools Challenge – Smart City@Kowloon East, co-organized by Junior Achievement Hong Kong (JAHK) and J.P. Morgan and got the champion. Five S3 students joined CPS Model Car Competition and got The Best 3D Printing Design Award, The Best Mechanics Design Award and The Best Overall Design Award. The department continues to promote technology education to students, including virtual reality, artificial intelligence, and python programming.

5.7.3 Foreign Exchange Program

The school ran a foreign exchange program with schools in different countries, and offered scholarship for their exchange. Upon selection, each successful candidate received a foreign exchange scholarship amounting to a maximum of HKD$20,000 or 80% of the exchange program expenses, whichever was lower. However, due to the widespread COVID-19 pandemic and school suspension, this program was suspended.

5.7.4 Nomination to external programs, awards and scholarships

- Students with talents in different subjects were nominated to various gifted programs that were organized by local universities. 2 students participated in Hong Kong University of Science and Technology Dual Program and 3 students participarted in the Chinese University of Hong Kong's Gifted Programs respectively.
- There were totally 15 nominations to different external awards and scholarships including excellent student awards, future leaders, Sir Edward Youde Memorial Scholarship and Multi-faceted Excellence Scholarship, etc. Among all nominees, 6 students were awarded.

5.7.5 "Stand by You" Scheme

The raging pandemic since the beginning of 2020 has brought great changes to our lifestyles and plans. Students have been staying at home for online lessons for extended periods and their extracurricular activities are being put on hold. The "Stand by You" scheme (「撐緊你撐緊你」計劃) aims to arouse students' intention to broaden and enrich their vision and talents in this adverse situation. Each qualified applicant will be granted financial support from school. In total, there are 148 students submitted their applications.

They are required to draft out a proposal for learning news knowledge and skills. Their example learning plans are including pre-university learning courses, musical instrument courses, foreign language learning and life skill learning, etc.

5.7.6 Self-financed Elite Program

47 students participated in self-financed online courses conducted by EtonX College, including creative problem-solving, entrepreneurship, public speaking, research skills, and resilience to develop students' leadership.

6. School Ethos and Student Support

Helping students develop an aspiration driven life and build positive characters was one of our major concerns of the year, much of them have been already covered above. Below are the other aspects to be reported:

6.1 Nourishing the Spirituality of Students

We dedicate to cultivating our students with Christian values. The school's Spiritual Affairs Committee (SAC) has a variety of activities to reiterate the school annual theme "Fan into Flame". SAC has been working closely with the school church's pastoral team to strengthen students' faith. To further stimulate students to grow in the love of God, we organize whole-year activities including Form Chapel, Class Fellowship, Worship and Prayer Meeting, Discipleship training, Tuesday Café, Witness Days, UCCKE Prayer Day, etc.

During the Gospel Week in October, S1 Bible Red students shared their testimony with Bible Green students. Students of both groups put effort and quality reflection was shown on their work. Apart from the activity during the lesson, students got a chance to listen to teachers', students' and alumni's busking and sharing at recess. After Gospel Chapel, more than 50 students converted and 85 students committed to following Christ. UCCC pastors helped nurture newborn Christian students spiritually after Gospel Week and invited them to join their fellowship. For discipleship, Rev Lui and SAC teachers help train students to become Christian leaders in United Christian Leaders' Fellowship. All students are welcome to do devotion together at Chapel every Wednesday morning and attend Worship and Prayer meeting every Friday morning. It is hoped that more and more Christian leaders are raised to set good examples to peers.

6.2 School-Church Collaboration

United Christian Community Church is (UCCC) an inseparable part of the school, founded to serve the school community (堂校一體化). The Church Council consists of the School Chaplain, the Principal, parents and teachers. The church has a congregation of about 180, mostly existing students, alumni and families of the school. The pastoral work of UCCC is mainly shared by the pastoral team — Rev. Lui Yik Yeung, Rev. Wong Pak Ming, Minister So Yuen Lai Wah and Minister Tong Cheng Mei Mei. They also teach S1 – 3 Bible subject in the school. UCCC closely works with the school's Spiritual Affairs Committee in various student ministries. In addition, UCCC is engaged in parent ministries and regular activities, like Parents' Education Institute, Parents' Fellowship, Prayer Meeting, Bible Study Class, Adult Ministry, Youth Fellowship and Sunday Teen Worship Service, etc.

6.3 Mission and Service

In 2020 – 2021, Mission and Service sector had prepared different programs in different platforms in and outside the school campus.
Due to waves of school suspension this year, our originally planned training and services have reached the target or target groups as follows and students were equipped to serve different underprivileged groups in the future.:

Only Class 1C among S1 students has taught elderly to use new technology for recognizing

their health status in local elderly center. Before their teaching, they have learnt how to use it first. For S2 students, they were not able to do any services for kindergarten children. Gratefully, all S3 students have prepared a tailored made VR videos for the mental retarded people, skills were learnt in STEM lessons and all videos have been given to the people in need. Furthermore, only Class 4F among S4 students have learnt how to use board game to serve elderly and they visited and did the service in local elderly center. For S5 students, there was no chance for them to do the service because of COVID 19.

Student's initiative in social justice and equality is our concern. Our Student Mission and Service Team aroused their schoolmates concern through assembly sharing for different issues. There were two fundraising days to raise fund for four deprived groups worldwide and they are Watoto, Food Bank by Kwun Tong Methodist Social Service, Ultimate United and Build a Music School.

During the Pandemic, we were difficult to do services because all schools and most of the elderly centers were closed and not allow us to go there. But thanks God for His plan, one center called Ultimate United let us know their needs. The ethnic minority children they served in HK feeling frustrated in doing homework and studying so that they invited our students to hold online tutorial classes for them. We were grateful that 40 students participated in this service voluntarily. This programme enhances students' ability in serving skills using their strength as well as empathy on others.

