

The Y.W.C.A. Hioe Tjo Yoeng College  
基督教女青年會丘佐榮中學  
**Annual School Report 2021-2022**

## **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 693 students. In Jan 2022, the school recorded a total of 442 applications for the 41 S.1 discretionary places in 2022-2023 (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 (*Re: Pilot EMI Focus Inspection in 2010*).

2021-2022 was the first 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. Being positive towards learning was considered to require positive attitudes and mentality, necessary skills to learn well, actions to strengthen learning, and review & reflection. Being positive towards life was expressed in keeping faith and hope, lighting up one's life to serve others, light up other people's life, and encouraging and inspiring them. In addition, teachers' professional development is also very important. This year, 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) 2021-2022**

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 2021-2022 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 Lai Sau Ling
- Independent Manager: Mr Ho Chun Kit
- Parent Manager: Ms Wong Yiu Wai
- Alternate Parent Manager: Ms Mak Ka Ka
- Teacher Manager: Mr Chan Siu Cheung
- Alternate Teacher Manager: Ms Lau Suet Wan
- Alumni Manager: Mr Tsoi Hoi Chuen
- Principal: Mr Kwok Sai Man

## **General Information**

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

The table below shows the class structure in 2021-22 with a total of 24 classes. Students' average attendance rate was over 98.6 %, with 4.3% 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>

## **Teachers' Qualifications**

Number of teaching posts in the approved establishment:	52
Total number of teachers in the school:	56

## I. Qualifications and professional training of Principal and Teachers

	Percentage of teaching staff (%)
Teacher Certificate / Diploma in Education :	98%
Bachelor Degree:	98%
Master / Doctorate Degree or above :	51%
Special Education Training :	25%

## II. Teaching Experience

	Percentage of teaching staff (%)
0-4 years :	21%
5-9 years :	13%
10 years or above :	66%

## B. Achievements & Reflections on Major Concerns

### Major Concerns 2021-22 :

- 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

<b>Achievements</b>
<ul style="list-style-type: none"><li>● 79% of students and 85% of teachers agreed and strongly agreed that the school has a positive atmosphere, helping students to build positive attitudes towards learning and life.</li><li>● Goal setting exercises and evaluation of progress were conducted, e.g. Study target scheme (STS) and reflections after tests.</li><li>● An academic assembly with a talk delivered by Dr. Siu Yat Fan on ‘Stay positive with a growth mindset’ was conducted in Jan 2022. Students gave very positive feedback and 93.5% of them agreed and strongly agreed that the contents of the assembly were useful to them.</li></ul>
<b>Reflections</b>
<ul style="list-style-type: none"><li>● It is suggested that cultivating a growth mindset should be a major concern to be more extensively covered in the teaching and learning of all subjects. Subject teachers can encourage and guide their students even more in using different learning strategies for improvements.</li></ul>

## 2. Building understanding of learning theories and learning styles

<b>Achievements</b>
<ul style="list-style-type: none"><li>● From the Annual School Plan (ASP) questionnaire survey conducted in July 2022, 81% of students agreed and strongly agreed that they could understand different learning theories and learning styles this year. The results show that the overall perceptions of students towards this major concern are very positive.</li><li>● Workshops, talks and experience-sharing by students with outstanding achievements on study skills and strategies were arranged smoothly for students.</li></ul>
<b>Reflections</b>
<ul style="list-style-type: none"><li>● 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 next stage to show them how to put into actual practices for each special subject with suitable skills.</li></ul>

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

<b>Achievements</b>
<ul style="list-style-type: none"><li>● According to the ASP survey, 77% of students agreed and strongly agreed that they have improvements in the learning skills this year.</li><li>● Through professional sharing of teachers, lesson observations and book inspections, it is observed that our teachers have been incorporating and reinforcing such skills in learning and teaching activities actively, e.g. drawing concepts maps, using Google Classrooms, I-pads effectively and promoting e-learning under BYOD policy.</li><li>● A professional development session was arranged at the end of the academic year and all teachers shared their L &amp; T activities used that related to the major concerns. This event could promote and inspire teachers in different KLAs how these skills could be carried out in various subjects for further developments of the professional practices.</li></ul>
<b>Reflections</b>
<ul style="list-style-type: none"><li>● More coordination and cooperation among various subjects are suggested so that the strategies and skills may not be repeatedly mentioned.</li></ul>

