

The Y.W.C.A. Hioe Tjo Yoeng College  
基督教女青年會丘佐榮中學  
**Annual School Report 2018-2019**

### **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**

2018-2019 has been the 48<sup>th</sup> year in the school history. It has also been the start of a new three-year cycle, 2018-2021, of school development. Continuing the provision of quality education to students and serving the community of Hong Kong, HTYC maintains a full-range EMI curriculum for a student population of 718 and provides life-nurturing education to students spearheaded by the spirit “high expectations with love” (嚴中有愛). The school enjoys fine popularity in the district with 445 P.6 students applying for 41 discretionary places in Secondary 1 in the school year 2019-2020.

As a snapshot, HTYC was established in 1971, now operating on a 24-class parallel structure, with 4 classes in every level, S.1 to S.6. She 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 offers a very good English learning environment which was well complimented by the Education Bureau (*Re: Pilot EMI Focus Inspection in 2010*).

The Major Concern for the 2018-2021 cycle is “students’ engagement in learning”, aiming at cultivating students’ interest and momentum in learning through active involvement in learning activities, developing problem-solving skill, high-order analytical skill, etc. Strategically, the school has launched structural and pedagogical changes to elevate students’ interest, confidence and active participation in their learning experiences. These attempts have yielded encouraging results.

## **The Incorporated Management Committee (IMC) 2018-2019**

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 30<sup>th</sup> August, 2008. Structure of the Incorporated Management Committee and the IMC Membership in 2018-2019 are as follows:

- Sponsoring Body Managers:
  - Ms Lui San Man Simmy
  - Ms Leung Mo Ching
  - Ms Luk Sai Lam Alice
  - Mrs Li Ip Man Wai Heather
  - Mrs Ho Sung Yuen Chan Jeannette
  - Ms Hsu Yu Ming Hanna
  - Ms Lai Sau Ling
- Alternate Sponsoring Body Manager: Ms Law Siu Man
- Independent Manager: Dr Lam Shui Fong
- Parent Manager: Ms Ng Ka Fun
- Alternate Parent Manager: Ms Leung Joy Yuk
- Teacher Manager: Mr Lam Man Yee
- Alternate Teacher Manager: Mr Cheung Chi Sing
- Alumni Manager: Ms Lam Yun Chu
- Principal: Mr Chan Wing Kit

## **General Information**

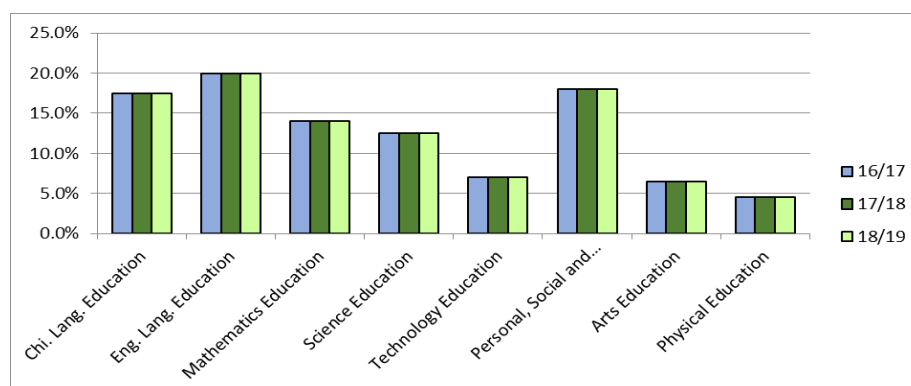
### **I. Class Structure & Students' Information**

The table below shows the class structure in 2018-19 with a total of 24 classes. Students' average attendance rate was over 98 %, with a minimal figure of early exit.

