

CCC Kei Yuen College

2017 - 2018



School Report

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School Vision, Motto & Mission

School Vision

CCC Kei Yuen College is a Christian grammar school founded by the Hong Kong Council of the Church of Christ in China (HKCCCC) in 1982. Inheriting the spirit of "Serving & Preaching through Schooling" from HKCCCC and following God's words "Together we grow in Him", we endeavour to provide students with quality whole-person education.

We strive to establish a happy learning environment where students could have all-round development in moral, intellectual, physical, social, aesthetics and spiritual aspects. We recognise and appreciate students' individuality and provide them with abundant opportunities to develop their individual potential so that they will grow up into teenagers who treasure themselves, cherish others and love God.

School Motto

We will in all things grow up into Him who is the Head, that is Christ.

(Ephesians 4:15)

School Mission

To establish a happy learning environment

To provide quality education

To develop individual potential

To pursue a fulfilling life together

School Goals

1. Develop a happy learning and teaching environment

- 1.1 Improve the learning and teaching environment, provide a wide range of teaching facilities.
- 1.2 Create a campus full of care, mutual support, trust and team spirit.
- 1.3 Develop good teacher-student relationship, enhance home-school cooperation.
- 1.4 Reinforce the communication among different levels in the school, promote the involvement of teachers, parents and alumni in school affairs, and enhance the quality of the education provided.

2. Provide quality holistic education which addresses the moral, intellectual, physical, social, aesthetic and spiritual needs of students

2.1 Moral

- 2.1.1 Help students develop positive attitudes towards life and equip them with proper moral values.
- 2.1.2 Educate students to be self-conscious about the proper value standard, develop their ability to distinguish right from wrong and help them learn to be well-disciplined and polite.
- 2.1.3 Enhance students' sense of belonging and responsibility towards their family, school and nation.

2.2 Intellectual

- 2.2.1 Arouse students' interest in learning and cultivate in them a self-directed learning attitude so that they can develop their life-long learning skills.
- 2.2.2 Help students develop independent thinking, critical thinking, reasoning and analytical skills.
- 2.2.3 Boost students' creativity.
- 2.2.4 Help students develop a solid language foundation so that they can master and employ spoken and written Chinese and English skills effectively.
- 2.2.5 Enhance IT education so that students can possess the ability to manage information.

2.3 Physical

- 2.3.1 Arouse students' awareness of physical fitness and develop their interest in enjoying sporting activities.
- 2.3.2 Enhance physical training and help students attain physical fitness.
- 2.3.3 Help students develop an appreciation of sportsmanship and enhance their self-confidence through encouraging their active participation.

2.4 Social

- 2.4.1 Encourage students to participate in internal and external group activities.
- 2.4.2 Help students learn to get along well with and cooperate with other people, and establish a happy social life.

2.5 Aesthetic

- 2.5.1 Arouse students' interest in aesthetic learning and enhance their aesthetic perception.
- 2.5.2 Help students develop an appreciation towards the goodness of the world, love and cherish life.

2.6 Spiritual

- 2.6.1 Help students develop an open-minded, objective and welcoming attitude towards religions.
- 2.6.2 Help students understand biblical truths.
- 2.6.3 Help students develop faith in God and lead a Christian life which glorifies God and serves the mankind.

3. Recognise and respect students' individuality, inspire individual potential

- 3.1 Help students develop personal interests and healthy habits.
- 3.2 Offer support, care and assistance in the course of students' development.
- 3.3 Develop and stretch students' individual potential to the fullest.

4. Appreciate life, be willing to improve, lead a Christian life

- 4.1 Help students learn to appreciate and respect others so that they can grow and improve together.
- 4.2 Educate students to follow Jesus Christ and pursue a beautiful and harmonious life.

Our School

1. School Profile

1.1 Brief history

The Hong Kong Council of the Church of Christ in China (HKCCCC) has been working with endeavor on education to nurture students through serving and preaching at schools. In response to the request made by the government to expand junior education and provide nine-year free education, the school management committee and the executive committee decided in November, 1980 to accept the government's invitation to establish two grammar secondary schools, namely Kei Yuen College and Kei Long College, at Yau Tin Area in Yuen Long. The government was responsible for the construction of the school campus whereas the HKCCCC for the cost of setting up facilities, which was 1.6 million dollars for each school.

On 19 July, 1982, the Education Department handed over the ownership to the sponsoring body. In the meantime, our school started recruiting teachers and handling Secondary 1 and 4 student's registration procedures. On 3 August, the school completed the registration procedures and CCC Kei Yuen College became one of the grammar schools affiliated to the Hong Kong Council of the Church of Christ in China. It started its first academic year on 1 September, 1982.

1.2. School Profile and Facilities

CCC Kei Yuen College is an aided full time co-educational school situated in Fung Yau Street East with an area of about 40,000 square feet. Our school campus includes a six-storey teaching block and a hall block. A new playground is expected to be in use in the coming school year. The teaching block houses 30 standard classrooms, 16 special rooms and other function rooms such as the four staff rooms, PE Room, Medical Inspection Room, Parents Resources Centre, School Library, the staff common room and the tuck shop. In addition to the standard facilities provided by the Education Bureau, a multimedia learning centre was set up to promote IT education.

Air-conditioners have been installed in all the rooms to provide students with a quiet and comfortable environment to study in. Moreover, to facilitate ICT education and to enhance teaching effectiveness, the school hall, all the classrooms and special rooms have been equipped with LCD projectors, screens and computers. And WiFi can be accessed in the whole campus to facilitate mobile learning.

2. School Management

The Incorporated Management Committee (IMC) was set up in 2011. The current composition of the IMC is listed below:

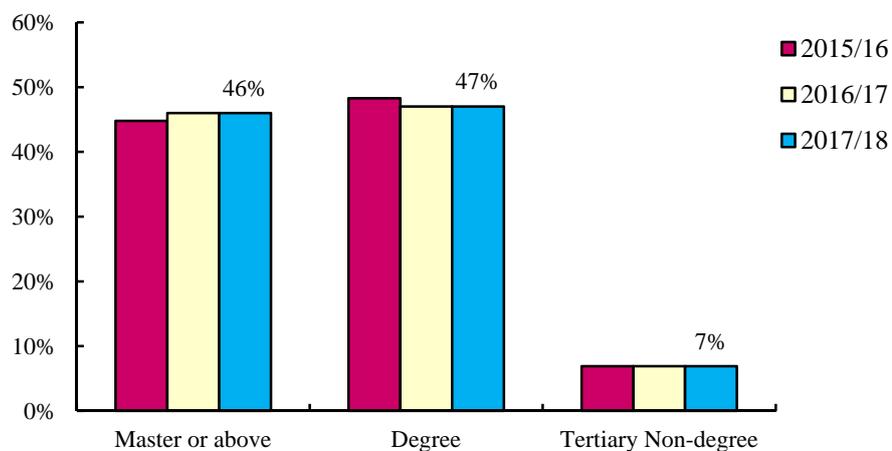
Types of School Managers	No. of Members	Types of School Managers	No. of Members
Sponsoring body manager/ Alternate Sponsoring body manager	8	Independent manager	1
Parent manager/ Alternate parent manager	2	School principal	1
Alumni manager	1	Teacher manager/ Alternate teacher manager	2

3. Teacher Qualifications

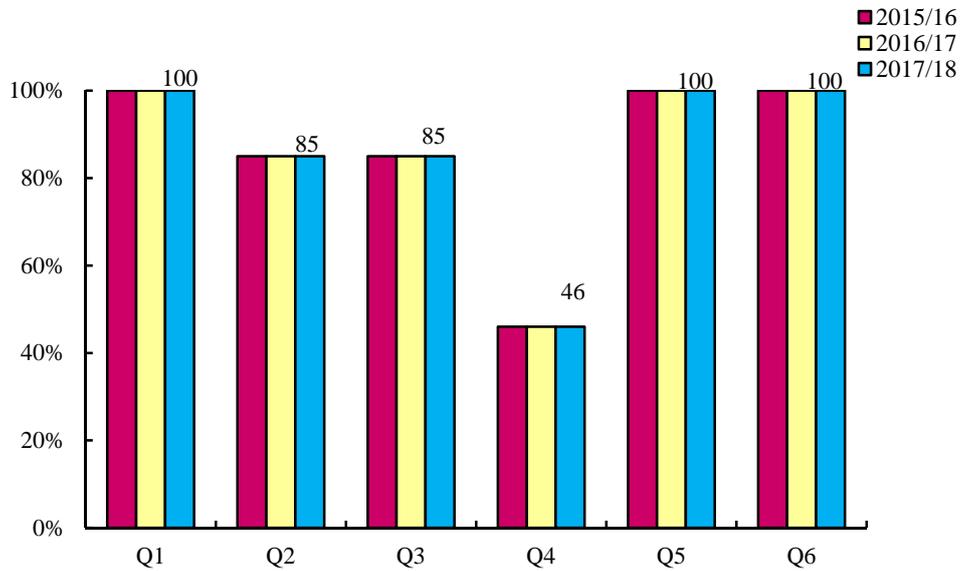
3.1 The total number of teachers in the past three years:

	Degree or above	Tertiary Non-degree	NET	Total
2015/16	53	4	1	58
2016/17	50	4	1	55
2017/18	50	4	1	55

3.2 The percentages of teachers' highest academic qualifications in the past three years:

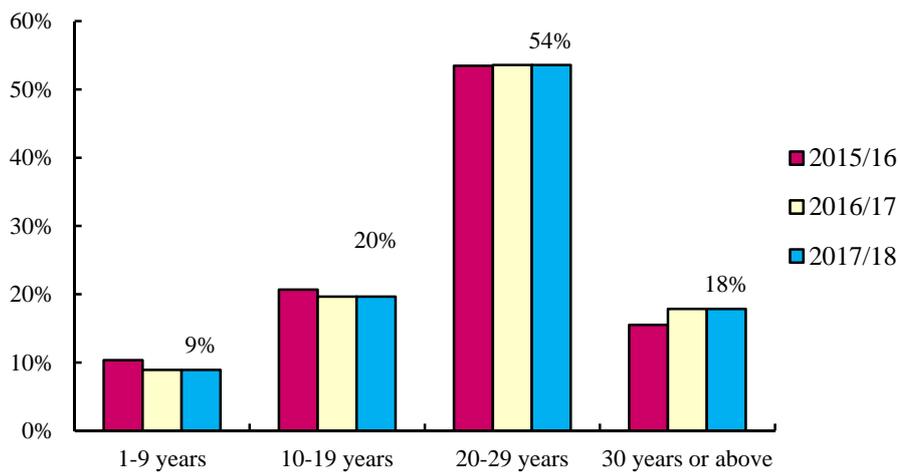


3.3 The percentages of teachers who have attained professional qualifications, received relevant subject training and met the language proficiency requirements in the past three years:

