

C.C.C.
Mong Man Wai College
School Report
2020-21

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**The Church of Christ in China
Mong Man Wai College
School Annual Report 2020-2021**

Vision, Mission Statement and Core Values on Education

Vision

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

Mission Statement

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

Core Values

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

School Mission

Embracing the HKCCCC philosophy of “To minister and serve through schools”, we are committed to the provision of quality education services. We strive to nurture our students by developing their potential and to foster their moral, intellectual, physical, social, aesthetic and spiritual development. It is our aspiration that our students will always strive for excellence, exemplifying our school vision “Together we nurture fullness of life; Hand in hand we witness the love of Christ.” From 2019-2022, we are upholding the school vision of “A future brightened with positivity cultivation; A chapter unveiled IT in education.”

Our School

1 Brief History

C.C.C. Mong Man Wai College is one of the grammar schools run by the Church of Christ in China, the Hong Kong Council and it was founded in 1974. Since its establishment, the school acquired a good reputation from the community. The school is named “Mong Man Wai College” because of Dr. William Mong Man Wai’s generous donation of HK\$ 300,000 in 1970. Dr. Mong had been showing his genuine concern and support to us until he passed away in July, 2010. Throughout the years, Dr. Mong donated money, facilities and scholarships to our school and we will never forget him. His son, Dr. Mong Tak-yeung, the Chairman and CEO of Shun Hing Group, has continued to show his support and concern to our school through continuous donations and personal visits. Shun Hing’s representative has become our independent school manager since 2011/12.

2 Organization

2.1 Class Structure

Before September, 2011, our school adopted a 29-class structure with 5 classes for each form from S.1 to S.5 and 2 classes for each form from S.6 to S.7. However, with the implementation of the Voluntary Scheme of Optimization of Class Structure, EDB in September 2011, the number of classes has been reduced to 24 since 2016/17. In the past, S.5 students attended the HKCEE and then the HKAL if admitted to study in S.6 and S.7. The school system has been changed completely after the introduction of the New Senior Secondary (NSS) since 2009. Starting from 2012, students in S.6 take one public examination, namely HKDSE.

2.2 Teaching and Non-teaching Staff Members

In 2018/19, there were more than 90 teaching and non-teaching staff members in our school. They included teachers, teaching assistants, laboratory technicians and all supporting staff, including I.T. technicians. Starting from 2019/20, the school has two school social workers sending from the Christian Family Service Centre (C.F.S.C.). In the same year, a speech therapist of 1/3 of her working time stations in our school. Every year, 2 student school social workers from tertiary institute will have their placement practicum in our school for about 6 months. We also have some student teachers who take their practicum in our school every year.

3 Organization and Management

3.1 Establishment of Committees

Right from the beginning of the school in 1974, we had important roles of middle managers such as Discipline Master and Guidance Master to assist the school principal in running the school. In recent years, in order to cope with the

ever-changing challenges of the school, the Civic Education Committee, School Promotion Committee, the School Admin & I.T. Committee as well as the Other Learning Experiences Committee have been established. Under the leadership of the principal and the vice-principals, the Executive Committee comprising the above-mentioned Committee heads holds regular meetings for the management and administration of the school. Besides, the computerization of school administration such as joining the WEBSAMS, EDB has helped enhancing school administration efficiency over the past 20 years.

3.2 Establishment of SMC and IMC

With the introduction of school-based management from EDB in early 1990s, our school started to have School Management Committee in 1999, signifying an era of school-based management with the participation of both parents and teachers in managing the school. More significantly, the Incorporated Management Committee was established in September, 2011. This means the school is now having an independent legal entity which composes of school supervisor, school managers from the sponsoring body, parent school manager, teacher school manager, alumni school manager and an independent school manager. They all work together to lead and manage the school for the benefits of our students and the whole school has turned another new page of management.

4 School Campus and Facilities

Our school is situated in a quiet hillside place with a relatively spacious school campus of 6000 sq. metres. Because of the School Improvement Program, EDB, a new annex was built in 2001 which provides more space for learning and activities. Apart from the school hall, classrooms, laboratories, library, the school also has Campus TV Room, Music Room, Visual Arts Room, Home Economics Room, Multi-media Learning Centre, English Learning Centre, Self-study Room, Student Activity Room and Band Room. Thankfully, throughout the years, the Shun Hing Education Charity Fund (Charity Fund) has sponsored and donated a variety of facilities to our school. In 2004, we received funding from the Charity Fund to have air-conditioners installed in the school hall. In 2008, we had the Campus TV sponsored by the Charity Fund. In 2010, Dr. T. Y. Mong donated induction cooker for the cookery teaching of Home Economics to show his generosity and care to us. In 2014/15, the Charity Fund donated 44 sets of air conditioners and network improvement facilities to our school equivalent to a sum of \$816,610. Since 2014, the Charity Fund has supported our students to represent Hong Kong to participate in the World Youth Scrabble Championships. The places for the competition included West Australia, Lille of France, Kuala Lumpur and Dubai. In 2016/17, the Charity Fund donated wireless microphone system valued at HK\$367,006.00. In 2017/18, the Charity Fund agreed to donate facilities worth more than \$1,000,000.00 including air-conditioners and projectors to our school. To celebrate the 45th Anniversary, the Charity Fund donated

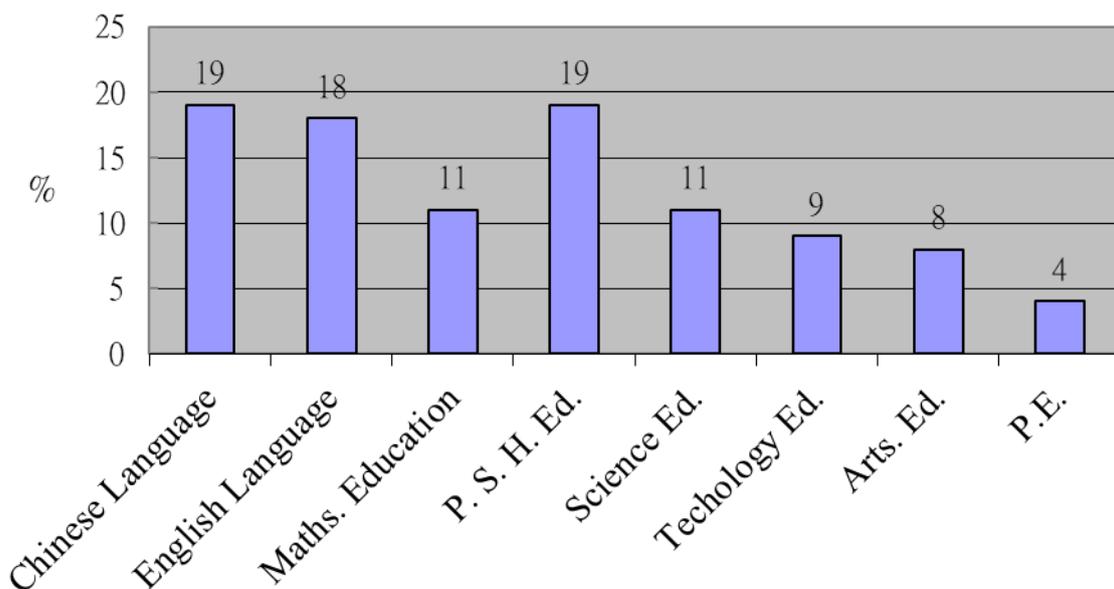
facilities and equipment including upgrading Campus TV system, rolling shutters in the covered playground so that our students, teachers and staff have a good environment in the campus. Besides, the school also used different fundings to install the LED wall in the school hall and smart boards in secondary 1 classrooms, VA room and Computer Room to facilitate more interactive learning and teaching strategies. In addition, we get the approval from the EDB every year to have renovation construction works to be carried out in summer so as to keep the school campus new and well-maintained.

5. Number of school days

In 2020/21, the planned number of school days was 191. Unfortunately, COVID-19 pandemic continued from time to time throughout the whole school year. Under the Education Bureau’s guidelines, blended learning of face-to-face schooling and on-line lessons were adopted.

6. Lesson Time for 8 Key Learning Areas

Percentage of each KLA in the School Timetable



7. The Recent Development on STEM Education

The school year 2017/18 was an important year to plan and organize different activities of STEM to our students after joining the PDS, School-based Support Scheme, EDB. A historic STEM week was also organized in May, 2018. Students got valuable experience and learned a lot in joining the contests or activities of STEM both inside and outside school. To further STEM development, in 2018/19, the school applied for the Quality Education Fund (Dedicated Funding Programme) to implement STEM education and renovate a room as STEM Room to enhance STEM learning especially in junior forms. In 2019/20, the STEM elements have been planned and implemented in the science curriculum of the junior form levels. In 2020/21, the school

implemented the “Bring Your Own Device” policy for allowing students to bring their own mobile computer devices to schools for learning activities, so that learning has become more personalized and mobile.

8. The Endeavors to Our Students

In 2019/20, our school Rope Skipping Team went to Antwerp, a city of Belgium, to join the 4th World Inter-School Rope Skipping Competition. Our school team got the champion of the show competition.

9. External School Review (ESR)

The ESR team conducted the inspection on 27 November, 2 to 4 and 9 December 2019. The team made recognition to our school in student development and showed appreciation to our students for their achievement in sports and good performance in academic studies.

10. 45th Anniversary

Our school planned to celebrate the 45th Anniversary in 2019/20. The theme of the Anniversary is “Growing Together, Bonding Forever”. The unexpected outbreak of COVID-19 led to the postponement of the 45th Anniversary Thanksgiving Service. Finally, it was held on 28 September 2020.

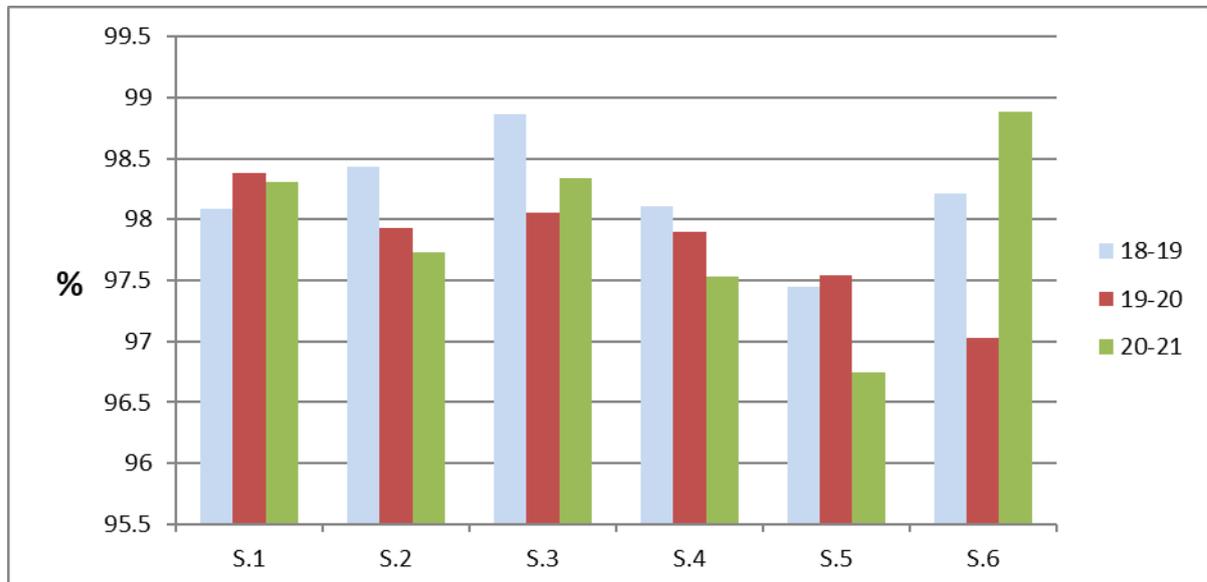
Our Students

1. Class Structure

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
Boys	79	84	71	79	73	58	444
Girls	50	48	50	43	40	52	283
Total Enrolment	129	132	121	122	113	110	727

2. Student Attendance

The data for the school year 2020-2021 is based on 191 days face-to-face and online schooling.

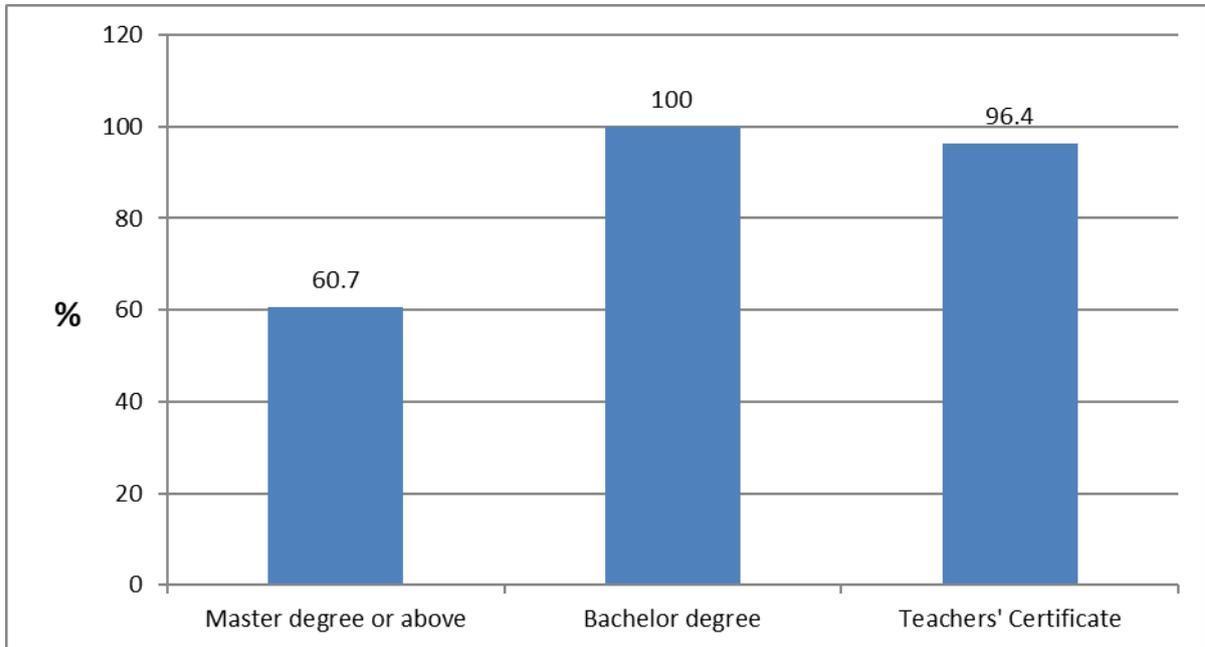


3. Drop-out of Students

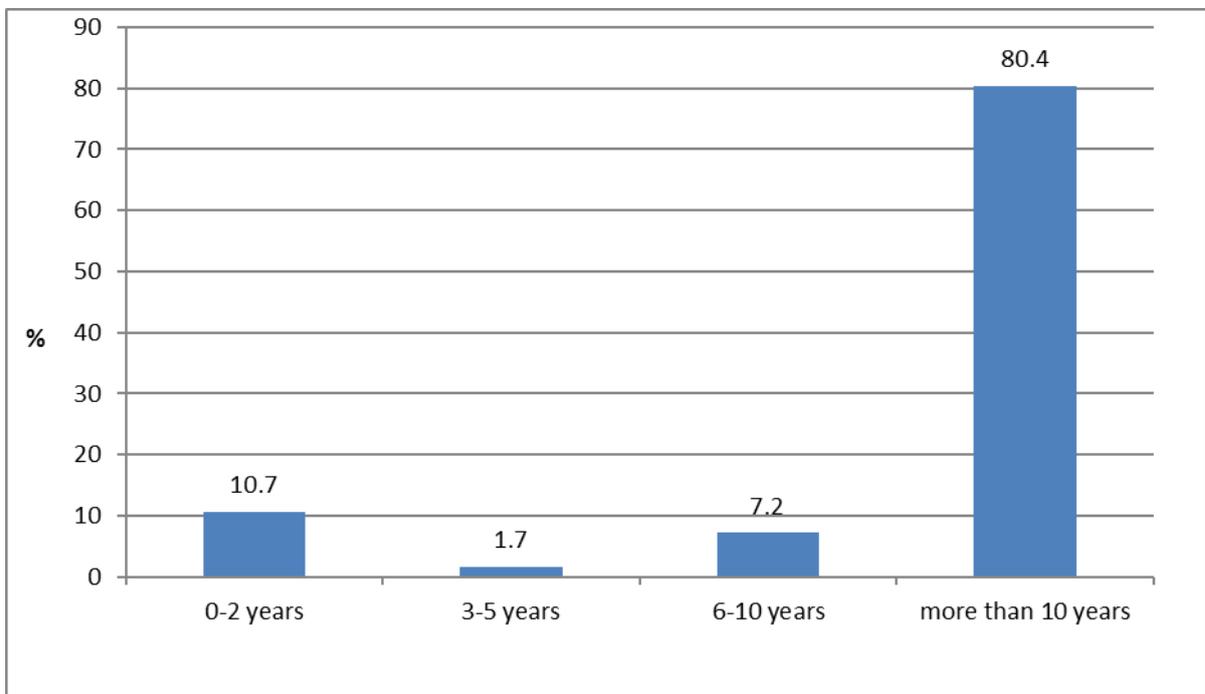
In 20/21, 3 in S.1, 2 in S.2, 4 in S.3, 4 in S.4 and 4 in S.5.

