

The Y.W.C.A. Hioe Tjo Yoeng College
基督教女青年會丘佐榮中學
Annual School Report 2019-2020

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, it has maintained a full-range EMI curriculum for a student population of 720, providing life-nurturing education to students in the spirit “high expectations with love” (嚴中有愛) and serving the community of Hong Kong. 2019-2020 has been the 49th year in the school history and she continues to enjoy good popularity in the Kowloon City District. In the admission exercise for discretionary S.1 places, there were 488 P.6 students applying for 41 discretionary places in the school year 2020-2021, approximating a ratio of 12:1. Still within the three-year school development cycle of 2018-2021, the major concern was “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.

HTYC operates on a 24-class parallel structure, S.1 to S.6 with 4 classes in every level. 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 Incorporated Management Committee (IMC) 2019-2020

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 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: Ms Yip Kin Shan
- Parent Manager: Ms Leung Joy Yuk
- Alternate Parent Manager: Ms Wong Yiu Wai
- Teacher Manager: Mr Ling Kai Tung
- Alternate Teacher Manager: Ms Wong Kam Ling
- Alumni Manager: Ms Lam Yun Chu
- Principal: Mr Chan Wing Kit

General Information

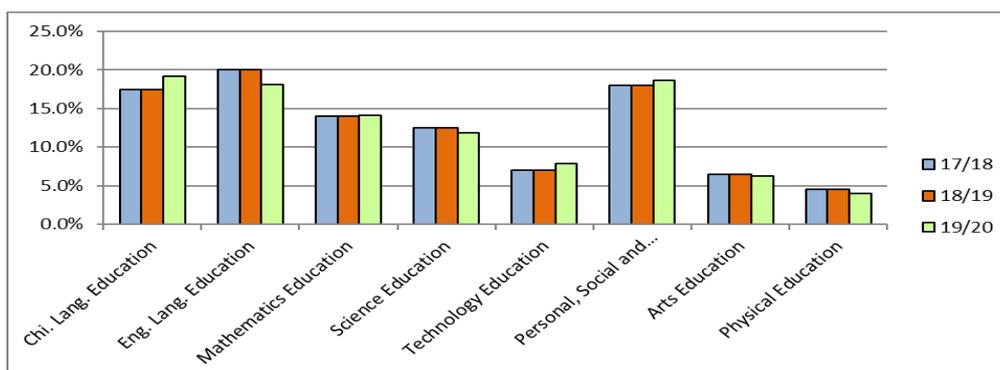
I. Class Structure & Students' Information

The table below shows the class structure in 2019-20 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
No. of Classes	4	4	4	4	4	4	24

II. Lesson Time for the 8 Key Learning Areas

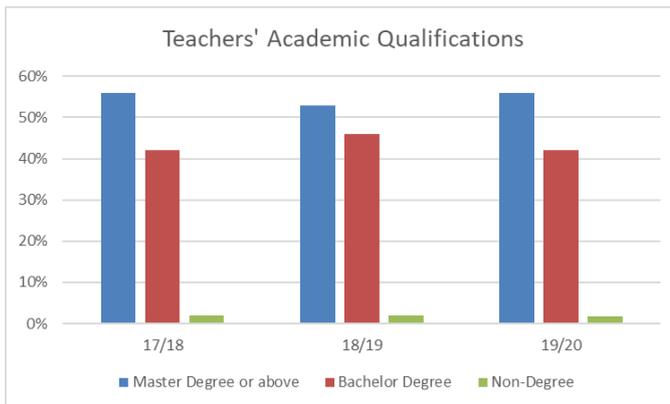
The percentages of lesson time in the time-table allocated to the 8 Key Learning Areas for S1 to S3 in the past 3 years are shown below.