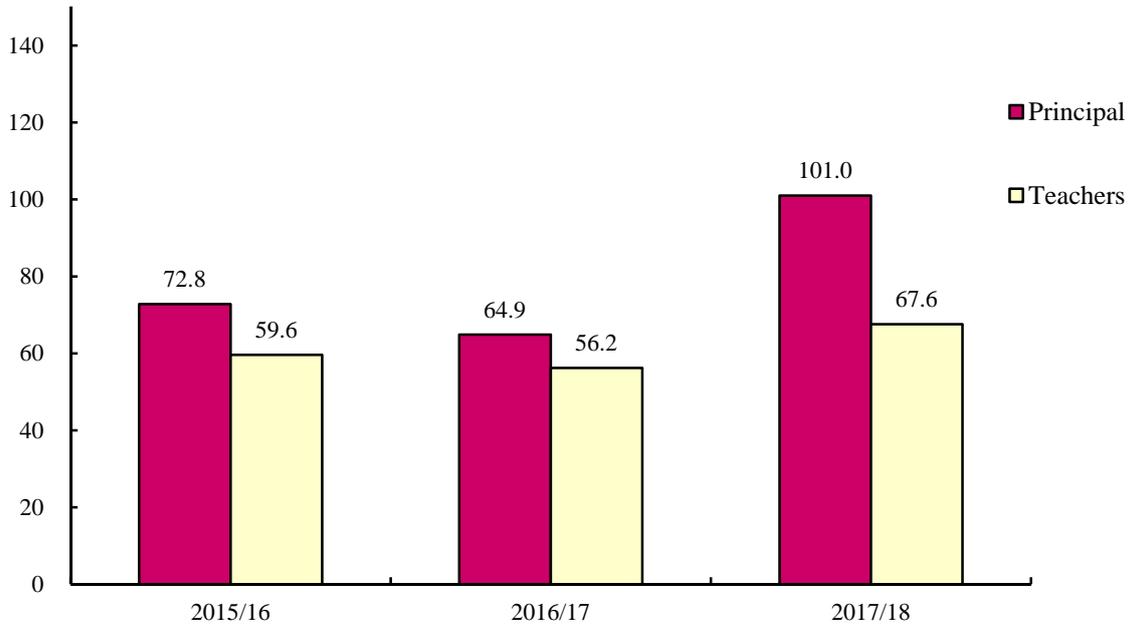


- Q1 Obtained professional qualifications
- Q2 Received relevant subject training in Chinese
- Q3 Received relevant subject training in English
- Q4 Received relevant subject training in Mathematics
- Q5 English teachers attaining language proficiency qualifications
- Q6 Putonghua teachers attaining language proficiency qualifications

3.4 Teachers' teaching experience in the past three years:



3.5 Continuous Professional Development hours of the Principal and Teachers:



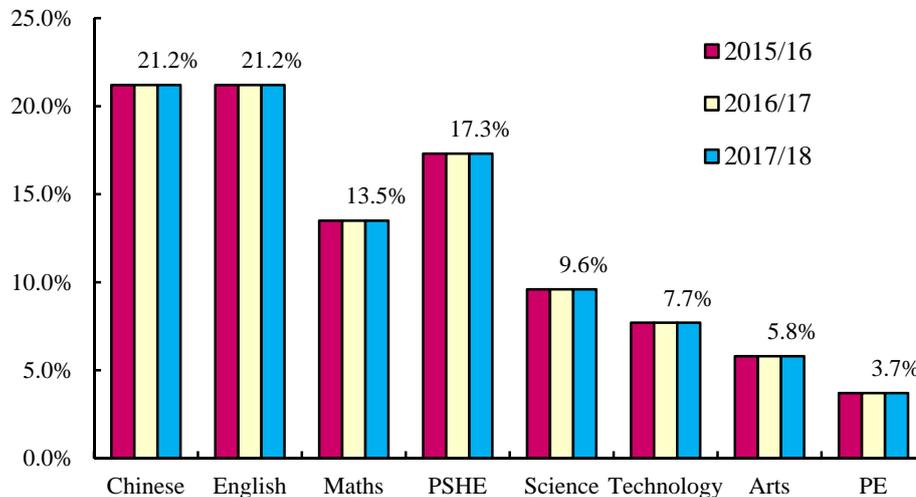
4. Class Structure and Student Population

The number of classes and students in the 2017/18 academic year:

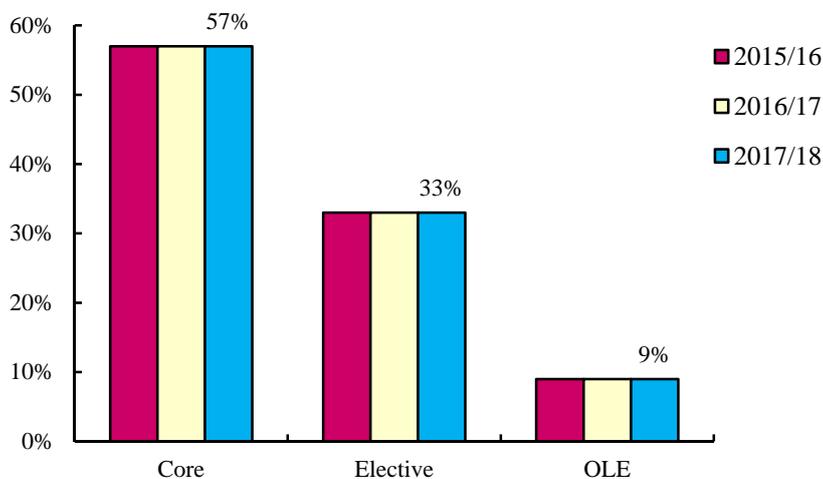
Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	5	25
No. of Boys	55	53	53	55	62	50	328
No. of Girls	66	71	66	67	61	84	415
Total No. of Students	121	124	119	122	123	134	743

5. Lesson Time for the 8 Key Learning Areas (KLAs)

5.1 The percentages of lesson time allotted to the 8 KLAs (S.1 and S.2) in the past three years:

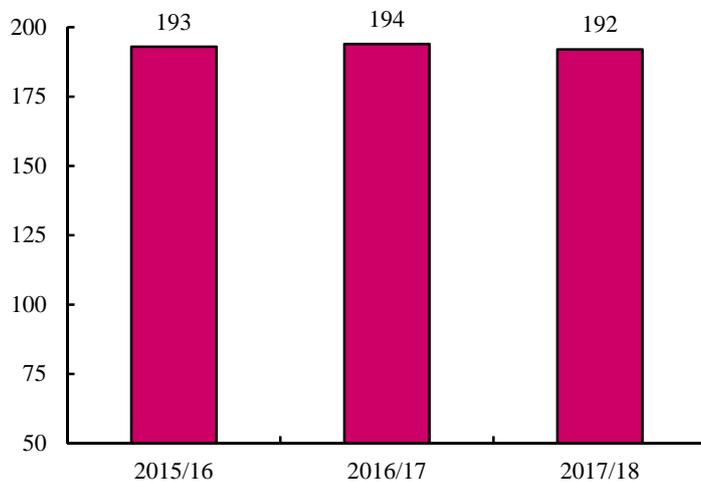


5.2 Starting from the 2009/10 academic year, the school has established the new NSS curriculum. The percentages of lesson time allotted to the core subjects, electives and other learning experience (OLE) are shown below:



6. Active School Days

The number of active school days for S.1 to S.3 students (including days with regular classes and learning activities such as School Picnic, Sports Days, Life-wide Learning Day etc.) is shown as follows:



Achievements and Reflection on Major Concerns

I. Priority Task 1: To enhance the effectiveness of teaching and learning

A. Achievements

1. To reinforce learning strategies and learning skills

- 1.1 Sharing sessions were held during the staff meetings. Teachers shared the topics including the attachment experience in a business organisation (Lee Kee Group), fun of cycling, gifted education for all in Physics and data analysis to facilitate learning and teaching.
- 1.2 Students actively applied different learning strategies in the learning process in subjects like Chinese, English, History, Chinese History, Economics, ICT, BAFS and Music.
- 1.3 9 subjects like English, Chemistry, Physics, Integrated Science, D&T, VA, Economics, Geography and History joined BrainPOP – the eResources which are provided by HKedcity, teachers from specific classes and forms bookmarked links of BrainPOP movies or GameUp games for students to watch and explore independently.
- 1.4 An external service provider came to the school to provide S.1 students with a reading strategies course, S.2 a critical thinking course and S.3 map-mapping course. An average of 81% of the student participants agreed that the course was useful to their learning. 84.5 found the course practical. 95.5% of the students found that the trainers were professional, friendly and they were satisfied with their teaching.
- 1.5 According to the school-based APASO questionnaire survey results, students in all forms gave positive feedback to the question “I always apply different learning strategies like note-taking, effective memorization skills and mind-mapping skills.” S.1 to S.6 students scored 2.89, 2.7, 2.64, 2.73, 2.7 and 2.61 respectively in their self-evaluation (in a scale of 1-4).
- 1.6 According to the results of the stakeholders’ survey on “My views on the school”, students gave positive feedback to the questions “Teachers always teach us learning strategies like pre-lesson preparation, using mind maps, reference books and online resources etc.” and “I am able to apply learning strategies like pre-lesson preparation, using mind maps, reference books and online resources etc.”. The scores for these two questions were 3.6 and 3.4 respectively (in a scale of 1-5).

2. To enhance cooperative learning

- 2.1 Adopting the cooperative learning approach has become a general practice in many of our lessons. 12 subjects including Chinese, English, Liberal Studies, Economics, Geography, History, VA, BAFS, Putonghua, RE, D&T, Music and PE employed the cooperative learning approach in their lessons to enhance

teaching and learning effectiveness. Most of the teachers employed heterogeneous grouping while some homogeneous grouping and expert grouping were also seen.

- 2.2 According to the results of the stakeholders' survey, students agreed that "Teachers always arrange learning activities like group discussions and oral presentations etc. for us". The score received in this item was 3.8 (in a scale of 1-5).
- 2.3 Students agreed in the School-based APASO questionnaire survey that "They learn problem-solving skills from others". S.1 to S.6 students scored 3.18, 2.98, 3.03, 3.04, 3.11, 3.07 respectively (in a scale of 1-4).

