

The Y.W.C.A. Hioe Tjo Yoeng College
基督教女青年會丘佐榮中學
Annual School Report 2017-2018

Mission

The School shall offer, in a Christian context, an all-rounded education that encourages and enhances the development and growth of the students morally, academically, physically, socially, aesthetically, and spiritually, and promotes their sense of commitment to the community and mankind.

(本著基督精神，提供全人教育，促進學生在德、智、體、群、美、靈六育方面的成長和發展，委身社會，造福人群。)

Visions

The students will:

1. think independently with grace and wisdom from God,
2. have a global perspective,
3. be healthy in body, mind and spirit,
4. have genuine love for and be respectful to self and others,
5. acquire the skills for life-long learning,
6. perform to the best of their potential and strive to achieve excellence,
7. serve the community and mankind humbly and responsibly, and
8. be leaders of Hong Kong

Brief Profile

HTYC, established in 1971, finished her class expansion in 2007 to establish a basic 24-class structure, made possible by the building of the New Wing (School Improvement Project, SIP), an eight-story annex. Since 2009, HTYC has been smoothly implementing the new senior secondary (NSS) curriculum with satisfactory curriculum framework and encouraging public examination results. As an EMI (English as the medium of instruction) school, HTYC maintained a very good English learning environment and was complimented by the Education Bureau after the Pilot EMI Focus Inspection in 2010 as implementing "...the school-based MOI arrangements smoothly ... Students have a very positive attitude ... and demonstrate readiness to learn the content subjects in English."

HTYC has celebrated her 45th Anniversary in the year 2016-2017, kicking off with the 45th Anniversary Thanksgiving Service, followed by 45th Anniversary Fun Fair, Variety Show, Dinner, etc. With God's Grace and keeping, and with the dedicated efforts of all the previous and current school supervisors, school managers, principals, teachers and staff members, HTYC has continued to provide quality education serving the community of Hong Kong. Then in 2017-2018, we finished the academic year with a good harvest of encouraging results in HKDSE Examination 2018 and varied accomplishments of students in a number of areas.

The Incorporated Management Committee (IMC) 2017-2018

In compliance with the Education Ordinance 2005, the school sponsoring body, H.K.Y.W.C.A., approved the management of the school via the broad spectrum of participation in the Incorporated Management Committee (IMC) which was officially established on 30th August, 2008. Structure of the Incorporated Management Committee and the IMC Membership in 2016-2017 are as follows:

- Sponsoring Body Managers:
 - Ms Lui San Man Simmy
 - Ms Leung Mo Ching
 - Dr Tse Yu Yuet Kwan Patricia
 - Ms Luk Sai Lam Alice
 - Mrs Li Ip Man Wai Heather
 - Ms Tam Kit Ying
 - Ms Lai Sau Ling
- Alternate Sponsoring Body Manager: Ms Law Siu Man
- Independent Manager: Dr Lam Shui Fong
- Parent Manager: Mr Ng Siu Hong
- Alternate Parent Manager: Ms Ng Ka Fun
- Teacher Manager: Mr Hui Pang
- Alternate Teacher Manager: Mr Chan Siu Cheung
- Alumni Manager: Mr Ko Siu Pong
- Principal: Mr Chan Wing Kit

General Information

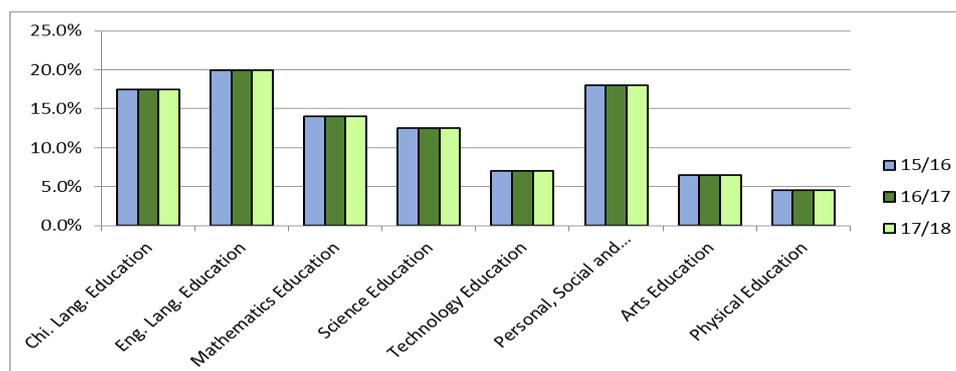
I. Class Structure & Students' Information