Being a faithful steward of God, we provided opportunities and guidance to students to value people, be a good partner of the community, commit to the poor, and be responsive to the needy. Apart from broadening students' horizon in serving others, we also pursue to dig deeper the foundation of their initiative and persistence. For the coming year, we will encourage more student-led social services even in this difficult time in the world.

6.4 Co-curricular Activities (CCA)

Co-curricular Activities in our school served as a platform for students to find their interest, face challenges through joining competitions, be shaped as a leader, and eventually, be a humble servant to serve the community. We expected that our students could develop their strengths with faith through joining our activities.

6.4.1 Teams, Clubs and Interest Groups

There were altogether 21 subject-related clubs, 14 non-subject based activities and 14 teams in 2020-2021.

Although holding activities this year would be extremely difficult to both the advisors and the students, practices were kept going and students obtained different prizes in different competitions, i.e. Chinese and English Speech Festivals, Chinese Debate Competition, Music Festival, Drama Festival and video filming competition. And Floria Mak obtained "The Hong Kong Extra-curricular Activities Masters' Association Award" which recognized students who had demonstrated enthusiasm in extra-curricular activities and have made remarkable achievements in their areas.

6.4.2 One Student One Activity Policy

There were 95.1% active members in S.1, 94.6% in S.2 and 77.7% in S.3. The overall percentage was 89.5% in the junior forms. These students challenged themselves in different learning environments outside the classroom to acquire more technical, communicative and cooperative skills. Students are encouraged to develop their interests and equip themselves to be the future leaders.

Students with intensive training outside school would be exempted from this scheme to ensure that they could balance their time wisely between academic learning and CCA participation.

The percentage of active members in junior forms in the past three years

Year / Form	S.1	S.2	S.3
2020-2021	95.1%	94.6%	77.7%
2019-2020	81.8%	89.1%	73.9%
2018-2019	79.1%	76.1%	78.7%

6.4.3 Serving Our Community

Due to the pandemic, only board game club had provided very limited social service, organized by M&C, according to the government policy this year.

6.4.4 House System Development

Due to the cancellation of the Athletics Meet, Swimming Gala, and lunch time ball games, students could not join as many house activities as previous years. Thanks for the effort from house captains and officials, they offered house activities over-the-air by zoom in order to keep members their house spirit.

Captains and officials also prepared house activities to S1 and S2 students when school resumed half school day in the Spring Session although they were busy preparing for their final exam one month later. They were happy to see their house members enjoying so much, and they participated and competed so wholeheartedly during the games. They started building a greater bond and wonderful memory between house officials and members. Students treasured every single moment they could be together.

To achieve engagement promoted by CCA, house officials would like to provide extra session to meet their S.1 fellow members to start preparing them for the challenges next year during the post exam period. S.1 students, not just having fun, but also met their own house officials in order to have deep sharing with them, the house development and expectation from officials. This built up the house spirit even further.

6.4.5 The Student Council (SC)

Due to the suspension period, many planned and scheduled activities could not be held except the very important “Teacher Appreciation Day” which in fact happened once the school resumed in the half school day.

Student Council also exercised the new election period during the post exam period. There were two cabinets, Novus (155) and Echo (146), in the student council election campaign this year. The total number of votes is 324 (39 %), cabinet “Novus” won the election.

6.4.6 Christmas Chapel and Carolling

The School Orchestra, Junior Choir, Senior Choir and Chamber Choir performed the Christmas Chapel and being recorded and played in the assembly. However, school decided to cancel the carolling this year due to the unstable pandemic status.

6.4.7 Evaluation of CCA during pandemic period

Although the pandemic period causing school suspension was unpredictable, CCA advisors did respond quickly and communicate with outside coaches and organizations to discuss how to sustain the activities for students. School and some advisors agreed to arrange whatever means to meet their students to support the learning of students and supporting coaches and those organizations.

CCA committee also tried many different alternative plans to work out the planned events in a smooth arrangement under the government policy instead of simply cancelling the whole school events. The committee tried live junior inter-class singing competition, arranged class by class, with judges at the school hall. S.4 Musical Appreciation was successfully done with all the pandemic measures applied in all the setting at hall. Annual concert, on the other hand, had been recorded throughout the rehearsal and our musical director, Mr. Kwan, picked all the best performance to prepare a video for our student audience during the post exam period. By using different means and plans, some of these activities could continue providing another stage for our students to shine in different aspects other than studies even in such difficult time.

6.5 Life Planning and Career Guidance

Life planning education at UCCKE aims to help students understand themselves and explore various further study opportunities and the working world, so that they can make informed decisions about their future study and career, ultimately contributing to the society through utilizing their God-given talents in workplace. Close collaboration between Life Planning Committee and other committees and external organizations has been witnessed throughout the year to align students' academic and non-academic pursuits with their aspiration.

Full implementation of the enriched Life Planning Curriculum was witnessed this year, with programs and activities delivered to all S.1 to S.6 students based on the objectives set for each form and their developmental needs. Activities were organized in various scales and modes, ranging from mass programs, workshops, small groups to individual support, with an aim to cater for the diversified needs of students. Activities were also delivered in both virtual and on-campus settings to cope with the changing situation brought by Covid-19.

Offering students with individualized support remains our top priority. Individual counseling was offered to S.5 (both DSE and non-local streams) and S.6 students, with teachers in the committee as well as FC/ FTs/ AFTs meeting students individually or in pairs and providing them with guidance and advice on both their aspiration exploration and academic pursuit. For S.5 students, individual counseling (i.e. career exploration coaching) was scheduled from February to May 2021, conducted initially on Zoom and later on face-to-face after school resumption. For S.6 students. 2 sessions of counseling were offered to each student. The first session was held from September to November 2020, which mainly dealt with their choice of university programs while the second one in late July 2021 (August for 6F), aiming to take good care of students' emotional needs in face of the unpredictable circumstances and more importantly, help students make informed decision on their further study options after the release of HKDSE/ IAL results.