Our Teachers

1. (a) Teachers' Academic & Professional Qualifications



(b) Teaching Experience



Achievements and Reflection on Major Concerns 2020/21

In the school year 2018/19, consultations and discussions were carried out in the meetings of the Executive Committee, Academic Committee (Subjects) and Staff Meetings for the preparation of next three-year development plan. After that, a new three-year plan has been adopted since 2019/20. The theme of the present development plan is ‘**A future brightened with positivity cultivation; A chapter unveiled with IT in education.**’ The Chinese version is 正向培育耀人生，科技學習揭新章. However, due to two unprecedented events had happened, social events and the outbreak of COVID-19 pandemic, class suspension lasted for nearly about six months in the school year 2019/20. The blended mode of schooling kept going for nearly six months in the school year 2020/21. Thus, the strategies planned were seriously affected.

Based on the theme of the three-year school development plan, the major concerns are as follows:

Task 1: To nurture students to be motivated learners

1.1 To sustain self-directed learning (SDL) habits (3-pillar-mode in lessons)

Achievements

It is believed that self-directed learning habit is the essential learning skill for lifelong learners. Thus, the three-pillar learning mode (pre-lesson preparation, learning in lesson and consolidation after lesson) was advocated in the last three-year development plan and has been extended to the present one.

Teachers’ opinions on the implementation of SDL were quite positive. Based on the survey for the evaluation on the implementation of the Major Concerns (2020-21), more than half of the teachers agreed and strongly agreed that the Self-directed Learning (SDL) habits could be sustained. 66% of teachers agreed and strongly agreed that SDL was encouraged to be used in senior form as the application of SDL in the senior forms was the focus of this year (*Appendix I*). The result of APASO also reflected that the average scores of our students of motivation were generally higher than that of the HK scores.

The COVID-19 occurred in January 2020. With the adoption of online lessons for the replacement of face-to-face lessons due to the pandemic, teachers have become more familiar with using e-Platforms for online teaching and other e-learning materials to facilitate teaching and learning. Against this background, it is more common for teachers to use these e-tools to tailor make materials such as self-made videos to facilitate more interactive online learning activities. These materials are school-based teaching aids so that they are more able to address our students’ learning needs. The survey (*Appendix I*) about item 1.2 to ‘develop e-learning to enhance learning effectiveness’, was conducted to collect teachers’ opinions. Over 70% of teachers strongly agreed and agreed that the training and sharing sessions, designing e-learning and e-teaching materials and the use of mobile devices and different e-learning platforms could help to enhance learning effectiveness.

The production of school-based learning materials helps to enlarge the stock of learning aids

which can be utilized as pre-lesson teaching materials in future for SDL. Besides, QR code was widely used to encourage students to use more selected learning resources from the web to facilitate SDL.

Reflection

In the midst of COVID-19, the blended mode of learning, i.e. face-to-face learning and online learning were frequently adopted in the school year 2020/21. The blended mode of learning has its positive and adverse impacts on the implementation of SDL. For the positive impact, teachers were more familiar with using Zoom and video-making software to produce more tailor-made videos to facilitate online teaching. It helps to increase the videos' stocks for the pre-lesson teaching materials to sustain students' learning habit in SDL in future.

For the adverse impact, some pre-lesson activities for the lesson preparation could not be conducted face-to-face. Thus, timely guidelines and advices from teachers could not be given. As such, the benefits of SDL could not function properly. (ACS Annual Report and *Appendix 7*)

1.2 To develop e-learning to enhance learning effectiveness

Achievements

A number of sessions of Staff Development Days focused on the learning and teaching effectiveness of online learning. A school-based sharing and a sharing session of guest speakers were organized on 9 October 2020 (*Appendix 2*). A Staff Development Day titled 'Suspending Classes without Suspending Learning – Teaching and Learning under the Epidemic' was held on 7 May 2021 (*Appendix 3*). A discussion session was held and the discussion groups were arranged according to the Key Learning Areas. The discussion session was served as a review of the school on the implementation of e-learning at the time of pandemic through the collection of teachers' opinions. The e-tools of their functions were summarised as follows:

To raise interest - Kahoot!, Mentimeter, Jotform, etc.

To increase interaction during lesson - Nearpod, PearDeck, Padlet, Jamboard, etc.

To consolidate learning - Google Form, Wizerme, Edpuzzle, Quizziz, Answer Garden, e-books, e-readers, Tagcrowd, etc.

The summary reflected the enhancement of teachers' capability in using Apps for teaching and learning. As compared to last school year, a number of teachers were novices at using the e-tools. This year, it was observed that teachers got access a variety of e-tools and they could identify the usages and applications of e-tools.

Teachers were positive to develop e-learning to enhance learning effectiveness. The survey of the 'Evaluation on the Implementation of the Major Concerns 2020/21' showed that more than 70% of teachers showed that they agreed or strongly agreed that the four strategies (refer to the item 1.2 of the school development plan) are achieved. Some online lessons observations were conducted. It was observed that the applications of Apps in learning and teaching could engage students in online lessons to some extent.

Reflection

In general, teachers have become more skilful in using e-tools for teaching and learning. E-tools can be applied in online teaching and face-to-face teaching. However, it was certain that the learning effectiveness of online teaching is not satisfactory. The role of teachers as the facilitator in learning cannot function well as compared with that of face-to-face teaching. Students need to be very disciplined in learning. Otherwise, students would not concentrate on the online lessons and lagged behind easily. It was observed that the use of mobile devices could help facilitate e-learning in class. The school adopted the Bring Your Own Device (BYOD) policy in the end of April 2021. Students could get i-Pads through joining the Community Care Fund or bringing their own devices. As the time for the implementation of BYOD was not long, teachers were advised to observe the impact of this policy on students' learning in the coming school year.

Note: The achievements and reflection on the major concerns of 1.1 and 1.2 come from the annual reports of various subject departments and Academic Committee (Subjects) and *Appendix 7*.

Task 2: To foster positive education

2.1 To cultivate a positive school climate

Achievements

The school has the caring culture and it is confirmed by the ESR Team and stated in the ESR report 2019/20 (*Appendix 4*). Regarding the needs of our students, the caring culture was nurtured in the school in a more systematic way through the implementation of positive education. For cultivating the school climate, it was clear that three-level-programs were the framework for the school to serve this purpose. They are teachers' level, students' level and whole school level. At teachers' level, in collaboration with the City University of Hong Kong, three workshops were planned but only two workshops were implemented to equip teachers for the implementation of positive education due to pandemic. The feedback from teachers was good (*Appendices 5 and 6*).

At students' level, Student Guidance Ambassadors could find their character strengths and learn how to apply them in 'Caring Hearts' in a very limited period of time of face-to-face schooling. At school level, after a prolonged period of blended mode of learning, positive quotes were posted around the school campus including staircases and on the walls to welcome all students to attend face-to-face schooling in May 2021.

Reflection

At students' level, two more strategies have been planned for cultivating a positive school climate. They are (1) conducting morning sharing by teachers and students on positive attitude as the theme and (2) coordinating different school departments and committees to run activities and programs in their theme weeks. However, online mode of schooling reduced the number of sharing from six to four times.

At whole school level, the coordination of different school departments and committees to run

activities and programs in their theme weeks were weak due to the blended mode of schooling. As such, the strategies were reviewed, adjusted and would be implemented in the school year 2021/22.

2.2 To nurture and develop character strengths

Achievements

Class teacher (CT) trainings on conducting lessons of building up students' character strengths were carried out. Class teachers were equipped with the basic knowledge and skills for positive education. In the school year 2020/21, class teachers conducted the CT lessons to build up students' character strengths instead of guidance teachers. Through the CT lessons, class teachers established a good rapport with the students.

In May 2021, to welcome students back to school for half-day schooling, Form Masters / Mistresses designed a prize scheme in each form level to appreciate students who have distinctive character strengths. It was hoped that the scheme helped to cultivate a positive school climate and nurture students to be positive in schooling.

Reflection

As the school nearly had six months of blended mode of learning due to pandemic, time to contact students face-to-face was limited. In the year-end survey (*Appendix I*), the score of coordinating different school departments or committees to run activities and programs in theme week was 48% and the score of 'running training camps and training programs for student leaders to develop their character strengths' was 41%. It was observed that the implementation of positive education was adversely affected by COVID-19.

Feedback on Future Planning

In the school year 2020/21, the schooling was still affected by the COVID 19. Online mode, blended mode and half day mode of schooling were adopted according to the EDB guidelines.

To nurture students to be motivated learners

Teachers' Level

In the coming school year, teachers can use the prepared self-directed learning materials (SDL) of these two years for future use so as to sustain students' SDL learning habits.

It is hoped that more face-to-face lessons can be conducted in the coming year and the focus of the lesson observation is about SDL and e-learning, which were planned to be implemented in the years before.

School Level

The Bring Your Own Device (BYOD) policy started in April 2021. More students have their own devices which can help facilitate e-learning. Meanwhile, the school purchased and installed facilities such as smart blackboards (in four S.1 classrooms, Computer Room (Room 110) and Visual Arts Room), a large LED Wall in the Hall and new iPad for students and teachers to borrow. In the coming school year, teachers can use these facilities for the implementation of e-learning. Besides, the school continues to purchase some Apps to help teachers to design more interactive learning activities to sustain students' learning motivation.

The COVID-19 still prevails. If class suspension happens again, teachers have already had the experience in conducting online lessons. Besides, teachers are better equipped to use e-Platforms and other e-tools to facilitate learning and teaching.

Regarding the facilities and teachers' capabilities, it is hoped that students are better equipped to be motivated learners through deepening the SDL habits and developing e-learning.

To foster positive education

Measures of positive education were planned to be implemented in the school year 2020/21. However, as the face-to-face lessons were limited, the expected outcomes were affected. The City University of Hong Kong arranged two workshops for our teachers to enhance their understanding and skills of positive education. Besides, the materials of positive education are ready to use.

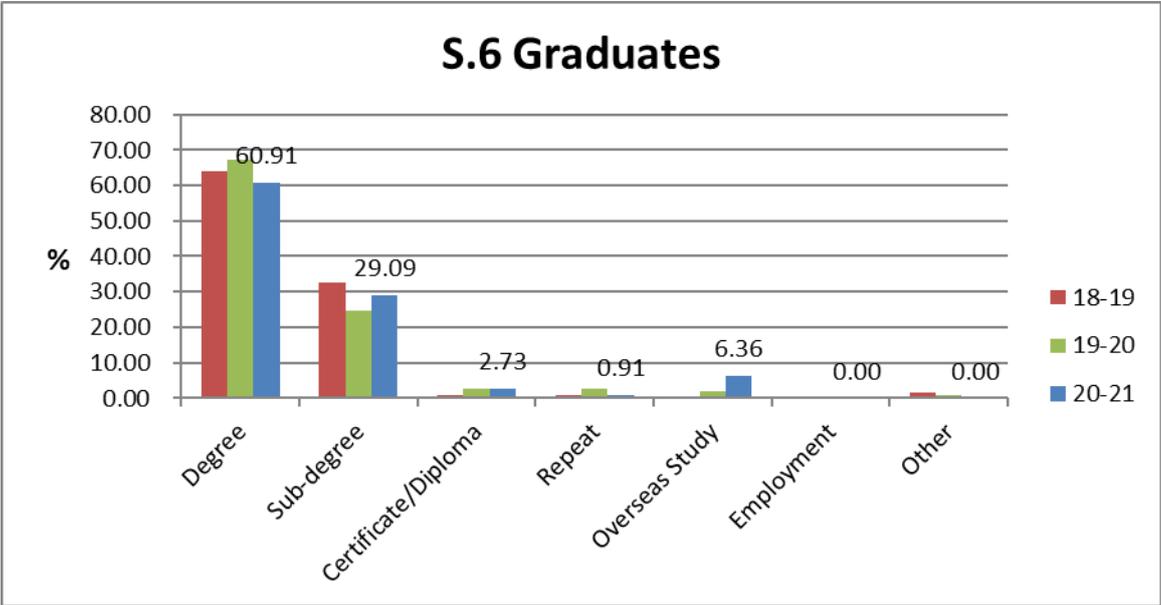
Guidance Committee (GC) takes the lead of this major concern and it functions as the core group. Last year, GC tried different measures and modified them to suit the students' needs. With the continuous teachers' training and the try-outs done by GC, teachers will keep involving in class teacher periods and organizing activities in different committees for this major concern.

Class teacher periods continue as the important platform to deliver the messages of positive education through using the materials prepared last year. Committees will plan activities which can also help nurture and develop students' character strengths and cultivate a positive school climate. Some subjects such as Biblical Knowledge and Chinese Language also help to develop positive education in school.

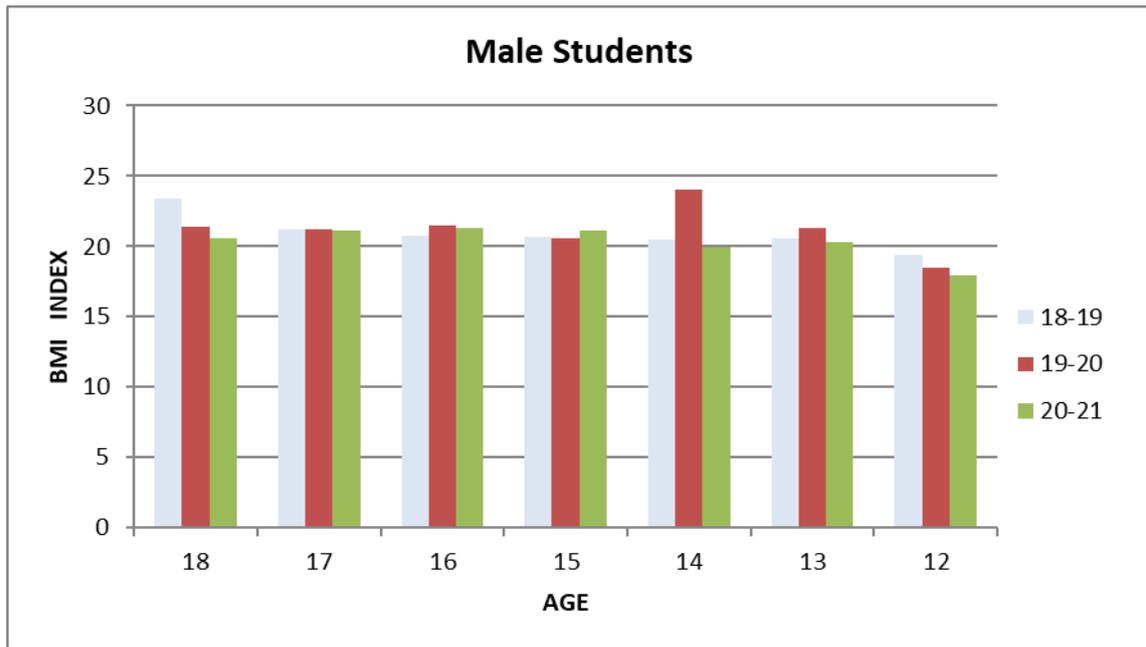
It was suggested that more experience on positive education from other schools could be introduced in the coming year. This suggestion can be put forward if worth-learning exemplars are available.