## 4. Equipping students with self-management skills

<b>Achievements</b>
<ul style="list-style-type: none"><li>● The ASP survey shows that 81% of students agreed and strongly agreed that they understand more on the importance of the self-management skills. They also believed that they are now better equipped with the learned skills. The results are encouraging.</li><li>● Home class, talk and workshop on self-management skills were conducted.</li><li>● Study target scheme (STS) for setting academic targets using PIE cycle, reflections after tests and plans for examination revision were carried out as scheduled. Students keep up the good habit of using PIE cycles to guide them for improvements.</li><li>● DE Committee organised BYOD talks about the proper use of their i-Pad, held S4 Slogan Competition and S5 Writing Competition to raise the student awareness of the school rules, strengthen values such as cleanliness and hard-working attitude in study. CHS Committee set up booths in October after school to teach students to make a colourful magic bottle. In the process, students could learn how to release their stress and share with others. CHS Committee also conducted a scheme to help those students with weak self-management skills.</li></ul>
<b>Reflections</b>
<ul style="list-style-type: none"><li>● Reinforcement and development of study target scheme (STS) may be needed for encouraging more students to set their targets more seriously and sharing good examples with them.</li><li>● Strengthening the responsibility of students in their own class, sharing duties in class management and increasing the sense of ownership in class may be needed.</li></ul>

5. Application of study skills via strengthening learning by doing (e.g. hands-on experiences, practical learning activities, etc.)

<p><b>Achievements</b></p> <ul style="list-style-type: none"><li>● Subject panels have designed and incorporated learning by doing activities in the curriculum corresponding to the school ASP, which were carried out and observed also through lesson observations and book inspections.</li></ul> <p>Some examples are described briefly below:</p> <ul style="list-style-type: none"><li>● S3 Project-based learning was carried out successfully and students' products were shared with the school in the STEAM Fair in May 2022. With workshops, visits and mentoring sessions, students were required to use STEM skills and make a design to solve an urban problem. Students also joined 'The Schools Challenge program' organized by JAHK and they had satisfactory results.</li><li>● A S1 new project making greenhouse, which is under the Quality Education Fund Thematic Networks – Tertiary Institutes (QTN-T) support (e-Learning Development Laboratory, Department of Electrical and Electronic Engineering, HKU) and three subject departments (Science, ICT &amp; D&amp;T) cross-curricular collaboration, was introduced smoothly which further develop the STEM skills, enrich the hand-on experiences and self-directed learning among students.</li><li>● Chinese Panel organized a post-examination event 「校園集古村活動」that promoted students' understanding and appreciation of Chinese culture, students could participate in the activities such as 玩投壺、學習泥人、打鐵、書法, 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.</li><li>● STEAM Fair provided interesting hand-on experiences for students to make electric toy cars and toy hydrofoils that promoted high-order skills.</li><li>● It was also observed by teachers that students could learn more actively and effectively with more practical learning activities and hand-on experiences. Both teachers and students also felt positive towards learning by doing approach in general.</li></ul>
<p><b>Reflections</b></p> <ul style="list-style-type: none"><li>● Further strengthening learning by doing strategy is recommended and activities can be arranged through out the whole academic year if possible, instead of arranging them mostly in post-examination period.</li></ul>

6. Application of study skills via strengthening experiential learning (e.g. field trips, site visits, competitions, etc.)

