

		Contents	Page
1.		School Vision & Mission	1
	1.1	School Vision	1
	1.2	School Mission	1
2.		Our School	1
	2.1	School History	1
	2.2	School Facilities	1
	2.3	Composition of School Management Committee	1
3.		Our Students	2
	3.1	Class Organization	2
	3.2	Students' Attendance Rate	2
	3.3	Students' Early Exit	2
	3.4	Destination of S6 Graduates	3
4.		Our Teachers	3
	4.1	Teacher Turnover	3
	4.2	Teachers' Professional Development	3
5.		Learning & Teaching	4
	5.1	Number of Active School Days for S1-S3	4
	5.2	Lesson Time for the Key Learning Areas for S1-S3	4
6.		Major Concerns	5
	6.1	Learning and Teaching	5
	6.2	Student Development	6
7.		Physical Development	7
8.		Performance of Students	8
	8.1	HKDSE	8
	8.2	Achievements in Inter-school Activities 2019/20	9
9.		Financial Report	13
10.		Future Planning	14
	10.1	3-year School Development Plan (2018/21)	14
	10.2	School Major Concerns (2020/21)	14

1. School Vision & Mission

1.1 School Vision

Our school is committed to developing and implementing innovative teaching and learning strategies that maximize students' learning outcomes. Our school aims at nurturing a safe and supportive learning environment that caters for students' individual needs.

1.2 School Mission

Through the creation of a positive and harmonious learning environment, our school is dedicated to educating children in their intellectual, physical, social, moral and aesthetic development.

2. Our School

2.1 School History

Our school was founded in 1946 and is the first government school in the New Territories. Since 1949, the campus was situated in Au Tau. It was then relocated in 1989 to our existing campus on Town Park Road South in Yuen Long. We are a co-educational, Anglo-Chinese government secondary school. Except for Chinese subjects, English is used as the medium of instruction. Our school has upheld simplicity as the essence of our school ethos.

2.2 School Facilities

Apart from standard school facilities, there are special rooms in the school like the STEM Centre, the Campus TV Centre, the Multi-Media Language Centre, the Computer-Assisted Learning Room, the English Language Room, the Liberal Studies Learning Room, the Multi-purpose Learning Room and the Amenities Room. All the classrooms and special rooms are equipped with networked computers, multi-media projectors and wireless microphone systems to enhance the effectiveness of learning and teaching. In addition, LCD televisions are installed in the covered playground to broadcast the latest news to students. The school is fully air-conditioned to provide a comfortable and cozy learning environment for students.

2.3 Composition of School Management Committee

- Our School Management Committee was formed in November 1999.
- The table below shows the composition of our SMC:

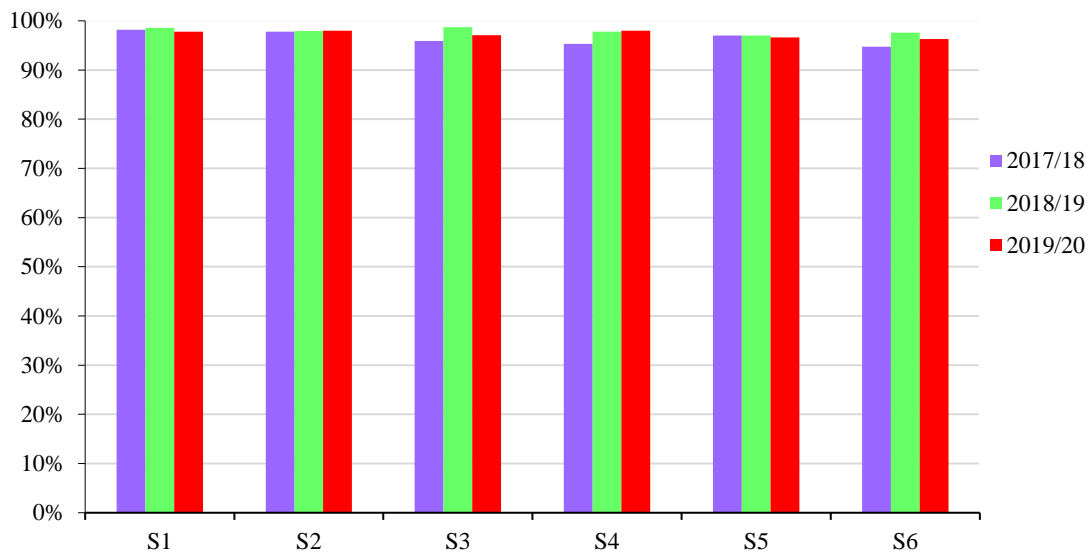
Members Year	EDB Representative	Principal	Parent Representatives	Teacher Representatives	Alumni Representative	Community Members
17/18	1 (9.1%)	1 (9.1%)	2 (18.2%)	2 (18.2%)	1 (9.1%)	4 (36.3%)
18/19	1 (9.1%)	1 (9.1%)	2 (18.2%)	2 (18.2%)	2 (18.2%)	3 (27.2%)
19/20	1 (9.1%)	1 (9.1%)	2 (18.2%)	2 (18.2%)	2 (18.2%)	3 (27.2%)