3. To promote mobile learning

- 3.1 Our school has upgraded the network infrastructure to better facilitate mobile learning. And new data analysis framework and template have been developed to facilitate mobile teaching and learning.
- 3.2 One workshop on flipped classroom was organized on the Professional Development Day. The class was well-received by the teachers in general. All the teachers found the workshop useful. It was found that more teachers were willing to integrate mobile technologies into their lessons.
- 3.3 17 subjects including Chinese, English, Mathematics, Liberal Studies, History, Chinese History, Integrated Science, Chemistry, Physics, Biology, Geography, BAFS, D&T, VA, HE, Music and PTH made use of apps and learning management system to conduct lessons.
- 3.4 Sharing sessions on enhancing learning and teaching by using iPad Pro and Office 365 have been conducted in the Staff Meeting and teachers agreed that the sharing is useful to them.

B. Reflection

1. We always believe that there are subjects that would be taught more effectively in a cooperative mode. That is why the school encourages teachers to keep on using this approach in their teaching so as to maximize the learning and teaching effectiveness. Cooperative learning has become an integral part of the learning process in subjects like Liberal Studies. In other subjects such as English, Economics, D&T and Geography, the cooperative learning approach was adopted in lessons that required students' active participation. Lesson observation and feedback from teachers revealed that students' learning motivation was higher and the teaching was more effective in these lessons.
2. Teachers have become fairly familiar with the common types of cooperative learning now, they will therefore be encouraged to try out different ways of group work such as expert groups, homogeneous grouping, informal cooperative discussions and the like more often, depending on the nature of the subject contents and the involvement of students in the learning process.
3. Most teachers have a good understanding of the rationale and pedagogy of adopting mobile learning after the sharing sessions, and most of them have

started to employ mobile devices to facilitate their teaching in the future. More subject-based sharing sessions will be held so as to encourage teachers of the same form to implement mobile learning in a more systematic way.

II. Priority Task 2: To enforce life planning education

A. Achievements

1. To develop students' understanding of life planning

- 1.1 A half-day sharing on life planning was run by the Professional training Service Team from ELCHK. The team introduced to teachers a new approach, the character cards, as a tool to help students know more about themselves.
- 1.2 Students were given a Life Planner. All students used the Life Planner to set their goals. S.1 students used the Life Planner during their Life Education and Liberal Studies lessons for their reflections on activities, like the Beach Cleaning Day regularly. Students in other forms used the Life Planner as a schedule book and for activity planning. QR codes of university homepages were included in the Life Planner so that students could have easy access to tertiary education information.
- 1.3 Two morning assemblies related to life planning were conducted by careers prefects for all students. Students' understanding of life planning was enhanced.
- 1.4 In the first term, we invited Mr. Leung Chi Pong, an alumnus, as the speaker and host of the Joint Inauguration Ceremony. 72 students attended the after-school panel discussion on local musician's education and career opportunities. In the second term, we invited three alumni who are working as flight attendant, scriptwriter, and social worker to share their working experience with S4 students in the OLE periods.
- 1.5 Prefects were given the opportunity to participate in different social services and study the social problems of Hong Kong. 93% agreed that the programme could raise their self-awareness in life planning. Some expressed that the experience could help them in future life and career planning.

2. To help students understand their academic/career aspiration

- 2.1 Different subjects arranged to let students explore subject-related careers. ICT, Geography, History, VA, and BAFS introduced students to subject-related careers, which enhanced students' understanding on their elective-related job prospect.
- 2.2 This year, careers information was sent to related students through the eClass more than 20 times, two careers education lessons were given in each form, and 7 visits targeting at different forms of students were arranged.
- 2.3 Information related to academic/careers education was shared in every staff meeting by the Careers Committee chairperson to update our teachers with the

most recent news about academic/careers education in Hong Kong and overseas.

3. To help students plan their academic/career pathways

- 3.1 Students were nominated to take part in the Applied Learning courses and 73.7% of the participated students considered the courses helpful in planning their academic/career path.
- 3.2 Students were nominated to take part in the interview skill workshops and 85% of the participated students considered the workshops helpful in planning their academic/career path.
- 3.3 Students were nominated to take part in the work experience programmes and 100% of the participated students the programmes helpful in planning their academic/career path.

B. Reflection

1. As life planning is an ongoing and lifelong process for personal fulfillment, we consider life planning education plays a significant role in developing students' self-understanding, goal setting, reflective habits of mind and articulation to progression pathways. Life planning education will therefore be further enhanced in the coming years and it will go beyond our OLE periods and be integrated into our day-to-day teaching. Students will be further equipped with the knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations and be guided to integrate their career/academic aspirations with whole-person development and life-long learning.
2. A Life-Planning Day will be arranged in the coming year for all students to meet with their class teachers to discuss their life planning. Teachers will give advice to students based on their needs and desire.
3. Since there will be unlimited quota for the Applied Learning Courses and the interview skill workshops organised by other institutions, more students will be encouraged to take part in these courses so that they will gain better understanding of their academic/careers pathways.

III Priority Task 3: To develop healthy lifestyles

A. Achievements

1. **To nurture positive thinking in students**
 - 1.1 The morning assemblies on Days 1 & 2 are religious assemblies for spiritual education. In these morning assemblies, we shared the gospel with the students in various ways. We had song sharing, sermons, testimonies from our Christian teachers and pastors from Yuen Long Church. We have a church at school for the public. Morning assemblies on Days 3 & 4 are for moral and civil education. We used current issues and voluntary services as the theme.

Students shared their opinions and reflections on current issues from different perspectives. We also encouraged students to take part in voluntary work by sharing teachers' and students' experiences in being volunteers. Days 5 & 6 are academic morning assemblies. We cultivated in students a positive attitude towards self-directed learning through a wide range of activities such as presenting useful tips by elite students, introducing interesting topics in a subject and sharing feedback on educational excursions.

- 1.2 A total of 38 students joined the Big Brother and Big Sister Scheme. These students were trained to care for lower-form students and be mentors for S.1 newcomers to help them adapt to their new school life. The team held three activities using "Fun Day" as the theme for S.1 and SEN students.
- 1.3 In the post-exam period, the Annual House Singing Contest was held using "Act Positive, Love and Care for our Campus" as the theme.

2. To encourage students to serve the community

- 2.1 There were 7 service groups with 282 members in our school. Students were provided numerous chances to serve the community. They actively participated in community service including Community Chest Walk for a Million, flag days and elderly services.
- 2.2 The Visual Arts panel held a colour-filling competition to raise the community's awareness towards caring for the needy. Around 1,500 pupils from 16 primary schools in the district took part in it. The whole campaign was run by Visual Arts Ambassadors and Love and Care Ambassadors, who showed strong leadership and coordination skills in organizing the prize-giving ceremony and exhibition.
- 2.3 All S.1 students took part in a beach cleaning day, S.2 visiting elderly home, S.3 a hunger banquet and S.4 a flag day. Students are arranged and encouraged to experience participating in community service.
- 2.4 The Kei Yuen Elder Academy and Mrs. Wong Tung Yuen District Elderly Community Centre worked together to hold workshops and activities. About 30 students attended volunteer training classes before they became tutors. They were then assigned to be tutors for dancing, handicraft, western calligraphy, variety show, dancing workshop and information technology classes. Students participated enthusiastically and they showed their care for the elderly.

3. To broaden students' horizons and learning experiences

- 3.1 Students were encouraged to take part in traditional inter-school competitions in sports, visual arts and various categories in the 68th Hong Kong Speech Festival and the Music Festival.
- 3.2 In Science and Mathematics, students took part in international competitions, Science Presentation Contest and quizzes organised by professional bodies and universities.

- 3.3 The school also enrolled students to cooking contests, robotics design and D&T competitions.
- 3.4 40 S.3 to S.5 students joined a “Guizhou’s ethnic, cultural, natural and astronomical study tour (High-speed Rail Link). Students visited FAST, which was a unique experience.
- 3.5 Students were assigned to help various parties such as teachers, the elderly and primary pupils in VA, D&T, Drama and HE courses held throughout the year.
- 3.8 According to the results of the school-based APASO questionnaire survey, students agreed that “The school always organises different activities to enrich their other learning experiences and broaden their horizons”. S1 to S6 students scored 3.24, 3.15, 2.88, 2.75, 2.83, 2.72 respectively (in a scale of 1-4).
- 3.9 According to the results of the school-based APASO questionnaire survey, students agreed that “I will take part in voluntary work and serve the community”. S.1 to S.6 students scored 3.01, 2.65, 2.48, 2.66, 2.52, 2.68 respectively (in a scale of 1-4).

B. Reflection

1. Our school organised different form-based activities like inter-class display board design competition, classroom cleanliness and tidiness competition and window decoration competition etc. to help students internalise their good behaviour and positive values, enhance peer encouragement and promote team spirit in class. These activities were found useful and will be held next year. Also, different class-based activities will be planned during the OLE periods to reinforce a sense of belonging to the class.
2. Our student tutors learned by serving others. This turned out to be a good practice to enrich students’ learning experiences. Our school is going to assign responsible and planning roles to students in running activities and services. This enhances students’ leadership skills and confidence while students will also experience the joy of serving others and the community.
3. It is believed that taking part in competitions helps students develop resilience to problems when they experience failure and upkeep their sense of achievement. We will therefore enrol students to more territory-wide as well as international events in the future.

