



# Yuen Long Merchants Association Secondary School

## Annual School Report 2021 - 2022

學中會商朗元  
YUEN LONG MERCHANTS ASSOCIATION SECONDARY SCHOOL

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# **1. Our School**

## **1.1 A Brief Introduction**

A ceremony laying the foundation stone of our school building was held on 21<sup>st</sup> January 1975. Classes started in September 1978 and since then, classrooms in the Yuen Long Chamber of Commerce No. 2 Primary School were temporarily used. We moved into the present school campus on 1<sup>st</sup> April 1979. The opening ceremony of the school was held on 23<sup>rd</sup> October 1979.

The School Management Board was established before September 1978. Mr. TANG Tung-kwong served as our Founding School Supervisor from September 1978, until the second School Supervisor, Mr. CHOI Chong-yip took over in January 1994. Mr. CHENG became the third School Supervisor starting from March 1997, Mr. TANG Kwok-sun became the fourth School Supervisor from April 2004 and Mr. TAI Yiu-wah was our fifth School Supervisor from April 2010. The present School Supervisor is Mr. CHAN Kin-yip. The founding School Principal was Mr. TIU Pui-kwong, who took office from 1978 and Ms NG Lai-wah served as the second School Principal from 2002. Ms. IP Wai-ching took over upon her retirement on 1<sup>st</sup> September 2015. The present School Principal is Mr. YAU Chi-leung, who took over on 1<sup>st</sup> September 2018.

The school established the Incorporated Management Committee on 1<sup>st</sup> April 2011. Led by the School Supervisor, the IMC consists of stakeholders of school managers, including parent, teacher and alumni managers.

## **1.2 School Type**

Our school is a government subsidized whole-day EMI co-educational secondary school, established by the Yuen Long Merchants Association in September 1978. There were eight S.1 classes in the first year, and it gradually increased to 30 classes in September 1984, with six classes in S.1, S.2 and S.3, four classes in S.4 and S.5, and two classes in S.6 and S.7. From September 1998 to July 2004, the school ran 29 classes from S.1 to S.7, with five classes in each level from S.1 to S.5, and two classes in S.6 and S.7. From September 2004 to July 2009, the total number of classes ran up to 30 again as the Education Bureau allocated one more class to our school as a one-off plan to cater for the excessive number of S.1 students in Yuen Long. In 2009-2010 and 2010-2011, there were altogether 29 classes from S.1 to S.7, with five classes in each level from S.1 to S.5 and two classes each in S.6 and S.7. In 2011-2012, under the new senior secondary curriculum, there were 30 classes from S.1 to S.6, with five classes in each level from S.1 to S.5 and 2 classes in S.7. Starting from 2012-2013, there have been 30 classes from S.1 to S.6, with five classes in each level.

## **1.3 School mission**

- We will be collaborative in all respects to provide a positive, stimulating, supportive, aesthetic and harmonious learning environment.
- We are committed to educating students in the areas of intellectual, physical, social, moral, aesthetic and emotional development.
- We aim to fulfill the school motto 'Integrity, Simplicity, Diligence, Perseverance' by co-operating with parents in building the minds and characters of students.

## **1.4 School's goals**

- To develop our students' ability to use both Chinese and English as a successful tool of thought and communication.
- To develop in our students a love for learning and a sense of lifelong learning.
- To build a school community in which teachers, students and non-teaching staff have a spirit of mutual respect and co-operation.
- To develop in our students a desire to work for a just society.
- To encourage our students to be generous in placing their knowledge and competence at the service of the community.

## **1.5 School Facilities**

With a new annex, the school has 30 standard classrooms. All classrooms are equipped with computer devices and full Wi-Fi coverage to facilitate the use of information technology to promote the effectiveness of learning and teaching. There are several special rooms, including School Hall, Mini-hall, four laboratories, Computer Assisted Learning Room, Library, Music Room, Geography Room, Home Economics Room, Design and Technology Room & Visual Arts Room.

To enrich our language learning environment, there are Chinese Language Room (雅舍) and English Language Room (The English Space).

With the support of Microsoft Hong Kong, our school has established the second Microsoft AI Inno Lab in Hong Kong. Microsoft AI Inno Lab provides 'AI for Good' initiative and enables technology to empower our students to solve global challenges. To empower students with innovative education, Makers' Space is well prepared for our students to learn how to be a maker.

To help our students explore the future, Guidance, Life Exploration and Students Support Room has been established. Moreover, Dance Room, Orchestra Room, Badminton Court, Basketball Court, Volleyball Court and Study Room in our school can help students further develop and unleash their potential.

## **1.6 Major Concerns 2021-2024**

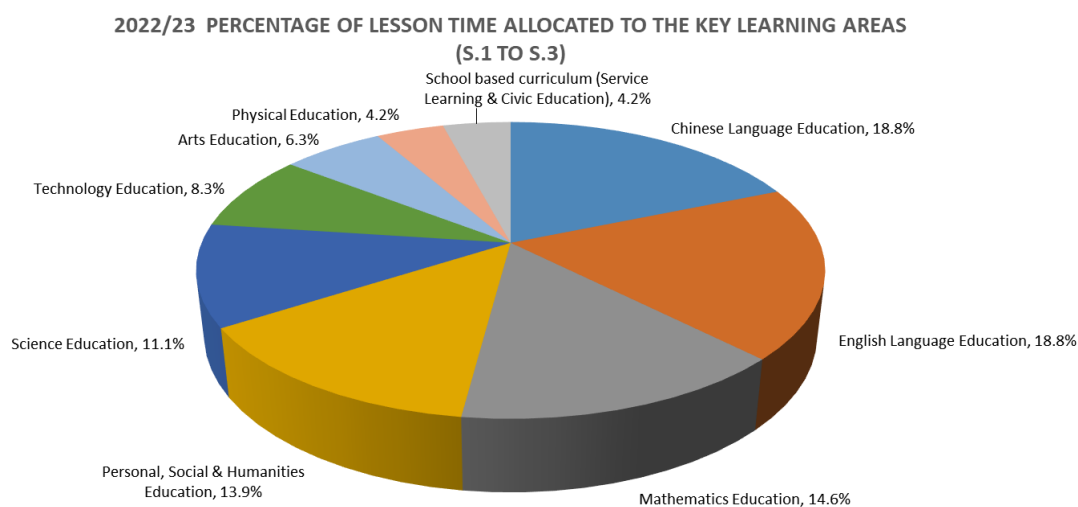
- To foster students to be active learners and to help them explore their potential
- To nurture the core values of MASSIANs for the pursuit of a fruitful life

## 1.7 Student Information

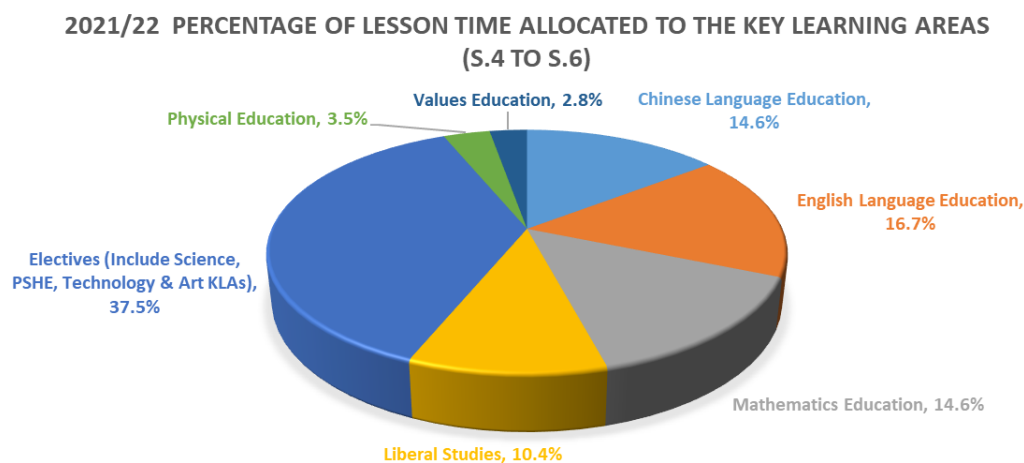
### I. Active School Days

The number of active school days was 166.