Our Students' Performance

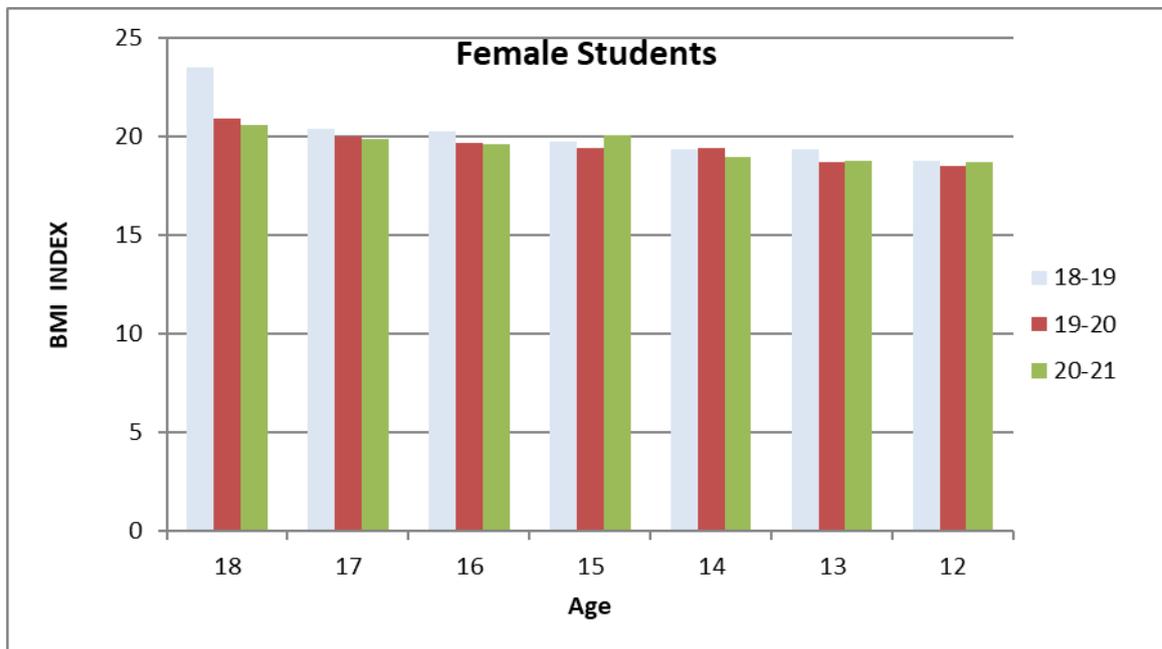
1. Destination of S.6 Graduates



2. Students' Physical Development



BMI Index Average Range (Male) : 17.9-23.44



BMI Index Average Range (Female) : 18.5-23.54

3. Reading Habits of Students

For 20/21, due to the COVID-19, the opening hour of school library is highly restricted.

3.1 Frequency of borrowing books/materials

S.1 to S.3

Frequency (%)	18/19	19/20	20/21
Weekly	0	0	0
Bi-weekly	0	0	0
Monthly	2.39	0.51	0
Less than once per month	80.59	65.04	50.26
Never	17.02	34.45	49.74

S.4 to S.6

Frequency (%)	S.4			S.5			S.6		
	18/19	19/20	20/21	18/19	19/20	20/21	18/19	19/20	20/21
Weekly	0	0	0	0	0	0	0	0	0
Bi-weekly	0.82	0	0	0	0	0	0	0	0
Monthly	4.10	0	0	0.84	0	0.88	0	0	0
Less than once per month	83.61	71.54	4.88	69.75	75.22	53.10	44.07	49.09	30.91
Never	11.47	28.46	95.12	29.41	24.78	46.02	55.93	50.91	69.09

Except borrowing books from the School Library, all senior students should have to read specific books which were assigned by Chinese teachers and borrowed from the Chinese Department.

3.2 Average no. of books/materials borrowed per year by a student

Stages of Learning	18/19	19/20	20/21
S.1 – S.3	6.60 #	1.61 #	0.77 #
S.4 – S.6	4.37 #	1.36 #	1.21 #

3.3 Total no. of times of books/materials borrowed by students

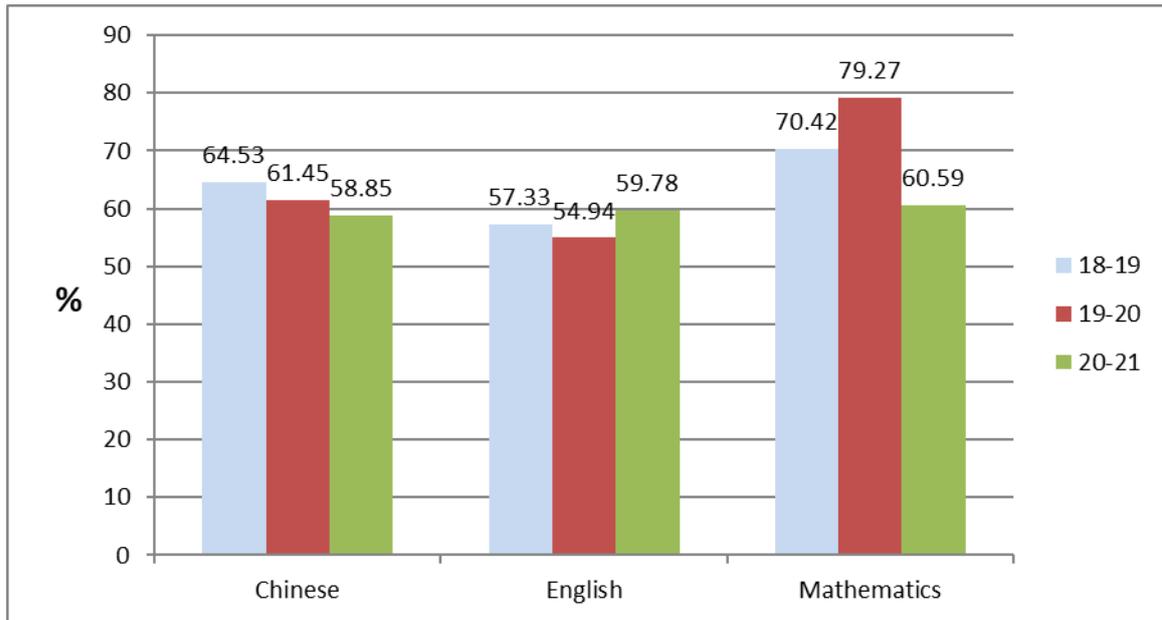
Stages of Learning	18/19	19/20	20/21
S.1 – S.3	2480 #	814 #	296 #
S.4 – S.6	1570 #	1163 #	420 #
Total	4050 #	1977 #	716 #

3.4 Total click rate of e-books by students (including eLibrary and eRead Scheme)

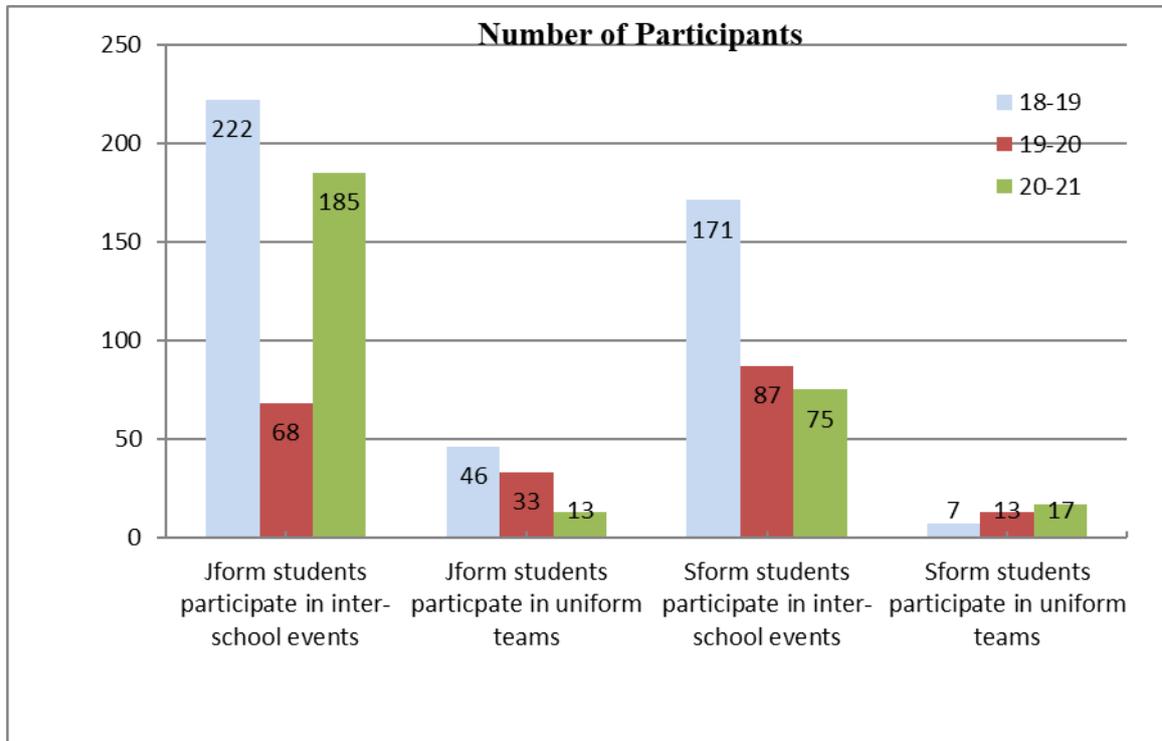
Stages of Learning	18/19	19/20	20/21
S.1 – S.3	2007	1565	2784
S.4 – S.6	116	726	779
Total	2123	2291	3563

excluding e-books

4. Pre-S.1 HKAT < Full Mark: 100>



5. Profile of Students Participating in Inter-School Events & Uniform Teams



C. C. C. Mong Man Wai College
Report on Use of Capacity Enhancement Grant (2020–2021)

Area of Concern	Implementation Plan	Benefits Anticipated	Actual Expense	Success Criteria	Evaluation
Teacher assistant (Chinese)	To employ a TA to supervise detention classes, prepare teaching materials and as substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	\$161,598.56	Most of the teachers agree that their non-teaching workloads are relieved	<ul style="list-style-type: none"> – The TAs took up nearly all the substitute lessons for the teachers and helped to supervise detention classes after school – The TAs helped the teachers to organize the school activities – The TAs helped to take minutes in the meetings and do a lot of clerical work in the subject panels and committees – The TAs helped to prepare teaching materials for the subject panels – It was agreed that the above works can help to ease the workload of teachers to enhance teachers' effectiveness in teaching
Teacher assistant (English)	To employ a TA to supervise detention classes, prepare teaching materials and as substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	\$199,136.35	Most of the teachers agree that their non-teaching workloads are relieved	
Teacher assistant (OLE)	To employ a TA to support the daily operation of OLE webpage, collaboration with external organizations, coaching of students' activities, monitoring whole school OLE records, implementation of specific schemes and related clerical work.	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	\$221,700.00	Most of the teachers agree that their non-teaching workloads are relieved	
Teacher assistant (LS)	To employ a TA to supervise detention classes, prepare teaching materials and as substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	\$176,400.00	Most of the teachers agree that their non-teaching workloads are relieved	
Teacher assistant (ECA)	To employ a TA to supervise detention classes, do the administrative work and as substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	\$7,741.94	Most of the teachers agree that their non-teaching workloads are relieved	

Area of Concern	Implementation Plan	Benefits Anticipated	Actual Expense	Success Criteria	Evaluation
Remedial Classes	Employing tutors from outside to help the students needed to review and consolidate the basic knowledge learned	To alleviate teachers' workload on monitoring students drilling	\$8,850.00	Over 80% attendance in the course and good students' feedback	<ul style="list-style-type: none"> – Very satisfactory participation rate was achieved (100%). – Positive feedback given by both tutors and student participants! – Recommended to be kept next year!
			\$775,426.85		

**School-based After-school Learning and Support Programmes 2020/21 s.y.
School-based Grant - Programme Report**

Name of School: C.C.C. Mong Man Wai College

Staff-in-charge: Miss Fok Pik Shan

Contact Telephone No.: 2727 6371

A. The number of students (count by heads) benefitted under the Grant is 106 (including A. 17 CSSA recipients, B. 62 SFAS full-grant recipients and C. 27 under school's discretionary quota).

B. Information on Activities to be subsidised/complemented by the Grant.

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
中六級化學科備試班(A)	1			90%	10/2020-3/2021	300.00	Questionnaire and teachers' Obsevation		
中六級勤達達數學增潤活動	5	18	5	95%	30/12/2020	3,980.00	Questionnaire and teachers' Obsevation		
中六級電腦知識技巧提升班		1	1	90%	11/2020-1/2021	820.00	Questionnaire and teachers' Obsevation		
中二級英文輔導班		5	3	85%	11-12/2020	1,040.00	Questionnaire and teachers' Obsevation		
中六級生物科拔尖班	1	1	1	90%	11/2020-1/2021	1,374.00	Questionnaire and teachers' Obsevation		
中六級生物科溫習班	2	4	1	85%	10/2020-1/2021	4,000.00	Questionnaire and teachers' Obsevation		
中三級英文輔導班	2	6	3	90%	11-12/2020	1,520.00	Questionnaire and teachers' Obsevation		
中六級數學課後增潤班 A		3	1	95%	11/2020-3/2021	1,375.00	Questionnaire and teachers' Obsevation		

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement			✓			
d) Students’ learning experience outside classroom			✓			
e) Your overall view on students’ learning effectiveness			✓			
Personal and Social Development						
f) Students’ self-esteem			✓			
g) Students’ self-management skills			✓			
h) Students’ social skills						✓
i) Students’ interpersonal skills						✓
j) Students’ cooperativeness with others						✓
k) Students’ attitudes toward schooling						✓
l) Students’ outlook on life						✓
m) Your overall view on students’ personal and social development						✓
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities						✓
o) Students’ sense of belonging						✓
p) Students’ understanding on the community						✓
q) Your overall view on students’ community involvement						✓

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project (You may tick more than one box)

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant); difficult to select
- suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes (Please specify:_____);
- the quality of service provided by partner/service provider not satisfactory; tutors inexperienced
- and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload; complicated to fulfil
- requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming; Others (Please
- specify): _____

E. Do you have any feedback from students and their parents? Are they satisfied with the service provided? (optional)

According to the evaluation by teachers and students, they are satisfied with the service provided.