3. Our Students

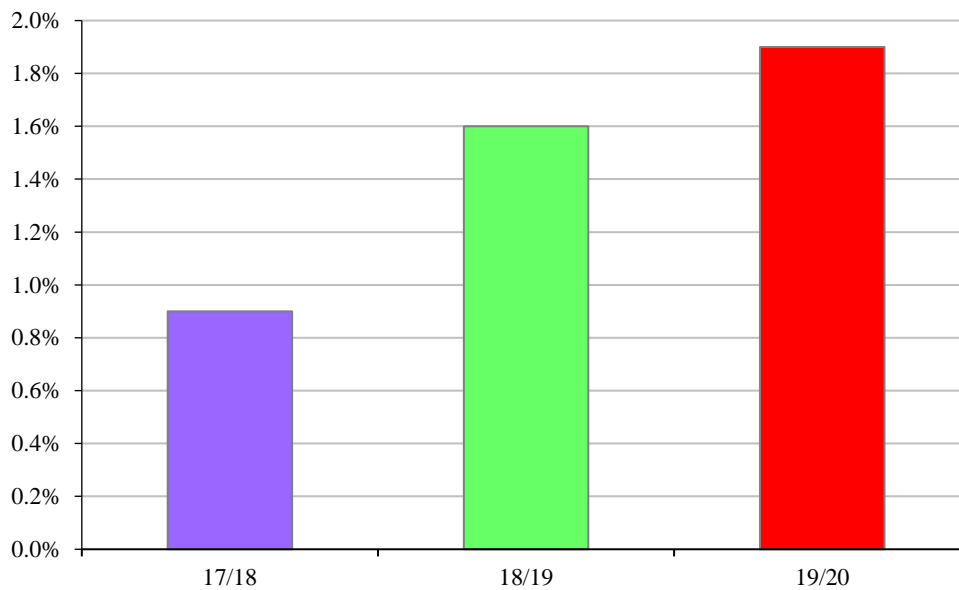
3.1 Class Organization

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Boys	51	77	60	66	66	59	379
Girls	84	64	75	65	69	62	419
Total Enrolment	135	141	135	131	135	121	798

