

NLSI LUI KWOK PAT FONG COLLEGE
2021-2022 School Evaluation Report

Major Concern 1: To develop students’ skills for lifelong and self-directed learning, as well as foster their whole-person development

Aim high, boost your knowledge and cultivate a vibrant learning community

Targets:

1. To build a positive learning environment that enables students to master good learning habits, values and attitudes
2. To enhance students’ learning to learn competence and self-efficacy in learning

Target 1: To build a positive learning environment that enables students to master good learning habits, values and attitudes

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
1.1 To develop capacity to design effective lessons with the components of self-directed learning, building on students’ prior knowledge and language competency 1.1.1 Goal setting 1.1.2 Self-planning 1.1.3 Self-monitoring 1.1.4 Self-evaluation 1.1.5 Revision	Whole Year	More than 70% of Subjects share their lesson design and experience on its effectiveness of self-directed learning	<ol style="list-style-type: none"> 1. Success criterion was met. 2. According to the Council Survey concerning Major Concern 1, 100% of subjects responded they have designed lessons with components of SDL. 3. Among them, over 85% shared their experiences on the SD day, in the Staff meeting or other SD activities. 4. Teachers agreed that the school has developed an ambience of professional interflow. From the results of the stakeholder survey, the average score on question T22 increased by 5.0% comparing to last year. 5. Teachers reported that teaching and learning has improved. From the results of the stakeholder survey, the average score on “My view on teaching” and “My views on student learning increased by 1.0% and 2.9% respectively comparing to last year. 	Reflection <ol style="list-style-type: none"> 1. Some subjects have set online quizzes in Google Classroom to facilitate the self-evaluation and some other subjects require students to set goals and do self-planning in each term. 2. Some subjects have already designed SDL checklist/WS/learning portfolio which include components from the stated strategies to different extents. 3. Some subjects have tiered assignments for different level of students. 4. A few subjects have shared their SDL experiences extensively.

			<p>6. Students agreed to the teachers' work done on SDL. From the stakeholder survey, the average score on question S2 concerning the guidance of SDL learning strategies provided by teachers, question S4 concerning how often teachers ask thought-provoking questions and question S5 concerning how often teachers make students inquire into/investigate different issues are increased by 0.5%, 2.5% and 1.9% respectively comparing to last year.</p> <p>7. The results aforementioned echo with the school-based survey asking whether students can use different learning strategies to enhance performance (Mean 3.40).</p> <p>8. Parents reported that their children learned to take the initiative to learn. From the results of the stakeholder survey, the average score on question P2 increased by 1.2% comparing to last year.</p> <p>9. Among the 5 components of SDL stated in the strategy, teachers mentioned in the evaluation meeting that more guidelines should be given to students in doing "Goal setting" and "Self-evaluation". From the results of stakeholder survey, the average score of questions S12 and S14 about goal setting and self-evaluation decreased by 5.7% and 2.0% respectively comparing to last year.</p>	<p>Suggestions</p> <ol style="list-style-type: none"> 1. Subjects facilitate SDL by setting tiered assignments. 2. Subject teachers guide students to do goal setting and self-evaluation in lessons. 3. Subject teachers go through the listed SDL components and expected learning outcomes with students in the beginning of each chapter/unit. 4. Professional development activities can be arranged to strengthen the development of SDL.
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			10. Meanwhile, the school-based survey conducted in April, 2022 shows that 48.8% of students agreed that setting learning goals helped improve their learning outcome, which shows that about half of the students understand the importance of setting goals.	
1.2	To broaden students' horizons with different learning experiences both inside and outside the classroom under a growth-oriented environment by offering a wide range of life-wide learning and other learning experiences activities	Whole Year	More than 70% of Subjects offer life-wide learning and other learning experiences activities	<p>1. Success criterion was met.</p> <p>2. More than 85% of subjects provided students with other learning experiences to broaden students' horizons.</p> <p>3. From the result of the stakeholder survey, the average score on question S1 concerning how often the teachers arrange learning activities outside class for them, such as project learning week, visits and field trips, decreased by 9.2% comparing to last year.</p> <p>4. Teachers gave an account on it in the evaluation meeting that most of the planned field trip and visits could not be arranged due to the epidemic. Although some of them could be changed to online mode, the effectiveness was not as good as the authentic one.</p> <p>Reflection</p> <p>1. Due to the epidemic situation, many planned programmes are forced to be cancelled and some of them, e.g. English global week, which allows students meeting with guests from other countries and virtual field trips are able to be changed to online mode</p> <p>2. During the S3 face-to-face school life period, some subject planned activities were held in school and students gained a lot from other learning experience.</p> <p>3. Life-wide learning activities inspired students to plan for their career path.</p> <p>4. Science subjects could arrange experiments that could be conducted at home with household items, which students reported to be engaging and effective.</p>

