

SALEM – IMMANUEL LUTHERAN COLLEGE



2020-2021

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School Vision

Founded on values embodied by the Christian faith, the vision of the School is to strive for achievement of the following:

- a. To educate everyone as whole persons for capable and intelligent citizenship in today's world;
- b. To develop everyone's love and respect for fellow citizens, God and the teachings of the Bible;
- c. To encourage everyone to search for the meaning of life and the truth through the sharing of the Christian faith

School Mission

We devote ourselves to the provision of a quality education in a Christian context and a healthy environment where students can develop their potential, excel intellectually, physically, socially, and spiritually, and prepare themselves for the challenges in life.

School Motto

Wisdom, Truth, Virtue, Love to all 博學明道 · 臻善益群

Brief Introduction of the School

The predecessor of SALEM-Immanuel Lutheran College was Immanuel Lutheran English Middle School which was run by the South Asian Lutheran Evangelical Mission inside a private mansion in Kwun Tong. It was small and its facilities were inadequate. Nevertheless, the enthusiasm and dedication of teachers deeply impressed parents and the Education Department. In 1978, it was asked to become a caput school and before long, it was further invited to become an aided school.

The transition was completed in 1982. However, due to the limitations of the school building, the learning environment and facilities could hardly be upgraded to the level of a standard aided secondary school. In order to improve the situation, South Asian Lutheran Evangelical Mission was advised by the Education Department to phase out the Immanuel Lutheran English Middle School and start a new one in the New Territories. Eventually, Immanuel Lutheran College was established in 1983.

There have been a lot of improvements in our campus environment and teaching facilities over the past 35 years. From the summer of 1996 to the fall of 1997, a large-scale school improvement construction project was carried out to put up a new wing at the main entrance. When it was completed, more rooms were made available for various activities and the working conditions for teachers were also made better. Furthermore, in order to catch up with the fast-growing Information Technology, a computer network system was installed to connect all computers in the school, and multi-media projectors were installed in every classroom and special room. Wireless Local Area Network (WLAN) was installed too. Teachers and students could then enjoy wireless network and Internet connection freely on the school campus.

In 2000, the school carried out a series of changes in the curriculum development, junior form curriculum was reorganized into modular system. Fewer subjects with more lessons are taught per term and students can study different subjects in the 1st and 2nd terms. This mode of teaching and learning not only allows students to focus on learning a particular subject in a continuous manner, but at the same time it provides flexibility for teachers in planning the school-based curriculum which suits students' needs. Beside academic concern, the school also developed and implemented Student Learning Profile system to guide students to review and plan their own learning journey.

In order to demonstrate high efficiency in school management, the school became ISO 9001 certified in 2001. In the same year, the Parent-Teacher Association Resources Centre was opened which aimed to enhance communications between parents and the school.

The ILC Alumni Association was established in 2003. An engaged and supportive alumni network was created for graduates.

In order to develop students' diverse learning experiences beyond classrooms and textbooks, the school started Life-wide Learning Week in 2008. Different forms of learning activities in Hong Kong and overseas were organized for all the students in the school.

Under ITE4, the enhancement work of the school's WiFi infrastructure was completed in 2015. Since then, Information and Communication Technology has been effectively incorporated as a useful interactive tool for teaching and learning across the curriculum in both language and content subjects. Teachers are able to arrange interactive activities to engage students in classrooms and students can build up independent and self-directed learning habit outside classrooms. An integrated digital portal system O365 was set up for communication and cloud storage in 2016. Two self-assessed e-learning platforms are also operating well for senior forms students for encouraging self-learning habit.

To prepare for the integration of STEM education with the current curriculum, the hardware of the school was upgraded to meet the future needs in 2017. All classrooms are now equipped with high performance computers on tailor-made computer desks. New infrared audio system was installed in all classrooms and special rooms.

In order to promote students' interest in creative media and coding knowledge, movie production, robotics, 3D game engine and aerial photography were introduced in the ICT curriculum for both junior and senior forms. In 2019, a new subject named Integrated Technology was formed to further extend the development of STEM education.

Overview of the School Year (2020-2021)

‘Wisdom, Truth, Virtue and Love to All’ is our school motto. Even under the pandemic situation, we intended to nurture our students according to the motto.

Wisdom – to provide support to S.6 students who were facing the uncertain HKDSE, our school invited alumni to form a self-study group to share past experiences with S.6 elites. Also, our school used the library as study room for longer duration to echo S.6 students’ needs. As a support to students to fight for the public examination under the pandemic environment, every teacher had a chance to accompany students while studying. Furthermore, after mock examination period, compulsory supplementary classes were arranged for S.6 students before the commencement of HKDSE. Overall, the academic result of 2021 HKDSE was satisfactory and thus the S6 students could achieve a higher rate of admission to tertiary institutes.

Under the limited social contact situation, the gospel camp named ‘Escape from Lost Life’ (走出迷失人生) helped S.1 and S.2 students to search for their life targets. Through games, activities and small group sharing in the day camp led by teachers and church pastors from SALEM-Tai Po Lutheran Church, 10 students confessed faith in Jesus Christ and 6 students reconfirmed their faith in Jesus.

‘Sing Out’ (奮青樂與路) Musical provided a chance to develop participants’ character, values and art education. This project was organized by the Hong Kong Repertory Theatre (香港話劇團) and lasted for a few months with joint effort of different schools in summer holidays. Participants reflected that their endurance and confidence were enhanced. The theme of this musical was about 4Ds which are Dedication, Discipline, Self-Discovery and Delight. Three performances shown on 19 – 21 Aug at ILC School Hall. Almost 200 students, parents, teachers and alumni watched the performance to show their appreciation and support to students.

Online flag selling for Hok Yau Club was held. Students performed well in the activity to raise money for the organisation. Other than that, red packet money donation was held to improve the nutrition of South Sudanese and Somali children through the World Vision organization. In addition, Health Ambassadors of our school arranged a Chinese New Year Food Gift Box Donation to promote caring for the poor in need and cherishing the food to live in an environmentally friendly manner. This was a good attempt to let the three divisions of LCEC (Community Services Education, Health Education and Environmental Education) cooperate with each other to organize a mini life education activity.

With teachers’ flexibility to adjust the teaching strategies based on students’ needs, ILCians actualised the school slogan – ‘Ambition, Resilience, Companion and Possibility’.

School Management

- *The school has operated under the management of the Incorporated Management Committee (IMC) since its establishment on 31 August 2009. The change-over arrangements of the School Management Committee (SMC) to the IMC were completed in a smooth and efficient manner. Teacher manager, parent manager and alumni manager were elected smoothly too.*
- *The composition of the IMC is shown below.*

Composition of Stakeholders in IMC

Member	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
16/17	7	1	1	1	1	1
17/18	7	1	1	1	1	1
18/19	7	1	1	1	1	1
19/20	7	1	1	1	1	1
20/21	7	1	1	1	1	1

Learning and Teaching

Class Organization

- The number of operating classes and the number of students (boy/girl/total) by level in the past year are indicated in the following table:

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	5	4	4	4	4	25
Boy	50	52	55	45	50	36	288
Girl	66	90	56	68	52	69	401
Total Enrolment	116	142	111	113	102	105	689

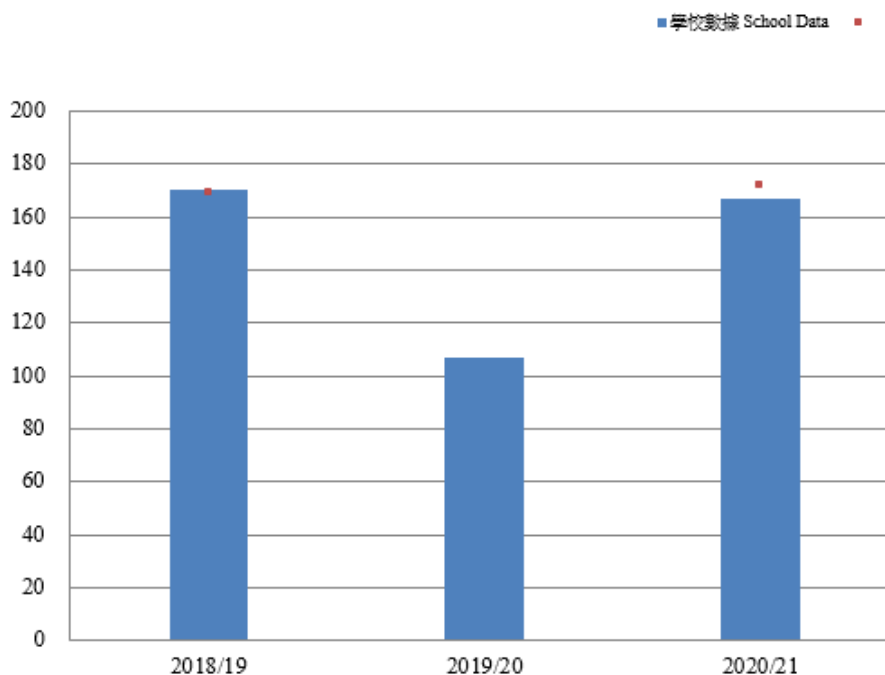
Our Teachers

- The number of teachers in core subjects in the past 3 years.

