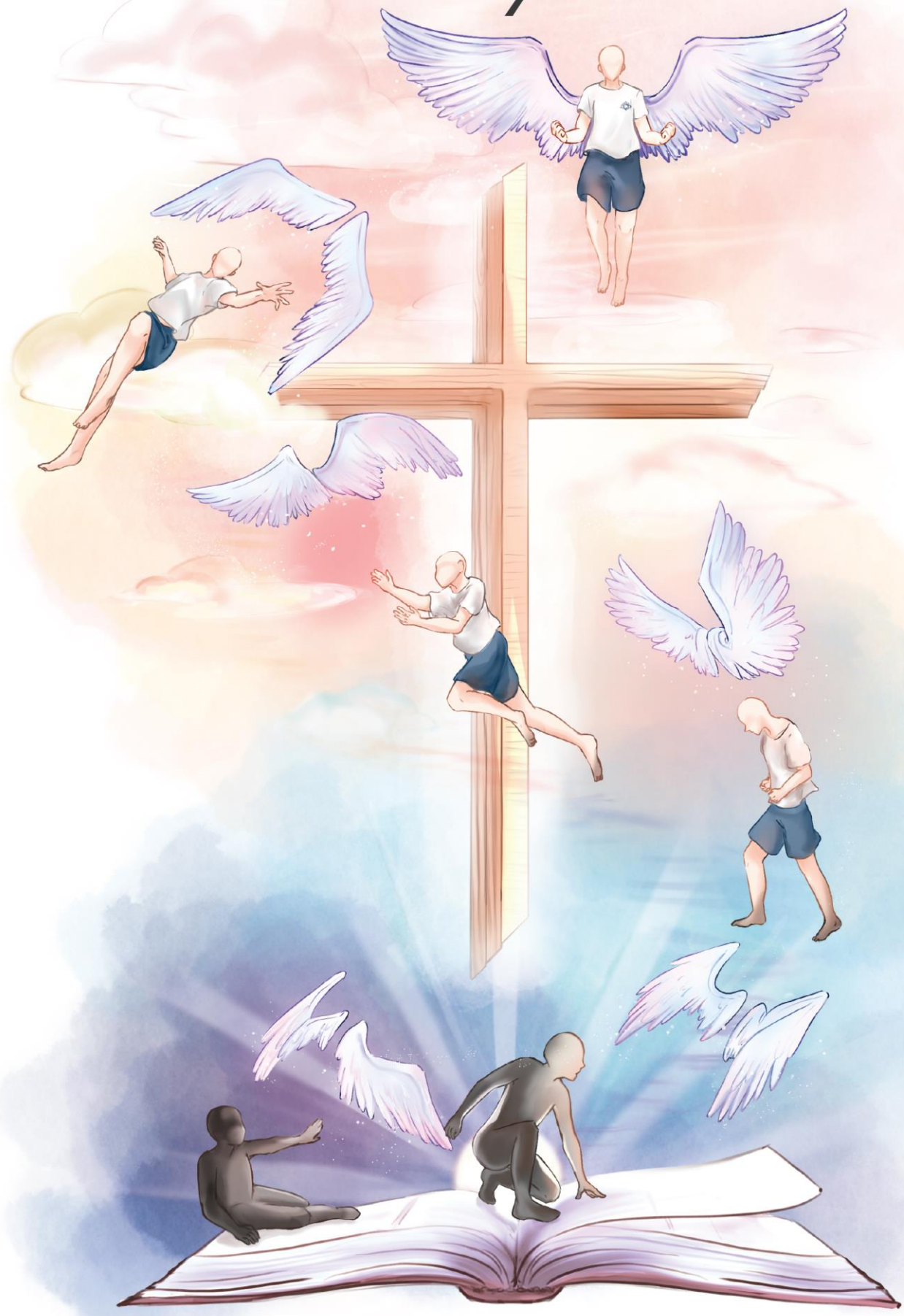
United Christian College
(Kowloon East)

2021 - 2022

School Report



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Foreword by the Principal

The school year 2021/22 marked the completion of our three-year School Development Cycle started in 2019/20. We have encountered many new challenges under the pandemic and we found that challenges brought opportunities which were the nutrients for students and teachers to grow. We planned and paved the path for student development and teacher professional training three years ago with adjustments made from time to time; we have learned that God is always in control and all we could do is to serve Him faithfully. Therefore, 'God's Will is Our Zeal' was an appropriate school theme for 2021/22. The theme Bible verse from Romans 12:11-12 reminded us to be joyful in hope, patient in affliction and faithful in prayer.

Whatever we planned, we prayed earnestly; we did whole-heartedly to create meaningful learning experiences for students. When we successfully completed any schemes and projects, we felt joyful; when we had to cancel any activities after all the preparation work done due to the tightening of epidemic prevention measures, we kept our patience. That was what we have learned in the past couple of years and we will cherish these accumulated learning motivation and experiences for the years to come.

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 appreciation and gratitude 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 KEians 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

Our vision is to provide students with quality holistic education grounded in the Love of God and Biblical principles.

1.4 Our Mission

We believe that every student is endowed with God-given potential and will succeed under proper guidance and training. Our mission is to help students identify and develop their God-given abilities and talents to their fullest so that they will become a person with faith, moral character, knowledge, culture and dreams in a caring environment. We trust that through the Christian dedication and professionalism of our teachers and the involvement of parents, students will confidently experience a balanced development, formulate life direction and goals, build a positive life view, strengthen lifelong learning, lay 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 2021-2022

School Theme: 'God's Will is Our Zeal'
Theme Verse: Never be lacking in zeal but keep your spiritual fervor, serving the Lord. Be joyful in hope, patient in affliction, faithful in prayer. (Romans 12:11-12 NIV)

2. Achievement and Reflection on Major Concerns

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

Objectives:

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

b. To further develop Assessment as Learning

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

Strategies and Progress:

We seek to further 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 feedback collected on areas of finetuning the academic structure 2. Feedback from teachers, students and parents
2. To further enhance the use of various modes and practices of formative assessment	1. Reports from all academic subjects with enhanced and 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

This year, some moderate adjustment of the academic structure has been witnessed based on teachers' comments collected from a review on 9/6/2021. Practices in relation to 'reporting performance' and students' reflection in parent-teacher conference have been finetuned in response to the feedback collected.

Varied formative assessment practices have been extensively used in both face-to-face and online lessons. Pre-lesson or end-of-lessons checks, short quizzes, poll or exercises with instant feedback/ auto-marking functions were adopted to provide feedback conducive to learning and teaching.

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.

Reflection and evaluation:

With the concerted efforts of all curriculum leaders and subject teachers, the new academic structure reform has been successfully launched and refined in the past years. Also, the use of varied modes and practices for formative assessment was evident. Both the KPM students and

teachers' feedback show a positive indication of 4.0^ in teachers' adoption of formative assessment, and a score of 4.22 in their adjustment of teaching based on data obtained from assessment, while students triangulate a score of 3.80^ in their perception of teachers' frequent use of formative assessment to inform them of their learning progress. Students were also found to be making good use of the feedback from teachers to improve their learning and performance.

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

2.1.2 Objective 2: To further develop Assessment as Learning

Strategies and Progress:

We seek to further develop Assessment as Learning (AaL) as a means to nurture our students as self-regulated learners.

Aims	Assessment tools to be implemented
1. To conduct systematic and continuous professional development on Assessment as Learning (AaL) at school and subject level	1. In-house PD/ professional exchange on AaL witnessed in most of the subjects 2. Teachers' feedback from KPM survey or other surveys
2. To refine and further develop strategies and practices of Assessment as Learning in subjects	1. Formulation of subject-based AaL tasks in all subjects 2. Integration of AaL into subject curriculum and L&T in at least three forms in all subjects 3. Sharing of strategies and good practices witnessed in subject meetings/ Curriculum Celebration. 4. Exemplars available in Subject $
3. To further develop among students 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 most of the subjects 3. Students' feedback from KPM survey

Capacity building

This year, professional exchange on AaL has taken the form of subject-based exchange of good practices. In the 12th Curriculum Celebration 'Subject Sharing' parallel sessions held on 8/7/2022, some subjects shared curriculum materials or assessment practices in relation to self-assessment, peer assessment or feedback. Teachers in general found the sessions stimulating and inspiring and treasured the opportunity to learn from each other.

Strategies and practices of AaL

Most subjects incorporated AaL tasks or practices into their curriculum, teaching and learning, and students were found to get accustomed to the following:

- Class-based bonus marks (based on student/ class-initiated self-learning tasks)
- Unit/ lesson checklist for goal-setting, monitoring understanding as well as progress
- Rubrics for self or peer assessment and feedback

- Learning guides for self-assessment
- Use of reflection questions for learning tasks/ assessments
- Use of reflection questions for action planning
- Use of online platforms or apps for giving instant feedback to students
- Checkpoints for projects/ extended tasks

Training for students

Due to time constraint and special class arrangements throughout the year, formal training on AaL was not offered to students. Instead, senior form students were invited to share some practical experience in the school assembly in September 2021 on how to monitor and assess their own learning. Form-based training, particularly for junior form students, will be strengthened and conducted in the FP next year.

At subject level, the adoption of different AaL strategies and materials such as the promotion of peer assessment, the use of rubrics for self-reflection, among most of the subjects was evident. Such practices will be sustained in the coming year to equip students to be self-directed learners.

Reflection and Evaluation:

As the concluding year of the current school development cycle, changes in students' learning motivation and self-regulation have been gradually witnessed, no matter from the observation and feedback by teachers, ESR team and data shown in the KPM questionnaires.

The reform of academic structure launched three years ago has indeed created an environment conducive to the facilitation of Assessment as Learning. Students, in general, have demonstrated their initiative in their own learning, as observed in lesson as well as in assignments. Measures taken to enhance students' intrinsic learning motivation through the facilitation of Assessment as Learning have begun to bear fruit, as seen from students demonstrating more ownership of their study and the ability to regulate and assess their learning.

In the next SDC, efforts to incorporate AaL into our daily learning and teaching practices will be sustained, and new initiatives will be implemented to empower students as self-directed learners.

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

Objectives:

a. **To further promote the school atmosphere for the learning of positive characters**
b. **To cultivate the culture of mutual respect in school**
c. **To widen students' global perspective through curriculum, trips and service opportunities**

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

Strategies and Progress:

To further promote the school atmosphere for the learning of positive characters, the Positive Education Team expanded with three new members (Miss Ma Yin Ting, Mrs. Tsang Lee Wing Yee, Miss Choy Wai Yan Vivien). Besides, all members were equipped with skills and knowledge of positive education by attending positive education training held by Geelong Grammar School and Bei Shan Tang Foundation.

For professional development, the team organized two PD sessions for all teachers in summer 2021. Team members shared their vision and learning throughout the year. The team also offered a mindfulness program in September 2021 for teachers who are interested. There were 15 participants in total and positive feedback received.

A pilot scheme of positive education programs in S.3 was launched, with a teacher training workshop held by Bei Shan Tang Foundation for S.3 teachers.

The team also launched several programs for the whole school. Students of all Forms completed the character strength inventory and posted the result on the character strength board in each classroom. At Form and Class level, the team designed a set of game cards (Mind-roaming cards) for class-based sharing. Furthermore, several chapels about character strengths and failure education were held in different Forms. This year, the team also tried to hold a "WeZone Competition", aiming to create a positive atmosphere in classroom, but the competition was cancelled due to lesson suspension. At individual level, students were required to review their character strengths before each Parents' Day. An official Instagram account was set up to promote positive messages at school. Students are also encouraged to share with the team on Instagram, creating an alternative channel for the school to distinguish students who are at risk preliminarily. To further enhance the use of positive phrases and comments in students' learning reflection, My Journal 3.0 was used to facilitate class sharing, even during school suspension.