				<p>Suggestions</p> <ol style="list-style-type: none"> Subjects can try to explore the use of EduVenture-VR to prepare virtual field trips and virtual learning for students. More “home experiments” can be carried out to facilitate students’ learning outside the classroom.
1.3	To develop a culture of learning by providing chances for students to showcase their learning outcomes	Whole Year	To organize at least 5 academic competitions during academic weeks	<ol style="list-style-type: none"> Success criterion was met. Over 60% of subjects provided or planned to showcase students’ learning outcomes during academic weeks or exhibitions. 8 subjects held competitions in school and according to teachers, students enjoyed them. Teachers and students agreed that the students’ learning confidence was improved. From the results of the stakeholder survey, both the average score on questions T42 and S9 increased by 3.4% comparing to last year. <p>Reflection</p> <ol style="list-style-type: none"> Students’ roll call sharing was continued in half-day face-to-face school days. Students prepared well and spoke fluently. Due to the special vacations, History exhibition is postponed to the post-exam period. VA exhibition was cancelled but electronic/hardcopy collections of students’ artworks will be published. Some of the inter-school competitions still continued and students got good results in the competitions, namely the Chinese Penmanship competition, English speech Festival, 2022 Exhibition of Student Visual Arts Work, Hong Kong School Drama Festival 2021/22 and various dancing inter-school competitions, etc.

				<p>Suggestions</p> <ol style="list-style-type: none"> 1. Subject panels and Committees can get more students involved in organizing and participating in a wide range of learning activities, e.g. assemblies, roll-call sharing, exhibitions, competitions, academic weeks, etc., so as to boost students' enthusiasm and sense of ownership in learning. 2. To enhance students' confidence, subject panels may consider putting the outstanding students name list on the subject's e-learning platform so that students can show their good learning outcomes to their parents.
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Target 2: To enhance students' learning to learn competence and self-efficacy in learning

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
<p>2.1 A provision of reading across the curriculum (RaC), STEM learning experiences and project learning - through the collaboration of subjects in enhancing students'</p> <p>2.1.1 Ability to organize their learning process</p> <p>2.1.2 Ability to learn and act independently</p> <p>2.1.3 Ability to learn and operate within a group</p> <p>2.1.4 Ability to solve problems</p> <p>2.1.5 Ability to discuss (reflect) their learning and activities</p>	<p>Whole Year</p>	<p>More than 70% of Subjects offer cross-curricular reading, project learning programme or STEM learning experiences</p>	<p>1. Success criterion was partially met.</p> <p>2. 41.7% of subjects successfully responded to this strategy during the epidemic.</p> <p>3. According to the stakeholder survey, the average score on question S1 concerning how often the teachers arrange learning activities outside class for them, such as project learning week, visits, and field trips, etc. has decreased by 9.2% comparing to last year.</p>	<p>Reflection</p> <p>1. The STEM project this year is cancelled because of the pandemic.</p> <p>2. After the S3 RaC activity co-organized by the library, English, Geography, Science and History panels, the Book Cover Design and Book Report competition were held. All students participated in the competition and top three designs will be published in the anthology.</p> <p>3. Concerning the STEM learning experiences, teachers of 6 subjects, including Science, Physics, Chemistry, Biology, Computer and Mathematics started the good discussion on the main theme of the STEM project this year. Teachers had introduced the projects to the students and students were divided into groups by themselves. S1 students participated in STEM activity on Activity Day (Micro:bit hovercraft competition). Students enjoyed the STEM activity which involved cross curriculum knowledge. However, due to the epidemic, the projects supposed to be carried out from January to April were cancelled.</p>