Level	S1	S2	S3	S4	S5	S6	Total
<b>No. of Classes</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>24</b>

### **II. Lesson Time for the 8 Key Learning Areas**

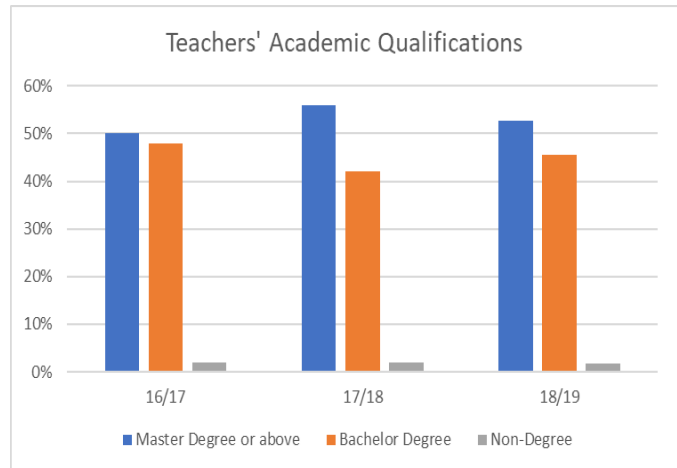
The percentages of lesson time in the time-table allocated to the 8 Key Learning Areas for S1 to S3 in the past 3 years are shown below.



# Teachers' Qualifications

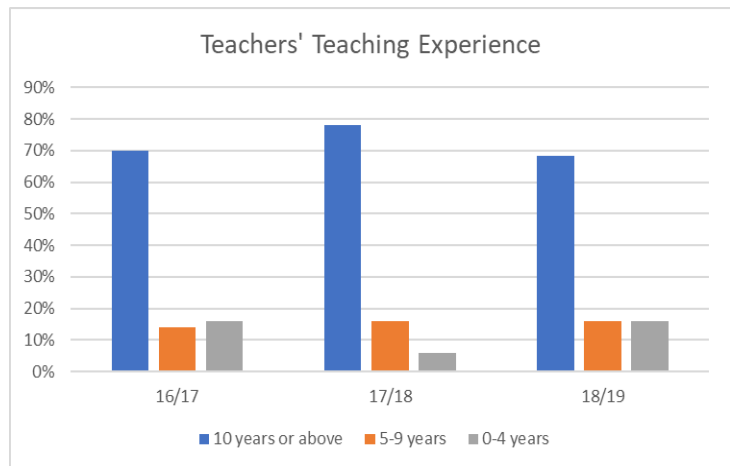
## I. Academic Qualifications of Principal and Teachers

There were 51 teachers in the Staff Establishment and their qualifications are shown in the diagram. (The bar chart indicates the percentages of teachers' highest academic qualifications in the past three years.)



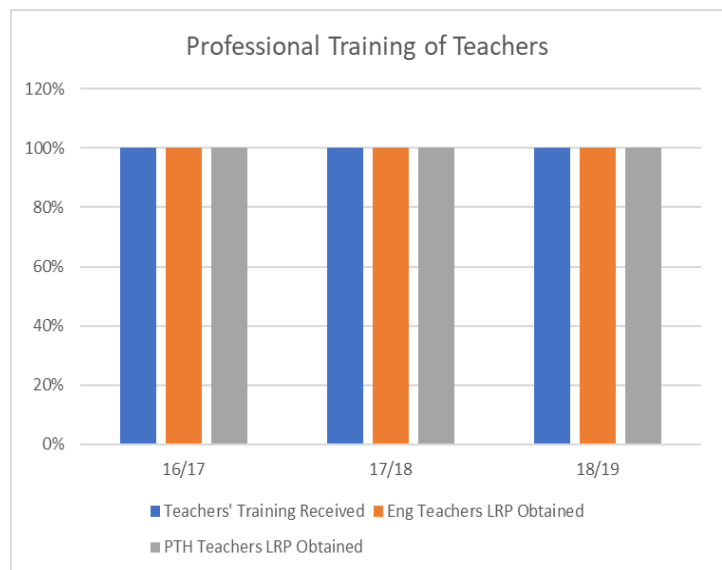
## II. Teaching Experience

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



## III. 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 2019

### 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)	80.9 %	36.8 %
% of students meeting requirement of associate degree programmes (22222+ including cores)	98.2 %	70.9 %