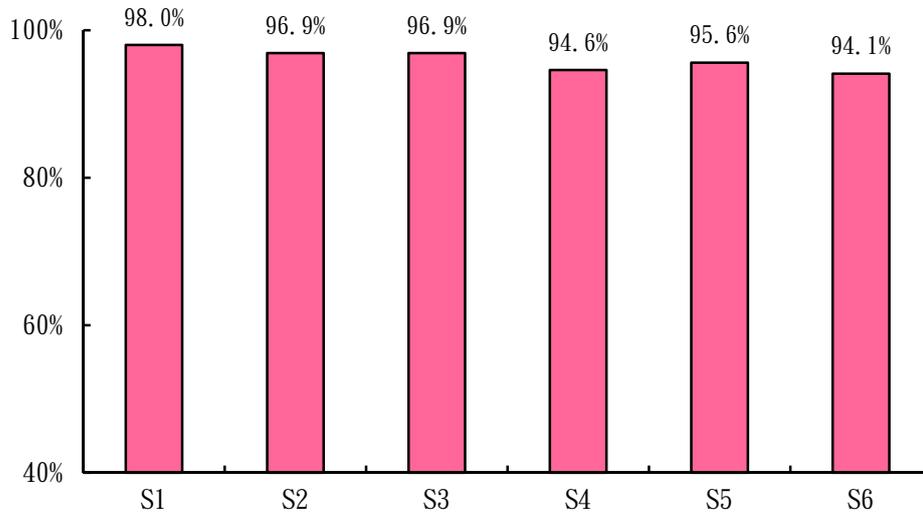
Our Learning and Teaching

1. Holistic Plan

- 1.1 **School-based Curriculum:** In addition to the core curriculum proposed by the CDI, our school has our own school-based curriculum. Starting from the 2016/17 academic year onwards, Life Education and Liberal Studies has been integrated into the formal curriculum from S.1 to S.3. The subject aims at fostering students' positive values and attitudes. To provide more learning experiences, the afternoon sessions on Day 6 are reserved for OLE periods in which subjects and committees in school can organise diverse learning activities for students.
- 1.2 **Senior Secondary Education Curriculum:** Starting from the 2016/17 academic year, there are three elective subjects offered for S.4 classes. This allows students to take their electives with reference to their own interest and ability. To provide a better understanding of the NSS curriculum, the school offered starter courses in Economics and BAFS for S.3 classes since the 2012/13 academic year.
- 1.3 **Medium of Instruction (MOI):** Starting from the 2010/11 academic year, English has been used as the medium of instruction in all S.1 classes. In the 2017/18 academic year, a total of 15 subjects adopted English as the MOI, including English, Mathematics, History, Biology, Physics, Chemistry, Geography, Computer Literacy, Integrated Science, Liberal Studies, Visual Arts, Physical Education, Design and Technology, Music and Home Economics. For senior secondary education, all elective subjects except Visual Arts employed English as the MOI.
- 1.4 **Use of Information Technology for interactive learning:** All subjects have their own webpage linked to the school website. Apart from this, an electronic platform was hired to provide additional information and extended learning activities such as online reading, unit exercises and discussion forums, etc. E-learning is a good way to cultivate students' habit of self-directed learning. Videos have been uploaded for self-study purposes in some subjects. Mobile learning has been launched in recent years to facilitate teaching and learning.
- 1.5 **Project learning:** Starting from the 2012/13 academic year, project learning has been integrated into the formal curriculum of S.3 classes. 2 periods in the first term were allotted for Project Learning and each class was taught by two L.S. teachers. The syllabus includes setting questions, formulating hypothesis, searching information and reporting. These are all the major components of Independent Enquiry Study in NSS Liberal Studies.
- 1.6 **Moral and Civic Education:** In addition to the formal curriculum (Religious Studies) and cross-curricular programmes (Days 3 and 4 morning assemblies and Day 6 OLE periods), one service-related activity is organised for each form. S.1 classes take part in Beach Cleaning Day, S.2 Voluntary Service for the elderly, S.3 Hunger Banquet and S.4 Flag Selling Day. Moreover, a wide variety of activities like the Kei Yuen Elder Academy, Flag Raising Ceremony, study tours to mainland China etc. are organised. All these activities offer students chances to serve the community, build up a sense of responsibility to the community and strengthen their sense of belonging to the country.

2. Student Attendance Rate

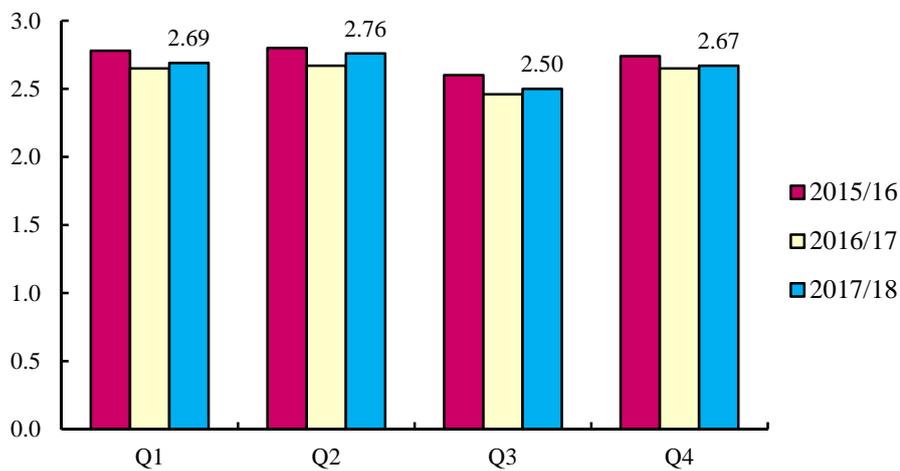
Student attendance rate in this academic year (2017/18):



3. Students' performance in the Reading Scheme

3.1 The total number of reading materials borrowed within a school year from the School Library in the past three years:

3.1 Students' self-evaluation on the Lunchtime Reading Scheme in the past three years:



Q1 The scheme cultivates my everyday reading habit

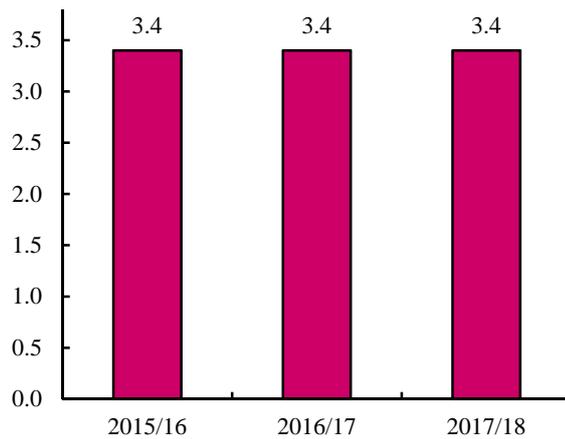
Q2 The scheme encourages me to read more

Q3 The scheme broadens my reading experience (books with different genres)

Q4 The scheme raises my reading interests

(4 being the highest score representing “strongly agree”; 1 being the lowest score representing “strongly disagree”; 2.5 being the average score.)

3.2 Students' self-evaluation on "Students' Reading Habit" in the stakeholder survey in the past three years:

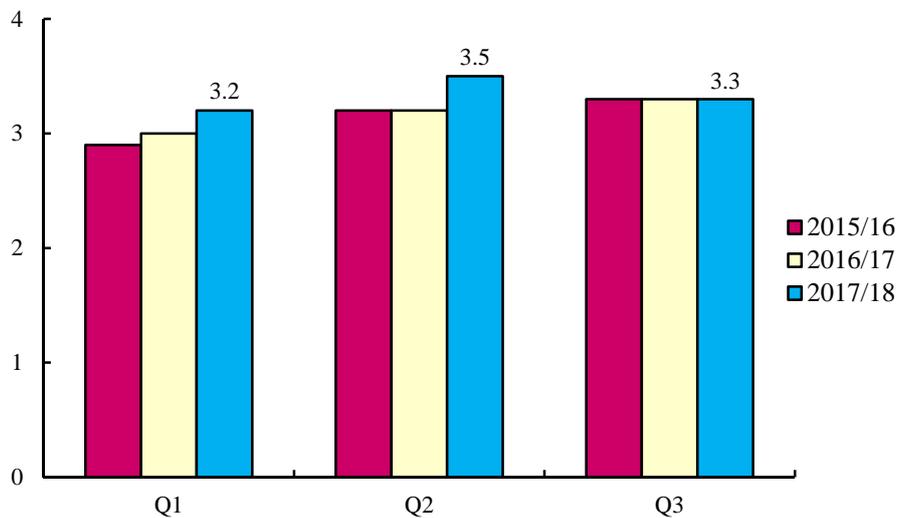


I often read materials such as leisure reading materials and newspaper outside class

(5 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 3 being the average score.)

4. **Students' learning attitude and their ability to master learning strategies**

3.1 Students' self-evaluation on "Student Learning" in the stakeholder survey in the past three years:



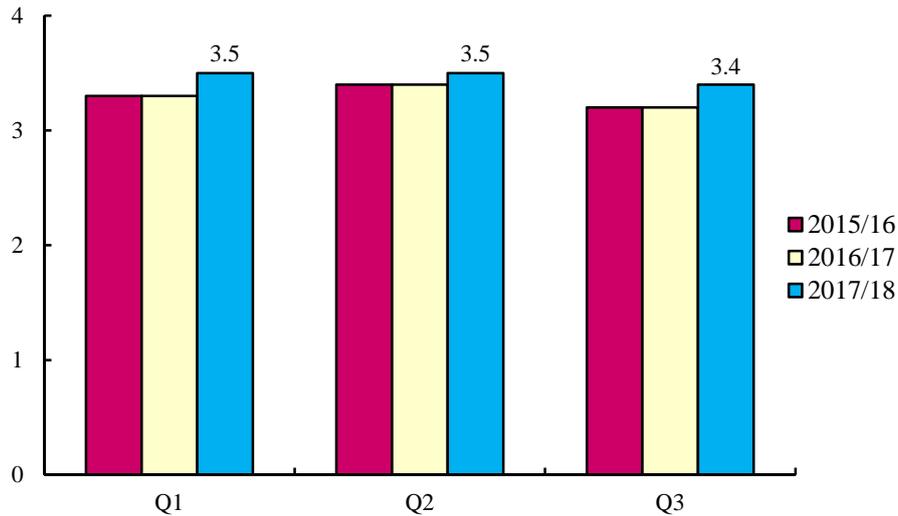
Q1 I am confident in learning

Q2 I take the initiative to learn

Q3 I often do my assignments seriously

(5 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 3 being the average score.)

4.3 Students' self-evaluation in the stakeholder survey on "Student's Learning Strategies" in the past three years:

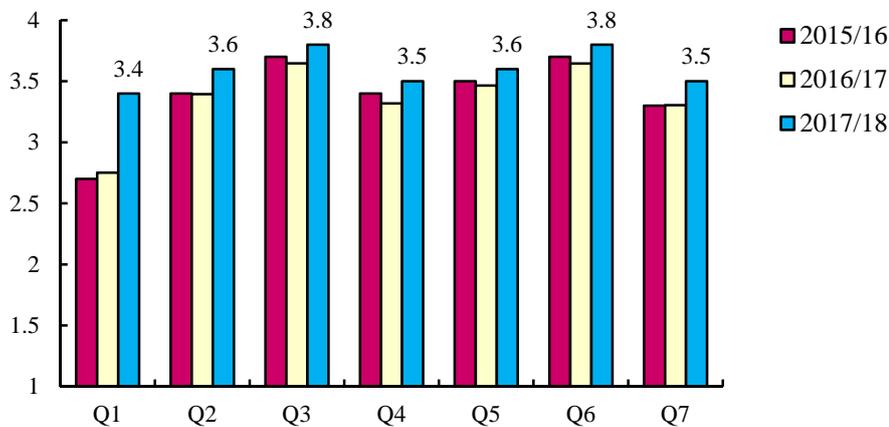


- Q1 I know how to set learning goals for myself
- Q2 I often review my learning
- Q3 I am able to apply learning strategies

(5 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 3 being the average score.)

