SKH Kei Hau Secondary School – Evaluation of Annual Plan (2020-2021)

Major Concern 1: <u>Enhancing professional capacity; designing a highly effective classroom</u>

Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
A. To arouse students' interests in learning and guide students to be self-directed learners	● To stress the importance of preparation before lessons and students should be responsible for their learning e.g. let students be student teachers in lessons, flipped classroom, etc. ● To encourage students to ask questions that	● Teachers show students' preparation work in homework and during lesson observations ● Students are able to detail briefly of what they are going to learn before starting a new learning topic ● Students are able to point out what areas that they do not understand	● Lesson observations ● Homework inspections ● Students survey ● Teachers survey	● The requirement of students' preparation before lessons have been further strengthened and this has been reflected in the majority of lessons during lesson observations. ● Besides being observed by the principal, vice principals and panel heads, all teachers have been observed by peers as well. By doing so, teachers have benefited from viewing the teaching methods delivered by their counterparts and also the fruitful joint-post-lesson observation meetings attended by all observers. Teachers reflected that such meetings facilitated professional dialogue among teachers and inspired them to have reflections in teaching. ● Teachers have checked if students have preparation beforehand by asking them to share the main ideas from particular teaching items or have completed the online or hardcopy assignments. In many lessons, teachers also asked questions directly and saw if students have problems

	they do not understand after having preparation at home ● To develop students' skills to research online concerning the topics they are going to learn before starting a new theme ● To challenge students by asking them high-order thinking questions and ways of applying the knowledge	before teachers start teaching the topic ● Students are able to collect information of the topic mentioned in textbooks for enriching learning process ● Teachers ask high-order thinking questions (at least one per lesson) during lessons ● At least 6 pieces of homework per year show the elements of high-order thinking skills ● Teachers guide students to apply		in understanding the assigned preparation at home. Students also attempted to ask questions during lessons when they came across any difficulties while having preparation at home. These have implied that some teachers have successfully nurtured students' habit of having self-learning and preparation before the teachers start teaching a chapter. ● For asking high-order thinking questions, some teachers could carry it out with ease, especially in some stronger classes. Via this, students' could be stimulated for exploring more after learning a particular theory or chapter. Yet this might be a bit difficult for some classes with mainly mediocre students as the focuses would be strengthen students' understanding of the teaching items and remembering the knowledge taught. The above could be reflected in lesson observations and also homework inspection. For the latter one, teachers even jotted down feedback so that students could have further thoughts. Teachers did require students to provide response to their questions and some students could follow well. ● In application of the knowledge, some teachers did well which could be reflected in lesson observations, like

	based on what they have learnt ● To guide students to set learning goals and plans for making academic improvements and have regular reflections reviewing their progress	the knowledge they have learnt in the lesson in daily life ● Students have records of their own goals and reflections throughout the learning process		Geography (weather conditions on the globe and how these affect human life), Economics (finance planning, how demand and supply affect commodity prices), BAFS (financial reports of listed companies) and Chinese Language (messages of 詩、詞、儒家 and 道家 applied in the everyday life). Teachers related the teaching items taught either by directing students to think or showing how the knowledge covered could be found in the society. This could arouse students' interests in exploring the concerned teaching items and guided them to think about how to put their knowledge into practice. ● For setting goals in learning, teachers reflected that due to the Covid-19, many lessons were conducted online and much time was shifted to strengthen the knowledge taught when lessons were resumed. Thus, they needed to postpone the requirement of self-directed learning towards students in the upcoming academic year, hoping that lessons could be resumed normal totally.
B. To cater for students' learning needs and	● To nurture multiple intelligences by unleashing	● Making good use of the Talent Pool, the school offer suitable courses to unleash	● Homework inspections ● Students survey	● A Talent Pool of selecting gifted students has been established. Related teachers like the ones teach Chinese, English, Mathematics and Science have been consulted; besides, class teachers and subject panel heads have also