This year, our school has participated in a two-year program named 'CLAP for Youth @ JC Phase II' as one of the network schools. In this program, we started with a self-evaluation of our school-based Career and Life Development provision using the Hong Kong Benchmarks (HKBM), an adapted version of the world-class Gatsby Benchmarks developed by Sir John Holman from UK, with criteria as follows:

- A Stable and Visible Career and Life Development Policy
- Professional Competencies and Leadership
- Learning from Multiple Pathways Information
- Address the Needs of Each Student
- Student Engagement and Co-creation
- Personal Guidance for Developing Career Roadmaps
- Linking Curriculum Learning to Career and Life Development
- Meaningful Encounters with the Workplace
- Meaningful Encounters with Further and Higher Education
- Parent Engagement and Support

An action plan for the coming school year has been drafted based on the self evaluation conducted against the 10 HKBM, as well as the professional exchange with other network schools, with more emphasis on areas such as authentic workplace and higher education encounter, students' learning, reflection and connection to VASK/ personal roadmap, development of inventory, handbook and databank. Moreover, two UCCKE S4 students were nominated to be the Career Prefect Ambassadors of the Joint-school CLD Club of CLAP@JC.

By joining the club, students' CLD knowledge of inside and outside school can be enhanced, and their reflection of each sectors on CLD issue will be evoked. The Career Prefect Ambassadors will be the co-creators of the CLD activities in our school in the future and help facilitate other students to take part in the activities enthusiastically. Finally, it is hope that students' workplace experience can be enriched our collaboration with our Enterprise Advisor, Mr. Steven Suh in this program (Co-Founder and CEO of Floship, a logistics and supply chain firm).

6.5.1 Activities held for each form:

S.1

- PROBE－online program for understanding your favourite careers and job requirements
- L&S lessons－'Understanding self through the use of Holland code'
- L&S lessons－'Understanding the career world and emerging industries'

S.2

- L&S lessons－我創我夢想

S.3

- 'My Type'－Working out your learning inventory
- Career Potential Evaluation Analysis (Holland Model)
- PROBE－online program for understanding your favourite careers and job requirements
- Subject consultation sessions for students (Zoom)
- Parent-child workshop on senior form subject selection (Zoom)

S.4

- Career Potential Evaluation Analysis (Holland Model)
- Card Game－Finding Your Life Values (青少年生涯咭)
- Multiple Pathways 101－Understanding various further studies options (both DSE and Integrated Stream)
- 'My CV'－presenting your skills, strengths and achievements (4F, Integrated Stream)
- Human Library－Understanding careers through exchanges with 職業達人 (4F, Integrated Stream)

S.5

- Card Game－'Understanding your strengths and abilities' (青少年能力咭)
- Talk on JUPAS strategies and study skills
- Workshop－On preparing and writing your Personal Statement (NLC class)
- Individual counseling (Career exploration coaching)
- Parent-child workshop－On university application and study strategies (DSE class)
- Parent-child workshop－How to prepare for overseas university application & application for non-JUPAS (NLC class)

S.6

- Individual counseling
- Introduction to JUPAS application
- Talk on JUAPS strategies
- Alumni sharing on universities and university majors
- Talk on handling your OEA & e-app application
- Workshop on handling your UCAS application

- Socio-game: DSE mock release
- Interview training workshop
- Pre-DSE/ Pre-IAL release workshop for parents and students

6.5.2 Other activities

- **6.5.2.1 On further studies**
  - Local universities and institutions
    - Admissions talk by Polytechnic University on non-JUPAS application
    - Admissions talk by HKUST School of Life Sciences
  - Overseas universities
    - Study in Australia (webinar)
    - Study in Ireland (webinar)
    - Study in Australia (webinar)

- **6.5.2.2 On work**
  - Assembly (I) – 烘出夢想 – The story of a Hong Kong baker with cerebral palsy pursuing her dreams of starting her own bakery shop (Speaker: Ms.Tiffany Chan)
  - Assembly (II) – 破風而上 – His journey on how he became the world champion racing cyclist. (Speaker: Mr. Wong Kam Po)
  - 香港基督教服務處觀塘樂 Teen 會- 「築職」職場體驗活動
  - 家福會工作實習及體驗計劃
  - 聖雅各福群會「I am...青年職學平台」「嚐職」職場體驗活動
  - Job shadowing/internship activities:
    - 飛龍咖啡，Woods Bagot，協康會特殊幼兒中心，JMA 香港國際珠寶節，香港銀行學會，Lexington Limited，亞思博海外升學顧問公司，Function One Computer Services，香港聾人福利促進會新界綜合服務中心，香港中文大學醫院，蒲窩青少年中心，香港貿易發展局，東華三院 BiciLine 單車生態旅遊社會企業
  - Company visits:
    - Cafe Imagine
  - Other career-related activities:
    - Hospitality Fun Days in PolyU (13 to 17 July, 2021)
    - 港專 QF帶你進入餐飲業–美食同行初體驗

6.5.3 Activities for parents

<u>S.3</u>

- Parents night on senior secondary subject choice
- Parent-child workshop on senior secondary subject choice (Zoom)

<u>S.4</u>

- Workshop on Life Planning – Understanding Your Child's personality traits (online workshop)

<u>S.5</u>

- Parent-child workshop – On university application and study strategies (DSE classes)
- Parent-child workshop – How to prepare for overseas university application & application for non-JUPAS (NLC class)

S.6

- Parents night on 'University application and how to support your child during the process'
- Pre-DSE/ Pre-IAL release workshop for parents and students

All forms

Parents were also invited to the following activities:

- Admissions talk by Polytechnic University on non-JUPAS application
- Webinar – 'On "Apply U" - Application Portal for Overseas Universities'
- Webinar - 'Study in Australia'
- Webinar - 'Study in Ireland'

6.5.4. Professional development sessions for teachers

Internal training

- Training on the use of "Value Cards" 青少年生涯咭 (Target: S.4 FC. FTs, AFTs)
- Training on the use of "Ability Cards" 青少年能力咭 (Target: S.5 FC, FTs. AFTs)
- On counseling students after DSE release (Target: S.6 Form Teachers and all other teachers involved in post-DSE release counseling)

External training

As a network school of CLAP JC, our teachers received accredited training offered by EdUHK for all levels of stakeholders in the school, which broadens our perspectives on Career and Life Development and enhances teachers' capacity in developing goals and action plan for a whole-school approach to CLD education to promote students' career readiness and adaptability.

