

The Y.W.C.A. Hioe Tjo Yoeng College
基督教女青年會丘佐榮中學
Annual School Report 2022-2023

A. Our School

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.

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

Since HTYC was founded in 1971, she has always been committed to the provision of life-nurturing education to their students, well appreciated by the community and with well-recognized results and growing popularity in the Kowloon City District, testifying God's grace in the past 50 years of school history. In 2021-2022, HTYC, running on a 24-class structure, under which there were 4 classes in every level from S.1 to S.6, and offering a full-range EMI curriculum, there were a total of 668 students. In Jan 2023, the school recorded a total of 447 applications for the 41 S.1 discretionary places in 2023-2024 (ratio of 11:1).

The school established its education on the basis of Christian teachings and upholds the notion of "high expectations with love" (嚴中有愛), catering for the balanced needs of the students. As an EMI (English as the medium of instruction) school, HTYC offers a very good English learning environment which was well complimented by the Education Bureau.

2022-2023 was the second year in the three-year school development cycle of 2021-2024, with the thematic slogan "Stay positive" and the major concerns "Being positive towards learning and life" and "Professional development of teachers", aiming at developing growth mindset and positive attitudes, mastering and applying of learning strategies and study skills, developing school members to love each other, self-reflecting and self-evaluating for improvement, and continuing professional growth and development for teachers etc. In addition, teachers' professional development is also important. After two years, more teachers' professional sharing and development have been promoted and the learning and teaching facilities have been upgraded. With the widening of students' learning diversity and the rapid development of technology, teachers need to better and faster equip themselves to face the rapid changes in the teaching environment and society. Alongside the concerted efforts on academic and pastoral development, improvement of various general administration systems and learning and teaching facilities have also been another focus of schoolwide efforts.

The Incorporated Management Committee (IMC) 2022-2023

Structure of the Incorporated Management Committee and the IMC Membership in 2022-2023 are as follows:

- Sponsoring Body Managers:
 - Ms Lui San Man Simmy
 - Ms Luk Sai Lam Alice
 - Mrs Ho Sung Yuen Chan Jeannette
 - Ms Law Siu Man
 - Ms Chan Miu Ha Miranda
 - Ms Hsu Yu Ming Hanna
 - Ms Lee Man Shan Emily
- Alternate Sponsoring Body Managers: Ms Lai Sau Ling
- Independent Manager: Mr Ho Chun Kit
- Parent Manager: Ms Mak Ka Ka
- Alternate Parent Manager: Ms Chan Ka Li
- Teacher Manager: Mr Chan Siu Cheung
- Alternate Teacher Manager: Ms Lau Suet Wan
- Alumni Manager: Mr Tse Chi Hung
- Principal: Mr Kwok Sai Man

General Information

Class Structure & Students' Information

The table below shows the class structure in 2022-23 with a total of 24 classes. Students' average attendance rate was 96.7 %, with 3.1% of early exit.

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

Teachers' Qualifications

Number of teaching posts in the approved establishment:	53
Total number of teachers in the school:	54

I. Qualifications and professional training of Principal and Teachers

	Percentage of teaching staff (%)
Teacher Certificate / Diploma in Education :	93%
Bachelor Degree:	100%
Master / Doctorate Degree or above :	55%
Special Education Training :	50%

II. Teaching Experience

	Percentage of teaching staff (%)
0-4 years :	15%
5-9 years :	19%
10 years or above :	66%

B. Achievements & Reflections on Major Concerns

Major Concerns 2022-23 :

- I. Being positive towards learning and life
- II. Professional development of teachers

Emphases: Facilitating school members to love learning and love each other

Thematic Slogan: Stay positive

Expectations:

1. School members develop a growth mindset and positive attitudes
2. School members have a good mastery of learning theories, learning styles and study skills
3. School members are able to apply study skills and learning strategies
4. School members love themselves and love others
5. School members are ready to self-reflect and self-evaluate for improvement
6. Teachers can continue professional growth and development

