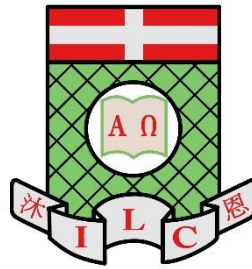


# SALEM – IMMANUEL LUTHERAN COLLEGE



**2021-2022**

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## ***Key Elements of the School Report***

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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 (2021-2022)

ILCians closely followed the school's slogan for the 4-year school development plan (2018-2022) 'Ambition, Resilience, Companion and Possibility' during the years and last year, we witnessed that how they bore fruit.

At the beginning of the school year, EDB conducted Focus Inspection on Technology Education KLA (BAFS & DT) of our school. The final comments of the inspection report were positive and they expressed positive recognition to the success of the academic development of our school and the effort of our teachers. It would drive us to move forward with more confidence when we developed our curriculum.

COVID-19 is a global challenge at school but the time of the serious outbreak was a time for us to enhance the use of IT. We supported e-teaching for teachers to conduct e-lessons and e-marking at home during the special vacation in March and April. Digitizers and digital pens were purchased to facilitate e-assignments marking. iPad, visualizers and webcams were lent to teachers for carrying out e-lessons at home. Also, we supported e-learning for students who need hardware like Wi-Fi eggs, SIM cards, webcams, headsets, etc. Moreover, students with parents' consent could come back to school for attending e-lessons. The "Follow ME" function was activated in March so that office clerks could forward all school calls to their personal phones during special vocation to work from home.

To accompany HKDSE students to sit for the public examination, a briefing session on the HKDSE exam reminders and epidemic precaution measures were conducted for S.6 students on e-platform (Teams). S.6 supplementary classes were arranged in online mode after mock examination. Also, student leaders of religion teams promoted the Prayer Chain for S.6 students to support them, hoping that they would prepare for the public exam with a positive attitude during the class suspension. Moreover, the 9<sup>th</sup> Alumni Silver Jubilee Crowning Ceremony was held for the S.5 students who graduated in 1997. Teachers attended to crown alumni to extend the relationship of ILCians.

Despite the class suspension, solar panel was installed on roof top of our school for environmental education. Subject departments were encouraged to collaborate by using the solar panel installation as a teaching aid to introduce alternative energy source or other environmental protection education. Our school has kept on cultivating value education among our students as citizens of our planet.

At last, S.5 4 Day 3 Night Outward Bound composing of all the elements of Ambition, Resilience, Companion and Possibility was run in 4-day camp during the summer holidays. S.5 students faced challenges, experienced different circumstances and grew by joining the camp. Videos recorded their learning would be shared in school to promote the positive value of endurance at the beginning of the next school year to remind them how to face the bigger challenge ahead when the HKDSE came.

With the previous experience, teachers and students are ready to welcome the new school development plan aiming at preparing students to face the future with 'Self-management, Adaptability, Ethical Values and Contribution'.

## 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
<b>16/17</b>	7	1	1	1	1	1
<b>17/18</b>	7	1	1	1	1	1
<b>18/19</b>	7	1	1	1	1	1
<b>19/20</b>	7	1	1	1	1	1
<b>20/21</b>	7	1	1	1	1	1
<b>21/22</b>	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	4	5	4	4	4	25
Boy	52	49	49	52	39	48	289
Girl	67	64	85	57	69	42	384
Total Enrolment	119	113	134	109	108	90	673

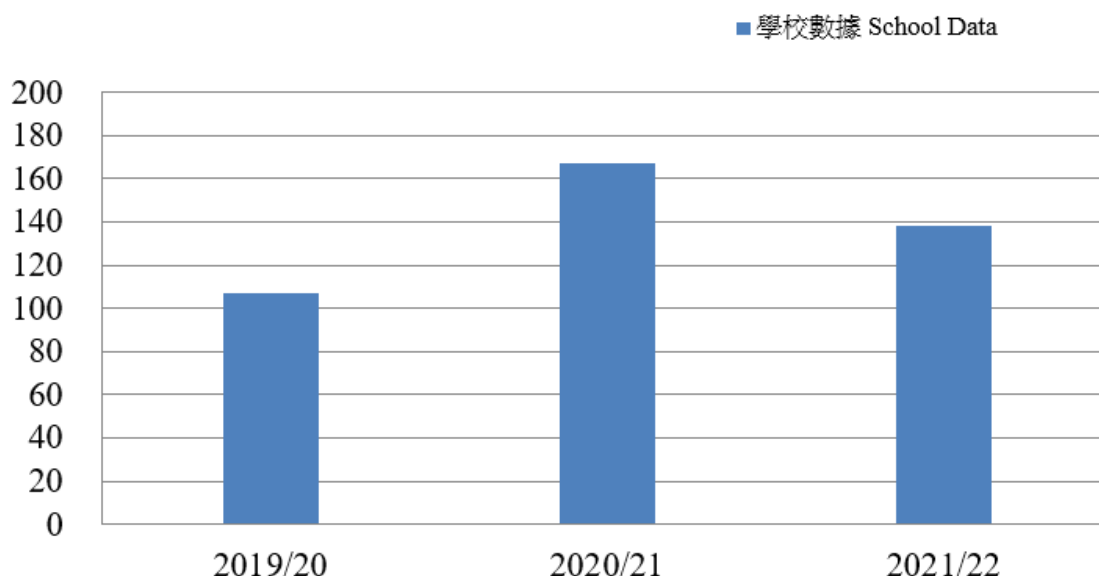
## Our Teachers

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

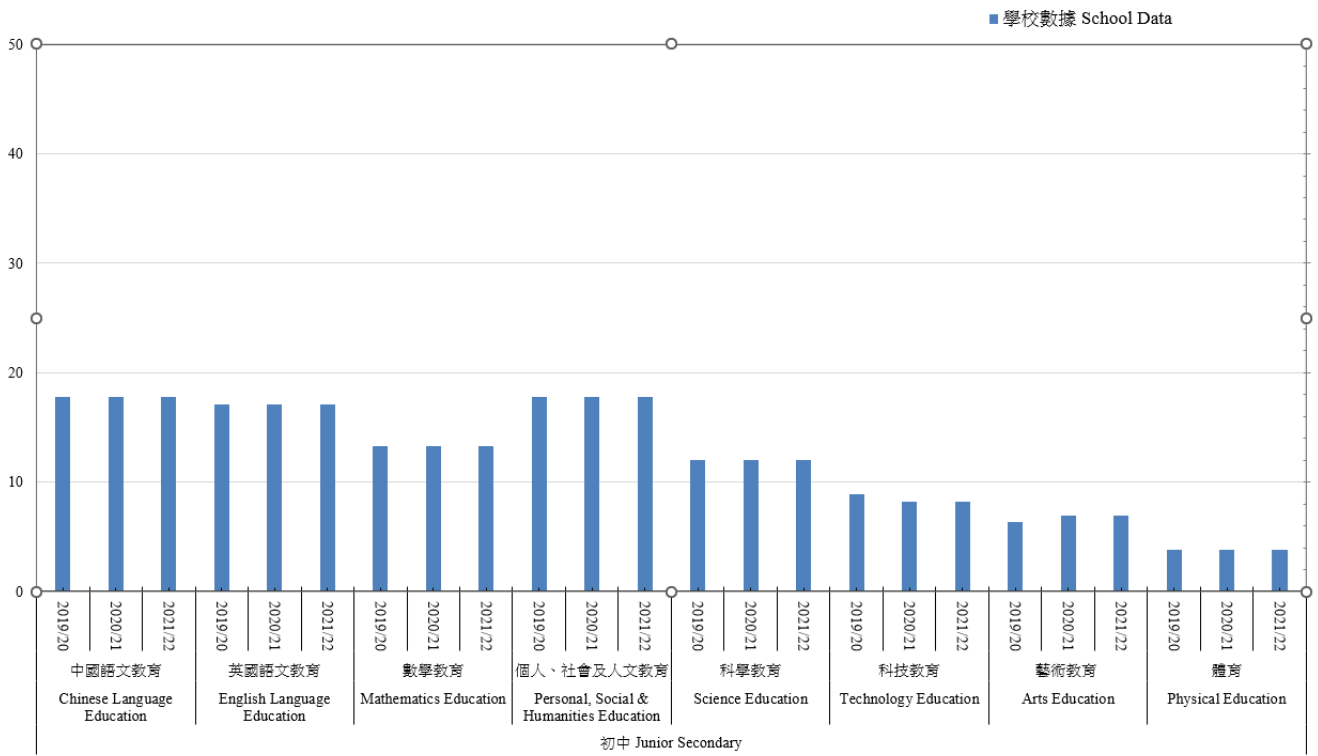
	1920	2021	2122
Approved Enhanced Total Teaching Staff Establishment	53.8	53.8	53.8
No. of teachers in the Chinese panel	11	11	11
No. of teachers in the English panel, excluding NET	10	10	10
No. of teachers in the Mathematics panel	8	9	9
No. of NET	1	1	1
No. of Putonghua teachers	2	2	2
No. of Non-subsented teachers	4.55	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**  
**Report for the Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development**  
**School Year: 2021/22**

<b>Items</b>	<b>Concern</b>	<b>Strategy / Task</b>	<b>Expected Outcome</b>	<b>Time</b>	<b>Resources</b>	<b>Success Criteria</b>	<b>Teacher-in-charge</b>
<b>1.</b> Organising school-based local field visits	Support CS teachers to implement S.4 CS subject.	Through 1st hand field visits to different NGOs, students can: 1. know more about the HK society in various aspects, 2. contact HK people from different backgrounds, and 3. to enhance the sense of empathy and belonging to the HK society.	By the end of the activity, students can: 1. understand the HK society in various aspects, 2. know more about the HK people's living standard in various angles, 3. enhance their understanding on specific NGOs in serving HK people in needs, 4. know more about the different racial groups in HK, 5. enhance the value of empathy on the needy people in HK and sense of belonging to the HK society, and 6. take action to help the people in needs surrounding them.	26 July 2022 14:00 – 17:30	With the coordination of the HK Council of Social Service (HKCSS), several field visits with different themes are organised to relieve the administrative loads of CS teachers.  Fee: \$39,150.00  Transport: \$2,200.00	Five different theme-based field visits are organised.  Students complete worksheets on their learning and reflection upon their experience.  Students' interest in studying CS subject can be stimulated through such learning experience.	Mr Ng WK
<b>2.</b> Purchase of CS teaching and learning materials	With related references and materials, support CS teachers to implement S.4 CS subject.	In order to facilitate the implementation of S.4 CS curriculum, reference materials are needed as references.	Materials will be used to facilitate the teaching and learning of revised CS curriculum.	Sep 2021 – Aug 2022	Amount: \$5,689.00	Relevant materials are purchased and used in teaching and learning.	Mr Ng WK
<b>3.</b> Purchase of resources for national education	Support CS teachers to implement S.4 CS subject.	As an essential opponent of the CS curriculum, teaching and learning materials to facilitate the promotion of nation education is needed.	Materials will be used to facilitate the teaching and learning of revised CS curriculum.	Sep 2021 – Aug 2022	Amount: \$107.41	Relevant materials are purchased and used in teaching and learning.	Mr Ng WK
					<b>Total: \$47,146.41</b> <b>Surplus: \$252,853.59</b>		