### II. The Percentage of Lesson Time Allocated to the Key Learning Areas (S.1 To S.3)



### III. The Percentage of Lesson Time Allocated to the Key Learning Areas (S.4 To S.6)



### IV. Class Structure

Secondary	1	2	3	4	5	6	Total
No. of Classes	5	5	5	5	5	5	30
No. of Students	165	159	162	160	149	146	941

### V. Students' Attendance

Secondary	1	2	3	4	5	6
Attendance Rate	98.4%	98.7%	98.7%	98.1%	95.7%	97.7%

## 1.8 Teacher Information

There was a total of 74 teachers last year. The details regarding the teaching qualifications and teaching experience of our teachers can be seen in the table below:

Educational Attainment	Number	Percentage
With tertiary non-degree qualification	0	0%
With degree qualification	73	100%
With Master or above qualification	41	56%

Teaching Experience	Number	Percentage
0 - 2 years	6	10%
3 - 5 years	9	15%
6 - 10 years	19	31%
> 10 years	40	66%

Language Proficiency Benchmark	Standing
English	All teachers met the required benchmark
Putonghua	All teachers met the required benchmark

## 2. Achievements and Reflection on Major Concerns

The two Major Concerns cater to the needs and development of the school, as well as those of the students. The school, subject and department programmes have aligned with the two major concerns. The school has made good use of the process of 'Planning-Implementation-Evaluation' (PIE) for sustained development and self-improvement.

### Priority Task 1: To foster students to be active learners and to help them explore their potential

#### Achievements

##### **1.1 To nurture students to be self-regulated learners with good learning habits and skills**

- ✧ S.1 (Note-taking skills), S.3 (Time Management) & S.4 (Bridging Study Skills for Senior Form) study skills workshops conducted by our colleagues and companies were arranged in the second term. Nearly 65% students agreed that they felt satisfied with the workshops.
- ✧ For the S.3 workshop, students' evaluation was mostly positive. Students liked the stickers activity. Many have learnt the criteria (importance and urgency) to classify things, and set up timetable accordingly. While some used the amount of entertainment and study time as their time management goal, most measured it with their results in the final exam.
- ✧ For the S.4 workshop, respondents' evaluation was mostly positive. Most respondents drew on subject-specific study skills. Most respondents set up a specific and measurable goal for their coming final exam.
- ✧ A horizontal curriculum mapping framework for technology Education (D&T, HE and CL), SLCE and Life & Society was developed.
- ✧ Interdisciplinary project-based teaching was promoted between Technology Education (S.3 CL) and Life and Society. A series of lessons about building a company was conducted and the feedback of implementation was good.
- ✧ Vertical planning framework for study skills has been well established and implemented. And IT competence in eLearning has been established and the implementation should be further monitored.

##### **1.2 To utilize different assessment tools and platforms to optimize teaching and help students monitor their learning progress**

- ✧ The Board of Fame has been well established. It is placed at the entrance of the school hall and posted on the school website. Many students feel interested in it and would like to see their names posted on it.

- ✧ The majority of S.1 students were willing to join the consolidation classes about LAC programme. They have learnt the skills in reading questions and spelling subject-specific vocabulary items.
- ✧ LAC programme through readers was developed in this academic year. Students in junior forms were able to write History essays in groups with guidance.
- ✧ Based on the examination results, students felt more confident in Geography rather than History and Science.
- ✧ An interdisciplinary approach was applied in Pre-S.1 Summer Bridging Course. Students tried to use English to know about the subjects and school campus. It was a good start of cooperation between the English Language Department and other committees.
- ✧ Due to the pandemic and online lessons, teachers were more willing to explore different apps for effective learning and teaching.
- ✧ Due to the pandemic, school-based Power BI was developed in late June.
- ✧ Participants of the consolidation and enhancement classes were satisfied. The majority agreed that those classes fostered their learning achievements.
- ✧ L2 or above for all subjects are 96.2 % in 2022 DSE.

### **1.3 To create opportunities for students of different abilities to be active learners inside and beyond the classroom**

- ✧ The reading team made a video to promote how to make good use of e-read platform and sent the video to students through email and Teams.
- ✧ Three “Self-reading Packages” were distributed to students during special summer holidays in April and May.
- ✧ The reading materials with guiding questions covered various topics, which could enrich student’s knowledge.
- ✧ Twenty teachers and two students prepared for morning book sharing, which was podcasted through Teams.
- ✧ In English lessons, students were willing to read under the guidance of teachers.
- ✧ Two OLE Days, STEM Week, English Fortnight, Chinese Week have been arranged. Online activities were still held despite the pandemic.
- ✧ Students enjoyed the activities and gave positive feedback, e.g. the S.2 interdisciplinary co-curricular activity “西九龍劇場”.
- ✧ Interdisciplinary project-based teaching was promoted between Technology Education (S.3 CL) and Life and Society. A series of lessons about building a company was conducted and the feedback of the implementation has been positive.
- ✧ On the SD Day in August, English and Mathematics teachers shared their experience in how to conduct a professional collaborative lesson and how to cater for learning diversity in the curriculum design.
- ✧ Many subject departments have submitted action research to L&T Committee.

### **Reflections**

- ✧ Practice makes perfect. More practices on the learning habits and skills should be arranged among different subjects. Catering for learning diversity should be taken into consideration. The development of high-order thinking skills & project-based learning skill should be further developed as well.
- ✧ The reward system for improvement should be refined. More LAC programmes should be arranged to enrich English learning environment. Vertical planning for BYOD should be taken into consideration. The implementation of school-based Power BI should be carried out in the next school year. More strategies for catering for learning diversity should be adopted to enhance DSE results.
- ✧ School Reading Award Scheme should be adopted to encourage students to be an active reader. E-reading should be promoted as well.
- ✧ Vertical planning of interdisciplinary approach co-curricular activities should be taken into consideration. Professional development in debriefing before, during and after activities should be further enhanced.
- ✧ The awareness of students’ learning difficulties has been raised. More professional development courses for panel heads should be arranged to help their panel members to further enhance their professional knowledge of how to help students overcome learning difficulties and be active learners in lessons.

## Priority Task 2: To nurture the core values of MASSIANs for the pursuit of a fruitful life

### **Achievements**

#### **2.1 To strengthen students' understanding of core values of MASSIANs through a variety of experiential learning activities and arrangements of student support committees**

- ✧ Morning assemblies started in May 2022. Students can learn proper manners during the assemblies.
- ✧ Values Education has been implemented as a subject in S.4.
- ✧ Values Education has organized a variety of experiential learning experiences for S.4 students, including field trips to fish ponds, organic farms and agricultural factories, workshops, handicraft workshops, etc.
- ✧ Confidence building activities were held to instill confidence into S.6 students, encouraging them to strive for excellence.
- ✧ A variety show with musical and dancing performances was held in May.
- ✧ Apart from the career exploration activities held in the past such as university visits, a large-scale alumnus sharing event was organized this year for S.5 and S.6 students. The feedback from alumni and participating students was overwhelming. The participating students treasured the opportunities to communicate with their schoolmates and learn from them.
- ✧ Students were asked to prepare and present the thank-you cards or notes after the visits or talks.
- ✧ ECA Committee has organized various competitions to let students discover and develop their own potential, e.g. an essay writing competition, a photo-taking competition, a Chinese tea culture programme.
- ✧ We have also encouraged and recommended students with different talents to participate in various off-campus competitions, e.g. Chinese essay competitions, film making competitions and dance competitions.
- ✧ Student ambassadors have been trained to provide online mock interviews for primary school students.

#### **2.2 To enable parents and teachers to have better understanding of how a growth mindset promotes the well-being of MASSIANs**

- ✧ A workshop was organized by the Student Development Committee to introduce the concept of growth mindset.
- ✧ A parents' talk was organized during the Parents' Day to promote the concepts of life planning and growth mindset and introduce multiple pathways. The feedback from the parents was positive. Most of the parents agreed that the information shared in the talk was useful.
- ✧ Class teachers and parents of cross-border students discussed students' performance through Microsoft Teams.

#### **2.3 To establish a positive learning atmosphere**

- ✧ Class-building activities has been arranged for S.1, S.2 & S.6 classes.
- ✧ After the resumption of classes, case managers met with students who constantly failed to hand in homework to discuss their study habits and strategies and offer learning support if needed.
- ✧ Most students could write down the assignment list on their student handbooks.
- ✧ Students were asked to set their academic goals and do study planning before examinations.