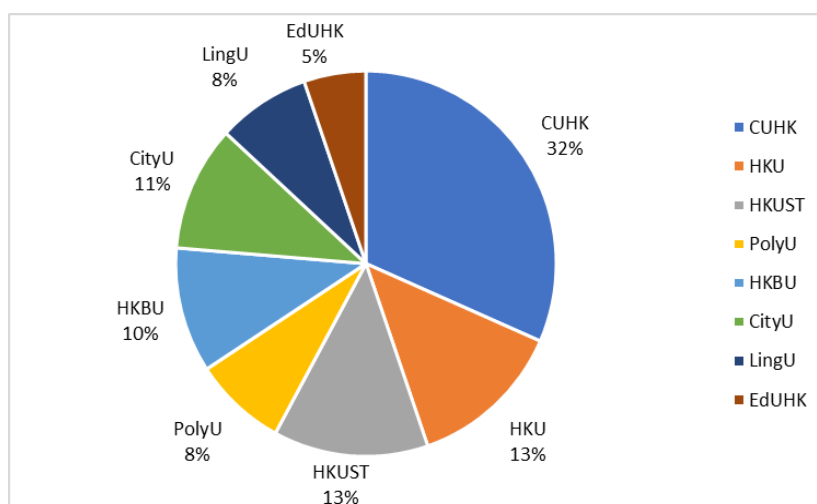
### II. Pass % for Core Subjects:

Core Subjects	HTYC Results	HK Average
English Language	92.7 %	52.4 %
Chinese Language	84.5 %	55.4 %
Mathematics	100.0 %	80.8 %
Liberal Studies	100.0 %	90.7 %

### III. University admissions

Categories	%
JUPAS offers (Degree programmes)	70.9 %
JUPAS offers (Non-Degree programmes)	9.1 %
JUPAS offers (Total)	80.0 %
Final % of students admitted to post-secondary education	Data not yet confirmed

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



## Data on Students' Reading Habits

### Information on Students' extensive reading 2018-2019

#### 1. Number of students receiving reading awards (2016-2019)

	Lower Forms (S1-3)			Upper Forms (S4-5)		
	16-17	17-18	18-19	16-17	17-18	18-19
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 (2016-2019)

Forms	Average		
	16-17	17-18	18-19
S1-3	11.3	8.6	10.7
S4-6	9.5	5.8	4.5

*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 declining figures across the years. Similar to the situation in the past few years, students' reading habits have been changing---basically, students are doing more of online browsing and online reading. Discussion with various subject panels reflected that students spent a large amount of time reading online information and materials, more frequently than reading print materials. 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.

However, after substantial efforts by the School Librarian and School Library Group in building bonding with students and in promoting extensive reading, there have been some reverse in the junior forms. The figures for S.1-3 have shown some increase in the borrowing of books, showing better reading habits among the junior students.

To follow up and to aim at continuous growth of extensive reading among students, School Library has planned to renew and improve the volume of library collection, to attempt other strategies for promoting extensive reading, and to explore the feasibility of reading ebooks.

## **Achievements & Reflections**

2018-2019 was the first year of the three-year cycle of school development blueprinted in the School Development Plan (SDP) 2018-2021, and the Major Concern for this cycle has been: Students' Engagement in Learning. While HTYC continues to offer quality education for all the students, regardless of students' plurality, the key focus is on helping students develop active learning and important learning skills for life-long development, like problem-solving skills, higher-order thinking and analytical skills, as well as their active involvement in the learning process.

### **Fruitful learning experiences**

To cater for the plurality of interests and potentials of our students, a good variety of learning opportunities have been offered to students, ranging from annual signature events, co-curricular programmes, to extra-curricular activities, internal and external competitions.

#### *Signature Events*

To highlight, the Evangelistic Week 2018, under the theme of "GLOW Generation" was organized in October 2018 with a series of gospel activities in mid-October. In the event, 47 students expressed commitment to Christ Jesus. In February 2019, there was English Week 2019 with the theme of "Count Your Blessings", spreading the message of care for family, friends, other people and nature. Different form-based activities were scheduled across the week. In April and May 2019, there was the Academic Week 2019 under the theme of "Active Engagement & Proactive Learning" with a series of fun-rich learning activities under Science Day, Chinese Day, Putonghua Day, Mathematics Day, STEAM Day and BAFS Day. This year, with the effort of the Chinese Department, the Academic Week incorporated an Academic Assembly featuring a talk by famous Hong Kong writer Ms Hon Lai Chu (韓麗珠女士). The assembly was a part of the series of "Joint-Schools Chinese Literature Exchanges Activities" 聯校文學交流活動——年度作家 and was open for public registration, furnishing the Academic Week with academic exchanges for students of different schools.