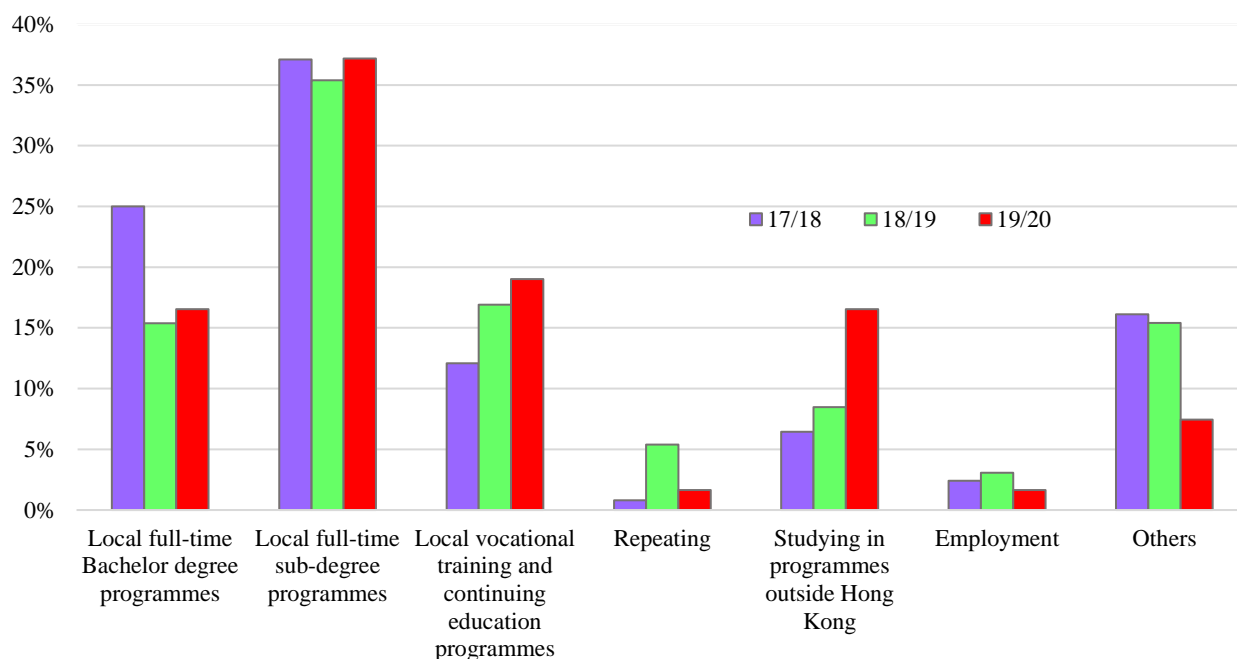
3.2 Students' Attendance Rate



3.3 Students' Early Exit (entire school year)



3.4 Destination of S6 Graduates



4. Our Teachers

4.1 Teacher Turnover

The turnover rate of our teachers was 1.9% last year.

4.2 Teachers' Professional Development

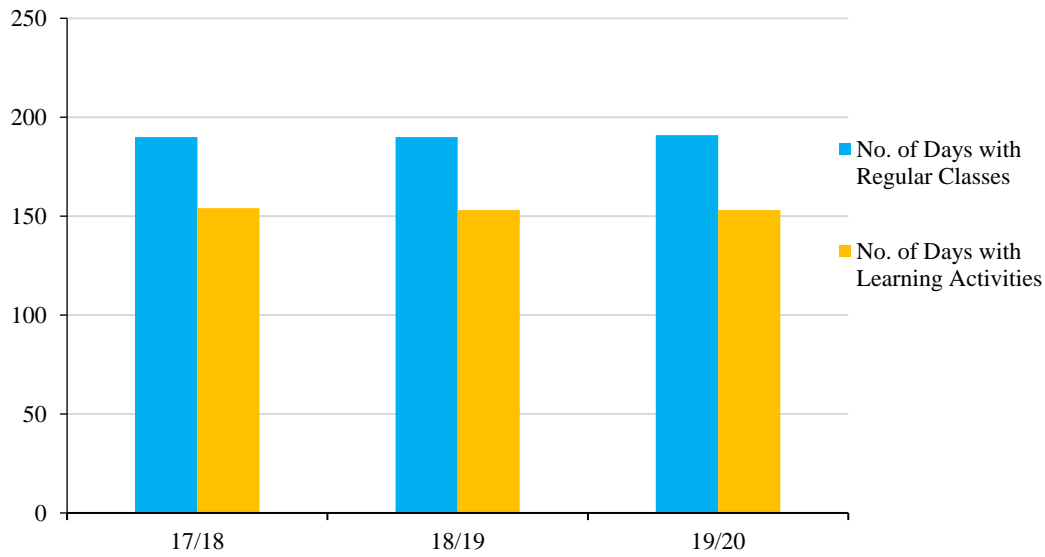
Our teachers attended a total of 1366.5 hours of professional development in various training courses, seminars, and workshops.