Reflection and Evaluation:

My Journal (21-22 Revised Version) received positive feedback from Form Teachers as it was a good communication channel with students. The WeZone competition which was called off this year will revive in the coming year to promote the positive character learning. For the positive descriptors in report cards, effort has to be done so that there is more internalization of students on character strengths. The Positive Education Team will strengthen students' positive values by facilitating the implementation of character strengths.

As for the professional development, positive feedback received. In the coming year, teacher training will be strengthened to enhance the positive campus environment.

The KPM indicated positive feedback from students, teachers and parents.

Questions	Respondents	Score (out of 5)
Q.30. The school actively fosters our virtues.	Students	3.77
Q.67. The school actively helps students develop correct values.	Teachers	4.25
Q.19. The school can foster in my child good virtues.	Parents	4.11
Q.24. The Christian education and nurturing from the school help my child develop positive values and attitudes to life.	Parents	4.09

2.2.2 Objective 2: To cultivate the culture of mutual respect in school

Strategies and Progress:
A systematic whole-school sex education curriculum that further emphasizes mutual respect in interpersonal relationship was implemented. Two activities were organized in each form.

It was hoped to strengthen mutual respect among S.1 students through dorm programs. Though they stayed shorter in dorm this year due to intermittent school suspension, dorm programs with the aim of promoting mutual respect were carried out successfully.

The 'Project Gabriel' (Big Brother and Sister Scheme) also aimed at further strengthening the teaching of mutual respect between S.1 students and Prefects. The meetings were held successfully in Spring Session when face-to-face teaching was allowed. D&C teachers shared mutual respect with Prefects, who in turn designed games and activities for S.1 students. They also shared the topic of mutual respect with them in small group chatting.

The promotion of mutual respect was also done in S.1 & 2 Camp which was postponed to July 2021-2022 (day camp) due to the pandemic and tightened government policy. Yet, team-building activities were organized and successfully implemented with the aim of promoting mutual respect.

Mutual respect was promoted to transfer students as well. D&C Team offered a form-based program while student counsellors held some games to build their relationships and attachment to school. Students were also assigned to small groups to meet the student counsellors and mutual respect was achieved through chatting.

Reflection and Evaluation:
Positive and encouraging feedback was received from both students and teachers. S.5 students were especially engaged in the relationship card game.

For Project Gabriel conducted by D&C Team through Prefects, students enjoyed the game time and chatting with their big brothers and sisters.

S.1-2 students also enjoyed and participated actively in the day camp activities at school. They learned the importance of mutual respect in interpersonal relationship through team-building activities.

The support from student counsellors to transfer students was essential to their adjustment to a new school. Due to the increasing number of transfer students, such arrangement would be made in the coming year as well to further strengthen mutual respect in interpersonal relationship and better school adjustment.

The KPM indicated positive feedback from students, teachers and parents.

Questions	Respondents	Score (out of 5)
Q.70. The school-based sex education meets the students' needs in their growth.	Teachers	3.65
Q.29. The school actively guides us to acquire the skills to get along with others well.	Students	3.50
Q.42. I get along well with my schoolmates.	Students	3.99
Q.66. The school can help students develop good interpersonal skills.	Teachers	3.94
Q.18. The school helps my child to acquire the skills to get along with others well.	Parents	4.00
Q.28. My child gets along well with his/her schoolmates.	Parents	4.25
Q.43. The teachers care about me.	Students	3.64
Q.82. The teachers and students have a good relationship.	Teachers	4.29
Q.79. I can correct students' misbehaviour and attitude, at the same time, I can still maintain a good relationship with them.	Teachers	4.13
Q.29. The teachers care about my child.	Parents	4.19
Q.40. The students respect the teachers.	Students	3.61
Q.26. The students of this school respect their teachers.	Parents	4.15

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

Strategies and Progress:
It was planned that a whole-school environmental protection program would be refined. Unfortunately, the intermittent suspension of face-to-face teaching has put a halt to the whole-school energy saving campaign and recycling activity.

It was also hoped that GLocal Weeks trips to different parts of the world could be organised to widen students' global horizons and enrich their life experiences. Nevertheless, all the overseas trips could not be arranged under the pandemic. Yet, a group of students joined an online gathering organized by Global Christian Schools Network. It provided a chance for our students to share our service trip experiences and learning with other students over the world.

To minimize the impact of health issues on the tours, instead of having overseas trips, local activities were organised during the post-exam period of the year 2021-2022. Eighteen activities were held in late July, 2022. After suspending for two years, almost all S3-S5 students joined.

On the other hand, we witnessed more service opportunities for various target groups in the local community. For class service, we served 3 elderly centres, 1 special school and 1 children and youth centre. To raise students' awareness of the needs of the local community in Hong Kong, a big Peacebox campaign was arranged with Hong Kong Church Network for The Poor. Altogether 80 boxes were collected and sent to the neighbour churches for distribution.

Reflection and Evaluation:
Though a whole-school environmental protection program was not implemented explicitly, the essence of energy saving and recycling practices had been internalized in both students and teachers' minds.

After two years of GLocal Week suspension due to the COVID-19 pandemic, local activities could be implemented this year. Both teachers in charge and participating students were excited and nurtured. As for widening students' global horizons, the online meeting with other students through Global Christian Schools Network also served the purpose despite the pandemic. Perhaps we need to adapt to the new normal of enriching students' life experiences through this way. With the lax travel restrictions of some Asian and overseas countries, we hope to organise overseas trips and serving opportunities in the coming academic year.

For class service to serve the needy, students showed their understanding and empathy for others. All service users' feedback was positive.

The KPM indicated positive feedback from students, teachers and parents.

Questions	Respondents	Score (out of 5)
Q.36. The social service opportunities provided by the school (both locally and overseas) help us understand the needs of the world and the importance of serving others.	Students	3.39
Q.72. The school encourages students to serve the needy proactively.	Teachers	4.35
Q.23. The school provides social service/overseas mission opportunities which help my child grow.	Parents	3.79
Q.74. In encouraging the broadening of horizons, the school provides students with numerous opportunities of overseas exchange.	Teachers	4.22

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 next developmental cycle

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

Strategies and Progress:
We furthered our effort in equipping 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 3. A collection of subject-based resources on action research available in most subjects

Reflection and Evaluation:

Two sharing sessions were held on action research for subject heads. The first sharing session was arranged to be in the first AAC meeting (24/8/2021), revisiting the principles, schedule of work, available about action research with the subject heads, and giving some basic ideas particularly to the new subject heads. The second sharing session was organized on 20/5/2022, which covers in greater depth the methodologies, data collection and available resources. Two teachers, Mr. Leung (Maths) and Mr. Nit (History) who had conducted the action research in the previous school year (2020-2021) were invited to share their hands-on experience. Furthermore, there was a group discussion session in which subject heads exchanged their ideas, opinions and experience in leading the subject panel to plan for the action research. This also allowed us to know more about the challenges and difficulties the teachers are experiencing when conducing the action research.

The implementation of the action research project is believed to facilitate the professional exchange among teachers. As shown in the KPM survey, the average rating of teachers on the school's endeavour in developing an ambience of professional interflow is 3.84 out of 5.

However, given the large group of new teachers and the loss of experienced teachers, there is an imperative need to further our effort in training the teachers on the rationale and skills of launching action research in the next 3-year school development cycle.

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

Strategies and Progress:

Based on the ground work for some pilot action research in the previous year, we aim to further identify pedagogies and areas to be enhanced in each subject and continue to launch some more pilot action research studies.

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

However, the disruption to school caused by the pandemic still hinders the full implementation of action research; and the progress in identifying and building consensus on the subject-based learning strategies to be enhanced through action research has been slowed down.

Having said that, 27 research topics have been identified by different subject panels.

Subject	Topic	Teacher
Chinese	二稿制有助改善學生的寫作水平？	Mr. Yu Chun Yu, Ms. Tsui Yi Suet, Ms. Cheung Nok Lam
中國文學	翻轉教學是否有助提升學生解讀文本的能力	Mr. Yu Chun Yu, Ms. Lam Choi Ki
中國歷史	IT 教授中史是否最理想的教學方法?	Mrs. Wan Lau Wan Yee Momoko
English	How to make peer evaluation in writing more effective and meaningful?	Ms. Choy Wai Yan Vivien, Ms Ng Sze Ching, Ms. Yeung Tsz Wang, Mr. Tony Wong
English	The impact of reading circles on the reading comprehension of English language learners	Mrs. Annie Lau, Mrs. Theresa Koller, Mr. Leung Tsan Chiu
English	Examination on the effect of reciprocal teaching on the development of ASD students' reading comprehension skills	Mrs. Lee Liu Hoi Yung, Mrs. Tsang Lee Wing Yee
English	When students learn grammar, which is more effective, learning through teaching peers or learning from the teacher?	Mrs. Lin Kwok Ching Yee, Mrs. Lo Chan Hiu Wai, Mr. Derrick Lok
English	Is AI grading consistent with the teachers' grading in oral practice or assessment?	Mr. Leung Tsan Chiu Mr. Roparz Fong Mr. Derrick Lok
English Literature Studies	Can implementing creative teaching or assessment methods help students understand literary concepts and stories more effectively, and deepen the students' interest in literature?	Ms. Ng Sze Ching Mr. Leung Tsan Chiu Mr. Tony Wong Mrs. Theresa Koller
French	How can students improve their French oral? What is the most effective ways to improve French speaking?	Ms. Wong Pui Shan
Japanese	Implementing self-directed learning in Japanese learning	Ms. Tsang Lee Wing Yee Mr. Yuen Chun Kit
Mathematics	A combined paper will have a positive effect towards better performance over separated papers	Mr. Lui Chi On, Mr. Cheung Cheung Yu
Mathematics	Comparison of performance in MC if the assessment is a combined written and MC paper or is divided into separate written and MC papers.	S3-S5 Maths teacher
Mathematics	Comparison of performance on a long question with and without guided parts	All Maths teachers
Mathematics	Comparison of performance of a test with and without pre-test	All Maths teachers
Mathematics	Difference in the performance of students in conceptual and procedural questions	All Maths teachers
Mathematics	Comparison of performance of a test with and	All Maths teachers

	without peer support	
Mathematics	Comparison of performance of a topics with and without video-teaching	All Maths teachers
LS	分層工作紙能否有效提升學習成績稍遜學生的學習效能及提升學習自信	Mrs. Yu Wong Mei Yung
History	Will spiral learning help students to study history more comprehensive and more effective?	Mr. Chung Cheuk Sum
Economics	Would fieldwork-type activities help improve students' motivation in learning selected topics which are traditionally considered boring (e.g. market structure, economies of scale, etc.)?	Mr. Lim Hon Kwan
Physics	Can students better understand "*Heat transfer process from water to steam*" through playing CARD GAME?	Mr. Chung Ho Yan, Mr. Tse Man Chi
Chemistry	Can computer simulations help students to understand the concepts on balancing chemical equation	Ms. Ng Wing Lam
Biology	Can students better understand the biological concepts of the human biological systems?	Mr. Choy Tsz Hung, Ms. Yuen Hei Tung, Mrs. Lam Man Wo Sau
ICT	1. Would S5 students find the programming theory easier after hard coding is taught? 2. Would S5 students have higher achievement in programming theory after hard coding is taught? 3. Would S5 students find hard coding too difficult and would it be a turn-off for in programming theory?	Ms. Wong Yuen Ying
Physical Education	透過學習新興運動，能提高你的運動量嗎? 透過學習新興運動，能提升你的運動學習動機嗎?	Mrs. Lee Lam Yin, Mr. Lai Fu Ip, Mr. Kwong Shing Kwong Thomas
Visual Arts	Comparing large mixed media project and small separate media projects Which approach can help students to understand the characteristic of different medias more effectively?	Mr. Tse Ho Tin, Mrs. Tsang Shiu Samantha So Sum

Reflection and Evaluation:

Subject heads worked along with their panel members to identify the subject needs and set the focuses for the action research that is to be conducted in the following school year (2022-2023). Small groups (3-4 teachers), with their own research focuses, were set up within each subject panel.