Professional Development Program Level	Participants
School Senior Management Level	Principal, SMC member, 2 teachers
Core teachers level	6 teachers from Life Planning Committee
Whole-school level	18 teachers

6.5.5 Exchange with other schools

Date	Event & topic	Speakers
10/3/2021	UCC-UCCKE PD Day	Mrs. Irene Kwok, Mrs. Cheung Ho Chi Yan
27/5/2021	Exchange with Hub Leader during School Visit: Life Planning and Individual Counseling Work at UCCKE	Mrs. Irene Kwok, Mrs. Cheung Ho Chi Yan

In conclusion, most of the activities fully achieved their purposes. As the world faces the Covid-19 pandemic, we can only overcome it together by helping one another in whatever ways we can. At UCCKE, our priority is to help our students develop their self-understanding in relation to their planning for further study and career as well as enriching their understanding of these opportunities and the career world. With a stable team of dedicated committee members who are specialized in different focuses, every effort is being made to sustain the career and life development of our students. Students and parents were engaged in the CLD activities and their feedback was encouraging. The Life planning education curriculum will be strengthened in senior form with the optimization in the four Senior Secondary subjects where lesson time will be released. Students' different further study needs

will be catered continuously with the increasing number of students opting for overseas studies and non-local curriculum. Networks with various stakeholders will also be extended so that more workplace experiences can be provided for students to broaden their horizon and deepen their understanding about the real working world.

6.6 Activities organized by the D&C team

- "Project Gabriel" mentoring program: 90 prefects served as the mentors of the S.1 new students. They had six online meetings with S.1s after school. During the meetings, the prefects shared topics on adapting to secondary school life, academic issues and Christian faith with the S.1 students.
- S.1 online induction program: The Discipline and Counseling team introduced the school rules to all S.1 students through online platform in August.

6.7 Activities organized by the counselors

- Expressive art experiencing day (藝。文青): A one-day activity in October in which a group of expressive art therapists carried out a series of experiencing activities for the S.1 and S.2 students.
- "A Two-day Break" pre-exam activity (休孖 DAY): This is a two-day activity prepared by the counselor team to help the students unwind before the final exam. Students from different forms participated through playing in the game booths, learning the tips of boosting oneself and writing a letter to the future self.
- Board game group: Six students were recruited in this group. The purpose of the group was to establish social network among the students. In the six sessions, various board games were used as tools to facilitate the communication in the group.

6.8 Interest groups improving the atmosphere of inclusion

- "SINGIN'" music group (聲凝): Seventeen students from S.2 to S.4 were recruited. Participants received 19 sessions of training on music instruments including piano, guitar and drum sets. Due to COVID-19, nine sessions were carried out online.
- Sand painting classes: There were five students in the basic class and five students in the advanced class. The trainer assisted the participants to express their feelings in a non-verbal way and enhance their coping skills.
- Dog training class: There were altogether 16 students participated in the class in which two service dogs helped students regulate their emotions and behaviours and build executive functioning skills.
- Drama Therapy Group: This is a drama interest group facilitated by a drama therapist. Eight students participated seven sessions of drama training. Personal growth was expected as the result of the training.

6.9 Activities organized by the school social workers

- "Orientation thro' Zoom": In late August, the school social workers team organized an online program to help all S.1 new students familiarize with the school facilities. Most of the S.1 enjoyed the games and activities in the program.
- "Connect with Work" Program: The program was organized by the social workers team

and 26 students from S.4 and S.5 participated in it. The activities included self-exploration, workplaces visitation and job shadowing. The objective of the program was to help students explore their career planning.

- PTSD Survey: Four classes were selected to participate in a survey studying the psychological impact of the social unrest and pandemic situation on the adolescents. The social workers team carried out pre-test, intervention activities and post-test to the selected students. A report containing the analysis of the results and suggestions was given to the Discipline & Counseling team to better understand the emotional needs of our students.

6.10 "A-Connect" 「喜伴同行」計劃

Three students from S.1 and S.2 were recruited. The program contained twelve training sessions on social skills provided by a social worker from Caritas with the assistance of our student counselor. Due to COVID-19, four sessions were held online. The form teachers and parents of the participants were interviewed to monitor the progress of the participants. The social worker gave advice to the parents through phone calls.

6.11 Summer Courses

The following training courses will be held during the summer holiday of 2021-2022.

- Executive functioning training – eight senior form students and nine junior form students recruited
- Expressive art group – six students recruited
- Kendama training – seven students recruited

6.12 Dream Project

The Dream Project is aimed at encouraging the students to realize their dreams through financing and providing in-kind support to their self-initiated projects. The students take initiatives to plan and manage their projects, under the teachers' supervision. Since it was launched in 2011, many students had been supported and completed their projects. In 2020-2021, due to COVID-19 and school suspension, except Secondary 1, promotions at other forms to inspire students' dreams were cancelled. Hence students' passion on pursuing their dreams has not been fully shown. On the other hands, there was another scheme called "Stand by You" launched at the middle of March which encourages students striking excellence for learning continuously or equipping themselves in spite of adverse situation. By the end of May 2021, there were about 148 applicants in this scheme.