<p><b>Achievements</b></p> <ul style="list-style-type: none"><li>● It was found that experiential learning was reinforced widely in various departments. Although the impact of pandemic and inadequate teaching time do affect much on our plans, a number of educational visits were arranged successfully, for example, THS department arranged a visit to Disneyland, Biology panel organized a Cheung Chau field trip too.</li><li>● Students have joined a number of competitions in various KLAs and they gained precious experiences, e.g. IT, VA, STEM, Debates, Mathematics, Chemistry, Writing and Speech Festivals. It is fortunate that our students got very good results in many competitions in 2021-22.</li></ul>
<p><b>Reflections</b></p> <ul style="list-style-type: none"><li>● There are constraints in time and resources to increase the number of such meaningful activities for large number of students.</li><li>● COVID-19 has adversely affected the planning and arrangements of these activities.</li></ul>

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

<b>Achievements</b>
<ul style="list-style-type: none"><li>● The ASP survey shows that 79% of students sensed the harmonious relationship in the school campus.</li><li>● The 50th Thanksgiving Service facilitated school members to love God, to love themselves and to love one another. Many participants felt touched.</li><li>● 25 sessions of on-line Christian Fellowship gatherings were held on Friday regularly with an average of 40 participants. 85% of them agreed that joining fellowship could have a better self and 75% of participants said that joining fellowship built up stronger relationships among teachers and schoolmates.</li><li>● S1 counselling programme was conducted in September and October to help S1 students adapt to secondary school life. Reunions (gifts or cards prepared by student counsellors) were organised regularly to build up closer relationships with senior schoolmates.</li><li>● The sharing of teachers in morning assemblies also could strengthen students' loving attitude towards God, others and themselves.</li></ul>
<b>Reflections</b>
<ul style="list-style-type: none"><li>● As the COVID-19 situation improves, schools can resume holding more face-to-face activities. Students' participation will allow them to feel more of God's love and love for others.</li></ul>

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

<b>Achievements</b>
<ul style="list-style-type: none"><li>● 溫情加油站 2.0 enabled students to build up closer relationship with family members. This version includes three activities including Autumn Outings, Singing Performance to Parents and Writing poems to Parents (秋日活動展身心、佳節樂韻傳心 sing、寫心詩). From the own questionnaire of the scheme, over 78 % of students agreed the tasks helped them build up better relationships with family members. Positive feedback was received from parents and they treasured their gathering time and that students made effort to build up a warm relationship. The English poems written by students to their parents were most touching. Responses were very encouraging and these series of activities won 優化大獎 in the 4th Hi-Five Student Engagement Award Scheme 2021-22 which is organized by the Baptist Oi Kwan Social Service, EDD and The Education University of Hong Kong.</li><li>● In serving the community, the school co-worked with World Vision Hong Kong. A whole school assembly about child trafficking was conducted in September and an interactive workshop was held for S1 in July. Moreover, about 25 S3-S4 students joined the 4C Youth Volunteer Leadership Project to do both on-line and face-to-face services for the blind people. Students enjoyed the process and the organisation appreciated our students' contribution.</li><li>● Numerous activities were also arranged during the post exam period, joy and fun were spread throughout the whole campus. Impressing events included 「校園集古村」中華文化體驗活動, 50th Anniversary Walk-A-Fun activities (日本劍球、地壺球 及競技疊疊杯), Adventure-based Training in Ma Wan and Visit by Animal Asia's Professor Paws. All school members enjoyed and treasured the happy and exciting moments in the campus.</li></ul>
<b>Reflections</b>
<ul style="list-style-type: none"><li>● In facing the adverse pandemic situation in 2021-22, students treasured the face-to-face lessons, interaction with teachers and fellow schoolmates. After the epidemic situation improves, the school will hold more activities so that students can feel the joy of school life.</li><li>● 溫情加油站 continues to allow students to connect with their families via activities. It is worth continuing to become a regular activity.</li><li>● The activity of 「校園集古村」 allows students to learn more about Chinese culture in an interesting way. It is worthy to hold similar activities to establish students' love for the country.</li></ul>

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"> <li>● Flag hoisting ceremonies were held in the covered playground every week. The ASP survey shows that 73% of students and 83% of teachers respectively agreed and strongly agreed that through national flag-raising ceremony and assemblies, students can understand more about national anthem, conduct of the ceremony and our country. In addition, students perceived that their sense of national identity could be enhanced through these measures.</li> <li>● Under the Curriculum Framework of National Security Education by EDB in 2021, the learning content of national security education, which is embedded in 13 subjects in different Key Learning Area was included in the teaching and learning in this academic year.</li> <li>● Students were also encouraged to join activities related to national identity. Our school won the commendation award of 「2021 『全民國家安全教育日』網上問答比賽」 held by EDB.</li> </ul>
Reflections
<ul style="list-style-type: none"> <li>● Civic and National Education committee will continue to coordinate and optimize related activities so as to strengthen students' awareness of and abiding by proper moral values, law-abiding ethics, social responsibility, and the importance of national security.</li> </ul>