An inquiry brief was given to the subject heads to fill in the details about the action research to be conducted in the following school year (2022-2023), which includes the research purpose, research questions/sub-questions, literature review and research background, methodologies and schedule of work. While the research topics are identified, more support and practical advice can be given to the teachers on conducting the research, including data collection and analysis.

2.3.3 Objective 3: To prepare for the launch of action research in the next developmental cycle

Strategies and Progress:

To gear the teachers up for the formal launch of action research in the next developmental cycle, each action research team is required to devise an action research plan so that the issues of interests can be addressed through the collaborative efforts made by the team members.

Aim	Assessment tools to be implemented
To devise plans for action research by subjects/ functional group committees	1. Timeline and implementation schedules prepared by AAC available to teachers 2. A summary of the grouping for action research either by subjects/ functional group committee available 3. Completion of Draft Plans for action research by each group witnessed

Reflection and Evaluation:

An implementation schedule was set, which specified the work to be completed at each stage. Due to the disruptions caused by the pandemic, this year is set for the subject teachers to prepare for the full implementation of the action research scheme.

The summary of the grouping, as well as the details of the action research plans, can be found the above-mentioned inquiry briefs. Whereas a few subjects detailed the purpose, research questions/sub-questions, literature review and research background, methodologies and schedule of work, most of the other subjects are having trials or remain in the planning stage only.

Based the inquiry briefs as well as the feedback from the Academic Affairs Committee (AAC), all subject teachers will conduct the action research in year 2022-2023. Individual support and guidance will be given to them by AAC, particularly to those new teachers who may not have clear understanding of the action research.

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, 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. Samuel Cheng (Principal), Rev. Lui Yik Yeung (Chaplain), and Mrs. Irene Kwok (Vice Principal and Teacher).

They met 3 times in school year 2021-2022, 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 comprised 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. Irene Kwok (Vice Principal)
Treasurer:	Mr. Casper Lau, Mrs. Anthea Lok (Teacher)
Secretary:	Mrs. Apple Chan, Mrs. Lin Kwok Ching Yee (Assistant Principal)
Member:	Mrs. Venus Leung, Mrs. Ida Hui, Mrs. Sharon Chan and Mrs. Akina Yip (Assistant Principal)

3.3 Teaching Consultants

Our team of teaching consultants was comprised of professors and principals from both local universities and overseas tertiary institutes. They are:
Dr. Ching-leung Lung
Dr. Edwin Boyce (Principal, Pacific Hills Christian School of Sydney, Australia)
Dr. Tsui Kwok Wing (Head of Division of Genomics and Bioinformatics, CUHK)
Dr. Yeung Lam Lung (Chief Technical Officer, Sundial Technology Development Limited)
Dr. Lam Pun Lee (Founder, Sponsor cum Supervisor, Living Word Education Centre)
Mrs. Ho Wu Yin Ching (Honorary Writer, HKBU)
Mrs. Ho Lee Doen Yee
Dr. Lee Kit Bing, Icy (Associate Dean Faculty of Education, CUHK)
Mr. Yung Wing Ki Samuel SBS, MH, JP (Executive District Director and Honourable Advisor, AIA International Limited)

3.4 Executive Committee

The Executive Committee is comprised of the Principal, Vice-principals, Assistant Principals, Form Coordinators and teachers of various functional responsibilities, with a total of 12 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 panels 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: Mr. Leung Tsan Chiu
S2: Mrs. Lin Kwok Ching Yee
S3: Mrs. Yiu Cheung Tsui Hung
S4: Mrs. Wong Li Ho Sze
S5: Mrs. Yip Chow Sau Han
S6: Mr. Lui Chi On

3.7 Class Arrangement and Enrolment in 2021-2022

Form	Classes	No. of students
S.1	5	164
S.2	5	160
S.3	5	140
S.4	5	132
S.5	5	124
S.6	6	125
Total	31	845

(as at 30 September 2021)

3.8 Reporting DSS Schools' Annual Financial Position Financial Summary for the 2020-2021 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)	72.99%	*N.A.*
School Fees	*N.A.*	25.36%
Donations, if any	*N.A.*	0.07%
Other Income, if any	0.00%	1.58%
Total	72.99%	27.01%
EXPENDITURE *(in terms of percentages of the annual overall expenditure)*		
Staff Remuneration	82.66%	
Operational Expenses (including those for Learning and Teaching)	5.64%	
Fee Remission / Scholarship[1]	3.50%	
Repairs and Maintenance	4.63%	
Depreciation	3.09%	
Miscellaneous	0.48%	
Total	100 %	
Surplus for the School Year #	0.47 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 if possible, 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
Chinese	Miss Kwok Ka Ki	Miss Tsui Yi Suet
Chinese	Mrs. Lam Cheng Po Yee	Mrs. Ho Yeung Chi Ping
Chinese	Mrs. Fan Luk Oi Man	Mrs. Auyeung Bok Yee
English	Miss Choy Wai Yan Vivien	Mrs. Lo Chan Hiu Wai
English	Mrs. Lai Chow Sin Man	Mrs. Lin Kwong Ching Yee
Mathematics	Mr. Chong Cheung Yu	Mr. Kwong Sing Kwong
Mathematics	Mr. Liu Ling Sang Angus	Mr. Chan Chun Yin
Mathematics	Mr. Cheng Shing Yan	Mr. Leung Yue Kiu
Geography, L&S	Miss Ip Cho Kiu	Mrs. Lee Lam Yin
Geography	Mr. Fung Tik Hei	Mr. Chung Cheuk Sum
Geography	Mr. Cheng Julian Kar Man	Mr. Roparz Fong
THS, L&S	Miss Kay Tin Wai	Mrs. Wong Li Ho Sze Bonnie
Economics	Mr. Lim Hon Kwan	Mr. Nit Ka Hei
Physics	Mr. Chung Ho Yan	Mr. Tse Man Chi
Japanese & English	Mr. Gananathan Richard Yohann	Mr. Derrick Lok

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
18/8/2021	Embracing 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

Date	Topic	Professional issues addressed	Facilitators
15/9/2021	Effective L&T and classroom management	• Effective pedagogies • Cultivating good learning habits • Dealing with common classroom problems • Correcting students' misbehaviours	Mrs. Irene Kwok Mr. Choy Tsz Hung Mrs. Tsang Lee Wing Yee
6/10/2021	Assessments and handling diversity	• Quality assessment • Embracing diversity & uniqueness of students	Mr. Tse Man Chi Mrs. Yu Wong Mei Yung
10/11/2021	Communication with parents Interacting with students	• UCCKE's emphasis on P-T cooperation - the spirit behind • Strategies for effective P-T communication • Being a firm but caring Christian teacher	Mrs. Lok Cheung Ka Yee Mrs. Tam Ng Yee Ming Mrs. Wong Li Ho Sze Bonnie
5/1/2022	Counting our blessings and planning for 2022	• Sharing of our growth and learning at KE • Smart tips on coping with the hectic schedule at KE	Mrs. Irene Kwok
9/3/2022	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. Lau Chan Hiu Ying
1/6/2022	Looking back - my first year of professional growth @ KE	• Self-evaluation of professional growth in various areas • Goal setting for future path • Thanksgiving & praying for each other	Dr. Cheng Mrs. Irene Kwok Mentors

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, action research, e-learning, catering for individuality, life planning, national security education, pastoral care of students, etc. Support for new teachers has also been strengthened, particularly on handling online classes, online mock examination/ assessment as well as monitoring students' learning during the special vacation.

With blended learning, positive values education and action research being our major initiatives for the coming school year, professional development programs and exchanges on these topics will be offered to build teachers' capacity in these areas. Also, with the large

number of new teachers joining our team next year, elements such as UCCKE spirit and culture, professional conduct and ethics of Christian teachers will be infused into our PD activities to help new colleagues blend into the school culture. Training for new subject heads and functional group heads will also be strengthened with the introduction of a new two-year PD program for middle managers.

Date	PD program	Speaker
21/8/2021	Positive Psychology	Ms Felicia Lau, Clinical Psychologist
26/8/2021	Christian schools: the past and the future	Dr. Song Jun, China Graduate School of Theology
8/9/2021	Psychology of flexibility	Social workers from HK Christian Service
15/2/2022	Supporting students' diverse learning needs • Supporting students in a creative way • Giving support to struggling students • Individualized exam revision/ drilling plan • Supporting S.6 students during study break • Supporting students' well-being and catering for SEN students' needs	Mr. Chung Ho Yan Mr. Chan Chun Yin Mr. Ropraz Fong Mr. Tse Man Chi Mrs. Yip Chow Sau Han Mrs. Yu Wong Mei Yung
18/3/2022	UCC-UCCKE PD Day: Rekindle our flame and passion for Christian education	Dr. Jonathan Choi
18/3/2022	National Security Education Workshop	Mr. Keung, EDB representative 榮休校長-歐陽淑蘭校長
11/5/2022	Supporting students' diverse further study needs & supporting multiple pathways (UK, Taiwan, Mainland, Australia, non-JUPAS)	Mrs. Irene Kwok Mrs. Chan Yeung Ka Yi Mr. Liu Ling Sang Angus Mrs. Wong Chong King Ting
8/7/2022	12th Curriculum Celebration	Prof Erwin Huang, all teachers

4.1.3 Curriculum Celebration

Our 12th Curriculum Celebration was held on 8/7/2022, with an aim to showcase and celebrate good L&T practices implemented or tried out in the current school year and to learn about the future of education. Most teachers found the keynote speech inspiring, stimulating their thinking into the changing scenario in education, what students need for the future society and more importantly, the changing roles of teachers. Subject-based display and sharing in the form of parallel sessions have also sparked useful discussion and professional learning.

Programs:

1. Keynote speech
   Topic: The Future of Education
   Speaker: Professor Erwin Huang (Adjunct Professor, Division of Integrative Systems and Design, HKUST)

2. Subject exchange

Focus of subject exchange in the parallel session:

- Materials/ strategies that promote self-regulated learning or Assessment as Learning or Assessment for Learning
- Self assessment/ Peer assessment/ Feedback
- Catering for learner diversity/ individuality
- e-learning (tools/ apps/ strategies)
- Creative/ interactive L&T strategies
- Flipped learning/ ShareStart materials
- Learning package/ innovative curriculum design
- Integration of faith into curriculum

Subject	Content of sharing or display
Chinese, C. Lit, PTH	新時代的文化學習策略 - Presentation on Language and cultural students - Display of Student's work, Padlet and Flipgrid
ICT, STEM	**AI in Education** - Use of AI in education - Micro lesson – try to program using AI and electronic hardware
VA, Music, OLE (AD)	**VA: Old HK (pop-up book)** - Cover design collage using illustrator/ photoshop - Inside pages pop-up paper mechanics
	Music: S.4 Inter-class musical competition video - Musical competition produced by individual classes
PE	新興運動 - 了解體育科課程 (新興運動) - 體驗及了解木棋和 Teqball
English, Eng. Lit, French, Jap	1. Insights from the Learning Community and Language Across Curriculum 2. Use of Design Thinking and AI in Speech Analysis 3. English Literature Creative Project (Junior Form Project) 4. Japanese Basic Alphabets (Gana) 5. Student's video recording (French)
Econ, BF, BAFS	**Use of responsive classroom and game display** Simulation stock program for teaching financial concept
Physics, Chem, Bio	**Different sky of learning in Science** Physics: Use of board and card games in Physics Chemistry: Use of excel in assessing the learning of students Biology: Use of e-learning tools in assessment and learning
Maths	**Tools for Instant Feedback and Planning of Action Research** - Sharing and Trial Run on "Formatives" and "Plickers" - Sharing on Action Research
Hist, C. Hist, THS Geog, Bible	- Hist: Nature of History - Geog: Linkage between Junior and Senior forms
LS, C&S, OLE (LE), L&S	**In memory of Liberal Studies** - Last LS taster class - 'ShareStart' teaching materials showcase - Introduction to new S.4 OLE (Life Education)