Major Concern I : Being positive towards learning and life

1. Cultivating a growth mindset

Achievements
<ul style="list-style-type: none">• The data from the Annual School Plan (ASP) students' and teachers' questionnaires indicated an average fulfillment rate of over 70% for various tasks in the ASP of 2022-2023. To foster a positive growth mindset, positive education home classes with interactive activities were organized for students in grades S1-3 during Day C LWL periods. Approximately 78% of S1-5 students agreed that they gained a better understanding of their character strengths.• Both teachers and students found that the VIA survey provided valuable insights into the nature of students' character, aiding them in selecting suitable service roles. Around 82% of students reported that they were able to contribute to their class, house, and committees through various positions. The implemented strategies successfully achieved their objectives.• An academic assembly with a talk delivered by an outstanding HTYC alumna, Professor Wong Wendy on 'Growth mindset – be a leader' was conducted in Feb 2023. Students had very positive feedback and more than 80% of them agreed and strongly agreed that the contents of the assembly were useful to them.
Reflections
<ul style="list-style-type: none">• The data obtained from students' VIA survey can play a crucial role in assisting students in cultivating a growth mindset and charting their development path. To maximize the effectiveness of utilizing this data, it is recommended to regularly update and renew it in a timely manner. By doing so, teachers can ensure that the information remains relevant and tailored to the evolving needs and aspirations of the students.• Sharing by alumni on their academic or career pursuits through modeling can be one effective way to cultivate a growth mindset of students.
Feedback and Follow-up
<ul style="list-style-type: none">• There are several critical stages in a student's development where it would be beneficial to retake the VIA survey. For example, S3 students for preparing to promote to S4.

2. Strengthening self recognition

Achievements
<ul style="list-style-type: none">• To strengthen self-recognition, home classes were organized for students during Day C LWL periods. Approximately 73% of students agreed that they had more confidence to face challenges.• Moreover, there was a 2.6% increase in students' confidence to face challenges and seek help and advice from appropriate individuals during the 2nd term.

Reflections
<ul style="list-style-type: none"> ● The 2.6% increase in students' confidence to face challenges and seek help and advice during the 2nd term is an encouraging sign. It suggests that the positive effects of the home classes are not only immediate but also sustainable over time. ● Only approximately 55% of S.4 students agreed that they had more confidence to face challenges during the 1st term and a rise to approximately 68% during the 2nd term. This suggests that this particular stage in their academic journey may present higher levels of difficulty and obstacles compared to other grades. The % increase in the 2nd term suggests that the students are gradually becoming more resilient and better equipped to confront the challenges they encounter during this critical stage of their education.
Feedback and Follow-up
<ul style="list-style-type: none"> ● It is essential to recognize that S.4 is a crucial period, often associated with important milestones such as exams or preparation for higher education. ● Conduct interviews or focus groups with S.4 students to understand the specific challenges they faced and how they built their confidence. ● Provide targeted support: Develop targeted support programs or interventions specifically tailored to support S.4 students during their critical stage. These programs can focus on building resilience, study skills, exam preparation, and mental well-being.

3. Building understanding of learning theories and learning styles

Achievements
<ul style="list-style-type: none"> ● From the ASP questionnaire surveys conducted in Jan and July 2023 respectively, more than 70% students agreed that through academic assemblies and home-class on learning strategies, they learnt more how to improve their learning skills. Moreover, 75% students claimed that they gained confidence and became more active in learning. The results show that the overall perception of students towards this major concern is positive. ● Different learning strategies and activities were adopted in learning and teaching of various subjects to meet different educational needs and support of students. and these were observed often in the lessons and through book inspections.
Reflections
<ul style="list-style-type: none"> ● Not all students are able to apply the theories and strategies in their own actual learning. Panels and subject teachers need to offer more support and guidance in the coming days to show them how to apply the skills into actual practices for each subject with suitable and specific skills.
Feedback and Follow-up
<ul style="list-style-type: none"> ● Our school will join the Jockey Club “Diversity at Schools” Project in 2023-24 to provide more resources, strategies and exemplars for designing lessons to cater even more for the students’ diversity in ability, interest and needs. ● One major concern in 2023-24 will be continued on the application of study skills to consolidate applications of these skills in student learning.

4. Understanding and equipping students with study skills and learning strategies (e.g. memory skills, note-taking skills, organizing skills, IT skills.....)

Achievements
<ul style="list-style-type: none"> ● An academic assembly on study skills was conducted in Sept, 2022. A very experienced social worker, Ms. Sze Sin Lee was invited for sharing. Through observations, teachers’ feedback in the ASP survey and evaluation meetings, it was found that the contents were inspiring, practical and useful to students. Students had good responses during the talk. In addition, a follow-up home-class on study skills could motivate students further to apply these learning skills. ● According to the ASP surveys, more than 80% students agreed and strongly agreed that they acquired the skills in writing notes and organizing information. They responded that they did use these skills in their learning.

Reflections
<ul style="list-style-type: none"> It was reported that some students were relying too much and misused I-pad. Further guidance on the proper use of devices in learning may be needed.
Feedback and Follow-up
<ul style="list-style-type: none"> The development of e-learning in HTYC was satisfactory and further strengthening of e-learning will be carried out in 2023-24, promoting more interactive learning and self-directed learning when all classrooms will be fully equipped with interactive display panels. In addition, all students will then have their own electronic devices as learning tools for the lessons.