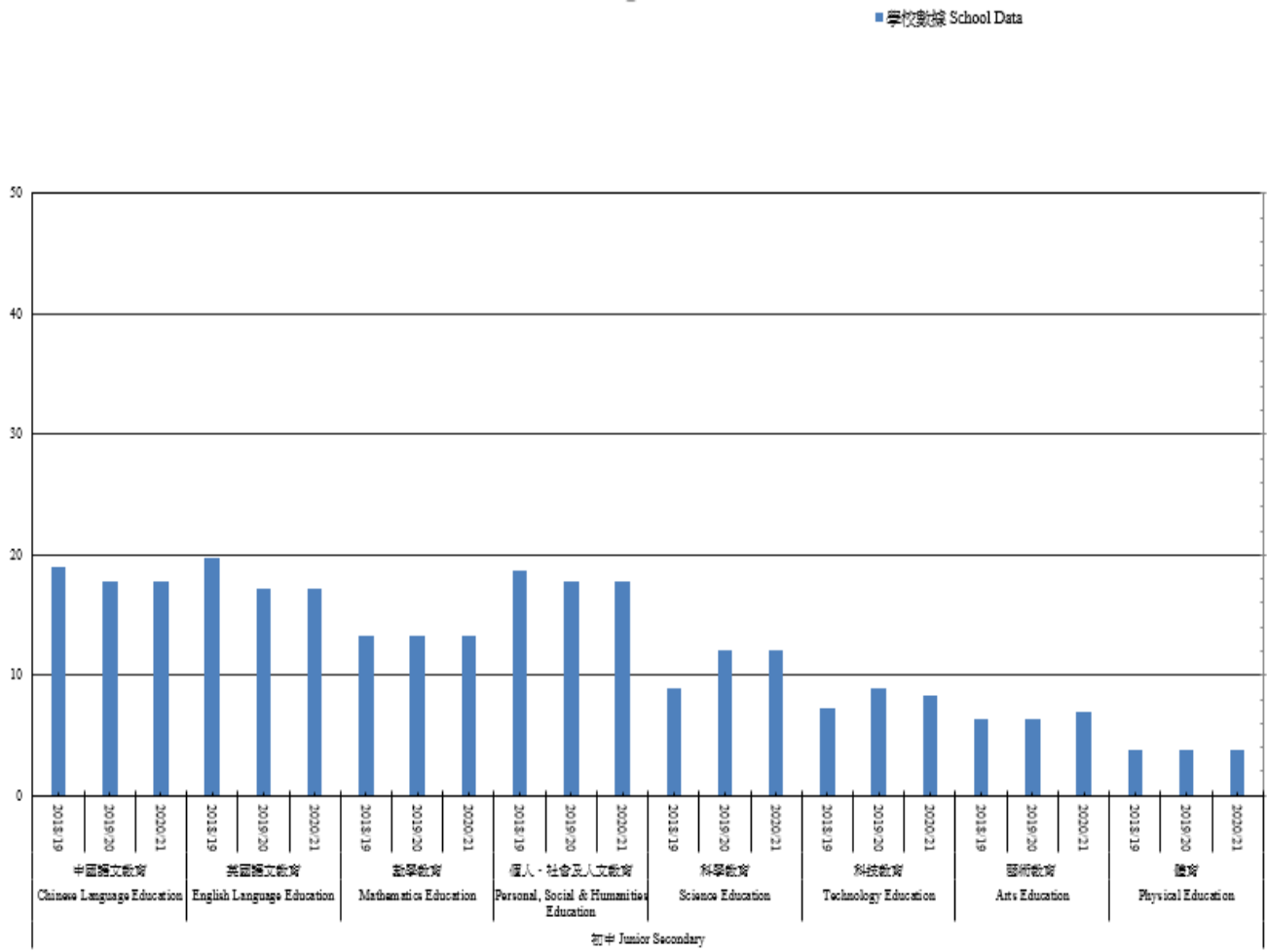
	1819	1920	2021
Approved Enhanced Total Teaching Staff Establishment	52	53.8	53.8
No. of teachers in the Chinese panel	11	11	11
No. of teachers in the English panel, excluding NET	10	10	10
No. of teachers in the Mathematics panel	9	8	9
No. of NET	1	1	1
No. of Putonghua teachers	3	2	2
No. of Non-subsvented teachers	2.75	6.25	10.15

Number of Active School Days

- The number of days with learning activities organized by the school in junior secondary, including regular classes and learning activities such as school picnic, life-wide learning activities. The number of "Active School Days" is one of the KPM items for measuring students' learning time within a school year, including the number of days for classroom instruction and days with learning activities organized for the whole junior forms or one class level or more one class levels of junior form students (exclusive of examination days).



Percentage of lesson time for Key Learning Areas



SALEM - Immanuel Lutheran College
Major Concerns (Accomplishment and Reflection) (2020/21)

Theme: Building a Learning Community that Keeps Up with the Times 「共建與時並進的學習社群」
Ambition · Resilience · Companion · Possibility 「積極進取 逆風上騰 關愛同行 創造可能」

Major Concern 1: Build up Self-directed Learners

Strategies / Tasks	Accomplishment
1.1 Revisit and refine the school-based curriculum to echo the central curriculum recommended by the CDC	
<ul style="list-style-type: none"> ● School level (Curriculum unit coordinator): ● Summarize the plans on the Major Renewed Emphases (MRE) from responsible subject departments/ committees and formulate a school plan ● Conduct meetings to review the action plan when necessary ● Collect the evaluation on Major Renewed Emphases (MRE) from responsible subject departments and committees and write a brief report 	<ul style="list-style-type: none"> ● Relevant EDB documents and the school-based curriculum information of different Major Renewed Emphases (MRE) were uploaded and displayed in O365 for information. ● Curriculum unit coordinators collected the evaluation on the Major Renewed Emphases (MRE) from responsible subject departments and committees and wrote a brief report on the implementation.
<p>Subject / Committee level:</p> <ul style="list-style-type: none"> ● Write a plan to implement the Major Renewed Emphases (MRE) assigned by the school and/ or chosen by the subject department. Items in the plan include: <ul style="list-style-type: none"> ✧ Learning goals ✧ Targeted learning outcomes ✧ Tasks/ Steps implemented to reach the goals ✧ Deadlines and milestones ● Evaluate the effectiveness of the action plan ● Arrange students' review and reflection on the effectiveness of the strategies 	<ul style="list-style-type: none"> ● New teachers finished reading the latest Secondary Education Curriculum Guides to enhance their understanding of the ongoing renewal of the school curriculum. ● Most of the subject departments wrote plans to implement the Major Renewed Emphases (MRE) assigned by the school and/ or chosen by the subject departments. ● As the threat of COVID-19 resulted in the shortage of learning hours, the implementation of the work of the Major Renewed Emphases (MRE) was affected.

1.2 Promote the highlights of subject curriculum	
<p>School level (Curriculum unit coordinator):</p> <ul style="list-style-type: none"> ● Summarize the plans on the Major Renewed Emphases (MRE) from responsible subject departments/ committees and formulate a school plan ● Conduct meetings to review the action plan when necessary ● Collect the evaluation on Major Renewed Emphases (MRE) from responsible subject departments and committees and write a brief report 	<ul style="list-style-type: none"> ● The school emphasized the key role of subject coordinators to discuss the teaching strategies with members of respective subject departments, based on the subject handbooks, to enhance subject curriculum development. ● In the continuously changing learning environment under the COVID-19 pandemic, the school highlighted some strategies for all subjects to adopt during panel head meetings. ● The school provided clear instructions and relevant templates to subject departments to facilitate further refinement of subject handbooks.
<p>Subject / Committee level:</p> <ul style="list-style-type: none"> ● Write a plan to implement the Major Renewed Emphases (MRE) assigned by the school and/ or chosen by the subject department. Items in the plan include: <ul style="list-style-type: none"> ◇ Learning goals ◇ Targeted learning outcomes ◇ Tasks/ Steps implemented to reach the goals ◇ Deadlines and milestones ● Evaluate the effectiveness of the action plan ● Arrange students' review and reflection on the effectiveness of the strategies 	<ul style="list-style-type: none"> ● All subject coordinators discussed the teaching strategies with members of respective subject departments, based on the subject handbook, during subject departmental meetings. ● All subject coordinators reviewed and refined the content of their subject handbooks to echo the school's highlights, as well as to cater for subject curriculum development.
1.3 Strengthen classroom teaching (Online Teaching)	
<p>Committee level (Information Technology Committee):</p> <ul style="list-style-type: none"> ● Provide e-learning support 	<p>The Information Technology Committee provided full support for the implementation of the e-learning.</p> <ul style="list-style-type: none"> ● Microsoft Teams was set-up and configured for online lessons and online activities. Web Cam and Visualizer were installed in each classroom for e-learning activities, while headsets were provided as requested. Tools were provided in learning platform Teams for encouraging students to respond teachers' questions during online lessons. In addition, hardcopy teaching and learning materials were digitized by teaching assistants on request. ● Teachers could borrow iPads and digital pens for marking e-assessments. E-Marking software "GoodNote" was installed in all iPads. Teachers were encouraged to use Microsoft Forms for preparing assessments and tests which can provide instant feedback for students. ● Regular physical and online training sessions were provided for teachers to sharpen their IT skills. Also, a vast number of training videos were provided for teachers' reference in Microsoft Stream.