Three Staff Development Days were organized in the 2019/20 school year:

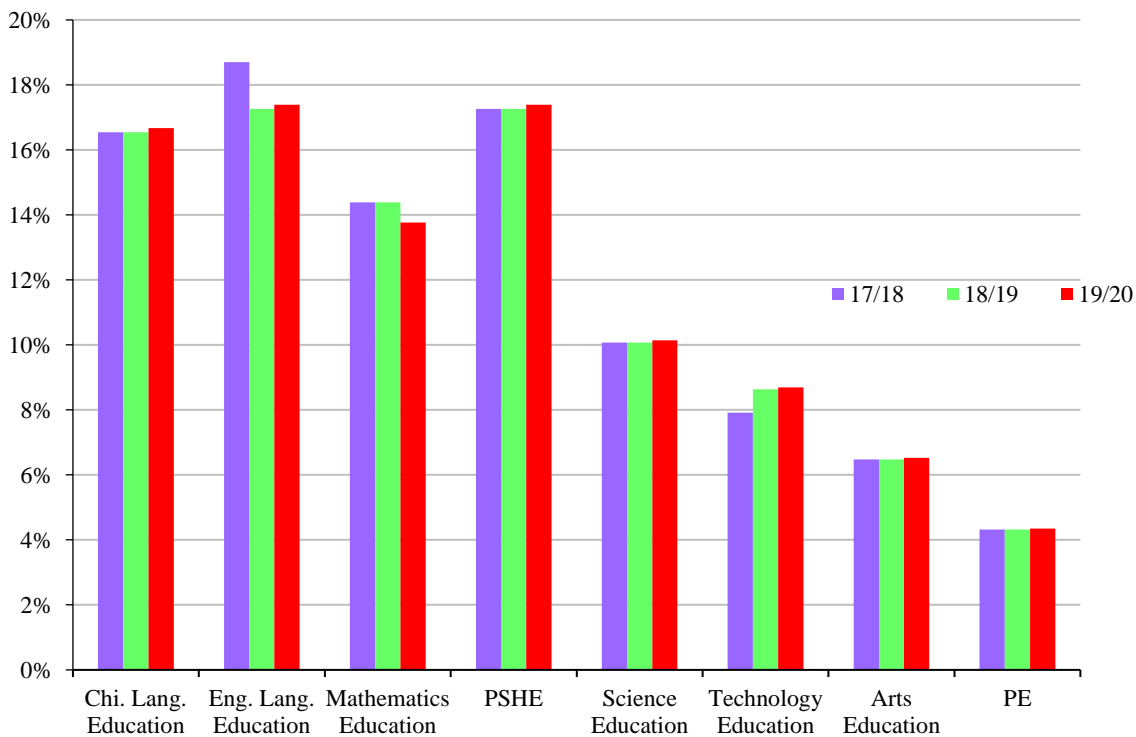
Date	Theme	Organiser
4.10.2019	"Press to shock - Save a life" CPR & AED Course Stretching Exercise Workshop	HKFSD HKSEA
7.1.2020	Teacher Symposium 2020 (Cancelled)	EDB
5.6.2020	Review on School Major Concerns & Development Plan	YLPSS

5. Learning & Teaching

5.1 Number of Active School Days for S1-S3



5.2 Lesson Time for the Key Learning Areas for S1-S3



6. Major Concerns

6.1 Learning and Teaching

Objectives Achieved:

1. To enhance teachers' professional development
2. To equip students with e-learning skills
3. To design, promote and implement e-learning curriculum in whole-school approach

Evaluation:

Due to school suspension during the COVID-19 pandemic, some of our progress in enhancing learning through e-learning was affected. Nevertheless, some colleagues reflected that it was a good opportunity to put into practice some new e-learning strategies they had learnt. Overall, our teacher survey results reflected that more than 80% of our teachers have attended e-learning related courses or training. About 80% of our teachers found the training valuable in enhancing their teaching strategies. 70% of our teachers have identified some e-learning software or apps relevant to their subjects. Furthermore, more than 80% of our colleagues showed willingness and readiness to use e-learning elements in their future lessons. During school suspension, most teachers adopted e-learning and conducted continuous assessment via Zoom and other platforms, such as Google Classroom, eClass PowerLessons and teaching videos. More than 70% of our teachers found that students' overall learning attitude was satisfactory or above. However, teachers also reflected that while attending live or online lessons at home, students were less attentive and easily distracted. This mode of e-learning also limited interaction between students and teachers.