The table below shows the class structure in 2017-18 with a student population of 725 and a total of 24 classes. Students' attendance was over 97 %, with minimal figure of early exit.

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24

II. Lesson Time for the 8 Key Learning Areas

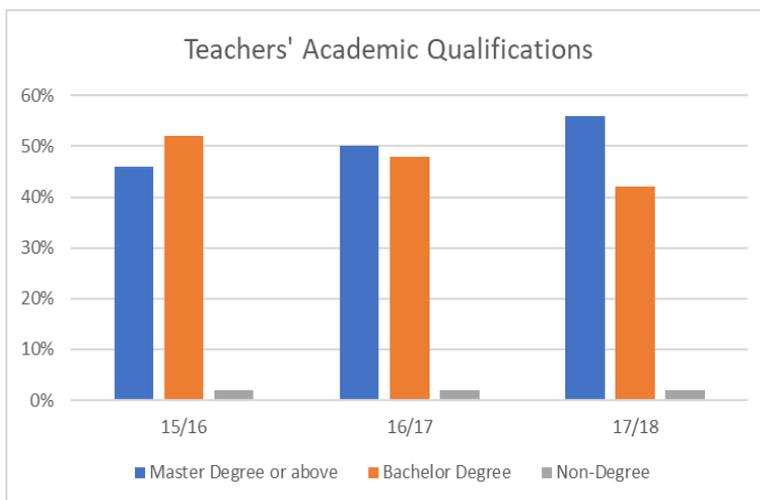
The percentages of lesson time in the time-table allocated to the 8 Key Learning Areas for S1 to S3 in the past 3 years are shown below.



Teachers' Qualifications

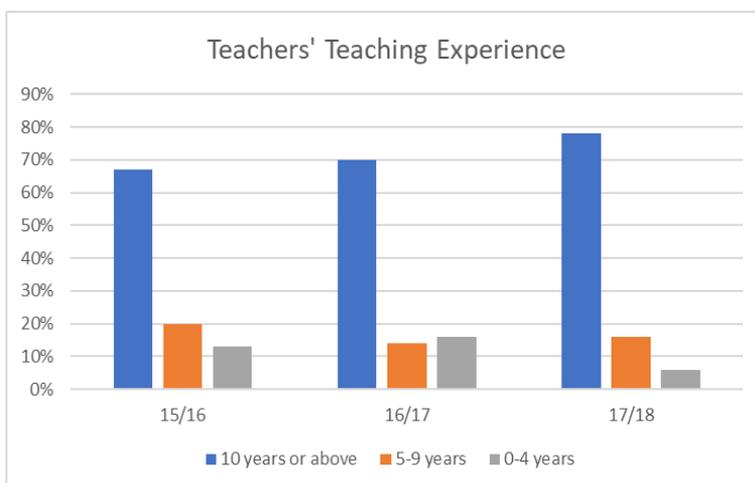
I. Academic Qualifications of Principal and Teachers

There were 50 teachers in the Staff Establishment and their qualifications are shown below. (The bar chart indicates the percentages of teachers' highest academic qualifications in the past three years.)