<p>Subject level:</p> <ul style="list-style-type: none"> ● Select at least one strategy to enhance the effectiveness of online teaching. ● Write a plan to implement the strategy. Items in the plan include: <ul style="list-style-type: none"> ✧ Learning goals ✧ Targeted learning outcomes ✧ Tasks/ Steps implemented to reach the goals ✧ Deadlines and milestones ● Evaluate the effectiveness of the action plan ● Arrange students' review and reflection on the effectiveness of the strategies 	<p>Most of the subject departments selected and implemented at least one strategy to enhance the effectiveness of online teaching. Most students agreed that the targeted learning objectives were well achieved.</p> <ul style="list-style-type: none"> ● Self-directed learning was strongly implemented to compensate for inadequate learning hours. <ul style="list-style-type: none"> ✧ Learning schedule and learning materials were uploaded to TEAMS to facilitate student learning at their own pace. Weak students can revisit and catch up with their learning, while elite students can advance their learning. Learning diversity was addressed. ✧ Self-explanatory learning materials were developed to extend learning hours. Students were required to learn by themselves the content which were not covered within the normal lesson hours. ✧ Relevant pre-tasks and post-tasks in the format of e-forms were arranged to consolidate student learning. ✧ Self-assessment tools and checkpoints were provided to facilitate students' monitoring of their own learning progress. ● Student-and-teacher interaction as well as student-and-student interaction were effectively promoted, leading to active student engagement during online lessons. <ul style="list-style-type: none"> ✧ Questioning techniques and group discussion were effectively used to sustain students' attention and arouse their learning interests. ✧ E-resources were flexibly employed to promote instant feedback during lessons. ✧ Student works were displayed in e-platform to arouse fruitful discussion among students.
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1.4 Fine tune the quality of life-wide learning activities

<p>Subject level:</p> <ul style="list-style-type: none"> ● Select at least one strategy to promote self-directed learning in life-wide learning activities. ● Write a plan to implement the strategy. Items in the plan include: <ul style="list-style-type: none"> ✧ Learning goals ✧ Targeted learning outcomes ✧ Tasks/ Steps implemented to reach the goals ✧ Deadlines and milestones ● Evaluate the effectiveness of the plan ● Arrange students' review and reflection on the learning experiences. 	<p>Most of the subject departments wrote plans to arrange life-wide learning activities throughout the academic year. However, only few of them focused on promoting self-directed learning skills.</p> <ul style="list-style-type: none"> ● Due to the threat of COVID-19, only a small number of the on-site life-wide learning activities could be successfully arranged. <ul style="list-style-type: none"> ✧ The departments of Visual Arts and Aesthetic Development arranged S.1 to S.5 students to visit various art exhibitions during the school year and on summer holiday. Most students enjoyed the visits and agreed that the design of the visits could effectively help them to achieve self-learning of some art knowledge. ● Some departments flexibly replaced the on-site life-wide learning activities with some online learning tasks. <ul style="list-style-type: none"> ✧ Information Technology Department asked senior form students to join at least one online Information Day of local universities which provided demonstrations or talks about the latest IT learning trends. ✧ Biology Department arranged S.5 students to attend a virtual tour provided by Ho Koon Centre.
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Students successfully finished the online interactive tasks which could familiarize them with different practical skills in ecological study. 77.5% of the students agreed that they had higher ownership of learning.

1.5 Enhance cross-curricular learning

Subject level:

- Arrange cross-curricular learning activities to help students integrate and apply knowledge and skills across subjects / KLAs
- Write a plan to implement the learning activities. Items in the plan include:
 - ✧ Learning goals
 - ✧ Targeted learning outcomes
 - ✧ Tasks/ Steps implemented to reach the goals
 - ✧ Deadlines and milestones
- Evaluate the effectiveness of the plan
Arrange students' review and reflection on the learning experiences.

- Six cross-curricular learning activities were implemented inside and outside school for S.1 to S.5 students, aiming at helping students to integrate and apply knowledge and skills across subjects / KLAs. It was observed that students actively participated in the activities and found the activities effectively help them to achieve the aims.
 - ✧ The departments of Chinese History, History, Geography and Life & Society worked closely to scaffold the learning of project works in S.1 and S.2. Most of the students well learnt the skills and could effectively apply the skills in projects of different subjects.
 - ✧ The departments of Chinese History, Life & Society and Visual Arts co-planned a group project to study the life of women in Tang Dynasty in S.1. Students had to write a report in group after reading relevant materials, and designed hair styles and outfits in Tang Dynasty style for modern women afterwards. Students found the design task interesting and could apply their art knowledge in the fashion design.
 - ✧ The departments of Geography, History and Mathematics co-organized the Tai Po Orienteering Game. S.1 and S.2 students were asked to integrate and apply their subject knowledge and skills in a real-life context. Students found the outside school learning task challenging.
 - ✧ Biology Department launched a cooking competition with the Home Economics Department, in which S.3 students had to design attractive and delicious balanced diets for the school tuck shop.
 - ✧ Mathematics Department co-worked with Physics Department to provide the "Math + Phy Challenges" for S.3 and S.4 students. Students were provided with the opportunity to apply their mathematics knowledge in other areas. STEM education was fostered.

Reflection

1. This is the third year of the school development plan focusing on "Building a Learning Community that Keeps Up with the Times". The school deliberately assigned relevant subject departments and committees to develop a school-based curriculum to cope with the latest Hong Kong central curriculum. Subject departments and committees strived with great effort to carry out implementation plans and prepare tailor-made learning materials.
2. Subject coordinators worked hard to refine the subject handbooks so that the school-based curriculum could be clearly displayed. Not only the openness and transparency of the school curriculum was promoted, better communication within and across the subject departments was also fostered. In the coming year, the subject handbooks should be distributed to students to provide easy access to subject information, thus, students could learn at their own pace.

3. Half-day session and online learning mode were frequently employed on most learning days in this academic year, resulting in serious shortage of learning time. Students' disengagement during class was another major problem that occurred in an online classroom. The academic core team continued playing the leading role to propose appropriate policies and measures, initiating concerted efforts from all subject departments to encounter the abovementioned problems. Varied types of learning and teaching strategies were explored and flexibly implemented to strengthen online teaching. Most of the students agreed that the learning strategies allow them to achieve the learning targets well.
4. The threat of the COVID-19 may not cease within a short time. Organizing life-wide learning activities outside school is still not easy. To maximize the learning opportunity for students, subject departments are recommended to explore the running of cyber/ virtual life-wide learning activities to supplement the on-site ones. Also, the whole school approach to promote self-learning tasks for both face-to-face classes and online lessons should be further strengthened.
5. Facing a world full of unprecedented challenges, the flexible use of knowledge to think out of the box is crucial. Cross-curricular learning, in the innovative learning mode, was explored to develop student knowledge and generic skills and their capabilities to integrate all of them. Collaborative work was successfully drawn across subject departments to carry out varied cross-curricular learning activities, which provided students opportunities to make use of knowledge in different domains to face real-life problems. To ensure adequate coverage of cross-discipline knowledge is given to students. A more structural curriculum design is needed.
6. Stepping into the final year of the school development plan to nurture students to be self-directed learners, on top of the plentiful provision work done by the teachers, the role of students in the learning process should be reinforced too. More than a mere focus on the smooth implementation of the work plan, subject departments should put strong emphasis on assessment for learning. Students should be more involved in the learning process, from which they gain confidence in what they are expected to learn and up to what standards.

Major Concern 2: Nurture students to be a good companion with care and passion

Strategies / Tasks	Accomplishment
2.1 Set up a warm and caring environment	
<p>School level:</p> <ul style="list-style-type: none"> ● Collect and review teachers' opinions about the existing 'Class and Supporting Teachers partnership system'. ● Continue to evaluate the effectiveness of form meetings. ● Provide both academic and non-academic data via SLP system to facilitate pastoral care. ● Create an e-platform for class and supporting teachers of all levels to conduct Form meetings and provide support for students during face-to-face lesson suspension. 	<ul style="list-style-type: none"> ● Working instructions about the roles and duties of class and supporting teachers were distributed in the beginning of the year and opinions about the work allocation were invited. Teachers responded in the form meetings that the distribution of work was clear. ● With the reminders and guidelines provided by the Vice Principal, the chairpersons of all form meetings played their roles and performed their functions well. ● System & Data Unit created an online application system for teachers-in-charge of student leader teams to choose suitable student leaders. It was found efficient and effective during the pandemic. ● During face-to face lesson suspension, class and supporting teachers provided continuous pastoral care to students and two form meetings were held via Teams Platform.
<p>Committee / Teacher level:</p> <ul style="list-style-type: none"> ● Use students' academic and non-academic data to provide strong pastoral support. ● Continue to give encouragement to students in verbal and written forms to affirm students' improvement. ● Display students' work on classrooms boards or on-line platform. ● Give clear guidelines to students in the design and use of classroom boards. 	<ul style="list-style-type: none"> ● Data provided by System & Data Unit, Special Educational Needs Unit and school social workers helped class and supporting teachers to have early preparation before meeting with parents and students. More students' mental health problems were detected, and intense counseling support was provided by social workers. ● Teachers of at least two subjects created chances for every student to answer questions during every online lesson. Teachers also gave verbal and written feedback and encouragement to those who are willing to ask questions. ● One classroom board design competition was arranged by LTDC. All classes closely followed the given guidelines and most of the class associations completed the board display seriously and passionately.
2.2 Devise whole-school programmes and activities	
<p>School level:</p> <ul style="list-style-type: none"> ● Set up a core team for student affairs to facilitate communication and collaboration among student affairs committees. ● Create an e-platform at all levels and reserve more time to promote different modes of activities organized by student affairs committees. 	<ul style="list-style-type: none"> ● Several informal discussions were held about the new arrangements of student activities during the pandemic, which strengthened the coordination and cooperation among the committees. ● Most of the activities were carried out via different online platforms from February to May, including sports and musical classes. Some creative activities like community services, fellowships and board games were also conducted to facilitate students' whole-person development.