Our student survey results showed that nearly all students have learned via e-learning in the last school year, with over 50% using it every week. Nearly 60% of our students used e-learning tools for self-directed learning at least once a month, and they agreed that subject-specific e-learning tools could raise their learning effectiveness. However, as students have been out of school for such a long time, many of them seemed detached from their learning. Only half of our students reflected that e-learning tools could enhance their interest in learning, and 40% thought e-learning could raise their overall learning effectiveness. About 1/3 of them remained neutral. Both of the above figures were lower than the previous year's, and our team is going to work on how we can raise their interest and learning effectiveness in the coming year.

English, Mathematics, Geography and Liberal Studies departments will remain the leading subjects to promote e-learning next year.

Due to the long school suspension period, the leading subject teachers did not have enough time to conduct collaborative lesson planning or peer lesson observation. Collaborative lesson planning and peer lesson observation will be arranged and carried out early in the next year.

6.2 Student Development

Objectives Achieved:

1. Offer more platforms for students to display their talents and achievements
2. Strengthen the bonding among schoolmates via inter-house competitions and joint campaigns / events

Evaluation:

Three sharings from students who had achievements in different areas were done during the morning assemblies. Many teachers made use of the blackboard in the classrooms and special rooms to display students' good works to acknowledge their performance and set good examples for others to follow.

The inter-house competitions in the first school term, such as the Swimming Gala, Sports Day, Annual Singing Contest, and many other sports games were enjoyable and, at the same time, fostered a close bonding among their fellow schoolmates.

Due to the social event in the first term and then the COVID-19 pandemic which resulted in school suspension, many of the planned activities and programs had to be postponed and eventually cancelled. For example, only one activity of the WeCan Program was organized. The four main student bodies carried out their respective duties. However, the development of their leadership was very much hindered. Even the Year-end Trip was cancelled.

In order to offer students with ample opportunities to enjoy school life and explore their potentials, different teams and clubs have added the undone activities to their plans for the new school year. There is also a new initiative named "One Club One Activity" which aims at offering students more chances to participate in ECAs in which their interests and leadership skills can be enhanced.

Student Support

1 Whole School Approach to Catering for Learner Diversity:

Students' diverse learning needs are taken into consideration when planning the curriculum. Tailor-made curriculum and worksheets are designed for the students with different needs. Flexible groupings and different questioning techniques are used to facilitate students' thinking and learning. In addition, there are support measures in place for the academically gifted and under-privileged.

2 Whole School Approach to Integrated Education:

Our school has adopted a whole school approach to Integrated Education. A Student Support Team has been established, with members including Assistant Principal, SEN teacher coordinator, Educational Psychologist and teaching assistant, to give support to students with special education needs and encourage teachers to receive relevant training in special education so as to enhance the professional capacity of teaching force. Student Support Team works closely with the school's Counseling Team, School Social Worker, class teachers and Whole Person Development Coordinator to provide a wide range of supports.

7. Physical Development

Percentage of students within the acceptable weight range is as follows:

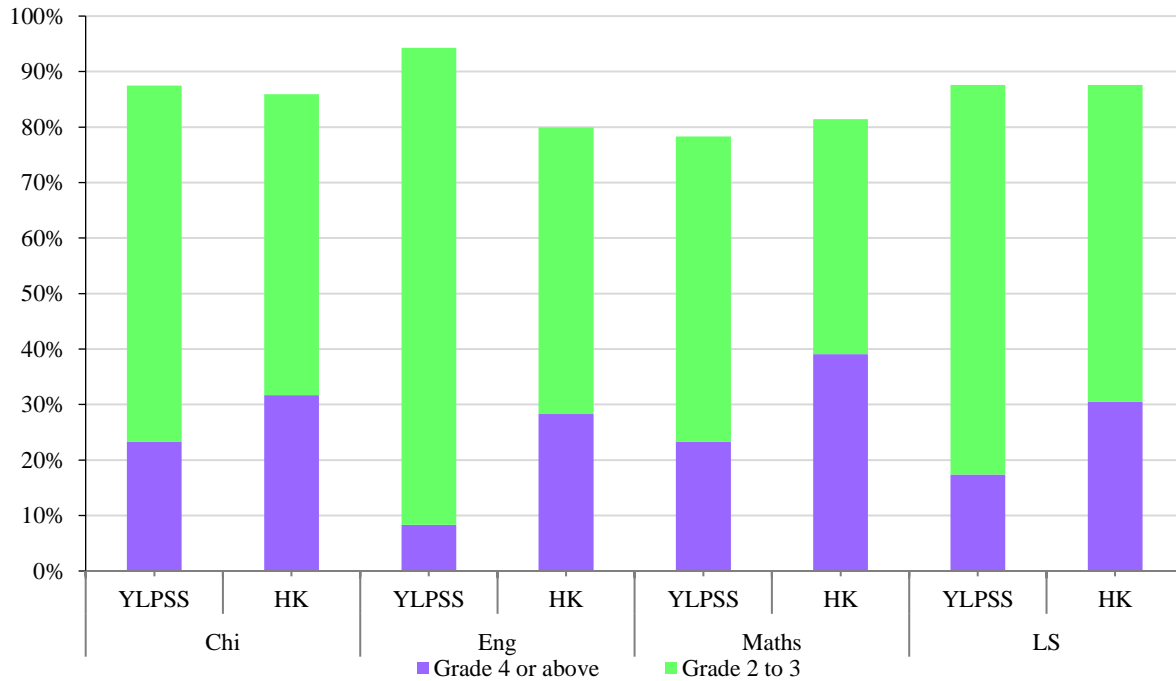
Grade level	Boys	Girls
S1	60.8%	33.7%
S2	51.3%	41.9%
S3	61.0%	57.3%
S4	51.5%	69.2%
S5	64.1%	53.7%
S6	72.9%	67.7%

8. Performance of Students

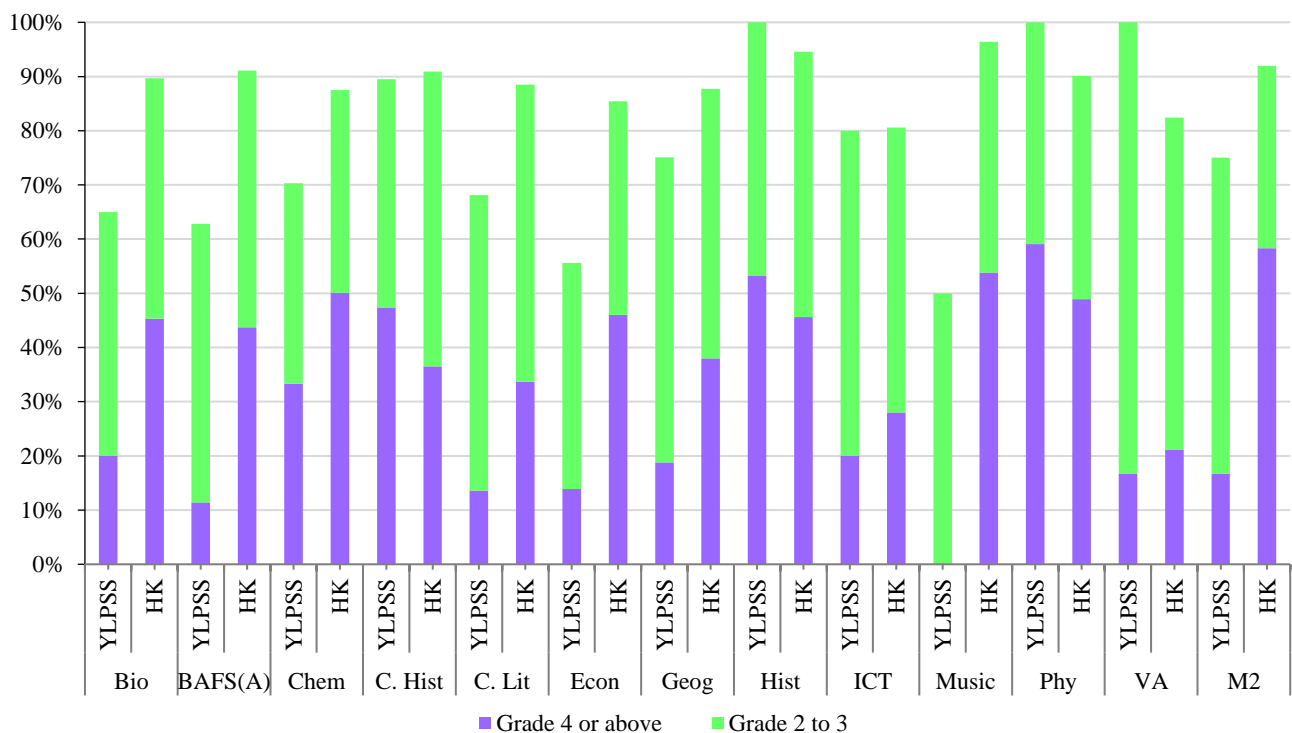
8.1 HKDSE

The following graphs show the results of HKDSE 2020:

Core Subjects



Elective Subjects



8.2 Achievements in Inter-school Activities 2019/20

Activities	Awards	Number obtained
The 34 th Hong Kong Outstanding Students Award 2018/2019, Youth Arch Foundation	Finalist	1
The Outstanding Student Election of New Territories 2019, The Federation of the New Territories Youth	Outstanding Student of New Territories	1
Yuen Long District Outstanding Students Selection 2019, Federation of Yuen Long Youth	Second Runner up (Senior Form)	1
Youth Arch Student Improvement Award, Youth Arch Foundation	Youth Arch Top 10 Student Improvement Award	1
	Student Improvement Award	19
The 71 st Hong Kong Schools Speech Festival, Hong Kong Schools Music and Speech Association	Champion	1
	Second Runner-up	1
International Junior Science Olympiad 2020 -Hong Kong Screening, EDB, The Hong Kong Academy for Gifted Education and HK Association for Science and Mathematics Education	Third Class Honour	3
Huaxiabei National Mathematics Olympic Invitation Competition 2018, Chinese Mathematical Teaching Research Association & Huaxiabei Organizing Committee	(Hong Kong District) First Class Award	1
	(Hong Kong District) Second Class Award	1
	(Hong Kong District) Third Class Award	4
The Asia International Mathematical Olympiad Open Contest (Semifinal 2020), The Asia International Mathematical Olympiad Union & The Hong Kong Mathematical Olympiad Association	Bronze Award (Senior Group)	3

Activities	Awards	Number obtained
Thailand International Mathematical Olympiad Heat Round 2019-2020 (Hong Kong Region), Olympiad Champion Centre	Silver Award	3
	Bronze Award	12
	Merit Award	2
Guangdong - Hong Kong - Macao Greater Bay Area Mathematical Olympiad Preliminary Round 2027 (Hong Kong Region), Olympiad Champion Centre	First Class Award	1
	Second Class Award	4
	Third Class Award	6
Hong Kong International Mathematical Olympiad Heat Round 2021 (Hong Kong Region), Olympiad Champion Centre	Silver Award	4
	Bronze Award	3
International Mathematical Modeling Challenge (Greater China Round), NeoUnion ESC Organization & The Consortium for Mathematics and It's Applications (COMAP) & City University of Hong Kong	Finalist	4
	Successful Participant	8
Yuen Long District Civic Education Essay Competition 2019-2020, Yuen Long District Civic Education Committee	Merit Award	1
"The Most Treasured Family Heirloom" Competition, SHKP Club	Merit Award	15
Inter-School Swimming Competition, HKSSF Yuen Long Secondary School Area Committee	Overall First Runner-up in Girls	1
	Champion in Girls B Grade	1
	First Runner-up in Boys B Grade	1
	Second Runner-up in Girls A Grade	1
	Second Runner-up in Girls C Grade	1
	Champion	6
	First Runner-up	11
Second Runner-up	10	