5. Equipping students with self-management skills

Achievements
<ul style="list-style-type: none"> To equip students with self-management skills, a counselling programme specifically for S.1, self-management scheme conducted by DE (Discipline Education) for the whole school and home classes were organized for S.1-3 students during Day C LWL periods. Approximately 75% of students agreed that their self-management ability was enhanced.
Reflections
<ul style="list-style-type: none"> Only approximately 62% of S.4 students agreed that their self-management ability was enhanced during the 1st term and a rise to approximately 68% during the 2nd term. This suggests that S.4, which is a critical stage for students, may involve more difficult tasks that students need to manage.
Feedback and Follow-up
<ul style="list-style-type: none"> It is evident that there has been some improvement in the self-management ability of S.4 students from the 1st term to the 2nd term. However, the increase from approximately 62% to approximately 68% suggests that there is still room for further enhancement in this area. As there were home classes organized for S.4 students during Day C LWL periods specifically aimed at equipping students with self-management skills for higher education and life planning, it is suggested to review the content and schedule of these classes to further enhance their effectiveness. Offer targeted workshops or training: Organize workshops or training sessions focused on developing self-management skills specifically tailored for S.4 students. These sessions can cover topics such as time management, goal setting, organization, and stress management.

6. Application of study skills

Achievements
<ul style="list-style-type: none"> Both teachers and students were very positive towards activities involving collaborative learning, hand-on experiences, investigations and e-learning as more than 85% teachers and students claimed respectively in the ASP surveys that they were helpful in students' learning. The results of ASP survey also showed that a large majority 94% of students agreed that e-learning was helpful in their learning, showing that the current teaching and learning strategies with more e-learning activities incorporated, together with BYOD scheme, installation of displayed panels in classrooms could promote interactive and effective learning. Subject panels and related committees have designed and incorporated many activities involving applications of study skills, for example, collaborative learning, explorations, investigations and learning by doing activities in corresponding to the school ASP. They were carried out successfully and observed also through lesson observations, evaluations and book inspections. It was also found that students showed good interest in learning through these activities and they could effectively use BYOD electronic devices for learning. <p>Some examples are reported briefly below:</p> <ul style="list-style-type: none"> S3 Project-based learning (PBL) was carried out successfully. Students designed and prepared a game booth with STEAM elements and they shared with the school members in the STEAM Fair in May 2023. With workshops and lessons conducted in DT and CL lessons, together

with the mentoring support by teachers from STEM subjects, students used STEAM skills and knowledge to complete the mission of the creative designs satisfactorily. The PBL could also further develop the collaborations, high-order skills, enrich the hand-on experiences and self-directed learning.

- All S3 students involved actively in our special STEAM Fun Fair in June 2023 for four primary schools invited and we received very positive responses from primary principal, teachers and students on the event that they commended highly for the performance of our students and the games designed.
- All S2 students joined 'The Schools Challenge program' in groups organized by JAHK, strengthening their collaboration, investigation and problem-solving skills. Mentoring sessions, workshop and support were offered by JAHK during some CL lessons, matching our CL teaching on micro:bit and App Inventor to help solving one problem faced by residents in Kowloon East. Students had satisfactory results and won four awards in the Final of the Contest in July.
- Aviation and STEAM Flight program was held with lectures conducted by professional pilots and using flight simulators for students to enrich students to have a deep understanding of aviation technology. Students could have good integration and applications of STEAM knowledge.
- A range of Life-wide learning (LWL) and learning by doing activities were immersed across the curriculum to enrich the hand-on experiences among students of all levels, such as Visit to Palace Museum (S3-5), Space Museum (S2), HK Electric Lamma Power Station (S4), Lion's Nature Education Centre (S2), Wetland Park (S1), Conrad Hong Kong (S4-5), Cheung Chau Field Trips of Geography and Biology (S4-5) and Tai Kwun (S1). Furthermore, a Citizenship and Social Development (CS) Zhuhai Study Tour was completely fruitfully with good learning of the rapid developments of aviation industry in China.
- Design and Technology redesigned the learning activities with product design and design thinking concepts that students acquired new knowledge through hand-on experiences and problem-solving design projects, e.g., Smart Photo Display Unit, Automation Mechanical Toy and Line Tracing Toy Car.
- English Week, Academic Week (Mathematics, Science, THS, Chinese & PTH and STEAM Days) and HTYC 50th Anniversary School-based Visual Arts Exhibition were three signature events held in this academic year. They showcased the learning, creativity and accomplishments of our students, boosting their confidence and enhancing innovations and collaborative learning.
- Chinese Panel organized a post-examination Chinese cultural experience activity 「校園集古村・清明上河圖」 that promoted students' understanding and appreciation of Chinese culture, students could join in the activities such as 清明上河圖劇場、織草蜢、漢服試穿、鐵藝、射藝, etc. These activities enhance students' interest and understanding of Chinese history and Chinese culture, enabling them to appreciate and inherit the outstanding spirit and civilization of the Chinese nation.
- Through professional sharing of teachers in staff and panel meetings (e.g. how study skills were integrated in classroom teaching and strategies used to strengthen e-learning), lesson observations and book inspections, it was observed that our teachers have been incorporating and reinforcing such skills in daily learning and teaching activities extensively, e.g. drawing concepts maps, using Educational Apps (e.g., Padlet, Edpuzzle and Kahoot), Google Classrooms and I-pads effectively and promoting e-learning under BYOD policy.