4.1.4 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
23/7/2021-14/9/2021	ICT & STEM	Apps, Web, Cloud Development
10/9/2021	PE	中學校際游泳裁判研習班
16/10/2021	VA	Seminar on 2022 HKDSE Visual Arts SBA
21/10/2021	Chinese History	中國歷史科課堂設計分享---如何在中國歷史教學加入國家安全教育學習元素
1/11/2021	Economics	Briefing on Public Assessment of HKDSE Economics: illustration of 2021 Exam Papers
17/11/2021	PE	高中體育選修科系列：(三) 實習試考核內容的學與教策略重溫
15/12/2021	Chinese	翻轉教學工作坊
16/12/2021	ICT & STEM	Briefing Session on the Revised Information and Communication Technology (ICT) Curriculum and the HKDSE ICT Examination 2025
13/1/2022	ICT & STEM	The Application of FinTech and 5G in Modern Life
20/1/2022	ICT & STEM	Workshop on the Learning and Teaching of Web Application Development of ICT (New)
27/1/2022	English	Analysis of 2021 DSE Assessment Data
27/1/2022	ICT & STEM	Enriching Students' Learning in National Security and Values Education Through Curriculum Planning and Implementation of ICT (New)
18/2/2022	English	Use of AI in Communication and Presentation Analysis
28/2/2022	ICT & STEM	Cultivating Media and Information Literacy: Teaching Students to Make Good Use of Social Media and Distinguish the Authenticity of Information
1/3/2022	ICT & STEM	Using a Variety of Differentiated Instructional Strategies to Cater for the Learning Needs of the Gifted/ More Able Students in STEM Education (Secondary)
7/3/2022	ICT & STEM	Values Education (Information Literacy) Series: (1) Holistic Curriculum Planning on Media and Information Literacy Education (New)
22/3/2022	History	Textbook Review

Date	Subject/ Group	Professional development program
25/3/2022	ICT & STEM	IT in Education Pedagogical Series: Lesson Design with the Use of 360-degree Panoramic Photos, Videos and VR Technology to Enhance the Learning and Teaching Effectiveness (Advanced Level)
30/3/2022	ICT & STEM	IT in Education Technological Series: Using Panorama 360 Cameras and a Free Platform to Create Virtual School Tour (Online Self-learning Course)
7/4/2022	ICT & STEM	IT in Education Technological Series: Using IoT Platform and Arduino Sensors for STEM Investigative Studies (Basic Level) (Online Self-learning Course)
21/4/2022	ICT & STEM	Webinar on Nurturing Young Designers and Engineers through Design and Technology Subjects (New)
6/5/2022	ICT & STEM	Seminar on Understanding and Interpreting the Revised Senior Secondary Information and Communication Technology (ICT) Curriculum (New)
17/5/2022	ICT & STEM	STEM Education - Annual Sharing Series of the School-based Curriculum Development (Secondary) Section (2021/22)
25/5/2022	Chemistry	How Data is Analyzed to Monitor Students Learning Progress
30/5/2022	ICT & STEM	STEM Education Enriching Knowledge Series: (1) Applications of Artificial Intelligent (Al) in our Daily Lives and its Mathematical Principles (Knowledge Enrichment) (New)
2/6/2022	ICT & STEM	Workshop on Revised Senior Secondary Information and Communication Technology (ICT) Curriculum Elective Module A - Using Different DBMS Tools / Platforms in Teaching Database Concept Ad SQL Commands
10/6/2022	ICT & STEM	Workshop on Revised Senior Secondary Information and Communication Technology (ICT) Curriculum Elective Module B - Teaching the Development of Internet Applications and Web Applications Using Different Tools Workshop
13/6/2022	History	2022 DSE Marker Review and Sharing

Date	Subject/ Group	Professional development program
13/6/2022	ICT & STEM	Workshop on Revised Senior Secondary Information and Communication Technology (ICT) Curriculum Elective Option C - Fostering Self-Directed Learning by Online Programming Judge and Applications of Programming in Real Life
14/6/2022	ICT & STEM	STEM Education Learning, Teaching and Assessment Series: Intensive Training Programme on STEM Education for STEM Teachers of Secondary Schools (Re-run)
17/6/2022	Economics	Enhance Students' Understanding of Hong Kong's Economy through Data
23/6/2022	ICT & STEM	STEM Education Learning, Teaching and Assessment Series: Use of Hydroponics and Aquaponics in the Learning and Teaching of Biology (Re-run)
27/6/2022	Economics	Enhance students' Learning Capacity in Economics - Teachers' Experience Sharing
29/6/2022	English	Teaching, Learning and Assessment of Writing in the Secondary Classroom
30/6/2022	ICT & STEM	STEM Education Learning, Teaching and Assessment Series: Intensive Training Programme on STEM Education for STEM Coordinators of Secondary Schools (Re-run)
5/7/2022	ICT & STEM	優質教育基金推廣活動:總結及再發展工作計劃「建構及推展具效能的 STEM 學習社群 –『教學、應用、回饋、提升學習效能』」教材套全港新書發佈會
6/7/2022	ICT & STEM	IT in Education Technological Series: Promotion and Application of Artificial Intelligence (AI) in Education
6/7/2022	ICT & STEM	優質教育基金推廣活動「科學探究為本的創意 STEM 教育」主題網絡計劃 總結分享會
11/7/2022	ICT & STEM	IT in Education e-Leadership Series: e-Leadership Empowerment on the Development of e-Learning and STEM Education
12/7/2022	ICT & STEM	IT in Education Technological Series: Using Chatbot Builder Platform to Create Artificial Intelligence (AI) Chatbots in Secondary Schools
13/7/2022	History	Review on the Stage 1 of 3-year Action Research
15/7/2022	ICT & STEM	IT in Education Blended Learning Series: iFuture Education Conference 2022

Date	Subject/ Group	Professional development program
19/7/2022	ICT & STEM	STEM Education Learning, Teaching and Assessment Series: Sharing on Good Practices in STEM Education for Secondary Schools (New)
28/7/2022	ICT & STEM	優質教育基金推廣活動「促進正向思維的人工智能 STEM 教育課程」主題網絡計劃總結分享會

4.1.5 Lesson Observation

More than 70 lesson observation sessions have been held either online or at school. Post-lesson observation discussion was carried out as a form of professional exchange. Also more than 50 times of students' work inspection have been done to ensure the quality of the assignments set for the students as well as the marking as up to the standard.

4.2 Professional Exchange with Other Parties

Date	Subject/ Group	Professional Exchange Activity
13/12/2021	Japanese	Post-lesson Observation Feedback Session
21/12/2021	Library & STEM	School Visit to EduHK Library: Future Classrooms tour
25/2-11/3/2022	Literature in English	Professional Exchange with St Paul's Secondary School (Consultation on the Teaching Materials)

4.3Professional Service

- Dr. Samuel Cheng was appointed as the Chairman of Board Directors of Bethel Bible Seminary.
- Dr. Samuel Cheng was the Profolio assessor of Aspiring Principal for the Education Bureau.
- Mr. Michael Leung was appointed as the Board Director (Chairman) of Faith in Action.
- Mr. Lee Chun Fai has continuously been appointed as the committee member of Chemistry Textbook Review Panel (Secondary) from Nov 1, 2021 to Oct 31, 2023.
- Mr. Chau Chiu Sing has continuously been appointed as the committee member of Chemistry Textbook Review Panel (Secondary) from Nov 1, 2021 to Oct 31, 2023.
- Mrs. Annie Lau was appointed as the Board Member of the Kowloon Baptist Church Kindergarten.
- Mr. Kwong Sing Kwong was appointed as a committee member of Inter-school Swimming Management Committee, HKSSF.
- Mr. Kwong Sing Kwong was appointed as a convener of Inter-school Cross-country Competitions, HKSSF.
- Mr. Kwong Sing Kwong was appointed as a committee member of Inter-school Athletics Competition Management Committee, HKSSF.
- Mr. Kwan Kit Ming was appointed as the Assistant Choir Conductor and Music Department member of the Kowloon City Baptist Church,
- Mr. Nit Ka Hei was a part-time Organist from the Kowloon International Baptist Church.
- Mr. Yu Chun Yu was the member of the Patreon Platform.
- Mrs. Yip Chow Sau Han was the member of the Temporary Executive Committee of the Hong Kong Liberal Studies Teachers' Association.
- Mr. Lo Yan Hon was appointed as an associate executive committee member of the Association of I.T. Leaders in Education, AiTLE.
- Ms. Kwong Hiu Wan was the member of 兒童事工智囊團 as well as the pianist of the Children Choir from the Hong Kong Association of Christian Music Ministry Limited.

5. Our Learning and Teaching

5.1 Planning

Under the annual school theme 'God's Will is Our Zeal', the Academic Affairs Committee of the school seeks

5.1.1 to further enhance the use of systematic and effective formative assessment practices and strategies
5.1.2 to further develop Assessment as Learning
5.1.3 to further 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 2022 HKDSE are as follows:

- English Language: 99.1%
- Chinese Language: 100%
- Mathematics: 99.1%
- Liberal Studies: 99.1%
- Overall: 99.3%
- 20 of the 23 subjects got 100% passing
- 84.4% of our students with 3322 or above

5.2.2 Our students got good results in the 2022 DSE examinations. 88% of them got JUPAS offers, of which 85.2% got into degree programs and among them, 41.3% of the degree offers are from HKU, CUHK and HKUST.

The students' subject grades are also very encouraging. 62% of them are of Level 4 or above (HK average is 41.3%), and 21.6% 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	84.4	42.1
Core subjects at level 3 3 2 2 or better, with one elective at level 4+	66.0	33.0
Core subjects at level 3 3 2 2 or better, with two electives at level 4+	50.5	23.5

Table B - By Subject: Level 5 or Above

Subject	UCCKE (%)	Day School (%)
Biology	17.6	20.2
Business, Accounting and Financial Studies (Accountings)	8.3	14.7
Business, Accounting and Financial Studies (Business Management)	14.3	8.2
Chemistry	42.9	26.9
Chinese History	22.2	12.8
Chinese Language	15.6	9.6
Chinese Literature	20.0	13.6
Economics	0	17.2
English Language	31.8	10.5
Geography	32.6	12.5
History	33.3	14.1
Information and Communication Technology	25.0	10.6
Liberal Studies	15.5	9.6
Literature in English	0	20.9
Mathematics Compulsory Part	20.2	14.5
Mathematics Extended Part (Calculus and Statistics)	56.3	29.6
Mathematics Extended Part (Algebra and Calculus)	40.0	35.6
Music	0	29.6
Physical Education	0	3.9
Physics	15.2	27.7
Tourism and Hospitality Studies	22.2	5.2
Visual Arts	0	6.9

Table C - By Subject: Level 4 or Above

Subject	UCCKE (%)	HK Average (%)
Biology	70.6	45.4
Business, Accounting and Financial Studies (Accountings)	75.0	43.8
Business, Accounting and Financial Studies (Business Management)	50.0	31.8

Chemistry	92.9	52.4
Chinese History	66.7	37.9
Chinese Language	48.6	31.8
Chinese Literature	60.0	25.9
Economics	66.7	46.0
English Language	72.7	27.4
Geography	63.0	37.3
History	77.8	46.6
Information and Communication Technology	50.0	29.0
Liberal Studies	58.2	36.5
Literature in English	28.6	52.9
Mathematics Compulsory Part	66.1	39.0
Mathematics Extended Part (Calculus and Statistics)	93.8	53.2
Mathematics Extended Part (Algebra and Calculus)	100	58.3
Music	100	59.1
Physical Education	25.0	15.9
Physics	51.5	49.8
Tourism and Hospitality Studies	55.6	17.9
Visual Arts	0	23.5

5.3 NLC - International A Levels

2022 marks the year of graduation of our second Non-local Curriculum (NLC) cohort. Though being a relatively small cohort on its own, our NLC students did exceptionally well amid all the constraints posed by the pandemic in their senior years.