C. C. C. Mong Man Wai College
Annual Programme Evaluation for DLG-funded Other Programmes (Gifted Education) (2020–2021)

Domain	Programme	Objective(s)	Targets (No. / level / selection)	Duration / Start Date	Deliverables	Evaluation Results	Actual Expenses
Visual Arts	S.5 Figure Drawing and Oil Painting Course	1. Positive Education; 2. Elite Training	<ul style="list-style-type: none"> – 11 students of S.4 VA elective will be selected by interview and artworks. – An artist will be invited to teach figure drawing and painting concepts and techniques. 	wholeyear	Exhibition of students' artworks	1. Completed with over 80% attendance in the first school term.; 2. Students acquired basic oil painting skills with positive feedback from the tutor.;	\$13,200
Visual Arts	S.4 Acrylic Painting Workshop	1. Positive Education; 2. Elite Training;	<ul style="list-style-type: none"> – 5 students of S.5 VA elective will be selected by interview. – An artist will be invited to inspire students through observation and teach acrylic painting techniques. 	wholeyear	Exhibition of students' artworks	1. Completed with over 80% attendance in the first school term.; 2. Students acquired basic painting skills with positive feedback from the tutor.;;	\$12,000
Chinese	S.4-6 Chinese debate training	訓練辯技 訓練邏輯思維及提升辯技	<ul style="list-style-type: none"> – Around 10 S.4-6 students will be selected for the training. – Experienced private tutors will be hired for the training 	wholeyear	Students' and tutors' feedback and achievement in competitions	因疫情緣故，大多數比賽改為以網上方式進行，但參與的同學充滿熱誠，準備充分，態度積極，表現良好，並於「基本法盃」晉身十六強，「星島全港校際辯論比賽」晉身三十二強，「同行盃」贏得亞軍。過程中同學的思辯、表達和應對能力均進步明顯，亦能成為較年輕的隊員的楷模。	\$17,500

English	S4-6 Public speaking training	<p>To train up students for public speaking competitions</p> <p>To train students for English public speaking competitions</p> <p>To train students for English public speaking competitions</p>	<p>– Around 10 students from S4-6 will be selected to receive the public speaking training before taking part in the English Speech Festival</p>	wholeyear	Students' and tutors' feedback and achievement in competitions	<p>It was decided early on that only video submissions were to be considered. This saved a lot of logistical planning and made the process of training easier in many aspects. It also alleviated a lot of nerves for some of the students who were nervous about live participation. Next year's format will be the same as this year's, in that students will record their entry and judging will be of video submissions only.; ; In all, the festival was once again a success for some students in our school. We had 20 separate entries, which is less than in previous years, and 4 students won prizes in their respective categories. We once again employed a selection of private tutors, some of whom are alum of the school and know the students well. For those students who did not win prizes, their success is measured in several ways: they see, for themselves, an improvement in their overall English fluency and appreciation of literature. They gained self-confidence. Some have also expressed a desire to compete again next season and also to showcase their talents to the student body whenever possible.; ; The S.6 students who joined public speaking performed well in writing in HKDSE. It could be due to the training of public speaking.</p>	\$14,167.5
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English	S.4-6 English debate training	提升學生英語能力，增強自信	<ul style="list-style-type: none"> – Around 10 S.4-6 students will be selected for the training. – Experienced private tutors will be hired for the training 	wholeyear	Students' and tutors' feedback and achievement in competitions	同學能透過比賽提升自信及英語水平。 本年度沒有中六同學參加英文辯論隊。	\$2,880
Academic Committee (Affairs)	Applied Strategic Thinking & Effective Study Skill Course	To further equip elite students with different study skills & higher-order thinking skills	<ul style="list-style-type: none"> – Around 30 S5 student leaders in ECA & elite students will be selected 	2020-10, 2021-05	participants' feedback	High participation rate (100%) achieved and very positive feedback from student participants given!; Most of the students found the course very useful and they learnt many useful study skills. This is recommended to be continued next year.	\$19,800
Academic Committee (Affairs)	Elite training courses	To enrich elite students' learning experiences outside school & further equip elites with different academic knowledge & skills required in tertiary institutions	<ul style="list-style-type: none"> – Select elite students to attend courses organized by tertiary institutions 	2021-07, 2021-08	participants' feedback	None of the students showed the initiative to join short academic courses outside school this year due to unstable epidemic situation.	\$0
Academic Committee (Affairs)	Elite training for the HKAGE students in the school	To equip elite students with different higher-order thinking skills (e.g. critical thinking, problem-solving, creative thinking, etc.)	<ul style="list-style-type: none"> – About 20 S4-S6 students, who are the HKAGE members. – A service supplier will be hired to provide the course on high-order thinking skills 	wholeyear	Evaluation by Academic Committee (Affairs) and feedback collected from participants	The in-house elite training course for the existing HKAGE members at school was not held this year due to the intermittent school suspension periods and half-day schooling. This would be tried out in the following academic year when the epidemic situation is getting more stable.	\$2,400

Total: \$81,947.50

It is expected that the DLG in the next school year is around \$84,000.

C.C.C. Mong Man Wai College
Report on the Use of School Executive Officer Grant 2020/21

Area of Concern	Implementation Plan	Resources Required	Success Criteria	Method of Evaluation	Person-in-charge	Evaluation	Expenditure
To employ an Executive Office (EO) to provide the administrative support to the school	<ul style="list-style-type: none"> ● To support the operation of IMC ● To assist in the executive functions of financial resources management ● To supervise and manage duties of non-teaching staff 	\$400,050	Smooth running of the administrative work	Feedback from the Principal and Vice-principals	LYM	EO was able to liaise the IMC members, support the operation of IMC, work independently for the purchasing procedures of the ordered items, and manage the operation of the office.	\$400,050
To employ a clerk to assist the school in administrative work	<ul style="list-style-type: none"> ● To take minutes of the Academic Committee and Form Masters' meetings ● To issue parents' letters and messages in parents' App ● To stock check the materials of epidemic 	\$201,600	<ul style="list-style-type: none"> ● Have appropriate stock and materials to combat the epidemic ● Update parents of the school news ● Smooth running of the administrative work 	Feedback from Discipline Committee, the Principal and Vice Principals	LYM	<ul style="list-style-type: none"> ● The school kept stock checking and refilling cleaning and protective materials to combat the epidemic ● Parents' App and parents' letters were issued to update parents about the school news ● The school was well-supported by the administration team of the office 	\$201,600
Total Amount		\$400,050					\$601,650

C.C.C. Mong Man Wai College
Report on the Use of the Promotion of Reading Grant
2020 – 2021 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

- Due to the COVID-19, the opening hour of school library was highly restricted. The library subscribed eRead Scheme to encourage students to read books. The books were selected by different subjects and committees, including Chinese, library and Student Guidance Committee. From the number of books borrowed from the library was low, but the click rate of e-books by students, including eLibrary and eRead Scheme was much higher than that of last year.
- A writer's talk was conducted by Ms. Shirley Loo 羅乃萱 on Reading Day. Both the teachers and students had positive feedback.

2. Evaluation of strategies:

- eRead Scheme should be subscribed for the coming academic year. More subjects and committees should be invited for selecting books for students for enhancing their learning through reading.
- More online platforms or sources for reading e-books should be explored to enrich the varieties and widen the levels of books.
- The use of e-resources, including eLibrary, eRead Scheme and other online resources (e.g. public libraries) should be promoted to encourage students to read books or materials through online mode.

Part 2: Financial Report

	Item*	Actual Expenses (\$)
1.	Purchase of Books	\$45,758.96
	<input checked="" type="checkbox"/> Printed books (Library Books for all subjects)	\$25,442.56
	<input checked="" type="checkbox"/> e-Books (Mathematics)	\$1,200.00
	<input checked="" type="checkbox"/> Books for SBA (Chinese)	\$19,116.40
2.	Web-based Reading Schemes	\$11,280.00
	<input checked="" type="checkbox"/> e-Read Scheme	\$2,080.00
	<input checked="" type="checkbox"/> Other scheme : <u>中文網上閱讀平台 - 看漢中文網</u>	\$9,200.00
3.	Reading Activities	
	Hiring writers, professional storytellers, etc. to conduct talks	
	Hire of service from external service providers to organise student activities related to the promotion of reading	
	Paying the application fees for activities and competitions related to the promotion of reading	
	Subsidising students for their participation in and application for reading related activities or courses	
4.	Others: <u>Newspaper and Magazines in Library</u>	\$3,664.10
	Total:	\$60,703.06
	Unspent Balance:	\$1,710.94

* Please tick the appropriate boxes or provide details.

Others

Life-wide Learning Grant, 2020-21 Report has been uploaded to the school website.

C.C.C. Mong Man Wai College
Evaluation on the Implementation of the Major Concerns 2020-2021

1. To nurture students to be motivated learners

1.1 To sustain self-directed learning habits

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average
1	Consolidating the 3-pillar mode of self-directed learning (SDL)	4%	58%	34%	4%	0%	3.6
2	Increasing the number of lessons/topics using the 3-pillar mode	6%	51%	42%	2%	0%	3.6
3	Using the 3-pillar mode in all junior forms to establish the SDL habit	6%	55%	38%	2%	0%	3.6
4	Encouraging using SDL in senior forms	4%	62%	26%	8%	0%	3.6
5	Arranging more varieties of after-lesson follow-up activities	6%	51%	38%	6%	0%	3.6

1.2 To develop e-learning to enhance learning effectiveness

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average
1	Setting up a task group to facilitate e-learning and e-teaching	13%	60%	19%	8%	0%	3.8
2	Organizing training and sharing sessions on the use of tablet computer in learning and teaching	28%	55%	15%	2%	0%	4.1
3	Designing e-learning and e-teaching materials	13%	64%	21%	2%	0%	3.9
4	Using mobile devices (e.g. tablets) for learning and teaching in lessons	15%	62%	21%	2%	0%	3.9
5	Exploring different e-learning platforms	19%	58%	21%	2%	0%	3.9

2. To foster positive education

2.1 To cultivate a positive school climate

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average
1	Organizing workshops for teachers on promoting positive values	8%	53%	30%	8%	2%	3.6
2	Conducting morning sharing by teachers and students on positive attitude on the theme	8%	66%	17%	8%	2%	3.7
3	Coordinating different school departments or committees to run activities and programs in theme week(s)	8%	40%	40%	11%	2%	3.4

2.2 To nurture and develop character strengths

	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Average
1	Organizing class teacher trainings on conducting lessons of building up students' character strengths	6%	49%	42%	2%	2%	3.5
2	Running training camps and training programs for student leaders to develop their character strengths	9%	32%	53%	2%	4%	3.4
3	Providing opportunities for students to nourish and stretch their strengths and potential in their school, family and community	11%	51%	32%	2%	4%	3.6

*Average (strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1)

Total response: 53

C.C.C. Mong Man Wai College
Staff Development Day (2020-2021)

Date: 2020-10-09

Schedule:

Time	Venue	Items
08:45		Card tapping
09:00~10:00	MMLC	E-learning Sharing from FMS, LHL and WKY2
10:00~10:15		Break
10:15~12:00	MMLC	<p>Google Suite Sharing from NWH and KTK</p> <p>*Please bring your own notebooks or you may use the desktop computers in MMLC (iPads do not support Google Suite that will be shared in this session)</p>
12:00~14:00		Lunch Break
14:00~16:00	School Hall	<p>Enhancing Students' Motivation for Online Learning (Strategies, online learning platforms and creative feedback)</p> <p>Guest Speakers:</p> <p>1). Mr. So Chi Fung Teacher of Ling Liang Church E Wun Secondary School, Seconded Teacher of the IT in Education Centre of Excellence(CoE) of IT in Education Section, EDB</p> <p>2). Mr. Cheung Chin Wai Teacher of Liberal Studies and Head of Religious Studies in Maryknoll Secondary School Seconded Teacher of the IT in Education Centre of Excellence(CoE) of IT in Education Section, EDB</p> <p>3). Ms Betty Cheng Suk Wah Head of Professional Development and Chinese Language Coordinators, HKCCCU Lgos Academy</p> <p>鄭淑華老師(任職香港華人基督教聯會真道書院專業發展主任、Project Zero Leader、中文科統籌，主力任教 IBDP 及初中課程。2011 年開始實踐電子教學，獲選為蘋果專業培訓專家，蘋果傑出教育工作者。在香港致力推動電子教學及翻轉課堂，現為香港翻轉教學協會副會長，曾到海外不同城市帶領工作坊，2018 年獲選為台灣教育創新領袖 100，經營多個教師共備社群，希望鼓勵更多老師互勉同行。)</p> <p>*Please bring your own notebooks/iPads for this session.</p>
16:00-16:15		Announcements
		Card Tapping when the last program has finished

C.C.C. Mong Man Wai College
The 3rd Staff Development Day (2020-2021)
Schedule and Group Lists

Date: 2021-05-07

Schedule:

Time	Venue	Items
08:45		Card Tapping
9:00~9:45	Hall	Suspending Classes without Suspending Learning ~Teaching and Learning under the epidemic Sharing from YWL, LMY and LLM
9:45~10:00		Break
10:00~12:00	Hall	Working Together to Prevent Suicide Guest Speakers: *Professor Yip Siu Fai Director of the HKJC Centre for suicide Research and Prevention (CSRP) *Ms. Florence Leung Training Consultant of the HKJC Centre for suicide Research and Prevention (CSRP)
12:00~14:00		Lunch Break
14:00~14:45 pm	Hall	Sharing from WYP, SLY, CST and NTY
14:45~15:00		Break
15:00~16:00 16:00~16:30		Group Discussion and Report among KLAs
4:30 pm	—	Card Tapping when the last program has finished

Group Discussion

Chinese (Rm.107)	English (Rm.109)	Math (Rm.106)	PSHE & LS (Rm.105)	Science (Rm.104)	TE, AE and PE (Rm.103)
*CWK	*TLM	*LKT	*CYY	*CST	*NWH
#WWC2	#YWL	#CWY	#CTY	#FMS	#FML
KW	CTW	CSM	KMW	FPS	FKW
LHL	CWL	KTK	LKC	LPM	LCY
LYF	CWY2	LSW	MSH	LYL	LFM
TSL	FMY	NTY	SLY	WWC	LLM
WP	KLP	YKY2	TWP	YKH	LMY
YLS	SC		WSF	[WSH]	LWS
WSY	WC		YFL		
	WFT		YKY		
	WKY				
	WKY2				
	WYP				

* Chairperson

Secretary and reporter

[] Absentee

Discussion

Information Technology in Education in Hong Kong under the Epidemic

Suspending Classes without Suspending Learning - Teaching and Learning under the epidemic

1. What measures did subject panel take to support students' learning?
2. How did subject panel arrange appropriate activity within this period in order to maintain students' learning motivation?
3. How is students' learning progress?
4. How can reflection on future development be made based on the experience in this epidemic?
5. Which learning platforms, software or learning applications were used in the subject panel? Please briefly evaluate the effectiveness of those e-learning tools from the three listed perspectives.
 - 5.1. Raise interest
 - 5.2. Increase interaction during lesson
 - 5.3. Consolidate learning
6. Which e-learning tool(s) can be utilized during face-to-face lessons?
7. Which kind(s) of students are fit for online learning mode?

Extract of ESR Report

3.8 Students' development needs are aptly addressed. Good effort has been made in creating a warm and caring school atmosphere.

3.8.1 Students' developmental needs are identified by making reference to both quantitative and qualitative data, such as students' sociability and their psychological and physiological needs. A regular form master meeting at each of the six-year levels is conducted to review students' performance in all aspects, which facilitates the communication between front-line teachers and middle management. Through the meeting, the needs of students and classes are identified with appropriate support timely provided. With the well-planned CTP, students are equipped with essential life skills, such as emotion management, positive thinking and handling of peer pressure, to cope with the challenges at their developmental stage.