				<p>4. Theme-based projects and cross-curricular collaborations could be introduced to develop students' interests and potentials.</p> <p>5. Careful planning, which included avoiding scheduling conflicts, is important.</p> <p>6. Collaboration among subject panels could be strengthened to allow students to experience the integration of different subject knowledge regardless of the unforeseeable factors (e.g. Science and Computer panels are already discussing to strengthen their cross-curricula cooperation through having some cross subject projects)</p> <p>Suggestions</p> <p>1. Based on the strength of implementing project learning by individual subject, cross-curricular collaboration can be facilitated to enrich students' learning experiences and reflect what they learnt in different subjects.</p> <p>2. Cross curricular project-based learning can be implemented to integrate knowledge and skills across KLAs/subjects by curriculum mapping.</p>
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2.2	To strengthen the use of e-learning to enable learning to take place beyond the classroom, to engage different types of students, and to enrich their learning experiences	Whole Year	<ol style="list-style-type: none"> 1. More than 70% of Subjects update the e-learning resources for self-directed learning 2. To introduce 3 new eLearning tools in applying eLearning strategies 	<ol style="list-style-type: none"> 1. Success criterion was met. 2. 74% of subjects updated the e-learning resources platform so as to facilitate the online learning. The E-resources on Google site for supporting students' self-directed learning has also been promoted in the notice to parents frequently. 3. More than 3 new e-learning tools have been introduced in different subjects and teachers' SD. They are electronic note-taking, mind-mapping, Microsoft Teams, and EduVenture-VR. <p>Reflection</p> <ol style="list-style-type: none"> 1. The learning and teaching modes are changing and the use of e-learning platform enriches students' learning experiences beyond or inside the classroom. Teachers' quick responses to the necessities of e-learning platform have been seen. <p>Suggestions</p> <ol style="list-style-type: none"> 1. The use of the school-based e-learning platform can be enhanced to further develop students' SDL capabilities. 2. Posting the names of outstanding students/improving students, showcase of students' learning outcomes and frequent updates of the platform are expected to engage students in the reflection on their learning process. 3. All subjects facilitate learning through the use of the e-resources platform in all classes/groups at least once a year.

Summary

Achievements

Thanks for the work done by all teachers in this challenging year. With the alternate face-to-face lessons and online lessons, most of the tasks can still be completed. The three strategies to build a positive learning environment that enables students to master good learning habits, values and attitudes are 1) Design effective lessons with the components of SDL, 2) Broaden students' horizons with different learning experiences and 3) Provide chances for students to showcase their learning outcomes. All the success criteria were achieved. Teachers' and students' awareness of developing SDL habits are high. From the results of the stakeholder survey, the average score of 3.21 in teachers' view on student learning and the average score of 4.09 in the teachers' view on teaching have improved to the highest in the recent three years. Besides, the results of the stakeholder survey (questions T36: 3.98, S4: 3.65 and S5: 3.77) show that our teachers have shown improvements on asking students thought-provoking questions in lessons and facilitating students inquire into/investigate different issues in lessons. The results of the stakeholder survey (questions T33: 4.15, S2: 3.75, and S13: 3.40) show that teachers have often provided students with guidance in learning strategies, such as doing pre-lesson preparation, using concept maps, tool books and on-line resources, etc. All these strategies support in building the SDL habits. Despite the pandemic, some of the subject panels held competitions in school or joined the inter-school competitions to encourage our students to explore more and good results have been seen in the subject panels' evaluation. One of the slogans of Major concern 1 is "Aim high". Teachers' expectation on students' learning attitude and growth is getting higher. The result of the stakeholder survey (question S26: 3.86) shows that students agreed that teachers have had high expectation for them. This score is improved to the highest in recent three years. The overall effectiveness of learning and teaching by the three strategies mentioned is good.

Regarding the second target, the two strategies to enhance students' learning to learn competence and self-efficacy in learning are 1) A provision of reading across the curriculum (RaC), STEM learning experiences and project learning-through the collaboration of subjects and 2) strengthen the use of e-learning. The success criteria of the first strategy are partially achieved while that of the second strategy is achieved. The result of the stakeholder survey shows that students have not got as many learning experiences outside class such as project learning week, visits, field trips as the previous years. It is believed that the cross-curricular learning activities are very important in reflecting what students learnt in lesson. In order to enrich students' learning experiences beyond or inside the classroom, all subject panels are advised to put effort on developing and updating the e-learning platform.