## SALEM - Immanuel Lutheran College

### Major Concerns (Accomplishment and Reflection) (2021/22)

**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
<b>1.1 Revisit and refine the school-based curriculum to echo the central curriculum recommended by the CDC</b>	
<p>School level (Curriculum unit coordinator):</p> <ul style="list-style-type: none"> <li>● Summarize the plans on the Major Renewed Emphases (MRE) from responsible subject departments/ committees, and formulate a school plan</li> <li>● Conduct meetings to review the action plan when necessary</li> <li>● Collect the evaluation on Major Renewed Emphases (MRE) from responsible subject departments and committees, and write a brief report</li> <li>● Explore the needs of adding OLE lessons into senior secondary curriculum while optimising the four senior secondary core subjects in S.4 of 2022/23</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum unit coordinators kept the responsibility for the implementation of the assigned Major Renewed Emphases (MRE) by school.</li> <li>● Elective subjects welcomed the additional lesson time for senior form students to strive for DSE results. The exploration of adding OLE lessons into NSS was done by the vice principal (student development).</li> </ul>
<p>Subject / Committee level:</p> <ul style="list-style-type: none"> <li>● 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"> <li>◇ Learning goals</li> <li>◇ Targeted learning outcomes</li> <li>◇ Tasks/ Steps implemented to reach the goals</li> <li>◇ Deadlines and milestones</li> </ul> </li> <li>● Evaluate the effectiveness of the action plan</li> <li>● Arrange students' review and reflection on the effectiveness of the strategies</li> <li>● Subject coordinators assist new teachers to comprehend the latest central curriculum of subjects taught.</li> </ul>	<ul style="list-style-type: none"> <li>● New teachers finished reading the latest Secondary Education Curriculum Guides to enhance their understanding of the ongoing renewal of the school curriculum.</li> <li>● Different subject departments implemented the Four Key Tasks towards Major Renewed Emphases (MRE): (1) Moral and Civic Education: Towards Values Education; (2) Reading to Learn: Towards Reading across the Curriculum (3) Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines and (4) Information Technology for Interactive Learning: Towards Self-directed Learning. They wrote plans to implement the Major Renewed Emphases (MRE) assigned by the school and/ or chosen by the subject departments and evaluated the plan including students' review.</li> <li>● In addition to the value education, National Security Education (NSE) elements were incorporated into subject curriculum by some subject departments.</li> </ul>

Strategies / Tasks	Accomplishment
<b>1.2 Promote the highlights of subject curriculum</b>	
School level: <ul style="list-style-type: none"> <li>● Monitor the quality of subject handbook of all subject departments</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● The school provided clear instructions to subject departments on the contents of subject handbooks to facilitate further refinement during panel head meetings.</li> <li>● The school suggested contents and scheduled timelines for subject departments to issue the student version of subject handbooks to enhance students' self-directed learning.</li> </ul>
Subject level: <ul style="list-style-type: none"> <li>● Teachers introduced the relevant content of subject handbooks to students.</li> </ul>	<ul style="list-style-type: none"> <li>● All subject coordinators discussed the teaching strategies with members of respective subject departments, based on the subject handbook, during subject departmental meetings.</li> <li>● 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.</li> <li>● All subject coordinators compiled, fine-tuned and submitted student version of subject handbooks to school.</li> </ul>
<b>1.3 Strengthen classroom teaching</b>	
Subject level: <ul style="list-style-type: none"> <li>● Extend students' learning through providing self-learning tasks for students attending both face-to-face classes and online lessons</li> </ul>	<ul style="list-style-type: none"> <li>● Most of the subject departments provided self-learning tasks for students during <u>face-to-face classes</u>. Most students agreed that the targeted learning objectives were well achieved.               <ul style="list-style-type: none"> <li>✧ Learning schedule and learning materials, such as self-study workbooks were uploaded to TEAMS to facilitate student learning at their own pace. In this way, weak students can revisit and catch up with their learning, while elite students can advance their learning. Learning diversity was addressed.</li> <li>✧ Self-explanatory learning materials were developed to extend learning hours. Students were required to learn the content which were not covered within the normal lesson hours, such as DNA paper model by themselves.</li> <li>✧ Used Sports Education Model in basketball lessons to enhance students' collaboration for planning, implementing and evaluation on the competition.</li> <li>✧ Self-assessment tools and checkpoints were provided to facilitate students' monitoring of their own learning progress.</li> </ul> </li> <li>● Most of the subject departments provided self-learning tasks to students during <u>online classes</u> to compensate for inadequate learning hours. Most students agreed that the targeted learning objectives were well achieved.               <ul style="list-style-type: none"> <li>✧ Relevant pre-tasks and post-tasks in the format of e-forms were arranged to consolidate student learning.</li> <li>✧ Self-directed tutorials with Apps were provided for students to complete the hands-on tasks.</li> <li>✧ Students form groups on the e-platform to conduct group discussion before making projects.</li> <li>✧ Subject-based online examination was held, and students enjoyed the planning and evaluation of the examination for a practical subject.</li> </ul> </li> </ul>

Strategies / Tasks	Accomplishment
<b>1.4 Fine tune the quality of life-wide learning activities</b>	
<p>Subject level:</p> <ul style="list-style-type: none"> <li>● Prepare for the cyber/ virtual life-wide learning activities to maximize the learning opportunity</li> </ul>	<ul style="list-style-type: none"> <li>● Most of the subject departments arranged life-wide learning activities throughout the academic year. <ul style="list-style-type: none"> <li>◇ Drama appreciation organised to all junior form students by English Language Department.</li> <li>◇ Physics in Motion in Ocean Academy for S.4 Physics students.</li> <li>◇ Historical visit to Po Leung Kuk Museum for S.4 History students.</li> <li>◇ Field works for junior form students by Geography department.</li> <li>◇ Seminar for Economics students.</li> <li>◇ Drama, VA and dancing appreciations at different museums or cultural centres were arranged for S.4-S.5 students by ASD department.</li> <li>◇ Local competitions for music teams.</li> </ul> </li> <li>● Some departments designed virtual life-wide learning activities with some online learning tasks. Most students appreciated teachers' effort in maximize the learning opportunities and learning objectives were met. <ul style="list-style-type: none"> <li>◇ Virtual guided tour/ on-site tour for S.1 and S.3 students by Chinese Language department.</li> <li>◇ VR worksheet prepared for S.2 students by PTH department.</li> <li>◇ Poly U Virtual Design Annual Show was introduced to S.1 students by DT department.</li> <li>◇ Virtual tour was arranged during special holidays for junior forms students by IS department.</li> <li>◇ Virtual tour to CLP Power Carbon Energy Education Centre for S.5 Physics students.</li> <li>◇ Online interactive tasks provided by Ho Koon Centre for S.5 Biology students.</li> <li>◇ Online workshops held for BAFS students.</li> </ul> </li> </ul>
<b>1.5 Enhance cross-curricular learning</b>	
<p>Subject level:</p> <ul style="list-style-type: none"> <li>● Arrange cross-curricular learning activities to help students integrate and apply knowledge and skills across subjects / KLAs</li> <li>● Write a plan to implement the learning activities. Items in the plan include: <ul style="list-style-type: none"> <li>◇ Learning goals</li> <li>◇ Targeted learning outcomes</li> <li>◇ Tasks/ Steps implemented to reach the goals</li> <li>◇ Deadlines and milestones</li> </ul> </li> <li>● Evaluate the effectiveness of the plan</li> <li>● Arrange students' review and reflection on the learning experiences.</li> </ul>	<p>More 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 found the learning tasks interesting and could effectively apply the skills to different subjects.</p> <ul style="list-style-type: none"> <li>◇ English Language department refined the learning and teaching materials for the language across the curriculum.</li> <li>◇ Group project to study the life of women in Tang Dynasty for S.1 students co-planned by the departments of Chinese History, Life &amp; Society and Visual Arts.</li> <li>◇ Analysis of mood of different popular theme songs for S.1 students by the departments of Music and VA.</li> <li>◇ Introducing places of interest in Tai Po for S.2 students by the departments of Chinese Language and PTH.</li> <li>◇ A project for S.2 students by the departments of History and L&amp;S.</li> <li>◇ STEM project for S.2 students by the departments of IS and DT.</li> <li>◇ STEM project for S.3 students by the departments of Physics and DT.</li> <li>◇ Re-writing story for S.5 ASD students by the departments of Chinese Language and ASD.</li> </ul>

### **Reflection:**

1. This is the fourth 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 strived for their greatest effort to carry out implementation plans and prepare tailor-made learning materials. However, further teachers’ development on curriculum leaders would be a challenge ahead during this transitional period of retired senior staff and new academic leaders.
2. Subject coordinators worked hard to refine the subject handbooks so that the school-based curriculum could clearly display that the openness and transparency of the school curriculum was promoted and better communication within and across the subject departments was fostered. Student version of subject handbooks are going to be distributed to provide easy access to subject information to boost students’ **self-management skills** on their own study.
3. By conducting the whole school approach to strengthen students’ self-learning skills during both face-to-face classes and online lessons, not only could subject departments get a chance to explore how to run cyber/ virtual life-wide learning activities, but also students experienced different learning strategies to maximize their learning opportunity in developing student knowledge. Obviously, teachers’ capacity in using different strategies to adapt different teaching modes under pandemic situation was greatly improved.
4. Cross-curricular learning newly implemented by the collaboration of subject departments enriched the learning interest and sharpened students’ generic skills. Teachers were proactive to co-plan with other departments to provide students with the opportunities to make use of knowledge in different domains to face real-life problems. School should formulate a more structural curriculum design, and thus teachers can extend students’ capabilities to integrate the learning skills to promote students’ **adaptability**.
5. Approaching to another three-years school development plan, school aims at developing students to be self-managed and adaptive learners. To echo to the main theme as ‘**Creating futures beyond boundaries**’, more effort should be put on building students’ **confidence** in learning through assessment for learning as well as engaging them into elite enhancement programme and competitions. Students are expected to move forward and make **contributions**.