5. Students' views on teaching

Students' evaluation on "My Views on Teaching" in the stakeholder survey in the past three years:



- Q1 The teachers often arrange learning activities outside class for us
- Q2 The teachers often provide us with guidance in learning strategies
- Q3 The teachers often tell us about our progress and problems in learning
- Q4 The teachers often ask us thought-provoking questions in lessons
- Q5 The teachers often make us inquire into different issues in lessons
- Q6 The teachers often arrange learning activities in lessons
- Q7 The teachers often give us encouragement in lessons

(5 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 3 being the average score.)

6. Summary

Statistics from the stakeholders' survey showed improvement in the items "My views on teaching" as that of the previous year. All figures were higher than 2016/17 . Six out of seven figures are above 3.5 (in a scale of 4 being the highest score). Q2 and Q7 scored 3.8 which were the highest. Students noticed that teachers often arrange learning activities in the lessons, the teachers often provide them with guidance in learning strategies. In general, their view on teaching was very positive.

In cultivating students' reading habit, the school has been arranging a 15-minute reading period after lunch break for many years. A survey showed similar figures on the four items related to this reading scheme. Students generally showed a positive feedback towards the reading scheme and they have developed the habit of reading every day after the lunch break. To further arouse students' interest in reading, the school will encourage class teachers to do some sharings on their reading habit during the reading periods, and will continue to organise book fairs to let students have more exposure to interesting books.

In learning, the scores of the questions related to the learning attitude and their ability to master learning strategies received were slightly higher than those of the previous year. Students generally recognised the importance of mastering effective learning strategies and they showed a positive attitude towards the need of improving their performance in this aspect.

Based on the results of the student stakeholder survey, our school will keep on enforcing cooperative learning and students' initiative in learning. Besides this, integration of e-learning into the curriculum and extend learning outside lesson time are preferred.

Catering for learner diversity, enhancing curriculum planning, mobile learning and gifted education will be our major concerns in the coming academic year.

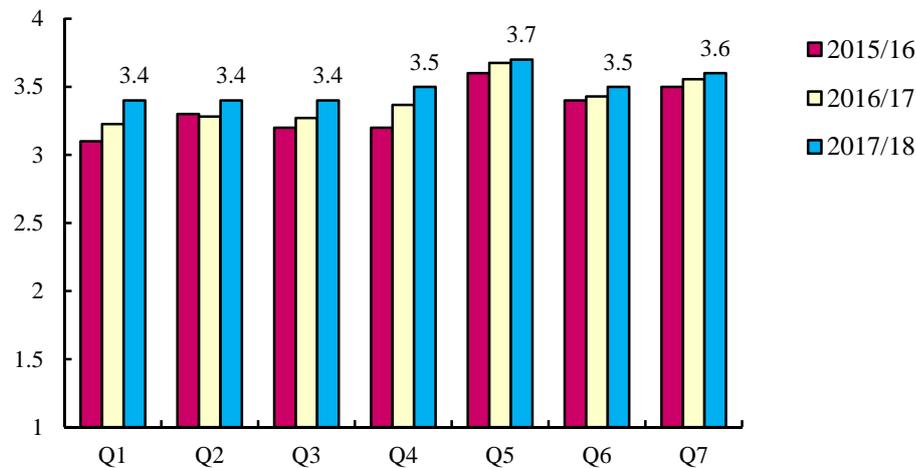
Support for Student Development

1. Holistic Plan

- 1.1 Our school uses a whole school approach in providing student service. All the administrative committees in school coordinate and cooperate with each other. They formulate year plans according to the school's major concerns and review the progress of each item regularly.
- 1.2 On supporting the full development of students and providing them with individual care, we lay great emphasis on the role of form teachers. A dual form teacher system is applied to every class in school. If possible, the same form teachers are deliberately allocated to S.1 & S.2 classes to foster better teacher-student relationship. For senior secondary classes, the school also tries hard to keep the same form teachers for all the three years.
- 1.3 The morning assembly is regarded as an important means to foster full student development. Morning assemblies on Day I and Day II are for religious and spiritual cultivation; Day III and IV are related to moral, affective and civic education; Day V and VI assemblies are academic oriented. In addition, the school develops students' confidence and self-esteem by recognising their achievements in bi-monthly prize-giving ceremonies and on achievement display boards next to the school's main entrance.
- 1.4 A wide variety of awards have been set up in school to recognise students' potential in different areas. There are "Outstanding Student", "Outstanding in Academic and Conduct", "Outstanding Chinese and English Writers", "Elite Readers", "Outstanding Chinese Speaker", "Outstanding Performance in Information Technology", "Outstanding Performance in Visual Arts", "Outstanding Performance in Music" and "Outstanding Athlete". To enhance students' all-round development in moral, intellectual, physical, interpersonal and aesthetic aspects, "Kei Yuen Award", "I Can Do It Scheme", "Outstanding Class Committees Scheme" have also been set up.
- 1.5 On handling students' cases, the Guidance Committee works closely with the Discipline Committee and school social workers. External resources such as the educational psychologist from the school sponsoring body, external guidance organisations and professional assistance from the EDB are sought. On handling students with SEN, an appropriate mechanism is implemented to offer them with guidance, support and referral service to facilitate their learning.
- 1.6 To maintain a disciplined and orderly environment for students to study in, the Discipline Committee works in close collaboration with the form teachers and the Guidance Committee. Both preventive and remedial measures are set up to help students learn to be a responsible person. For example, there are S.1 Orientation Days for S.1 entrants, Reformation Scheme to help students learn from their minor misbehaviour and prefect training to boost their leadership skills, S.1 QEF program about resilience. These strategies are introduced to cater for students' needs in different stages of growth.

2. Students' views on support for student development

2.1 Students' self-evaluation on "My Views on Support for Student Development" in the stakeholder survey:



Q1 The teachers are able to help us solve problems we encounter in our growing process, such as in our physical and mental development, making friends and academic performance.

Q2 My schoolmates are self-disciplined and abide by school regulations.

Q3 The school is intent on fostering our leadership.

Q4 The school actively guides us to acquire the skills to get along with others well.

Q5 The school actively fosters our virtues.

Q6 My schoolmates actively participate in extra-curricular activities.

Q7 Through participation in the school's extra-curricular activities, my learning opportunities in respect of extra-curricular knowledge and life skills, etc. are increased.

(5 being the highest score representing "strongly agree"; 1 being the lowest score representing "strongly disagree"; 3 being the average score.)

3. Summary

Scores received from the school-based APASO survey showed an increase in all seven questions. Students gave a very positive feedback to all the questions.

In the coming academic year, the school will continue to facilitate the organization of form-based activities with the purpose of meeting the diverse needs of students at different levels more effectively.

We will also continue to enhance life planning education and foster positive lifestyles in our students, so they could be physically and mentally fit and mature to make wise subject and career decisions in their course of learning.

Student Performance

1. Results of the Hong Kong Attainment Test (Pre- secondary One)

Our school's average score in the Hong Kong Attainment Test in Chinese, English and Mathematics in the past three years:

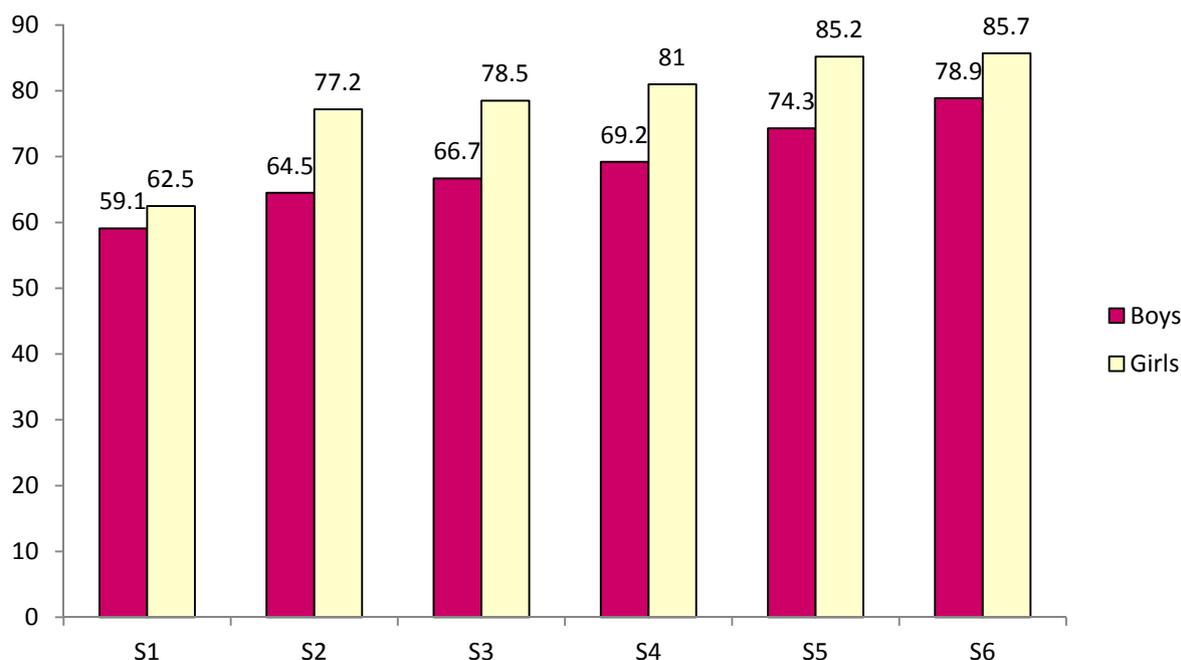
Year	Chinese	English	Mathematics
2015/16	58.44	64.27	70.92
2016/17	60.39	58.54	71.2
2017/18	62.49	61.04	68.42