### Major Concern II : Professional development of teachers

10. 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"> <li>● According to the ASP survey conducted, 89% of teachers agreed and strongly agreed that through professional sharing, lesson observations, appraisals and professional training programs and activities, the professional development, capability and atmosphere of the team was reinforced.</li> <li>● After taking office, the Principal proposed to set up Professional Development (PD) Unit to coordinate the planning of teacher professional development and follow up the implementation of related tasks. PD Unit was headed by the Principal, and teachers are invited to join as members. Seven teachers voluntarily signed up to join and they can participate in the planning and construct the school policy and professional growth direction from the bottom up. Discussions throughout the year were broad and rich.</li> <li>● The Principal shared his emphasis on professional development with all teachers at the staff meeting in August at the start of the school year. Teachers were expected to implement a 5-minute "Professional Sharing Time" at the beginning of each panel meeting. The sharing can be the highlights of attended seminars, personal learning, experience sharing of teaching strategies or new education policies, etc. Team members take turns to share and many teachers commented highly for arranging this short professional sharing session in each panel meeting.</li> <li>● This year, PD Unit reviewed and revised the school's lesson observation policy. This year we emphasized "developmental lesson observation" and established a systematic lesson observation policy.</li> <li>● In the past, the school did not have a complete Appraisal System and did not conduct annual performance appraisals. PD Unit has established performance appraisal policies and systems this year. PD Unit has designed a new appraisal form and "Self-Evaluation Section" was introduced into the appraisal form for the teacher's self-evaluation. This year, a total of 25 teachers, including the members from the School Executive Committee, PD Unit, new teachers and contract teachers, had had annual performance appraisal. Colleagues responded positively and it is expected that each teacher will be involved in appraisal annually within 2 years.</li> <li>● The middle management training was strengthened this year. 2 sharing sessions were held for middle-level management teachers. IMC member Mr. Ho CK and another speaker were invited</li> </ul>

to share their experiences. In addition, all senior teachers share the responsibility of different 50th Anniversary Celebration activities to strengthen senior teachers' sense of responsibility and leadership.

- PD Unit has formed a supportive group for new teachers to adapt to new teachers according to practical needs during the school year. New teachers can also inquire about school affairs through the supportive group. The new teachers said that the group was very good.

#### Reflections

- More professional sharing on assignments across subjects can be arranged in the future.
- A common preparation period for subject teachers scheduled in the timetable was recommended for enhancing further professional development.
- PD Unit needs to become a regular committee. It needs to continue to implement several professional development areas established this year and long-term planning for teachers' professional development needs. Group members need to be changed from voluntary membership to administrative work by assigning suitable members. Moreover, the committee head should be a senior teacher but not Principal.
- In the coming year, we should promote and monitor the implementation of each teacher's "Observe one lesson, and being observed by one lesson" policy.
- The Appraisal policy will be implemented step by step, including self-evaluation and evaluation by panel/committee head. According to the plan, it will be extended to all teachers in the coming two years to conduct annual performance appraisals.

### C. Our Learning and Teaching

Most HTYC graduates continue their studies. In HKDSE 2022, the performance of HTYC students were good. 71% of S.6 students had JUPAS degree offers to local universities.