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

Strategies / Tasks	Accomplishment
<b>2.1 Set up a warm and caring environment</b>	
<p>School level:</p> <ul style="list-style-type: none"> <li>● Review the existing ‘Class and Supporting Teachers partnership system’ in consideration of the opinions from teachers</li> <li>● Continue to evaluate the effectiveness of Form meetings held in face-to-face and online modes</li> <li>● Continue to provide academic and non-academic data via the SLP system to facilitate pastoral care</li> <li>● Make good use of the e-platform to conduct Form meetings and provide support for students during the suspension of face-to-face classes</li> </ul>	<ul style="list-style-type: none"> <li>● The existing system was reviewed and more teachers reflected that supporting teachers played the same roles as class teachers because they shared much pastoral care work and frequently made phone calls to parents due to the pandemic. Opinions were collected for the planning of the new academic year.</li> <li>● All Form meetings were conducted in face-to-face mode. It was agreed that the discussion was more effective and efficient than online meetings.</li> <li>● System &amp; Data Unit continued to provide data and information requested by teachers. As more useful and updated data could be accessed, more than 80% of the teachers visited the SLP system.</li> <li>● Other than online mode, blended mode of meetings was held during the suspension of face-to-face classes and caring for students was not hindered.</li> </ul>
<p>Committee / Teacher level:</p> <ul style="list-style-type: none"> <li>● Use students’ academic and non-academic data to provide strong pastoral support</li> <li>● Continue to give compliments to students in verbal or written forms to affirm students’ improvement</li> <li>● Display students’ work on classrooms boards or on-line platform</li> <li>● Give clear guidelines to optimize the use of classroom boards</li> </ul>	<ul style="list-style-type: none"> <li>● Class &amp; supporting teachers, especially the newly joined teachers, got to know students better with the information provided in the SLP systems. An e-referral form was designed, and potential cases were promptly referred to the social workers once detected.</li> <li>● A positive approach was adopted to encourage positive attitudes. 10 teachers shared their testimonies and students were impressed and willing to share their thoughts and the difficulties they faced. Social workers reflected that more students took the initiative to seek help from them and, with the implementation of the online platform, teachers received more messages from students who asked for help through different platforms.</li> <li>● LTDC continued the classroom board design competition in November this year. All classes decorated their classroom boards with simple designs and followed the instruction closely. Although not all the boards were well used due to the epidemic, all the academic secretaries posted students’ good work on the right-hand side of the board in the classrooms assigned by subject teachers.</li> </ul>
<b>2.2 Devise whole-school programmes and activities</b>	
<p>School level:</p> <ul style="list-style-type: none"> <li>● Further develop the cooperation of the student affairs core team to facilitate communication and collaboration among student affairs committees</li> <li>● Continue to reserve timeslots to promote different modes of activities organized by student affairs committees</li> <li>● Explore the use of the lesson time released by the four Senior Secondary core subjects, review the existing timetabling arrangement to prepare for a new curriculum which can cater for students’ diverse learning needs and facilitate their personal growth</li> </ul>	<ul style="list-style-type: none"> <li>● No formal meeting was held due to the epidemic but there were frequent informal discussions. Effort and time were needed to develop tacit understanding and cooperation among committees.</li> <li>● Timeslots and priority were given to student activities. All extra-curricular activities were held as usual from April to August in different modes after the resumption of face-to-face classes. More than 60 activities were organized during the post-exam period to enrich students’ campus life.</li> <li>● A discussion was held among directors of committees under Student Development Team to explore the feasibility of designing a new curriculum for Form Periods on Day 3. Considering the mapping and planning of OLE were still in progress, and there was a need to reserve time for elective subjects, OLE lessons would not be added to the senior secondary curriculum.</li> </ul>

Strategies / Tasks	Accomplishment
<p>Committee / Subject level:</p> <ul style="list-style-type: none"> <li>● Continue to cultivate the values of ‘resilience’ and ‘possibility’ by designing various programmes and activities</li> <li>● Continue to promote physical training to build and enhance resilience</li> </ul>	<ul style="list-style-type: none"> <li>● Assemblies titled ‘Formula of Victory’ was arranged for S.5 and a drama show ‘Take Action’ was organized for S.2 and S.3 to deliver the message of resilience. 60% of the students enjoyed and engaged in the activities.</li> <li>● Talks on stress management for S.6 students were organized, and 80% of the students agreed with the knowledge and coping skills shared. Board displays about physical and mental hygiene, importance of a healthy lifestyle was displayed by 2 committees, which successfully drew students’ attention.</li> <li>● Six Form Briefings were arranged for S.1-S.6 students in the 1<sup>st</sup> term. The theme ‘Resilience &amp; Possibility’ was emphasized and the average rating for the Form Briefings was 3 out of 4.</li> <li>● ‘Pupil Ambassador Scheme on Positive Living’ was initiated, 11 students joined and they organized a ‘Cheer-up’ activity and game stalls for S.1-5 students to promote positive ways of thinking.</li> <li>● The Gymnasium Room has been closed since January due to the epidemic, but the newly formed Bodybuilding and Fitness Society arranged regular intensive trainings at the indoor sports center on Wednesdays and Saturdays in 1<sup>st</sup> Term for 10 members.</li> <li>● The boxing workshop and yoga workshop were organized for senior form students during the post-exam period to improve students’ physical condition. Over 20 students joined the workshops and learned how to stay healthy and positive.</li> </ul>
<b>2.3 Develop teachers as flexible and committed counsellors of students</b>	
<p>School / Committee level:</p> <ul style="list-style-type: none"> <li>● Promote more cooperation between Academic Affairs Committee and Life (AAC) &amp; Life &amp; Career Education Committee (LCEC) in related to academic and career planning and</li> <li>● Arrange more teachers to attend seminars or workshops for building up teachers’ confidence and competence in career life planning.</li> <li>● Continue to review ‘My Growth Journal’(MGJ) and invite different committees to enrich the content related to students’ personal growth.</li> </ul>	<ul style="list-style-type: none"> <li>● Meetings and discussions were conducted about the arrangement of S.3 Parents’ Night during the epidemic. Collaboration and coordination improved and finally an online video was played via Teams to prepare the S.3 parents to make informed subject choices for S.4 studies.</li> <li>● 75% of LCEC teachers attended career-related seminars or workshops. Teachers in LCEC were well-equipped and ready to provide career counseling to students.</li> <li>● Components related to personal growth and self-exploration were added in the S.3 MGJ booklet and the PowerPoints for the use of S.1-3 class teachers.</li> </ul>

Strategies / Tasks	Accomplishment
Teacher level: <ul style="list-style-type: none"> <li>● Equip the knowledge and skills of new teachers to support students as counsellors in their life planning</li> <li>● Enhance teachers' awareness and skills in identifying and supporting students with mental health problems</li> </ul>	<ul style="list-style-type: none"> <li>● Briefings on 'Study guidance' and 'JUPAS application and individual counseling' were arranged for S.3 and S.6 class teachers in the Form Meeting and Form Periods respectively. With the material provided and the sharing of LCEC members, all S.3 &amp; S.6 class teachers, including the newly joined teachers were well informed with the updated information throughout the year.</li> <li>● Class and supporting teachers reflected that 4 periods of 'MGJ' facilitated them to know students better. As personal chat was arranged with students, teachers could identify hidden problems of students and make referrals.</li> </ul>

**Reflection:**

1. During the COVID-19 pandemic, challenges have arisen in pastoral care due to physical distancing and an increase in mental distress. However, our frontline class teachers spared no effort to be our students' companions, hoping to create a spirit of well-being and enhance their resilience. Various methods and modes of pastoral care have been tried and favorable outcomes achieved. As a Christian school, we promote holistic integrated pastoral care; therefore, a 'Co-class teacher system' will be tried next year as we want to be the shepherd of our students. A whole-school approach is adopted, and it is hoped that students' engagement and academic performance can be increased.
2. Responding to the impacts of the epidemic on various aspects of students, System & Data Unit worked very hard to tackle the unprecedented challenges. The tailored-made system facilitated teachers to easily access students' additional information, resulting in timely support and care for students. As good use of data not only helps teachers assess students' strengths, weaknesses, and progress, but also allows our teachers to diagnose possible causes of poor performance and apply remedies. We need to equip teachers with how to interpret and use data wisely in the future.
3. The inadaptability and unfamiliarity of the new online learning environment were the sources of stress and anxiety for our students; therefore, we grasped every chance to arrange face-to-face activities for our students to connect with one another. The online Form meeting was held during the special vocation to help teachers detect students with hidden problems and potential risks, and resources from professional agencies reduced the heavy workload of teachers. As we know, motivation and engagement of students are essential for sustainable and healthy learning. Therefore, we will strengthen class-based and Form-based management for better cohesion and to develop a sense of satisfaction among students. Also, expanding students' experiences and horizons through different modes of service learning would be one of our missions in the coming year.
4. As more new teachers joined the family, we spent efforts training up teachers as counselors and mentors. The newly joined teachers are young and energetic, enabling a closer and stronger teacher-student relationship, leading to student engagement and a better environment. We would continue to empower teachers in their professional and leadership skills by sharing school culture and good practices with them, and structuring a peer-learning induction program to help their adaptation to the new workplace culture.