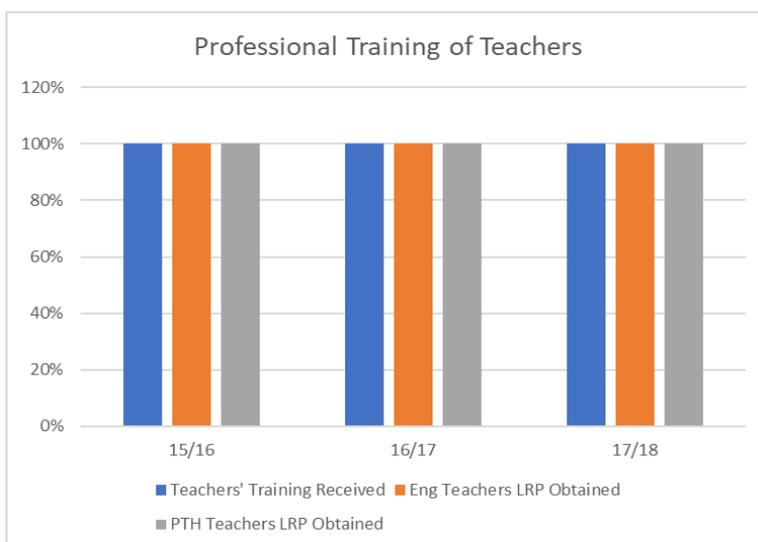
II. Teaching Experience

The bar chart on the right indicates the experience of the teachers in the profession in the past three years.



Professional Trainings of Teachers

This bar chart indicates the percentages of teachers holding qualified professional status (post-graduate certificate/ diploma in education, bachelor of education, certificate in education, in-service course of teacher training and qualified status granted through the NGTQA scheme); and teachers meeting Language Proficiency Requirement (LPR) in the past three years.



Students' Academic Performance in HKDSE Examination 2018

I. Overall Percentages

Levels	HTYC Results (%)	HK Average (%)
% of students meeting requirement for subsidized degree programmes (3322 for cores and 2 for one electives or above)	78.4%	42.2%
% of students meeting requirement of associate degree programmes (22222+ including cores)	97.4%	71.6%

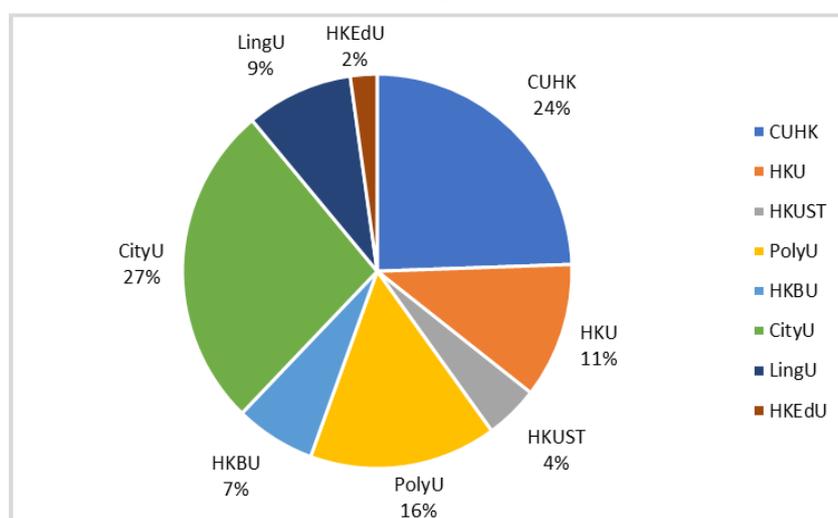
II. Pass % for Core Subjects:

Core Subjects	HTYC Results	HK Average
English Language	92.2 %	52.3 %
Chinese Language	83.6 %	55.4 %
Mathematics	99.1 %	81.8 %
Liberal Studies	99.1 %	88.1 %

III. University admissions

Categories	%
JUPAS offers (Degree programmes)	67.2 %
JUPAS offers (Non-Degree programmes)	10.4 %
JUPAS offers (Total)	77.6 %
Final % of students admitted to post-secondary education	91.0 % (63 % admitted to degree programmes)

% distribution of JUPAS Main Round Offers among the UGC-Funded Universities



Achievements & Reflections

2017-2018 was the third year of the three-year cycle of school development blueprinted in the School Development Plan (SDP) 2015-2018, and the major concerns for this cycle have been (i) motivation to learn, and (ii) spirit to serve. HTYC continues to offer quality education for all the students, regardless of their differences in family background, individual abilities, or initial performance.