6.13 Moral and Civic Education

The aims of Moral and Civic (M&C) Education Committee are to foster students' concern to our neighbours, our society and our country; to develop students' sense of responsibility to be a global citizen; and to cultivate students' positive values and attitudes in the following areas: Moral and Ethical Education, Civic and National Education, Sustainable Development Education and Sexuality and Relationship Education.
For the Moral and Ethical Education, a newly designed "My Journal" booklet was adopted to facilitate the communication between teachers and students. It was expected that students

could express and share more personal thoughts through “My Journal”, that was one of the ways for teachers to realize students’ needs more and to provide suitable support and caring. By using the “My Journal”, positive characters also be promoted as it includes some elements of Positive Education. Advanced version of “My Journal” with more interpersonal relationship concerned will be launched next year.

For the Civic and National Education, in order to enhance students’ sense of national identity and to cultivate in them a national sentiment, our school display the national and regional flag as well as play and sing the national anthem when holding celebration activities and school events. Before the national flag raising ceremony assembly in September, moral and civic education student ambassadors had interviewed with Mr. Kevin Lau, Chief Operating Officer of Medianet Resources Limited. Mr. Lau shared about how to be a responsible global citizen and national citizen, he also reminded students to respect every identity. “Top Ten News Election 2020” organized by Hok Yau Club was successfully completed in December. Through participating in this election, students had the opportunities to review and analyse different social issues. In February, Mr. Chan Ho Fai was invited to be our M&C assembly speaker. He shared his precious experience, both happiness and challenges, of being a reporter in China. He also encouraged students to understand the development of our country in different aspects and to care about the social issues in our country. Besides, four Master Classes were successfully held in collaborate with the Liberal Studies Club. There were 99 students participated in total. Master Classes speakers included Mr. Kwan Chun Hoi, a journalist; Mr. Hui Ka Hung, a lion head making master; Mr. Choi Ming Wah, an advanced practicing nurse in United Christian Hospital; and Dr. Yim Ping Chuen Anthony, a retired cardiac surgery specialist. Their sharing enriched students’ horizons in different professional sectors in Hong Kong.

For the Sustainable Development Education, implementation of the new recycling facilities in school was finished. Yet, the recycling rate is low due to the school suspension. It is expected the recycling rate will be increased next year. Two school-based recycling training workshops were organized for our environmental protection ambassadors in September in order to promote daily recycling habits in classrooms. S.1-2 environmental protection ambassadors also joined some programs of the “Student Environmental Protection Ambassador Scheme” organized by the Environmental Protection Department. Prof. Tai Pui Kuen Amos was invited to deliver an assembly talk on “Sustainable Lifestyle” in January. Prof. Tai gave many advices for students to implement environmental-friendly habits in our daily lives. “Climate Change and Renewable Energy” programs launched by WGO were also completed in this year. Ten S.2 students represented our school to join the Renewable Gadget Invention Competition 2021, students gained the experience in using Tinkercad Arduino Circuit and raised the awareness of the importance of renewable energy. However, due to the school suspension, the S.1-2 energy saving competition and the S.1 reduce food waste campaign could not be held.

For the Sexuality and Relationship Education, based on specific concerns of youngsters in different developmental stages, respective activities were designed for students in different forms. All planned S.1-6 programs, included interactive workshops held by social workers from Hong Kong Christian Service, sharing by Ms. To Wei Yin Zoe from the Ministry Director of Little Life, teaching package of Hong Kong Sex Culture Society Limited and alumni sharing, were successfully held. Involved students had good comments on the programs in general. They found the contents were meaningful for them and relevant to their needs. M&C

Committee will continue explore more suitable programs for students to cultivate their positive values, attitudes and skills to make respectful and healthy choices about relationships and sex.

6.14 Boarding Life

Boarding at UCCKE is not simply living away from home. It is a bridge between students' comfort zone and a challenging vibrant school community. The experience will remain a positive influence for years to come. What makes residential life at KE unique is our dormitory training curriculum. The curriculum included cooperative games, adventure games, sports climbing, drama training, pastoral caring by senior teachers and church pastor, and a formal dinner. The Dormitory and Facility Extension Block enable the school to enrich students' learning experience.

Due to the coronavirus 19 outbreak, this year we could not fully implement all the dormitory program and activities. There was only one S1 class (1C) completed the dormitory program for around two weeks, and four classes did not attempt it.

1C Students' interview indicates that almost all students think their interpersonal skill, sense of collaboration and sense of self-enhancement are all improved through the dormitory living. From the perspective of parents, over 80% of parents agreed that their children have improved their learning attitudes and almost all parents concurred with the S.1 dormitory programme can help their children easier and quicker to adapt secondary school life.

For the dormitory personnel, tutors not only played a proactive role in students learning, they also spent time playing with students.

6.15 Life-wide Learning

6.15.1 Foreign Exchange Scholarship

In the year of 2020-2021, foreign exchange to Australia and Germany were unable to conduct during the COVID-19 pandemic.

6.15.2 GLocal Week of Mission and Service (M&S)

Our Mission and Service in GLocal Week and post-exam period offers plentiful opportunities for students to broaden their horizons, explore their aspiration as well as cultivate a service heart. Due to the COVID-19, however, all of our trips were cancelled.

6.15.3 Post-Exam and summer tours

Due to the worldwide COVID-19 pandemic, various post-exam period and summer tours have been cancelled. These trips include local leadership training, learning trips in Macau, Xian in China, Taiwan and Japan as well as mission trips in Macau, Guilin in China and Cambodia.