strive for academic excellence based on their abilities	students' talents in various ways and encourage them to join gifted programmes organized by HKAGE and other institutes ● To explore students' thinking, creativity abilities and social skills through collecting information from teachers ● To provide gifted and remedial classes after	students' talents in different aspects ● Students receive training in sharpening their creativity and social skills ● Students' academic results and aesthetic talents can be unlocked ● Extra professional help is provided to students who have special needs in education	● Teachers survey	been approached when setting up the Talent Pool. ● To continue the past practice, gifted students in different areas have been nominated to apply for a membership in the Hong Kong Academy of Gifted Education (HKAGE). From the past experience, teachers-in-charge of the Gifted Education Team have grasped better ideas of how to help students get a place in HKAGE successfully. It is hoped that through more exposure in courses related gifted education, students could excel further. ● Teachers in the Gifted Education Team attended seminars arranged by EDB and other institutes concerning this field. By doing so, the teachers in this team could master more skills in signifying gifted students, how to further nurture gifted students and set up curriculum for gifted students. ● Due to the Covid-19, the scheduled gifted and remedial classes were cancelled as all students could have half-day face-to-face lessons. For senior forms, teachers tried hard to conduct online after-class lessons on another half day after the face-to-face lessons, in the hope of providing further assistance to students to prepare for the HKDSE. ● Some gifted S4 and S5 students were nominated to join the Hong Kong Schools Mooting and Mock Trial Competition.

				One English team and one Chinese team were formed. One student from each team have got Honorary Mention; whereas the English Team has got the Second Runner Up, winning among mainly EMI schools. Students found it very fruitful in joining this competition as their knowledge in legal sector could be enriched.
school according to students' learning needs				
C. To further strengthen students' reading habit	● To further arouse students' interests and guide them to treat reading as a habit they do during leisure time e.g. organize reading activities regularly, especially the period around the World Book Day, like book	● Students find reading as a regular activity they do during free time ● Students have interests of reading books in different genres ● Students find newspapers, magazines and online resources as means to gain more knowledge ● Students know that they should have a	● Students survey ● Teachers survey	● To promote reading, the Chinese Department has continued their usual practice of Extensive Reading Scheme in S1 to S5. Students were required to reading books even during class suspension, with written book reports as assignments. Besides, the regular newspaper reading (focused on knowledge in Chinese language and literature) has also been stressed by the teachers. It is hoped that students' ability in Chinese language, literature and culture could be enhanced further. ● For English Department, the regular reading South China Morning Post (SCMP) has been continued as last year. Students subscribed to the newspaper every Monday and teachers have asked students to do extended tasks, like going through news articles with students, asking them to do newspaper cutting assignments and even encouraging students to express their views in both the main page of the

	fairs and invite authors to conduct talks about reading ● To encourage students to read both local and international newspapers and keep track of social issues ● To further strengthen book sharing practice by teachers and students ● To encourage teachers to make use of newspapers and any online resource as	critical mind when reading		SCMP and Young Post. More students' work has been published in the papers compared to the last academic year. The said work has been posted on the board at school and also, on the school webpage in the hope of acknowledging students' effort and encouraging more students to follow suit. Such act could both encourage students to pay attention to social issues and express their views towards certain topics. ● For Liberal Studies, the usual practice of reading newspapers for discussing topics included in the curriculum has been continued. It is hoped that students could have more attention in current issues and skills in analysis of data as required in the HKDSE. ● Affected by Covid-19, the scheduled book sharing by teachers and students has been cancelled.

	teaching resources e.g. Chinese, English and LS ● To guide studies to develop critical thinking skills while reading			
D. To enhance the use of technology so as to promote interactive learning	● To promote e-learning to students as a kind of assistance in learning ● To establish the habit of using online platforms among students and teachers to enhance learning	● Students find it easy and useful to adopt devices as tools to assist learning online ● Students communicate with their counterparts and teachers during learning process using online platforms	● Students survey ● Teachers survey	● Due to Covid-19, both teachers and students have experience of using the online platforms to conduct lessons, assign homework, collect homework, marking homework and give feedback using different devices like Google Classroom, Zoom, Google Meet, Chromecast, Explain Everything, etc. ● Some subjects tried their best to enrich teaching with different devices for face-to-face lessons: ➢ For Geography, the Eduventure VR and Google Earth have been used to help students with some abstract concepts in topics about city planning. ➢ For Physics, sensors in smart phones and iPads were used to enhance experiments.