Reflections

- It was found that students could learn more actively and effectively with more interactive e-learning, practical learning activities and hand-on experiences. Teachers and students also felt positive towards learning by doing approach in general. They were getting well to adopt and apply these new modes for effective learning and teaching.
- Professional development sessions were arranged in Staff Development Days and Staff

Meetings and teachers shared their L & T strategies used. The professional sharing could enrich and inspire teachers in different KLAs how these skills could be carried out in various subjects as good exemplars for further developments of the professional practices.
Feedback and Follow-up
<p>The results of evaluation showed that most students could use the learning skills well, further reinforcements and applications of these skills would be strengthened:</p> <ul style="list-style-type: none"> ● Enrich students' LWL Intellectual development with learning through learning by doing, such as hands-on experiences and experiential learning. ● Provide more learning opportunities with collaborative learning, explorations and investigations. ● Strengthen e-learning to further enhance interactivity, and facilitate self-directed learning. ● Provide more opportunities for professional exchange and dialogues for team developments.

7. Facilitating school members to love God, to love themselves and to love one another

Achievements
<ul style="list-style-type: none"> ● To foster love for God, self, and others among school members, Christian teachers played a significant role in sharing their experiences and insights related to biblical texts on designated days (Day A). This allowed students to gain a deeper understanding of how Christian teachings can be applied in their daily lives. On Day F, Christian teachers led hymn singing and shared relevant messages from the Bible. Evangelistic Week, cell groups and fellowships also provided opportunities for students to spread love and build relationships with one another. The impact of these activities was evident, with approximately 80% of students reporting an increased understanding of biblical teachings and 90% acknowledging the positive impact of LWL activities and class bonding activities on building good relationships.
Reflections
<ul style="list-style-type: none"> ● These organized activities have created a platform for students to gain an understanding of the Christian value of loving God and themselves, as well as actively participate in building harmonious relationships with their classmates.
Feedback and Follow-up
<ul style="list-style-type: none"> ● It is recommended to periodically review and update the contents of LWL activities and class bonding activities in a timely manner. This ensures that the activities remain relevant, engaging, and aligned with the evolving needs and interests of the students.

8. Facilitating school members to love the School, love their family, love the community, and love the country

Achievements
<ul style="list-style-type: none"> ● To cultivate love for the school, family members, and the community, S6 graduates received graduate packs consisting of useful stationeries and encouraging message cards. This initiative fostered a caring and supportive culture within the school. Additionally, three activities, namely 餃盡心思, 甜心復活蛋, and 心花怒放, were organized under the "溫情加油站 3.0" program to strengthen relationships between students and their parents. Over 80% of participating students reported improved relationships with their family members as a result of these activities. Both parents and teachers appreciated the efforts of the students. ● Furthermore, collaboration with Oxfam Hong Kong provided students with opportunities to care for the less fortunate in the local community. Students collected surplus vegetables from wet markets, packed them, and distributed them to those in need. The participants' dedication and commitment were highly valued. Various collection competitions for plastic materials, mooncake boxes, and used paper were organized to promote environmental consciousness. Recycled materials were sent to "綠在區區" (Green in District), and different houses actively participated in the campaign, yielding positive responses. ● In conclusion, these organized activities created a platform for students to actively engage in building harmonious relationships with their classmates, family members, and the community.