### **Reflections**

- ✧ Through experiential learning, students have learnt the importance of caring for and giving back to others as well as promoting Massian traits.
- ✧ Consolidation classes should continue to help students with learning problems focus on study habits.
- ✧ Case Managers should meet with students who constantly fail to hand in homework as soon as possible.
- ✧ Team-building day camp should be organised to foster class spirit and a sense of belongings.



## 3. Our Learning and Teaching

### 3.1 Learning and teaching

#### I. Self-regulated Skills & Study Skills

The implementation of self-regulated learning is a challenge. Training workshops have been conducted for S.1, S.3 and S.4 students even during the Covid-19 pandemic. The focus for each form is different. S.1, S.3 and S.4 are note-taking skills, time management & bridging study skills for senior forms respectively. Students have been equipped with general study skills (e.g. note-taking skills, self-reflection, time management, etc.). S.1 students can jot down notes and organize the learning content with suitable graphic organizers. S.3 students can plan their revision schedule before the start of assessments. S.4 students can understand how to bridge the learning gaps between junior and senior forms.

Apart from that, subject specific study skills have been well developed in each department and covered in their curriculum. However, high-order thinking skills and presentation skills should be further developed through project learning activities. More practices on the study skills, especially note-taking, self-reflection, revision skills, should be provided by different subjects to enhance the quality. Spiral and vertical planning of both study skills and high-order thinking skills should be taken into consideration.

#### II. Cater for Learner Diversity

A data bank, which can be used to enrich students' experiences through participating in competitions, joining external courses in HKAGE or other awards schemes, has been well established by Gifted Education Team. More aspects of gifted education have been included in the data bank. The Committee has also nominated numerous students to participate in Gifted Programme organized by HKAGE and various universities: A student from S.2 was accepted by HKAGE as new member; a student was admitted to OSALP BAFS Gifted Programme; 11 students from S.3-S.5 completed HKUST Dual Programme Pre-Stage to Stage One course; and 15 students were nominated and participated in HKU Fun with Taster and/or Week of Taster Programme.

A special gifted programme is "AI for Good". The Hong Kong team is among the 10 winners of Microsoft's Imagine Cup Junior Global AI for Good Challenge, which saw thousands of students aged 13 to 18 around the world propose AI-driven solutions to major global challenges. The Hong Kong-based winner, AutoCrab, is a four-person team of 16-year-old students from YLMASS. They designed and developed an AI solution to monitor and regulate the water quality in hairy crab aquafarms. Inspirations were drawn during their experience tour at a farm in Yuen Long. More different kinds of gifted education programme will be further explored and nominated students to join.

Optional questions that carry bonus marks (Max: 5% of full mark) were added in S.1-S.2 examination paper. The difficult questions were used to cater for the need of the top 10% students. Elites liked such challenges. More challenging tasks were arranged in lessons as well. Shooting stars programme in senior forms will be carried out in the coming school year again. The target participants for such programme are the top 10 students in senior forms.

The committee also flexibly deploy Learning Support Grant (LSG) and other resources to cater for student diversity. In this academic year, in addition to consolidation classes for various subjects, the committee collaborated with L&T Committee in organizing Learning Scheme to strengthen students' learning habit and organizational skills during special holidays for students with SEN and academically challenged students. To widen students' horizons and enrich their English learning experience, the committee collaborated with the Speech Therapist and nominated 80 students in S.1 and S.3 to serve as Student Ambassadors for the English Oral Communication Workshop for YLMAPS. Student Ambassadors participated actively by giving constructive feedback to P6 students in the workshop, and their performances were acclaimed. The majority (over 70%) of the participants agreed that the workshop could enhance their communication skills.

Case Management System has been well developed to help low achievers. Usually, they were guided in consolidation classes after school. Teachers understood the proficiency of their students so they were able to create materials that suited the students. Good learning habits were built through the consolidation classes. The confidence of students was enhanced, allowing them to have higher aspiration. To cater for students' learning needs, the Catering for Learner Diversity Committee (SEN) collaborates with professionals, including the Educational Psychologist, Clinical Psychologist, Speech Therapist and Counsellor in provision of learning support through case conferences, student consultations, parent consultations and Individual Education Plan (IEP).

### **III. Assessment & Professional Development**

Assessment is used in different ways at school. Since our school highly emphasizes assessment for learning, formative assessment is adopted by teachers to gain an understanding of students' knowledge and skills. Assessment as learning, which focuses on students' metacognitive processes in order to evaluate their own learning and make necessary adjustments, is also used. In order to promote Assessment as Learning, report cards with predicted grades and challenge grades have been issued to senior form students. Both teachers and students like the practice as it can give stronger evidence to teachers, enabling them to know how to prepare senior form students for HKDSE, which is a good way to guide students to move forward. It also serves as an example of making use of big data to enhance learning and teaching. The correlation between predicted grades and the actual DSE results will be studied in the coming school year.

Formative assessments inform teachers of how well students understand what has been covered in class and the variation of teaching progress is discussed in form meetings. Teachers are also encouraged to discuss not only the teaching progress but also effective strategies through the professional sharing sessions in staff meetings and department meetings. Teachers can make use of the post-lesson peer-observation forms to help one another understand the strengths and areas to work on in the post lesson observation discussion in order to refine their pedagogies.

As teacher's professional knowledge is the most valuable asset of the school, staff development in YLMASS was provided with a wide range of training including internal and external courses, lesson observation, book inspections. Supporting measures were provided to encourage to engage in professional exchange and development. For example, a common block timetable is arranged for teachers to enhance professional sharing within subject panels. External support from QSIP or EDB are provided for professional development in different subjects.

## **IV. e-Learning**

Information technology and Covid-19 pandemic have caused a paradigm shift in modes of teaching and learning. YLMASS is dedicated to exploring the advantages of e-learning for students. Students were well prepared for blended learning. With the tremendous support from the ITED Committee, most teachers have developed competence in this area. All teachers are well trained to use Microsoft Teams to conduct online lessons. They are encouraged to retain the effective online learning practices and pave a smooth transition from face-to-face learning to online learning. Teachers were familiar with both modes of teaching.

E-learning was further developed with the implementation of Bring Your Own Device (BYOD) Pilot Programme starting from March 2021. The scheme has covered in whole form one last year. S.1 students were able to make use of the tablets or notebooks as a daily learning tool in and beyond classrooms. The integration of such technology into the curriculum provides an interactive learning and teaching environment for teachers and students. In addition to showing notes, using webpages and Apps to facilitate teaching, students were also able to work out mind maps, receive instant feedback from teachers through polls, attempt short questions and short quizzes to make their learning more fruitful and interactive. Therefore, more students should benefit immensely from e-learning at YLMASS. Therefore, BYOD will be extended to S.2. The interactions between students and teachers should be further enhanced through E-learning. The self-regulated skills can be developed through E-learning as well.

### **3.2 STEM**

Apart from developing skills and consolidating knowledge in each individual subject, STEM education aims at developing students' ability to work across disciplines through authentic situations. STEM learning is experienced in various ways, inspiring students to acquire different skills and capabilities: (1) problem solving and risk assessment; (2) interpreting and analyzing data and information; (3) collaboration and working across different fields and disciplines; (4) research and critical enquiry – to develop and test ideas; (5) creativity and innovation – to develop new products, approaches and skills.

The curriculum mapping among Services Learning & Civic Education, Computer Literacy, Home Economics and Design and Technology subjects has been completed in this school year. Implementation and evaluation of S.1 and S.2 STEM curriculum will be done in the upcoming academic years. This curriculum enables students to become familiar with the way that STEM skills and knowledge are used in authentic situation and learn how to tackle real-life problems. It is the curriculum for the first tier - for all, which means that all students have to experience STEM education through. There are 3 tiers in YLMASS. The second tier is for those who are interested in STEM and willing to spend more time beyond classroom. They will join scientific inquiry team and come up with their interesting topics for further study. The third tier is for elite who will be nominated to join different competitions related to STEM.

### **3.3 Reading across curriculum**

Excerpt reading used in Morning Reading Period on Fridays to cultivate reading habits among students by providing them with various appropriate and interesting reading materials about different subjects, themes and topics. 24 sets of reading material were provided by different subjects and functional groups. The reading materials covered various topics, which could enrich student's knowledge with some guiding questions. Twenty teachers and two students prepared for the morning book sharing sessions, which was podcasted through Teams. More students will be encouraged to share book reviews in the coming school year.