<p>Committee / Subject level:</p> <ul style="list-style-type: none"> ● Cultivate the values of ‘resilience’ and ‘possibility’ by designing various programmes and activities. ● Continue to promote physical training to build and enhance resilience. 	<ul style="list-style-type: none"> ● Discipline & Guidance Committee arranged 11 Form Briefings to promote the theme. A poster design competition about the ‘Joyful Store’ program was organized to promote the positive thinking. ● Four sessions of online training programs were held for student leaders to promote the spirits of ‘resilience’ and ‘possibility’. Over 90% of S.5 students agreed that the activities helped to cultivate a positive attitude and value. ● Intensive physical exercise or training were cancelled due to the pandemic whereas three online gymnastic seminars named ‘Muscle man building’ were held for S.3-5 male students. ● The messages about ‘resilience’ and ‘possibility’ could not be delivered in the morning devotion due to the pandemic, yet class and supporting teachers were instructed to share gospel messages to encourage students in facing challenges.
<p>2.3 Develop teachers as flexible and committed counsellors of students</p>	
<p>School / Committee level:</p> <ul style="list-style-type: none"> ● Review and define the work description for Life & Career Education Committee ● Arrange more teachers to attend seminars or workshops for building up teachers’ confidence and competence in career life planning. ● Review ‘My Growth Journal’(MGJ) and invite different committees to enrich the content related to students’ personal growth. 	<ul style="list-style-type: none"> ● Discussions about the work of testimonials, reference letters and principal’s nomination were conducted. It was agreed that LCEC would take up the coordination work with support from different units. ● Only 50% of the LCEC teachers completed career-related seminars or workshops, yet a new LCEC teacher attended a career training workshop and found it useful. ● Briefings were given to S.3 and S.6 class teachers on career guidance support and JUPAS application. On top of attending S.3 & S.6 parents’ nights, all S.3 & S.6 class teachers were well informed with updated information throughout the year. ● Information about life and career planning ‘CLAP for youth’ was inserted into the S.3 ‘MGJ’ booklet by LCEC, inspirational video clips and questions related to life and career planning were also added in the PowerPoints for S.1-3 class teachers’ use.
<p>Teacher level:</p> <ul style="list-style-type: none"> ● Continue to equip the knowledge and skills to support students as counsellors. ● Provide personal counselling through online platforms. 	<ul style="list-style-type: none"> ● Despite the limited face-to-face time, personal chats were arranged for S.1-3 with the use of My Growth Journal. Teachers kept track of students’ learning progress, and addressed their needs. ● Two phases of personal guidance for S.6 students were conducted online. All students received at least two sessions of online personal guidance. Tools were also provided for class teachers to give students advice about programme choices for JUPAS application online and face-to-face when possible.

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| <ul style="list-style-type: none">● Most of the class periods were conducted online due to the pandemic. Class and supporting teachers followed the guidelines and arranged personal chat or group meetings during morning class period. Also, social workers provided resources like games and discussion topics, and some teachers shared ideas to make the class period more interactive and effective. |
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Reflection:

1. Under the existing 'Class and Supporting Teachers partnership system', class teachers did a good job in establishing students' values, giving day-to-day guidance and being their companions in their growth path. Yet they stood on the frontline all the time, which led to heavy workload. It is necessary to try out a new co-class teacher system, in which supporting teachers play the same roles and carry out the same responsibilities as class teachers do. Two class teachers shouldering the same duties in running the class periods that cover different areas related to value education, instilling students the habits of setting developmental goals, motivating them to design life plans and make reflections would enable a more personalised pastoral care style in the coming future.
2. System & Data Unit has tried their best to provide teachers with updated data, which was beneficial to the communication between teachers and parents. Not only did the system solve the problems arising from pandemic, but also helped teachers identify the areas of focus. It is hoped that teachers could optimise the use of data in improving students' learning and well-being because good use of data supports and promotes the vision of school.
3. More students were prone to mental health issues due to the pandemic and online classes. Although more teachers were aware of and sensitive about students' needs, it is essential to equip all teachers so that they are able to identify the signs and symptoms of different types of mental problems. To deploy more resources from professional agencies and build up a close parent-school relationship are the approach, and the culture of sharing up-to-date professional knowledge and practices should also be established to address the diverse needs of students.
4. Online or face-to face programmes and activities were held unceasingly during the pandemic. The rich and diverse campus activities further developed students' learning experiences as well as cultivated their bodies and minds. It is hoped that the fourth year of the school development plan focusing on 'resilience' and 'possibility' could develop students' strong characters and morals.

Major Concern 3: Build Up a Professional Teaching Team

Strategies / Tasks	Accomplishment
3.1 Promote professional exchange among teachers	
<p>School level:</p> <ul style="list-style-type: none"> ● Invite teachers to share their learning in seminars / courses / book reading / teacher TV as well as their teaching experiences among teachers <p>Subject level:</p> <ul style="list-style-type: none"> ● Promote co-planning among subject panel members 	<ul style="list-style-type: none"> ● Ms Kwok and Dr. Wu were invited to share their experiences of using Microsoft OneNote in an online staff development programme in February 2021. The average score rated by teachers was 4.7 (full marks = 6). Teachers found it useful and practical for online teaching and online assignment marking. Some teachers who use iPads and other platforms effectively or have more spoken assignments than written assignments found it less useful. ● 5 of the junior form subjects (with more than 1 teacher member) tried co-planning sessions. Some departments chose selected topics for trial while some departments aimed at external seminars for professional sharing. Great difficulties were met when the timetable was mostly half-day and some forms were taught in the online mode.
3.2 Provide mentorship programmes and training for curriculum leaders	
<p>School level:</p> <ul style="list-style-type: none"> ● Encourage middle managers to attend seminars / courses to enhance their leadership quality ● Provide programmes and training for middle managers 	<ul style="list-style-type: none"> ● Due to the pandemic, many external courses were either suspended or run online. 2 panel heads completed online courses on leadership training. Training middle managers was operated in low profile. ● The Vice Principal Ms Hung joined with subject panels in class visits to new teachers in the second term. Debriefings with panel heads after the class visits were arranged. Panel heads learnt the skills of lesson observation from Ms Hung.
3.3 Enhance teachers' teaching capacity	
<p>School level:</p> <ul style="list-style-type: none"> ● Enhance professional capacity of teachers in understanding and applying new pedagogies through internal and external channels ● Raise the learning effectiveness of e-learning through professional dialogue ● Provide information of teachers' professional development <p>Committee level:</p> <ul style="list-style-type: none"> ● LTDC formulates development plans and arrange open classrooms 	<ul style="list-style-type: none"> ● 11 teachers attended seminars on new pedagogies in their subject areas. ● Ms Hung interviewed new teachers after class visits to provide practical suggestions and guidelines to enhance their teaching capacity. ● 3 teachers were released to receive full-time in-service training on new pedagogies. ● Panel heads of Chinese Language and Visual Arts opened their classroom in the second term for their panel members. It was very inspiring for the Chinese teachers (2 external teachers) to learn from the drama elements in S.1 and S.3 Chinese language classes. ● Teachers were encouraged to make use of the 'post' function in Teams to share their experience in online teaching and learning. However, only 6 teachers took part in it. Less formal channels or verbal mode of sharing were preferable. ● Due to the half-day timetable and online mode arrangement, some open classroom sessions were cancelled.

Reflection

1. Despite the limitations of half-day timetable, online learning and blended modes of teaching and learning, the Staff Development Team and the Information Technology Committee (ITC) co-worked and strived to produce quality videos and learning activities for our fellow teachers to learn more practical skills and useful tips to enhance our online teaching. Learning the use of OneNote facilitated the collection and marking of assignments online. Some teachers found the collaboration function of OneNote useful for class activities and student-teacher interaction. In striving through the past 1.5 years under the influence of COVID-19, the majority of our teachers upgraded our capacity in IT for education, and have become confident in making use of the Microsoft Teams platform for online teaching.
2. A learning community keeps learning upbeat despite environmental limitations. Even though the pandemic halted a number of our plans in opening our classroom and in attending external workshops and seminars, a quarter of our teaching staff did join full-time in-serving training courses or online courses. Some department heads like the Chinese Department were proactive and strived to open their classrooms and shared their professional experience in drama education with their panel members. In addition, class visits to the new teachers' classrooms were run as far as possible and quality debriefings by panel heads and Vice Principal Ms Hung Suet Yee benefited the green teachers.
3. In the upcoming academic year 2021-2022, one-third of the teachers will be new (with 0 to 3 years of teaching experience) due to retirement and emigration. More guidance, mentorship, peer visits and co-planning will be crucial for their professional development. New teachers will be paired with subject members to facilitate peer teaching, co-teaching or peer class visits. Panel heads will take the lead in opening their classrooms and conducting lesson demonstration. In the past 2 years, co-planning and open classroom were much restricted. Thus, we are looking forward to better structured and fully-implemented co-planning sessions and open classroom movement in the new academic year.