In response to Education Bureau measures to “Optimise the Four Senior Secondary Core Subjects”, we first successfully completed a reform in the senior secondary curriculum structure in 2021-22 to optimize the 4 core subjects, enable all Senior Secondary (SS) students to take three elective subjects, broaden their knowledge base, create spaces for students and engage in more in-depth study of subjects and M2. Our system allows flexible and free subject choices that can cater for the diversified needs of different students. We also used Diversity Learning Grant to tailor-make courses to enhance learning effectiveness of students, to enrich students' experience and broaden students' perspective in the application of different subjects in senior forms. Secondly, with reference to the “Curriculum Framework of National Security Education in Hong Kong”, which serves as the guidelines for the implementation of national security education in HTYC, we implement and embed national security education through classroom teaching in 13 different subjects and life-wide learning activities, for example, 「校園集古村活動」 was organized to promote students' understanding and appreciation of Chinese culture, strengthen students' understanding of the rule of law and the conditions of our country, enable them to understand the importance of national security and enhance their sense of national identity.

In addition, starting from this year, we also offer a new DSE subject, Tourism and Hospitality Studies, which widen choices of SS students for catering their different aptitude, interest and future career plans for good development.

Moreover, we have been making good use of e-learning strategies for innovative and interactive pedagogy inside and outside the classrooms. BYOD policy has been put forward in S2 and S3 classes well and very good responses were received from both teachers and students. The policy will be covered S1-S5 in 2022-23 for enhancing the effectiveness in our learning and teaching.



學校周年計劃下學期間卷調查2021-2022		同意+ 十分同意 %	不同意+ 十分不同意 %
		完成日期: 21/7/2022	
<b>1. 培養成長心態</b>			
1a	建立正向價值，積極向前。	89.61	10.39
1b	更多認識神和信靠神。	69.94	30.06
2a	更了解自己的性格強項。	79.29	20.71
2b	更有信心面對逆境。	75.99	24.01
2c	抱更樂觀的生活態度。	78.71	21.29
6	我遇到困難時，我能找到合適的人提供意見和幫助。	79.96	20.04
7	在課堂上及課後，老師會給我鼓勵和支持。	82.19	17.81
		(≥70% 師生同意學校有正面的氣氛) 平均 %	<b>79.39</b> <b>20.61</b>
2d	在面對困難時，變得更積極，用不同的方法解決問題。	79.12	20.88
3c	能幫助我檢討成效，並進行改進。	78.48	21.52
3d	能推動我訂下一些有挑戰性的學習目標。	74.77	25.23
		(≥70% 學生表示更有動機追求改進) 平均 %	<b>77.46</b> <b>22.54</b>
3a	我會認真制定計劃及目標。	76.81	23.19
3b	讓我更能達到目標。	73.10	26.90
		(≥70% 學生表示更有信心達到目標) 平均 %	<b>74.95</b> <b>25.05</b>
<b>2. 建立對學習理論和風格的認識</b>			
4a	讓我認識不同的學習技巧。	80.89	19.11
		(≥70% 學生同意對自己的學習風格加深了認識) 平均 %	<b>80.89</b> <b>19.11</b>
<b>3. 對學習技巧的認識，讓學生掌握學習技巧和策略</b>			
4b	能幫助我的學習技巧有所改善。	77.37	22.63
		(≥70% 學生表示學習技巧有改進) 平均 %	<b>77.37</b> <b>22.63</b>
<b>4. 鞏固學生的自我管理能力的</b>			
5a	讓我多明白自我管理的重要。	83.12	16.88
5b	有助我提升自我管理能力。	79.59	20.41
		(≥70% 學生表示自我管理能力有改進) 平均 %	<b>81.35</b> <b>18.65</b>

### Results of Student Annual School Plan (ASP) Surveys (2nd term) on Major Concerns (Learning and Teaching Aspects) in 2021-22

Two Annual School Plan (ASP) Surveys were conducted in all forms at the end of the first term and the academic year. The results in the 2<sup>nd</sup> survey show that the overall perceptions of students towards four aspects of our major concerns on L & T are very positive even under the COVID-19 pandemic influence.

A great majority of students, (74% to 81% students “agree” and “strongly agree”) in all these four aspects are very positive and the results are very encouraging. It reflects various major tasks put forward in 2021-22 were quite effective:

- (1) A good cultivation of a growth mindset among students is inferred. A very large proportion of students (>70%) perceived a positive learning atmosphere in school (e.g. 82% students claimed that teachers gave them encouragements and support). Students show stronger motivation to improve and greater confidence in attaining goals.
- (2) The results show around 80% students agreed or strongly agreed that they understand more on learning theories, learning styles and strategies which were helpful to them.
- (3) In general, most students (~80%) agreed and strong agreed that they improved in self-management skills and considered such skills were important to them.