Reflection

Among the five SDL elements mentioned in strategy 1.1, more work should be done on the goal setting and self-evaluation so as to enable students to master a good learning habit and implement the EPIE cycle in their learning. Besides, it is believed that the learning activities outside class, life-wide learning experiences and chances for showcase are important to students and thus, each subject panel and committee should focus more on these areas in the next academic year.

In order to facilitate cross-curricular collaboration, the LaC working group will be in charge of liaising the collaborations work among subjects in the next year. It is believed that the strategies of RaC and project learning could be further developed by the coordination of LaC working group. Besides, all subject panels have put much effort on developing and maintaining the e-learning resources platform for students, it is expected the students self-learning abilities could be strengthened in the next academic year.

Major Concern 2: To foster Christian belief and growth mindset in students; to broaden their horizons in life-planning, leadership and global view; and to strengthen their capability in connecting with oneself, others and the society

Aspire, Broaden the Horizons, Connect

Targets:

1. **Aspire**
 - To develop students' aspiration based on Christian belief as well as growth mindset
2. **Broaden the Horizons**
 - To help students to derive personal fulfillment in life planning, leadership and global view so that they can serve to learn and learn to serve
3. **Connect**
 - 3.1 **Connect with oneself:** To foster students' well-being so that they can appreciate themselves
To strengthen their grit and perseverance so that they can deal with pressure and adversity
 - 3.2 **Connect with one another:** To foster students' caring attitude so that they can appreciate others
To raise the sense of belonging to the class and the school
 - 3.3 **Connect with the society:** To develop students' civic responsibilities
To raise their awareness in the protection of others and the nature

Target 1: Aspire: To develop students' aspiration based on Christian belief as well as growth mindset

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
<p>1.1 To cultivate students' spiritual temperament through various religious activities</p> <p>1.2 To develop the atmosphere of positive thinking and growth mindset to both the teachers and students</p>	<p>Whole year</p>	<ol style="list-style-type: none"> 1. Decrease in negative emotion in APASO 2. Increase in the overall satisfaction in APASO 3. Increase in Sense of Success in APASO 4. Positive feedback from participants 5. High participation rate in activities 	<p>Christian belief:</p> <ol style="list-style-type: none"> 1. The Christian assembly was held online. Over 100 teachers and students attended. They felt motivated and encouraged. 2. Student fellowship was held online on alternate weeks. Guests such as teachers and school chaplain were invited to share gospel messages and group sharing was held afterwards. The interaction was limited and this affected the number of participants. 3. S1 Religious Studies lessons were incorporated with the student fellowship in the format of the Alpha course. The school church led the group sharing with the students about Christian belief, everyday life and other issues. 4. During the Religious Week, S1-S3 students actively participated in various booths. The atmosphere was good and the gospel message was delivered. Committee members of Christian fellowship and Ambassadors of Care were very helpful. Gospel book reading activity was held within the week and was helpful to spiritual development. 5. S2 growth workshop was held on the Activity Day and enabled the spiritual development of students through various activities such as movie appreciation. 	<p>Reflection</p> <ol style="list-style-type: none"> 1. The target is partially achieved. 2. The achievement in APASO decreases in general. Compared to face-to-face lessons, online lessons are less satisfactory. Students should build up their routines in a face-to-face setting. Part of the activities were cancelled due to the epidemic. Some activities were shortened and simplified. The students need more exposure to real-life experiences so that they could feel their success. <p>Suggestions</p> <ol style="list-style-type: none"> 1. Morning meditation was held once only. This activity is hopefully to be held regularly in the coming year. 2. More opportunities should be provided to explore various talents of the students. 3. The appreciation and recognition by the teachers are very important. Teachers should focus more on the improvement of the students. 4. There should be more follow-ups on the goal setting by the students and class charter set by the classes.