Reading team made a video to promote how to make good use of e-read platform and sent the video to students through email and Teams. Three “Self-reading Packages” were released to students during special summer holidays in April and May. E-reading should be further promoted. Utilizing the use of e-books by different subjects should be encouraged. The use of e-books and e-reading should be further developed in the next school year.

The library regularly purchased and promoted new books, some of which were about value education and inspiration. It could make students more positive, diligent, persistent. About 14 students participated in a reading activity entitled “一起悅讀的日子”, which was organized by Hong Kong Federation of Education Workers. They visited the Hong Kong Book Fair with Reading Team’s teachers and used the subsidies to buy books. Students gave positive feedback as they enjoyed the visit to the book fair. Students had to read materials about different subjects, themes and topics to cultivate their interests in reading. A book fair was held in late May. The reading environment was enriched in this period of time. More collaboration among different subjects in organizing cross-curriculum reading projects will be explored in the next year.

### **3.4 Language across curriculum**

In order to help S.1 students get prepared for the English-speaking environment, boost their English language proficiency and stimulate students’ interest in studying English-related subjects, a bridging programme was added to the summer bridging course. A NET teacher taught them classroom English while an LAC teacher arranged different checkpoints for them to work around the campus and learn English. Students enjoyed it and felt interested.

Some after-school consolidation classes were held. All teaching materials were contributed by the subject departments concerned. English is the core component of the programme. It also provided support for other English-related subjects. Participants were selected based on their results of Form Tests or Half-yearly Examination (HYE). The programme also allowed an opt-in and opt-out system. Students who were able to show noticeable improvements in tests or HYE could opt out of the programme. The majority of the participants showed improvements in both English and other English-related subjects, but teachers found that the coherence among different subjects could be further enhanced when the language across curriculum was implemented for a whole form.

The collaboration across the curriculum in junior forms focused on sentence patterns, vocabulary and grammar in English readers last year. Curriculum mapping may need to be further studied to explore more opportunities to strengthen the cooperation among different subjects. In order to arouse their interest in learning English, it is suggested that more different kinds of LAC activities should be held during lunch breaks, recess or after school. For example, NET teachers should carry out ‘Spelling Bee Competition’ to facilitate the effective use of vocabulary by students.

## **4. Support for Student Development**

### **4.1 Discipline**

The Discipline Committee has been promoting and emphasizing self-discipline of students by implementing the Merit System, Diligence Class and Endeavour Program. Students are awarded merits in recognition of good performance in conduct, school services and extra-curricular activities. With the cooperation and collaboration between class teachers and parents in different ways, such as case meetings and Parents’ Day, the Discipline Committee has successfully implemented the policies and measures to encourage students’ positive behaviour and nurture them to be responsible and respectful to peers, teachers, parents and the society.

The Prefect Team is our strong and influential support. They are formed in compliance with an impartial and objective selection policy with the involvement of all teaching staff. Our prefects help teachers maintain the order in school. The Discipline Committee provides many opportunities, such as training camp, workshops and community services for our prefects to develop their leadership skills.

## 4.2 Counselling

To enhance students' personal growth and development, the Counselling Committee, the Student Counsellor and the School Social Workers work closely with the teaching staff to handle student problems and provide counselling service for students with specific needs.

To inculcate positive attributes in students, the Counselling Committee organized a variety of activities to improve their well-being, such as the A-cappella workshop for personal growth, Christmas Card DIY Booth, Calligraphy Jamming, Animal Assisted Intervention Online Activity, Training for 2022-2023 Peer Counsellors, etc.

Students have become more empathetic and responsible through participating in these activities. The Peer Counsellors also found the training workshop and the day camp interesting and effective in equipping them with the essential attributes to meet future challenges.

### Activities / Programs organized in 2021-2022

Item	Target students	Date	Content/ Activities
1	All students	9/2021-7/2022	Instagram @ylmasscounselling
2	All students	5/2022-7/2022	Morning Assembly (Monday and Wednesday)
3	All students	9/2022-7/2022	Thursday Morning Centralized Public Announcement
4	S.3	10/2021-12/2021	EDB Student Ambassador Scheme – 「學生守護大使計劃」 Peer Power Students Gatekeeper
5	S.1	8/11/2021	A-cappella 體驗活動
6	S.5	9/11/2021	S.5 「人生之旅」活動
7	All Students	11/2022	【「心·呼吸」藝術心靈自由空間系列——木藝體驗小組】
8	All Students	12/2022	Christmas Card DIY Booth (Cooperated with Christian Fellowship)
9	All Students	1/2022	Distribution of Utouch Stickers
10	All Students and Parents	2/2022	學生問卷 - 同學身心靈健康狀況問卷 家長問卷 - 子女身心靈健康狀況問卷
11	S.3	2/2022	中三學生大使計劃- 從服務中學習：元朗商會學校聯校面試英語對話訓練
12	Parents	3/2022	「情迷上網」家長講座
13	All Students	3/2022-4/2022	進學計劃
14	All Students	5/2022	復課日早上打氣活動
15	All Students	5/2022-7/2022	Calligraphy Jamming!
16	All Students	5/2022-7/2022	手工藝成長小組
17	All Students	5/2022-6/2022	2021/22 無伴奏合唱成長小組(第一季)
18	All Students	5/2022-6/2022	星期四藝術減壓活動 1. 擴香石工作坊 2. 流體藝術工作坊 3. 佗筆書法體驗 4. 苔盆栽工作坊

19	S.5	6/2022	花藝減壓活動 - 減壓 Chill 體驗
20	S.2, S.3	7/2022	週會講座「網絡安全意識講座」
21	S.4	7/2021	廉署互動劇場
22	All Students	8/2022	沙畫體驗活動
23	All Students	8/2022	《休止禮》生命教育藝術體驗工作坊
24	Pre S.1	8/2022	S.1 Orientation Day
25	Pre S.1	8/2022	Pre-S.1 Summer Bridging Course

### 4.3 Cater for Learning Diversity

To cater for students' learning needs, the Catering for Learner Diversity Committee (SEN) collaborates with professionals, including the Educational Psychologist, Clinical Psychologist, Speech Therapist and Counsellor in provision of learning support through case conferences, student consultations, parent consultations and Individual Education Plan (IEP).

The committee also flexibly deploy Learning Support Grant (LSG) and other resources to cater for student diversity. In this academic year, in addition to consolidation classes for various subjects, the committee collaborated with L&T Committee in organizing Learning Scheme to strengthen students' learning habit and organizational skills during the special holidays for students with SEN and academically challenged students. To widen students' horizons and enrich their English learning experience, the committee collaborated with the Speech Therapist and nominated 80 students in S.1 and S.3 to serve as Student Ambassadors for the English Oral Communication Workshop for YLMAPS. Student Ambassadors participated actively by giving constructive feedback to P6 students in the workshop, and their performances were acclaimed. The majority (over 70%) of the participants agreed that the workshop could enhance their communication skills.

To cater for learning needs of high-achieving students, the Catering for Learner Diversity Committee (Gifted Education) collaborates with various subject departments and committees for Gifted Education, such as incorporating high order thinking elements into lesson content and supporting competitions training (e.g. Microsoft Imagine Cup Junior). The Committee has also nominated numerous students to participate in Gifted Programme organized by HKAGE and various universities: A student from S.2 was accepted by HKAGE as new member; a student was admitted to OSALP BAFS Gifted Programme; 11 students from S.3-S.5 completed HKUST Dual Programme Pre-Stage to Stage One course; and 15 students were nominated and participated in HKU Fun with Taster and/or Week of Taster Programme.

### 4.4 Moral & Civic Education

To cultivate the seven priority values and attitudes among students, a wide variety of co-curricular lessons and activities were held to align with the developing school-based MCNE curriculum.

#### 4.4.1 Flag-raising ceremonies

- The flag-raising ceremonies and the playing and singing of the National Anthem were arranged regularly to promote national education and enhance a sense of national identity among students and staff.
- All students were taught the appropriate etiquette at the flag-raising ceremonies.