Students in the NLC cohort took English, Chinese and 3-4 IAL science subjects. Below are their results in the June 2022 series.

Subjects	A*	A or above	B or above	C or above
IAL Biology	57%	100%	100%	100%
IAL Chemistry	62%	77%	85%	100%
IAL Mathematics	60%	80%	100%	100%
IAL Physics	38%	77%	92%	100%

5.4 Academic Week

Academic Week was held from 23 – 27 May 2022 this year, with an aim to help students find joy in learning, widen their horizon and relate subject learning to their daily life. Around 20 subject activities were organized during the week, ranging from game booths, competitions, academic talk, workshops, subject display to demonstration, through which students were able to engage themselves in authentic tasks and interact with experts in a particular discipline. Elements of experiential learning and cross-curricular learning will remain our focus in next year's Academic Week.

UNITED CHRISTIAN COLLEGE (KOWLOON EAST) 2022 EDITION

The Academic Week

MAY 23RD - 27TH, 2022

ACADEMIC WEEK IS SET TO RETURN THIS YEAR

NEWS!

This year's Academic Week will take place in the week of 23rd May. To enhance the lively atmosphere of students' learning in various academic subjects, booths and other activities will be held. Come and join us!

SUBJECTS & DEPARTMENTS	BOOTHS & ACTIVITIES
中文科	拉闊音樂
普通話	普通話歇後語知多少
English	Speak to A.I.
English Literature	Flash Fiction Fest
French	Let's learn French through Board Games
	Book display
Japanese	聞こう、話そう、食べよう！
Mathematics	Living with Math
Science	ExPeRathon 實驗馬拉松
ICT & STEM	Fun with STEM
History & 中國歷史	香港保衛戰
Geography & THS	GEO x THS around us
Bible	關心天父世界
Business	Company Program Sharing
VA	LED neon signs workshop
PE	新興運動示範
NCS	Ethnic Groups in China
M&C	Recycling for us
LS, C&S, L&S	Be a global citizen

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 with the opportunity to learn and acquire the skills of accessing information efficiently and effectively, reading and evaluating information critically and competently, and using information accurately and creatively. They are also expected to practice ethical behaviour 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. The library sessions during the face-to-face suspension period were conducted online.

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-order thinking with reading & information skills learned in the Library Program were applied in these research units.

5.5.3 Electronic Resources Workshops

Workshops were conducted to introduce eResources, like Literacy Pro Library, LightSail Digital Reading Program, HyRead, eRosen eBooks and Flipster to staff and students.

5.5.4 School Library Webpage

A library webpage in the school website was created and launched in September 2021 which serves as an eResources hub and also includes library updates/activities.

5.5.5 School Library System Upgrade

The catalog of the upgraded school library system covers not only printed items in the library collection, but also school subscribed eBooks, items available from HKPL and web resources; new features of the system have enhanced users' experience in information search.

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 throughout the year to check their Lexile growth.

5.6.3 LightSail _Digital Reading

This digital reading platform was adopted by S.3 & 4 students for both fiction reading and gaining new knowledge of various topics in different subjects. This platform also allowed students to check their Lexile growth.

5.6.4 Reading Circles

The S.1 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.

5.6.5 Book Week (Dec 6-9, 2021)

The focus of this year Book Week is to promote eReading; all the school subscribed eResources were introduced and promoted through various channels (e.g. Library Program, Posters; Library WebPage, etc.) in September and October. Two eReading activities, *S.1-4 Lexile Challenge* and *Fun with Rosen eBook,* were conducted in the Book Week.

5.6.6 Christmas Holiday and Special Vacation eReading Schemes

These Holiday eReading Schemes were organized to encourage students to make use of ePlatforms like Literacy Pro Library, LightSail and HyRead to read both for leisure and learning during the holidays. The most active participating class and students who excelled in the schemes were awarded with certificates and prizes funded by the EDB Reading Grant.

5.6.7 Battle of the Books (2021-2022)

This interschool reading competition aims to introduce students to a variety of reading materials, build teamwork skills, and help students 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, three S.2 and two 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.

5.6.8 External Writing Competition

Four pieces of work written by S.1, 3, 4 and 5 students were chosen and submitted as entries to the 4.23 World Book Day Creative Writing Competition 2022. The entry titled “Reading is Omnipotent” submitted by a S.5 student won the Outstanding Award in the Senior Secondary Section_English Category (Reading is always a good idea).

5.6.9 Harvard Book Prize (2021-2022)

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.

5.6.10 Parent Talks on Reading

Parent Talks on Reading aim to help parents know more about what their children are learning and how they can further support their children’s development in the areas concerned. Two

sessions of Parent Talks on eReading and two on Digital Literacies were conducted on Dec 18, 2021 and May 14, 2022 respectively, both talks were well received by parents.

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.

5.7 Student Achievement and Gifted Education

To fully develop students' strengths and enrich their experience, within and beyond academic subjects and co-curricular activities, the school established the Student Achievement and Gifted Education (SAGE) Committee in 2011. The SAGE programme has helped students understand themselves, broaden their vision, go beyond their limits and grow holistically. In 2021-22, highlights of the SAGE Committee's work included:

1/ Recommendations for students to participate in external courses;
2/ Nominations for awards and scholarships;
3/ "Stand by You, Stand by You, version 2" Scheme and
4/ Dream Project Scheme
5/ Subject-based gifted programs (In-school training)

5.7.1 Recommendations for students to participate in external courses

On the SAGE Committee's recommendations, students with talents in a wide range of subjects participated in programmes for the gifted, organized by EDB and local institutes. Fifteen students were nominated for Off-school Advanced Learning Programmes for Talented Learners by EDB. Two students were selected to join
"HK 200" Leadership Project by Hong Kong Federation of Youth Groups. Twenty-four students were nominated and admitted to HKU Academy for the Talented. One student was admitted to the Chinese University of Hong Kong's Gifted Programs and The Hong Kong University of Science and Technology (HKUST) Dual Program 2021 respectively.

5.7.2 Nominations for awards and scholarships

The SAGE Committee made twenty-one nominations for external awards and scholarships including CYLF Talent Development Scholarship, Elsie Tu Education Fund 2021, Hong Kong Outstanding Students Award, 2022 "Stars of Tomorrow – Upward Mobility Scholarship"「明日之星-上游獎學金」, Kwun Tong Outstanding Student Award, Ng Teng Fong Scholarship, The Outstanding Young Persons Association – Future Leader Award, Sir Edward Youde Memorial Prizes and Link University Scholarship. As a result of the nominations, ten students received awards and scholarships.

5.7.3 "Stand by You, Stand by You, version 2" Scheme (「撐緊你撐緊你, 2.0」計劃)

Due to the severe pandemic situation, EDB rescheduled school holidays in March - April 2022. In light of the special holiday arrangements, the school launched the "Stand by You, Stand by You, version 2" Scheme to support students financially to widen their horizons. The scheme was implemented in two phases - the first phase commenced in March for all students except 4E who were doing their examination. The second phase was launched for 4E students in June, after they had completed their examination. Altogether, 157 students submitted applications for courses including pre-university taster courses, musical instrument courses, foreign language learning and life skill learning, etc. Applicants had to submit a learning plan. Upon completion

of their courses, students were required to submit evidence of completion to apply for reimbursement.

5.7.4 Dream Project

The Dream Project aims to encourage students to realize their dreams, offering through financing and in-kind support for their self-initiated projects. Participating students took the initiative to plan and manage their projects under teachers' supervision. During Easter 2022, a group of three S1 students joined the Dream Project, producing different animations to promote positive thinking and reading. Their work was completed in August.

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

For Biology Research Team, 10 students finished a project related to biotechnology. UCCKE Team was awarded silver award in i-GEM competition. In addition, 30 students from S.2-4 joined the BRT club and attended lessons related to the skills and concepts of biotechnology and did some experiments using various biotechnology techniques under the teacher and tutor's guidance.

Information and Communication Technology Department has been working devotedly on IT/STEM projects. More than 100 students participated in different IT and STEM courses and competitions. Four students joined The Mastercode 2021 A.I. Application Design Competition, co-organized by Microsoft and Hong Kong Edcity and got the Champion and 2nd Runner-up. Four S2 students joined Mastercode 2021 A.I. Minecraft Education Competition and got Merit Awards. Ten S2 students joined the 10Botics x BTEHKMU Minecraft School Campus Building Scheme and got The Oscar of School Campus Building. Three S3 students joined the Micro:bit Creative Device Design Competition organized by eClass got Merits Award. Our students also participated in different courses such as Microsoft Azure AI Fundamentals Certificate (AI900) course, AI Programming Course with Microsoft Azure Cognitive Services and Python, Create Mobile App Courses with Power Apps and AI Builder, and Python Programming Course with Minecraft. The department continues to promote technology education to students, including virtual reality, artificial intelligence, and python programming.

5.7.6 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.

6. School Ethos and Student Support

Enhancing students' personal accountability and nurturing them into a global citizen 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 "God's Will is Our Zeal". 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 understand Christianity through game booths at recess. After Gospel Chapel, more than 35 students converted and 79 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, Rev. 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 2021-2022, Mission and Service sector has 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:

Apart from one class of S2 didn't finish the class service because of COVID 19, all classes of S1-S5 did it after resuming of school. For S1 and S2 students, most of them have been trained to play a variety of board games and played it with elderly in local elderly center afterward. Also, two classes of students of S1 and S2 have learnt the skills of floral design. Then they taught the elderly to design and make some floral buckets. The elderly was surprisingly like it and invited the students to teach them next time. Besides, a group of elderly in an elderly center would like to learn how to use Facebook and Instagram (two kinds of social media) so that one class of S2 students has been arranged to teach them. All elderly' feedback was positive. All S3 students didn't serve the students in special school directly but they have prepared a tailored made educational videos for the mental retarded students. The film shooting skills have been learnt in training session and all videos have been given to the people in need. Furthermore, all S4 students have been divided into two groups to have service in one elderly center. One of them did some handicrafts with elderly together and another one did the wall painting with elderly in the elderly center. The wall painting brought about the precious memories for elderly. At last, for S5 students, they have been arranged to teach the children in tutorial classes in Hong Kong Christian Service Kwun Tong Happy Teen Club.

Student's initiative in social affairs and justice is our concern. Our Student Mission and Service Team aroused their schoolmates concern through assembly sharing for different issues. There were three fundraising days to raise fund for six deprived groups in local community and worldwide. They are Manna Restaurant, Hong Kong Dandelion Hope Foundation AHN Africa funding plan, The Mission Covenant Church Sham Shui Po Church Planting Center, story book funding for Hong Kong Children Heart Foundation, Christian Concern for the Homeless Association and OM Ukraine mission.

Students can serve people with what they have been equipping in the lessons so that we keen to connect social service with different subjects. Seventeen S4 students who studied Visual Art designed and published four story books for the children who suffer Congenital Heart Disease. The story books help children to understand their illness, the limitations of their physical health and even how to protect themselves. Absolutely, it benefits for the children' growth and their caregivers as well. All members in Hong Kong Children Heart Foundation have received it as a gift and these books are placed at Cardiology Ward in all Hong Kong public hospitals for children to read freely. This programme enhances students' ability in serving skills using their strength and knowledge as well as empathy on others.