The Information Day on 18th November per se was an event for community communication. However, the school had made full use of the occasion to allow for life-wide learning for students in different sessions, including briefing sessions at the School Hall, student performances, video-taped sharing, learning activities in different classrooms, interactive workshops, etc. To accommodate approximately 1800 visitors, student helpers and Student Ambassadors had been fruitfully involved so that they could learn meaningfully from a very concrete genuine experience.

### *Co-curricular Activities*

Apart from extra-curricular activities and learning opportunities organized by various subject departments, committees, student bodies including Student Union, School Prefects, the 4 Houses, Student Counsellors, Further Education & Career Guidance Student Counsellors, interest societies, etc., a number of key co-curricular programmes have helped nourish necessary skills in students. First, there were the annual Athletics Meets and Swimming Gala in September 2018 and May 2019 respectively. They encouraged physical development and team collaboration. The regular School Teams trainings have strengthened the physical calibre and persistence of many students. There have been the trainings on English and Chinese debating skills, trainings on public speaking like the Toastmaster Leadership Programme, etc. Next, there was the S.1-S.3 project-based learning (PBL) experiences, with key focus in Secondary 3 aiming at innovative products designed to solve daily life problems. Yet, this PBL experience was posing a scaffolding extension to Secondary 2 and Secondary 1, promoting the development of problem-solving skills, investigation competence and design-thinking. Orienteering programmes of city areas coordinated by the Geography Department, and the participation in the City Forum by the Liberal Studies Department are other examples of a broad range of engagements for students, which also helped to broaden students' horizon and to link up classroom learning with everyday life.

STEAM activities, including the S.3 project-based learning scheme, have been vigorously staged from time to time to stretch students' interest as well as capability in technology-related facets of daily life. Such activities range from 24-hour Pedal Kart race, the "Mr Bean" project organized by U-STEMists in collaboration with famous Prof. Lam Hon Ming of the Chinese University of Hong Kong, the "Big Issues of Microplastics" organized by WWF, etc. An important highlight is certainly The Enriched IT Class Programme, running advanced IT training courses for S.2 to S.5 students, certainly helps to elevate students' IT competence to a very senior level. The programme is starting to incorporate elements of Artificial Intelligence, hoping to equip students with a very strong backbone of 21<sup>st</sup> century technical skills very essential to the future walks of life.

To stretch students' horizon and boost their motivation to learn from real life and from others, mutual sharing is highly promoted. Sharing by teachers, students, and guests, on the Scripture, on useful mottos, on learning experiences, on career experiences, etc. is incorporated in everyday school life. There are Text-of-the-Cycle, Weekly-Motto, book sharing, and student leaders sharing in the Morning Assemblies. There are alumni sharing and guest sharing in Academic Assemblies. The S.3 PBL scheme was arranged with all workshops staged in the School Hall so that every group had chances to learn from other groups. Promotion of extensive reading has also been one of our important prongs in our efforts. School Library has been putting

efforts in this dimension. Book exhibitions and a book talk have been arranged. This year, the school has launched in HTYC a joint-school Chinese literature exchange activity 聯校文學交流活動—年度作家講座 (with a talk by famous Hong Kong writer Ms Hon Lai Chu scheduled during the Academic Week 2019). This has helped to boost extensive reading among students from S.1 to S.5, and their reading sharing has been very impressive to teachers and to fellow students.