##### i. National Constitution Day on 4/12/2021

Item	Target students	Date	Content/ Activities
1	S.5	11/9/2021	MASSIAN Sharing Day
2	S.4	28/9/2021	Briefing session: Info Day project
3	S.6	30/9/2021	Briefing session: JUPAS Operations
4	S.6	6/10/2021	JUPAS Application starts Reminder to students/ class teachers

5	S.4	8/10/2021	探視專業測量前景
6	S.6	14/10/2021	清華大學 2022 年香港推薦生計畫申請
7	S.1 – S.5	22/10/2021	Personal Growth Lesson 1
8	S.5 – S.6	8/11/2021	University Visits
9	S.6	9/11/2021	Mock HKDSE D-day Workshop
10	S.4	11/11/2021	S.4 DISC Workshop (ELCHK)
11	S.6	25/11/2021	Talks about Further study in Mainland & Taiwan Talk (Optional)
12	S.4 – S.6 Parents	27/11/2021	Parents Talk on Life Planning and Multiple Pathways
13	S.6	8/12/2021	Briefing session: EAPP Operations & Further study in Mainland & Taiwan Talk
14	S.1-S.6	Dec 2021 to Jan 2022	EDB Non-local further study talk
15	S.3	26/2/2022	Subject Selection Parents' Talk (cancelled due to no face-to-face parents' day)
16	S.3	26/2/2022	Senior Secondary Subjects Booth/ Broad display (cancelled due to no face-to-face parents' day)
17	S.4 – S.5	Mar 2022	Firm Visits (Cancelled due to COVID-19 restrictions)
18	S.5	May 2022	中五級生涯探索活動 – JA 「展才·啟夢」青年計劃
19	S.6	May 2022	多元出路網上資訊 Show 2022
20	S.2	1/6/2022	中二級能力庫儲蓄日 (ELCHK)
21	S.1 – S.5	6/5/2022	Personal Growth Lesson 2
22	S.3	10/6/2022	Subject Selection Students' Talk
23	S.3	10/6/2022	Subject Talks – ECON, BAFS, THS, JAP (20mins@)
24	S.3	10/6/2022	Subject Talks – PHY, CHEM, BIO (20mins@)
25	S.3	10/6/2022	Subject Talks – M1/M2, ICT, VA (20mins@)
26	S.3	10/6/2022	Subject Talks – CHIS, HIST, GEO, C. LIT (20mins@)
27	S.2	24/6/2022	求職廣場 Job Market (MASSIAN qualities)
28	S.3	24/6/2022	S.3 & S.4 Sharing on Info Day Findings ➔ Alumni sharing – Be a MASSIAN!
29	S.5	24/6/2022	Life Planning Portfolio Talk
30	S.6	8/7/2022	HKDSE Results Release Day Talk
31	S.6	20/7/2022	Guidance on HKDSE Results Release Day
32	S.6	21/7/2022	Guidance on HKDSE Results Release Day
33	S.3	27/7/2022	中三級職趣日 (ELCHK)
34	S.4	28/7/2022	JUPAS Talk
35	S.5	29/7/2022	Multiple Pathways Talk

- The learning and teaching materials highlighted the core value of a more robust national identity.
- All classes had a personal growth period about the history of the National Constitution.

#### **4.4.3 National Security Education Week in April 2021**

- We delivered a class teacher lesson about national security education to the whole school. We also incorporated the National Security Education in the Curriculum of Personal Growth Periods. Lessons of cyber security and background of National Security Law were incorporated in the curriculum.

#### **4.4.4 S.1 Inter-class Potted Plants Competition cum Chinese New Year Blessings Design Competition**

- We organized the competition with PTA involving students, parents, and teachers to let them experience Chinese cultural activities, promoting a better sense of national identity and life value education.
- The potted plants were healthily planted and grown with care by our students. We displayed all the potted plants outside the S.1 classrooms for voting for The Award of the Most Beautiful Potted Plants. All MCNE committees and PTA took part in the activities. Our teachers and parents bought the beautiful plants. The proceeds were donated to the charities.
- The learning and teaching materials highlighted the core values of care for others and national identity.
- All S.1 classes had a personal growth period about life education and the importance of national identity cultivation.

#### **4.4.5 Collaboration with departments**

- With the requirement to incorporate the national security element into the curriculum of fourteen subjects, there was more collaboration between MCNE and the subjects concerned for the MCNE-related activities. We joined the 2022 Territory-wide Basic Law Competition organized by EDB, with all classes participating in the activity. We also collaborated with the Department of Values Education and Information & Communication Technology to provide a platform for our students to join the activity.

### **4.5 Career-related Experiences**

Life planning education and careers guidance are provided by the Careers & Life Exploration Committee to help students understand their interests, abilities and orientation in relation to learning, career goals and other aspects of life. It also updates and disseminates information on further education, job opportunities and job description for students.

Structural activities during personal growth periods are provided by the Careers & Life Exploration Committee. Teachers help students to make their study choices rationally and confidently by understanding their strengths and limitations.



#### 4.6 Experiential Learning (OLE)

A wide range of extra-curricular activities was offered to all students by our academic clubs, interest clubs and societies, services and uniform groups, catering for students' extra-curricular and academic needs and diverse non-academic interests.

OLE Committee organized three OLE Days for our students to develop their multiple intelligence. The activities are shown below:

<b>Form Date</b>	<b>S.1</b>	<b>S.2</b>	<b>S.3</b>	<b>S.4</b>	<b>S.5</b>	<b>S.6</b>
8/11/2021	和諧粉彩 工作坊 無伴奏合 唱工作坊	成長挑戰 日營	「遊走中 上環」考 察活動	本地產業 實地考察	參觀本地 大學	參觀本地 大學
9/11/2021	成長挑戰 日營	Animal Outreach Talk / Plastic Free Seas	「遊走中 上環」考 察活動	物聯網及 人工智能 工作坊	人生之旅	模擬放榜 工作坊
10/6/2022	English Fun Day	「氣動 車」製作 工作坊	選科活動	木結構建 築考察及 工作坊	減壓活動 —迷你小 花束工作 坊	
1/8/2022	全方位學習活動--海洋公園					

Students were granted invaluable opportunities to showcase their talents and to give full play to their potential beyond academic excellence, including sports, music, visual arts, dancing and leadership.

Last year, we organized a variety show in May providing a platform for our students to showcase their potential in musical performance and dancing. Besides, students participated actively in various external competitions. Such extracurricular activities have effectively broadened students' horizons and contributed to their holistic development.

## 5. Student Performance

### 5.1 HKDSE

#### I. Outstanding Massians in HKDSE 2022

1	TSE CHAK KWAN	5**	5**	5**	5*	5*	5	4	4
2	LI TSZ YI	5**	5*	5*	5*	5*	5*	5	
3	CHAN YUET YING	5**	5*	5*	5	5	5	4	
4	LI YANG	5**	5*	5*	5	4	4		
5	KO CHUN WAH	5**	5*	5	5	5	5	5	4
6	YUEN SUK FAN	5**	5*	5	5	5	5	4	
7	CHU MING KONG	5**	5*	5	5	5			
8	KWOK CHING YU	5**	5*	5	4	4	4	4	
9	WONG WING LAM	5**	5	5	5	5	4	4	
10	CHIU TSZ TUNG	5**	5	5	5	4	4		
11	LI CHIN TING	5**	4	4	4	4			
12	GAI SZE LUN	5*	5*	5*	5	5	4	4	4
13	LAM TSZ KIT	5*	5*	5	5	5	4	4	4
14	SUNG FUK HEI	5*	5*	5	5	4			
15	CHAN CHUEN YUI	5*	5*	4	4	4			
16	YIU KA MAN	5*	5*	4	4	4			