Apart from broadening students' horizon in serving others, we also pursue to dig deeper the foundation of their initiative and persistence. A big Peacebox campaign cooperated with Hong Kong Church Network for The Poor, has been arranged. Altogether eighty boxes have been collected and sent to the neighbor churches for distribution. Students in Mission and Service team showed their initiative to arouse students' awareness in the needs of the local community in Hong Kong and encouraging students to pay more attention and involvement in it.

For the coming year, we are hoping to broaden students' global perspective in the mission and service area, explore their aspiration as well as cultivate a serving heart in this difficult period of time.

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 22 subject-related clubs, 23 non-subject based activities and 15 teams in 2021-2022.

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, Dance Festival, Athletics Competition, Swimming Competition and video filming competition.

6.4.2 One Student One Activity Policy

There were 94.7% active members in S.1, 88.6% in S.2 and 83.7% in S.3. The overall percentage was 89.4% 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
2021-2022	94.7%	88.6%	83.7%
2020-2021	95.1%	94.6%	77.7%
2019-2020	81.8%	89.1%	73.9%

6.4.3 Serving Our Community through CCA

Diving Club joined annual survey of corals (Reef Check) in Hong Kong coordinated by Agriculture, Fisheries and Conservation Department. The Hong Kong Reef Check aim to raise public awareness about the value of coral reefs, the threats to their health and the solutions to these problems

6.4.4 House System Development

Due to the cancellation of the 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 during form period time in school days in order to keep members their house spirit.

Captains and officials also prepared house activities and mini ball games to all when school

resumed half school day in the Spring Session. 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 in zoom to meet their S.1 fellow members to encourage them and keep their house spirit during the suspension of school. 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.

Not only pay attention to their S.1 new members, house officials also pack a fighting pack with snacks and cards for S.6 members in DSE. They spontaneity come back to school in their holidays just to give support to our S.6 members.

6.4.5 The Student Council (SC)

Due to the suspension period, many planned and scheduled activities need to rescheduled or could not be held. But we still having the very important "Teacher Appreciation Day" in half school day, also Dance Competition which in fact happened once the school resumed in the whole school day at lunch time.

Student Council also exercised the new election period during the post exam period. There were two cabinets, Melius (156) and Ventus (139), in the student council election campaign this year. The total number of votes is 311 (34.5%), cabinet "Melius" won the election.

6.4.6 Music Appreciation and Variety Show

Due to the sudden change of summer holiday, our Annual Concert in the end of the year was being cancelled, but the School Orchestra, Junior Choir, Senior Choir and Chamber Choir were performed the Music Appreciation Concert and being recorded and played in the assembly. Students were still having a perform to show their work in the year. Also, our Variety Show was being rescheduled to July, with more time of practise, our students performed a great show and having fun at the end of the school year with school resumption.

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. S.4 Musical Competition was successfully done with all the pandemic measures applied in all the setting during lesson time at hall. Annual Concert was reformed to Music Appreciation and performed in assembly. 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. 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 and developmental needs for each form. 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.

With the release of lesson time brought by senior secondary subject optimization, a new subject named OLE (Life Education) was launched this year, comprising of moral and civic education, life planning and value education. Various important topics in relation to CLD as well as visits and activities were infused into the curriculum, giving students one further platform to explore their aspiration and pathways.

Offering students with individualized support remains our top priority. Individual counseling was offered to S.5 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. NLC students were also given individualized guidance on their non-JUPAS and overseas university application process. For S.5 students, individual counseling (i.e. career exploration coaching) was scheduled from February to May 2022, conducted initially on Zoom and later on campus after school resumption. For S.6 students, 2 sessions of counseling were offered. The first session was held from September to November 2021, which mainly dealt with their choice of university programs while the second one in late July 2022 (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. To better support S.3 students' needs in choosing their senior secondary subjects, group counselling was offered in Winter with the assistance of FC, FT and AFT. Students generally found the Counseling Handbook and group counselling meeting useful in helping them identify their interest, ability and strengths and thus the suitable stream and subjects for the next learning stage.

This year marked the second year of our participation in 'CLAP for Youth @ JC Phase II' as a network school. Last year, a self-evaluation of our school-based Career and Life Development provision was conducted with reference to 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 was drafted and implemented based on the self-evaluation, as well as the professional exchange with other network schools. This year, more emphasis was placed on areas such as authentic workplace and higher education encounter, students' learning, reflection and connection to VASK/ personal roadmap, Moreover, two S.5 students served as Career Ambassadors of the Joint-school CLD Club and gained invaluable knowledge and exposure. Also, students' workplace experience has been enriched through the support from our Enterprise Advisor, Mr. Steven Suh and his colleagues (Co-Founder and CEO of Floship, a logistics and supply chain firm). Sharing and mentoring sessions were organized to give students more authentic experience of the world of work.

6.5.1 S.4 OLE (Life Education) Curriculum

Life Planning Curriculum was implemented in senior forms with the additional OLE (LE) lesson in S.4.

The first topic "Exploring Personal Values" can help students understand the basic concepts of values and the six different work values. Students have explored the work values that they care about so as to contemplate the relationship between values and future career.

Another topic named "My Life Roles" provide an opportunity for students to learn about the multiple life roles of individuals and to understand the lifestyles they pursue as well as enhancing their satisfaction of life.

Besides, we have invited the social workers from St. James' Settlement to introduce the useful one-stop digital platform "I am……" Youth Portal to our students. It focuses on career and life planning, employing today's innovative technologies and bringing the experience to a brand-new level.

6.5.2 Form-based activities

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
- Parent-child workshop on senior form subject selection (Zoom)
- Group counseling on senior form subject choice

- Talks by Professionals – 17 parallel sessions introducing different professions and general topics about career

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)
- Talks by Professionals – 17 parallel sessions introducing different professions and general topics about career

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)
- Talks by Professionals – 17 parallel sessions introducing different professions and general topics about career

S.6

- Individual counseling
- Introduction to JUPAS application & SNDAS
- Talk on JUAPS strategies
- Alumni sharing on universities and university majors
- Talk on handling your OEA
- Workshop on handling your UCAS application
- Socio-game: DSE mock release
- Interview training workshop
- Pre-DSE and Pre-IAL release workshop for parents and students

6.5.3 Encounter with Higher Education and Workplace

6.5.3.1 On further studies

- Local universities and institutions
  - Admission Talk by Tung Wah College
  - CUHK - Taster for BSSc in Data Science and Policy Studies
  - EdUHK - Taster on Heritage Education/Digital Communication/ Special Need Education
  - PolyU - Taster on new courses of School of Design (with annual fair tour)
- Overseas studies
  - Virtual Admission Talk by Western Sydney University

- Virtual Admission Talk by Griffith University
- Virtual Admission Talk by Queensland University of Technology
- Virtual Admission Talk by University of Queensland
- Virtual Admissions Talk by International Christian University
- Virtual Admissions Talk by University of Bath
- Webinar on 'Study in UK and UCAS application'
- Webinar on 'Study in Germany'
- Webinar on 'Study in Japan'

6.5.3.2 On workplace

- Assembly (I) – Sharing by our students on their fruitful experience in workplace.
  - Speakers: Career & Life Development Ambassadors of UCCKE - Edward Lau from 5D and Christy Ng from 5C shared about what they have learnt in the Joint-School CLD Club and the experience in the Job Tasting Program at Daniel Wellington
  - Speakers: Olivia Lo and Christy Wong from 6C shared about their experience in the Job Shadowing at CUHK Medical Centre
- Assembly (II) – Sharing by our Enterprise Advisor "Floship" on their company about their mission and working culture
  - Guest speakers: Miss Emma Newman and Mr. Aditya Halan from Floship
- Mentorship Program:
  - Floship
- Job shadowing/internship activities:
  - 香港家庭福利會2022 復活節工作實習體驗計劃
  - 香港家庭福利會2022 暑期工作實習及體驗計劃
  - CLAP@JC Virtual Internship Program
  - 社會福利署屯門區康復服務工作體驗計劃 2022 (新生精神康復會 安泰軒(屯門))
- Company visits:
  - Marco Polo Hong Kong Hotel

6.5.4 Activities for parents

S.3

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

S.4

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

S.5

- 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

An Online talk on "打機vs創新科技藝術" was organized in mid-February 2022. Guest speakers from the NGO "Act Plus" introduced Innovative Arts to our parents. It is hoped that our parents will know more about game creation and the creative industry, and support the young generations to explore the development of video games. Around 50 parents joined the webinar and the feedback from parents are positive.

Parents were also invited all the above online university admission talks and webinars on overseas study to promote their understanding and engagement in guiding their child on further study planning.

6.5.5 Professional development sessions for teachers

Internal training

Topic	Participants
On senior secondary pathways and subject choice	S.3 FC, FTs , AFTs
Training on the use of "Value Cards" 青少年生涯咭	S.4 FC, FTs , AFTs
Training on the use of "Ability Cards" 青少年能力咭	S.5 FC, FTs , AFTs
On multiple pathways (UK, Taiwan, mainland, Australia, non-JUPAS)	All teachers
On counseling and supporting students after DSE release	S.6 FC, FTs, AFTs

External training and sharing

As a network school of CLAP JC, both our team members and stakeholders of the school received accredited training offered by EdUHK, 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.

Our school is also invited to share our good practices and resources on individual counselling (HKBM 6 - Personal Guidance for Developing Career Roadmaps) in CLAP Repository for network schools.

Professional Development Program	Participants
工作世界在變：儘早裝備年青人邁向未來職場」	Dr. Samuel Cheng, Mrs. Irene Kwok, Mrs. Joanna Lee (PTA Chairperson)
Advanced Certificate in Benchmarks for Career and Life Development Education	Mrs. Irene Kwok

To conclude, most of the activities fully achieved their purposes. At UCCKE, our CLD priority is to help 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 through our connection and collaboration with various stakeholders.

6.5.6 Reflection and direction of development for next year

With the extension of OLE (LE) to S.5, more topics on CLD will be included, with an aim to offer students more understanding and experience regarding further study and career options. Students' different further study needs will be catered continuously with the increasing number of students opting for overseas studies and non-local curriculum. Also, nurturing positive values and work ethics will be another focus through the activities delivered.

As one of the resource schools for CLAP@JC Cohort II starting from 2022-23, we will continue to share our practices and experience with other schools and to leverage community resources to offer a CLD curriculum that meet the changing needs of students and society.

6.6 Activities organized by the D&C team

- "Project Gabriel" mentoring program: 80 prefects served as the mentors of the S.1 new students. They had two face-to-face lunch time meetings with S.1s. During the meetings, the prefects shared topics on adapting to secondary school life, academic issues, Christian faith and played games with the S.1 students.
- S.1 induction program: The Discipline and Counseling team introduced the school rules and prefects provided a school orienteering session to all S.1 students in August.
- S.2-S.6 New students and parents orientation program: all S.2 to S.6 new transferred students and parents were invited to join this induction program. They knew more about the rationale of D&C in UCCKE and introduced them the school rules. Students were grouped into small groups and the counselors and social workers would have some activities with them.
- D&C coordinator conducted a talk concerning "Positive Parenting" in Sept., to provide a different angle to parents, from Christian point of view, concerning the expectation from kids and provided some tips in their communication at home.

6.7 Activities organized by the counselors

- A group of students was recruited to help decorating a board in the early October. Students loved working together and showed to others their talent in art. They built good relationship with one another during this project.
- "A Two-day Break" activity (休孖 DAY): This was a two-day activity prepared by the counselor team to help the students unwind their pressure in the early school year when students resumed face-to-face school life. Students from different forms participated through playing in the game booths, learning their emotions and tips of boosting oneself. Students loved this activities not only because of the small gifts but they could know more about their deep down emotions.
- Kendama group: Eight students were recruited to join this activity after school to establish social network among the students. In the six sessions each academic period, students learnt some skills in playing Kendama and students could also play as a team to facilitate the communication and trust in the group.
- Board game group: Eight students were recruited for this lunch gathering and they met four times in the autumn session. The purpose of the group was to establish social network among the students. During this activity, various board games were used as tools to facilitate the communication in the group.