In this year, to help equip our students, we, as usual, strengthened their capacity in academic pursuits to achieve impressive results, and on the other hand, geared them up with the right character qualities to face this morally challenging and chaotic world. For this, we constantly upkept the quality of our learning and teaching, reviewed our curriculum and systems, and we needed to always remind ourselves what we do should be sincerely caring for our students. HTYC continued to emphasize students' balanced development spiritually, intellectually, morally, physically, socially, and aesthetically. We had tried our best to offer multi-facet learning opportunities with the underpinning HTYC Spirit: Healthy, Tenacious, Young, Caring

I. Students' Learning & Development

Health & Tenacity

We encouraged sports participation and trainings. Apart from the annual athletics meets and swimming galas, we organized various sports team and we made arrangements to facilitate students' exposure to different kinds of sports, including bowling, skateboard riding, and recently, golf. Some of our students were doing beach volleyball, and synchronized swimming. In this, we aimed at cultivating sportsmanship and team spirit, even in some apparently "individual sports" like cross country running.

We encouraged endeavours which trained persistence and toughness. It was not only about sports but also about all areas, including music trainings. Our School Symphonic Band took this to heart and made determination to train themselves to a high level of performance through long hours of hard work and commitment, finally accomplishing Gold Award in the Hong Kong Youth Music Interflow 2018, anchoring themselves on the belief that their efforts would pay off. It did.

We also encouraged participation in activities and competitions that can train critical thinking and moral judgement. This in fact echoes with our School Motto: *Think Critically and Be Moral*. Very demanding ones like English debating, Chinese debating, public speaking, etc. have been some of our emphases. This year, again, our English Debating teams had very good results, thanks to teachers who had led the students in very long and tough trainings. Thanks to the foundation building Toastmasters Training Programme organized by our teachers that more and more students had confidence to deliver sharing in English naturally.

This year, with a view to strengthening team work, we joined the 24th hour Pedal Kart Charity

Race the second time. Almost 80 students, parents, alumni and teachers joined and raced together. Taking turns to ride and keeping the kart on the track 24 hours was not as easy as we had imagined. Indeed, it was very difficult. Yet, we were strongly encouraged with high spirit by the improvement in our performance, which in turned boosted our team spirit again.

Youth, Curiosity & Inquiring Mind

Young age is already an edge in itself. And we encouraged young people to use their years and energy to explore, to gain more exposure, to learn, and to undertake endeavours with a right cause.

This year, we had some S.3 students visit cultural sites in Guangxi and the landscapes in Guilin. More encouraging was the 15 students joined the PTA study tour to Australia at Easter, widening their exposure to different cultures and gaining more information about studying overseas.

It has been the third year for our Student Union and the cabinet “Palette” won in the election. With the establishment of the Student Union, we have witnessed very well-organized election campaigns, very sensible expressions of critical opinions in the election forums and very meaningful dialogues in the representatives meeting. We have also witnessed an absolutely encouraging voting. It is still a very young student body and we wish it can grow healthily, cultivating students with good sense of civic awareness, membership and responsibility to the community, and students’ ownership.

Riding on the wave of STEAM Education, we had launched the first ever IoT Project-based Learning in S.3 asking students to explore problems in their real life and to work on a concrete solution to ease the problem. With the support of a STEAM-savvy education institute, MC Education, we were able to offer IoT trainings and group support to all S.3 students, which finally led to the first ever STEAM Fair, showcasing the products of their project. A number of products designed and produced by the S.3 students were stunningly remarkable. The fair had attracted a lot of students and teachers, raising their interest in STEAM-related development in education. As our EITC Programme continued to train students towards advanced IT knowledge and skills, some of the participants added to the IT heritage of HTYC and won Championship in the Inter-school IT Elite Challenge 2018. Some others formed a robotics team and won the Winning Alliance Award in the First Tech Challenge Tournament and represented Hong Kong in the Mainland competition. We also continued to enter students to meaningful science competitions like the Hong Kong Science Olympiad, Hong Kong Biology Olympiad, Inter-School IT Elite Challenge, etc.