6.16 Home-School Cooperation

Not only does successful parent involvement improve student behavior, but it also positively affects student achievement. Our school fosters quality home-school cooperation. There are different opportunities for parents to be involved in the school; we promote communication between parents and school, we encourage parents to help as volunteers in school events, and we also provide parents with learning activities. Our school puts school parent programs in the following three broad categories:

6.16.1 Communicating

Our school provides different opportunities for parents to communicate with the Principal, the Form Teachers and Subject Teachers. The regular Principal's letters, e-class notices & announcements, electronic mails and individual phone calls are very important communication channels in our school. These channels keep parents updated of school events and allow parents to have easy access to teachers.

According to the questionnaire analysis, parent interviews and through observation, Parent-Teacher Happy Hour (PTHH) is always one of the most popular school events for parents. Parents and teachers can have informal chat in a relaxing atmosphere. There were a total of three PTHHs in the school year.

It is our tradition that all new parents of S1 were cordially invited to have breakfast with the Principal by class. The breakfast gatherings were held from September to October, which offered a good chance for parents to share their concerns and comments. Our Principal also invited individual parents of other forms to have breakfast with him throughout the year.

The Parents Teachers Association (PTA) in our school is a very important channel to facilitate communication between school and all parents. According to the Constitution, the term of office for parent officers is a two-year period from January 1 to December 31, the officer team is composed of seven parent officers and four teacher officers. Active parent participation is highly valued as we work together to build an ideal campus for our children.

Chairlady:	Mrs. Joanna Lee
Vice Chairlady:	Mrs. May Yip, Mrs. Carmen Tam (Vice Principal)
Treasurer:	Mrs. Venus Leung, Mrs. Anthea Lok (Teacher)
Secretary:	Mr. Andy Lam, Mrs. Lin Kwok Ching Yee (Assistant Principal)
Member:	Mrs. Zoe Cheung, Mrs. Apple Li, Mrs. Avon Yip, Mr. Fung Pui Lam (Assistant Principal)

The PTA organized different school-based home-school activities, parent-student activities and parent education programs. These activities are held at different time throughout the year so as to accommodate the needs of different parents (including moms and dads) and develop the bonding among parents. Parents are welcome to join different interest groups (Friday) and prayer meetings (Thursday). We all enjoyed and appreciated parents' effort.

There were two Parents Days held each year after the winter and spring session. Parents, Form Teachers and Assistant Form Teachers discussed together students' overall development, aiming at enhancing students' performance and achievement. Parents' Nights were arranged for S3, S4 and S6 parents to meet for special purposes such as subject selection and JUPAS application. However, due to the COVID-19 pandemic, some parents' night and one parents'

day were cancelled, make-up meetings were arranged and conducted by online via Zoom. A total of 170 parents participated these two Zoom meetings.

We also strengthened the parent-teacher relationships through home visits. We arranged two home visits last year. These visits were very meaningful for us to understand our students better. However, due to the COVID-19 pandemic, one home visit was cancelled and replaced with a sunshine call every other week.

Due to uncertainties brought about by COVID-19, measure to regularly contact parents via Whatsapp, Zoom, and phone calls will be enforced in order to maintain a smooth channel communication.

6.16.2 Parent helpers

We are gratefully supported by a group of dedicated parents who contribute their time and efforts to meet different school needs; a total of about 30 parent volunteers were involved in school activities, like Fruit Days, career guidance, students' and interest groups, etc.

Parents are also invited to join the school administration groups, such as the Parents Teachers Association and the School Management Committee, etc.

6.16.3 Parenting

Apart from students, parents in our school also need to learn. Together with our church (UCCC), our school helped families with their parenting skills by providing parent classes on teenagers' developmental stages.

A half day orientation was held in August for the S1 new parents to help them prepare for the adjustment of their children's challenging new school life.

S1 parents are required to attend four compulsory talks in September and October. The four talks allowed parents to have a deeper understanding of the four major areas in UCCKE: Academic affairs, Discipline & Counselling, Co-curricular Activities and Spiritual Affairs. Parents enjoyed the talks very much. Most parents used this opportunity to know other parents and a strong sense of belonging was fostered in the parents' community.

The principal had meetings with S1 parents in 15 groups.

6.17 Connecting with Alumni

A temporary two-year term United Christian College (Kowloon East) Alumni Association UCCKEAA with more than hundred members was formed by nine alumni and five teachers in the 2020-2021 school year.

UCCKEAA aims to maintain close contact with our alumni. We organise a teacher and alumni reunion and connect with alumni. We have also set up media pages and WhatsApp groups to connect with alumni who have graduated from universities and those who have gone abroad.

To increase the alumni's sense of belonging to the school, we provide opportunities for them to serve the school and students. A large number of alumni returned to support our life

planning activities, S.6 sharing session on university programs and the DSE Results Release Day. Special school alumni souvenirs have also been made to strengthen the bond between the school and the alumni.

7. Student Performance

2020-2021 年全國青少年語文知識大賽
「菁英盃」現場作文總決賽（香港賽區）
二等獎
3B SZETO TIN YAN VANNA
3C HU YIN YIN
三等獎
3C HU YIN YIN

2020-2021 年全國青少年語文知識大賽
「菁英盃」現場作文決賽（香港賽區）
一等獎
3B SZETO TIN YAN VANNA
3C HU YIN YIN
二等獎
2A SUM KA CHING

2020-2021 年全國青少年語文知識大賽
「菁英盃」現場作文初賽（香港賽區）
二等獎
3B SZETO TIN YAN VANNA
三等獎
2A SUM KA CHING
3C HU YIN YIN

MI Young Writers Award
Top 50 Merit Award (Junior Section)
2A WONG HEI YUET
Top 50 Merit Award (Senior Section)
4C LIU SUM YAU

Hong Kong Secondary School Mini-Movie Competition
Bronze Award
2A CHU FU YIP
2A LAU HYMNSON
2A TSE CHUNG SUM
3C MORI YUKINA
Best Screenplay
2A CHU FU YIP
2A LAU HYMNSON
2A TSE CHUNG SUM
3C MORI YUKINA