The results of ASP Surveys show that the school has launched well in the first year of the 3-year SDP to facilitate students to be positive towards learning and life. Some desirable conceptional changes of students and pedagogical changes were observed. With the joint efforts of different departments and teachers, there have been strategic changes in curriculum planning and pedagogical designs. More meaningful learning experiences which strengthen learning by doing and experiential learning were adopted. These changes are desirable and will be continued, emphasis will be more on applications of different study skills in subject learning.

## D. Support for Student Development

According to the results of ASP survey, the overall responding percentage from both teachers and students was over the set target of 70% in fulfilling different tasks in the ASP. For cultivating a growth mindset, positive education home classes were arranged for S1 to S3 classes on Day C and during post examination periods. Around 80% of S1 to S5 students agreed that they knew more about their character strengths and 77% of S2 students agreed that they learnt some ways to develop their gratitude and self-regulation during the LWL lessons. Talks on mindfulness were conducted in October and Academic Week were also conducted to equip students with better resilience towards pressure and growth mindset. Students and teachers found that the talks were useful and meaningful. Around 80% of students thought that they had more positive attitudes, had more confidence to face adversity and could seek proper persons for help and advice. Students set annual targets in the handbook and around 77% of them said that they followed their targets seriously and the handbook helped them achieve goals more easily. In addition, 98% of teachers agreed that messages or sharing from the Text of Cycle, Weekly Motto, hymn singing, Morning Assemblies, Fellowship, Evangelistic Week could encourage students to obtain positive value. Evangelistic Week was held to promote love and care, and 90% of students had positive feedback. Bible verses were highlighted at the end of each home class.

To conclude, various types of activities were conducted to achieve the targets of the ASP and promising results could be achieved in 2021-22. To strive for excellence, positive mindset could be further integrated in curriculum of different subjects, positive reinforcement and support could be actively held in junior forms, more inter-class and interform activities could be arranged and cross-curriculum activities such as 溫情加油站 should be strongly promoted.

## E. General Administration

The Resources Management & Development Committee continued to develop the document management system (DMS) cum alumni information system (AIS) this year. Due to pandemic, the software development was delayed. The first demonstration was conducted successfully in the 50th Anniversary Homecoming held in July 2022 and the system was expected to be launched in Oct 2022. Another development project was the classroom renovation project for upgrading the facilities and equipment in the classrooms. It includes the new integrated whiteboard, which combines the electronic interactive display panel and the physical sliding whiteboard, the wireless IR microphone system, the movable standing desk for more interactive teaching in the lessons and the roller shades for better sunlight blocking. The installation was finally finished in August for S1 and S4 classrooms. The classroom renovation would be extended to other classrooms and special rooms in 2022-23. The committee also prepared to switch the existing e-Circular and e-Payment System to a new service provider, e-Class and adding one more module: e-Attendance for the next academic year. In 2022-23, the smart card system for student attendance would be installed. Some of the above project expenditures have used approved collection for specific-purpose and other school funds.

We also spent our efforts on beautification of the school campus this year. With the help of the Publicity and Branding Unit, the bulletin boards in the public area was renewed in March 2022. The school campus beautification will be extended to other school public areas next year. Besides, our school website was changed to a more innovative design. This laid down a better foundation for the publication of school events in the near future.

Development of our manpower is also important. The General Administration Committee (ADM) conducted two 5S Training (五常法培訓) sessions for our supporting staff including GO staff, janitors, and technical staff in Dec 2021 and Jan 2022 respectively. The training could equip our supporting staff to organize and manage the resources more systematically.

For more effective management on school resources and manpower, the Resources

Management & Development Committee (RMD) and the General Administration Committee (ADM) will be combined in 2022-2023.