中華基督教會蒙民偉書院
教師發展日--正向教育問卷統計
2020-08-24 上午

1. 是次工作坊整體意見		非常 同意	同意	不同意	非常 不同意
A.	總的來說，我對這工作坊感到滿意	5	42	2	0
B.	工作坊內容切合主題	9	39	1	0
C.	工作坊資料充足	16	31	2	0
D.	講者具有適切的帶領技巧	11	36	2	0
E.	工作坊時間分配適切	8	34	7	0

2. 是次工作坊的內容：		非常 同意	同意	不同 意	非常 不同 意
A.	工作坊能增加我對正向課程內容的認識	8	40	0	1
B.	工作坊能增加我對帶領正向課堂的技巧	13	33	2	1
C.	工作坊能增加我帶領正向課堂活動的信心	9	35	5	0
D.	工作坊能增加我在班級內推行正向教育的信心	6	39	4	0
E.	總的來說，是次工作坊對我有幫助	8	39	2	0

3. 其他意見/建議：

1. Good
2. 但內容有不少是重複的。
3. 內容與之前的教師發展日有點重覆，如能加入新內容更佳
4. 留意與過去幾次內容重覆

中華基督教會蒙民偉書院
教師發展 如何建立正面情緒 問卷統計
2020-12-04 上午

A. 是次工作坊整體意見

	非常 同意	同意	不同意	非常 不同意
1. 總的來說，我對這工作坊感到滿意	21	34	1	0
2. 講座的目標可以達到	23	32	1	0
3. 工作坊內容切合主題	24	31	1	0
4. 工作坊資料充足	25	30	1	0
5. 講者具有適切的帶領技巧	26	29	1	0
6. 工作坊時間分配適切	23	33	0	0

B. 是次工作坊的內容

	非常 同意	同意	不同意	非常 不同意
1. 講座令我增加了對正向心理學的認識。	17	38	1	0
2. 能讓我認識真實的快樂	14	40	2	0
3. 能讓我認識情緒表達和安頓的重要性	16	39	1	0
4. 能讓我認識正面情緒的意義	17	37	2	0
5. 能讓我學習樂觀感	12	40	4	0
6. 能讓我認識如何從負面轉到正面思想	14	39	3	0
7. 能讓我學會感恩	15	37	4	0

C 其他意見/建議

C1 你覺得最得益的環節是：

1. learn to give thanks to things we encounter :)
2. Breathing practice (x3)
3. 都很好
4. 記下快樂元素
5. 轉念 (x 2)
6. 欣賞生活中的小確幸
7. 快樂包
8. 提醒我多角度思考同感恩。
9. The last part - compiling our lists
10. 每個環節都非常好
11. 了解何謂感恩
12. Different concrete measures to realise positive education
13. 知道其他人的一些想法
14. 探討為何學生不想返學的原因.
15. 認識正向情緒和學習轉念
16. 有理性的分析將負面情緒轉正面。

C2 請寫出一項或以上你從本講座中學到最重要的東西：

1. The mindfulness (x3)
2. 如果管理自己情緒
3. 感恩/ 常常感恩 (x 4)
4. 轉念
5. 正念
6. 提醒我多角度思考同感恩。
7. 自己情緒健康才可以關心學生(x 2)
8. 可參考書目
9. How to make use of -ve feelings and turn them into +ve use
10. Be positive (x 2)
11. 將負能量轉移
12. 知道自己擁有甚麼，並學懂珍惜
13. Put theory into practice
14. 對負面情緒的解讀

C3 如果將來再次舉辦此類講座，你希望可以包括哪些主題及內容?

1. Relax myself (x3)
2. 互動環節
3. 學校如何運用
4. 學生輔導技巧或理念理據
5. 在課堂中實踐活動
6. 如何透過活動建立學生正面情緒，避免放負
7. 正向思維的一些具體應用

C4 其他意見/建議

1. 這位講員講得很好，希望再次見到佢
2. 希望學校管理層明白同事需要同埋比空間同事
3. Thank you for the sharing.
4. The Talk is to important to some of the colleagues.
5. Thanks, Good staff development
6. Thanks

An Overview of Self-directed Learning (SDL), e-Learning and Values / Positive Education

Measures of Subject Panel 2020-21 (Source: Programme Plan)

Biblical Knowledge

SDL

各級都有專題習作，特別中一、中二級，按主題，由老師提供基本資料，再由學生整理和匯報。

Values Education / Positive Education

以天國的價值觀為基礎，包括關愛、犧牲、包容、堅毅。

BAFS

SDL

6 hours were spent on "Time value of Money" in S.6 curriculum. Students have to watch videos before lesson, do exercises in the lesson, and do assignments as follow up.

e-Learning

E-learning was applied in face-to-face lessons.

Values Education / Positive Education

One lesson was spent on business ethics in S.6.

Chemistry

SDL

- Inclusion of pre-lab materials (video + exercise)
- Assessment of pre-lab work
- Operations with assessments
- Follow-up assignments
- With an AC SDL checklist
- Sharing in panel meetings
- Recommended topics:
 - 1st term
 - S4: Properties of acids
 - 2nd term
 - S4: Titration
 - S5: Equilibrium

Implementation of SDL lessons

- Inclusion of pre-lab materials (video + exercise)
- Assessment of pre-lab work
- Operations with assessments
- Follow-up assignments
- With an AC SDL checklist

- Sharing in panel meetings
- Recommended topics:
 - 1st term
 - S4: Properties of acids
 - 2nd term
 - S4: Titration
 - S5: Equilibrium

e-Learning

- 1 lesson per form
- Uses of iPads (students)
- sharing in panel meetings
- WWC: Organic naming
- CST: Mass spectrometry
- YKH: Organic Chemistry

Chinese History

SDL

- 利用「中史通」推動電子學習。
- 設立中國歷史科獎勵計劃，以增加學生學習動機，按其興趣學習。
- 各科任老師建立 GOOGLE CLASSROOM 或利用 E-CLASS 進行教學或延伸課堂後的學習。
- 初中繼續訓練學生撰寫及整理筆記的習慣。

e-Learning

利用「中史通」推動電子學習，利用地圖和時間軸，串連起中國歷朝重要事件、人物及疆界演變，同時科任老師適時運用不同種類之多媒體資源和練習題目，幫助學生深入學習，掌握清晰的歷史時空觀念，提高學生的學習效能和參與程度。明年中史通的使用會推展至中二。

Values Education / Positive Education

- 本年「民間學堂」的問卷調查包括正向教育的調查，主要集中在「智慧與知識」範疇。結果如下，創造力(74.2%)、處理難點(82%)、加深對文化的認識(75%)、耐性(85.4%)、學習欣賞(46.1%)、追求完美(53.9%)、加強觀察力(36%)、明白合作的重要(21.5%)、遵守時限(73%)
- -製作有關校園國安法教育的宣傳，包括噴畫產品、--海報、貼紙。主要和宣傳校園應是互相尊重、和平有序和學習的地方

Chinese Language

SDL

3.1.1	1.1 1.4 1.6 1.7	維持自主學習的習慣：通過課前讓學生準備；課堂讓學生多參與及互動；課後跟進等模式；並以電子教學提高教學效能，高中班別開發文言文十二篇，初中不限開發範疇，設計教學流程，尋找該節課的難點。在級的層面或跨級進行觀課，並在課後交流意見。	檢查教材庫、觀課、課後交流	教師達到本科指標，全年每位教師1次，配合同儕觀課。	達標。因疫情緣故，全網課及實時課堂並行。
3.1.2	1.1 1.2 1.4 1.5 1.6 1.7	作家研究：讓學生以自主學習的模式探究，以工作紙輔助，導讀後由學生自行探索老師選定的篇章（輸入），進行匯報，以讀帶寫，進行仿作（輸出）。加強閱讀訓練，發掘尖子。	檢查教材	任教老師製作教材，學生作品結集成冊，在校內分享學習成果。	除了介紹作家生平及寫作風格之外，各級教授選定作家的文章。因疫情緣故，花在作家研究的課時已作調適，未能結集學生作品。
3.1.3	1.6	除了在電子教室上載值得推薦的網頁外，還在校本教材新增QR code，方便學生瀏覽，以鼓勵學生善用網上資源及自主學習。	檢視	上載新的推薦網址	達標。WSY
3.1.4	1.4 1.6	新課程著重語文積累，針對教科書之不足，初中增設自習篇章，為學生積累語文知識；另外，製作校本自習研修資料冊，以打好同學的古詩文基礎，並在測考中進行評核，提升學生自學能力。	檢查及測考評分	學生完成老師指定課業及完成科本要求背誦詩詞的數量	達標。每年檢討，適時修訂。WWC2
3.1.5	1.3 1.6	在中二級進行專題習作，培養學生自學，搜集資料，共同協作，提升溝通、領導等能力。通過專題習作滲入新高中選修單元的元素，為高中作準備。 題目：中國傳統文學作品及現代流行曲如何體現中國傳統人倫之情。	檢視及老師評改	展示學生作品	因疫情緣故，取消專題習作。CWK

e-Learning

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3.2.1	1.5 1.6 1.7	電子學習首年為探索階段，嘗試不同電子學習平台和應用程式；第二年50%老師設立 Google 教室；第三年 100%老師設立 Google 教室。	檢查電子教室	達到本科指標	100%教師已設立 Google 教室。
3.2.2	1.1 1.3 1.4 1.7	科任老師儲存課前、課中、課後教學資源到本科 Google drive，與同儕分享。首年 30%；第二年 60%；第三年 100%。	檢查本科 Google drive	達到本科指標	達標。老師及教學助理製作教材，高中文言十二篇及初高中講讀篇章教製日漸完備。
3.2.3	1.3	善用中文科網頁	統計	全年上載考試或平時作文佳作 20 篇及徵文比賽得獎作品。	部份達標。因疫情緣故，本學年暫停校內徵文比賽。上載平時作文佳作各級共 26 篇及 1 篇故事創作比賽得獎作品。除佳作外，上載了一條同學閱讀分享短片。WWC2
3.2.4	1.3	上載教材及練習到電子教室，讓學生自習。	檢視	上載教材或練習	達標。WSY
3.2.5		通過講座、友校探訪等，探索電子學習的不同模式，在班試行，並在會議上分享。	檢查紀錄	全年在科會議分享最少 1 次	達標。感謝江穎老師分享文憑試寫作卷評卷經驗及教學心得。

English Language

SDL

	Objectives	Measures/Strategies	Evaluation methods	Success criteria	Schedule	PICs	Review
4.1	3.1	Teachers will incorporate SDL into daily teaching with class-based lesson plans and teaching materials.	Class visit records and/or materials designed	At least once in each term by each teacher	Whole year	All English teachers	All the teachers incorporated SDL into daily teaching with class-based lesson plans and teaching materials at least once in each term. Half of the teachers did so 3-4 times and half did so even 5 times or more this year.
4.2		Teachers will assign a wide variety of post-lesson SDL tasks to students e.g. self/peer (online) feedback, extended reading, writing, listening or speaking tasks, etc.	Teaching materials designed	At least once in each term by each teacher	Whole year	All English teachers	All the teachers assigned post-lesson SDL tasks to students at least once in each term. Half of the teachers did so 3-4 times and half did so even 5 times or more this year.
4.3		S.2-3 elites will take part in elite training activities that require them to play an active role throughout.	Feedback from participants and teachers	Positive feedback from participants and teachers	2 nd term	YWL, teachers concerned	Twelve S.3 students were invited to participate in an activity – Challenger. They practised English language skills in a series of interesting tasks of authentic scenarios; and demonstrated multiple intelligences such as critical thinking, problem-solving and communication skills. Students completed all the challengers and recommended the activity.

4.4		Students will take part in SDL activities organized by the English Centre e.g. S.1-2 reading activity, S.3-4 oral practices, etc.	Participation and feedback of students	All students concerned participate in it	Whole year	WKY, S.1-4 teachers	<p>- The S.1 reading activity was completed with a satisfactory participation rate.</p> <p>- The S.3 oral practices were held online with Zoom with an unsatisfactory response rate. It is suggested that other kinds of activities could be held next year if live oral practices are not possible.</p> <p>- Refer to the annual report of English Centre for details.</p>
4.5		Students will take part in English activities with the incentives of the English learning passport in S.1-5 and the activity marks in S.1-3.	Activity marks	Over 80% of students obtain a pass in activity marks	Whole year	All English teachers	Due to the pandemic situation, the reward scheme was amended and the minimum number of stamps was lowered. Students mainly could get their stamps through completing the online reading exercises. Overall, 75.3% of the students could meet the minimum requirement in the two academic terms.
4.6		Students will utilize the resources available at the English Centre for SDL e.g. books, DVDs, tablets, etc.	Utilization of English Centre	Satisfactory utilization of English Centre	Whole year	WKY, all English teachers	<p>- The English was close for the whole year due to the pandemic as decided by the school. Students</p>

							<p>were therefore not able to utilize the resources there.</p> <p>- Some new resources including books and board games were purchased for future utilization though.</p>
4.7		S.1-3 students will complete the self-access online learning programme i.e. i-Learner beyond class time while S.4-6 students will be encouraged to do the TVnews practices.	Completion rate of practices	Most classes can achieve the following rates: S.1-3: 60%	Whole year	All English teachers	<p>- S.1-3: One-third of the S.1-3 classes achieved 60%. Bi-weekly reports were sent to subject teachers to help them keep track of students' progress. Teachers may better motivate students by giving more timely recognition through awarding stamps on a monthly basis.</p> <p>- S.4-6: Students were informed of the availability of TVnews practices. Some completed the practices on a voluntary basis. The TV news materials were utilized for teaching by some teachers.</p> <p>- Refer to the online reports concerned for details of the completion rates.</p>
4.8		E-readers run by the school library will be available for students to	Utilization of e-readers	Some students/classes	Whole year	All English	- Almost all the English teachers introduced and

		access beyond class time on a voluntary basis.		read the e-readers		teachers, school library	<p>encouraged their classes to read the e-readers. Some students even submitted ERVS reports or other assignments based on the e-readers.</p> <p>- Refer to the record kept by the library for details.</p> <p>- Some new e-readers chosen by the English teachers will be subscribed to by the school library for students to access next year.</p>
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e-Learning

	Objectives	Measures/Strategies	Evaluation methods	Success criteria	Schedule	PICs	Review
4.9	3.2	Teachers will incorporate e-learning elements e.g. utilizing resources from publishers, e-learning tools/apps and platforms in their teaching and share the experiences in post-exam form meetings.	Utilization and sharing by teachers	At least once in each term by each teacher	Whole year	All English teachers	All the English teachers incorporated e-learning elements in their teaching at least once in each term. Some teachers did so even 5 times or more throughout the year. Some teachers shared their experiences concerned at form level or even at panel level during the panel meetings.
4.10		Teachers will integrate e-learning elements in the lessons for peer and/or appraisal class visits.	Class visit records	At least once by each teacher	Whole year	All English teachers	- All the teachers integrated e-learning elements in the lessons for appraisal class visits. The e-

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							<p>learning tools/platforms were utilized effectively on the whole.</p> <p>- Refer to the class visit record forms for details.</p>
4.11		Teachers will attend the professional development activities on e-learning e.g. in-house training sessions, workshop of seminars by EDB, visits to other schools, etc.	Participation of teachers	At least once by each teacher	Whole year	All English teachers	All the English teachers attended professional development activities on e-learning at least once this year. Some teachers did so 3-4 times and a few did so even 5 times or more.
4.12		Further discussions on how to integrate e-learning in English teaching will be done in panel meetings.	Discussions done	Possible measures suggested	Whole year	TLM, all English teachers	<p>- Evaluation on the implementation of e-learning measures and discussion on the upcoming measures was done with consensus reached in the 5th English Panel Meeting.</p> <p>- Refer to the 3-year plan and the minutes of the 5th English Panel Meeting for details.</p>
4.13		Students will be required to present their assignments with multi-modal texts in S.3.	Completion of assignments concerned and feedback from students and teachers	Assignments concerned completed with positive feedback from students and teachers	Whole year	YWL, S.3 teachers	After students finished their project, they shared their multi-modal text in class with other classmates. Better ones will be selected to be shown in the morning assembly later.

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4.14		E-learning resources in each form will be uploaded and stored on the LMS platform of google classroom for future access and sustainability.	Completion of the measure concerned	Resources concerned stored	Whole	YWL, S.1-6 form coordinators and all English teachers	<p>- A google classroom was created by each of S.1-5 for teachers to upload, store and share the teaching materials at form level. The resources there could be for future access and sustainability.</p> <p>- The google classroom for S.6 will be created next year.</p>
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Values Education / Positive Education

	Objectives	Measures/Strategies	Evaluation methods	Success criteria	Schedule	PICs	Review
4.19	3.4	Students will subscribe to the English newspapers and read about social issues and current affairs. Regular coursework like news comments and news quizzes will be done.	Subscription of newspapers and completion of coursework concerned	All the students subscribed to the newspapers and completed the coursework concerned	Whole year	All English teachers	<p>- S.1-3: Due to the pandemic situation, students only subscribed online version of the newspaper. Some classes required their students to do news comments in the junior forms.</p> <p>- S4-5: All the students subscribed to the soft copy of SCMP including Young Post. All the regular news quizzes, news comments/clippings, news journal work were done as scheduled.</p>

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4.20	A project on social issues will be done by S.5.	Completion of project	Satisfactory performance of students	2 nd term	S.5 English teachers	<ul style="list-style-type: none">- The project concerned was completed as scheduled. It was found conducive to students' learning of the elective module 'Learning English through Social Issues'.- Refer to the S.5 coursework policy report of the 2nd term and the projects done for details.
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Geography

SDL

(S.1)

- The overall effect is in line with expectations.
- Students are willing to participate in classroom activities because they find these activities interesting.
- During the suspension of classes due to pneumonia (COVID-19), this activity can still be carried out reluctantly through the online classroom.