Reflections
<ul style="list-style-type: none"> It is recommended that the activities implemented under the "溫情加油站 3.0" program should be reviewed as the scheme has been conducted for three years, and students may benefit from new stimuli and approaches.
Feedback and Follow-up
<ul style="list-style-type: none"> Next year, there will be changes to the "溫情加油站" activities. They will only be arranged for students in grades S1 to S3, as this stage is crucial for character development and the establishment of positive relationships, both within the school community and with family members. Additionally, the activities will be supervised by class teachers who are familiar with their students' individual needs, strengths, and areas for growth. Their involvement will enable better monitoring of students' progress, identification of any challenges they may face, and the provision of timely support and guidance.

9. Strengthening students' awareness of and abiding by proper moral values, law-abiding ethics, social responsibility, and the importance of national security

Achievements
<ul style="list-style-type: none"> To strengthen students' awareness of and adherence to proper moral values, law-abiding ethics, social responsibility, and the importance of national security, the DE (Discipline Education) and LE (Life Education) departments collaborated to integrate relevant messages in Day G home classes. Additionally, a "守規、守法" talk was conducted during the LWL period on Day C. These efforts aimed to cultivate students from S1 to S5 with appropriate messages, yielding encouraging results. The majority of students in HTYC exhibited good behavior. Flag hoisting ceremonies were conducted by the school's flag-hoisting team on a weekly basis, ensuring the smooth operation of the ceremonies and eliciting appropriate responses from attending students. "Speech under the national flag" sessions were also organized to provide updated information about Mainland China and enhance students' sense of belonging to their homeland. The Chinese, English, and Chinese departments collaborated on writing competitions, fostering a greater understanding and love for the Motherland. As a result, 76% of students reported an improved understanding of the significance of national flags and songs, as well as an enhanced national identity. S5 students participated in the Citizenship & Social Development Study Tour "Exploring the World of Zhuhai Aviation Technology" in June, an experience that left a lasting impression. Under the Curriculum Framework of National Security Education by EDB, the learning content and related activities of national security education in 13 subjects in different Key Learning Areas was incorporated in the teaching and learning in this academic year.
Reflections
<ul style="list-style-type: none"> Overall, the effects of the activities were encouraging, as they helped students to develop into responsible citizens with a strong sense of morality, social responsibility, national identity, and discipline.
Feedback and Follow-up
<ul style="list-style-type: none"> The collaboration between the DE and LE departments in integrating messages on moral values, law-abiding ethics, and social responsibility should continue in the future. Regularly review and update the content to ensure its relevance and effectiveness in addressing the needs of the students. Organize more sessions under the theme of "Speech under the national flag" to provide students with updated information about Mainland China, its culture, history, and achievements. This can foster a stronger sense of belonging and connection to the Mainland.

10. Strengthening the practice of self-reflection, self-evaluation, and sharing of learning experiences

Achievements
<ul style="list-style-type: none"> The practice was strengthened among the students. They were assigned to set annual targets, study targets and engage in self-reflection during home classes in the mid-term and end of the term. The students were trained to reflect on their targets positively and update them accordingly. According to a survey, 75% of students reported that they set their targets seriously, engaged in proper reflection, and made efforts to achieve them. Sharing sessions were conducted during the morning assemblies, where leaders such as the head prefect, head counselor, student union president and Outward-Bound participants delivered messages encouraging fellow students to serve others and to participate in challenging experiences. These messages were meaningful and inspiring.
Reflections
<ul style="list-style-type: none"> Various opportunities were provided to students for self-reflection, including setting targets, engaging in reflection during home classes, and participating in sharing sessions. These occasions allowed the students to reflect on their progress and gain insights from others.
Feedback and Follow-up
<ul style="list-style-type: none"> Encourage students to share their learning experiences and insights with their peers. This can be done through group presentations, classroom discussions, or online platforms where students can showcase their achievements and lessons learned. Organize guest speaker sessions or workshops on topics related to personal growth, self-reflection, and goal-setting. Invite professionals from various fields to share their experiences and insights, inspiring students to reflect on their own aspirations and ambitions.

Major Concern II : Professional development of teachers

11. Strengthening teachers' professional development atmosphere and ability by professional sharing, lesson observations, appraisal and training of middle management.