Care and concerns for others

It is the fourth year in our 6-year rolling plan for community concerns, and the focus is supporting disabled people. We collaborated with Down Syndrome Association and organized students to serve in related activities. Many more students were ready to serve in school functions, school societies or school teams.

One of the outstanding students groups was clearly our 67th Scouts Group who continued to stand out as a brilliant team of young people in the Kowloon Region, winning various competitions, and, in particular, Gold Award as the most outstanding scouts group, including scouts and venture scouts. The 67th Scouts Group symbolized the important essences in our HTYC Spirit: Healthy, Tenacious, Young, and Caring. With most of the scout leaders being HTYC alumni, it had clearly been an icon for the HTYC heritage. And they will continue to pass on the torch, of love and care for others, inside the school and also outside the school in the community.

II. Academic Results

In HKDSE Exam 2018, about 77.6% students had JUPAS offers and finally 91 % of the students were admitted to post-secondary education (with 63% successfully enrolled in degree programmes) in local or overseas universities or local tertiary education institutes. The data shows that most of our students have equipped themselves, through the six years in HTYC, with academic qualifications and personal qualities so that they can further their education and continue to pursue their personal, academic, and career goals.

III. Catering for learners' plurality

Learner differences being an important issue we had to address, we reviewed and revised related school systems to accommodate different needs and different aspirations of our students.

More than 25% of teachers had received trainings on “catering for diverse needs of students” and regular professional sharing on how to support students with different education needs have been scheduled throughout the academic year. Special funds have been maximally utilized to support students in this respect, including diversity learning grant, learning support grant and non-Chinese speaking students support grant.

We had also reviewed our pedagogy and learning systems so that we could more effectively tap the talents of our students. We maintained the provision of Gifted Education programmes. We were continually working on the improvement of the current performance grouping arrangements. We also adjusted our subject curricula to release time for more students' exploration and problem-solving activities. As there were diverse pathways for students, the Further Education and Careers Guidance Committee put efforts to work on individual coaching as well as mass programmes so that students could make well-informed choices along their course of studies and further studies.

IV. Concerted efforts and continuous development in the future

HTYC had been blessed with continuous development and this should be attributed to the concerted efforts of all members of the school. Above all else, we must thank our God for His keeping and guidance, without which HTYC would not be in such a good shape. HTYC will continue to flourish and to provide quality education to young people of the community.

Supplementary Information (5.9.2019)

1. Information on Students' extensive reading 2017-2018

1. Number of students receiving reading awards (2015-2018)

	Lower Forms (S1-3)			Upper Forms (S4-5)		
	15-16	16-17	17-18	15-16	16-17	17-18
Readers of the Year Award	15	15	15	10	10	10
Most Outstanding Reader of the Year	1	1	1	1	1	1

2. Average number of books read per student per year (2015-2018)

Forms	Average		
	15-16	16-17	17-18
S1-3	8.5	11.3	8.6
S4-6	18.6	9.5	5.8

Note: Data include Chinese and English extensive reading schemes, library records

In terms of statistical data from the School Library concerning the book borrowing records, there has been a trend of decline. Discussion with various subject panels reflected that students spent a large amount of time reading online information and materials, more frequently than materials in print. This has been due to the demand on home assignments using online resources, the growing trend of e-learning, as well as the fast-growing accessibility of information and materials online.