### Major Concern 3: Build Up a Professional Teaching Team

Strategies / Tasks	Accomplishment
<b>3.1 Promote professional exchange among teachers</b>	
School level: <ul style="list-style-type: none"> <li>● Invite teachers to share their learning in seminars / courses / book reading / teacher TV as well as their teaching experiences among teachers</li> </ul>	Ms Lam Kong Lan and Mr. Kwok Jason shared their experience in using OneNote for distributing and marking e-assignments, on 9 March 2022. 95% of the teachers successfully gained the expected learning outcome and some of us put the skills into good practice in our online classrooms, in response to the urgent need of online teaching during the 5 <sup>th</sup> wave of pandemic.
Subject level: <ul style="list-style-type: none"> <li>● Promote co-planning among subject panel members</li> </ul>	70% of the subject departments carried out co-planning. It was a drastic increase in comparison with the previous year. Teachers used various modes to accomplish co-planning in particular to the days of online mode during the pandemic. Despite not 100% of the subject departments adopted the co-planning strategy, 30% of the departments put effort in developing a collaborative culture through peer visits and lesson, co-teaching or lesson demonstration.
<b>3.2 Provide mentorship programmes and training for middle managers</b>	
School level: <ul style="list-style-type: none"> <li>● Encourage middle managers to attend seminars / courses to enhance their leadership quality</li> <li>● Provide programmes and training for middle managers</li> </ul>	A school-based seminar themed on ‘Role of middle managers in a Christian school’ was arranged for 32 middle managers (94%) and 5 potential candidates, dated on 10 May 2022. The speaker Principal Tam Yat Yuk was an experienced principal, retired from a famous Christian secondary school in Hong Kong. We rated the satisfactory level as 4.3 (full score = 6) and generally agreed that we broadened their horizon and vision from the sharing of Principal Tam.
<b>3.3 Enhance teachers’ teaching capacity</b>	
School level: <ul style="list-style-type: none"> <li>● Enhance professional capacity of teachers in understanding and application of new pedagogies through internal and external channels</li> <li>● Provide information of teachers’ professional development</li> <li>● Implement pairing up programme: pair up new teachers with members of subject department to facilitate peer teaching/ co-teaching/ peer class visit</li> </ul>	<p>Despite the restrictions posed by the long-lasting online mode of learning and the special vacation in the 2<sup>nd</sup> term, teachers (83%) were proactive in taking courses provided by the EDB. 6 teachers were released to take full-time in-service training. Information from internal emails and the e-Services of the EDB were effectively utilized.</p> <p>Our 13 new teachers were paired up in a mentoring program to facilitate their professional growth in our ILCian family, in line with our Christian belief and tradition. Each of them was paired up with a mentor of his/her own administrative committee. The mentors provided pastoral care and support for their adaptation to the new environment. The new teachers were also assigned as supporting teacher of a class, in partnership with experienced class teachers, learning how to implement class affairs in accordance with school policies. It was a successful pilot scheme helping our new teachers to merge into our unique culture.</p>

## **Reflection:**

1. Among all current initiatives for education in the era of pandemics, the urgent need of e-learning was well addressed by the Information and Technology Committee (ITC) and the Staff Development Unit of the School. We adopted a whole-school approach to help our colleagues be readily fit for sudden switches from face-to-face mode to online mode of teaching and learning. The infrastructural set-up of broad-band, chromecast instalment in conjunction with the BYOD initiative all contribute to smooth and effective implementation of e-learning. All these served as a good foundation for open classrooms displaying e-learning and interactive learning in the upcoming school year.
2. Professional programs on IT training on a whole school approach may not be arranged while subject-based IT skills and knowledge will be attained through territory-wide training programs provided by the EDB. Resources can be re-allocated to the new initiatives preparing ground for the new 3-Year-School Plan.
3. Focus for empowering teachers' competency will likely to be 'catering for students' learning diversity'. We do address the reality of shrinking student population in particular to Band 1 students while the number of students with special educational needs increases. We have not yet reached the threshold of 80% of the teachers attaining basic training in catering for learning diversity. Therefore, the pedagogies to cater for increasing learning diversity will be of high priority in the upcoming years.
4. The pairing up program was a school-based mentoring program complementary to our unique Christian culture. It emphasized pastoral care for the new teachers whom were our highly valued human resources to revitalize our School with a history of 40-years, for which the first generation teachers all get retired soon. The program can be upgraded to be professionalism-driven, upholding the value of skills and knowledge to be transferred from experienced teachers to young teachers. In the upcoming three years of school development, it will be our vision to have mature development of highly collaborative and interactive professional team. Co-planning, lesson demonstrations, peer visits, open classroom and whichever ways appropriate for strengthening our collaboration will be a key to success.

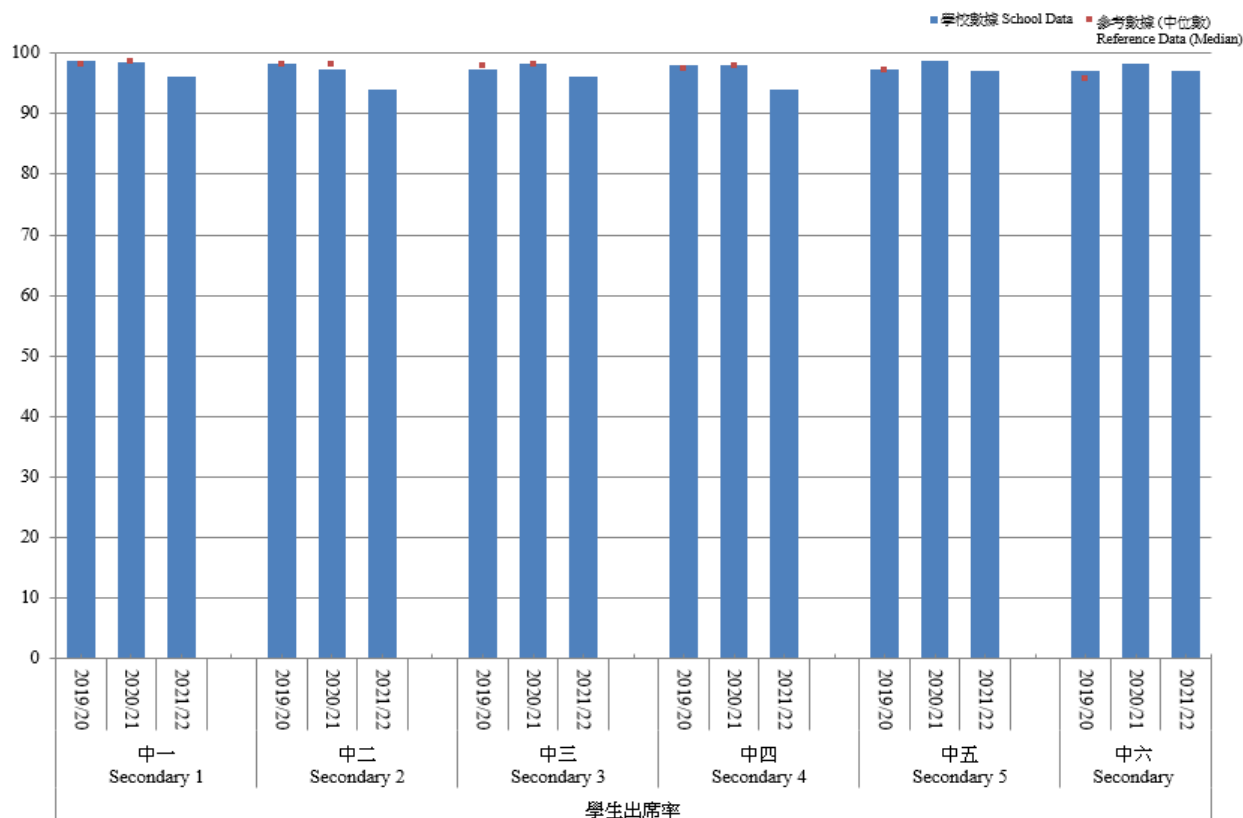
# Financial Summary

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

SALEM-Immanuel Lutheran College							
2021/22 Year End Financial Report							
Income				Expenditure			
Description	Budget	Actual Income	%	Description	Budget	Actual Exp.	%
<b>Government Funds</b>							
<b>(I) Expanded OEBG (Appendix 3)</b>							
<b>Balance brought forward from previous year</b>	<b>5,334,195.81</b>						
1. Basic Baseline	2,129,119.02	2,231,518.02	105	1. Basic Baseline			
				a. General Administration (Appendix 1)	653,500.00	644,210.91	99
				b. Library Books (Appendix 2)	67,800.00	20,448.70	30
				c. Furniture and Equipment (Appendix 2)	1,501,264.00	1,201,679.18	80
				d. Subject and Department Consumables (Appendix 2)	1,569,684.00	865,561.26	55
2. Administration Grant - Ordinary	4,122,460.00	4,188,970.67	102	2. Administration Grant - Ordinary (Appendix 3)	4,009,635.00	3,898,038.93	97
3. Composite IT Grant	555,900.00	555,900.00	100	3. Composite IT Grant (Appendix 3)	563,231.00	466,999.33	83
4. Air Conditioning Grant	557,032.00	621,359.53	112	4. Air Conditioning Grant (Appendix 3)	350,000.00	269,431.00	77
5. Capacity Enhancement Grant (CEG)	642,934.00	642,934.00	100	5. Capacity Enhancement Grant (Appendix 3)	971,223.00	656,268.20	68
6. SBM Top-Up Grant	50,702.00	50,702.00	100	6. SBM Top-Up Grant (Appendix 3)	100,350.00	0.00	0
<b>Sub-total:</b>	<b>8,058,147.02</b>	<b>8,291,384.22</b>	<b>103</b>	<b>Sub-total:</b>	<b>9,786,687.00</b>	<b>8,022,637.51</b>	<b>82</b>
<b>Balance carried forward to next month</b>		<b>5,602,942.52</b>					
<b>(II) Grants outside OEBG (Appendix 3, 4 &amp; 5)</b>							
<b>Balance brought forward from previous year</b>	<b>3,960,724.20</b>						
1. Committee on Home-School Co-op	25,633.00	25,780.00	101	1. Committee on Home-School Co-op	25,633.00	25,590.00	100
2. Teacher Relief Grant	4,469,442.00	5,393,140.11	121	2. Teacher Relief Grant	4,480,088.50	4,633,213.27	103
3. Learning Support Grant	558,885.00	654,073.00	117	3. Learning Support Grant	669,324.00	616,708.01	92
4. Diversity Learning Grant (Applied Learning)	178,945.00	267,500.00	149	4. Diversity Learning Grant (Applied Learning)	178,945.00	267,500.00	149
5. Diversity Learning Grant (OP)	84,000.00	7,000.00	8	5. Diversity Learning Grant (OP)	80,900.00	84,000.00	104
6. Fractional Post Cash Grant	513,600.00	518,960.00	0	6. Fractional Post Cash Grant	689,940.00	696,940.00	101
7. Moral & National Education Grant	0.00	0.00	0	7. Moral & National Education Grant	46,400.00	24,636.50	53
8. Information Technology Staffing Support Grant	319,559.00	321,796.00	0	8. Information Technology Staffing Support Grant	362,817.00	332,582.25	92
9. Promotion of Reading Grant	72,816.00	73,326.00	101	9. Promotion of Reading Grant	92,000.00	72,816.00	79
10. School Executive Officer Grant	534,660.00	540,268.60	0	10. School Executive Officer Grant	637,257.60	558,808.60	88
11. Life Wide Learning Grant	1,208,400.00	1,256,357.00	104	11. Life Wide Learning Grant	800,450.00	1,247,900.00	156
12. Student Activities Support Grant	97,500.00	92,884.00	95	12. Student Activities Support Grant	97,500.00	92,884.00	95
13. One-off Citizenship & Social Develop Grant	300,000.00	300,000.00	100	13. One-off Citizenship & Social Develop Grant	41,000.00	47,226.10	115
14. Special Anti-epidemic Grant (March 2022)	0.00	37,500.00	0	14. Special Anti-epidemic Grant (March 2022)	0.00	37,500.00	0
15. School Drug Testing	90,000.00	90,000.00	100	15. School Drug Testing	90,000.00	70,086.00	78
16. School Sports Programme Coordinator Scheme	397,200.00	337,200.00	85	16. School Sports Programme Coordinator Scheme	397,200.00	379,125.31	95
17. HK School Drama Festival	3,600.00	3,600.00	100	17. HK School Drama Festival	5,000.00	0.00	0
18. Grant for AS Supp for NCS Students	150,000.00	151,050.00	101	18. Grant for AS Supp for NCS Students	150,000.00	145,132.80	97
19. IT Innovation Lab in Secondary Schools	0.00	41.08	0	19. IT Innovation Lab in Secondary Schools	309,870.00	272,909.00	88
20. QEF e-Learning Fund Prog-Provis of Mobile	252,240.00	252,240.00	100	20. QEF e-Learning Fund Prog-Provis of Mobile	252,240.00	252,240.00	100
21. School-based After-school Learning & Support	60,000.00	59,600.00	99	21. School-based After-school Learning & Support	10,900.00	60,000.00	550
<b>Sub-total:</b>	<b>9,316,480.00</b>	<b>10,382,315.79</b>	<b>111</b>	<b>Sub-total:</b>	<b>9,417,465.10</b>	<b>9,917,797.84</b>	<b>105</b>
<b>Balance carried forward to next month</b>		<b>4,425,242.15</b>					
<b>Total Balance of Government Fund</b>		<b>10,028,184.67</b>					
<b>School Funds (Appendix 6 &amp; 7)</b>							
<b>Balance brought forward from previous year</b>	<b>3,511,164.40</b>						
1. Non-standard Items Charges	71,900.00	68,800.00	96	1. Non-standard Items Charges	100,000.00	61,866.51	62
2. Donations - Scholarships, Religious Activities	90,500.00	75,840.00	84	2. Scholarships, Religious Activities	106,000.00	83,572.89	79
3. Donations - School Development Fund	80,000.00	0.00	0	3. School Development Fund - Pearl of Excellence Scholarship	50,000.00	10,000.00	20
4. Tong Fai	111,860.00	107,780.00	96	4. School Plamlets	5,000.00	4,890.00	98
5. Tuck Shop Rent	90,000.00	55,000.00	61	5. Long Service Awards	10,000.00	10,565.00	106
6. Profit on Sales of Books & Uniforms	5,000.00	3,903.25	78	6. ORSO Periodic & Audit Fee	3,500.00	3,400.00	97
7. Others	30,000.00	8,018.90	67	7. Covid 19-Warming action	3,000.00	2,988.60	100
<b>Sub-total:</b>	<b>479,260.00</b>	<b>319,342.15</b>		8. Others	15,000.00	12,055.57	80
<b>Balance carried forward to next month</b>		<b>3,641,167.98</b>		<b>Sub-total:</b>	<b>292,500.00</b>	<b>189,338.57</b>	<b>65</b>