Teachers' Qualifications

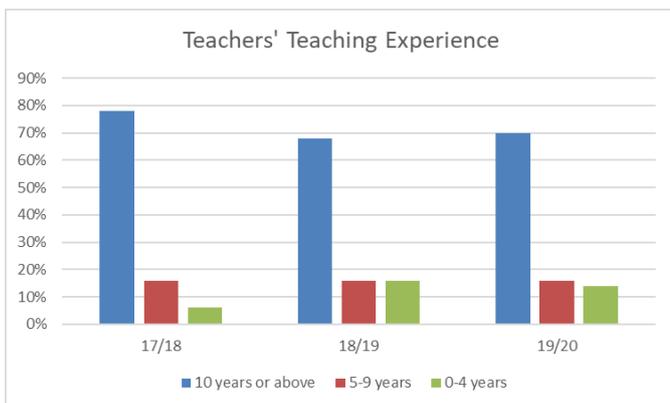
I. Academic Qualifications of Principal and Teachers

There were 52 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.)



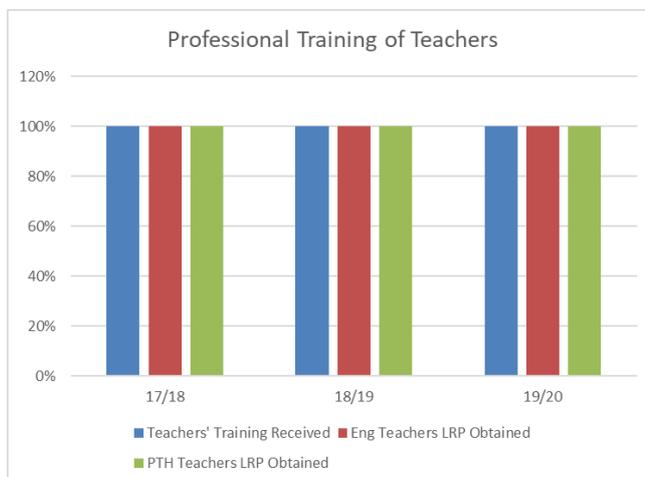
II. Teaching Experience

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 2020

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)	76.1 %	37.3 %
% of students meeting requirement of associate degree programmes (22222+ including cores)	94.5 %	70.3 %

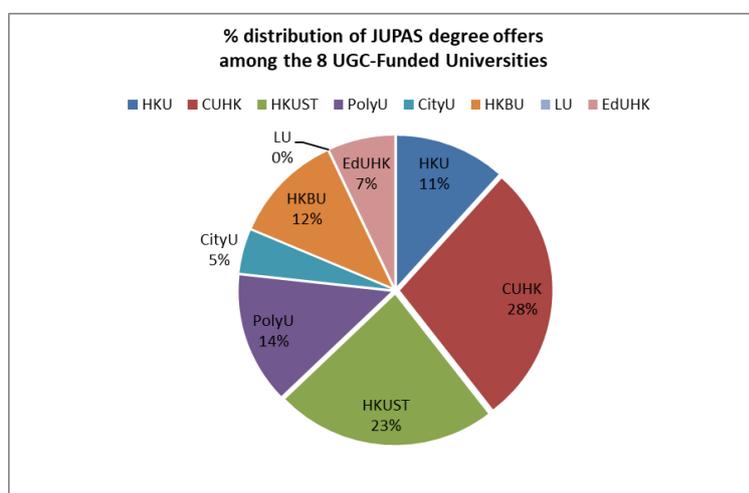
II. Pass % for Core Subjects:

Core Subjects	HTYC Results	HK Average
English Language	91.7 %	53.7 %
Chinese Language	81.5 %	57.2 %
Mathematics	99.1 %	81.4 %
Liberal Studies	98.2 %	87.6 %

III. University admissions

Categories	2018	2019	2020
JUPAS offers (Degree programmes)	67.2 %	70.9 %	73.4 %
JUPAS offers (Non-Degree programmes)	10.4 %	9.1 %	15.6 %
JUPAS offers (Total)	77.6 %	80.0 %	89.0 %
Final % of students admitted to post-secondary education	92.1 %	95.5 %	93.6 %