My Hong Kong Dream Mini-Movie Competition
Champion
2A CHU FU YIP
2A LAU HYMNSON
2A TSE CHUNG SUM
3C MORI YUKINA

獅子會「獅瞳傳愛」視頻短片創作大賽
優異獎
1C HUEN JAMIE
1C LO SUEN HEI
2A CHU FU YIP
2A LAU HYMNSON
2A TSE CHUNG SUM
2C LAU CHLOE
2C LO SUEN YAN SHARON
3C MORI YUKINA

香港教育城微動畫創作比賽 –
成就「我的未來」教室
亞軍
2A CHU FU YIP

73rd Hong Kong Schools Music Festival Award
Silver Award
1C YAU YUET TONG
1D LI YIK NOK JERRY
1E LEUNG TSZ LOK
2B TSANG YUI HONG
2D NG CHI NGAI TRISTAN
2E KONG TSZ YAN
2E TSE YIK HEI
3A LEUNG YAN HO BRIAN
3C LAM YIN KWAN
3E OR PAK HO
5B FUNG WING HUEN
Bronze Award
1C LAM KWAN YIN
2C LAM CHING HEI
3C LAM YIN KWAN
3C LIU WING YIU
4C YONG HUA QIAN CURTIS
Third Place
3E OR PAK HO

國際普通話水平測試機構 –
卓藝盃 2021 朗誦比賽 - 古詩獨誦（粵語）
銀獎
1C HUEN JAMIE
2C LAU CHLOE
2C LO SUEN YAN SHARON
金獎
2C LAU CHLOE
2C LO SUEN YAN SHARON

國際普通話水平測試機構 - 「金口盃」2021
朗誦比賽 - 古詩獨誦（粵語）
金獎
3C MORI YUKINA
3C TANVIR KAUR

第十八屆「博藝盃」全港朗誦比賽（初中組）- 古詩獨誦（粵語）
銅獎
3C MORI YUKINA
3C TANVIR KAUR

第十八屆「博藝盃」全港朗誦比賽（初中組）- 新詩對誦（粵語）
金獎
3C MORI YUKINA
3C TANVIR KAUR

香港青年兒童文藝協會：疫情中的盼望 - 全港中英文徵文大賽 2021（中學組）
優異獎
5C CHENG SZE YUEN MARCUS

芳華盃兒童及青少年朗誦大賽 2021
冠軍
2C LAU CHLOE
亞軍
1C HUEN JAMIE
季軍
3C TANVIR KAUR
優異獎
1C LO SUEN HEI
1C MIA KATELYN CHAU
2C LO SUEN YAN SHARON
3C MORI YUKINA

「中史解碼」KOL 大募集短片比賽
初中組五強優異獎
1C IP TSZ MONG
2A CHU FU YIP
2A LAU HYMNSON
2A TSE CHUNG SUM

香港課外活動優秀學生表揚計劃
2020 香港課外活動優秀學生
4A MAK HIU NGA FLORIA

2020-21 年度全港中學「有 Heart」攝影比賽
高中組
優異獎
5E SHI DANNY XINYI

第十九屆基本法多面體 - 全港中學生辯論賽(基本法盃)
季軍
1A WONG TIN NAM
2A WONG YUEN YAN JOYCE
2D LING HEI TUNG
2E YONG HUA ZHEN ISAAC
3B LEE HEI TUNG
3C WU GA YU HANNAH
3E IP NING SHAN
4B FOK HO YING
4B LAW YUET LAM
4B TIN TSZ YAN
4E LEE TINYU
5A WONG SZE WING
5B PANG KA LAAM
5D LEUNG TSOI LAM
5D LOON SZE WA

第十九屆基本法多面體 - 全港中學生辯論賽(基本法盃)初賽
最佳辯論員
5D LOON SZE WA

第十九屆基本法多面體 - 全港中學生辯論賽(基本法盃)複賽
最佳辯論員
5D LOON SZE WA

第十九屆基本法多面體 - 全港中學生辯論賽(基本法盃)準決賽
最佳辯論員
5D LOON SZE WA

國際普通話水平測試機構 - 名嘴盃 2021 (廣東話－詩歌)
金獎
3C TANVIR KAUR
3C MORI YUKINA
2C LAU CHLOE
銀獎
1C HUEN JAMIE
1C LO SUEN HEI
1C MIA KATELYN CHAU
2C LO SUEN YAN SHARON

國際普通話水平測試機構 - 名嘴盃 2021 (廣東話－二人朗誦)
金獎
3C TANVIR KAUR
3C MORI YUKINA

第四屆華文盃全港書法大賽 2021 –
硬筆書法組 - 中學初級組（中一至中三）
銅獎
1C HUEN JAMIE
1C LO SUEN HEI
優異獎
1C LO SUEN HEI
2C LAU CHLOE
2C LO SUEN YAN SHARON

Hong Kong School Drama Festival
Adjudicators' Award
1A TSANG CHOR KIU
1E CHOI HOI KEI

2A CHAN SUM YIN
2A CHENG HAU LAM
2B YAU TSUN CHUNG FELIX
2E KONG TSZ YAN
3A LEE WING YIN
3B LEE LOK SANG
3B SHEK WAI YAN RYAN
3D POON WING CHI
3D CHEUNG HONG WANG
4B POON YAU
4D LEUNG LOK YAN
4D YIP WAN KEI
4E WONG YUI KIU
4E YUE GI GI
5A CHOW HOI CHING
5D LAM WEI KI
5D CHOW AGNES
5D LEUNG TSOI LAM
5D HUNG HO CHING
5E CHEUNG YEE CHING