# Performance of Students

## Students' Attendance Rate

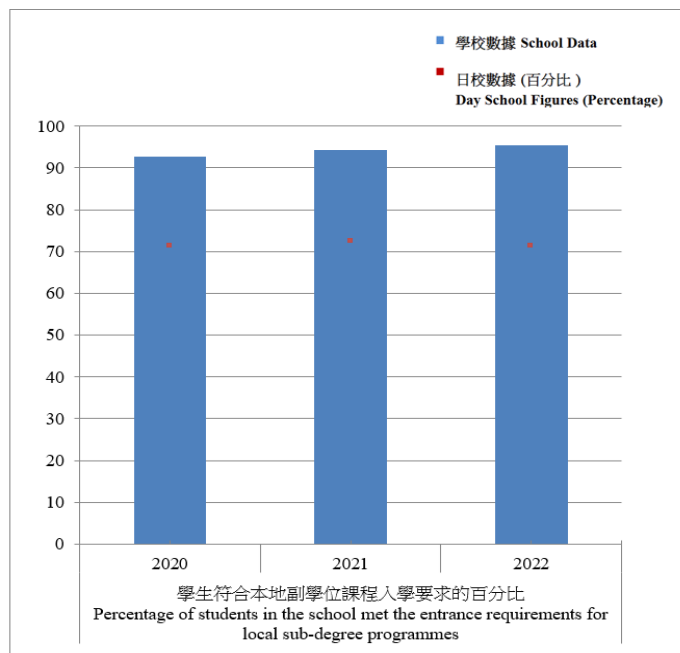
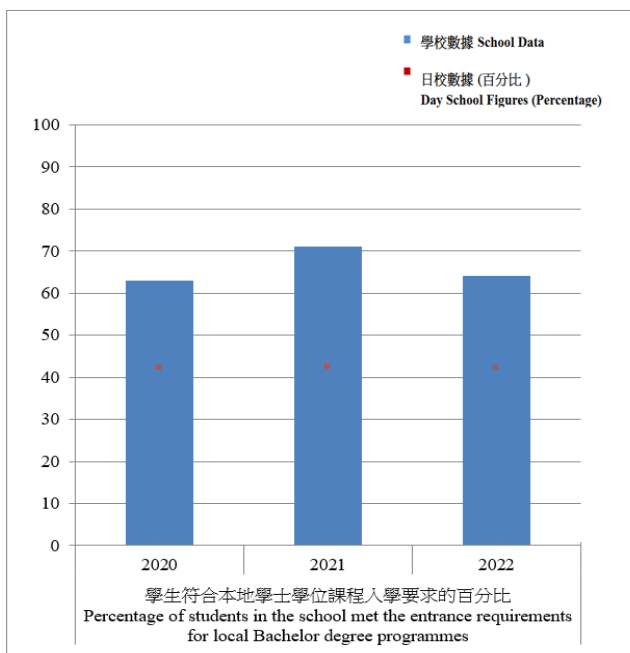


## Public examination results

### Public Examination Results

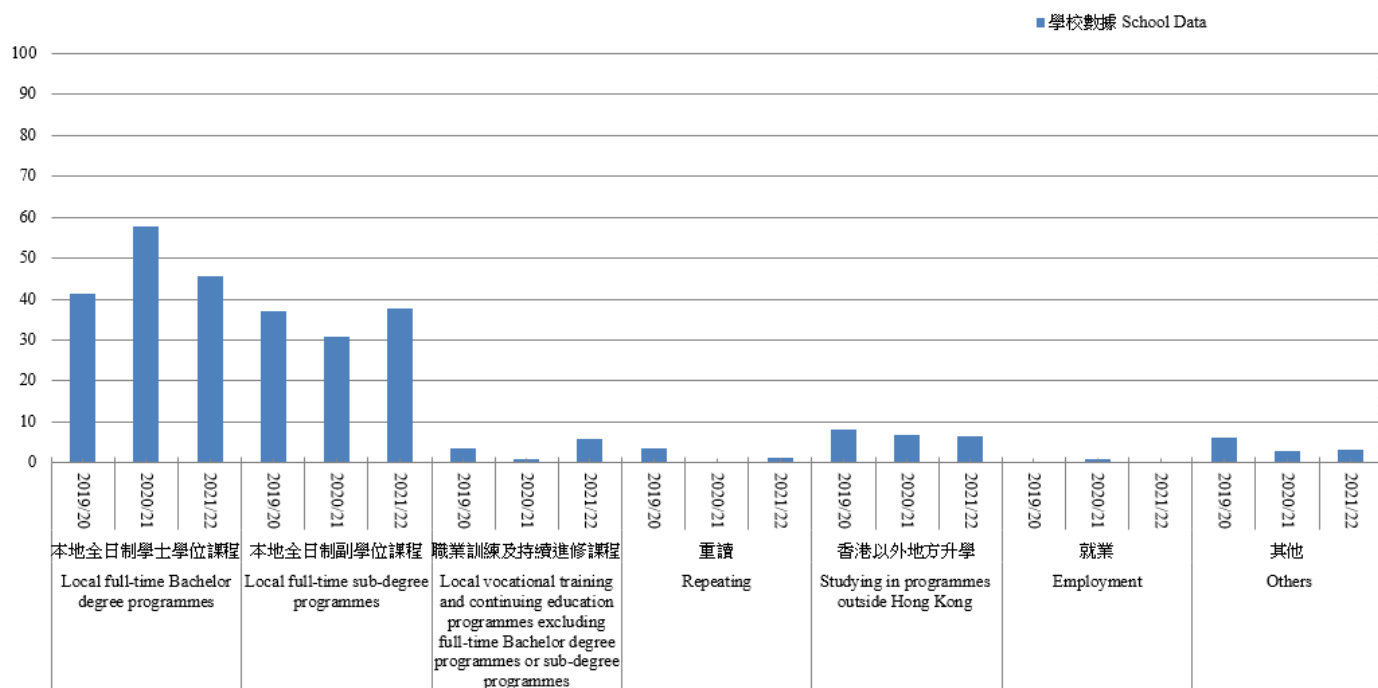
The entrance requirements for local Bachelor degree programmes are level 3 or above in Chinese Language and English Language, and level 2 or above in Mathematics Compulsory Part and Liberal Studies.