2. Evaluations and reflections based on some students' survey data

2017-2018 持份者問卷資料 (S.1- S.5 同學作答)										
有關2017-2018主要關注項目的問題：學生回應數據	非常同意 + 同意	非常同意 + 同意+中立	非常同意	同意	中立	不同意	非常不同意	不知道/不適用	Mean	SD
主要關注項目：(1) 學習動機，(2) 服務精神										
28. 總體而言，我和老師有良好關係。	57.0%	91.2%	6.8%	50.2%	34.2%	3.8%	1.5%	3.5%	3.59	0.74
29. 總體而言，我有信心達到合理的學業水平。	45.1%	81.9%	8.5%	36.7%	36.8%	12.9%	3.6%	1.5%	3.34	0.94
30. 總體而言，我能夠達到我定下的學業指標。	35.8%	80.4%	5.5%	30.3%	44.6%	12.6%	4.5%	2.5%	3.20	0.90
31. 我有升學的目標。	68.2%	90.2%	19.6%	48.6%	22.1%	4.8%	2.2%	2.8%	3.81	0.89
32. 我有將來工作/事業的目標。	54.9%	81.9%	15.3%	39.6%	27.0%	10.1%	3.8%	4.1%	3.55	1.01
33. 透過學校每年的主題和學校的教導/活動，我更認識社會上有需要幫助的人。	50.4%	86.2%	7.1%	43.3%	35.8%	6.6%	3.3%	3.8%	3.46	0.86
34. 透過學校每年的主題和學校的教導/活動，我更認識「作為領袖更需要幫助/服務他人」這個原則。	44.1%	83.7%	6.5%	37.6%	39.6%	8.5%	3.5%	4.3%	3.37	0.87
35. 透過學校每年的主題和學校的教導/活動，我更明白甚麼是企業的社會責任。	30.8%	74.1%	5.0%	25.9%	43.3%	13.9%	4.3%	7.6%	3.14	0.90

The diagram above showed the additional questions and students' responses included in the Stakeholders' Survey at the end of the academic year 2017-2018. Responses came from all S.1 to S.5 students, and there was a returning rate of over 90%. Q.28 – Q.32 were related to the Major Concern “Students' motivation to learn” while Q.33 – Q.35 were related to the second Major Concern “Students' spirit to serve”.

Q.28 – Q.32

The figures of positive responses (totalling “strongly agree”, “agree”, and “neutral”) were all over 80%, reflecting encouraging data of students in (i) having good learning relationship with teachers, (ii) having a good sense of competence, and (iii) having aspirations. These are important elements contributing to “motivation to learn”. Among the data, figures for Q.29 and Q.30 deserves stronger attention and follow-up: although they still reflect positive condition among the students, they also highlight that responding students did not have very strong confidence or certainty for goal-attainment, which might have been due to their very high expectations of themselves and the very challenging HKDSE Examination for tertiary education.

Lesson observations and observations on school activities showed that a high portion of school life, inside lessons and outside lessons, entailed teachers' efforts and essential elements (like opportunities for students to try and explore, sharing of real-life experiences or workplace experiences, etc.) which were building bonding between teachers and students, bonding among students, students' sense of competence, and the meaningfulness of the learning experiences to the students. Such concerted efforts and vigor were much appreciated.

Q.33 – Q.35

Similarly, the figures of positive responses (totalling “strongly agree”, “agree”, and “neutral”) were all over or around 80%, reflecting encouraging data of students’ awareness and knowledge of social and community concerns.

Indeed, a lot of activities and school functions, including a wide variety of experience sharing, had stretched the exposure of students to the needy people in Hong Kong and the world, and also spread the spirit to serve others in need.

The slightly lower figures of scores “Strongly Agree” and “Agree” for Q.34 and Q.35 reflected that students did not have very clear concepts of “corporate social responsibility (CSR)” or “servant leadership”, which in fact really required more deliberate efforts in teaching and in demonstration. This would be incorporated into school planning and the planning of related committees or departments.

3. The Way Forward

While learning and teaching will be the overall focus at school level, first and foremost concerns will be placed on the elevation of L&T effectiveness through (i) structural review and changes, (ii) pedagogical adjustment to cater for students’ plurality, and (iii) concerted efforts on new modes of teaching like e-learning, cross-subjects STEAM development, etc.

Pastoral concerns and the nurturing of students’ characters and personality will continue to be constant foci of related committees and departments. Regular reviews and evaluations will continue to steer the direction and paths of students’ holistic development, guided by the established school mission and visions.