2. Results of the Hong Kong Diploma of Secondary Education Examination

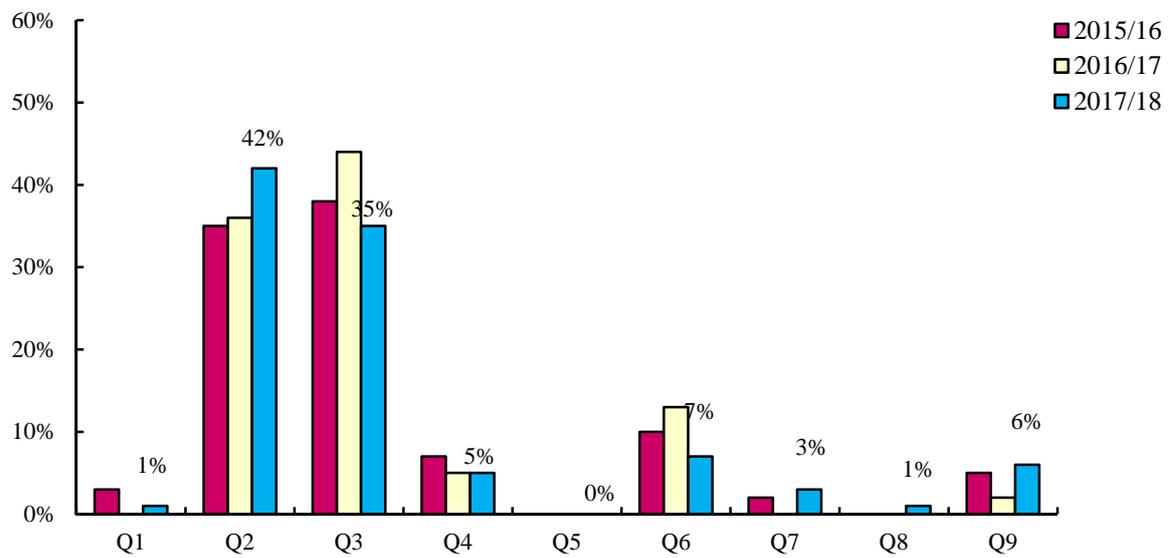
Results of Hong Kong Diploma of Secondary Education Examination in the past three years:

Year	2015/16	2016/17	2017/18
Total no. of candidates	167	140	134
No. and % of students obtaining 2222 (Core subjects)	153(91.6%)	126(90%)	124(92.5%)
No. and % of students obtaining 3322 (Core subjects)	116(69.5%)	89(63.5%)	88(65.7%)
No. and % of students obtaining 3322 (Core subjects + 2 electives)	101(60.5%)	79(56.4%)	81(60.4%)

3. Percentage of students within the acceptable weight range in 2017/18



4. Destinations of Secondary 6 Graduates in 2017/18



- Q1 Full-time Secondary 6 course
- Q2 Degree course
- Q3 Post-secondary course
- Q4 Overseas studies
- Q5 Full-time vocational training
- Q6 Other courses
- Q7 Full-time employment
- Q8 Seeking employment
- Q9 Unknown

5. Students' Awards

5.1 Individual Awards and Scholarships

Award / Scholarships	Organization	Prize Winners
Youth Arch Student Improvement Award	Youth Arch Foundation Co-organizer: The Outstanding Young Persons' Association	Bronze 2A Chow Qi Kuan 2B Cheung Ngan Kit 2C Chau Yuk Lan 2D Lam Cheuk Yiu 3A Chan Kai Yin 3A Cheng Hoi Ying 3C Chan Chin Man 3D Leung Wai Sum 4A Choy Man Wing 4C Yim Pui Wa 4D Chung Chok Tung 4D Lam Yee Ching 5A Tsang Tsz Sin 5B Wong Sui Nga 5C Tang Kai Yin 5D Lau Chung Him 5E Chung Wing Yan 6A Hui Kwan Ho 6B Wong Shek Nam 6C Law Chi Lok 6D Lau Wing San 6E Lau Chun Cheong

5.2 Academic Awards

Award / Scholarships	Organization	Prize Winners
Student Environmental Protection Ambassador Scheme	Environmental Campaign Committee	Gold Award 5C Li Nok Yiu Silver Award 5A Yeung Hin Suet Bronze Award 5A Cheung Hoi Ying
2017 Australian National Chemistry Quiz Hong Kong Section	Royal Australian Chemical Institute	Credit 5C Chu Miu Kwan 5D Yeung Kai Kong Distinction 5D Man Chun Pong 6D Chan Yik Tung 6C Lee Wing Huen 6E Wong Chiu Chun High Distinction 5D Wan Hei Yuen
Secondary School Mathematics and Science Competition 2017	Hong Kong Polytechnic University	Distinction in Chemistry 6D Cheng Tsz Wan 6D Law Yee Ting Distinction in Physics 6E Kwan Lok Man 6E Lam Ka Yan Distinction in Mathematics 6E Kwan Lok Man 6E Lam Ka Yan 6E Wong Chiu Chun
Headstart Cup Hong Kong Inter-secondary School Scrabble Championship 2018	Headstart Group	Merit (Novice Division) 3C Chhetri Kishor Bahadur 4C Lau Jason 4C Cheng Tsz Ching 4D Fung Pak Man
The 69 th Hong Kong Schools Speech Festival	Hong Kong Schools Music and Speech Association	Solo Verse Speaking First Prize 3B Leung Tze Ching Solo Verse Speaking Second Prize 3B So Yat Hei Solo Verse Speaking Third Prize 2D Mui Tsz Tung

Award / Scholarships	Organization	Prize Winners
8 th CCC Inter-school Scrabble Championship	Some schools of the Church of Christ in China of Hong Kong	1st Runner-up 2C Chen Wing Shan 4C Cheng Tsz Ching 4C Jason Lau 4C Kwok Oi Yi 4D Cheung Man Ho 4D Fung Pak Man 4D Kan Sik Yin 4D Lai Cheuk Yi 4D Leong Chun Kit
The Hong Kong Mathematical High Achievers Selection Contest 2017-2018	The Hong Kong Association for Science and Mathematics Education	Grade 3 prize 3D Law Yi Man 3D Lee Ching Nam 3D Tsang Ka Ho
聯校畢業禮暨嶺大長幼專題研習體驗營 2017	新界西長者學苑聯網	最佳小導師獎 3B 謝曉聰
第四屆香港學屆記憶大賽	香港記憶學院	全場總冠軍 初中組冠軍 十分鐘數字記憶冠軍 十分鐘啤牌記憶冠軍 十五分鐘歷史人物冠軍 中文詩詞速記冠軍 五分鐘限時讀速冠軍 2C 陳碩良
2017/18 學年小作家培訓計劃	明報/語常會	「作家精讀坊」優異寫作獎 4A 葉雅琳
2017-18 現代激答至醒開學篇	現代教育	新界區中學組別最積極參加獎 中華基督教會基元中學 中一組別季軍 1B 李因喬
2018 趣味科學比賽	香港科學館	高班組「迷你足球級」三等獎 5D 鄧婷之 5D 徐暉蕎
第六十九屆校際朗誦節 (普通話朗誦)	香港學校音樂及朗誦協會	女子詩詞獨誦冠軍 3D 陳玉玲 男子詩詞獨誦冠軍 3A 周子力 女子詩詞獨誦季軍 4A 蔡詠淇 男子散文獨誦亞軍 1A 丘展劭 女子散文獨誦亞軍 2A 庄曉桐 5C 鍾紫珊 女子散文獨誦季軍 4C 梅亦彤 男子散文獨誦季軍 5D 黃澤滔
區會聯校「魔力橋」比賽	中華基督教會香港區會中學校長會	一等獎 5D 連浚傑 二等獎 5B 梁定國 三等獎 5D 吳啟彥

Award / Scholarships	Organization	Prize Winners	
第六十九屆校際朗誦節 (中文朗誦)	香港學校音樂及 朗誦協會	散文獨誦冠軍 3B 蘇溢曦 散文獨誦亞軍 2D 梅旨彤 散文獨誦季軍 1D 麥筠彤 3B 謝曉聰 詩詞獨誦亞軍 1B 李因喬 詩詞獨誦季軍 2A 庄曉桐	4D 崔子臻 2C 沙恩美 4C 羅綺琳 4D 方熙延 5D 李嘉雯
Secondary School Mathematics and Science Competition 2018	Hong Kong Polytechnic University	Medal 5D Lam Yee Ching High Distinction 5C Fung Sin Ying Distinction 5D Wan Hei Yuen Proficiency 5C Chow Hoi Lam 5D Lam Ping Fung	5D Yeung Kai Kong Oscar 5D Kwok Hiu Tin
2018 International Competition and Assessment for School	UNSW Global Assessments	Distinction 1A Ho Ka Ho 1C Cheung Tommy Merit 1A Choi Yu Hang Credit 1A Hung Wai Chun 1D Chan Tsz Ki Participation 1B Chan Nok	1C Chan King Sang 1C Lam Wai Fung 1A Wong Cheuk Sin 1C Chung Pak Yin
English Speaking Contest	HKIED & HKBU	Merit 5C Cheung Wai Yi 5C Tsui Nok Man	5C Siu Hoi Tung 6D Chan Ho Lee
The HKPTU English Debating Competition 2017-18	HKPTU	S.6 Champion 6D Chan Ho Lee 6E Lam Sze Wah Best Debater 6E Lam Sze Wah S.4 2nd Runner-up 3A Daniel Fife 4D Mui Yik Tung	6E Kwok Chung 4D Huen Long Yin
Hong Kong Secondary School Students Mini-Movie Competition	Chinese YMCA of Hong Kong	The Best Actor Award 5B Ng Siu Long	

5.3 Sports Awards

Award / Scholarships	Organization	Prize Winners
Hong Kong Black Belt Taekwondo Competition 2017	Hong Kong Taekwondo Association	Junior Male Black Belt Group (Welter) 5A Tam Ching Nam
Arslan Cup 2018	Arslan Cup	Champion 5A Tam Ching Nam
The 22 nd Asian Cities Taekwondo Championships	Hong Kong Taekwondo Association	Champion 5A Tam Ching Nam
Thai TAE Open 2017	Thai TAE.net	1st Runner-up 5A Tam Ching Nam
CCC Joint School Table Tennis Competition	The Church of Christ in China	Women's Doubles Champion 2D Mui Tsz Tung 4C Mui Yik Tung Women's Singles 1st Runner-up 4C Mui Yik Tung Men's Doubles 2nd Runner-up 3B Law Tsz Kin 3C Chan Tsz Chiu
All Hong Kong Inter-Secondary Schools Gymnastics Competition 2017 - 2018	The Hong Kong Schools Sports Federation	Vaulting 1st Runner-up 4C Ng Kin To
CCC Joint School Badminton Competition	The Church of Christ in China	Men's Singles 1st Runner-up 5A Hui Cheuk Nam Women's Doubles 1st Runner-up 2A Lung Tsz Ching 2A Wong Tsz Ying Women's Singles 2nd Runner-up 2A Lung Tsz Ching
2018 Inter-school Dodgeball Championships – West New Territories	Dodgeball Association of HK, China	3rd Runner-up 1A Ho Kin Pong Martin 1D Hung Tung Kuen 1D Lee Pak Hin 2A Man Wai Leung 2A Zhu Hon Yin 3B Yau Hang
The HKEF Inter-school Equestrian Challenge 2018	Hong Kong Equestrian Federation	Jumping Fourth Dressage Sixth 5D Chan Ming Yan
Inter-School Swimming Championships 2017-18	HK SSF Yuen Long Secondary School Area Committee	Champion in Boy A Grade 100m Back Stroke 1st Runner-up in Boy A Grade 50m Back Stroke 5B Lau Hok Yue 1st Runner-up in Boy A Grade 4X50m Medley 5A Fong Pak Hay 5B Lau Hok Yue 5C Kong Tsz Hang 6E Lee Tsz Lok
2017 National Day Judo Championships	Great Eastern Judo Union	Boys E+66kg 2nd Runner-up 2A Fu Pak Yun Girls F-57kg 2nd Runner-up 2B Lee Wing Tung