	● To guide students to make use of resources online and further enhance their learning			➢ For Economics, apps about graphics were used to help students with the topics related to data analysis. ➢ For English Language, Quizlet and Kahoot were used to emphasize student-oriented learning. For the "TPACK with 2A", technological tools were used effectively to enhance students' communication and enable them to consolidate their learning through practice and meaningful discussions. In the lessons, students learnt the purpose, structure and language use of a film review and used evaluative language and technical terms to refer to different aspects of a film in their writing. By the end of the lesson, students were able to integrate their film review scripts with multimodal elements using a video editing tool, Adobe Spark Video. They improved their scripts with reference to the written feedback given by the teachers and shared their film reviews with their classmates through their videos. Eventually, the students commented on one of the film review videos on the video-sharing platform, Flipgrid, with the rubrics given.
E. To strengthen STEAM	● To set up a STEM Laboratory to	● Students show that they have their plans in tackling the	● Students survey ● Teachers	● A STEM laboratory, Incubation Center, is set up on the 4/F of the school to facilitate learning and teaching in STEM education.

| education | facilitate learning and teaching To foster students' self-regulated learning abilities To integrate students' knowledge and apply in problem solving process To broaden students' horizons through nominating students to participate in various inter-school competitions | authentic problems provided by teachers Students know that they should have a logical mind to integrate knowledge from different aspects in order to solve the problems Students are capable of creating their own inventions and present their design ideas to the public Students demonstrate perseverance and confidence when they get stuck in the | survey | Several cross-curricular learning activities were held to strengthen students' problem-solving skills and inter-disciplinary abilities.   Subjects involved including junior Integrated Science, English, Geography and junior IT. In May, STEAM Day was conducted online with the theme of "Innovative Future after Covid-19".   Through the messages delivered by the theme, students reflected their living style and the authentic problems people faced in Covid pandemic. STEM curriculum is implemented in junior classes: <ul style="list-style-type:'➢ '"> S2 smart watering device S3 web making by Dreamweaver S1-3 Mbot coding S1-3 AR/VR coding Some S2-5 students joined The Greater Bay Area STEM Excellence Award 2021with flying results: <ul style="list-style-type:'➢ '"> Secondary (senior) School Stream Certificate of Merit Secondary (junior) School Stream 2nd Runner-up Award Mr Lau TK is awarded Top 10 STEM Teachers Mr Fong CM is awarded STEM Teacher Certificate of Merit |

	• To nurture students' generic skills • To encourage teachers to participate actively in teacher leaning circles for professional development • To promote entrepreneurial spirit through innovative school-based STEM curriculum • To organize cross-curricular learning activities for	their investigation		➢ Our school is awarded Best STEM Schools

	strengthening students' inter-disciplinary abilities			
F. To further strengthen career and life planning	• To foster students' self-understanding, personal planning, goal setting, reflective habits of mind and articulation to progression pathways • To expose students to different job natures so that they are able to map out their studying and	• Students show that they have their plans in studying so as to achieve their goals after graduation • Students have more ideas on job natures of different careers through joining events offered by school or other organizations • S3 students have a clear mind of their choices of electives in S4 based on their interests and their	• Students survey • Teachers survey	• A series of activities were held to ensure students grasp a better and clearer understanding of their future path for work and studies, even during the hit of the Covid-19: ➢ Senior form students were arranged to visit different institutes in Hong Kong so as to have more understanding about courses offered and the career path induced. ➢ Students who took DSE PE were arranged to visit Correctional Services Department to have more information of the work of this field. ➢ Some students joined the summer internship prgrammes offered by MTR. ➢ To help students prepare well for JUPAS enrollment, Life Planning & Careers Department worked with English Department to conduct mock interviews with S6 students and also, assisted S5 and S6 students to prepare for the Student Learning Profile. Students found these useful. ➢ S1 to S6 all have life planning workshops: ➢ S1 have an initial concept of life planning and know more