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
			<p>6. Carol singing was held by Ambassadors of Care and PTA after the Christmas service. The response was positive.</p> <p>Growth mindset:</p> <ol style="list-style-type: none"> 1. A hearing-impaired DSE candidate and visually impaired singer Ms Siu Ho Yan delivered sharing to S3 and the whole school respectively. Their messages were positive and encouraged the students not to give up. Teachers and students were deeply moved and motivated. 2. In the S3 sharing session, young teachers were singing hymns and sharing gospel messages. Students were encouraged to have a positive lifestyle. 3. One more prize presentation was held this year. The list of the prize winners was sent to the students through email. 4. In the class teacher period at the start of the term, students set goals individually and the classes set class charters. These enabled the students to set a clear goal and direction in the school year. 5. In the school-based survey (SBS), 52.7 % of students agreed that “I maintain a positive mindset in life.” with an average score of 3.53/5. This shows that students have good aspirations in general. 	<p>5. Prize presentations should be held 3 times per year to show appreciation to the students.</p>

Target 2: Broaden the Horizons: To help students to derive personal fulfillment in life planning, leadership and global view so that they can serve to learn and learn to serve

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
<p>2.1 To foster students' self-understanding, personal planning, goal setting, reflective habits of mind and articulation to progression pathways on their career path</p> <p>2.2 To provide leadership training to students and to launch the Legacy Scheme for leaders</p> <p>2.3 To organize study tours outside Hong Kong</p>	<p>Whole year</p>	<p>1. Increase in opportunities in APASO</p> <p>2. Positive feedback from participants</p> <p>3. High participation rate in activities</p>	<p>Personal planning:</p> <ol style="list-style-type: none"> 1. Various talks and group/individual interviews on life planning were provided for S6 students. Most of them had made up their mind about their future paths. 2. S3 joined the programme Career Sparkle held by St. James' Settlement. S3 class teachers expressed that it was helpful for the students in self-exploration and personality discovery. 3. S3 were guided to make appropriate choices of subject selection through talks and group interviews. 4. Various lessons are held at different levels to explore the life planning by Career Guidance Committee, including knowing oneself, DSE, careers, universities, etc. <p>Leadership training:</p> <ol style="list-style-type: none"> 1. Leadership training was provided to Prefects, Teenshine Health Ambassadors, Career Prefects, Gender Equality Ambassadors, Nature Buddies as well as the committee members of Christian Fellowship, Big Brother and Sister Scheme. NGO such as BGCA, YMCA, Hok Yau Club, Samaritan Befrienders provided training to the leaders. The training was mostly in online mode. Students knew more about the role of leaders and the tasks in different aspects. 	<p>Reflection</p> <ol style="list-style-type: none"> 1. The target is partially achieved. 2. Exploration of life-planning choices and multiple pathways is helpful to the students who lack confidence in academic studies. 3. In SBS, only 36.2% of students agreed that "I set a plan for my further study and career." with an average score of 3.23/5. Although the students have many chances to know more about different careers, they hesitate to plan their future. 4. Although leadership training was held, students lacked chances to practice because of the epidemic. 5. In SBS, only 42.9% of students agreed that "I am keen on serving others and demonstrate leadership." with an average score of 3.36/5. The self-confidence of the students should be built up so that more students can aspire to become leaders.

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
			<ol style="list-style-type: none"> 2. Club chairperson meetings were held online, and the students participated actively. 3. In special vacation, students provided volunteer tutorship to primary students. The dubbing training course was held and aroused the students' interest in the expertise. 4. Career prefects helped manage career information and tips for subject selection on Instagram. <p>Global view:</p> <ol style="list-style-type: none"> 1. English subject panel organized activities with students from other countries. Students talked to foreigners in zoom cloud meetings. 2. In the D2 roll calls, students shared news stories around the world. The response was positive. 	<ol style="list-style-type: none"> 6. Life Sailing Leadership Training Program and Legacy Scheme were cancelled because of the epidemic. 7. Study tours could not be held due to the epidemic. <p>Suggestions</p> <ol style="list-style-type: none"> 1. Students can be invited to help with the committee work. 2. More chances should be given to junior form students. For example, they can be recruited as health ambassadors in the coming year. 3. Alumni who are studying abroad can be invited to have sharing to meet the needs of the students.