## F. Student Performance

### Students' Academic Performance in HKDSE Examination 2022

#### I. Overall Percentages

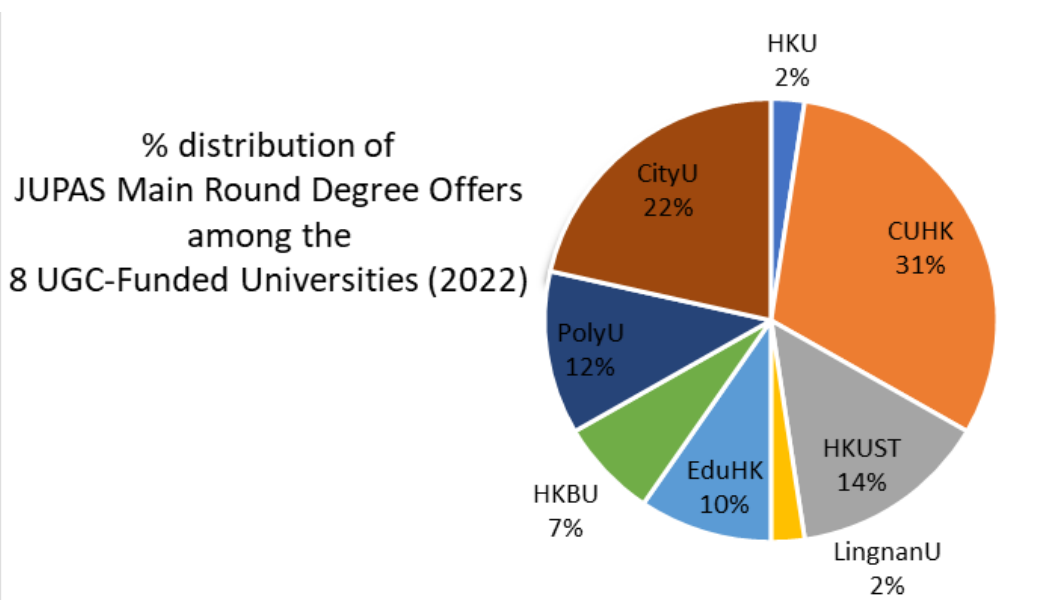
Levels	HTYC Results (%)	HK Average (%)
% of students meeting requirement for subsidized degree programmes (3322 for cores and 2 for one elective or above)	<b>69.1 %</b>	36.2 %
% of students meeting requirement of associate degree programmes (22222+ including Chinese Lang. and English Lang.)	<b>94.5 %</b>	70.1 %

#### II. % of Core Subjects at 3322 or better:

Core Subjects	HTYC Results	HK Average
English Language	<b>85.5 % (3+)</b>	52.0 % (3+)
Chinese Language	<b>76.4 % (3+)</b>	58.5 % (3+)
Mathematics (Compulsory Part)	<b>98.2 % (2+)</b>	81.5 % (2+)
Liberal Studies	<b>100 % (2+)</b>	89.0 % (2+)

#### III. University admissions

Categories	2020	2021	<b>2022</b>
JUPAS offers (Degree programmes)	73.4 %	80.5 %	<b>70.9 %</b>
JUPAS offers (Non-Degree programmes)	15.6 %	10.2 %	<b>0.9 %</b>
JUPAS offers (Total)	89.0 %	90.7 %	<b>71.8 %</b>
Final % of students admitted to post-secondary education	93.6 %	98.3 %	<b>98.2 %</b>



## G. Feedback on Future Planning

### Grow in Faith, Bloom in Grace, Flourish in Christ

HTYC has celebrated 50th Anniversary in 2021-2022. This was an important milestone for HTYC. The thematic slogan of 50th anniversary is “Flourish in His Grace”. Because of God's guidance and grace, 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. To celebrate and count the blessings of God in these five decades, we have organized a series of 50th anniversary celebrations. Activities included Thanksgiving Service, Alumni Homecoming, Academic Talk, STEAM Fair, IT Competition, Visual Arts Exhibition, Online Concert, and Fund Raising Campaign. These events allowed us to count His blessings, connect Hioecians, and acknowledge students' accomplishment in different areas. The participation of all members of the HTYC family has left us with unforgettable memories. Alumni support has also been a great strength for HTYC for decades. HTYC alumni have a deep sense of belonging to HTYC and have built deep friendships with their classmates and teachers over the past 50 years. We must continue to maintain this Hioecians' connection to HTYC.