Award / Scholarships	Organization	Prize Winners		
HKSSF Inter-School Table Tennis Competition	HKSSF	Boy C Grade 1st Runner-up		
		1A Ho Ka Ho 1C Fung Daniel 2A Ng Yu Chim	1D Lee Pak Him 2A Lam Ngo Tin	
		Girl B Grade 1st Runner-up	3A Chow Sin Nga 3A Tse Ming Yan	3D Sze Cheuk Ka
		Girl C Grade 3rd Runner-up	2A Yam Wing Yee 2D Mui Tsz Tung	2D Hung Yu Man 4C Mui Yik Tung
		2017年穗港杯跆拳道邀請賽	廣州市跆拳道協會	亞軍 5A 譚政南
		樂華跆拳道會 2016 年度最佳運動員	樂華跆拳道會	冠軍 5A 譚政南
伯特利中學友校 4X100 米接力邀請賽	伯特利中學	男子組季軍 4B 葉俊輝 5A 楊子康 5A 葉天志 5A 譚政南		
二零一八年聯校滑浪風帆比賽(第一站)	香港滑浪風帆會	男子公開組別季軍 4D 崔子臻		
2017 元朗區水運會	康樂及文化事務署	女子青年 HI 組 4X50 米四式接力亞軍 1A 楊洛婷		
閃避球邀請賽	凌峯體藝有限公司	季軍 1C 張詠霖 1D 蔡子翹 1D 李柏謙 2A 黃子盈 2A 吳俞霑 3B 陳宏禧 5C 歐顯星 5D 吳啟彥		
第十四屆香港青少年相撲錦標賽	香港相撲協會	少年組女子公開組冠軍 少年組女子輕量級亞軍 2B 黎伊敏 少年組女子公開組亞軍 少年組女子輕量級冠軍 2B 李曉彤 少年組女子公開組季軍 少年組女子輕量級季軍 2B 黃雅汶 少年組女子公開組季軍 少年組女子重量級季軍 2C 朱梓翹 少年組女子重量級冠軍 2B 張東琦		

5.4 Music Awards

Award / Scholarships	Organization	Prize Winners
70 th Hong Kong Schools Music Festival	Hong Kong Schools Music and Speech Association	Piano Solo Gr.5 Champion 2D Lam Yu Hin Persons Music Piano Concerto 1st Runner-up 5C Au Hin Sing Piano Solo Gr.7 2nd runner-up 2D Mui Tsz Tung

5.5 Visual Arts Awards

Award / Scholarships	Organization	Prize Winners
建造業職安健海報設計比賽 2017	建造業安全及健康委員會	冠軍 6D 江愛林 亞軍 6C 黃滿儀 優異獎 6C 鄧杏 6D 胡瀚軒
理想家園第十屆徵文、攝影、微電影、繪畫及海報設計比賽	香港品質保證局	香港區中學組微電影比賽優異獎 6C 鄧杏
保持環境清潔 4 格漫畫創作比賽	食物環境衛生處	優異獎 4A 蔡詠淇
花鳥蟲魚小伙伴設計比賽 2017 (中學組)	香港北區花鳥蟲魚協會	亞軍 6A 陳依婷 季軍 4A 蔡詠淇 優異獎 4B 李梓恩
「健肺大使」吉祥物設計比賽(中學組)	香港美術教育協會	冠軍 4A 蔡詠淇 季軍 4A 邵玉翹 優異獎 4B 鄭凱盈 4B 李梓恩 4D 林子桓
利是封設計比賽-愛、源於一份堅持	學攷教育	亞軍 4B 陳尚靈 季軍 4B 郭欣樺 入圍獎 4A 曾依蕎 4B 鄭凱盈 4B 李梓恩 4C 陳詠樑 6D 江愛林
「海洋的新衣」T 恤圖案設計比賽 2017	漁農自然護理署	優異獎(高中組) 5C 張筠鈺 「海洋的新衣」T 恤圖案設計比賽 2017

Award / Scholarships	Organization	Prize Winners
《禮待身邊人— 在交通工具上》標誌設計比賽	元朗區公民教育委員會	中學組亞軍 6C 蔡梓盈 中學組優異獎 4B 鄭譚珩 6C 黃滿儀
Jockey Club Student Drawing Competition	Leisure and Cultural Services Department	Junior Section in Secondary School Highly Commended 3A Chow Sin Nga Senior Section in Secondary School Champion 4D Chan Hau Choi Senior Section in Secondary School Certificate of Merit 4B Li Tsz Yan 4B Kwok Yan Wah
Mask Design Contest 2017-18: Say No to Discrimination	The Society for AIDS Care	1st runner-up 4B Lee Wing Yu Shortlisted Submission 1C Leung Sze Ki 3B Chan Sum Yee 4B Cheng Oi Hang 4B Wong Hang Yi 4B Kwok Yan Wah 6A Chan Yee Ting Emily
「同心·童聲」封面設計創作比賽	防止虐待兒童會	季軍 4D 林子桓 優異獎 6B 譚穎瑜 踴躍參與學校獎 CCC Kei Yuen College
機電 70 海報設計比賽	機電工程處	少年組金獎 4B 陳尚靈 少年組銀獎 4A 曾伊蕎 少年組銅獎 4B 郭欣樺 少年組優異獎 4B 鄭凱盈
Pacific Coffee 彩繪杯大募集設計比賽	Pacific Coffee	入圍獎 4A 曾伊蕎 4B 李梓恩 5B 劉欣霖 5B 林柏熙 5C 陳淑鈞 5D 傅允怡
2017 國際可持續旅遊發展年美術設計創作比賽	保良局	世界賽三等獎 4B 黃杏兒 香港賽一等獎 4A 邵玉翹 4B 黃杏兒 香港賽三等獎 4B 鄭譚珩 6C 黃滿儀 6D 胡瀚軒
第 24 屆家長也敬師運動電子版教師卡設計比賽	家庭與學校合作事宜委員會	季軍 4A 邵玉翹
化學品安全及健康諮詢委員會「化學品安全你知幾多」小冊子封面設計比賽	職業安全健康局及職安健學院	中學組冠軍 6C 黃滿儀

Financial Report (September, 2017 to August, 2018)

Particulars	Accumulative Surplus	Income	Approved Budget	Expenditure	Percentage Spent	Surplus
Surplus brought forward from previous year :						
Government Funds	7,861,338.12					
School Funds	3,343,800.67					
Council Fund	7,256.70					
I. Government Funds						
Surplus of Expanded Operating Expenses Block Grant (EOEBG)	4,314,341.22					4,314,341.22
(1) Expanded Operating Expenses Block Grant						
(A) School Specific Grants						
· Administration Grant		3,636,228.00	3,600,000.00	3,566,656.13	99.07%	69,571.87
· Composite Information Technology Grant		462,787.00	648,000.00	458,578.18	70.77%	4,208.82
· Capacity Enhancement Grant		599,381.00	598,533.60	514,360.12	85.94%	85,020.88
(B) Non-School Specific Grants - Baseline Reference		2,019,368.69				
(i) Operation						
· General expenses such as electricity charges, printing and stationery, cleaning materials, repairs, lift maintenance etc			950,000.00	945,537.71	99.53%	
· Composite furniture and equipment			823,800.00	596,800.85	72.44%	
(ii) Teaching and Learning						
· Consolidated subjects			320,660.00	285,443.79	89.02%	
· Teaching aids, library books, reference books etc			35,000.00	24,839.80	70.97%	
· ECA, M&CE, Religious and Academic act, prog and resources			430,000.00	211,250.85	49.13%	
· Guidance, Discipline and Careers act, prog and resources			68,950.00	66,756.90	96.82%	
(iii) Development						
· Staff Development			12,400.00	9,016.00	72.71%	
(C) Fund set aside for Severance Payment/Long Service Payment	212,107.18	0.00	0.00	0.00	0.00%	(120,277.21)
Sub-total:	4,526,448.40	6,717,764.69	7,487,343.60	6,679,240.33	89.21%	4,564,972.76
(2) Cash Grant for School-based After-school Learning and Support Programmes	130,122.50	79,600.00	171,500.00	83,025.00	48.41%	126,697.50
(3) Senior Secondary Curriculum Support Grant	294,419.39	700,272.00	574,840.00	370,169.30	64.40%	624,522.09
(4) Extra Senior Secondary Curriculum Support Grant	1,250,000.00	0.00	1,029,160.00	1,053,887.50	102.40%	196,112.50
(5a) Diversity Learning Grant (Other Programmes)	34,518.50	84,000.00	143,000.00	145,970.00	102.08%	(27,451.50)
(5b) Diversity Learning Grant (Applied Learning Courses)	0.00	245,100.00	244,700.00	245,100.00	100.16%	0.00
(5c) Diversity Learning Grant (Other Languages)	900.00	3,900.00	3,400.00	3,400.00	100.00%	1,400.00
(6) Fractional Post Cash Grant	275,648.48	2,780.00	273,000.00	276,883.65	101.42%	1,544.83
(7) Teacher Relief Grant	309,405.13	212,983.00	50,000.00	16,045.00	32.09%	506,343.13
(8) The Moral and National Education Support Grant	118,777.80	0.00	248,780.00	94,361.94	37.93%	24,415.86
(9) Learning Support Grant for Secondary Schools	92,388.75	377,622.00	420,600.00	429,588.80	102.14%	40,421.95
(10) Career and Life Planning Grant	691.84	583,560.00	720,577.00	556,500.77	77.23%	27,751.07
(11) Grant for After-School Support for NCS Students	36,570.00	0.00	36,570.00	36,570.00	100.00%	0.00
(12) Enhanced Additional Funding - Support for NCS Students	313,092.43	800,000.00	811,000.00	725,231.10	89.42%	387,861.33
(13) Extra Recurrent Grant under ITE4 : Enhancing WiFi Infrastructure	51,489.00	66,740.00	84,900.00	99,050.00	116.67%	19,179.00
(14) Special Home-School Co-operation Grant	5,000.00	0.00	5,000.00	5,000.00	100.00%	0.00
(15) One-off IT Grant for E-learning in Schools	199,450.00	0.00	228,300.00	251,354.00	110.10%	(51,904.00)
(16) One-off Grant to Secondary Sch for the Promotion of STEM Education	200,000.00	0.00	253,500.00	242,379.00	95.61%	(42,379.00)
(17) Information Technology Staffing Support Grant	0.00	300,000.00	191,612.00	187,872.00	98.05%	112,128.00
(18) One-off Grant for Promotion of Chinese History and Culture	0.00	150,000.00	180,100.00	98,024.50	54.43%	51,975.50
(19) Hong Kong Jockey Club Life-wide Learning Fund	22,415.90	81,270.00	103,685.90	78,168.80	75.39%	25,517.10
Grand Total of Government Funds :	7,861,338.12	10,405,591.69	13,261,568.50	11,677,821.69	88.06%	6,589,108.12
Surplus of Government Funds of 2017/18 School Year :						(1,272,230.00)
II. School Funds						
· Tong Fai	505,716.51	119,680.00	100,000.00	76,904.96	76.90%	548,491.55
· Donation (Note)	91,213.19	0.00	33,000.00	15,800.00	47.88%	75,413.19
· Rental, students activities etc	2,108,557.12	1,172,522.11	1,287,000.00	1,253,683.96	97.41%	2,027,395.27
· Approved Collection for Specific Purposes :						
Air-conditioning, printing charges, SU charges etc	638,313.85	305,078.40	330,000.00	326,585.38	98.97%	616,806.87
Grand Total of School Funds :	3,343,800.67	1,597,280.51	1,750,000.00	1,672,974.30	95.60%	3,268,106.88
Surplus of School Funds of 2017/18 School Year :						(75,693.79)
III. Council Fund	7,256.70	7,500.00	7,500.00	7,328.20	97.71%	7,428.50
Surplus :						
Government Funds	6,589,108.12					
School Funds	3,268,106.88					
Council Fund	7,428.50					