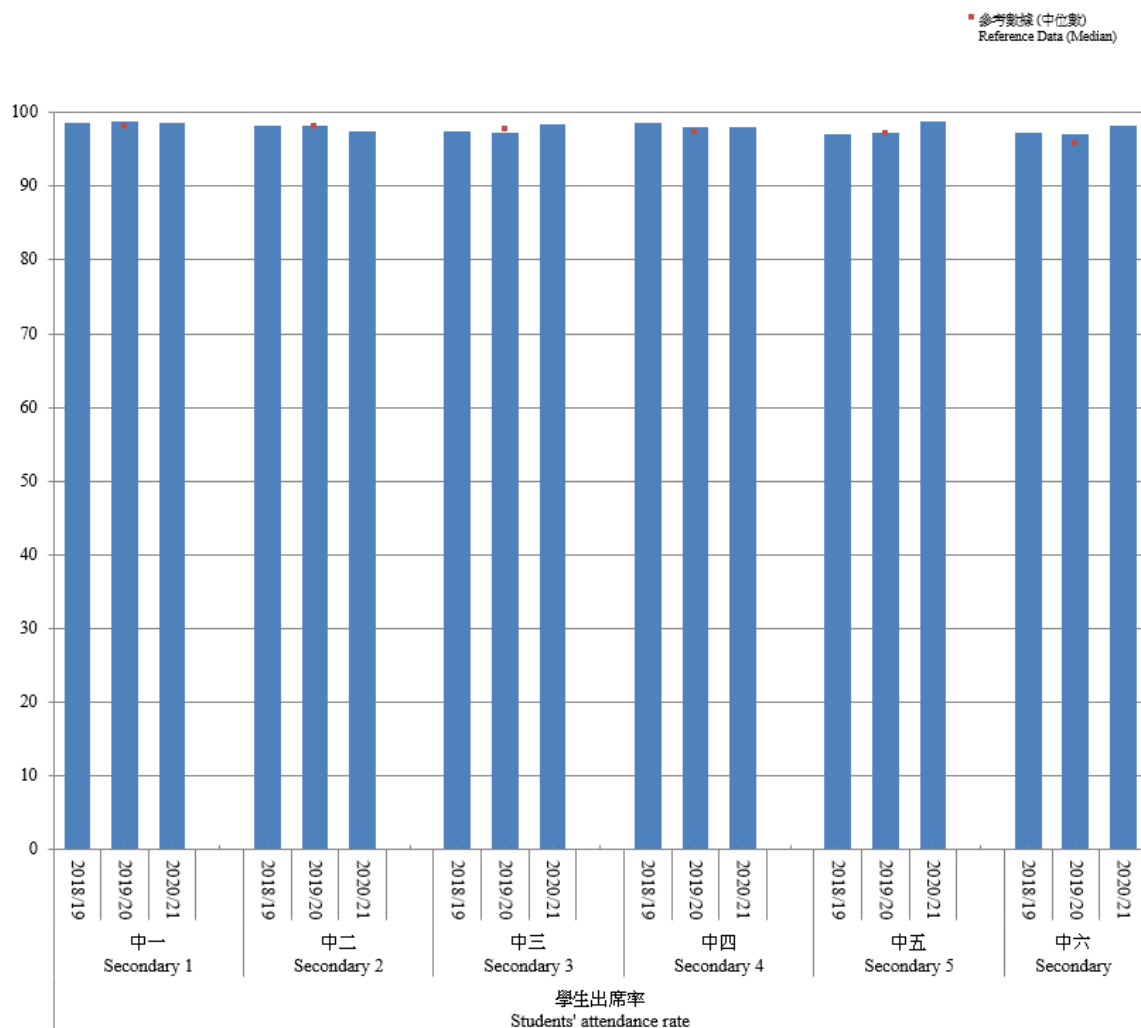
Financial Summary

The school's annual financial position is summarized as follows:

SALEM-Immanuel Lutheran College							
2020/21 Year End Financial Report							
Income				Expenditure			
Description	Budget Income	Actual Income	%	Description	Budget Exp.	Actual Exp.	%
Government Funds							
(I) Expanded OEBG							
Balance brought forward from previous year	5,893,408.95						
1. Basic Baseline	2,114,318.79	2,129,295.73	101	1. Basic Baseline			
				a. General Administration (Appendix 1)	653,500.00	541,960.10	83
				b. Library Books (Appendix 2)	80,000.00	35,348.44	44
				c. Furniture and Equipment (Appendix 2)	1,491,821.00	1,128,644.94	76
				d. Subject and Department Consumables (Appendix 2)	1,460,784.00	1,249,725.59	86
2. Administration Grant - Ordinary	4,093,805.00	4,158,274.60	102	2. Administration Grant - Ordinary (Appendix 3)	4,279,160.00	4,240,957.88	99
3. Composite IT Grant	552,036.00	552,036.00	100	3. Composite IT Grant (Appendix 3)	531,124.00	428,811.40	81
4. Air Conditioning Grant	553,172.00	604,569.82	109	4. Air Conditioning Grant (Appendix 3)	350,000.00	210,650.00	60
5. Capacity Enhancement Grant (CEG)	638,461.00	638,461.00	100	5. Capacity Enhancement Grant (Appendix 3)	1,123,923.00	828,751.94	74
6. SBM Top-Up Grant	50,350.00	50,350.00	100	6. SBM Top-Up Grant (Appendix 3)	100,350.00	0.00	0
Sub-total:	8,002,142.79	8,132,987.15	102	Sub-total:	10,070,662.00	8,664,850.29	86
Balance carried forward					3,824,889.74	5,361,545.81	
(II) Grants outside OEBG (Appendix 3, 4 & 5)							
Balance brought forward from previous year	4,051,565.00						
1. Committee on Home-School Co-op	25,633.00	25,740.00	100	1. Committee on Home-School Co-op	25,711.66	25,646.20	100
2. Teacher Relief Grant	1,470,474.75	1,960,633.00	133	2. Teacher Relief Grant	1,909,502.35	1,889,842.32	99
3. Learning Support Grant	558,885.00	558,885.00	100	3. Learning Support Grant	619,737.60	580,186.30	94
4. Diversity Learning Grant (Applied Learning)	164,145.00	164,145.00	100	4. Diversity Learning Grant (Applied Learning)	164,145.00	164,145.00	100
5. Diversity Learning Grant (OP)	84,000.00	84,000.00	100	5. Diversity Learning Grant (OP)	84,000.00	84,000.00	100
6. Fractional Post Cash Grant	513,600.00	513,600.00	0	6. Fractional Post Cash Grant	767,988.90	752,956.56	98
7. Moral & National Education Grant	0.00	0.00	0	7. Moral & National Education Grant	36,400.00	19,000.00	52
8. One-Off Promotion of Chinese History and Culture	0.00	0.00	0	8. One-Off Promotion of Chinese History and Culture	85,000.00	100,356.50	118
9. Information Technology Staffing Support Grant	319,559.00	319,559.00	100	9. Information Technology Staffing Support Grant	340,200.00	340,200.00	100
10. Promotion of Reading Grant	72,816.00	72,816.00	0	10. Promotion of Reading Grant	68,200.00	61,138.10	90
11. School Executive Officer Grant	623,770.00	534,660.00	86	11. School Executive Officer Grant	611,095.80	593,421.15	97
12. Life Wide Learning Grant	1,208,400.00	1,208,400.00	100	12. Life Wide Learning Grant	1,081,820.00	1,151,491.54	106
13. Student Activities Support Grant	97,500.00	98,150.00	101	13. Student Activities Support Grant	97,500.00	98,150.00	101
14. Special Grant for Book Purchase	0.00	0.00	0	14. Special Grant for Book Purchase	61,800.00	26,356.05	43
15. One-off Special Support - Enhance Cleansing	0.00	0.00	0	15. One-off Special Support - Enhance Cleansing	100,000.00	100,000.00	100
16. Top-up Gr-Support Online Learning of Needy Student	0.00	1,760.00	100	16. Top-up Gr-Support Online Learning of Needy Student	1,760.00	1,760.00	100
17. School Drug Testing	90,000.00	90,000.00	100	17. School Drug Testing	90,000.00	45,038.00	50
18. School Sports Programme Coordinator Scheme	494,092.12	433,390.12	88	18. School Sports Programme Coordinator Scheme	452,082.00	384,211.00	85
19. HK School Drama Festival	3,600.00	0.00	0	19. HK School Drama Festival	5,000.00	0.00	0
20. Prov to supp NCS learn Chi Hist & Culture	50,000.00	0.00	0	20. Prov to supp NCS learn Chi Hist & Culture	100,000.00	50,000.00	50
21. Grant for AS Supp for NCS Students	150,000.00	150,000.00	100	21. Grant for AS Supp for NCS Students	150,000.00	150,000.00	100
22. School-based After-school Learning & Support Programme	60,000.00	60,000.00	100	22. School-based After-school Learning & Support Programme	36,000.00	59,600.00	166
23. IT Innovation Lab in Secondary Schools Initiative	309,870.00	309,870.00	100	23. IT Innovation Lab in Secondary Schools Initiative	0.00	0.00	0
Sub-total:	6,296,344.87	6,585,608.12	105	Sub-total:	6,887,943.31	6,677,498.72	97
Balance carried forward					3,459,966.56	3,959,674.40	
Total Balance of Government Fund	9,321,220.21						
School Funds							
Balance brought forward from previous year	3,385,639.23						
1. Non-standard Items Charges (Appendix 6)	71,900.00	71,900.00	100	1. Non-standard Items Charges	100,000.00	106,281.83	106
2. Donations - Scholarships, Religious Activities (Appendix 7)	90,500.00	107,300.00	119	2. Scholarships, Religious Activities	106,000.00	66,824.20	63
3. Donations - School Development Fund	80,000.00	0.00	0	3. School Development Fund - Pearl of Excellence Scholarship	50,000.00	0.00	0
4. Tong Fai	111,860.00	111,860.00	100	4. Home Coming Day Activity	6,000.00	6,397.22	107
5. Tuck Shop Rent	90,000.00	25,000.00	28	5. Others	25,000.00	31,544.99	126
6. Profit on Books & Uniforms Sales	4,500.00	4,064.15	90				
7. Others	30,000.00	19,915.97	66				
Sub-total:	478,760.00	340,040.12	71	Sub-total:	287,000.00	211,048.24	74
Balance carried forward					3,577,399.23	3,514,631.11	

Performance of Students

Students' Attendance Rate

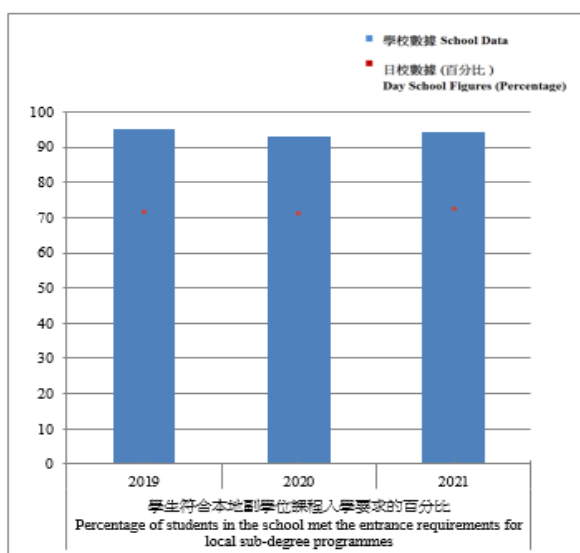
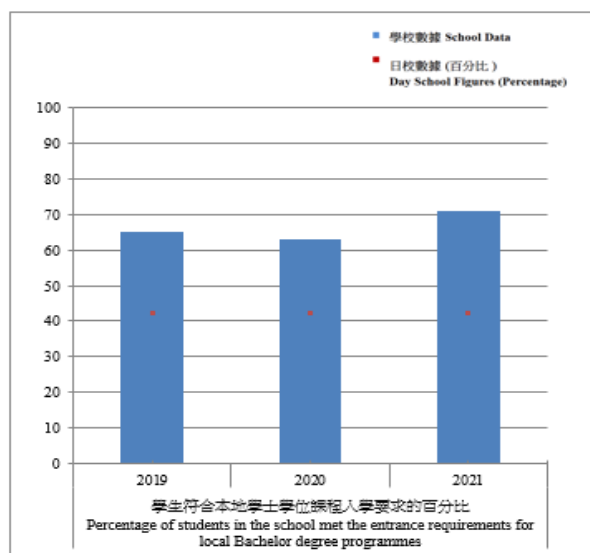