### 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. Even in the epidemic situation, they can still win many awards in various competitions with their hard work, perseverance and excellence teamwork in different areas. 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 such as information technology, STEAM, visual arts, music, sports, leadership and different service positions. We will also upgrade the learning and teaching facilities and beautify the campus in order to integrate with this fast-changing and technological world.

## **God's Abiding Presence in this Changing World**

Due to the COVID-19 epidemic situation, many activities have been suspended, postponed or rescheduled. But thankfully the school operates smoothly and students are also happy with their campus life after the resumption of face-to-face classes. On the other hand, after long-term cancellation of activities and face-to-face classes, students' mental health needs to be paid attention to, and the relationship between classmates and the sense of belonging to HTYC need to be strengthened.

The world keeps changing, but God never changes. In the rapid development and changing world, HTYC 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. 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 that we can experience God's abiding presence in this changing world.

## **Appendix: Financial Summary**

**2022-2023 Financial Report (Unaudited)**

<b>I. Government Fund:</b>	<b>Income</b>	<b>Expenditure</b>
	<b>HK\$</b>	<b>HK\$</b>
Other Recurrent Grant A/C (Govt. Rates)	493,478.00	493,478.78
School-based After-school Learning & Support Prog.	132,600.00	142,246.30
Teacher Relief Grant for IMC School	2,245,611.20	2,244,062.42
Learning Support Grant for Sec. School	654,866.72	617,667.05
Diversity Learning Grant - Other Programmes	84,000.00	120,398.63
Moral and National Education Subject Support Grant	0.00	2,618.00
Information Technology Staffing Support	430,120.00	556,646.40
Promotion of Reading Grant	62,851.00	88,255.46
School Executive Officer Grant	540,268.60	542,274.02
Life-wide Learning Grant	1,174,267.00	1,762,088.94
Student Activities Support Grant	100,100.00	100,083.61
One-off Citizenship & Social Development Grant	300,000.00	4,999.00
Administration Grant	3,705,504.00	3,178,341.53
Composite Information Technology Grant	564,088.00	859,716.35
Air-conditioning Grant	502,255.00	353,716.80
EOEBG Baseline Reference (RE: Departmental Budgets)	2,012,148.16	1,629,964.67
Capacity Enhancement Grant	642,934.00	400,728.00
School-based Management Top-up Grant	50,702.00	0.00
<b>Sub-total:</b>	<b>13,695,793.68</b>	<b>13,097,285.96</b>

<b>II. Others Fund:</b>	<b>Income</b>	<b>Expenditure</b>
	<b>HK\$</b>	<b>HK\$</b>
Pilot Scheme for Student Athlete Support	12,100.00	12,870.50
IT Innovation Lab in Secondary School	249,500.00	182,010.00
Enriched IT Class Programme	772,709.00	954,093.63
Non-Recur. & Capital Gt. Build and F&E	0.00	0.00
Quality Education Fund	125,352.00	395,903.82
<b>Sub-total:</b>	<b>1,159,661.00</b>	<b>1,544,877.95</b>

<b>II. School Fund:</b>	<b>Income</b>	<b>Expenditure</b>
	<b>HK\$</b>	<b>HK\$</b>
Approved Coll. for Specific Purposes A/C	0.00	294,121.02
General Fund, Subscription, Student Union, etc.	716,934.94	419,193.46
Charges and Fee for Specific Purpose	153,300.00	7,665.00
Scholarship Fund	85,100.00	187,200.00
45th Anniversary Fund	0.00	148,832.52
50th Anniversary Fund	2,653,815.67	261,494.77
Donations	187,150.00	204,143.00
<b>Sub-total:</b>	<b>3,796,300.61</b>	<b>1,522,649.77</b>

<b>Total:</b>	<b>18,651,755.29</b>	<b>16,164,813.68</b>
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