Activities	Awards	Number obtained
Inter-School Athletic Competition, HKSSF Yuen Long Secondary School Area Committee	First Runner-up	2
	Second Runner-up	1
Tuen Mun District Age Group Swimming Competition 2019, Leisure and Cultural Services Department	Champion	1
	First Runner-up	1
Inter-School Badminton Competition, HKSSF Yuen Long Secondary School Area Committee	First Runner-up	1
Singapore International Triathlon 2019, Triathlon Association of Singapore	First Runner-up	1
Yuen Long District Inter-school Dance Competition 2019, Yuen Long District Arts Committee	Gold Award (Group Dance)	1
Grandmaster International Talent Show 2020, Kwai Chung & Tsing Yi District Cultural & Arts Co-ordinating Association Limited	First Runner Up (Individual, High School Group)	1
The 5 th Asian Elite Dance Competition 2019, Hong Kong Youth Dance Association	Merit Award	1
Cecilia Chu Gifted Young Dancer Programme Scholarships 2019/20, The Hong Kong Academy Performing Arts	Cecilia Chu GYDP Scholarships	1
Children's Fine Arts, Calligraphy & Photography Album and CCAE Exhibition, Children's Fine Arts, Calligraphy & Photography Album and CCAE Committee	Second Class Award (Fine Arts)	1
Outstanding Hong Kong Red Cross Youth Unit 2018-2019, Hong Kong Red Cross	Champion (Yuen Long)	
HK Red Cross Youth First Aid Competition in West New Territories, Hong Kong Red Cross	Second Runner Up	1

Activities	Awards	Number obtained
“Create Your District” Competition (Multimedia Category) 2019, Hong Kong Institute of Surveyors	Merit Award	1
臺灣觀光局駐香港辦事處主辦 遊學臺灣行程設計比賽	十大特色臺灣遊學行程獎	1
元朗大會堂、元朗區中學校長會、元朗民 政事務處、社會福利署元朗區福利辦事處及教育局元朗區學校發展組主辦 元朗區全方位增值計劃	領導才能獎 - 積極參與活動證書	1
	落力參與獎 - 積極參與活動證書	2
	積極投入獎 - 積極參與活動證書	1

9. Financial Report

I. ESCBG Account 2019/20 Financial Year		
A. Non-school-specific Grants	Budget Allocated (\$)	Expenditure (\$)
(1) Baseline Reference Provision	560,032.00	206,041.82
(2) Other Education Purpose	629,720.00	66,912.00
Sub-total	1,189,752.00	272,953.82
B. School-specific Grants	Budget Allocated (\$)	Expenditure (\$)
(1) Composite IT Grant	415,052.00	258,432.00
(2) Capacity Enhancement Grant	625,579.00	583,962.56
Sub-total	1,040,631.00	842,394.56
Total (A+B)	2,230,383.00	1,115,348.38

II. Extra-Curricular Activities Account 2019/20 School Year			
B/F as at 1.9.2019	<u>\$218,792.60</u>	Income (\$)	Expenditure (\$)
(1) Contribution from Government		96,876.00	36,174.40
(2) Collection of ECA Fund from Students		57,276.00	
(3) Collection of Fees for Specific Purposes		1,500.00	
(4) Miscellaneous		542.50	
(5) Extra-curricular Activities and Learning Programmes		81,075.00	77,320.60
Total		237,269.50	113,495.00
C/F as at 31.8.2020	<u>\$342,567.10</u>		

III. School Based Management Account 2019/20 School Year			
B/F as at 1.9.2019	<u>\$90,940.17</u>	Income (\$)	Expenditure (\$)
(1) Contribution from Students		323,852.60	
(2) Deposit of Electricity Charges and Air-conditioning Charge by HKSAR Government		64,998.10	
(3) eClass Parent App			9,000.00
(4) eClass iPortfolio Account			9,000.00
(5) PowerLesson 2, eClass Module			49,800.00
(6) Octopus Annual Charges & Handling Fee			9,407.30
(7) Octopus Campus 21 System			9,000.00
(8) Picnic Travel Bus Fee & ECA Fund			126,445.60
(9) Toilet Paper Rolls for Students			9,920.00
(10) One Class One Activity			1,000.00
Total		479,790.87	214,572.90
C/F as at 31.8.2020	<u>\$265,217.97</u>		

10. Future Planning

10.1 3-year School Development Plan (2018/21)

A. To enhance students' learning through the promotion of e-Learning

1. To enhance teachers' professional development
2. To equip students with e-learning skills
3. To design, promote and implement e-learning curriculum in whole-school approach

B. To develop students' self-esteem, self-confidence, self-discipline and a sense of belonging to the school

1. To help students develop self-esteem and self-discipline
2. To boost students' sense of belonging to the school and respect for others
3. To establish a "Love & Care" school campus

10.2 School Major Concerns (2020/21)

1. To enhance students' learning through the promotion of e-Learning
2. To boost students' sense of belonging to the school and respect for others