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



Data on Students' Extensive Reading

Information on Students' extensive reading 2019-2020

1. Number of students receiving reading awards (2017-2020)

	Lower Forms (S1-3)			Upper Forms (S4-5)		
	17-18	18-19	19-20	17-18	18-19	19-20
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 (2017-2020)

Forms	Average		
	17-18	18-19	19-20*
S1-3	8.6	10.7	5.0
S4-6	5.8	4.5	1.6

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

Note: 2019-2020 has been a very special year with very low borrow record as a large portion of the school year being under school suspension due to COVID-19 pandemic.*

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. Observations show that students' reading habits have been changing---students are doing more of online browsing and online reading. The rising demand on home assignments using online resources, the growing trend of e-learning, the fast-growing accessibility of information and materials online---all these have helped boost the online reading habit of students.

There has been some reverse in the junior forms in 2018-2019 after substantial efforts by the School Librarian and School Library Group in building bonding with students and in promoting extensive reading. The S.1-3 figures showed some increase in the borrowing of printed books which were readily available in the School Library. However, the school suspension due to COVID-19 pandemic in 2019-2020 has brought a drastic drop. While reading printed books is still essential, yet this also pointed to the need for fast development of online reading and reading ebooks. In response to this growing trend, HTYC has purchased the first ebooks library.

Achievements & Reflections

HTYC, in God's Grace, enjoys continuous support of the community. Under the framework of the School Development Plan 2018-2021, the major area of concern for the academic year 2019-2020 continued to be "students' engagement in learning", with the focus on the arrangement of hands-on and problem-solving experience in students' learning process.

Abundant learning opportunities

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 4 Houses, Student Counsellors, Further Education & Career Guidance Student Counsellors, etc. All these conjoint efforts allow students to enjoy a rich and fruitful school life.

2019-2020 has been a year of turmoil and many of the planned activities were cancelled. However, the school still managed to maintain important annual events, including the Evangelistic Week in October 2019 under the theme "Be the Light" while in December 2019 there were the Athletics Meets, the Christmas evangelistic service, and the School Picnics. Facing the outbreak of COVID-19 pandemic spread influencing Hong Kong since January 2020, the School (having already established electronic communication platforms with parents and students, and having been adopting e-learning strategies in normal school days) successfully continued regular communication with parents and online teaching, hence achieving fruitful learning for all the students. Yet, school suspension had really brought a stop to many scheduled co-curricular activities and extra-curricular activities, including the 24-Hour Pedal-Kart Charity Race, Swimming Gala, S.3 Project-based Learning Exercise, Academic Week, etc. When normal classes resumed in May 2020, with School Management's decision to extend the term until 17th July 2020, the School could achieve substantial face-to-face learning time, maximally reducing the loss.

This year, the School also successfully went through the most comprehensive quality assurance inspection by Education Bureau: External School Review (ESR). The ESR team highly commented on the remarkable school atmosphere, the concerted efforts of teachers, and the outstanding performance of students academically and non-academically. In response to the report by the ESR team, the School would continue to provide quality education to students, offering humble and meaningful service to the development of the young people of the community.

Online learning and teaching

The unprecedented prolonged school suspension due to the COVID-19 pandemic had brought about the strong needs for continuous learning for students through online connection. The progressive development of online learning and teaching practices anchored on issuing online assignments and stepwise to conducting online lessons with real-time interaction between teachers and students; teachers had developed substantial mastery of knowledge and skills in online teaching, which will continue to be an important mode of support to students in their learning even after the COVID-19 pandemic. Teachers also maintained close communication with students online as an important means of pastoral care for them.

During this course of development, teachers also put into practice e-learning strategies gradually acquired through professional development programmes, mutual sharing, staff collaboration and trainings offered by Information Technology for Education Committee. e-Learning has become one of the major foci in the school development plans.