Public examination results

Public Examination Results

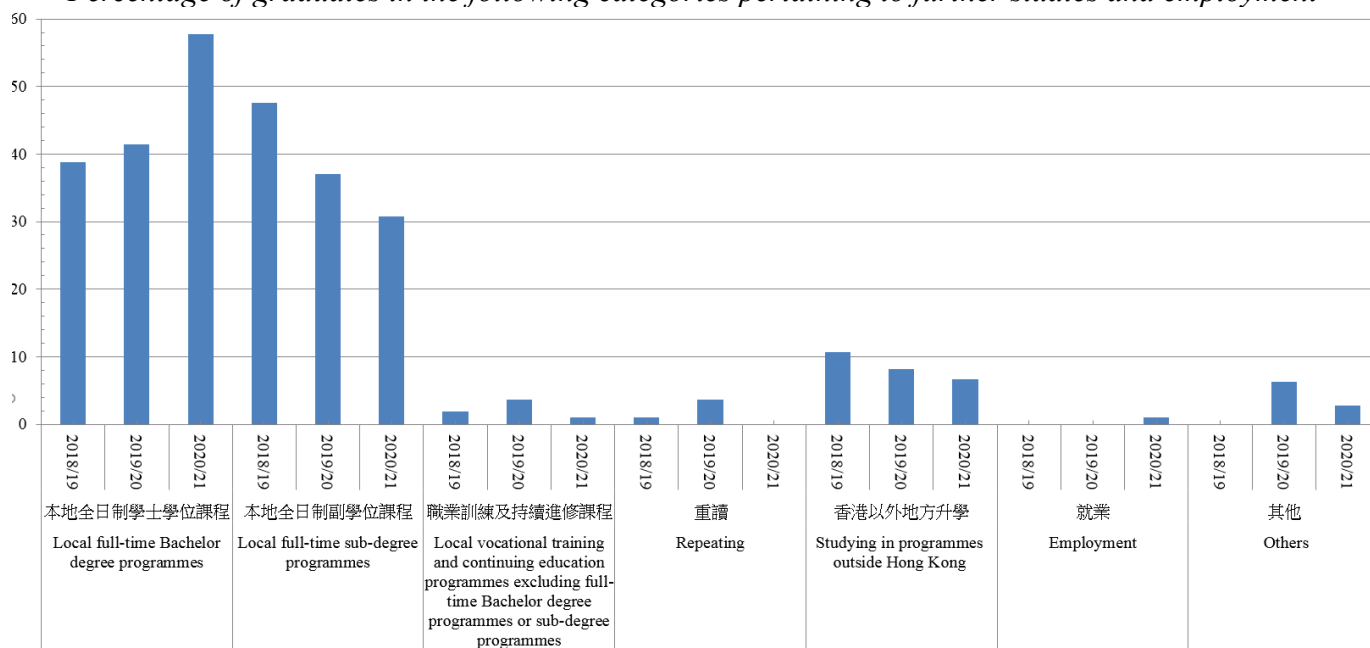
The entrance requirements for local Bachelor degree programmes are level 3 or above in Chinese Language and English Language, and level 2 or above in Mathematics Compulsory Part and Liberal Studies.

The entrance requirements for local sub-degree programmes are Level 2 or above in Chinese Language, English Language, Mathematics Compulsory Part and Liberal Studies.



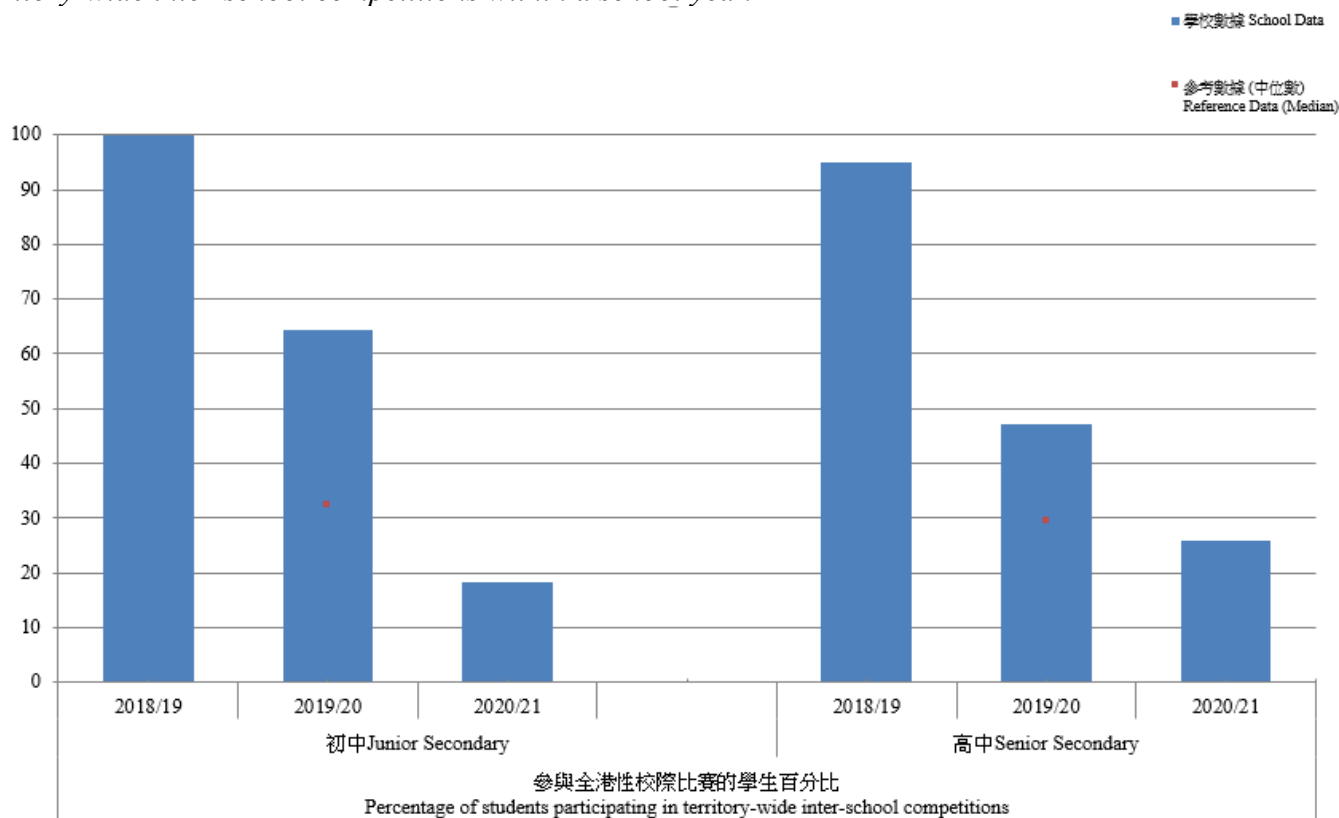
Destination of Graduates

- Percentage of graduates in the following categories pertaining to further studies and employment



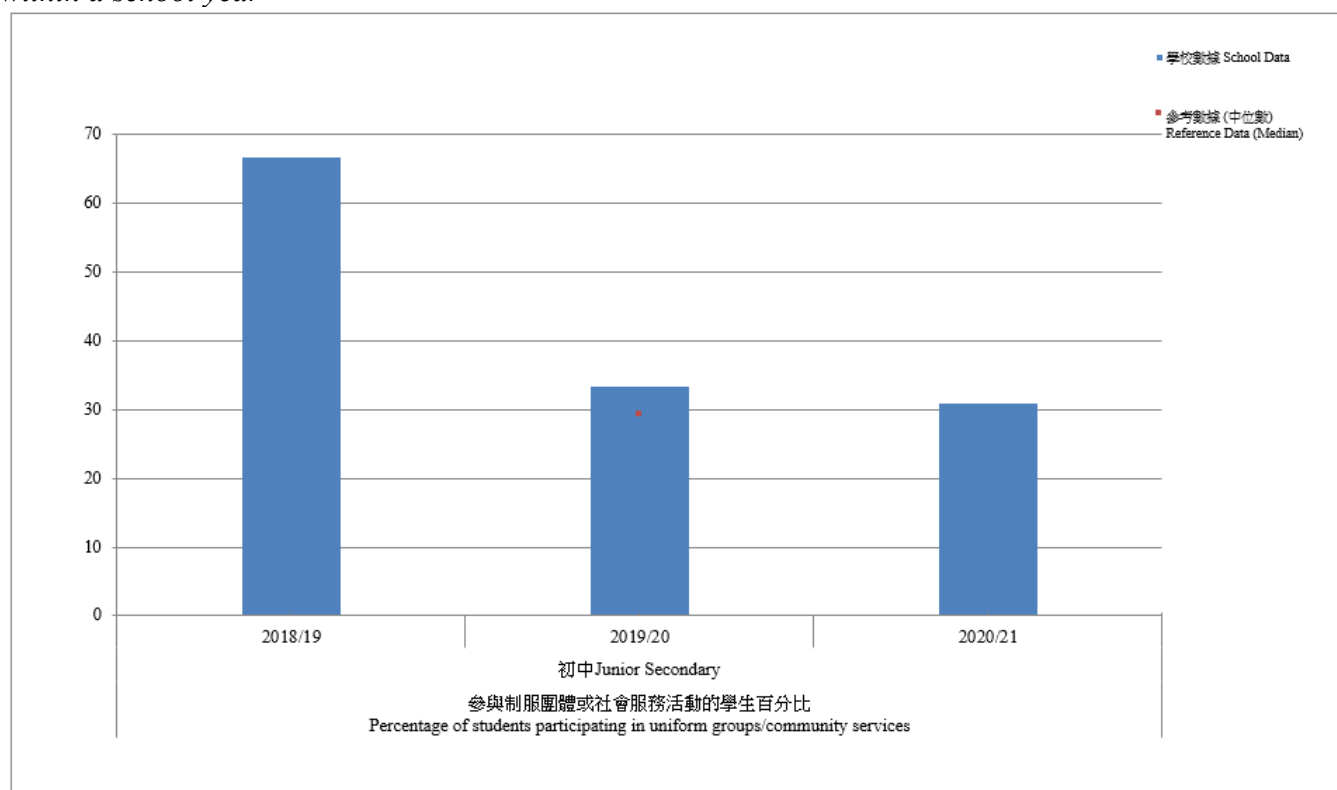
Percentage of students participating in territory-wide inter-school competitions