	• career paths • To provide suitable counselling to S3 students for choosing electives in senior secondary schooling • To provide suitable JUPAS counselling so that S6 students can have more resources and information about their pathways after graduation according to their academic	future study plan and career aspirations • S6 students make use of the resources offered by various institutes in order to achieve their plans to further studies after graduation		about themselves with positive values in life. This helped instill a concept of the importance of planning their career path after completing secondary schooling. ➢ S2 further explored the relationship with their personalities and senior form elective choices. Aptitude Tests were conducted to facilitate this. This provided a clearer picture of how they should choose the electives in senior forms. ➢ S3 have solid information about the modified electives planning after imposing the Optimizing the Four Core Subjects by EDB. A series of workshops were arranged pinpointing the nature of various electives. They have undergone one mock electives selection and one actual selection. Students reflected that after having the trial one, they could master a clearer picture of their strategies in the final one. ➢ S4 were guided to have understand more of their future development via career aptitude tests and career assessment tests with the help of workshops arranged by St. James Settlement. Students were inspired by different sources provided. ➢ S5 and S6 were further equipped skills in handling interviews for work and studies, and writing up SLP. They

	performances ● To integrate students' career/academic aspirations with whole-person development and life-long learning			also joined different online talks arranged by different institutes. All these enabled students to make up their mind for final JUPAS choices. ➢ During summer holidays, some S5 students were nominated to join summer classes offered by various universities. This could provide a concrete idea of what university life was and students could taste how university life was like before they decide JUPAS choices.

Major Concern 2: Exploring language learning environment; implementing cross-curricular learning

	Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
A.	To strengthen an English-rich learning environment	● To implement the *English Know-How Program* (EKH) throughout the year so as to sharpen students' English skills ● To arouse students' interest in learning English through various activities in EKH and organized by the English	● Students find that learning English is fun and have interests to explore further ● Students are confident to present the topics in English they learnt from EKH related to other subjects ● Teachers find that students have more confidence to communicate in English and their English standard is improved ● Students write to *SCMP* regularly to	● Students survey ● Teachers survey	● Under the Covid-19, limited EKH programmes have been held: ● In September, students underwent the riddles, how people celebrated the Mid-Autumn Festival and its culture. It was hoped that students learned how to describe this Chinese festival in English and also, enjoyed the festive mood. ● In October, Energy Efficiency Day was held. It conveyed a message of protecting the Earth to students. They learned how to express the concepts related to this topic which they had in other subjects, like Geography and Science. ● In November, Gospel Week was held. The English Department worked with Religious Studies Department and the Church-School Pastoral Committee to deepen the importance of being grateful to God and neighbors. Students learned how to express their gratitude in English and their

	Club • To nurture students a habit of communicating with others in English – English teachers talk to students in English even after English lessons • To encourage students to express their opinions in *South China Morning Post (SCMP)* • To expose students to	express their views towards different topics • Students have more ideas of western culture besides the Chinese one		work has been displayed around the campus. • In March, some encouraging books provided with videos online were introduced to students. In doing so, it was hoped that students have more exposure in extensive reading. • Another event held in March was Pi Day. S3 students learned English expressions and related questions related to the concept of Pi and they applied what they have learnt in Math lessons to solve the questions with the Pi concept. It enable students to experience to deal with Math questions in their second language. • In May, STEM Day was held and it was the joint effort by Science Department and English Department. It enabled students to have awareness of the possible aftermath of Covid-19 and how human beings deal with it with the technology. The related learning items were facilitated by video viewing, articles sharing and reflections. • Some other planned activities were also held: ➢ Some S1-5 students joined School Speech Festival. Due to the coronavirus, students submitted videos