### *External Competitions*

Students also learn a lot from their participation in external competitions, the challenges entailed in which help to elevate students' confidence and competence. HTYC students had indeed demonstrated commitment, courage, tenacity, team spirit, and varied talents. They had remarkable performance in many of them. These include robotics competitions, like MakeX Robotics Competition 2018-World Championship, JSIT FormulaR 2019 機械人方程式賽車錦標賽, 2019 RoboSTEAM, etc., scientific innovation competitions, like 2018 我是發明家大賽, 第 21 屆香港青少年科技創新大賽—科學幻想畫比賽, 2019 Fun Science Competition, competitions on language competence, like Hong Kong Secondary School Debating Competition, Basic Law Chinese Debating Competition, 70<sup>th</sup> Hong Kong Schools Speech Festival, 全國青少年語文知識大賽「菁英盃」, sports competitions, like Inter-schools Basketball Competition, and Inter-schools Cross-Country Competition, and music competitions, like Hong Kong Youth Music Interflows – Symphonic Band Contest, Hong Kong International A Cappella Contest, etc.

### Holistic Well-being

HTYC upholds holistic well-being of the students and they are expected to pursue academic excellence as well as good character. Clearly, apart from academic and intellectual development, spiritual well-being, social well-being, emotional well-being, character building, etc. are all essential. Thanks to the devotion of committees, among which the key ones include Christian Education Committee, Counselling, Health & Sex Education Committee, Discipline Education Committee, and Extra-Curricular Activities Committee, comprehension education and support has been offered to guide students in holistic personal growth, underpinned by the important axis of Christian values. It is not only activities and programmes organized by these committees that matter; it is the conjoint-efforts to establish the crucial ethos of the school, concretely depicted in the HTYC Spirit – Healthy, Tenacious, Young & Caring.

Students holistic development is also paralleled with the guidance on life planning throughout their secondary school life, from S.1 to S.6. Further Education and Career Guidance Committee (FEC), and Class Teachers as well, have been playing a very important part in this dimension. FEC programmes are arranged right from the start of students' secondary school life, and, certainly, at the time when they graduate and leave HTYC, for further education. In



particular, it is important to note that students have a wide spectrum of aspirations for their future. In this respect, FEC has been putting great efforts to enrich students' perspectives in the wide range of careers in the real world. This year, the FEC highlight is the profession of large puppet production, and professional artist Mr Chan has been introduced to HTYC students who have learnt a lot from the commitment and tenacity of the artist.

### Resources and support

To successfully nurture essential qualities in students, good models are very important. The lasting support from our patrons, sponsors, and stakeholders are important in many aspects.

First and foremost, the school has the solid support from parents, under the lead of Parents Teachers Association, who have offered encouragement and concrete assistance on different occasions, like helping in the Information Day, supervisory work in various monitoring groups for service providers, the Fruit Day, to name just a few on the list. Federations of Parents-Teachers Association of various districts, etc.

The school alumni generously spare their time to share their learning experiences and career development with their fellow schoolmates. In the S.6 Precise Goal Setting activity, many young graduates of HTYC returned to offer information and experience to the current S.6 students to help them in their options for university studies. In the Academic Assembly in February, Mr Ho Tak Ngai Jack, Senior Engineer, Hong Kong Applied Science and Technology Research Institute Co. Ltd. shared his learning and career experience with fellow schoolmates. He was one of the team members in our 2004 grand-award winning innovation "Easy Buy Chicken". In the Swimming Gala, we had Ms Chow Chun Yan, one of our record keepers in swimming, return to give words of encouragement to HTYC students. And there have been many other occasions of support and help by alumni, and one of them was the 24-hour Pedal Kart Charity Race at Victoria Park. The Alumni Association has also been giving great support to their Alma Mater in giving us precious opinions and in building the alumni network for school development.

Partnerships with Education Bureau and various organizations have been very important as well. To highlight, Education Bureau has been giving school-based support to various subject departments, including Chinese, Chinese History, and History. As for the joint-school reading activities, it was the result of the collaboration with Diocesan Girls School, SKH St Mary's Church Mok Hing Yiu College, Tuen Mun Catholic Secondary School, and Ju Ching Chu Secondary School (Yuen Long). In our exploration on positive education, we have the support by Bei Shan Tong and GeeLong Grammar School of Australia. In life education, Methodist Quality Life Education Centre has been very supportive. There are many others, including Tsung Tsin Christian Academy, Shatin Tsung Tsin Secondary School, the U-STEMists, New Generation

Centre for Innovative Science, Toastmaster Leadership Programme organizers, Asia Society Hong Kong Centre, Hong Kong University Graduates Association College, the list being not exhaustive.