Target 3: Connect

- 3.1 Connect with oneself: To foster students’ well-being so that they can appreciate themselves
To strengthen their grit and perseverance so that they can deal with pressure and adversity
- 3.2 Connect with one another: To foster students’ caring attitude so that they can appreciate others
To raise the sense of belonging to the class and the school
- 3.3 Connect with the society: To develop students’ civic responsibilities
To raise their awareness in the protection of others and the nature

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
3.1 To establish a culture of healthy life by organizing mental health talks, courses and groups; to provide talks and sharing on the experiences of hardship and to organize the Enhanced Smart Teen Project 3.2 To establish the atmosphere of appreciation and caring in group, class and school levels; to organize class periods and activities under the rationale of class management; and to organize inter-class competitions	Whole year	1. Decrease in negative emotion in APASO 2. Increase in social relationship and teacher-student relationship in APASO 3. Positive feedback from participants 4. High participation rate in activities	Connect with oneself: 1. Relaxation Days were held in each form of S4-S6. Teacher-student ball game competitions were held in S3. These provided opportunities for students to relieve their stress and connect with others. 2. Stress relief exhibition of Project E. Positive by Hong Kong Federation of Youth Groups was held in November. Students knew more about anxiety and learnt how to have a healthy life. They took a quiz to have a self-reflection on their mental health. 3. S2 mental wellness course was held in Life Education lessons. Students knew more about the expression of emotions. They were asked to cooperate in groups to enhance their communication. 4. Anti-gambling talk was held. The sharing of microtransaction was closely related to the students and aroused their awareness. 5. In SBS, 74.9% of students agreed that “I understand the importance of emotional health.” with an average score of 3.96/5, and 52.3 % of students agreed that “I face adversity with perseverance.” with an average score of 3.51/5. These show that students have the awareness of emotional health.	Reflection 1. The target is partially achieved. 2. Because of the epidemic, teachers lack opportunities to have individual contacts with the students to discover their strengths and students lack chances to learn how to face adversities. 3. Online class groups made sharing less personal and students were not as eager to express themselves in an online setting. 4. S6 students cherished the benediction. They produced videos wholeheartedly. Teachers’ sharing made them feel moved. 5. Two-mite Bread Project brought vitality to the campus. Students learnt the spirit of helping others.

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
<p>3.3 To enhance students' knowledge about civic responsibilities and the nation; to provide talks on protecting others and organize activities on environmental protection</p>			<p>Connect with one another:</p> <ol style="list-style-type: none"> 1. In S1 Welcoming Assembly, S1 students felt welcomed by the whole school. S1 class teachers encouraged the students in the video. 2. S6 Benediction was held online. Students of each class produced a video of their class. The principal and class teachers encouraged them to face DSE. The students responded positively and a sense of belonging was built up. 3. In the activity DSE Add Oil Station, the words of encouragement were presented to S6 students by teachers and fellow students. The cards were displayed on the board as well as on Instagram. S6 students felt encouraged. 4. Through social skill groups, the communication skills of students were enhanced. 5. S1 mountaineering was changed to team building activities due to the epidemic. The activity was held by YMCA. More than 90% of students agreed that the activities strengthened their positive thinking, communication and cooperation to solve problems. 6. In S5 sex education activities, more than 95% of the students agreed that they know more about gender stereotypes/gender equality issues. 	<ol style="list-style-type: none"> 6. Students gradually showed their commitment and respect to the singing of the national anthem and flag raising ceremony. 7. The epidemic affected the frequency of class prayer meetings. Ball game competitions could not be held in the 1st term due to the epidemic. Smart Teen Challenge Camp was cancelled due to the epidemic. <p>Suggestions</p> <ol style="list-style-type: none"> 1. To increase the opportunities for connection of teachers and students, T & S Shining Moment and teachers' sharing in the staff development can be considered. 2. Activities similar to Two-mite Bread Project were worthy to be held as appropriate. 3. Class prayer meetings can be held in smaller group sizes. 4. Regarding the cancellation of school events, activities can be replaced by class/form-based activities.