Award for Outstanding Cooperation

1A TSANG CHOR KIU
1E CHOI HOI KEI
2A CHENG HAU LAM
2A CHAN SUM YIN
2E KONG TSZ YAN
3A LEE WING YIN
3B SHEK WAI YAN RYAN
3D POON WING CHI
3D MA YI LOK KARA
4B POON YAU
4D CHEUNG CHING HEI
4D LEUNG LOK YAN
4E WONG YUI KIU
4E YUE GI GI
5A CHOW HOI CHING
5C NG SZE YIN CHERYL
5D HUNG HO CHING
5D LEUNG TSOI LAM
5D CHOW AGNES
5E CHEUNG YEE CHING
6A NGAI TSZ CHING

Award for Outstanding Performer

1A TSANG CHOR KIU
2E KONG TSZ YAN
3B LEE LOK SANG
3B SHEK WAI YAN RYAN
3D CHEUNG HONG WANG
4D CHEUNG CHING HEI
4D YIP WAN KEI
5D HUNG HO CHING

Award for Outstanding Director

2B YAU TSUN CHUNG FELIX
5C NG SZE YIN CHERYL
5D LAM WEI KI

Award for Outstanding Script

5D LAM WEI KI

微動畫創作比賽 -- 成就「我的未來」教室（中學組）

亞軍

2A TSE CHUNG SUM

第 72 屆香港學校朗誦節(中文朗誦) – 中學一年級男子組散文獨誦（粵語）

季軍

1C KWAN YAT LONG CHRIS

第 72 屆香港學校朗誦節(中文朗誦) – 中學二年級女子組散文獨誦（粵語）

冠軍

2A SUM KA CHING

第 72 屆香港學校朗誦節(中文朗誦) – 中學四年級男子組詩詞獨誦（粵語）

季軍

4C CHUNG YAN SING

第 72 屆香港學校朗誦節(中文朗誦) – 中學三、四年級二人朗誦（粵語）

季軍

3C MORI YUKINA

第 72 屆香港學校朗誦節(中文朗誦) – 中學三、四年級二人朗誦（粵語）

季軍

3C TANVIR KAUR

72nd Hong Kong Schools English Speech Festival

Honours

1A LEE SHMILY HOI YING

Merit

1A YAU YUET CHING
1A CHAN HIU CHING
1B SO YU HEI
1C IP TSZ MONG
1C YAU YUET TONG
1C CHING YI HIN
1C IP TSZ HIN
1C HUEN JAMIE
1D HO YING TUNG
2A WONG HEI YUET
2B TSANG YUI HONG
2B LEE TSZ NOK
2D WAN HOI YING
2D LING HEI TUNG
2E KO HO YEUNG
2E LI YAU
2E CHEUNG KING HO CHRISTOPHE
3B LEE WAN KIU
3C TANVIR KAUR
4C CHUNG YAN SING
4C LIU SUM YAU
4C LEE YAN LAM

4E LEE SUM YUET
5B PANG KA LAAM
5C NG SZE YIN CHERYL
5C WONG CHEUK YAN ADRIENNE

Harvard Book Prize 2021
Runner-up
5A LAU CHING TUNG
5D CHAN HALAS
Winner
5D LEUNG TSOI LAM

The Chemists Online Self-Study Award Scheme
Bronze
5B CHOW CHIN HO
5C AU YANG CHING
5E YU TIN YAU
Diamond
5A LAU CHING TUNG
5A YUEN WING HEI
5B HO KIT SUM
5B WONG CHING
Gold
5C HO HILLLARIE
Platinum
5B YEUNG CHUN YIN
5C TSE KEI SHUN JUSTIN
Silver
5C YIP KAI LONG

2019-2020 年中國中學生作文大賽（香港賽區）
優異獎
3C HU YIN YIN
3D FUNG ZIG WEI

愛基金校園生命工程 - 學界多媒體創作比賽
學校優勝獎
4C LIU SUM YAU
4C YONG HUA QIAN CURTIS
4D CHAN CHI YUNG ANDRIA
紀念狀
2A CHAN SUM YIN
2C CHAN SUM YUET
3A CHOY TSZ NGAI
3A LI CHEUK MAN
3A TONG YUI CHIT TIMOTHY
3A TSE HEI TO
3C WONG CHING HO
3C CHIANG KING SUM
3E IP NING SHAN
4A LO HIU YAN
4A MAK HIU NGA FLORIA
4B LEUNG HIM YAU
4C CHUNG YAN SHING
4C IP TSZ SHUN
4C LEUNG KIT YIU
4C SUM YAN TUNG
4C LEE YAN LAM
4D YIP WAN KEI
4D JIANG FAN LAP
4D LAW KA WAI
4E CHAN MAN YIN
4E YAU NAGI KAN
4E LO ELIM
4E LEE SUM YUET
聯校總季軍
4B CHAN SUM YUET

Minecraft 救災機械人編程大賽 2020
Minecraft Gold Award
4C CHUNG YAN SING
Minecraft Achiever Award
2E CHONG SIK HIN

提升香港中學生於工業 4.0 技術及創新應用 CPS 模型車設計及競技比賽
最佳設計大獎
3E LEUNG HOI CHING
3E CHAN WAI YAN
3E WONG HEI TUNG
3E CHU TIN WAI
3E YIP IMAN
三維打印設計大獎
3E LEUNG HOI CHING
3E CHAN WAI YAN
3E WONG HEI TUNG
3E CHU TIN WAI
3E YIP IMAN
力學設計大獎
3E LEUNG HOI CHING
3E CHAN WAI YAN
3E WONG HEI TUNG
3E CHU TIN WAI
3E YIP IMAN

葛量洪視覺藝術獎 2020/2021
初中組
3D TONG WAH YUET AMMI

Faith Hope Love Charitable Foundation - Chinese History Scholarship
1B LAM JOI YU
2D WONG JOCELYN
3D TANG CHEUK KI
4D LAU TSZ KIN
4D LI CHENG KUN

Future Stars - Upward Mobility Scholarship
5D LOON SZE WA

UCCKE
ifferent SKY OF LEARNING