	western culture			instead of presenting the works in person. This sharpened students' skills in articulation and present literature pieces in their own way. It stimulated students' appreciation towards the beauty of English.
				➢ In October, SCOLAR English Alliance 2020/21 "Hello From Me, Too" by Cyclone Publishing was held. S2 read an illustrated storybook which illustrated and compared Hong Kong culture and the English culture. In this activity, students shared views of local culture with their peers and native speakers sent by the organization.
				➢ In December, an online assembly featuring students' common mistakes in written and spoken English was held. English teachers helped highlight some mistakes that they often found in students' work. Students had a positive feedback towards it.
				➢ Another event held in December was Classics for Juniors 2020 The Tale of Robin Hood. S1 and S2 enjoyed the online version of the show together with related interactive games and activities. Students

				even watched the TranXmedia edition of the play. The folktale was reimagined for online viewing with cinematic filming of the stage production, 3D animation and CG effects. Students had very good feedback towards this event as it was conducted in a very vivid way online. ➢ In February, some S5 and S6 partook in the SCMP HKDSE English Mock Examination. This provided a chance to let students polish their DSE exam skills. ➢ In March, some S2 and S3 students joined the Page to Stage programme organized by SCOLAR. Through the pre- and post- show activities, students have a thorough understanding towards the famous novel, Sherlock Holmes. ➢ In May, another assembly was held by the English Department. A stand-up comedian, Mr Vivek Mahbubani, was invited to share his experience of having stand-up comedies with S4-5 students. His fun and vivid presentation skills have drawn many students' attention and to many, this was their first experience of exposing to English stand-up comedies.

				➤ In May and July, some S3 students joined The Challenger organized by SCOLAR English Alliance. Students were challenged by puzzles and riddles in given time. Students were benefited by having brain exercises in English and reacted swiftly.
				➤ In June and July, some S3 students joined the kindness walks organized by ImpactHK. Students visited the homeless and less privileged ones with the native English guides. Students reflected that they have more concerns to the needy in the society and enriched their presentation to some social problems in English.
				➤ In July, S1 participated in cooking classes conducted in English. They found it interesting as this was their first time to cook dishes in English with all ingredients and instructions were in English. Through different English activities, it was hoped that students could regard English is their daily use tool.
				➤ In July and August, some S2 and S4 students joined the Summerbridge Summer Program. They underwent 5-week experience of partaking in

				English-only activities. Students benefited from meeting professionals, some were native English speakers, from all walks of life in English.
				➢ As usual, all students subscribed to South China Morning Post on Monday with follow-up assignments and activities throughout the week. Students have developed a habit of reading English newspapers so as to enrich their knowledge in handling this language together with expressing their views towards the main page of the post and also, Young Post.
B. To further enhance teachers' teaching effectiveness so as to achieve academic excellence	● To implement *Welcome to My Class Scheme* (WMCS) in order to promote professional dialogue in reviewing the quality and effectiveness of	● Teachers develop a habit of welcoming teachers in other subjects to give suggestions for their lessons ● Teachers believe that lesson observations (both observing lessons in the same and different subjects)	● Teachers survey	● All teachers have been observed at least once, with the newly joined ones and some panel heads done in the first term. ● The post-observation meetings were very fruitful to both parties: both the ones observed and observers. The professional dialogue covered many aspects, namely, relationship between planned purposes of the lessons and the effectiveness, the teaching methods, the requirements of the teachers towards students, whether teachers aimed high towards students, whether students have developed a habit

	lessons in different subjects by different teachers ● Teachers participate in the professional discussion and explore chances to apply the workable teaching skills in their lessons	is a valuable kind of professional development in their teaching ● Teachers find it fruitful in both being observed and observing others when it comes to lesson observations ● Teachers showcase good teaching cases from WMCS ● Teachers observed highlight the successful parts in the lessons to other staff and analyze how to teach particular subjects / skills during staff meetings and / or Staff Development Days		of self-learning and preparation work beforehand, etc. ● The peer observers could also benefit by comparing their own usual practice in teaching with the observed ones. By having more observations of teachers in different teaching styles, it is believed that teachers could learn from one another to further enrich their teaching.
C. To	● Panel Heads	● Students find that	● Lesson	● Due to the Covid-19, many scheduled collaboration