Strategies / Tasks	Time Scale	Success Criteria	Achievements	Reflection
			<p>7. Christian Family Service Centre delivered a drama workshop on bullying. More than 70% of the students agreed that they drew more attention to bullying.</p> <p>Connect with the society:</p> <ol style="list-style-type: none"> 1. Two-mite Bread Project was held. Students responded enthusiastically and donated generously. They learnt that it is more blessed to give than to receive. 2. Students understood the economic development in China in various subjects. 3. Students learnt the meaning of the national flag, national anthem and Chinese culture. The flag-raising and flag-raising ceremony were held as scheduled. 4. Mr. Fok Kai Kong, JP, had a sharing about the national sports achievements and the relationship between China and Hong Kong before the National Day. Students' positive feelings towards the country were enhanced. 5. For National Constitution Day, learning activities were organized such as explaining the Constitution and the Basic Law in class periods, and encouraging students to join the "2021 National Constitution Day Online Quiz Competition". The response of the students was positive. 	<ol style="list-style-type: none"> 5. It is preferable to arrange a longer duration for assemblies. Lunchtime activities will hopefully be held after the epidemic. 6. Aquaponics and solar energy generation systems help to enhance the students' knowledge of renewable energy.

Summary

Achievements

Christian belief is the mission of the school. Students were learning to have a positive attitude from various gospel meetings, remarkably in the Religious Week. S1 Religious Studies lessons were incorporated with the student fellowship in the format of the Alpha course and the linkage with the school church became closer. Students enjoyed much in the group sharing. Growth mindset was promoted through sharing of guests who endured difficulties in life in the assemblies and goal setting in the class periods.

Life planning activities were held for all levels of the school. S3 students could recognize the diversity in certain types of careers through experiences and have a certain impact. Various leadership training was provided for various roles so that students could explore their talents in different aspects. Students have a global view through talking with students from different countries on the Internet in the global week.

There is a slight decrease in the negative affect in APASO in general. This year, quite a lot of activities about mental health were held, including individual, group and whole-school levels. It helped to enhance students' well-being and strengthen the students' grit and perseverance so that they can deal with pressure and adversity. In SBS, 68.8 % of students agreed that "I care about and appreciate others." with an average score of 3.87. In Student Survey, all stakeholders (students, parents, teachers) show an increase in "The teachers and students have a good relationship". This shows that there is an atmosphere of connecting with others. Students showed a positive attitude towards Chinese culture and adapted to flag-raising ceremonies.

Reflection

More elements of growth mindset should be implemented in the coming years. Teachers are suggested to learn how to express more appreciation to the students. The assessment of students' performance can be utilized to encourage the students to strive for excellence in different scopes.

Students may learn a lot about the career path, but hesitate to make decisions, especially for S4 (3.19/5) and S5 (3.09/5). Students should be encouraged to set a plan for further study and careers. S3 subject selection is very crucial so that they can determine their career path in the senior form. More chances to practice the leadership should be provided to the student leaders such as assisting the committee work. Study tours are less likely to be held within a short period. The global view can be promoted by introducing new trends in different aspects to cultivate the curiosity of the students.

Students' well-being has been promoted with the atmosphere of appreciation and care fostered in some ways. The sharing of teachers, fellow students and guests outside was insightful and encouraging to the students.

A moderate decrease in S2 and a small decrease in S4-5 are shown in general satisfaction in APASO. Some students felt uncomfortable returning to school because they were not used to interacting with people during the epidemic. They were used to having a leisure way to study online rather than staying at home. The routine of school life on the campus should be rebuilt.

There is a small increase in S1-S2 but a small decrease in S5-S6 in the teacher-student relationship in APASO. This may be explained by a dramatic change in the staffing arrangement of teachers in this school year. Many experienced teachers of S5-S6 were leaving so the teacher-student connection

should be rebuilt. Many new teachers have come and developed a good relationship with the students. They are taking great care of the students. More chances should be provided for experienced and fresh teachers to communicate so that teachers can work well as a team.

Because of the epidemic, a drop is shown in the item “Through participation in the school’s extra-curricular activities, my / my child’s learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased” in the students’ and parents’ stakeholder survey. Students valued face-to-face activities such as camping, picnic and other outdoor activities. It is hoped that the whole-day face-to-face lessons will be resumed soon and students can participate in more face-to-face activities.

Students’ sense of national identity and connection with society is to be reinforced.