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



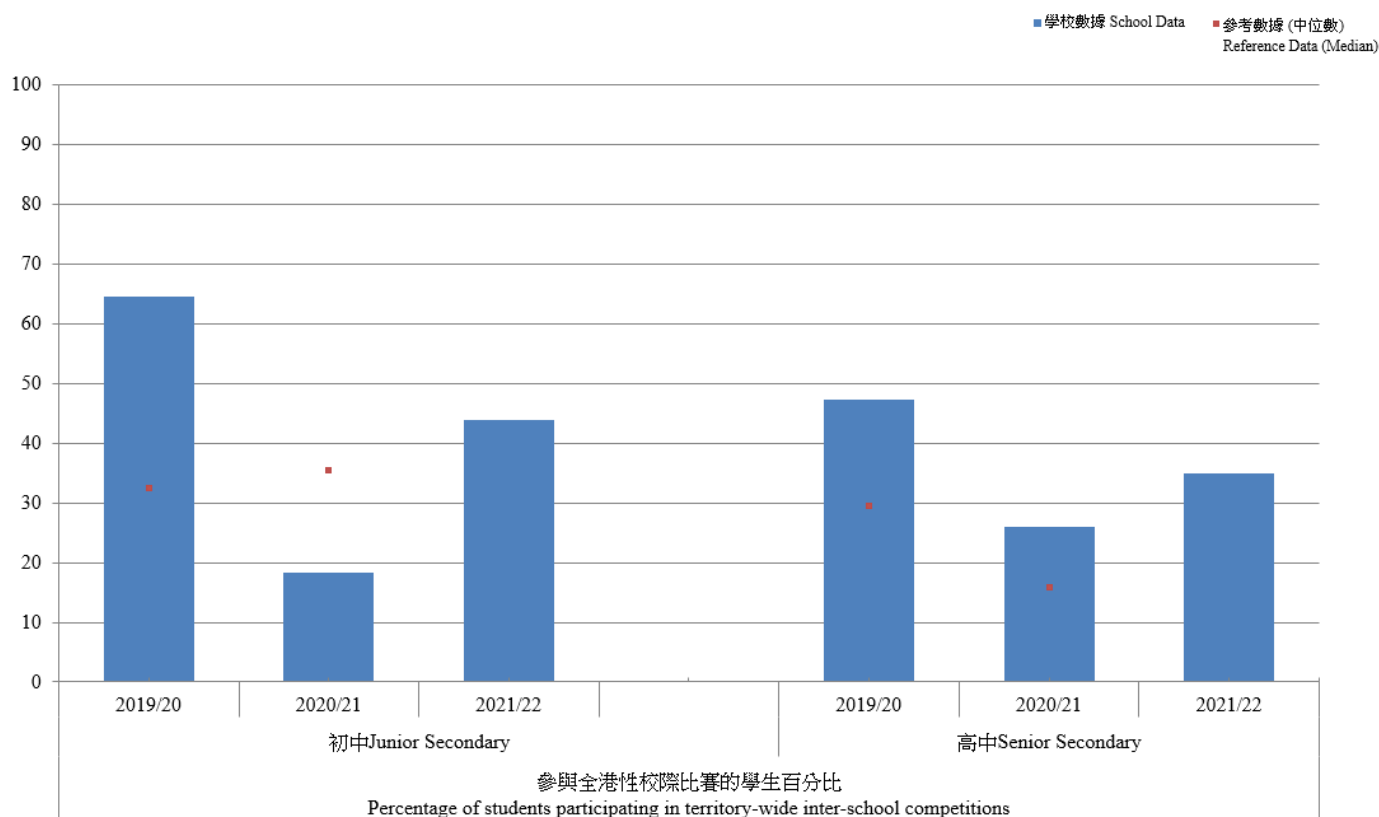
## Destination of Graduates

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



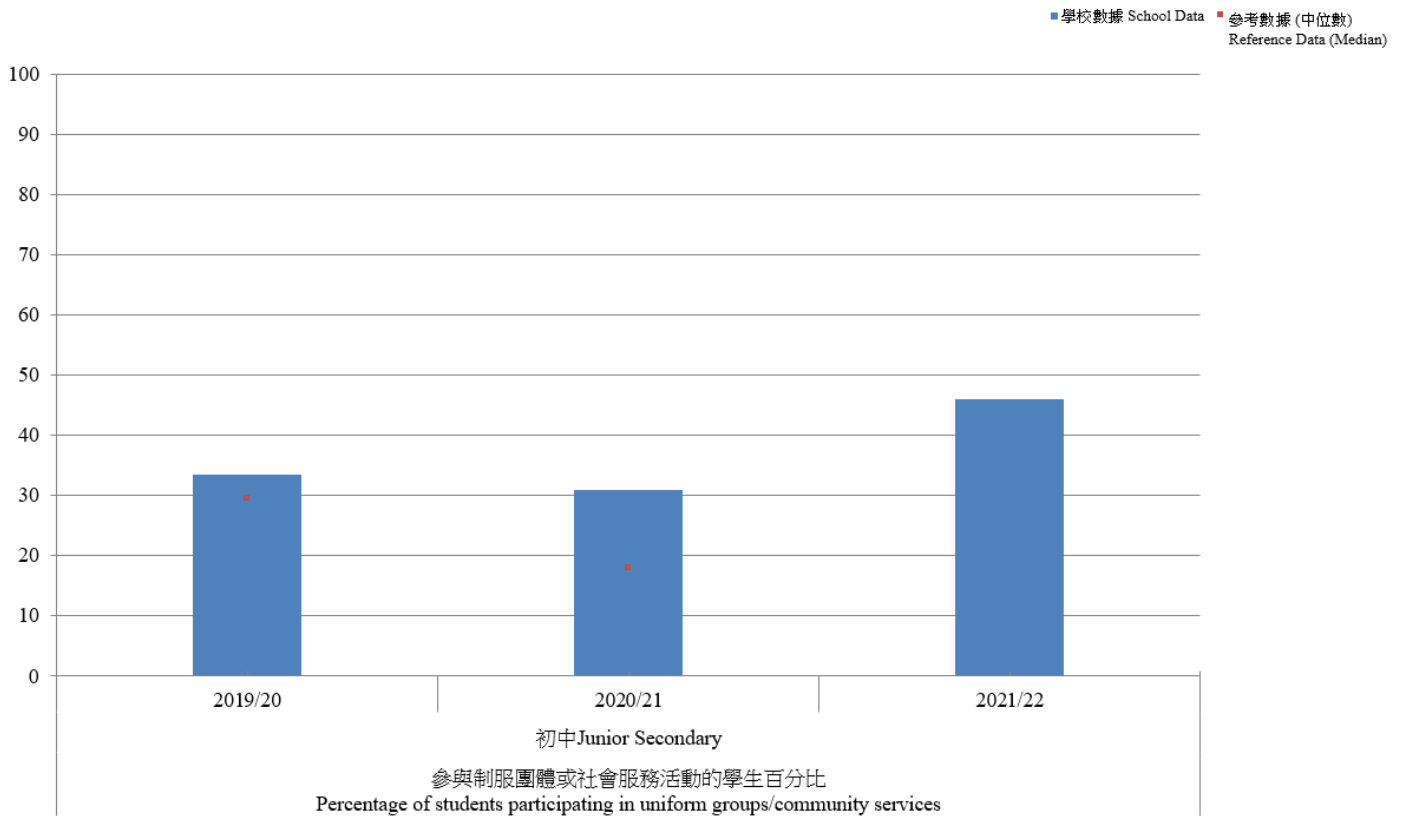
## Percentage of students participating in territory-wide inter-school competitions

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.



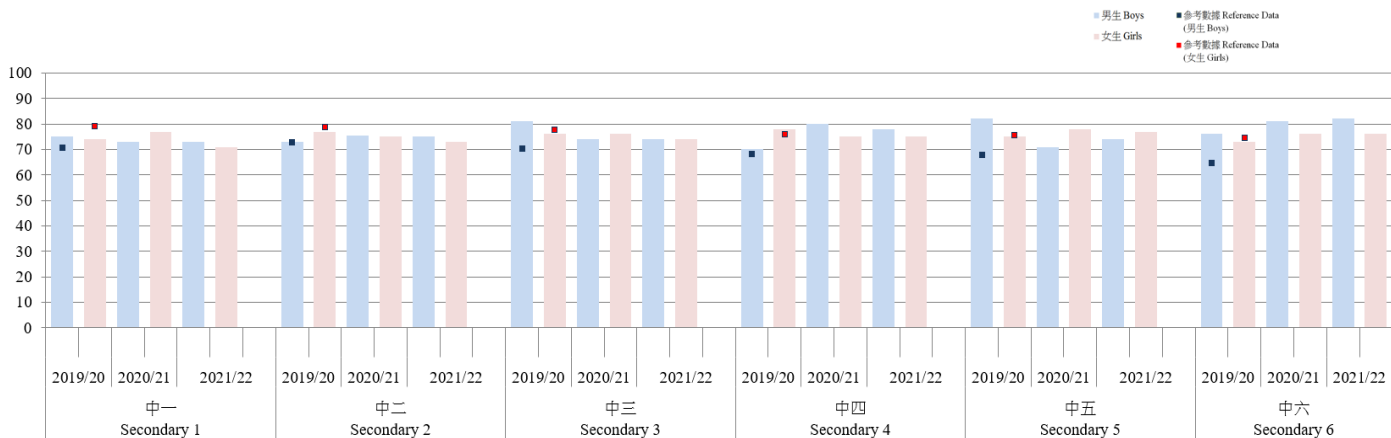
## Percentage of students participating in uniform groups/community services

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 2021/22

### 各項校外比賽成績

#### (A)學術

##### Huaxiabei National Mathematics Olympic Invitation Competition (「華夏盃」全國數學奧林匹克邀請賽)

Secondary 1 Heat	Pass 1D	Kwok Cheung Yui
Secondary 2 Heat	Pass 2B	Ni Nuoda

##### Asia International Mathematical Olympiad Open Contest (港澳盃)

Secondary 1 Heat	Pass 1A	Chan Tsam Kiu	1D Kwok Cheung Yui
Secondary 2 Heat	Pass 2A	Wong Tsz Shing	2C So Tsz Sum
Secondary 3 Heat	Pass 3B	Lau Chun Kwan	3E Chen Chun Yiu
		3E Ho Ting Hang	

##### International Biology Olympiad – Hong Kong Contest (國際生物奧林匹克 – 香港區比賽)

Silver Award	6B Chan Ka Lok
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##### Hong Kong Biology Literacy Award (生物學素養競賽)

First Class Honours	5B Yim Hoi Yan
Second Class Honours	5B Chan Ka Wai
Third Class Honours	5B Chen Sze Wun
Merit Award	4B Kwok Choi Ying

##### Hong Kong Physics Olympiad 2021 (香港物理奧林匹克 2021)

Second Class Honours	5B Kwan Lok To
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##### Hong Kong Schools Speech Festival(Chinese Speech) (2021)73rd (香港學校朗誦節(中文朗誦)第七十三屆)

Secondary 1-2 Girls Putonghua Solo Verse Speaking	Merit	2C Cheung Yu Hei
Secondary 2 Girls Cantonese Solo Prose Speaking	Merit	2D Wong Hui Tong
Secondary 3 & 4 Cantonese Duet Duologue	Champion	3C Cheng Ting Man 3D Yi Shi Jie
Secondary 3 & 4 Putonghua Solo Verse Speaking	Merit	3C Cheng Ting Man 3D Leung Wing Mei 4A Yung Hok Ling 4D Ng Ka Man
Secondary 3 Girls Cantonese Solo Verse Speaking	Second Runner-up	3A Tam Tsz Ki Jessica
Secondary 4 Girls Cantonese Solo Prose Speaking	Merit	4A Lau Yan Wah Eudora
Secondary 5 & 6 Girls Cantonese Solo Prose Speaking	Merit	5B Wong Ming Yuet

##### Inter-School Financial Management Competition 2021-2022 (校際理財常識問答比賽 2021-2022)

Junior Secondary Inter-School Financial Management Competition (Champion)