6.9 Activities organized by the school social workers

- S.1 & S.4 Induction Program: social workers actively participated in different sessions and led some mass games to build up good relationships with students.
- New Students and Parents Support: social workers would join these program to introduce themselves and build supporting networking with students and parents in a very early stage.
- Special Holiday Gathering (假日共享 Fun): each class, through the zoom meeting

between students, social workers and form teacher (even with form coordinator) during the special vacation, enhanced the attachment network between students and built up the class atmosphere.

- Cheering Up activities: social workers prepared a video with the encouraging message from principal Dr. Cheng to cheer up students they were not alone and showed our care to them; social workers also prepared a game session with S4E before the public exam to ease their pressure.
- Positive Education (both junior and senior forms): social workers shared with all students about the different strengths of individuals to build up their self-esteem and prepare them for individualized development.
- S.4 PTSD program (Teen 躍逆情後):
  - ACT training in theory and practice was conducted in summer to all teachers to equip teachers to have early identification of emotional needed students and tips for tackling the cases in class.
  - S.4 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. But due to the pandemic situation and school suspension to web lesson, the whole form activity and the post-test would be postponed to 22-23 in S.5.

6.10 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.

6.11 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, the advanced version of "My Journal" with more interpersonal relationship related topics was designed, positive comments from teachers and students in respect to the design and content framework were received. "My Journal" is one of the communication media between students and teachers, teachers were able to realize students' needs more and to provide suitable support and caring by using it. In response to the promotion of positive education, M&C Committee also designed two reflection worksheets for students to reflect on their character strengths, interpersonal relationship, aspiration and

academic performance of each session. Feedbacks by parents were expected on the Parents' Day to encourage more parent-child mutual understanding and appreciation. Moreover, a newly designed "Mind-roaming Card", cooperated with the Positive Education Team, had been published to all classes. The card game facilitate and encourage sharing among students and teachers which is a good tool for class activities.

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 on every school day and on special holiday. National Flag Raising Ceremony also been held during school assemblies, holding celebration activities and school events. Besides, to enhance students' understanding of the Constitution, the Basic Law and national security, students had participated in three quiz competitions related to the Basic Law and national education organized by the Education Bureau and the Kwun Tong District Council. "Top Ten News Election 2021" organized by Hok Yau Club was successfully completed in December as well. Through participating in this election, students had the opportunities to review and analyse different local, national and global social issues. In January, chief editor of the "Breakazine" from the Breakthrough Organization was invited to be our M&C assembly speaker. His sharing topic is "Media Literacy", most of the students indicated from the survey that their knowledge and positive attitude toward media literacy were increased after this assembly. Furthermore, three Master Classes were successfully held in collaborate with the Liberal Studies Club. There were over 100 students participated in total. Master Classes speakers included Mr. Chan Lai Hei, a lawyer; Ms. Dorothy Wong, a drama therapist and an entrepreneur; and Dr. Lam Pun Lee, an economist. Their sharing enriched students' horizons in different professional sectors in Hong Kong.

For the Sustainable Development Education, more recycling facilities in the school campus were implemented. School-based recycling training workshops were organized for our moral and civic ambassadors in September in order to promote daily recycling habits in classrooms. S.1-2 moral and civic ambassadors also joined some programs of the "Student Environmental Protection Ambassador Scheme" organized by the Environmental Protection Department. A whole-school recycling campaign – "Recycling for Us" were held during Academic Week, over 160 recycling items had been collected from students and teachers. Besides, the data generated by our school's solar energy monitoring system was used to facilitate the learning and teaching of sustainable development and renewable energy in the Liberal Studies and Geography lessons. However, due to the school suspension and the health protection measures, 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, witness sharing by the staff of Little Life, teaching package of Hong Kong Sex Culture Society Limited, card games related to love and relationship, alumni sharing and case studies during life education lessons, 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.

6.12 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 enables the school to enrich students' learning experience.

Due to COVID-19, this year we rescheduled the dormitory programme to all students who failed to participate in it in the past two years. Finally, 6 sessions have been held for S3, 2AE, 2BD (half), 1E, 1AC and 1BD students. They have completed the dormitory program for around 3 weeks.

S1 Students' interview indicates that over 70% students think they have learnt to be more independent during the dormitory period. And almost 90% of them agree their friendship with classmates has been improved. From the perspective of parents, over 90% of parents agreed that the communication skills have been improved.

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

6.13 Life-wide Learning

6.13.1 Foreign Exchange Scholarship

In the year of 2021-2022, foreign exchange to Australia and Germany were unable to conduct during the COVID-19 pandemic.

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

Being a faithful steward of God, we provided opportunities and guidance for students to value people, be a good partner of the community, commit to the poor, and be responsive to the needy. GLocal week provided one of the chances for students to fulfil this by taking actions with a serving heart.

In 2021-2022, only local activities could be arranged for students because of COVID 19. A total of eighteen activities were held during post exam period. After suspending it for two years, all S3-S5 students have joined and they were excited and been nurtured.

6.13.3 Post-Exam and summer tours

As GLocal week was held during post-exam period, no any other activities and trips were held in that period.

6.14 Home-School Cooperation

Not only does successful parent involvement improve student behaviour, 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:

6.14.1 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. Irene Kwok (Vice Principal)
Treasurer:	Mr. Casper Lau, Mrs. Anthea Lok (Teacher)
Secretary:	Mrs. Apple Chan, Mrs. Lin Kwok Ching Yee (Assistant Principal)
Member:	Mrs. Venus Leung, Mrs. Ida Hui, Mrs. Sharon Chan and Mrs. Akina Yip (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 online via Zoom. A total of 200 parents participated in 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.

6.14.2 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 44 parent volunteers were involved in school activities, like Fruit Days, life planning activities, 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.

6.14.3 Parenting

Apart from students, parents in our school are also offered various learning opportunities. 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.

6.15 Connecting with Alumni

The 1st United Christian College (Kowloon East) Alumni Association UCCKEAA with more than hundred members was formed by nine alumni and five teachers in the 2022-2024 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

VTC Challenge Cup 2021
Merit Prize
4B LI SUM YIN
5C LEUNG KIT YIU
5E WU SAMSON

World Robot Olympiad 2021 Hong Kong Robot Challenge (New Sports Challenge)
Bronze Lego Award
2C HUI SHING LOK
2D YAU SHUN HEI
3D FUNG LONG YIN
3C NG HOI LAM

Robotics Intelligence DIY 2021
Prize of 2 RIDIY Stars Level
3B KAM HIN WING
3C NG HOI LAM
3D FUNG LONG YIN

Best Challenge Spirit Award and Prize of 2 RIDIY Stars Level
2C HUI SHING LOK
2C LEE YUE HIN BRENDAN
2D YAU SHUN HEI

2020-2021 年度賽馬會五人足球盃(學校組)17 歲以下女子組
季軍
3A LAI ON YIU
4C TANVIR KAUR
4D HU YIN YIN
4D SZETO TIN YAN VANNA
4E LEUNG HOI CHING
5A LAM WING TUNG
6B WONG SUM YEE

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 CHU TIN WAI
4A CHAN WAI YAN
4D YIP IMAN
4E LEUNG HOI CHING
4E WONG HEI TUNG

三維打印設計大獎
3E CHU TIN WAI
4A CHAN WAI YAN
4D YIP IMAN
4E LEUNG HOI CHING
4E WONG HEI TUNG

力學設計大獎
3C MORI YUKINA
3E CHU TIN WAI
4A CHAN WAI YAN
4D YIP IMAN
4E LEUNG HOI CHING
4E WONG HEI TUNG

夏季青少年田徑比賽 2021
男子跳高亞軍
6C (Year 2021) LEE YIK LONG

港島及九龍地域中學校際比賽-中銀香港射箭盃
女子甲組第 8 名
6B (Year 2021) TANG HO CHING

VTC 時裝設計比賽
冠軍
5E (Year 2021) MA YUET TUNG HANNAH

葛量洪視覺藝術獎 2020/2021
初中組獎學金
4C TONG WAH YUET AMMI

「齊來運動・預防中風」短片比賽
初中組「中大中風大使-傑出校園大使」
2D LAU HYMNSON
3A CHU FU YIP

第十二屆全國青少年科學影像節香港區選拔賽
初中組銅獎
2B TSE CHUNG SUM
2D LAU HYMNSON
3A CHU FU YIP

愛基金校園生命工程. 2021 學界創意達人大賽 (演講組別)
冠軍
3C SUM KA CHING

亞軍
4A IP NING SHAN

優異獎
2A LEE SHMILY HOI YING
3B LING HEI TUNG

第十九屆博藝盃全港朗誦比賽 (古詩獨誦，粵語)
銀獎
3C LAU CHLOE
4C TANVIR KAUR

銅獎
2C LO SUEN HEI
3C LO SUEN YAN SHARON
4C MORI YUKINA

優異獎
2C CHAU MIA KATELYN

第十九屆博藝盃全港朗誦比賽 (散文對誦，粵語）
金獎
4C MORI YUKINA
4C TANVIR KAUR

亞太優才發展協會 香港朗誦家大賽 2021 (古詩獨誦，粵語)
銀獎
2C LO SUEN HEI
3C LO SUEN YAN SHARON
4C MORI YUKINA
4C TANVIR KAUR

銅獎
2C CHAU MIA KATELYN

亞太優才發展協會 香港朗誦家大賽 2021 (詩歌獨誦，粵語)
金獎
3C LAU CHLOE

KPCC 樂誦盃 2021 全港朗誦比賽 (古詩獨誦，粵語)
金獎
2C CHAU MIA KATELYN
2C LO SUEN HEI
3C LO SUEN YAN SHARON
4C MORI YUKINA

銀獎
4C TANVIR KAUR

KPCC 樂誦盃 2021 全港朗誦比賽 (詩歌獨誦，粵語)
金獎
3C LAU CHLOE

2021 KPCC X PPCC 朗誦比賽 (古詩獨誦，粵語)
金獎
2C CHAU MIA KATELYN
2C LO SUEN HEI
3C LAU CHLOE
3C LO SUEN YAN SHARON
4C MORI YUKINA
4C TANVIR KAUR

2021 第十屆 精藝盃全港學生朗誦比賽----第二場 (現場比賽)粵語 朗誦 (古詩獨誦，粵語)
金獎
3C LAU CHLOE
4C MORI YUKINA

銀獎
2C LO SUEN HEI
3C LO SUEN YAN SHARON
4C TANVIR KAUR

銅獎
2C CHAU MIA KATELYN

環球體育文化協會 GASCA (第八屆國際兒童及青少年朗誦大賽) (古詩獨誦，粵語)
冠軍
4C MORI YUKINA

亞軍
4C TANVIR KAUR

季軍
3C LAU CHLOE

優異獎
2C CHAU MIA KATELYN
2C LO SUEN HEI
3C LO SUEN YAN SHARON

香港多元智能教育協會 - 第二屆全港朗誦挑戰賽
冠軍
3C LAU CHLOE

亞軍
3C LO SUEN YAN SHARON

季軍
4C TANVIR KAUR

優異獎
2C LO SUEN HEI
2C CHAU MIA KATELYN
4C MORI YUKINA

香港多元智能教育協會 - 香港國際中英文硬筆書法比賽
銀獎
3C LAU CHLOE

銅獎
2C CHAU MIA KATELYN
2C LO SUEN HEI
3C LO SUEN YAN SHARON
4C MORI YUKINA
4C TANVIR KAUR

不賭思議辯論賽半準決賽
最佳辯論員
6D LEUNG TSOI LAM

第八屆觀塘盃辯論賽第一輪初賽
最佳辯論員
2E KWOK TSZ KIU

第八屆觀塘盃辯論賽
最佳辯論員
3B WONG YUET

第二屆全港中學學界辯論比賽
最佳辯論員
3C WONG YUEN YAN JOYCE

青苗學界進步獎 2020-21
青苗學界進步獎獎學金
3C LAU CHLOE

葛量洪視覺藝術獎 2020/21
4C TONG WAH YUET AMMI

「禮行天下」校際短片創作比賽(中學組)
三等獎 (季軍)
2C IP TSZ MONG
2C HUI SHING LOK

香港多元智能教育協會 - 第四屆香港國際中英文硬筆書法比賽
銀獎
3C LAU CHOLE

銅獎
2C LO SUEN HEI
2C CHAU MIA KATELYN
3C LO SUEN YAN SHARON
4C MORI YUKINA
4C TANVIR KAUR

香港多元智能教育協會 - 第二屆全港朗誦挑戰賽中學初級組
冠軍
3C LAU CHOLE

亞軍
3C LO SUEN YAN SHARON

季軍
4C TANVIR KAUR

優異獎
2C CHAU MIA KATELYN
2C LO SUEN HEI
4C MORI YUKINA
5C YIP KAI LONG

奧運狂熱-第四屆 全港中英文徵文大賽 2021 中學組
銀獎
6C CHENG SZE YUEN MARCUS

HKIEACA 學生中文硬筆書法 (2021 普世歡騰頌聖誕) 少年組
冠軍
1C SITCHON KAIREEN JHANZELLE ROSARIO
2C CHAU MIA KATELYN