| implement Cross-curricular Collaboration | discuss with members of what subjects / sections to have collaboration so as to facilitate students' learning
● To help students connect the knowledge from textbooks to authentic situations
● To explore the chances of curriculum re-sequencing to further promote learning | knowledge of different subjects are inter-related
● Students are stimulated to explore more towards certain topics after teachers conduct the cross-curricular teaching
● Students are able to apply the knowledge they learn in the lessons in their daily life
● Teachers are more aware of how cross-curricular plans can be carried out and have more collaboration with other subjects in the future | observations
● Homework inspections
● Students survey
● Teachers survey | plans were cancelled so as to squeeze time for half-day face-to-face lessons.
● Yet the following subjects could still finish it as scheduled:
➢ Geography and Biology: introduced the concept of Aquaponics (魚菜共生).
➢ Geography, IT and Science: guided S2-3 to design smart watering device, with Geography mainly focuses on using different devices to measure water for irrigation; IT emphasized on technical part; and Science for factors of providing suitable environment for plants growing.
➢ RS and English: guided students to show care and gratitude to neighbors in English.
➢ Math and IT: 不同進制的轉換in S3
➢ Math and Chemistry: 摩爾數中的比例
➢ Math and Geography: different ways to present angles
➢ Math and English: the concept of Pi
➢ English and Geography: Energy Efficiency Day (importance of protecting the environment and the methods) |

				➢ <u>English and Science</u>: STEM Day (aftermath of Covid-19) ● Through different subjects' collaboration, students could relate the knowledge they have learnt in different subjects so as to further enhance their learning.
	excellence			

Major Concern 3: <u>Inspiring multiple intelligences; developing positive attitudes towards life</u>

	Targets	Strategies	Success Criteria	Methods of Evaluation	Evaluation
A.	To strengthen classroom management	● To arrange classroom management activities to establish the culture of love, care and support among students ● To provide $2,000 cash subsidy to each class for organizing class-based activities ● To enhance communication among different classes in the	● Class Teachers organize at least 2 class-based activities annually ● The committee organizes at least 1 inter-class competition in each form annually ● Students value the activities organized by school and love to go to school	● Students survey ● Teachers survey	● Sunshine Calls kept a close contact between teachers, parents and students to show care towards students' needs and offered help during class suspension. ● All classes made good use of the school subsidies to arrange various activities to establish a close relationship among classmates, such as designing class uniform and joining cooking classes. ● In January, Form Meetings were held to strengthen communication between class teachers, the Vice-principals and the Form Coordinators of the Discipline Team as well as the Counselling Team. Teachers shared their observations and concerns among students. Referrals to counselling teachers or social workers were made to provide support accordingly. ● S1 students were welcomed by the senior form members from the *Big Brother and Big Sister Scheme* through a series of activities. S1 students quickly developed a harmonious relationship with their

				classmates and a close friendship with their senior form counterparts as well.
	same form through Form Coordinators			● Under Covid-19, Farewell assembly planned in February was cancelled to prevent crowding of students. Every S6 student received a personalized name stamp, with school logo and encouraging message printed, on their last school day before taking their study leave. Students treasured the gift and made a poster to cheer up each other in facing the DSE ahead. ● A Wishing Tree hanging a hundred Blessing cards with messages written by teachers and students was displayed in the entrance of school during the exam of four core DSE subjects . S6 students described being touched and encouraged after reading the messages.
B. To nurture students' correct values	● To incorporate life education into different key learning areas and cross-curricular activities	● Key learning areas successfully incorporate life education in their curriculum ● Students detail what they have learnt	● Subject Annual Reports ● Panel meeting minutes ● Students survey ● Teachers survey	● Though many face-to-face activities planned had been cancelled due to class suspension, both teachers and students made good use of the technology to have activities conducted online. Talks, interactive drama and sharing were conducted online to nurture students' correct values, such as IT Literacy, sympathy and empathy.