4A Lai Sing Kwong	4A Yu Tsz Long	4C Yau Chun Hei
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Junior Secondary Preliminary Financial Management Question-Setting Competition (Merit Award)

4A Lai Sing Kwong	4A Yu Tsz Long	4C Yau Chun Hei
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Senior Secondary Preliminary Financial Management Question-Setting Competition (Merit Award)

6A Kwok Pui Ling	6A Mo Pei Lok Dorothy	6B Tsui Tsz Yu	6C Chung Po Shan
6D Ho Shu Yan	6D Wong Yan Ching Grace		

Senior Secondary Preliminary Outstanding Problem-Solving Video (Merit Award)

6B Tsui Tsz Yu                      6D Ho Shu Yan                      6D Wong Yan Ching Grace

**ROBOMASTER (Youth) 2021 (機甲大師青少年挑戰賽-香港站)**

Division Champion	4A Lee Wang Ngai	4C Lam Tsun Ho Bosco	4C Wong Yik Hei	5B Ngan Yu
Kiu	5B To Kai Lok	5C Leung Yat Yin	5C So Tsz Lok	5D Lo Hei Long
Final Second Runner-up	4A Lee Wang Ngai	4C Lam Tsun Ho Bosco	4C Wong Yik Hei	5B Ngan Yu
Kiu	5B To Kai Lok	5C Leung Yat Yin	5C So Tsz Lok	5D Lo Hei Long

**The 17th Crossover of A Midsummer Night's Dream 2021 Writing Competition through e-platform in Hong Kong**  
**(第十七屆《仲夏夜之夢 Crossover》2021 全港中小學暑期網上寫作計劃)**

Overall Most Popular Article Award

2B He Wing Sum	2B Li Lok Yi Koey	2B Ni Nuoda	2D Chick Hoi Ching
3B Lau Sin Yee			

**(B) 美藝**

**International Young Artist Music Contest 2021 (國際青少年音樂大賽 2021)**

Piano Solo	Third Prize	1A Cheng Ka Ming
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**2021 Grantham Music Awards (GMA) (2021 葛量洪音樂獎)**

Advanced Er-Hu Solo	Cash Prize	6B Chan Ka Lok
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**2021 View Win Chinese Instrumental Contest (2021 匯盈全港中樂大賽)**

Grade 1 Pi-Pa Solo	Gold Award	2A Tsang Yeuk Hei	3B Pau Sze Ching
Grade 1 Pi-Pa Solo	Silver Award	3E Liu Hau Ching	
Grade 2 Pi-Pa Solo	Gold Award	2D Peng Yihan	
Grade 2 Pi-Pa Solo	Silver Award	3A Au Tsz Tsun	
Grade 2 Suo-Na Solo	Silver Award	1B Wong Ka Hei	
Grade 3 Pi-Pa Solo	Gold Award	4B Ho Yuet Yiu	4C Yu Hei Tung
Grade 3 Zhong-Ruan Solo	Gold Award	2B Li Lok Yi Koey	3C Cheng Ting Man
Grade 3 Zhong-Ruan Solo	Silver Award	3B Cheung Hoi Kiu	
Grade 4 Pi-Pa Solo	Gold Award	5A Wong Wing Lam Natalie	
Grade 4 Zhong-Ruan Solo	Silver Award	3A Su Oon Yam	
Grade 5 Di Solo	Bronze Award	5B Chan Ka Wai	
Grade 6 Er-Hu Solo	Silver Award	1D Wong Tsun Ho	
Grade 6 Zhong-Ruan Solo	Gold Award	3C Xie Ziqing	3D Yi Shi Jie
		4C Huang Haishang	5D Wang Wing Ki
Grade 7 Liu-Qin Solo	Gold Award	5A Tao Tsz Ching	

Chinese Orchestra Silver Award

1A Chui Yat Fei	1A Ma Chi Lam	1B Zhang Lichang	1B Wong Ka Hei
1D Cheung Yuet Ching	1D Tang Yi	1D Wong Tsun Ho	2A Tsang Yeuk Hei
2A Chan Tsz Hei	2B Chan Ching Suet	2B Li Lok Yi Koey	2C Lo Sin Yau Jayla
2C Cheung Ka Sing	2D Chick Hoi Ching	2D Yau Wing Tung	3C Cheung Ka Man Carman
3C Xie Ziqing	3D Yi Shi Jie	3E Chung Cheuk Wing	4A Ha Lai Kei
4A Chen Jason Sui Ho	4A Cheung Ming Kwan	4A Un King Him	4B Li Hoi Ching
4B Li Kwan Yee	4B Lok Lap Ying	4C Huang Haishang	4C Lam Tsun Ho Bosco
4D Chui Chun Hei	5A Tao Tsz Ching	5B Chan Ka Wai	5C Chow Mei Yee



### **74th Hong Kong Schools Music Festival (第七十四屆香港學校音樂節)**

Grade 3 Graded Piano Solo	Bronze Award	2D	Li Wing Yiu		
Grade 4 Graded Piano Solo	Silver Award	1C	Lau Ling Hei Heather		
Grade 4 Violin Solo	Bronze Award	3B	Tse Nga Lee		
Grade 5 Graded Piano Solo	Silver Award	1B	Chan Hin Yuen	4A	Lau Yan Wah Eudora
Grade 5 Violin Solo	Bronze Award	2D	Yip Pui Yiu		
Grade 6 Graded Piano Solo	Champion	2A	Wong Matt		
	Bronze Award	2D	Leung Yan Hang		
Intermediate Di Solo	Silver Award	1D	Tang Yi	4B	Li Kwan Yee
	Bronze Award	4D	Chui Chun Hei		
Intermediate Er-Hu Solo	Silver Award	1D	Wong Tsun Ho	4A	Chen Jason Sui Ho
Intermediate Liu-Qin Solo	Silver Award	5A	Tao Tsz Ching		
Intermediate Piano Duet	Bronze Award	2C	Lee Tsz Yin	4A	Tam Ming Yan
Intermediate Pi-Pa Solo	Silver Award	4B	Li Hoi Ching	5A	Wong Wing Lam Natalie
Intermediate Zheng Solo	Silver Award	4B	Li Kwan Yee		
Intermediate Zhong-Ruan Solo	Silver Award	5D	Wang Wing Ki		
	Bronze Award	3D	Yi Shi Jie		
Junior Pi-Pa Solo	Silver Award	3A	Au Tsz Tsun		
Junior Suo-Na Solo	Silver Award	1B	Wong Ka Hei		
Junior Zhong-Ruan Solo	Silver Award	3A	Su Oon Yam	3B	Cheung Hoi Kiu
		3C	Cheng Ting Man		
Junior Di Solo	Bronze Award	2A	Chan Yuk Lam	2D	Chen Shing
Junior Di Solo	Silver Award	4A	Cheung Ming Kwan		
Senior Cello Solo	Silver Award	1B	Liu Jacky Yi Huan		
Senior Guitar Solo	Silver Award	3E	Shum Cheuk Wing Cherry		
	Third Prize	6B	Lau Hoi Ching		
Senior Yang-Qin Solo	Silver Award	5A	Chan Wai Kei		
Chinese Instrumental Ensemble Gold Award					
1D Wong Tsun Ho	3D Yi Shi Jie	3E Chung Cheuk Wing	4A Ha Lai Kei		
4A Chen Jason Sui Ho	4B Li Hoi Ching	4C Huang Haishang	4C Lam Tsun Ho Bosco		
5A Tao Tsz Ching	6B Chan Ka Lok	6B Lau Tsz Kiu	6C Wong Suet Man		

### **Hong Kong Inter-School Choral Festival Competition cum Masterclass 2022 (香港校際合唱節比賽暨大師班 2022)**

#### School Choir Gold Award

1A Chan Tsam Kiu	1A Ma Chi Lam	1B Tse Ka Wing	1B Yeung Chung Yee
1C Chan Lok Ching	1C Deng Yali	1C Lau Ling Hei Heather	1C Li Yan Yi
1D Cheng Cho Lam	1D Lai Tsz Hei	2A Chiu Man	2A Ng Cho Yi
3A Su Oon Yam	3C Li Cheuk Lam	3E Siu Yan Tung	4A Chan Yan Kiu
4A Lam Ching Kiu	4B Lee Yuen Wing	5B Joe Ching Lam	

### **Joint School Music Competition 2021 (聯校音樂大賽 2021)**

Intermediate Guitar Solo	Silver Award	6B	Lau Hoi Ching
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### **The 9th HKYPA Hong Kong International Youth Performance Arts Festival (第九屆香港國際青少年表演藝術節)**

Grade 3 Piano Solo	Silver Award	2D	Li Wing Yiu
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### **Hong Kong Schools Drama Festival 2021-2022 (香港學校戲劇節 2021-2022)**

Award for Outstanding Audio-visual Effects	2C Cheung Yu Hei	2C Gunawan Sherry	
	3C Wong Yi Fei	4A Chan Yan Kiu	
	4D Hui Siu Wing Wayne		
Merit Award for Overall Performance	2C Cheung Yu Hei	2C Gunawan Sherry	
	3C Wong Yi Fei	4A Chan Yan Kiu	
	4D Hui Siu Wing Wayne		
Outstanding Cooperation	2C Cheung Yu Hei	2C Gunawan Sherry	3C Wong Yi Fei 4A
	Chan Yan Kiu	4D Hui Siu Wing Wayne	
Outstanding Director	4D Hui Siu Wing Wayne		
Outstanding Performer	2C Gunawan Sherry	4D Hui Siu Wing Wayne	

**Tai Po District Inter-school Drama Competition (大埔區中小學校際戲劇比賽)**

Best Actor	4D Hui Siu Wing Wayne		
Best Overall Performance	2C Cheung Yu Hei	2C Gunawan Sherry	3C Wong Yi Fei
	4A Chan Yan Kiu	4D Hui Siu Wing Wayne	
The Best Idea of Civic Education	2C Cheung Yu Hei	2C Gunawan Sherry	3C Wong Yi Fei
	4A Chan Yan Kiu	4D Hui Siu Wing Wayne	

**MY STAGE - The 4th Inter-School Fashion Design Competition 2021-2022 (我的舞台- 第四屆校際時裝設計比賽 2021-2022)**

Merit Award	4C Chan Yin Sum	4C Huang Haishang	4D Chiu Ching Yi
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**Secondary School Korean Culture Drawing Competition (中學生韓國文化繪畫比賽)**