季軍
1C SKELTON RICHARD HARRISON

HKIEACA 學生中文硬筆書法 (2021 普世歡騰頌聖誕) 青少年組
冠軍
3C LAU CHOLE
3C LO SUEN YAN SHARON

亞軍
2C BHATTI MAJID ALI
2C HUEN JAMIE
2C LO SUEN HEI
4C MORI YUKINA
4C TANVIR KAUR

HKIEACA 學生中文硬筆書法 (2021 普世歡騰頌聖誕) 青年組
亞軍
6C CHENG SZE YUEN MARCUS

HKIEACA 學生中文硬筆書法 (我愛校園慈善大賽) 少年組
冠軍
1C SITCHON KAIREEN JHANZELLE ROSARIO

亞軍
2C CHAU MIA KATELYN

季軍
1C SKELTON RICHARD HARRISON

HKIEACA 學生中文硬筆書法 (我愛校園慈善大賽) 青少年組
冠軍
3C LAU CHOLE
4C MORI YUKINA

亞軍
3C LO SUEN YAN SHARON

季軍
2C BHATTI MAJID ALI
2C HUEN JAMIE

2C LO SUEN HEI
4C TANVIR KAUR

HKIEACA 學生中文硬筆書法 (我愛校園慈善大賽) 青年組

亞軍
6C CHENG SZE YUEN MARCUS

第八屆觀塘區聯校盃賽

亞軍
2A WONG TIN NAM
2B SO YU HEI
2E CHAU SZE WING
2E KWOK TSZ KIU
2E TANG WING SUM
3A CHAN LOK TO
3B LING HEI TUNG
3B WONG YUET
3C WONG YUEN YAN JOYCE
3E YONG HUA ZHEN ISAAC
4A IP NING SHAN
4B LAW YUET LAM
4D LAM TSZ KIU
4D LEE HIN TUNG
4D SZETO TIN YAN VANNA
5C FOK HO YING
5E LEE TINYU

Company Program

Social Buzz Award
4D LEE HIN TUNG
4D CHAN TSZ YAU
5B CHEUNG CHUN CHUEN
5B TSE TSZ CHUNG
5B CHAN LOK YIU RENEE
5C NG TSZ KIU
5C AU YEUNG CHUNG MAN
5C TIN TSZ YAN
5D HUI SZE FAN
5D TSE YEE LAI
5D LAU TSZ KIN
5D YIP WAN KEI
5D CHUNG CHEUK WING
5D JIANG FAN LAP
5D TAM HOK HIM ISAAC
5D WAN ZHI QIAN
5D HUNG PAK HIM

粵港澳中國文化交流協會《2021 香港校際徵文比賽》

初中組亞軍
3A WONG JOCELYN

初中組季軍
2A WONG TIN NAM

初中組優異獎
2A WAT HEI YIU
2C IP TSZ HIN
2C SUEN HOI CHING

高中組季軍
4E KEI SUET LAM

高中組優異獎
4A CHAN WAI YAN
5C CHUNG YAN SING
5C LI CHENGKUN
5C LIU SUM YAU

第七十三屆校際朗誦節中五、六級男子粵語詩詞單人獨誦

季軍
5C CHUNG YAN SING

第七十三屆校際朗誦節中三級女子粵語詩詞單人獨誦

季軍
3C SUM KA CHING

第七十三屆校際朗誦節中三、四級粵語二人朗誦

季軍
4C MORI YUKINA
4C TANVIR KAUR

第七十三屆校際朗誦節中一、二級粵語二人朗誦

季軍
2A WAT HEI YIU
2A YAU YUET CHING

73rd Hong Kong English Speech Festival

1st Place
1C LEE HOK YI
3C CHONG MAN TO
3C CHAN YAN LOK ENOCH
3C CHONG MAN TO
5C LIU SUM YAU
6C WAN PAK WING

2nd Place
1D LEE MUK YAN ALPHA
1E CHAN HEI TUNG
1E LEUNG NGA YU
1E WONG TSUN HEI
3B TSANG YUI HONG
4E KEI SUET LAM
5C CHUNG YAN SING

3rd Place
1D LOR CHING FUNG AIDAN
2B CHENG HO CHI
2B SO YU HEI
2C JAMIE HUEN
3A ARTHUR CHAN
3A WONG HEI YUET
4C TANVIR KAUR

YMCA 120 周年福音三人籃球賽
男子 18 歲或以下組別季軍
4C NG YEE SHUN
4D CHAN KA HO
5C CHENG PAK YU
6A PANG HO HIM

iGEM
Silver Medal
3D FUNG LONG YIN
3E LI YAU
5B CHAN PUI CHING
6B YEUNG CHING YIN
6C YIP KAI LONG
6F CHAN CHAK HEI JEREMIAH
6F KWOK WANG KIN
6F LAU CHEUK GI CHLOE

Learn-a-thon2022 Introduction to Cyber Security
Certificate of Excellence
5C CHOI KAI YUEN
5C CHOU TZ REN

Certificate of Merit
4C CHIANG KING SUM
4B TAI YING WAI

Learn-a-thon2022 Programming Essentials In Python
Certificate of Merit
1D LOK CHUN YUEN
4B TAI YING WAI
4C CHIANG KING SUM

Mastercode 2021 A.I. Application Design Competition
Champion
5C LEUNG KIT YIU
5E WU SAMSON

2nd Runner-up
2C HUI SHING LOK
4B LI SUM YIN

Mastercode 2021 A.I. Minecraft Education Competition
Merit Awards
2C LAM KWAN YIN
2C LEE YUE HIN BRENDAN
2C SIN SZE HANG
2C WONG TSZ YUI

Speak Up Act Out Radio Drama Competition
1st Place Team (+ Audience Favourite Award)
3C WONG CHUN NING DAVIN

1st Place Team (+ Audience Favourite Award)
3C WONG CHUN NING DAVIN

2nd Place Team (+ Audience Favourite Award)
3C NG CHUNG HEI

3rd Place Team (+ Audience Favourite Award)
2D LO YEE LAM BETHEL

4th Place Team (+ Audience Favourite Award)
2B CHENG HO CHI

5th Place Team (+ Audience Favourite Award)
1D CHENG CHARLOTTE

MTSports 學界籃球邀請賽
亞軍
1B CHU TSZ LOK
1D CHONG KAI CHUN
1D CHU TIN YEUNG
2A WONG TIN NAM
3C LAM CHI NGAI
4B LO HEI CHIT
4C NG YEE SHUN
4D CHAN KA HO
5A HA CHUNG HIN
5C CHENG PAK YU
5D TAM HOK HIM ISAAC
6A PANG HO HIM

我真的愛您手機短片創作比賽（中學及公開組）
亞軍
2B TSE CHUNG SUM
2D LAU HYMNSON
3A CHU FU YIP

第八屆全港中學微電影創作大賽 （初中組）
最佳剪接
2B TSE CHUNG SUM
2D LAU HYMNSON
3A CHU FU YIP

HKMIE 第五屆香港國際中英文書法比賽 中學組
銀獎
1C SITCHON KAIREEN JHANZELLE ROSARIO
2C LO SUEN HEI
2C HUEN JAMIE
3C LAU CHOLE
3C LO SUEN YAN SHARON
4C TANVIR KAUR

銅獎
1C SKELTON RICHARD HARRISON
2C BHATTI MAJID ALI
2C CHAU MIA KATELYN

HKCCAA 香港青少年兒童中英文硬筆書法大賽 2021 中學初級組
銅獎
2C CHAU MIA KATELYN
2C HUEN JAMIE

2C LO SUEN HEI
3C LAU CHOLE
3C LO SUEN YAN SHARON

環球體育文化協會 GASCA 第十一屆全港兒童及青少年書法比賽少年組

冠軍
3C LO SUEN YAN SHARON

季軍
1C SITCHON KAIREEN JHANZELLE ROSARIO
3C LAU CHOLE

優異獎
1C SKELTON RICHARD HARRISON
2C BHATTI MAJID ALI
2C CHAU MIA KATELYN
2C HUEN JAMIE
2C LO SUEN HEI
4C TANVIR KAUR

74th Hong Kong Schools Music Festival (2022)
SECOND
4E BRIAN LEUNG YAN HO
5B TSUI TIN YAN

THIRD
1B LAM YEUK LING
4D OR PAK HO
5B TSUI TIN YAN

Gold Award
1E SIN LOK SUM SAMMI

Silver Award
1C TSE HILL SUN
1D LAM HO CHING CLARA
1E LEUNG KING YEUNG
1E WONG TSUN HEI
2A YEUNG WING KEI
2C WONG YU FEI HANNA
2D CHUNG CHEUK LAM
3A NG CHI NGAI TRISTAN
3A TSE YAT HANG
3E LI YAU
4C CHOW CHEUK WING
4E BRIAN LEUNG YAN HO
6E CHU KWAN YUI

BOCHK Archery Cup 2021-2022
Girls C Overall 3rd Place
1E LAI ON KIU
2D KEI HOI CHING
2B CHEUNG SUET CHING
2E TANG WING SUM
2E CHAN MING YAN

Girls C Individual 2nd Place
2E CHAN MING YAN

Inter-School Athletics Competition 2021-2022 (Division Two)
Girls C High Jump 1st Place
2A YAU YUET CHING

Girls C 100m Hurdles 4th Place
2E HO SIENNA

Girls C Discus 2nd Place
2E TANG WING SUM

Inter-School Swimming Competition 2021-2022 (Division Three (Kowloon One))
Girls C 4 x 50m Free Style Relay 2nd Place
2B HO SHUN CHI
2C WONG YU FEI HANNA
2D KEI HOI CHING
2E MAK PUI KIU CHARMIAN

Girls C 100m Free Style 3rd Place
2C WONG YU FEI HANNA

Girls C 50m Breast Stroke 4th Place
2E MAK PUI KIU CHARMIAN

Girls B 100m Free Style 2nd Place
4B YUNG MAN HEI

Boys C 50m Back Stroke 4th Place
2D CHAN PAK WING

Boys B 50m Breast Stroke 4th Place
4D THAN MATIAS SUNG HEI

Boys B 100m Breast Stroke 4th Place
4D THAN MATIAS SUNG HEI

Girls C Overall 4th Place
2B HO SHUN CHI
2C WONG YU FEI HANNA
2D KEI HOI CHING
2E MAK PUI KIU CHARMIAN

UCCKE
ifferent SKY OF LEARNING