(S.2-3)

- In face-to-face lessons, students are more willing to participate in learning activities because they have a better learning atmosphere.
- The students did not consolidate what they have learned in the lessons hardly at home.
- When the class was suspended due to pneumonia and the online class was required, the learning performance of the students deteriorated even more.

(Senior forms)

- Due to the drastically shortened lesson time this school year, it is difficult to spend time on pre-unit quizzes.

e-Learning

In order to prepare the online lessons due to suspension of class, teachers tried many different methods of e-teaching, such as Google classroom, Google drive, Google form, zoom...etc...

Values Education / Positive Education

Regarding positive education, in the school's geography curriculum, no suitable topics have been found to complement it.

Home Economics

SDL

	Objective	Plan/Strategy	Method of Evaluation	Successful Criteria	Evaluation
3.1	3.1.1	<p>S1 to S3 Food & Nutrition</p> <p>- Students were to prepare for the lessons, i.e. reading the textbooks and finishing worksheets and online quizzes.</p> <p>- Students were to submit the worksheets and online quizzes which would be checked and marked by the subject teacher.</p>	Evaluation of students' performance by subject teachers.	Students would be able to learn about nutrients in our food and drink and why they are important for our health.	<p>-Students did try their best to prepare for the lessons and answer the questions in English.</p> <p>-However, they were not familiar with the pronunciation of the subject vocabulary. More practice would be needed.</p> <p>-In general, students finished all the worksheets and quizzes with reference to the learning materials in Google classroom.</p> <p>-Their performance were satisfactory.</p>

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	<p>S3 Meal planning</p> <ul style="list-style-type: none"> - Students were to create a healthy dish for different groups of people, i.e. watching online cooking videos, reading recipe books and textbooks, having discussion, writing a recipe and preparing a dish in groups. - The dishes would be evaluated and marked by the subject teacher. 		<p>Students would be able to learn relevant knowledge and apply food preparation and cooking skills, and finish the learning tasks.</p>	<ul style="list-style-type: none"> -S3 meal planning projects were finished. -Students prepared their dishes at home with supervision and permission of parents. -PowerPoint presentations with photos or videos were finished during the lessons. -In general, students' performance were satisfactory. -The meal planning projects would be conducted in the next academic year.
	<p>S1 to S3 N.W. assignments</p> <ul style="list-style-type: none"> -Students were to prepare for the N.W. assignments, i.e. designing and finishing decorations for their N.W. articles and garments. 	<p>Evaluation of students' performance by subject teachers.</p>	<p>80% of students would get pass grade and 15% of student would get 35 out of 50 marks in their final results.</p>	<ul style="list-style-type: none"> -Owing to limited lesson time for practical work, S1 and S2 students had learned basic sewing stitches to sew an apron. -Their performance were satisfactory. -Because of the class suspension, the aprons were not finished. -S1 students would continue to finish sewing their aprons in the next academic year. -S2 students finished sewing their aprons.

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					<p>-S3 students paid much effort in finishing the recycle bags.</p> <p>-Students' performance were satisfactory.</p>
		<p>-The N.W. worksheets and quizzes would be evaluated and marked by the subject teacher.</p>			<p>-S1 to S3 students finished all the worksheets and quizzes with reference to the learning materials in Google classroom.</p> <p>-Their performance were satisfactory.</p>

e-Learning

3.1	3.1.2	<p>S1 to S3 Cooking lessons</p> <p>-Students were to watch online cooking videos to learn simple food preparation skills and prepare certain ingredients at home</p>	<p>Evaluation of students' performance by subject teachers.</p>	<p>Students would be able to apply food preparation and cooking skills, and finish the learning tasks.</p>	<p>-Due to the coronavirus pandemic, practical activities were cancelled.</p> <p>-Learning materials and quizzes were prepared in Google classroom.</p>
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		for the cooking lessons.			<p>-Students were to watch videos to learn simple food preparation skills.</p> <p>-Besides, students finished all the worksheets and quizzes. Their performance were satisfactory.</p>
		<p>S1 to S3 N.W. lessons</p> <p>-Students were to watch online sewing videos to learn different sewing skills and use different accessories to decorate their N.W. articles.</p>	Evaluation of students' performance by subject teachers.	80% of students would be able to learn the related sewing skills and finish their articles.	<p>-Owing to limited lesson time for practical work, learning materials and quizzes were prepared in Google classroom.</p> <p>-Students were to watch videos to learn simple sewing skills, and to sew up N.W. articles at home.</p> <p>-Besides, students finished all the worksheets and quizzes. Their performance were satisfactory.</p>

ICT

SDL

SDL measures have only been implemented in some forms (S3 and S4) due to the frequent changing mode of teaching, which may affect the arrangement of lessons. We hope we can try more SDL strategies in different in the coming year.

e-Learning

For the development of e-learning, our teachers have made good uses of new tools like Nearpod, for the lesson. We hope we can sustain our practices and more trials in the coming year

Liberal Studies

SDL

- 因停課關係，本年度未能進行中四、中五共同備課、同儕觀課及於會議上作自主學習的教學經驗分享
- 因間斷性停課，每位教師未能於會議上分享教學經驗
- 教師要求學生在課堂前完成練習，並於課堂上作分享，最後給予鞏固練習
- 教師在上述練習給與學生指引，學生可按這些指引自行搜集相關資料完成練習；此外，教師可提供相關網站或短片的資料，同學自行觀看網站的資料或短片的內容，亦可自行搜尋相類似的網站或其他短片，完成課前練習。
- 教師在課堂上要求學生進行口頭匯報，向其他同學分享其資料內容；教師亦可選取當中的重點，與整體學生進行討論。由於答案來自學生，可提高同學的興趣，達致「以學生為中心」的教學目標。
- 教師亦要求學生回家做完成延伸練習，以鞏固學生的知識。
- 部份教師錄製教材上載到 GOOGLE CLASSROOM，學生自行下載參考
- 部份教師能於本年度參加與通識相關及自主學習有關的課程

e-Learning

- 因停課關係，籌備小組成員未能於會議上分享使用電子應用程式教學的經驗
- 大部份同學(80%)能使用 GOOGLE DRIVE 及 GOOGLE CLASSROOM 以繳交專題研習報告及功課
- 每位老師全年至少兩次於課堂上使用平板電腦教學
- 部份老師已於課堂上使用 E-APP，如 PADLET、NEARPOD、PEAR DECK，以提升學生的學習動機

Values Education / Positive Education

- 因停課關係，未能帶領學生參與不同的機構參觀或參與校外活動，只能進行網上觀塘「實地考察」，未能如原本計劃探訪老人院及殘障人士以培養及發展學生正向思維及性格強項--「感恩」、「愛與被愛」及「仁慈」
- 本科在教學內容上教授與個人成長及生活技能相關的課題，使學生更了解個人的特性，教授學生如何面對生活的困境，以培養他們的解難能力及正向思維模式
- 本科亦教授青少年價值觀相關課題，以培養學生的正面價值觀

--本科教授今日香港社會民生相關課題，使學生更了解香港社會的狀況及關心社會，加強他們對弱勢社群的同理心

Life and Society

SDL

--因疫情關係，中一至中三同學未能於全年有至少兩次課堂分享機會

--因疫情關係，每位教師需全年一次在會議上分享自主學習的教學經驗，持續性地進行自主學習的教學模式，檢討成效

--中一、三學生自訂探究題目，搜集資料，完成簡報，並於課堂上作口頭匯報

--本科自主學習的重點主要在課前預習、課堂分享及課後策略，中一至中三同學全年需完成兩次的鞏固課業

--教師能在課堂前上載工作紙予學生作備課，教師在上述練習給予學生指引，學生可按這些指引自行搜集相關資料完成練習

--為達至自主學習，學生需於網上課堂上分享透過討論及分享，學生能互相學習，提升思考及表達等技能

e-Learning

--因疫情關係，任教老師未能於會議上分享電子教學經驗

Values Education / Positive Education

--因疫情關係，社區探訪活動取消，以接觸不同社會人士，以培養學生的同理心

--老師能在課堂上能緊扣個人成長及今日香港課題，教授學生如何面對生活的困境，以培養他們的解難能力、價值觀及正向思維模式

Mathematics

SDL

Modify and update all SDL programs for sustainability :

As time is not enough in this year, not all SDL programs are carried out. After reviewing on those programs that have carried out, it was agreed that it was not suitable to carry out SDL programs for whole chapter and topics which are difficult.

Increasing the number of lessons using SDL (preferably consecutive lessons)

It was not effective for students to SDL for consecutive lessons. And the lesson should not be too long.

e-Learning

Sharing by pilot colleague (those who have been using e-learning in their class)

There was a sharing from colleagues from CCC Mathematics Core group in the 4th panel meeting.

Each colleague should try at least one e-learning lesson

All colleagues tried at least one e-learning lesson, platforms used are g-mail, Geogebra, Nearpod and classroom pencil box.

Physics

SDL

Worksheets and simulation program on projectile motion were provided for S4 students.

e-Learning

Nearpod was used for presentation of students' answers on teaching "search coil" for S5 class.

Values education / Positive education

The hazards of global warming due to overuse of fossil fuels was covered in the last session of "energy and use of energy" (elective 3).

The benefits and disadvantages of nuclear energy were discussed in the last session of radioactivity and nuclear energy(book 5).

Putonghua

SDL

-由於疫情持續差不多整個學年,本學期設計的「三段自主學習單元」取消或改變形式,效果大打折扣

-建議明年度要是疫情持續的話,可以嘗試好好地利用本年度下學期學生們透過購買自攜平板電腦計畫購買的儀器,讓同學們嘗試遙距利用一些有用的軟件進行小組創作及展示任務

e-Learning

- 由於疫情的持續,並承接去年經驗的積累,老師及同學們對於線上教學及學習平台更加熟習,有利於促進更大量真實語料的輸入及培養學生們學習的自主性。因此,同學們測考時聆聽理解題型部分的得分有進步。

- 由於本年大部分都是線上教時，就算復課也得要保持社交距離，缺少自然說話的語境，不利於說話及溝通能力的培養。
- 建議明年度要是疫情持續的話，可以多加利用教學軟件增加互動交流，例：ZOOM 的小組討論設置及 NEARPOD 的即時回應功能

Values education / Positive education

中一級：單元「小趣劇」中透過學習級改編傳統的成語故事學習正確的價值觀；單元「丟三落四」中透過角色扮演，學習正確的習慣；單元「給他一個家」學習同理心

中二級：單元「環保生活開始」中學習如何與大自然為善的生活態度；在單元「妙聯趣語」及「相聲高手」中，透過學習中國傳統的文化藝術，培養學生們對自我民族的認同感

中三級：在單元「中國文化」中，透過學習中國傳統的文化藝術，培養學生們對自我民族的認同感

各級設班本的電影欣賞項目：

中一級：欣賞電影《小孩不笨》目標：1 從電影中探討華語及普通話的異同；2 三位主角的性格強項怎樣幫助他們應付生活中的難題

中二級：欣賞電影《梁婆婆重出江湖》目標：1 從電影中探討華語及普通話的異同；2 探討梁婆婆的性格強項怎樣幫助她應付生活中的難題

中三級：《跑吧孩子》目標：1 從電影中探討華語及普通話的異同；2 探討其中一位角色的性格強項怎樣幫助他/她應付生活中的難題

Visual Arts

SDL

4.1	3.1.1, 3.1.3	<p>SDL for all forms—at least one SDL topic in each form</p> <p>1. <u>Pre-lesson Preparation</u></p> <p>research & study (youtube, websites, books)</p> <p>2. <u>Classroom Teaching</u></p> <p>experiments, sharing, discussion, exploration & discovery</p> <p>3. <u>Follow-up (Art-making)</u></p> <p>application in artwork, presentation and critique</p>	<ol style="list-style-type: none"> 1. Teacher’s observation 2. Presentation and peer discussion 3. Self and peer evaluation 4. Art marking 	<ol style="list-style-type: none"> 1. Students complete pre-lesson tasks, 2. classwork and homework 3. Students apply their studies in art-making and get satisfactory scores in assignments. 	Throughout the academic year	<p>Successfully carried out in S.1-S.6.</p> <p>S.1: Zentangle exploration and application in sketchbook cover design.</p> <p>S.2: One-point perspective interior design study applied in the design of My Dream House.</p> <p>S.3: Pop-up Card mechanisms and techniques exploration and application.</p> <p>S.4: Research of art movements applied in painting.</p> <p>S.5: In-depth studies of pop-up skills. Thematic inquiry in SBA.</p> <p>S.6: Thematic inquiry in SBA.</p>
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e-Learning

4.2.1	3.1.2. 3.1.3	Art-making Using Phone/ipad Apps: e.g. Paintn, Canva	<ol style="list-style-type: none"> 1. Teacher's observation 2. Presentation and peer discussion 3. Self and peer evaluation 4. Art marking 	Students complete learning tasks using the apps	Throughout the academic year	<ol style="list-style-type: none"> 1. successfully carried out in S1 Christmas Card Making. Some artworks are of good quality. 2. Eight S4,5 VA students successfully produced a video in their own theme.
4.2.2	3.1.2. 3.1.3	Using E-Blackboard and ipad in Art Learning	<ol style="list-style-type: none"> 1. Teacher's observation 2. Learning activities 	Students complete learning tasks	Throughout the academic year	<ol style="list-style-type: none"> 1. Teacher-student interaction was facilitated through the frequent use of e-blackboard and ipad. 2. During the face-to-face class suspension period, teachers and students became more familiar with zoom lessons. 3. BYOD further made art research efficient and convenient.