The percentage of students in each of the Key Stages participating as contestants on behalf of our school in territory-wide inter-school competitions within a school year.



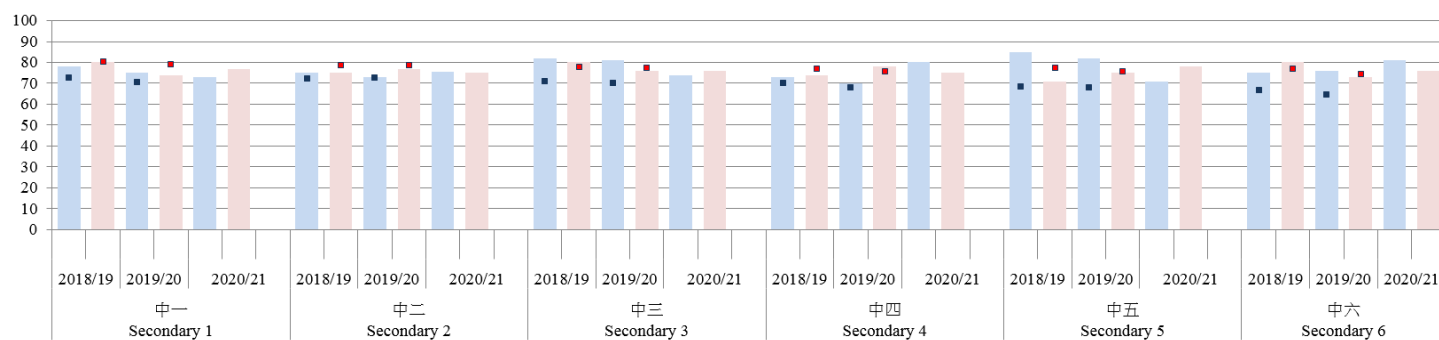
Percentage of students participating in uniform groups/community services

The percentage of junior secondary students participating in uniform groups/external community services within a school year



Percentage of students within the acceptable weight range

The percentages of students by grade level within the acceptable weight range by gender



Inter-school Activities and Prizes Won in the School Year 2020/21

各項校外比賽成績

(A)學術

Greater Bay Area Mathematical Olympiad 大灣盃 Heat 選拔賽

Merit Award	1A WONG TSZ SHING	2B HO TING HANG
Third Honour	3B YU TSZ LONG	

Greater Bay Area Mathematical Olympiad 大灣盃 Heat 預選賽

Second Honour	1A WONG TSZ SHING 3B YU TSZ LONG	1B WONG HO YIN	1C LI GUANLIN
Third Honour	2B HO TING HANG 3D LEE YIK CHUNG	2B LAU CHUN KWAN	3A CHAN YAN KIU

Hong Kong international mathematical Olympiad (HK region)

S2 Bronze Award	2B HO TING HANG
S3 Bronze Award	3A CHAN YAN KIU
S3 Silver Award	3B YU TSZ LONG

Hong Kong Mathematical Games Open 香港數學遊戲公開賽

First Runner-up	3B YU TSZ LONG
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Singapore Math Global Assessments 新加坡國際數學評估

Grade 08 Assessment

Commendable Certificate	2A CHEUNG KING CHUN 2E LAW TSZ SHING	2D HUI HEI YAN	2D FUNG LI HENG
Honourable Mention	2B WONG YEUK LAM		
Outstanding Certificate	2A TAM TSZ KI JESSICA	2A CHEUNG TSZ LOK	2A LEE KIN LOK
Participation Certificate	2B LAU CHUN KWAN	2E HUANG WANG YU	

Grade 09 Assessment

Commendable Certificate	3C CHUNG PIK KUEN	3D LEE YIK CHUNG	
Exemplary Certificate	3B YU TSZ LONG		
Honourable Mention	3C LEUNG OI TING	3D YUNG HOK LING	3D CHAN HOK MING
Outstanding Certificate	3D CHEN JOE CHEUK YI		
Participation Certificate	3A KEUNG MAN KI AGGIE	3D CHAN HO TIN	

Grade 10 Assessment

Commendable Certificate	4A NG SZE YAN		
Exemplary Certificate	4A SO TSZ LOK	4A TO KAI LOK	
Outstanding Certificate	4A CHEN SZE WUN	4A ZHENG CHUQIAO	4A CHEUNG TSZ MANG

Grade 11/12 Assessment

Commendable Certificate	5B CHOW NAP YAN SAMUEL	5B LAU TSZ KIU	
Outstanding Certificate	5B CHUI TSZ KIU 5B WANG CHU	5B HO PUI YIN	5B TSANG WING TUNG

Huaxiabei National Mathematics Olympic Invitation Competition

「華夏盃」全國數學奧林匹克邀請

Secondary 1 (Hong Kong District)Preliminary Round Third Honour

	1A WONG TSZ SHING	1B WU PUI SHUEN
Secondary 2 Preliminary Round Third Honour	2B HO TING HANG	2D WONG CHI YUK
Secondary 3 Preliminary Round Second Honour	3B YU TSZ LONG	
Secondary 3 Preliminary Round Third Honour	3D CHAN HO TIN	

The 72nd Hong Kong Schools Speech Festival (English Speech) (第七十二屆香港學校朗誦節(英文朗誦))

Secondary 1 Boys English Solo Verse Speaking Merit	1D YEUNG TSZ TO	
Secondary 1 Girls English Solo Verse Speaking Merit	1A AAKIFAH GUL	1B LO WAI KIU
	1C GUNAWAN SHERRY	
Secondary 1 Girls English Solo Verse Speaking Proficiency	1D WONG HUI TONG	
Secondary 2 Girls English Solo Verse Speaking Merit	2A CHAN SUM KIU VIOLA	2E CHOW CHERRIE
Secondary 2 Girls English Solo Verse Speaking Proficiency	2B CHAN CHEUK YIN	
Secondary 2 Girls English Solo Verse Speaking Third Prize	2C WONG YI FEI	
Secondary 3 Girls English Solo Verse Speaking Merit	3A CHAN YAN KIU	3D LAU YAN WAH EUDORA
Secondary 5 Boys English Solo Verse Speaking Merit	5B LUO TSZ YUK	
Secondary 5 Girls English Solo Verse Speaking Merit	5A CHENG CHEUK YUNG	
Secondary 5 Girls English Solo Verse Speaking First Prize	5B TSUI HEI CHIT	

Hong Kong Biology Literacy Award 2020/2021 生物學素養競賽 2020/2021

Active Participation	5A CHENG CHEUK YUNG	5A YU KA KI	5A YU KA YAN
	5B WANG CHU	6B CHAU CHOI KIU	
Merit	5B CHAN KA LOK		
Second Class Honours	5A HO KA YI		

HSBC Young Financial Planners (匯豐青年理財師)

5C CHUNG PO SHAN	5D WONG YAN CHING GRACE
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Personal Financial Planning Competition 2021 全港理財爭霸戰 2021

Certificate of Entry

4C CHAN YIN WING	4C CHONG PO YIU	4C CHU HOI CHING	4C JOE CHING LAM
4C LEE LOK YIN	4C LEUNG YUK YUEN	4C PONG CHEUK YIU	4C SHEK TAN TUNG
4C SHUM LOK SZE	4C WANG WING KI	4C CHAN HO YEUNG	4C CHEN YUE HO
4C PANG LONG HIM	4C WONG TSZ LONG		

2021 Science Assessment Test 2021 科學評核測驗

Diamond	2D FUNG LI HENG		
Gold Award	2A LEUNG TSZ YIN	2C WONG YI FEI	2C HU XINGBO
	2C KWAN HIU NOK	2D CHA YU TUNG	2D HUI HEI YAN
	2D CHEN YIN HOI	2E TSE YAN	
Silver Medal	2A CHEUNG TSZ LOK	2B TSUI SUET YING	2B YUEN SHING WAN
	2B CHAN HO YIN	2B LAU HONG PUI	2D LAW WAI KIN
Bronze Medal	2A LEE KIN LOK	2B HO RACHAEL YAN LING	2B LI WING CHI
	2B TSE NGA LEE	2C CHENG TING MAN	2C LAI LOK HEI
	2C TAM KIN LOK	2D TSUI TZE WING CHLOE	2D YIM MAN SING
	2E TSUI TSZ YAN	2E YIP HOI CHING	