Several parties have been especially important. Hong Kong Chinese Church of Christ and The Christian The Faith Hope Love Church. Their support in our Christian education and evangelistic endeavours, like worships, services, gospel sharing, etc. have been very crucial. For the former, they proactively launched the expert-intensive enrichment programme for the S.1 students to help them gear up for secondary schooling, and there has been the long-term collaboration on the service trip to Sichuan. The school was working closely with The Hong Kong Young Women's Christian Association, the school sponsoring body, which has provided very good School Social Work service, occasional service of clinical psychologist in urgent cases, quality leadership training services, etc.

Funds and scholarships have been very important to encourage students in joining a wide range of learning opportunities. In particular, there are scholarships donated by Hong Kong Young Women's Christian Association, School Supervisor, Ms Luk Sai Lam Alice, the family of Mrs Hetty Lam, Parents & Teachers Association, Class 75 graduates, Class 78 graduates, Mr. Andrew Fung, Mr. Leung Pak Tim, and others who prefer to remain unnamed.

Special government fundings have been very important as well. There was the Learning Support Grant for Secondary School, securing services to the SEN students, Jockey Club Life Wide Learning Grant and the School Based Afterschool Support Service Grant to make subsidises possible for students with financial difficulties, and the Diversity Learning Grant support a series of learning activities for gifted students. Last but not least, the funding by the Office of the Government Chief Information Officer has been very significant to the school in operating the Enriched IT Class Programme, which has been very helpful in nurturing students with advised IT knowledge and skills, and in turns very important in encouraging students to explore and to work out concrete solutions or even innovations to solve real-life problems.

HTYC is heading towards her 50th Anniversary and it will continue to flourish, serving young people and supporting families in the community.

## 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

*Diagram 1 - Data of additional questions in relation to Major Concerns in 2015-2018*

2018-2019 持份者問卷資料 (S.1- S.5 同學作答)										
有關2018-2019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) 學生對學習的投入			A	B	C	D	E	F		
28. 總體而言，我和老師有良好關係。	67.4%	95.7%	10.0%	57.4%	28.3%	2.1%	0.9%	1.4%	3.8	0.9
29. 總體而言，我的學習與生活有緊密的關係。	55.7%	92.1%	9.0%	46.7%	36.4%	4.0%	1.7%	2.2%	3.7	1.1
30. 我有參與探究性或解難性的學習活動。	51.2%	90.7%	6.4%	44.8%	39.5%	6.0%	0.9%	2.4%	3.6	1.1
31. 我有參與分析性或研討性的學習活動。	52.4%	92.8%	6.0%	46.4%	40.3%	3.8%	0.9%	2.6%	3.7	1.1
32. 在課堂中，我有運用資訊科技促進我的學習。	59.0%	90.9%	8.3%	50.7%	31.9%	6.4%	1.4%	1.4%	3.7	1.0
33. 在課堂外，我有運用資訊科技促進我的學習。	61.7%	92.1%	12.4%	49.3%	30.3%	5.0%	1.7%	1.2%	3.7	1.0
34. 我有廣泛閱讀的習慣。	43.8%	84.0%	9.7%	34.1%	40.2%	12.2%	2.8%	1.0%	3.4	1.1
35. 透過廣泛閱讀，我的語文能力得到改進。	45.0%	86.4%	7.2%	37.8%	41.4%	7.1%	3.1%	3.4%	3.6	1.3
36. 總體而言，我投入課堂上的學習活動。	59.1%	93.4%	9.7%	49.5%	34.3%	3.3%	1.7%	1.6%	3.7	1.0
37. 總體而言，我投入課外的學習活動。	60.2%	93.6%	12.2%	47.9%	33.4%	2.9%	2.1%	1.4%	3.7	1.0
38. 總體而言，我有信心達到合理的學業水平。	54.0%	89.0%	9.0%	45.0%	35.0%	7.8%	1.7%	1.6%	3.6	1.1
39. 我有升學的目標。	66.4%	91.2%	18.3%	48.1%	24.8%	4.5%	1.7%	2.6%	3.9	1.2
40. 我有將來工作或事業的目標。	55.9%	85.3%	15.0%	40.9%	29.5%	8.3%	2.9%	3.4%	3.8	1.4

*Diagram 2 - Data of additional questions in relation to Major Concern in 2018-2021*

While the scores of the stakeholders' surveys show that the overall perceptions of stakeholders towards the school and the education provided are very positive. Some additional questions have been set to tap opinions directly related to the Major Concern in the School Development Plan.