#### II. The following students attained Grade A in Japanese

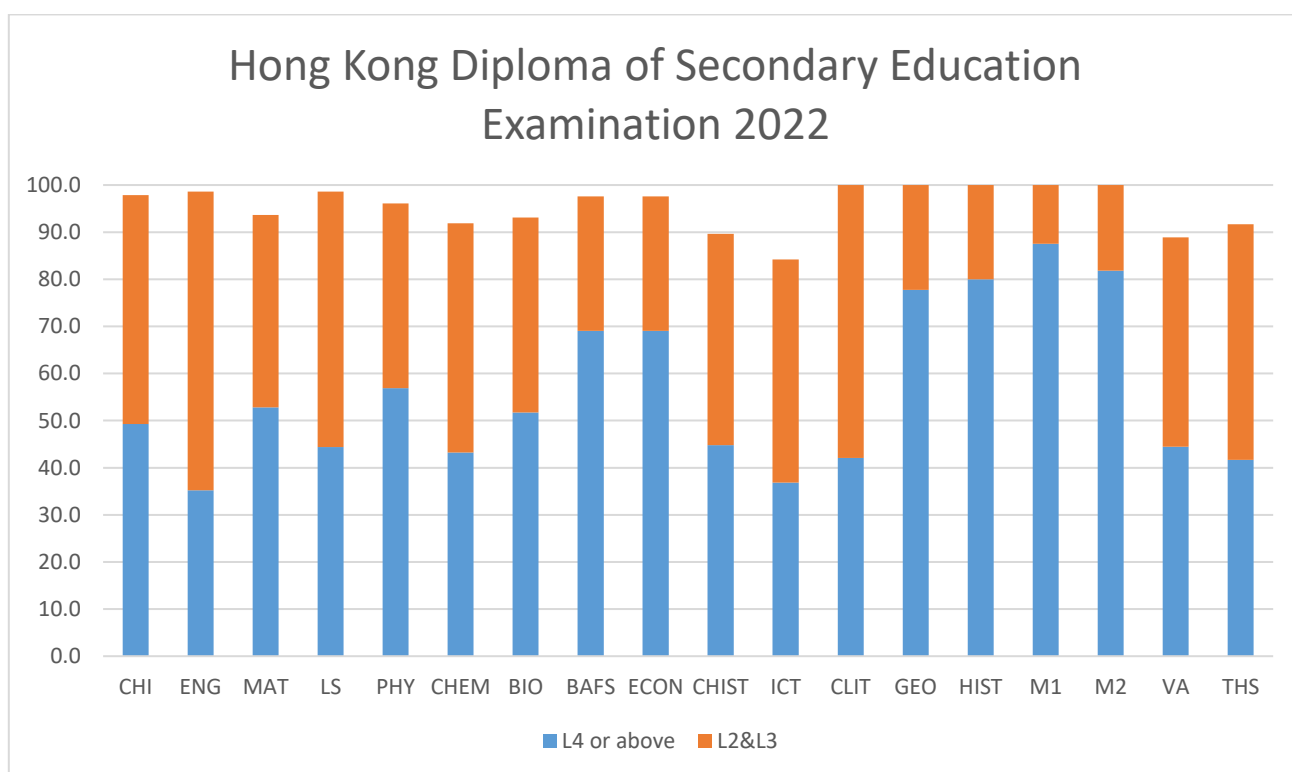
CHAN CHUN YAT	CHOI HO YIN	CHOW HIU SHAN
LEE KA YING	LEUNG TSZ HIM	YEUNG YUK YING
WU KING HIM		

#### III. Overall Performance

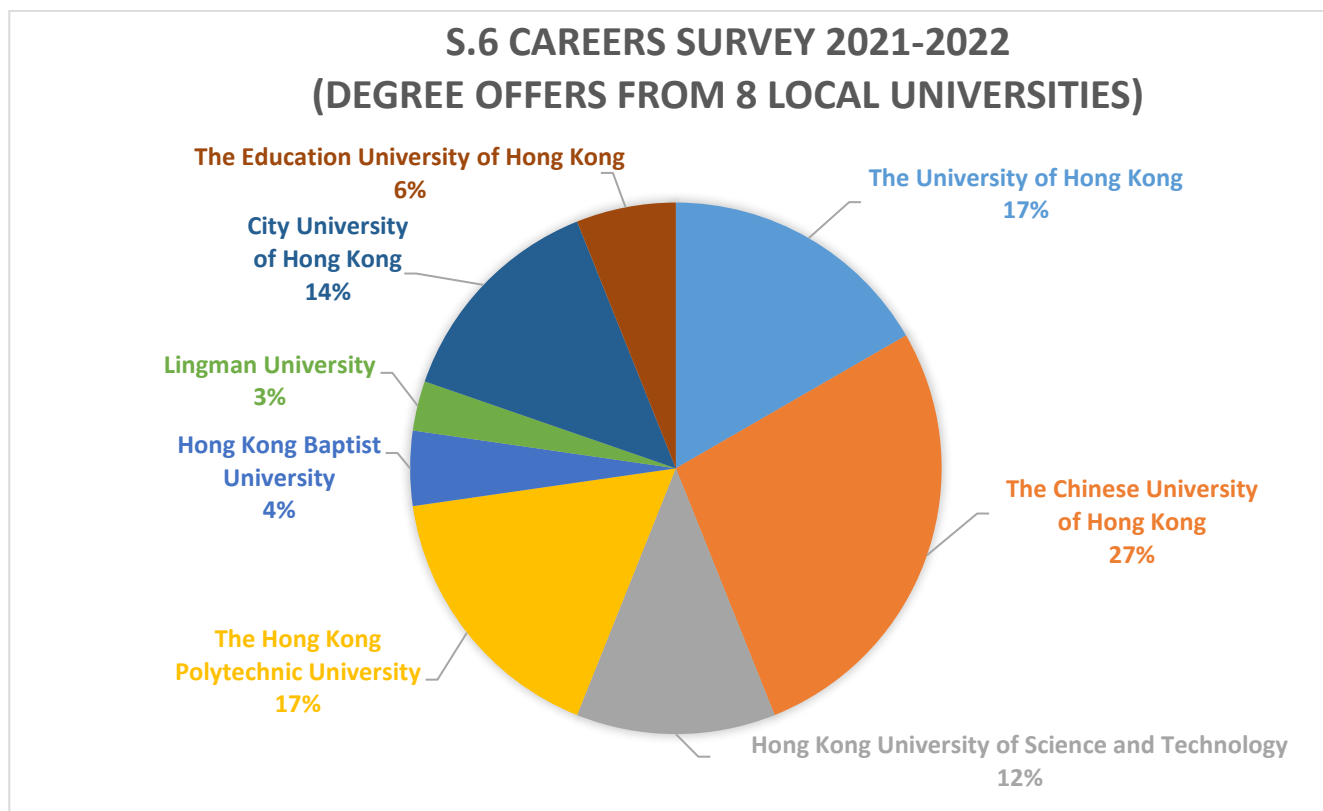
Overall Passing Percentage	96.3%
Five level 2 or above (including Chinese Language and English Language)	96.5%

#### IV. Percentage of levels awarded

	Subjects
Level 5** higher than HK average	Mathematics(Compulsory Part), Liberal Studies, Chinese Literature, Extended Part(Algebra and Calculus), Tourism and Hospitality Studies
Level 5 or above higher than HK average	Chinese Language, Mathematics(Compulsory Part), Liberal Studies, Physics, Biology, Business, Accounting and Financial Studies, Economics, Chinese History, Information and Communication Technology, Geography, History, Extended Part(Calculus and Statistics), Extended Part(Algebra and Calculus), Visual Arts, Tourism and Hospitality Studies,
Level 4 or above higher than HK average	Chinese Language, English Language, Mathematics(Compulsory Part), Liberal Studies, Physics, Biology, Business, Accounting and Financial Studies, Economics, Chinese History, Information and Communication Technology, Chinese Literature, Geography, History, Extended Part(Calculus and Statistics), Extended Part(Algebra and Calculus), Visual Arts, Tourism and Hospitality Studies



## V. Careers Survey (Admitted by local universities)



## 5.2 Other Learning Experiences

Our students were encouraged to take part in inter-school events so that they could broaden their horizons and develop better social network and friendship while exploring and developing their potential and fostering teamwork among themselves. The following other learning experiences were provided in 2021-2022 to enrich their school life and foster an all-round development.