Values education / Positive education

Appendix 7

<p>Values education / Positive education 4.3.1</p>	<p>3.1.3</p>	<p>School-based VA Curriculum to cultivate positive value by:</p> <p>1. <u>Art Research</u></p> <p>cultivating creativity and curiosity in learning</p> <p>2. <u>Art Making</u></p> <p>building up confidence and creating positive self-image through art-making <u>Art 3. Appreciation</u></p> <p>respecting and appreciating artworks and the environment around us</p>	<ol style="list-style-type: none"> 1. Teacher's observation 2. Presentation and peer discussion 3. Artworks and written assignments 	<p>Students show respect, curiosity, creativity, and bravery in the process of art research, art making and art appreciation.</p>	<p>Throughout the academic year</p>	<ol style="list-style-type: none"> 1. Creativity was focused during the learning processes. 2. Through art-making, art appreciation and critiques, students were trained to appreciate their own works as well as that of others. 3. Under certain topics students had opportunities to express their moods and ideas.
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Appendix 7

4.3.2	3.1.3, 3.2.3	<p>Arts-in-school Partnership Scheme</p> <p>《藝團與學校伙伴計劃》</p> <p>Targeted for VA elective students and those who are interested</p> <p>(sponsored by HK Arts Development Council)</p>	<ol style="list-style-type: none"> 1. Feedback from teachers, students 2. Artists' observation 3. Comments from the HK Arts Development Council 4. Art making, online workshop 	<p>A series of workshops, talks & artwork display will be organized by the artists (alumni).</p>	<p>Postponed to 17th May</p>	<ol style="list-style-type: none"> 1. The alumni artists' talk was attractive and enriched the students' artistic experience. 2. The AI software workshop and the video production workshop were successfully carried out. 3. Students' video artwork was highly appreciated by the judge of HKADC. 4. Overall evaluation session was carried out.
4.3.3	3.1.3, 3.2.3	<p>Book-making Through Photography – Story Telling by Images</p> <p>*Targeted for S4, S5 VA elective students and Photography Club members</p>	<ol style="list-style-type: none"> 1. Feedback from teachers and students 2. Artists' observation 3. Comments from the HK Arts Development Council 4. Art making 	<ol style="list-style-type: none"> 1. 6-8 workshops will be held 2. Participants' ability of observation and creativity will be enriched 3. 80% attendance or above 	<p>Oct – Mar</p>	<p>Due to the pandemic of COVID-19, only 3 lessons were carried out.</p>

4.3.4	3.1.3	<p>Program for Aesthetic Education</p> <p>《美感教育》計劃</p> <p>(An online teaching and learning art program)</p> <p>*Targeted for all students</p> <p>(Grant from HK Arts Development Council)</p>	<ol style="list-style-type: none"> 1. Feedback from teachers and students 2. Artists' observation 3. Art making 	<ol style="list-style-type: none"> 1. 80% attendance 2. Positive feedback 	<p>Sep- June</p>	<p>The program was cancelled due to the lack of funding.</p>
4.3.5	3.1.3	<p>Jockey Club ICH+Innovative Heritage Education Program—</p> <p>Candy Craft Workshop</p> <p>賽馬會「傳.創」非遺教育計劃課程—</p> <p>糖塑工作坊</p> <p>*Targeted for Junior Forms</p> <p>(in collaboration with MCE , Chinese History Dept. and History Dept.)</p>	<ol style="list-style-type: none"> 1. Feedback from teachers and students 2. Artists' and teachers' observation 3. Artworks 	<ol style="list-style-type: none"> 1. 80% attendance 2. Positive feedback 	<p>Class A: Oct 20- Dec 8</p> <p>Class B: May 6- Jul 9</p>	<ol style="list-style-type: none"> 1. over 80% attendance 2. Students enjoyed the art-making process, and some artworks were of good quality. 3. It was a pity that works could not be kept even in the fridge. Display could only be in the form of photos.

Appendix 7

4.3.6	3.1.3	The 13rd Arts Ambassadors in-school Scheme	<ol style="list-style-type: none"> 1. To encourage active participation and sharing of artistic passion and widen horizon of the arts ambassadors 2. To raise awareness of the contribution of arts education to social and cultural development 	<ol style="list-style-type: none"> 1. Attend creative arts day camp and recognition ceremony 2. Be active in school arts activities 	Feb – July, 2021	<ol style="list-style-type: none"> 1. 4D Lau Sum Yi participated in the Scheme. 2. She attended 4 online workshops with passion and awareness of her role to contribute.
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4.3.7	3.1.3	<p>Jockey Club 'Handmade Wellbeing' Youth Craft Education Program – Ceramics Workshop and Wood Craft Workshop</p> <p>*exclusively for S3 students</p> <p>賽馬會「手作確幸」青年工藝教育計劃 - 到校工作坊</p> <p>「陶藝」工作坊及「木作」工作坊</p> <p>*只限中三學生參加</p>	<ol style="list-style-type: none"> 1. Attendance sheets 2. Students' Self-reflection Forms 3. Artworks 	<ol style="list-style-type: none"> 1. 80% attendance 2. Positive feedback 	July 15-16 2 sessions (2.5 hr per session)	<ol style="list-style-type: none"> 1. Fourteen S.3 students joined the program with passion and commitment. 2. 100% attendance. 3. Both students and tutors enjoyed the teaching and learning process. 4. Students created satisfactory pottery bowls and wooden chopsticks.
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C.C.C. Mong Man Wai College

2020-2021 Awards of Students

1. 2020~21 Non-academic Award List (presented in school-closing ceremony)

2020-2021 年中華基督教會香港區會中學校長會模範生

3A18 洪家燊 5B03 郭凱盈

何苑蕙老師紀念獎學金

5B11 黃寶儀

2021 年「明日之星」計劃—上游獎學金

3A10 廖謙瑜 4B18 林銳桓 5A12 陳舒明

汪彼得牧師紀念獎學金

3A02 張芯瑜 3D03 陳沛霖

校長盾—最佳表現獎

中文科	5B23	李澤彬	地理科	5B32	蔡煒豪	企業、會計與財務概論科	4B32	許宗迅
英文科	5A21	郭熙研	經濟科	5B20	賴港俊	視覺藝術科	5D11	盧樂怡
數學科	5A22	黎名朗	生物科	5A22	黎名朗	資訊及通訊科技科	5A22	黎名朗
通識教育科	5B34	姚浩然	中國歷史科	5A26	李文偉			
化學科	5A12	陳舒明	物理科	5A12	陳舒明			

教師聯誼會獎學金(最佳進步獎)

1A23	李澤鋒	1B02	鍾卓琳	1C33	周煒康	1D33	容逸然
2A30	王智朗	2B30	楊家希	2C09	蘇慧嵐	2D06	黎芷穎
3A14	柯永哲	3B06	郭天恩	3C18	莊澤鈞	3D10	胡樂瑤
4A06	施恩桐	4B27	黃竣晞	4C20	王浩宏	4D29	黃家輝
5A28	盧德凱	5B28	馬國豪	5C16	曾厚綿	5D16	陳廣海

第22屆香港珠寶設計比賽

亞軍: 5D11 盧樂怡

「童行盃」校際中文辯論比賽

亞軍:

4A01	陳亦敏	5A07	陸穎賢	5B03	郭凱盈
5B08	梁希妍	5B15	趙梓銘	5B34	姚浩然

決賽最佳辯論員: 5B08 梁希妍

區會聯校數字組合遊戲 2022

個人最佳表現獎及一等獎: 2B13 陳曉翔

個人三等獎: 3A10 廖謙瑜 4A16 康海庭

「跳繩強心」網上跳繩比賽 2021

30 秒個人速度繩中學四至六年級女子組

亞軍: 5B01 鄭珈琳

銅獎: 5B05 梁熙怡

天然養生有限公司優異學生

3D22 蔡尚汶 5B07 李宜鎂

學業成績獎

1A18	黃梓浩	普通話科	2D02	陳海麗	家政科	4B18	林銳恒	全班第一名
1A20	江政然	全級第一名	2D18	張栢誠	全班第一名			經濟科
		全班第一名			綜合科學科			品學兼優獎
		普通電腦科			生活與社會科	4B22	劉健翎	數學單元一
		英文科			品學兼優獎	4B32	許宗迅	企業、會計與財務概論科
		綜合科學科	3A01	陳詩淇	體藝獎(家政)			體育科
		數學科	3A02	張芯瑜	數學科	4B34	曾新泰	中文科
		品學兼優獎			體育科			通識教育科
1B07	潘玥	全班第一名	3A07	梁鎧伊	體育科	4C07	羅鈺淇	聖經科
		全級第三名	3A10	廖謙瑜	全級第一名	4C11	黃詩慧	全班第一名
		中文科			全班第一名			視覺藝術科
		品學兼優獎			中文科			體藝獎(視覺藝術科)
1B11	薛靜詩	生活與社會科			英文科			品學兼優獎
1B14	張俊傑	家政科			綜合科學科	4C12	陳梓揚	中國歷史科
		體育科			商業導論	4D07	李宛幘	全班第一名
1B33	袁澤培	中國歷史科			品學兼優獎			歷史科
		地理科	3A18	洪家燊	全級第三名			品學兼優獎
		歷史科			地理科	5A12	陳舒明	全級第一名
1C10	施惠瑄	視覺藝術科	3B25	吳仲言	全班第一名			全班第一名
1C18	劉仲哲	全班第一名			聖經科			化學科
		全級第二名			品學兼優獎			物理科
		聖經科	3C05	黃鳳婷	視覺藝術科			品學兼優獎
		品學兼優獎	3C28	王宇澤	全班第一名	5A13	周頌揚	數學單元二
1D03	范銘恩	音樂科			中國歷史科	5A21	郭熙研	英文科
		體育科			歷史科	5A22	黎名朗	生物科
1D07	林美姿	視覺藝術科			品學兼優獎			資訊及通訊科技科
1D09	李霖	全班第一名	3D08	譚曉曼	家政科			數學科
		品學兼優獎	3D13	鄭寶熙	數學科	5A23	林建生	體育科
2A01	陳慧嫻	視覺藝術科	3D15	范滿森	全班第一名	5A24	劉卓炫	歷史科
2A11	尤靜婷	全級第一名			全級第二名	5A26	李文偉	中國歷史科
		全班第一名			普通電腦科	5B03	郭凱盈	全級第三名
		中國歷史科			音樂科	5B04	郭芷桐	聖經科
		中文科			品學兼優獎	5B06	梁凱晴	體藝獎(體育)
		歷史科	3D18	黃科梓	體育科	5B07	李宜鏞	全班第一名
		品學兼優獎			普通話科			全級第二名
2B01	陳凱婷	聖經科	4A02	顧雪盈	全級第二名			品學兼優獎
		音樂科			生物科	5B11	黃寶儀	數學單元一
2B13	陳曉翔	全班第一名			地理科	5B20	賴港俊	經濟科
		全級第三名	4A11	陳彥澤	資訊及通訊科技科	5B22	雷俊傑	地理科
		普通電腦科	4A12	陳彥銘	全級第三名	5B23	李澤彬	中文科
		英文科			英文科	5B34	姚浩然	通識教育科
		數學科	4A28	曾志陽	全級第一名	5C06	鄧洛瑤	品學兼優獎
		品學兼優獎			全班第一名	5C15	鄧恩健	企業、會計與財務概論科
2B15	陳瑞林	體育科			化學科	5C16	曾厚綿	全班第一名
2B26	曾俊誠	全班第一名			數學科	5D04	高緯晞	體育科
		全級第三名			數學單元二	5D11	盧樂怡	全班第一名
2C06	劉芯怡	體育科			物理科			視覺藝術科
2C28	文峻謙	全班第一名			品學兼優獎			品學兼優獎
		全級第二名	4B05	梁愛玲	體育科			
		地理科	4B14	陳勇達	體藝獎(體育)			
		品學兼優獎						

2. 72nd Inter-school Speech Festival (Chinese) Award List

	班別學號/學生姓名	參選項目	獎項
香港學校音樂及朗誦協會	1B11 薛靜詩	詩詞獨誦 - 粵語	季軍
香港學校音樂及朗誦協會	1A05 張文恩	歌詞朗誦 - 粵語	優良獎狀
香港學校音樂及朗誦協會	1A11 鄧意穎	詩詞獨誦 - 粵語	優良獎狀
香港學校音樂及朗誦協會	1B05 林裕恩	詩詞獨誦 - 粵語	優良獎狀
香港學校音樂及朗誦協會	1B11 薛靜詩	散文獨誦 - 粵語	優良獎狀
香港學校音樂及朗誦協會	2D10 蔣焯怡	詩詞獨誦 - 粵語	優良獎狀
香港學校音樂及朗誦協會	3C13 甄雅淇	詩詞獨誦 - 粵語	優良獎狀
香港學校音樂及朗誦協會	4D13 鄧惠心	詩詞獨誦 - 粵語	優良獎狀
香港學校音樂及朗誦協會	5B02 張嘉欣	二人朗誦 - 粵語	優良獎狀
香港學校音樂及朗誦協會	5B04 郭芷桐	二人朗誦 - 粵語	優良獎狀
香港學校音樂及朗誦協會	5B08 梁希妍	二人朗誦 - 粵語	優良獎狀
香港學校音樂及朗誦協會	5B34 姚浩然	二人朗誦 - 粵語	優良獎狀
香港學校音樂及朗誦協會	1A01 陳珮林	詩詞獨誦 - 粵語	良好獎狀
香港學校音樂及朗誦協會	1B09 黃珺琦	詩詞獨誦 - 粵語	良好獎狀
香港學校音樂及朗誦協會	2B10 謝慧琳	二人朗誦 - 粵語	良好獎狀
香港學校音樂及朗誦協會	2D03 鄭嘉芷	二人朗誦 - 粵語	良好獎狀
香港學校音樂及朗誦協會	3D03 陳沛霖	詩詞獨誦 - 粵語	良好獎狀
香港學校音樂及朗誦協會	4C02 陳若稀	二人朗誦 - 粵語	良好獎狀
香港學校音樂及朗誦協會	4D09 譚凱澄	二人朗誦 - 粵語	良好獎狀
香港學校音樂及朗誦協會	5A04 林子淇	二人朗誦 - 粵語	良好獎狀
香港學校音樂及朗誦協會	5A10 謝嘉怡	二人朗誦 - 粵語	良好獎狀

3. 72nd Inter-school Speech Festival (English) Award List

Organizations	Students	Category	Awards
Hong Kong Schools Music and Speech Association	6C10 Wan Pak Wing	Public Speaking Solo	2nd
Hong Kong Schools Music and Speech Association	5D11 Lo Lok Yi	Solo Verse Speaking	3rd
Hong Kong Schools Music and Speech Association	6B18 Wong Yuk Ching	Public Speaking Solo	3rd
Hong Kong Schools Music and Speech Association	5A21 Kwok Hei Yin	Public Speaking Solo	3rd
Hong Kong Schools Music and Speech Association	1C18 Lau Hayden Chung Chit	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	2A05 Choi Yuet Yi	Solo Verse Speaking	Merit

Hong Kong Schools Music and Speech Association	3C02 Chiu Ka Man	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	3C03 Chung Pui Tung	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	4B26 So Chin Ngo	Public Speaking Solo	Merit
Hong Kong Schools Music and Speech Association	5A12 Chan Shu Ming	Public Speaking Solo	Merit
Hong Kong Schools Music and Speech Association	5A13 Chau Chung Yeung	Solo Verse Speaking	Merit
Hong Kong Schools Music and Speech Association	5B03 Kwok Hoi Ying 5B05 Leung Hei Yi	Dramatic Duologue	Merit
Hong Kong Schools Music and Speech Association	5B22 Lei Chun Kit	Public Speaking Solo	Merit
Hong Kong Schools Music and Speech Association	5D11 Lo Lok Yi	Public Speaking Solo	Merit
Hong Kong Schools Music and Speech Association	6C06 Chan Tsz Hei	Public Speaking Solo	Merit

4. Music

活動/比賽名稱	主辦機構	參賽學生	組別/項目	所獲獎項
第 73 屆香港學校音樂節 2021	香港學校音樂及朗誦協會	3D 范滿森	馬林巴琴獨奏	冠軍
第 73 屆香港學校音樂節 2021	香港學校音樂及朗誦協會	2C 羅聰媛	鋼琴獨奏 - 二級	金獎
第 73 屆香港學校音樂節 2021	香港學校音樂及朗誦協會	4A 陳亦敏	鋼琴獨奏 - 八級	金獎
第 73 屆香港學校音樂節 2021	香港學校音樂及朗誦協會	1A 陳灼霖	小提琴獨奏-六級	銀獎
第 73 屆香港學校音樂節 2021	香港學校音樂及朗誦協會	3C 趙睿祺	長笛獨奏 - 初級	銀獎
第 73 屆香港學校音樂節 2021	香港學校音樂及朗誦協會	4C 黃焯庭	鋼琴獨奏 - 五級	銀獎
第 73 屆香港學校音樂節 2021	香港學校音樂及朗誦協會	4D 張巧凝	鋼琴獨奏 - 五級	銀獎
第 73 屆香港學校音樂節 2021	香港學校音樂及朗誦協會	1C 黃清榆	箏獨奏-中級	銅獎

5. Chemistry

Results of Chemist Online (HKUST x Virtual University).