Drawing Competition Merit Award			
4B Chow Uen Yiu	4B Sit Wing Lam	4C Chan Yin Sum	4C Chiu Cheuk Chi
4C Huang Haishang	4C Lo Lam Yuk	4C Man Wing Sum	4C Wan Ka Kee Jojo
4C Zhong Yuqing	4C Yu Kwan Sai	4D Chiu Ching Yi	4D Leung Hei Yui
4D Wai Cheuk Hei			

**Exhibition of Distinguished Artwork by Secondary School 21/22 (中學生傑出繪畫作品展 21/22)**

Drawing Competition	Certificate of Merit	6B Yu Tsz Shing	6D Leung Tsz Ching
Drawing Competition	Shortlisted Submission	6C Chan Cheuk Ying	6C Lui Cheuk Chiu

**The Wharf Hong Kong Secondary School Art Competition 2021-2022 (九龍倉全港中學生繪畫比賽 2021-2022)**

Drawing Competition	Merit Award	6D Leung Tsz Ching
Drawing Competition	Shortlisted Submission	6C Chan Cheuk Ying

**"Say No to Discrimination!" Mask Design Contest 2021-2022 (向歧視說不面具設計比賽 2021-2022)**

Shortlisted Submission			
2A Lam Yan Yee	2A Ng Cho Yi	2A Ngai Sum Yi	2A So Lok Sze
2A Chan Yuk Lam	2A Ho Chung Ming	2A Lau Chak Him	2A Leung Man Hong
2A Tam Lok Yan Andy	2A Wong Matt	2A Wong Tsz Shing	2B Chan Ching Lam
2B Chong Ming Yui	2B He Wing Sum	2B Law Yeuk Yu	2B Li Lok Yi Koey
2B Liu Xuanxiu	2B Lo Wai Kiu	2B Lok Shin Yee Bertha	2B Tsui Sheung Ying
2B Yip Hoi Yin	2B Zhang Yuyi	2B Chan Chit Long	2B Chu Chi Ho Tommy
2B Hsieh Tung Lin	2B Kwok Tsz Him	2B Lam Kwan Lok	2B Ni Nuoda
2B Wong Ho Yin	2C Chan Ki On	2C Chan Lok Yau	2C Chan Wai Yan
2C Chong Wai Min	2C Gunawan Sherry	2C Li Ka Shuen	2C Lo Sin Yau Jayla
2C Wong Wing Man	2C Wu Yuet Nara	2C Yu Cheuk Tung	2C Cheung Ka Sing

2C Chui Tsun Yin	2C Lee Tsz Yin	2C Yang Tsz Hung	2D Chan Hoi Kiu Naomi
2D Chan Long Yau	2D Chen Kai Lin	2D Cheng Cheuk Lam	2D Chick Hoi Ching
2D Lau Ka Yan	2D Leung Tsz Ching	2D Li Wing Yiu	2D Pak Yuk Lam
2D Peng Yihan	2D So Hoi Wun	2D Wong Hui Tong	2D Chu Ching Shu
2D Lai Yat Hei	2D Leung Yan Hang	2D Man Cheuk Long	2D Yeung Tsz To
5B Chan Ka Yan	5B Kam Wing Sze	5B Kan Wan Ki	5B Ng On Ki
5B Wong Ming Yuet	5C Chow Mei Yee	5C Leung Yuet Lam	5C Wong York Kuk
5C Yu On Ni	5D Cheong Cheuk Hei Charlotte		5D Lee Cheuk Ka
5D So Tsz Yiu	5D Tsui Suet Ying	5D Yung Ting Ting	

### (C) 體育

#### Inter-School Tennis Competition (校際網球比賽)

Girls Single 4th Place	3B Pau Sze Ching	3B Tse Tsz Ching	3D Lo Lok Yiu
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#### Tai Po and North District Inter-school Athletics Championships (大埔及北區學界田徑錦標賽)

Boys A 100M	5th Place	5A Lin Pak Yu
Boys A 800M	5th Place	5C Kung Pi Lok
Boys A Triple Jump	First Runner-up	5D Chong Yui Yin
Boys B 400M	Second Runner-up	4C Ng Ho Fai
Boys B High Jump	4th Place	4A Chan Yu Fung
Boys C 200M	4th Place	1D Fong Siu Hang
Boys C Discus Throw	5th Place	2A Tang Tsz Chun
Girls A 100M Hurdle	5th Place	5B Chen Sze Wun
Girls A 400M	5th Place	5D Wong Yuk Tung
Girls B 100M Hurdle	Second Runner-up	3A Chan Wun Ki
Girls B 400M	Second Runner-up	4A Lau Yan Wah Eudora
Girls B High Jump	First Runner-up	4B Ho Yuet Yiu
Girls B Shot Put	Second Runner-up	3B Yip Wing Yan
Girls C 100M Hurdle	5th Place	2A Ngai Sum Yi
Girls C 200M	First Runner-up	2A Cheung Hei Tung
Girls C Shot Put	5th Place	1A Ng Lok Man

#### Tai Po and North District Inter-school Swimming Championships (大埔及北區學界游泳比賽)

Girls B 50M Back Stroke	Champion	4A Lau Yan Wah Eudora
Girls B 50M Breast Stroke	First Runner-up	3B Tse Tsz Ching

#### 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	5C	Kung Pi Lok
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## Internal Activities and Prizes Won in the School Year 202122

### 各項校內活動及比賽

#### (A) Scholarship 校內獎學金(Done)

##### Alumna Leung Kit Tong Scholarship (梁結棠校友獎學金)

2A Lau Chak Him	2A Wong Tsz Shing	2C Chan Lok Yau	2C Chui Tsun Yin
3C Sun Yu Sum	3D Ma Tsz Ting	3D Chui Ho Him	3E Siu Yan Tung
4A Lam Ching Kiu	4A Lai Sing Kwong	4D Qureshi Aisha Anjumand	
5C Chung Cheuk Yan Charmine		5C Leung Hei Yan	5C Tong Wui Ying
5D Wang Wing Ki	6B Lo Ho Man	6C Wong Suet Man	6C Lo Wang Tat

##### Alumnus Alex L. F. Fung Technology Scholarship (馮麟峰校友科技獎學金)

2B Lo Wai Kiu	2B Lok Shin Yee Bertha	2D Leung Yan Hang	2D Man Cheuk Long
3A Lee Kin Lok	3B Ho Rachael Yan Ling	3D Tsui Tze Wing Chloe	3D Xie Tsz Kiu
4B Chung Pik Kuen	4B Li Hoi Ching	5A Wong Wing Lam Natalie	
6A Khan Umar Rizwan			

##### Chan's Scholarship (陳永隆先生獎學金)

2B Lok Shin Yee Bertha	2D Leung Yan Hang	3A Lee Kin Lok	3D Tsui Tze Wing Chloe
4B Chung Pik Kuen	4B Li Hoi Ching	5B To Kai Lok	5C Pong Cheuk Yiu
6B Chan Cheuk Hei	6B Chan Ka Lok		

##### ILC Alumni Association Scholarship 2022 (沐恩中學校友會獎學金 2022)

4A Chen Chui Lai	4A Un King Him	5D Wong Yuk Tung	5D Chong Yui Yin
6D Yip Ming			

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

2B Lo Wai Kiu	4A Chen Chui Lai
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##### Principal Carol Scholarship (黃堯姬校長獎學金)

2A Wong Matt	3A Tam Tsz Ki Jessica	4B Li Hoi Ching	5B To Kai Lok
6B Chan Ka Lok			

##### SALEM Scholarship (南亞路德會獎學金)

2A Wong Matt	2B Chu Chi Ho Tommy	3B Yuen Shing Wan	3E Chen Yin Hoi
4A Chan Hok Ming	4A Un King Him	5A Leung Hiu Ching	5B Chen Sze Wun
5B Ngan Yu Kiu	6B Lee Yiu Hang	6C Chung Po Shan	6C Wong Suet Man

#### (B) Scholarship 校外獎學金

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

6B Tsui Tsz Yu	6C Tin Chit Man
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**Applied Learning Scholarship (應用學習獎學金)**

6A Wong Ka Ho                      6D Cheng Ka Wai

**Treats Inclusive Scholapship Scheme 2022 (親切共融潛能獎學金計劃 2022)**

2A Leung Man Hong

**(C) Other School Events 其他校內比賽**

**Respect Our Teachers Campaign 2021 (「向老師致敬學生比賽 2021」)**

Bookmark Design Competition Excellent Works

4C Chan Yin Sum                      4C Chiu Cheuk Chi                      4C Huang Haishang                      4C Wan Ka Kee Jojo  
4C Zhong Yuqing                      4D Chiu Ching Yi

**Teacher's Card Design Competition (敬師卡設計比賽)**

Champion                                      5B Wong Ming Yuet  
First Runner-up                              1B So Wing Ching  
Second Runner-up                              5B Kan Wan Ki

**SALEM-Immanuel Lutheran College**  
**Report on the Use of the Student Activities Support Grant**  
21-22 School Year

Jun 2022 ver.

**I. Financial Overview**

A	Allocation in the Current School Year:	\$92,884.00
B	Expenditure in the Current School Year:	\$89,759.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$3,125.00

**II. Number of Student Beneficiaries and Subsidised Amount**

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	6	\$16,083.00
Full-grant under the School Textbook Assistance Scheme	29	\$51,420.00
Meeting the school-based financially needy criteria	16	\$22,256.00 (capped at 25% of the total allocation for the school year)
<b>Total</b>	<b>51</b>	<b>\$89,759.00</b>

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

**III. Details of Expenses**

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times <sup>1</sup> of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
<b>1. Local activities:</b> To subsidise students with financial needs to participate in life-wide learning activities covering different KLA/s / cross-KLA / curriculum areas to enhance learning effectiveness, or 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									
1	Musical Instrumental Classes	Arts (Music)	53	\$87,584.00	✓	✓			✓
2	Uniform Team	Moral, Civic and National Education	1	\$360.00		✓	✓	✓	
3	Sports Team	Physical Education	1	\$135.00	✓	✓	✓		
4	Outward Bound Camp	Values Education	4	\$1,680.00		✓	✓		
5									
(Please insert rows above if the space provided is insufficient.)									
<b>Expenses for Category 1</b>			<b>59</b>	<b>\$89,759.00</b>					
<b>2. Non-Local activities:</b> To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
(Please insert rows above if the space provided is insufficient.)									
<b>Expenses for Category 2</b>			<b>0</b>	<b>\$0.00</b>					
<b>3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>									
1									
2									
(Please insert rows above if the space provided is insufficient.)									
<b>Expenses for Category 3</b>			<b>0</b>	<b>\$0.00</b>					
<b>Total</b>			<b>59</b>	<b>\$89,759.00</b>					

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.

Contact Person for LWL (Name & Post):	Ng WK, EAC Director
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