### I. Whole-person development

Organizer	Competition	Award	Winner
The Education Bureau 教育局	The 8 <sup>th</sup> Basic Law cum the 25 <sup>th</sup> Anniversary of Establishment of the Hong Kong Special Administrative Region (HKSAR) Territory-wide Inter-school Competition 第八屆《基本法》暨慶祝香港特別行政區成立二十五周年全港校際問答比賽	The Most Active Participation Award 最積極參與學校獎	Yuen Long Merchants Association Secondary School 元朗商會中學
The Education Bureau 教育局	2022 國家安全網上問答比賽	最積極參與學校獎 (全港)	元朗商會中學
Narcotics Division, Security Bureau 保安局禁毒處	Beat Drugs Fund Supported Programme “Beat Drugs with Sports” 禁毒基金支持計劃 「動敢抗毒」	Outstanding Award 優異獎	Yuen Long Merchants Association Secondary School 元朗商會中學
九龍聯團聯會、 觀塘地區委員會	「【智】識賀國慶 2021」 短片大賽	季軍	楊旨豪(5A) 黃煜昇(5A) 李枷熹(5A)
中華文化發展聯合會	「香港街道紀行」專題研習報告和成品製作比賽	優異獎	楊旨豪(5A) 黃煜昇(5A) 李枷熹(5A) 杜靜芝(5A) 林錦威(5A) 鍾鈺嫻(5S)

## II. Subject-related

Organizer	Competition	Award	Winner
清華大學	2022 年香港推薦生計劃	免試取錄	李思朗 6A(修讀社會科學)
社企民間高峰會@元朗 - 第二屆「青年動力·社區創新」案例比賽	社企民間高峰會	冠軍	侯寶鈴(4C) 侯寶鈿(4C) 鄧語澗(4C) 李怡冰(4E)
Science Education Section Curriculum Development Institute, Education Bureau	The Chemists Online Self-Study Award Scheme	Platinum	Chan Chun Hei(5M)
		Diamond	Cheng Chun Yin(5M) Li Tsz Yi(6E) Wong Wing Sze(6E)
		Gold	Lee Cheuk Ling(6E)
		Silver	Cheuk Yau Hei(5E)
		Bronze	Lam Tsz Ying(6E)
Microsoft	Microsoft Imagine Cup Junior 2022	Champion (10 best in the world)	LUI Kai Wai 雷佳慧(5S) Mak Chui Ki 麥翠琪(5S) Man Hoi Yan 文凱恩(5S) Wan Pui Sum 尹沛森(5S)
香港會計師公會及 香港商業教育學會 Hong Kong Institute of Certified Public Accountants (HKICPA) Hong Kong Association for Business Education Limited (HKABE)	HKICPA/HKABE Joint Scholarships for BAFS (2021/22) 香港會計師公會及香港商業教育學會企會財科聯合獎學金(2021/22)	Cash Prize Scholarship HK\$300 獎學金 港幣\$300	Kwok Hau Yi 郭巧兒(5A)
	HKICPA Accounting and Business Management Case Competition 2021-22 (Level 2) 香港會計師公會會計及商業管理個案比賽 (第二級別：商業企劃書)	Certificate of Proficiency	Leung Yik Ching 梁益菁(5M) Cheng Chun Yin 鄭俊彥(5M) Lin Pui Shan 連珮珊(5M) Ng Ka Yee 吳嘉宜(5M)
		Certificate of Appreciation	Hui Tsz Wai 許芷瑋(5M) Kwok Wan Yiu 郭韻瑤(5M) Yip Chi Yan 葉緻欣(5M) Wong Tsz Yan 黃紫欣(5M) Yu Wing Hei 余榮熙(5A) Chan Chun Kit 陳俊杰(5A) Tam Cho Yuen 譚祖源(5M) Tsang Fu Him 曾富謙(5M)
中國青少年語言文化學會	2021-2022 年全國青少年語文知識大賽「菁英盃」現場作文決賽(香港賽區)	初中組別一等獎	張家銘(1E)
	2021-2022 年全國青少年語文知識大賽「菁英盃」現場作文初賽(香港賽區)	初中組別三等獎	張家銘(1E)
香港公共圖書館	滋味尋元： 元朗區飲食書寫比賽	季軍	溫慧澄(4C)
香港愛心慈善基金會有限公司 香港愛心慈善基金會有限公司 Hong Kong Love & Care Charity Foundation Limited	「小雨點圓夢工程」推廣計劃徵文比賽	優異獎 (證書及 600 元書券)	廖逸詩(3A) 羅伊萱(4S)

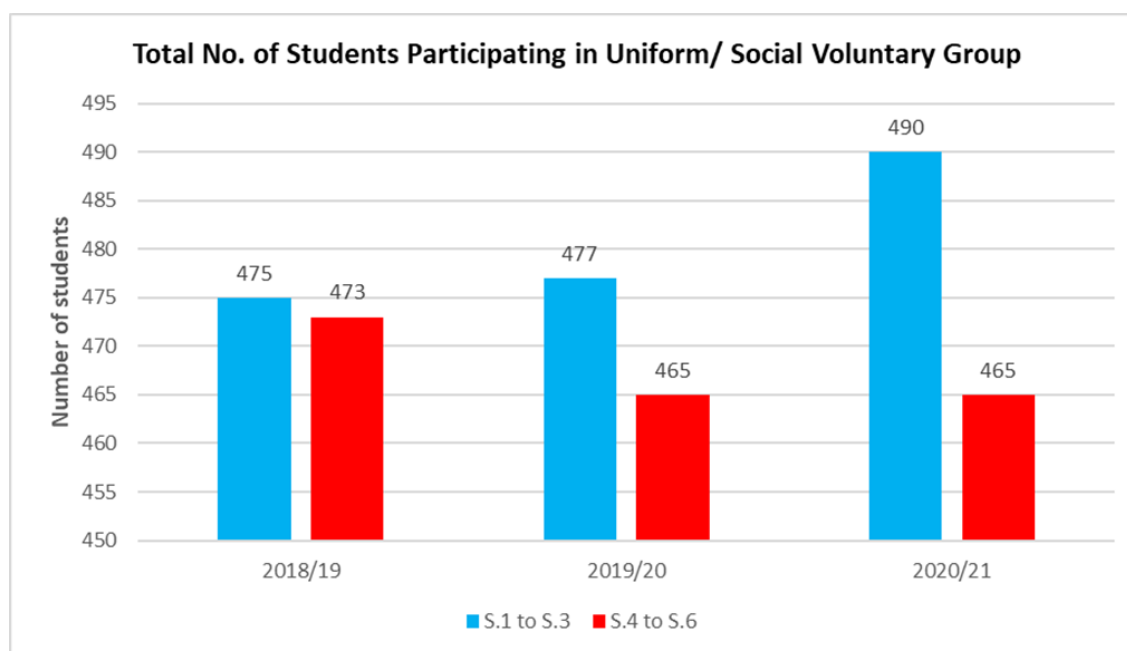
## III. Music, arts and sports

Organizer	Competition	Award	Winner
Hong Kong Schools Music and Speech Association 香港學校音樂及朗誦協會	74th Hong Kong Schools Music Festival 第七十四屆香港學校音樂節		
	Vocal Solo – Foreign Language – Female Voice – Secondary School – Age 14 or under 聲樂獨唱 – 外文歌曲 – 女聲 – 中學 – 14 歲或以下	Champion & Silver Award 冠軍及銀獎	Sun Amy 孫子策(2M)
	Vocal Solo – Chinese – Female Voice – Secondary School – Age 16 or under 聲樂獨唱 – 中文 – 女聲 – 中學 – 16 歲或以下	Champion & Silver Award 冠軍及銀獎	Cheng Wing Lam Sabina 鄭穎霖(4A)
	Oratorio Solo (Open) – Age 15 or above 神曲獨唱(公開組) – 15 歲或以上	1 <sup>st</sup> Runner-up & Silver Award 亞軍及銀獎	Cheng Wing Lam Sabina 鄭穎霖(4A)
	Graded Piano Solo – Grade Eight 分級鋼琴獨奏 – 八級	1 <sup>st</sup> Runner-up & Silver Award 亞軍及銀獎	Chan Sin Yu 陳善如(4A)
	Graded Piano Solo – Grade Seven 分級鋼琴獨奏 – 七級	2 <sup>nd</sup> Runner-up & Silver Award 季軍及銀獎	Chan Sum Yi 陳心怡(3A)