Outstanding academic and non-academic performance

In HKDSE Exam 2020, the performance of HTYC students were very outstanding, outweighing averages of Hong Kong students. 73% of the S.6 students had JUPAS degree offers to local universities (also increasing, compared with HTYC figures of 67.2% in 2018 and 70.9% in 2019). Graduates of 2020 have different pathways for further academic and career pursuits, including Medicine, Nursing, Occupational Therapy, Business & Management, etc.

HTYC students had indeed demonstrated talent, tenacity and team spirit in a wide range of competitions, gaining an accolade of trophies, including remarkable achievements in robotics, STEAM education, sciences, debating, A Cappella singing, cross-country races, swimming, and ball games. While most the interschool competitions were cancelled, HTYC students won Championship in the unprecedented *One Million HKD Scholarship Computer Science Competition for High School Students* organized by AiTLE and William Jessup University. Four S.6 graduates were granted full tuition to study in William Jessup University (US) with promised internship in Silicon Valley. HTYC also won the “Great School” title in The Greater Bay Area STEM Excellence Award Competition 2020 (Hong Kong). The award-winning innovation Windows 90 (Gold Award in the “I am Inventor Award Competition 2018”) obtained a patent for its unique innovative elements. Teacher and student representatives were also invited to give sharing on STEAM education in the Learning & Teaching Expo 2019.

In Visual Arts, an S.1 student won the 2nd Runner-up Award in the 34th China

Adolescents Science & Technology Innovation Contest with her innovative drawing; an S.2 student attained Bronze Award in 香港動漫海濱樂園漫畫寫生大賽. In sports, both Girls Grade A and Boys Grade A won Championship in the Interschool Swimming Competition 2019-2020; an S.1 student won Championship (Boys Grade C) in the Interschool Cross-Country Competition 2019-2020.

Holistic development towards servant leadership

HTYC upholds holistic well-being of the students and students are expected to pursue academic excellence as well as good character. Formal and informal curricula aim at helping students achieve balanced developments in multiple aspects, namely in the moral, intellectual, physical, social, aesthetic and spiritual dimensions. They also need to join social services. The “6-year rolling plan of community concerns” could highlight to students a spectrum of needy people in Hong Kong, and the focus this year was caring for the elderly people.

This approach also aims at helping students identify and develop talents of their own. The gifted education of the school, which advocates “gifted education for all”, has contributed a lot in tapping the talents and stretching the potential of many students. Various strengths in particular have been highly recognized: namely, language competence (in both English and Chinese), IT and STEAM competence, music and sport talents, and services. Through these various elements in the HTYC school life, graduates possess admirable competence, upright character, leadership qualities and a spirit to serve. Specially, HTYC is nurturing servant leaders for the future.

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 supervisory work in various monitoring groups for service providers, the Teachers Day, Fruit Day, to name just a few on the list.

The school alumni also 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 Athletics Meets, we had Ms Lilian Lee, one of our record keepers in running, World Top 100 Golf Coaches, returned to give words of encouragement to HTYC students. 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. Unfortunately, due to COVID-19 pandemic that resulted in the cancellation of a lot of activities, originally planned participations of alumni had to be cancelled.

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. In our exploration on positive education, we have the support from St. James Settlement who helped to organize trainings for teachers, parents and introductory talks to students. In life education, Methodist Quality Life Education Centre has been very supportive. There are many others who have been offering long lasting support to the school.

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. 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, advice on finance and accounting, internal audit 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 Schools securing our services to the SEN students, the new Life Wide Learning Grant supporting a wide range of life wide learning activities for students, the School Based Grant and the Students Activities Subsidy to provide 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.

The Way Forward

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 e-learning 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 will continue. 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 will continue to be very essential, like School-based Support from the Education Bureau and the 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.

HTYC is looking forward to her 50th Anniversary celebrations in the year 2021-2022, which will be a milestone in the development of the school, and will also be a signpost of harvest contributed by all Hioecians and patrons. The occasion will certainly be an important opportunity to strengthen internal and external connection for the next phase of development.