Achievements
<ul style="list-style-type: none"> Common lesson preparation period (CLP) for Chinese, English, Mathematics, and Junior Science subject teachers scheduled in the timetable was set this year for enhancing professional development. CLP has facilitated professional sharing and collaboration. PD Unit became a regular committee and was headed by a senior teacher instead of the Principal. It continues to implement several professional development areas established last year and long-term planning for teachers' professional development needs. Group members changed from voluntary membership to administrative work by assigning members ensuring the involvement of suitable members. The Appraisal policy was further implemented and extended to most teachers (87%) this year to conduct annual performance appraisals. Each teacher will be involved in appraisal annually with one year for committee and another year for panel duty alternatively. The middle management training was strengthened this year. Two training sessions were held for middle-level management teachers. Speakers were invited to share their experiences. PD committee supportive group for new teachers invited our social workers to have a "Meeting with Parents Experience Sharing" for all new colleagues.
Reflections
<ul style="list-style-type: none"> The implementation of the appraisal policy promoted accountability and continuous improvement among teachers. Extending the appraisal policy to a majority of teachers shows a dedication to fair and comprehensive performance assessments. The emphasis on middle management training enhances the capabilities of middle-level management teachers.
Feedback and Follow-up
<ul style="list-style-type: none"> The Appraisal policy will be extended to all teachers in the coming year to conduct annual performance appraisals.

- Conduct regular surveys or feedback sessions to gather input from teachers regarding their professional development needs and preferences.
- Develop a comprehensive professional development plan that includes a variety of training methods such as workshops, conferences, online courses, and peer mentoring.
- Establish a system for recording teachers' professional development activities and progress.
- Provide ongoing support and resources for teachers to implement strategies learned during professional development sessions.
- Explore partnerships with external organizations or experts to bring in specialized training or workshops in specific areas of need.
- Foster a culture of continuous learning and professional growth by recognizing and celebrating teachers' achievements and contributions.

C. Our Learning and Teaching

Under the recent Education Bureau measures to “Optimise the Four Senior Secondary Core Subjects”, we have successfully put forward a reform in the senior secondary curriculum structure, creating more choices and spaces for students and engaging in more in-depth study of subjects and M2. Apart from Tourism and Hospitality Studies offered from 2021-22, another new DSE elective subjects, Visual Arts will be added as our 11th elective subject for HKDSE in 2023-24, offering students a flexible, free and abundant choices of electives in our curriculum provided. Furthermore, a new subject STEM Education will be introduced in the same year for S2 and S3 to strengthen students’ ability to integrate and apply knowledge and skills across different STEM disciplines, and to nurture their creativity, collaboration and problem-solving skills, as well as to foster their innovation and entrepreneurial spirit. These recent curriculum developments in our school aim at widening choices of our students for catering their diversified needs, aptitudes, interests, future career plans and equipping them with a solid knowledge base, skills and capability to meet the changes and challenges in society and around the world.

Moreover, under the guide of “Curriculum Framework of National Security Education in Hong Kong” for the implementation of national security education in HTYC, we implement and immerse national security education through classroom teaching in 13 different subjects, and outside classrooms through extra-curricular and life-wide learning activities. Students could have better understanding and appreciation of Chinese culture, strengthening their understanding of the rule of law and the conditions of our country, enabling them to understand the importance of national security and enhancing their sense of national identity. Activities such as Chinese cultural experience activity 「校園集古村・清明上河圖」, visit to Palace Museum, English and Chinese National Security Writing Competitions and CS Study Tour were organized successfully.

In the year of 2022-23, we have provided a wide range of meaningful learning activities for effective learning and teaching, ranging from daily lessons with careful designs with hand-on experiences for students, to Life-wide learning, cross-curricular activities, specular weeks, including the annually held Academic Week and English week. Besides, competitions and whole school signature events, such as Information Day, S3 Project-based Learning, etc. were arranged to provide many opportunities for deep learning and application of learning skills. We also have much emphasis on STEAM education, IT skills, reading across curriculum, self-directed learning and learning by doing experiences. The conjoint efforts of teachers and staff support our students to have an enjoyable, colorful and fruitful school life.

We have been making good use of e-learning strategies for innovative and interactive pedagogy extensively in all subjects. BYOD policy has been expanded to all S1-5 classes, and the interactive display panels were installed in S1 and S4 in the first phase that could enhance the effectiveness in learning and teaching and all classrooms and special rooms will be fully equipped with the devices in 2023-24. Both teachers and students commended highly for the shift of learning and teaching modes that promote students’ interests, participations and learning.

D. Support for Student Development

Overall, the school made efforts to coordinate different committees and departments at various levels to carry out the tasks mentioned above. They encouraged collaboration between different committees and subjects to organize activities or competitions, aiming to save manpower and foster a comprehensive culture.

During the LWL Day D Periods and post-examination periods, platforms were provided for conducting activities and outings that helped students learn various subjects outside the traditional classroom setting. These experiences exposed students to real-life situations and practical applications of their knowledge. It is also suggested that the LWL experience should be integrated into the academic curriculum to broaden students' horizons.