Summary of this year (updated on 2 July):

Class	Award Distribution
S5 Chem	Platinum: 1 Silver: 1 Bronze: 3

6. 2019 - 2020 Dr. Mong Man Wai Education Fund Scholarship

2019 - 2020 蒙民偉博士教育基金獎學金

6A Cheng Yung 鄭榕

6A Li Ka Ki 李嘉祺

6A Li Kin Lok 李健諾

6A Tai Ho Chiu Hero 戴昊嬰

6B Chau Cheuk Man 周卓民

6B Chong Tsun Yin 莊浚彥

6B Lam Chun Hei 林俊希

6B Lau Chi Hin 劉智軒

6B Lau Kwun Hang 劉冠亨

2020 - 2021 Sir Edward Youde Memorial Prizes for Senior Secondary School Students

2020 - 2021 尤德爵士紀念基金高中學生獎

6A Wong Ka Wing 王家榮

6B Li YuChen 黎裕彬

2020 - 2021 Outstanding Student Award

2020 - 2021 品學兼優獎

6A Chan Chun Yin 陳俊賢

6B Cheung Wai Yin 張慧賢

6C Yeung Chung Hei 楊頌希

6D Li Tsz Yan 李芷茵

2020 - 2021 Outstanding Academic Award

2020 - 2021 學科獎

6A Chan Chun Yin 陳俊賢

First Place of the Form 全級第一名

Chan Chun Yin 陳俊賢

First Place of the Class 全班第一名

Chan Chun Yin 陳俊賢

First Place of the Form 全級第一名

Chan Chun Yin 陳俊賢

First Place of the Class 全班第一名

Chan Chun Yin 陳俊賢

Liberal Studies 通識教育科

6A Cheung Ho Tin 張灝天

Mathematics 數學科

6A Chu Wang Cheung 朱宏章

Information and Communication Technology 資訊及通訊科技科

6A Liang Tsz Shan 梁芷珊

Chemistry 化學科

6A Mak Tsun Hin 麥浚軒

Biology 生物科

6A Sze Mok Ham 施鏌涵

Physical Education 體育科

Sze Mok Ham 施鏌涵

Visual Arts 視覺藝術科

6A Tsoi Yu Hin 蔡宇軒

Biblical Knowledge 聖經科

6A Wong Ka Wing 王家榮

Second Place of the Form 全級第二名

Wong Ka Wing 王家榮

Biology 生物科

6A Yeung Kai Ming 楊啟名

English Language 英國語文科

Yeung Kai Ming 楊啟名

Mathematics Extended Part Module 2 數學 延伸部分 單元二

Yeung Kai Ming 楊啟名

Physics 物理

6B Cheung Wai Yin 張慧賢

Third Place of the Form 全級第三名

	Cheung Wai Yin 張慧賢	First Place of the Class 全班第一名
6B	Lai Tsz Kiu 黎子蕎	Physical Education 體育科
6B	Ma Sin Ling 馬善玲	Chinese History 中國歷史科
	Ma Sin Ling 馬善玲	Chinese Language 中國語文科
6B	Tang Chiu Yeung 鄧釗洋	Mathematics Extended Part Module 1 數學 延伸部分 單元一
6C	Yeung Chung Hei 楊頌希	First Place of the Class 全班第一名
6D	Li Tsz Yan 李芷茵	First Place of the Class 全班第一名
6D	Ng Man Ying 吳敏瑩	History 歷史科

7. 第十三屆九龍地域傑出學生選舉 (2020-2021)

The 13th Kowloon Region Outstanding Students' Award

初中組 優秀學生

Junior Division Distinguished Students' Award

4A 范滿森 Fan Mun Sum 4B 廖謙瑜 Liu Him Yu

高中組 優秀學生

Senior Division Distinguished Students' Award

6B 姚浩然 Yiu Ho Yin

高中組傑出學生

Senior Division Outstanding Students' Award

6A 孫慶霖 Sun Hing Lam

第十六屆觀塘區傑出學生選舉得獎名單 (2020-2021):

The 16th Kwun Tong Outstanding Students' Award

初中組 優秀學生

Junior Division Distinguished Students' Award

4B 洪家燊 Hong Jiashen 4C 林芷珊 Lam Tsz Shan

初中組 傑出學生

Junior Division Outstanding Students' Award

4A 范滿森 Fan Mun Sum 4B 廖謙瑜 Liu Him Yu

高中組 傑出學生

Senior Division Outstanding Students' Award

6A 孫慶霖 Sun Hing Lam 6B 姚浩然 Yiu Ho Yin

觀塘區優秀學生獎勵計劃 2020-2021

舉辦機構：觀塘區學校聯

5B 郭凱盈 Kwok Hoi Ying

8. Home Economics

Competitions	Organizations	Winner	Awards
Caritas Happy Share: Patchwork and Slogan Design Competition 「百家佈福」親子圖案 及標語設計	Caritas Hong Kong	3A Liu Him Yu	2 nd runner-up 季軍 “The Most Popular Design” 網上最受歡迎獎

9. Mathematics

中華基督教會香港區會中學校長會與教交流小組舉辦

《區會聯校數字組合遊戲 2022》

獲獎名單：

學生姓名	班別	獎項
陳曉翔	2B	最佳表現獎，一等獎
廖謙瑜	3A	三等獎
康海庭	4A	三等獎

10. Visual Arts Awards List

Competitions	Organizations	Winners	Groups	Awards
The 22nd Jewellery Design Competition 第22屆香港珠寶設計比賽 (Two S.2, five S.3, six S.4 and nine S.5 students joined)	Hong Kong Trade Development Council 香港貿易發展局	5D Lo Lok Yi 盧樂怡 5C Mak Cheuk Yu 麥偉鈞	Student Student	First Runner-up 亞軍 Finalist 入圍
My Stage— Inter-school Fashion Design Competition 全港中學生時裝設計比賽 (Five S.2, thirteen S.3, three S.4 and eight S.5 students joined)	中港新世代協進會 教育局商校合作計劃, Good morning CLASS	2B Chan Wing Sze 陳詠詩 5A Leung Shun Yin 梁順賢 5D Chan Ching Naam 陳靜嵐 5D Lo Lok Yi 盧樂怡	N/A	Highly Commended Prize Entered the top 40 designs 優秀獎 (40 強)
Draw My Watch 第三屆錶面設計比賽	Gnet Group 智叻網	3B Lee Wai Kiu 李慧喬 3C Huang Fung Ting 黃鳳婷 3C Tai Cheuk Ying 戴綽楹 1C Lau Hayden Chung Chit 劉仲哲	少年組 少年組 少年組 少年組	Gold Award 金獎 Gold Award 金獎 Silver Award 銀獎 Silver Award 銀獎

11. Chinese

活動/比賽名稱	主辦機構	參賽學生	組別/項目	所獲獎項
二零二一中文硬筆書法比賽	觀塘區公益少年團	6A05 李曉琳	高中組(硬筆)	冠軍
二零二一中文硬筆書法比賽	觀塘區公益少年團	3D08 譚曉曼	初中組(硬筆)	亞軍
二零二一中文硬筆書法比賽	觀塘區公益少年團	3A10 廖謙瑜	初中組(硬筆)	季軍
二零二一中文硬筆書法比賽	觀塘區公益少年團	5B23 李澤彬	高中組(硬筆)	季軍
二零二一中文硬筆書法比賽	觀塘區公益少年團	3D18 黃科樺	初中組(硬筆)	優異獎
二零二一中文硬筆書法比賽	觀塘區公益少年團	4C11 黃詩慧	高中組(硬筆)	優異獎
2020/21 年度 「小故事·動人心」創作比賽	基督教香港信義會社 會服務部	3C32 趙睿祺	初中組	季軍
2021 香港學生書法比賽	吐露港扶輪社	1C10 施惠瑄	中學組	優異獎
2021 香港學生書法比賽	吐露港扶輪社	1C12 王慧儀	中學組	優異獎
2021 香港學生書法比賽	吐露港扶輪社	2C12 張曉晴	中學組	優異獎
2021 香港學生書法比賽	吐露港扶輪社	3A11 劉堃婷	中學組	優異獎
2021 香港學生書法比賽	吐露港扶輪社	3D18 黃科樺	中學組	優異獎
2021 香港學生書法比賽	吐露港扶輪社	3D24 黃文凱	中學組	優異獎
2021 香港學生書法比賽	吐露港扶輪社	5B23 李澤彬	中學組	優異獎
2021 香港學生書法比賽	吐露港扶輪社	6A05 李曉琳	中學組	優異獎
香港文學季「遊移字得」徵文比賽	香港文學館	5B23 李澤彬	中學組	優異獎

12. Chinese Debating Team

活動/比賽名稱	主辦機構	參賽學生	所獲獎項
童行盃	童夢童行	4A 陳亦敏	賽事亞軍
童行盃	童夢童行	5A 陸穎賢	賽事亞軍
童行盃	童夢童行	5B 郭凱盈	賽事亞軍
童行盃	童夢童行	5B 趙梓銘	賽事亞軍
童行盃	童夢童行	5B 姚浩然	賽事亞軍
童行盃	童夢童行	4A 陳亦敏	最佳辯論員
童行盃	童夢童行	5B 郭凱盈	最佳辯論員
童行盃	童夢童行	5B 梁希妍	決賽最佳辯論員
基本法盃	基本法推廣聯席會議	5A 陸穎賢	最佳辯論員
基本法盃	基本法推廣聯席會議	5B 姚浩然	最佳辯論員
基本法盃	基本法推廣聯席會議	5B 梁希妍	最佳辯論員
星島校際中文辯論比賽	《星島日報》	5B 郭凱盈	最佳辯論員
星島校際中文辯論比賽	《星島日報》	5B 姚浩然	最佳交互答問辯論員

13. Hong Kong School Drama Festival 2020-2021

Awards received by Chinese Drama Club

Category: Chinese

Title	Organizations	Students	Awards
Hong Kong School Drama Festival 2020/21	教育局	3C 翁翹 3C 劉芷霖 4C 李綺彤 5A 謝雪瑩	Award for Outstanding Performer 傑出演員獎 Certificate of Merit

Title	Organizations	Students	Awards
香港學校戲劇節 2020/21	教育局	中華基督教會蒙民偉書院	Award for Outstanding Audio-visual Effect 傑出影音效果獎 Certificate of Merit
		中華基督教會蒙民偉書院	Award for Outstanding Cooperation 傑出合作獎 Certificate of Merit
		3C 劉芷霖 3C 張錦康 3C 吳致嘉 3D 伍源傑 5A 謝雪瑩	Award for Outstanding Script 傑出劇本獎
		中華基督教會蒙民偉書院	Award for Outstanding Director
		中華基督教會蒙民偉書院	Award for Commendable Overall Performance 傑出整體演出獎

14. Inter-School Bowling Team

Title	Organizations	Students	Grades/Events	Awards
中華基督教會香港區會 中學校際保齡球錦標賽	中華基督教會 香港區會中學	4B08 Wong Joe 黃韻穎 4B21 Lee Chak Ho 李澤浩 5D05 Kwan Wing Yan 關穎恩 Miss Lee Wing Yan	Teacher-student team of four 師生四人隊際賽	Champion 冠軍
		6A15 Cheung Ho Tin 張灝天 6A20 Hui Yat Kan 許日勤 6B27 Leung Siu Hin 梁肇軒 Ms. Chung Shuk Ting		1 st runner-up 亞軍
		6A15 Cheung Ho Tin 張灝天 6A20 Hui Yat Kan 許日勤 6B27 Leung Siu Hin 梁肇軒	Trios 三人隊際	Champion 冠軍
		4B08 Wong Joe 黃韻穎 4B21 Lee Chak Ho 李澤浩 5D05 Kwan Wing Yan 關穎恩		2 nd runner-up 季軍
		4B08 Wong Joe	Girls Single 女子個人賽	Champion 冠軍

Title	Organizations	Students	Grades/Events	Awards
中華基督教會香港區會 中學校際保齡球錦標賽	中華基督教會 香港區會中學	黃韻穎		1 st runner-up 亞軍
		5D05 Kwan Wing Yan		
		關穎恩	Boys Single 男子個人賽	1 st runner-up 亞軍
		6B27 Leung Siu Hin 梁肇軒		

15. Reading Award List

1. Popular Reading Award Scheme (教協普及閱讀獎勵計劃)

Green Badge of Honour (青章)			
<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
3A03	符蘊祈	3C10	吳致嘉
3A04	郭姿穎	3C16	陳緣政
3A08	李樂兒	3C27	黃鍵浠
3A09	李文雪	3C32	趙睿祺
3A15	陳曉峰	3D01	陳敏樂
3A17	侯文熙	3D02	陳貝淇
3A19	賴子琛	3D03	陳沛霖
3A21	梁奎川	3D06	林沅蕎
3A22	梁健鋒	3D10	胡樂
3A23	林泓澤	3D14	鍾承汎
3A24	巫嘉俊	3D16	房家晉
3A25	顏柏海	3D20	吳健林
3A27	譚煒鋒	3D21	伍源傑
3A28	杜天睿	3D22	蔡尚汶
3B18	江琳浩	3D23	黃灝嘉
3B23	李嘉健	3D29	周耀德
3B28	譚煒東		

Blue Badge of Honour (藍章)			
<u>Class</u>	<u>Name</u>	<u>Class</u>	<u>Name</u>
3A01	陳詩淇	3D08	譚曉曼
4C03	周綺汶		

Purple Badge of Honour (紫章)	
<u>Class</u>	<u>Name</u>
3A10	廖謙瑜

2. 看漢中文網上閱讀

2.1 個人獎項 (全年)

中一級

獎項	得獎者
冠軍	江政然
亞軍	袁澤培
季軍	楊天賜

中二級

獎項	得獎者
冠軍	羅中澤
亞軍	羅家熙
季軍	姚嘉熙

中三級

獎項	得獎者
冠軍	伍華璋
亞軍	李嘉健
季軍	劉堃婷

中四級

獎項	得獎者
冠軍	潘永樂
亞軍	許學勤
季軍	梁樂謙

中五級

獎項	得獎者
冠軍	鄧學謙
亞軍	關穎恩
季軍	施淦瀚

2.2 班際獎項 (全年)

中一級

獎項	得獎班別
冠軍	1B
亞軍	1A

中二級

獎項	得獎班別
冠軍	2B
亞軍	2D

中三級

獎項	得獎班別
冠軍	3D
亞軍	3A

中四級

獎項	得獎班別
冠軍	4B
亞軍	4D

中五級

獎項	得獎班別
冠軍	5D
亞軍	5A

3. i-Learner English Programme

Awards	Name	Name
Platinum	1B Yuen Chak Pui	-
Gold	1C Yeung Chi Chai	-
Outstanding	1B Poon Yuet	2B Ng Tsz Ho

4. Top 10 Outstanding Student Librarians (2020-2021)

Top 10 of S.1	Top 10 of S.2
1A12 Zhen Sum Yi	2A04 Choi Yuen Ling
1A18 Huang Zi Hao	2A11 Yau Ching Ting
1A23 Li Chak Fung	2A12 Zhong Wan Fang
1A32 Yeung Tin Chi	2A32 Yiu Ka Hei
1B23 Lee Ka Kit	2B07 Luo Ka Hei
1C02 Chan Tsz Ka	2B10 Tsz Wai Lam
1C08 Loong Yuen Ki	2B25 Tan Chi Yan
1C12 Wong Wai Yee	2C05 Lau Hei Tung
1D05 Kwok Wing Ying	2D06 Lai Tsz Wing
1D11 Tang Pui Man	2D12 Yang Shu Man

16. Sports Awards List

Title	Organizations	Students	Grades/Events	Awards
2021 Hong Kong Rowing Virtual Indoor Championships 2021 香港室內賽種虛擬錦標賽	Hong Kong,China Rowing Association 中國香港賽艇協會	5B06 Leung Hoi Ching 梁凱晴	Junior Girl's Aged 16 or Under (2,000m)	1 st runner-up
JUMP ROPE FOR HEART 「跳繩強心」網上跳繩比賽 2021	Hong Kong College of Cardiology 香港心臟專科學院	5B01 Cheng Ka Lam 鄭珈琳 5B05 Leung Hei Yi 梁熙怡	30 秒個人速度繩中學四至六年級女子組	1 st runner-up 亞軍 Bronze Merit Award 銅獎