	• To provide support in students' growth by the two social workers • To organize competitions to beautify the campus • To organize systematic service-learning activities	from the life education activities • Students have positive changes after taking activities prepared by the school		• On top of organizing programs, two social workers spent much time offering counselling to students and deal with their emotional turmoil throughout the year. • School celebrated National Security Education Day on 15 April with a series of activities such as books exhibition, posters display and video shows of the beauty of Chinese culture. • Gospel Week was held in November with the theme "Be Grateful to the Companion".　Band shows and Magic shows passing the *Good News* were arranged for different form respectively. Students learnt to be grateful to God and neighbors. • Activities of collecting recyclable items, such as red-pocket envelops and second-hand stationaries, were held by the Environmental Management and Health Education Team as well as the Student Union respectively.　Students learnt to treasure the resources of the Earth and tried out environmental friendly practices in their daily live. • In March, the Environmental Management and Health Education Team worked with the English Department to promote youth mental health on the World Book Day.

				It enabled students to understand what mental health is and how to keep themselves healthy under various stresses.
				- In May after class resumption, S1-3 students attended face-to-face talks conducted by Police Officer Mr. Kwok in the school hall. The theme aimed at teaching students how to protect themselves while surfing in the cyber world and how to distinguish truth from the faked information. - During post-exam period, S2 enjoyed a film named 二次人生 in a TKO cinema. Students showed strong interests in it and interacted with the Director after the film show. Teachers reported that students got much reflection after watching the film and some students were motivated to set goals in future. - In July, an Anti-crime talk was conducted to S1-2 students by Police Officer to strengthen students' correct value against crime and to avoid being attempted to commit crime.
C. To develop students' potential	• To organize clubs and interest classes so as to	• S1 and S2 students join at least one club or service team	• Activity reports • Clubs' Annual reports	• Under the Covid-19, training camps were replaced by training days. • Activities organized by student leaders were limited

	unleash students' talents ● To organize training camps in different extra-curricular activities for strengthening leadership skills ● To provide training to KH Ambassadors and student leaders ● To cooperate with different organizations and provide more exposure beyond classrooms	annually ● Cooperate with at least 3 organizations to provide support to different student's needs	● Feedbacks from organizations	due to the restriction of participants number by EDB. ● The Student Union and four Houses organized some activities to enable committee members to display their leadership by holding activities themselves. The Student Union organized a Singing Contest by video recording. ● Senior form members from the *Big Brother and Big Sister Scheme* organized a series of activities such as S1 Orientation period, inter-class quizzes.
D. To raise students'	● To organize or nominate	● Students from different class are	● Number of awardees	● Due to the Covid-19, KH Gala which was originally planned in April was cancelled. A Talent Show was

		awarded	● Students survey	arranged in July and members from several clubs participated in the music or dance performances.
sense of uplift 公民教 觀塘區公民教	students to participate in various competitions and award schemes in-school or public for strengthening students' confidence ● To arrange regular awards ceremony giving praise to students' achievements ● To provide more platforms to acknowledge students' talents and achievements	● Students are confident when taking activities ● Quality of audio-visual products improves		● Since the face-to-face activities were limited, members of treasured every opportunity in practicing live broadcast or campus video making, such as Talent Show and Inter-house Drama Competition. ● Ten S4 students joined 友善社區手機短片拍攝大賽 organized by Caritas. Students were required to write a story and took the video in Kwun Tong by mobile phone to arouse public awareness to the importance of a friendly society. Students won the Gold Award and the Best Presentation Award. ● Three S6 students received awards in 觀塘區公民教育標語創作比賽. Students shared their ideas of what a good citizen should be and self-reflections were made when creating their slogans for competition. ● In January, a S4 student was awarded Certificate of Merit in the Whatsapp-sticker Design Competition sponsored by BOC ● Some S2-5 students joined The Greater Bay Area STEM Excellence Award 2021with flying results:

	after joining activities, e.g. KH Gala ● To optimize the set-up of *School TV Station* so as to improve the quality of school videos ● To well utilize school publication and e-platform to display students' achievements			➢ Secondary (senior) School Stream Certificate of Merit ➢ Secondary (junior) School Stream 2nd Runner-up Award