	箏獨奏—中級組 Zheng Solo—Intermediate	Silver Award 銀獎	Chan Sze Ling 陳思菱(2A)
	Graded Piano Solo—Grade Seven 分級鋼琴獨奏—七級	Silver Award 銀獎	Leung Chung Yan 梁頌恩(3E)
	Graded Piano Solo—Grade Seven 分級鋼琴獨奏—七級	Silver Award 銀獎	Wong Wai Ting 王瑋婷(1E)
	Graded Piano Solo—Grade Six 分級鋼琴獨奏—六級	Silver Award 銀獎	Zeng Cho Ue 曾礎好(3M)
	Graded Piano Solo—Grade Six 分級鋼琴獨奏—六級	Silver Award 銀獎	Lee Laam 李嵐(3M)
	Graded Piano Solo—Grade Five 分級鋼琴獨奏—五級	Silver Award 銀獎	Lam Kai Yi 林佳誼(2M)
	Graded Piano Solo—Grade Four 分級鋼琴獨奏—四級	Silver Award 銀獎	Chu Keri 朱家怡(3M)
	Vocal Solo—Foreign Language—Soprano—Secondary School—Age 19 or under 聲樂獨唱—外文歌曲—女高音—中學—19歲或以下	Silver Award 銀獎	Cheng Wing Lam Sabina 鄭穎霖(4A)
	Vocal Solo—Chinese—Female Voice—Secondary School—Age 14 or under 聲樂獨唱—中文—女聲—中學—14歲或以下	Silver Award 銀獎	Tam Yuk King 譚玉嫻(1S)
	Graded Piano Solo—Grade Seven 分級鋼琴獨奏—七級	Bronze Award 銅獎	Chan Yuen Ching 陳琬澄(2S)
	Graded Piano Solo—Grade Four 分級鋼琴獨奏—四級	Bronze Award 銅獎	Lam Wing Yan Vivian 林穎欣(1C)
	Graded Piano Solo—Grade Four 分級鋼琴獨奏—四級	Bronze Award 銅獎	Ng Tsz Ching 伍芷晴 (1M)
	Vocal Solo—Foreign Language—Female Voice—Secondary School—Age 14 or under 聲樂獨唱—外文歌曲—女聲—中學—14歲或以下	Bronze Award 銅獎	Tam Yuk King 譚玉嫻(1S)
香港聯校音樂協會	聯校音樂大賽 2022	金獎-初級合唱團 金獎-合唱小組 金獎-手鐘 金獎-手鈴	元朗商會中學-合唱團 元朗商會中學-合唱團 元朗商會中學-手鐘隊 元朗商會中學-手鈴隊
Grandmaster Orchestral Music Society 藝韻管弦樂協會	The 8th Hong Kong International Music Festival 第八屆香港國際音樂節	Choir Crowned -First Runner-up 合唱團-第二名	Cheng Wing Lam Sabina 鄭穎霖(4A) Chui Hang Yiu 徐幸瑤(4M) Tse Man Yee 謝敏儀(3S) Cheung Cheuk Ying 張卓楹(3M) Lam Kai Yi 林佳宜(2M) Zhong Lok Sze 鍾樂詩(2M) Ki Cheuk Kiu 祁緯翹(2C) Sze Hoi Ching 施凱晴(4A) Yeung Man Yee 楊敏儀(4S) Lui Cheuk Hin 呂卓軒(3S) Chan Sum Yi 陳心怡(3A) Tsang Kei Yiu 曾紀瑤(3S) Li Sui Hei 李瑞晞(2M) Mak Long Sze 麥壘樞(2M) Ho Hau Ching 何巧晴(2M) Chan Sin Yu 陳善如(4A)
香港學界體育聯會 元朗區中學分會	校際羽毛球比賽	冠軍 女子甲組	羅穎欣(5E)馬思詠(5C)鄭秋錡(6M)馬曉琳(6S) 黃君穎(5A)
	校際田徑比賽	冠軍 男子乙組 鐵餅 冠軍 男子乙組 跳遠 冠軍 女子公開組	林榮彥(3E) 尹沛森(4S) 本校
	校際羽毛球比賽	冠軍 男子丙組	本校
	校際足球比賽	冠亞軍 女子公開組	本校

#### IV. Statistics of Student Participation in Activities (Club activities, Services and Competitions)

To cultivate a heart to serve and contribute to the community as well as to enhance their social, communication and leadership skills, our students were encouraged to join uniform and voluntary services groups, including Girl Guides, Boy Scouts, Road Safety Patrol, The Community Youth Club, Junior Police Call, St. John's and Interact Club, HK Sea Cadet Corps, etc.



### 5.3 Achievements of Alumni

Name of Graduate	University / Awarding Institution	Award/Achievements
CHAN Cheuk Yiu 陳倬瑤	Bachelor of Science (Hons.) in Business Computing and Data Analytics, Hong Kong Baptist University	Dean's List
CHAN Sin Yu 陳善瑜	Bachelor of Arts (Hons.) in Visual Arts, Hong Kong Baptist University	Dean's List
CHAU Chuen Yi 周轉兒	Bachelor of Chinese Medicine and Bachelor of Science (Hons.) in Biomedical Science, Hong Kong Baptist University	President's Honour Roll
CHAU Chuen Yi 周轉兒	Bachelor of Chinese Medicine and Bachelor of Science (Hons.) in Biomedical Science, Hong Kong Baptist University	Dean's List
CHU Yim Lam 朱艷霖	Bachelor of Business Administration (Hons.) (Marketing Concentration), Hong Kong Baptist University	Dean's List
KOK Ka Lok 郭嘉樂	Bachelor of Science (Hons.) in Applied Biology (Biotechnology Concentration), Hong Kong Baptist University	Dean's List
KWAN Chi Ching Sabrina 關芷晴	Bachelor of Arts (Hons.) in Chinese Language and Literature, Hong Kong Baptist University	President's Honour Roll
KWAN Chi Ching Sabrina 關芷晴	Bachelor of Arts (Hons.) in Chinese Language and Literature, Hong Kong Baptist University	Dean's List
LEUNG Nok In 梁諾妍	Bachelor of Arts (Hons.) in Chinese Language and Literature, Hong Kong Baptist University	Dean's List

LEUNG Sin Wing 梁倩穎	Bachelor of Communication (Hons.) in Journalism (Chinese Journalism Concentration), Hong Kong Baptist University	President's Honour Roll
TANG Ka Yan 鄧家欣	Bachelor of Business Administration (Hons.) (Accounting Concentration), Hong Kong Baptist University	President's Honour Roll
TO Kwan Ho 陶君豪	Bachelor of Communication (Hons.) in Film (Film and Television Concentration), Hong Kong Baptist University	Dean's List
WONG Sin Ling 黃善凌	Bachelor of Arts (Hons.) in Creative and Professional Writing, Hong Kong Baptist University	Dean's List
YIM Kit Ho 嚴傑豪	Bachelor of Arts (Hons.) in Chinese Language and Literature, Hong Kong Baptist University	Dean's List
TANG Yik Long 鄧亦煒	崇基校友至善獎學金 Chung Chi Alumni Scholarship for Excellence, Chung Chi College, The Chinese University of Hong Kong	崇基校友至善獎學金 Chung Chi Alumni Scholarship for Excellence
YANG She Chiu 楊社超	BSc (Hons) Optometry, The Hong Kong Polytechnic University	First Class Honours
CHENG Yuen Ching 鄭元禎	BSc (Hons) Occupational Therapy, The Hong Kong Polytechnic University	First Class Honours
SIT Wing Kei 薛詠琦	BSc (Hons) Radiography, The Hong Kong Polytechnic University	First Class Honours
WAN Ching Mei 溫靖薇	BSc (Hons) Medical Laboratory Science, The Hong Kong Polytechnic University	First Class Honours
LI Hung Kwan 李熊鈞	School of Engineering, The Hong Kong University of Science and Technology	Dean's List
Wong Wing Laam 黃詠嵐	Bachelor of Business Administration (Honours) in Human Resource Management, The Hang Seng University of Hong Kong	SPSS- Reaching Out Award



## **7. Appendix**

- 7.1 Report on the Use of Life-wide Learning Grant 2021-2022
- 7.2 Report on the Use of School Based Grant 2021-2022
- 7.3 Plan on the Use of Teacher Relief Grant 2021-2022
- 7.4 Report on the Use of Capacity Enhancement Grant 2021-2022
- 7.5 Report on the Use of Diversity Learning Grant 2021-2022
- 7.6 Report on the Use of School-based After-School Learning and Support Programme Plans 2021-2022
- 7.7 Report on the Use of the Promotion of Reading Grant 2021-2022