To enhance the sense of belonging and create more memorable and vibrant secondary school experiences, a new S6 graduation camp was introduced. This camp aimed to strengthen students' connection to the school and make their secondary school life more meaningful. Additionally, the newly created position of Student Development Coordinator (培育幹事) played a role in strengthening the work of Christian Education and attracting more junior form students to follow Jesus.

Lastly, emotional well-being of students and fostering harmonious relationships among them were identified as important issues for the future. External non-governmental organizations (NGOs) were recognized as valuable resources for the school in addressing these matters.

E. General Administration

The General Administration & Resources Management Committee (ADM), together with five committees worked together to provide a secure and coordinated learning and teaching environment, to improve coordination in school functions and effectiveness of the administrative duties carried out by our staff members.

We successfully implemented Bring Your Own Device (BYOD) across the entire school. This initiative aimed to enhance digital learning experiences and equip our students with the necessary skills for the digital age. Through BYOD, students were able to utilize their personal devices for educational purposes, fostering a more interactive and engaging learning environment. In addition, extensive classroom renovations took place, including the installation of interactive display units in every classroom and special room. This technology facilitated multimedia integration, interactive activities, and encouraged active participation and collaboration among students. New microphone and loudspeaker systems were implemented to ensure effective teacher-student communication. Improved window blinds provided better control of natural light. Relocated lockers provide convenience to students and redesigned noticeboards further enhanced classroom aesthetics.

Recognizing the significance of creating welcoming spaces, renovations were initiated in the lobbies of the Ground Floor, 1st Floor, and the General Office. These areas are regularly utilized by students, staff, and visitors. The aim of these renovations was to revitalize the lobbies, making them aesthetically pleasing and functional environments that promote interaction.

To streamline administrative procedures and improve security within the school premises, we implemented e-Attendance and door access systems. These measures contribute to more efficient administrative processes and ensure a secure school environment. The extensive adoption of the e-payment system and improvement in delivering school news have enhanced convenience and communication between parents and the school.

F. Student Performance

Students' Academic Performance in HKDSE Examination 2023

I. Overall Percentages

Levels	HTYC Results (%)	HK Average (%)
% of students meeting requirement for subsidized degree programmes (3322 for cores and 2 for one elective or above)	66.1 %	36.5 %
% of students meeting requirement of associate degree programmes (22222+ including Chinese Lang. and English Lang.)	93.8 %	70.4 %

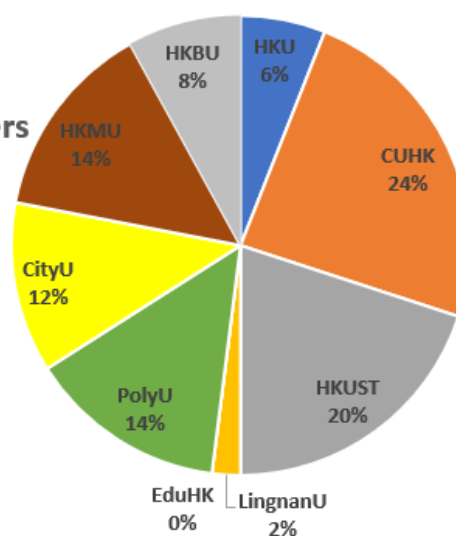
II. % of Core Subjects at 3322 or better:

Core Subjects	HTYC Results	HK Average
English Language	82.1 % (3+)	51.6 % (3+)
Chinese Language	75.0 % (3+)	58.9 % (3+)
Mathematics (Compulsory Part)	98.2 % (2+)	81.5 % (2+)
Liberal Studies	97.3 % (2+)	89.6 % (2+)

III. University admissions

Categories	2023
JUPAS offers (Degree programmes)	68.8 %
Sub-Degree programmes (Associate Degree / Higher Diploma)	32.1 %
Final % of students admitted to post-secondary education	100.0 %

**% distribution of
JUPAS Main Round Degree Offers
among 9 Universities (2023)**



G. Feedback on Future Planning

Enriching Life-Wide Learning Experience

HTYC has achieved many outstanding achievements in the past 50 years and has nurtured many outstanding alumni to serve the society in Hong Kong and different places around the world. Christian values are an important element of HTYC and a major reason for the success of HTYC over the past 50 years. As a Christian school, we guide our students to live by the words of God, love families, contribute to communities and glorify God.