Diagram 2 above showed the additional questions and students' responses included in the Stakeholders' Survey at the end of the academic year 2018-2019. Responses came from all S.1 to S.5 students, and there was a returning rate of over 90%. Some of the questions were the same as the additional questions in the 2017-2018 survey. First and foremost, it was to address the corresponding major concerns; second, they allowed for direct comparison across the two years. The following table shows the corresponding questions.

2017-2018 survey	2018-2019 survey
Q.28	Q.28
Q.29	Q.38
Q.31, Q.32	Q.39, Q.40

### Comparison between 2017-2018 and 2018-2019

Comparing the scores of Q.28, there is a clear rise in 2018-2019 showing the strengthening of teacher-student relationship, which facilitates students' motivation as well as their engagement in learning. Affective engagement is one of the essential dimensions, which the figures show very encouraging condition.

Comparing the scores of Q.29 (2017-2018) and Q.38 (2018-2019), there is also a clear rise in 2018-2019. This shows the growing sense of competence among the students towards academic attainments. This is encouraging as well. However, this may only be specific towards academic attainments (like scoring high marks in tests or examinations); more can be done to elevate students' sense of competence towards learning per se. More, the actual scores are at the mid-range, and they are not substantially high. This shows that there is still room for improvement.

Comparing the scores of Q.31 and Q.32 (2017-2018) and those of Q.39 and Q.40 (2018-2019), there are some slight fluctuations but there is no significant change. These questions reflect the certainty of the students in further education and in future career. In other words, they reflect the degree of "hope" among the students. The scores might reflect some internal factors in the students; they might also reflect some external socio-economic factors in the environment. But anyway, this indicates that there is a need to address this dimension. Tentatively speaking, while there is a plan to introduce "positive education" in the year of 2019-2020, there is a possibility of incorporating measures related to the character strength of "hope" under the positive education framework.

### Scores of 2018-2019 in general

The figures of positive responses (totalling "strongly agree", "agree", and "neutral") were over 80% for all additional questions, reflecting encouraging conditions among the students in (i) having good learning relationship with teachers, (ii) having a good sense of competence, (iii) actively involved in engaging learning activities acquiring important skills like investigation, problem-solving, etc., (iv) actively engaged in e-learning, (v) active in extensive reading, and (vi) having learning related to their real-life experience.

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 investigate, explore, and to solve problems, opportunities for sharing real-life experiences or workplace experiences, etc.) which were helpful in nourishing students with meaningful and engaging learning experiences.

The scores show that substantial efforts are still necessary in developing students' habit in extensive reading and students' active participation in learning activities.

## **The Way Forward**

Data for the stakeholders' surveys, especially those from the additional questions, show encouraging outcomes in the school's focus on in strengthening learning and teaching. Generally speaking, the direction and the Major Concern have been correct for students' development. While this can be contributive to the concerted efforts of teachers and other supporting staff, changes in pedagogical strategies like (i) using more elearning approaches, (ii) encouraging students to play a more active role in learning, including an attempt to work on self-regulatory learning, (iii) providing opportunities for students to be involved in problem-solving challenges, like the project-based learning activities, (iv) opportunities for STEAM education, etc. should also have significant weightings. These pedagogical attempts are only a start. Continuous efforts in these directions should probably yield more encouraging results. At the same time, structural changes and improvement in the hardware and the infrastructure should be able to further facilitate more positive outcomes.

In addition, external resources can be very useful, like school-based support from the Education Bureau, Quality Education Funds to support external services or training for teachers, and professional sharing and exchanges with other teachers.

With students' learning and holistic growth as the shared mission of all staff members, coupled with conjoint efforts of teachers guided by fine collaboration and a strong sense of professional responsibility, more encouraging outcomes can be expected.