2020 GBA Youth Drone Competition 2020 粵港澳大灣區青少年無人機創科嘉年華

Junior Secondary Aerial Short Movie Making Second Runner-up

5D CHAN YIN FUNG	6A LEE CHUN KIT	6A WAN CHING HIN	6B MAN TIN YUNG
6D NGAN HOI KIN			

(B) 美藝

73rd Hong Kong Schools Music Festival (第七十三屆香港學校音樂節)

Advanced Ban-Hu Solo Champion	5B CHAN KA LOK	
Advanced Er-Hu Solo Champion	5B CHAN KA LOK	
Advanced Er-Hu Solo Second Runner-up	4B CHUI SUM YU	
Grade 5 Piano Solo Bronze Award	3D LAU YAN WAH EUDORA	
Grade 5 Piano Solo Second Runner-up	1A WONG MATT	
Grade 6 Piano Solo Bronze Award	1C LEE TSZ YIN	2D LO LOK YIU
Intermediate Guitar Solo Second Runner-up	5B LAU HOI CHING	
Intermediate Guitar Solo Silver Award	2A SHUM CHEUK WING CHERRY	
Intermediate Yang-Qin Solo Champion	4B CHAN WAI KEI	
Piano Solo Chinese Composers Silver Award	1A WONG MATT	
Intermediate Di Solo Silver Award	1C CHEUNG KA SING	5C CHU WING YIN
Junior Di Solo Silver Award	3D CHUI CHUN HEI	

2020 View Win Chinese Instrumental Contest (匯盈全港中樂大賽)

Grade 3 Zhong-Ruan Solo Silver Award	2A SU OON YAM	4C WANG WING KI
Grade 5 Di Solo Silver Award	5C CHU WING YIN	
Grade 5 Pi-Pa Solo Silver Award	3A LI HOI CHING	

Exhibition of Secondary School Students' Creative Visual Arts Work (中學生視覺藝術創作展)

Exhibition of Secondary School Students' Creative Visual Arts Work (Selected work)

6C CHING YIK HAN	6C LO WING MAN MIRIAM	6D CHUNG CHEUK LAM SUSAN	6D HO SUM YEE
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Love without Limits, Learn without Boundaries 4-Panel Comic Drawing Competition

(「距離無阻學與愛·家校同心育優才」)

Merit Award	4A KAN WAN KI	4D YU ON NI
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Mask Design Contest 2020-21: Say No to Discrimination! 面具設計比賽 2020-2021 「向歧視說不！」

Facebook Most Popular Award	4D TSUI SUET YING	
Shortlisted Submission	4A KAN WAN KI	4A LAI YUEN KI
	4B TSANG TSZ HO	4C LEE CHEUK KA
	4D KAM WING SZE	

Metropolis International Youth Arts Festival --- HK Visual Art Contest 都會國際青年藝術節全港視藝大賽

Youth - Junior Silver Award	2E LIU MAN HEI
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My Australian Christmas Card Competition 2020 「我的澳洲聖誕咭」設計比賽

Secondary Section Selected Piece	4A KAN WAN KI
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My Hong Kong Dream 2021 Painting Competition 「我的香港夢」2021 繪畫比賽

Champion	4D TSUI SUET YING
1st Runner Up	4D SO TSZ YIU

Seeing Eye Dog Mask Design Competition 爆珠口罩設計比賽

Open Top twelve selected designs	3C SIT WING LAM	
Secondary Section Selected work	1B LOK SHIN YEE BERTHA	1B TSUI SHEUNG YING
	3B CHEUNG YU HIN	
Secondary Section Top twelve selected designs	1A CHIU MAN	3D CHIU CHING YI

World Heart Day Hong Kong Heart Federation Painting Competition 2020 「世界心臟日」香港心臟基金會繪畫比賽

Elite Award Secondary Section

4A KAN WAN KI

Hong Kong Cheongsam Design Competition 2019-2020 全港旗袍設計比賽

Merit (Senior Secondary School Category)

5D YUEN YIK WAI

(C) 體育

A.S. Watson Group Hong Kong Student Sports Awards (屈臣氏集團香港學生運動員獎)

Outstanding Sports Awards

5D YIP MING

(D) 領袖

Tai Po Good Students Award Scheme (大埔區好學生獎勵計劃) 2020-2021

Outstanding Student

5A SO SHUK MING

5B TSUI TSZ YU

5C ZENG JIAYI

5D AU TSZ KI

4B LEUNG HIU CHING

4C PANG LONG HIM

Excellent Student

1A AAKIFAH GUL

1A CHIU MAN

1B CHAN CHING SUET

1B NI NUODA

1C GUNAWAN SHERRY

1C FUNG CHEUK YIN

1D CHICK HOI CHING

1D LEUNG YAN HANG

2A CHAN SUM KIU VIOLA

2A TAM TSZ KI JESSICA

2B HO RACHAEL YAN LING

2B LI WING CHI

2C CHENG TING MAN

2C WONG YI FEI

2D HUI HEI YAN

2D XIE TSZ KIU

2E CHUNG CHEUK WING

2E HUANG WANG YU

3A CHAU MEI KIT

3A TSE HIU TUNG

3B CHEUNG YU HIN

3B TAM MING YAN

3C CHEUNG YUI SHAN

3C LO HIN CHUNG

3D YUNG HOK LING

3D CHAN HOK MING

4A NG SZE YAN

4A SHEUNG MAN TING

4B CHING YEE KEI

4C CHU HOI CHING

4D LEE LOK YIU

4D TSUI SUET YING

5A SU LAI TING

5B LAU TSZ KIU

5C CHUNG PO SHAN

5D HO SHU YAN

Good Student

Total: 328 Students

Internal Activities and Prizes Won in the School Year 2020/21

各項校內活動及比賽

(A) Scholarship 校內獎學金

Chan's Scholarship (陳永隆先生獎學金)

2A CHEUNG TSZ LOK	2A LEE KIN LOK	3C CHUNG PIK KUEN	4B LEUNG HIU CHING
4C PONG CHEUK YIU	5B WANG CHU	5B CHAN CHEUK HEI	6B CHAU CHOI KIU
6B FUNG PUI CHING			

Principal Wong's Scholarship (黃堯姬校長獎學金)

2A CHAN SUM KIU VIOLA	5B CHAN KA LOK
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ILC Alumni Scholarship (沐恩中學校友會獎學金)

4A CHEN SZE WUN	5D YIP MING	6B TONG SUM YU	6C YIU SIN YING
6D WONG CHEUK YIN CONNIE			

ILC Parent Teacher Association Scholarship (沐恩中學家長教師會獎學金)

3B CHEN CHUI LAI

SALEM Scholarship (南亞路德會獎學金)

4B CHING YEE KEI	5A MO PEI LOK DOROTHY	5C WONG SUET MAN	6A CHUNG CHEUK MAN
6B TONG SUM YU	6B TSANG CHO TING	CITYU(6A) LAW CHUN WAI	

張念平先生獎學金

CITYU(6A) LAW CHUN WAI	OUHK(6C) LO CHI CHING
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Alumna Leung Kit Tong Scholarship(梁結棠校友獎學金)

2A CHAN SUM KIU VIOLA	2A WONG CHING TOO	2D WU MAN YAN	2D NG YIN HEI
3B WONG CHING HO	3C SIT WING LAM	3C WONG YIK HEI	3D LIN ZINAN
4A CHEN SZE WUN	4B LEE LOK KI	4D TONG WUI YING	4D TSUI SUET YING
5B YUEN SING YU	5D CHU TSZ WING	5D CHU MAN CHIN	5D YIP MING
6C MOK YEE LAM	6D LEUNG PUI YAN	6D NGAN HOI KIN	6D CHUNG CHEUK LAM SUSAN

卓越珍珠獎學金

CUHK(6C) PANG HO LAM

(B) Scholarship 校外獎學金

Sir Edward Youde Memorial Prize 尤德爵士紀念獎學金

6C LEUNG NGA WAI	6D TAI SZE KI
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(C) Other School Events 其他校內比賽

Award for Most Frequent Borrower of Library 2020-2021 全年借閱圖書最多獎 2020-2021

First Prize	5B CHAN KA LOK
Second Prize	1A AAKIFAH GUL

Student Planner Cover Design Competition (學生日誌封面設計比賽)

Champion	6D YIP KA WAI
First Runner-up	6D CHAN UEN UEN YENMI

Report on the Use of the Student Activities Support Grant
2020-2021 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$ 98,150.00
B	Expenditure in the Current School Year:	\$ 76,969.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$ 21,181.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	5	\$ 11,920.00
Full-grant under the School Textbook Assistance Scheme	20	\$ 48,249.00
Meeting the school-based financially needy criteria	12	\$ 16800.00 (capped at 25% of the total allocation for the school year)
TOTAL	37	\$ 76,969.00 (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

III. Details of Expenses

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ¹	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
1.1	Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises)							
Language								
Geography								
Chinese History								

¹ Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ¹	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
...								
Cross-KLA (e.g. STEM)								
	Expenses on Item 1.1							
1.2	Local activities: To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)							
	Percussion Class, Saxophone Class, Dizi Class, Violin Class, Chorus, Pipa Class, Zhongruan Class, Flute Class, Erhu Class, Chinese Orchestra	75,835.00	35			✓		
	Badminton Team, Boys' Basketball Team, Athletics Team	684.00	3			✓		
	Street Dance Team	450.00	1			✓		
	Expenses on Item 1.2		76,969.00					
1.3	Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions							
	Expenses on Item 1.3							
1.4	To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities							
	Expenses on Item 1.4							
1.5	Others							
	Expenses on Item 1.5							
1.6	To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure							

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries ¹	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
				I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	Expenses on Item 1.6							
	Total	76,969.00	37					

Contact Person for Life-wide Learning (Name & Post): Ng Wai Keung (EAC Director)