HTYC offers a good variety of opportunities to suit the diverse interests and needs of students. Teachers provide a wide spectrum of learning activities, ranging from daily work to special weeks, inter-class competitions, whole school events, etc. Moreover, there are extra-curricular activities organized by various student bodies including Student Union, School Prefects, the four Houses, Student Counsellors, etc. All these conjoint efforts allow students to enjoy a rich and fruitful school life. In the past three years, most activities have been cancelled. This year, HTYC tried the best to arrange different life-wide learning activities for students to enrich their learning experiences and teacher-student interactions, and to build unforgettable memories of school life. From September to July, we arranged many life-wide learning activities, allowing students to enjoy campus life and we can always see happy faces on campus. All students are very involved in all these activities. In the future, we will continue to arrange more Life-Wide Learning activities to provide HTYC students with richer learning experiences.

From Strength to Strength

HTYC has always insisted on focusing on Christian values as our value education and life education. We expect HTYC to be a place where Hioecians can explore and understand the meaning of life, respect and cherish the value of life, love and develop personal life. We will continue to inherit the strengths of HTYC in the past. At the same time, we will keep up with the times and strive to develop more strengths. HTYC students always strive to achieve excellent performances in different disciplines.

HTYC students had indeed demonstrated talent, tenacity and team spirit in a wide range of competitions, including remarkable achievements in IT, STEAM, visual arts, music, sports, leadership and different service positions. In the days to come, we will continue to adhere to the core values of HTYC, and continue to invest resources and create opportunities for students to develop their potential in different areas.

Embrace Change and Strive Through Adversity

In the past few years, we have experienced many difficulties. Now, as we resume normalcy after the pandemic, it is time for us to start anew. We must approach these changes with an open mind and with love. Let us come together and persevere through these challenging times, shining like a beacon of light in this era through the truth and grace of the Lord. HTYC believes that in the face of rapid development and changes in the world, students need a broad knowledge base and balanced development, with particular emphasis on the cultivation of personal character. HTYC upholds holistic well-being of the students and students are expected to pursue academic excellence as well as good character. Indeed, the community has witnessed remarkable development of the school over the past 50 years of school history. With His protection and guidance, all Hioecians possess admirable competence, upright character, leadership qualities and a spirit to serve—they are servant leaders for the future. We believe we can embrace change and strive through adversity in this changing world.

Appendix: Financial Summary

2022-2023 Financial Report (Unaudited)

I. Government Fund:	Income	Expenditure
	HKS	HKS
Other Recurrent Grant A/C (Rent & Rates)	487,478.00	487,478.00
Teacher Relief Grant for IMC School	4,094,905.60	4,088,270.93
Learning Support Grant for Sec. School	275,315.00	300,819.14
Diversity Learning Grant - Other Programmes	84,000.00	118,265.00
Moral and National Education Subject Support Grant	0.00	4,278.00
Information Technology Staffing Support Grant	327,588.00	350,595.00
Promotion of Reading Grant	63,982.00	97,064.40
School Executive Officer Grant	558,729.04	541,984.58
One-off Citizenship & Social Development Grant	0.00	63,907.32
Life-wide Learning Grant	1,195,413.00	1,412,429.75
Student Activities Support Grant	91,000.00	90,994.20
School-based After-school Learning & Support Prog.	119,400.00	169,286.14
Administration Grant	3,773,726.00	3,323,741.01
Composite Information Technology Grant	574,241.00	601,656.25
Air-conditioning Grant	511,299.00	435,688.65
EOEBG Baseline Reference	2,048,366.83	1,961,290.41
Capacity Enhancement Grant	654,502.00	185,011.43
School-based Management Top-up Grant	51,615.00	0.00
Sub-total:	14,911,560.47	14,232,760.21

II. Other Fund:	Income	Expenditure
	HKS	HKS
Pilot Scheme for Student Athlete Support	13,410.50	15,944.00
IT Innovation Lab in Secondary School	392,830.00	161,910.00
Enriched IT Class Programme	250,000.00	315,549.07
Non-Recur. & Capital Gt. Build and F&E	611,135.00	0.00
Enriched IT Class Programme - Tech. Adv. Grant	35,314.00	176,968.00
Sub-total:	1,302,689.50	670,371.07

II. School Fund:	Income	Expenditure
	HKS	HKS
Approved Coll. for Specific Purposes A/C	0.00	1,383,437.22
General Fund, Subscription, Student Union, etc.	1,132,643.98	778,038.05
Charges and Fees for Specific Purpose	185,850.00	78,992.00
Donations	829,236.97	408,185.26
50th Anniversary Fund	321,731.48	1,779,323.00
Sub-total:	2,469,462.43	4,427,975.53

Total:	18,683,712.40	19,331,106.81
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