Note : The expenditure include religious activities and scholarship.

Appendix 1: Capacity Enhancement Grant

1 Major concerns:

- 1.1 To provide clerical support to teachers so that they can spare more time communicating with the students and catering for their developmental needs.
- 1.2 To provide teachers with technical support in ICT, enabling them to teach effectively with advanced technology.
- 1.3 To develop students' potential and cater for their academic needs by offering a variety of after-school classes in different subjects.

2 Achievements and reflection on major concerns:

Targets	Achievements	Reflection
<ul style="list-style-type: none"> • Curriculum development, SBA and TSA 	<ul style="list-style-type: none"> • Teacher Assistants (TA) helped teachers with the speaking examination and invigilation work for the S.3 Territory-wide System Assessment. • Teacher Assistants provided technical support in video-recording, record-keeping and storing of students' work for the SBA as required by the HKDSE examinations. • Teachers' daily administrative work such as invigilation, tape-recording for speaking examinations, arrangements for speaking examinations was greatly reduced. 	<ul style="list-style-type: none"> • More Teacher Assistants can be employed if funding is enough. However, they rarely stay on the post for a long period of time.
<ul style="list-style-type: none"> • Catering for students' academic and developmental needs 	<ul style="list-style-type: none"> • Teacher Assistants helped with the enrolment and registration work of various developmental programmes. • When needed, teacher assistants helped form teachers with their OLE periods. • Escorting students to competitions, visits and activities was also one of their duties. 	<ul style="list-style-type: none"> • More varied courses could be offered to enrich students' potentials if possible.
<ul style="list-style-type: none"> • IT Teaching 	<ul style="list-style-type: none"> • Technical support in video-recording of students' performance in SBA as well as school functions was provided by the TA. 	<ul style="list-style-type: none"> • Training about using backstage control panel could be offered for TAs so as to support teachers when organizing activities in hall.

3 Financial report:

No.	Category	Particulars	Budget (\$)	Expenditure (\$)
1	Employment of 1 Teacher Assistant	Salary and MFP for 1 TA	152,283.60	152,283.60
2	Committee/Subject Support Scheme	Employment of tutors for all the courses	446,250.00	362,076.52
Total			598,533.60	514,360.12

4 Major concerns in 2018-19:

- 4.1 To provide teachers with assistance in curriculum development, school-based assessment and territory-wide assessment.
- 4.2 To release teachers' workload in general administrative work so that they can spare more time helping students.
- 4.3 To provide efficient support for teachers when they teach with technology.

5 Working team:

Leung Ching Man (Coordinator)

**Appendix 2: ‘Whole-School’ Approach to Integrated Education:
Policy, Resources and Support Measures**

I. Policy	<ul style="list-style-type: none"> • Our school acknowledges the responsibility of establishing an inclusive environment to support students special educational needs (SEN) with a “Whole-School” Approach. Resources are deployed to provide appropriate and diversified support for them so as to enhance their learning and adjustment to the school life. • We treasure home-school cooperation by establishing regular communication channels to facilitate parents’ participation in the formulation of support strategies for students with SEN.
II. Approach	<ul style="list-style-type: none"> • We adopt the 3- Tier Support Model proposed by the Education Bureau to support our SEN students.
III. Support Measures and Use of Resources	<p>Students with SEN and Academically Low Achievers (ALAs) are provided with the following support measures:</p> <ul style="list-style-type: none"> • A student support team headed by the guidance master is established. The team is comprised of relevant subject heads, a guidance teacher, the resource teacher, form teachers, the school social worker, the educational psychologist, the examination coordinator and subject teachers. • ALAs are provided with pull-out/after school remedial lessons, which include Chinese, English and Mathematics. • With teachers’ coordination, senior students provide after-school tutorials for those students in need. • Assessment accommodation is provided for students in need; their learning achievements are recorded via class observation and teacher questionnaires and the results are reported to their parents at an appropriate time. • We participate in “Dreams Come True: Work Internship Program for Senior Secondary Students with Special Needs” organised by the Boys’ and Girls’ Clubs Association of Hong Kong. The program offers tailor-made job experience and career planning service to the students. • The education psychologist holds social skills group meetings for SEN students. He teaches them social skills and emotion management and offers individual support upon request. • Students are also supported by fellow schoolmates from the BBBS team in the form of peer tutoring. • We offer parents with training and interviews with our educational psychologist to provide them with a clear understanding of special education needs. • Teachers participate in teacher training courses offered by the Education Bureau, Institute of Education or NGOs. Through adopting the Whole School Approach, teachers can support the SEN students with diverse needs. They are equipped with teaching strategies for students with Autism Spectrum Disorders (ASD), Hearing Impairment or Attention Deficit/ Hyperactivity Disorder (ADHD) and the idea of invitational education in the courses.

Appendix 3: The Hong Kong Jockey Club Life-wide Learning Fund Annual Activity Report

"Please email the completed Annual Activity Report (in Excel format) by 28 September 2018 to Life-wide Learning Section, Curriculum Development Institute (Attn: Ms Janice PANG / Email address: jcfund@edb.gov.hk) and copy to your Principal."
Please refer to the worksheet "Points to Note" when completing this report.

Name of School: CCC KEI YUEN COLLEGE School Code: 190241 Treasury Code: 1068

A) Summary of expenditures

<u>2017/18 Allocation</u>	-	<u>2017/18 Expenditures</u>	=	<u>2017/18 Unspent amount (This amount is to be returned to EDB) ⁽¹⁾</u>
\$ 81,270.00		\$ 55,752.90		\$ 25,517.10

Remark (1): Regarding unspent amounts, (a) government, private and closing schools should arrange for the payment of the returnable amount according to our follow-up advice, (b) but for other schools, the EDB will deduct the returnable amount from their school accounts directly.

B) Number of Student Beneficiaries (i.e. eligible students who have actually been subsidised by the Fund)

	CSSA	SFAS (full grant)	Other Needy Student	Sub- total		CSSA	SFAS (full grant)	Other Needy Student	Sub- total	
P1:	0	0	0	0	S1:	0	2	5	7	
P2:	0	0	0	0	S2:	2	4	0	6	
P3:	0	0	0	0	S3:	2	6	3	11	
P4:	0	0	0	0	S4:	0	5	3	8	
P5:	0	0	0	0	S5:	0	8	5	13	
P6:	0	0	0	0	S6:	0	1	0	1	
Total no. of beneficiaries:	0	0	0	0	Total no. of beneficiaries:	4	26	16	46	
Total amount	0	0	0	(a) 0	Total amount	\$7018.90	\$26517.00	\$22217.00	\$55752.90	
									Total:	46
									Total No. of Students in School:	742
									Percentage of Student Beneficiaries (%):	6%

C) Report on Activities: (Please refer to the worksheet "Points to Note" for details of each remark.)

	Name of the Life-wide Learning Activity & Use of the Funding (2)	Corresponding Essential Learning Experiences (3) (Select only ONE for each activity; please put a "1" in the appropriate box.)						Activity Outside the HKSAR (4) (Please put a "1" in the appropriate box.)	Learning Objectives Achieved (5)	No. of Student Beneficiaries Participated in the Activity (6)	Expenditure
		Service	Physical	Aesthetic	Career	Moral	Intellectual				
1	Brass Band Course Tuition Fee			1					1	10	\$12,935.00
2	Boys' Basketball Team Coach Fee		1						1	5	\$3,500.00
3	Boys' Basketball Shoes		1						1	1	\$600.00
4	Girls' Basketball Team Coach Fee		1						1	4	\$2,400.00
5	Girls' Basketball Team Uniforms		1						1	1	\$290.00
6	Girls' Basketball Shoes		1						1	1	\$600.00
7	Boys' Volleyball Team Coach Fee		1						1	3	\$2,550.00
8	Girls' Volleyball Team Coach Fee		1						1	1	\$700.00
9	Badminton Team Coach Fee		1						1	3	\$1,200.00
10	Boys' Football Team Coach Fee		1						1	4	\$1,000.00
11	Running Shoes		1						1	1	\$600.00
12	Spiked Shoes		1						1	3	\$790.00
13	School Picnic Transportation and Ticket Fee					1			1	11	\$1,567.00
14	Wood Guitar/ Drum Course Tuition Fee			1					1	3	\$4,680.00
15	Chinese Drama Watching			1					1	1	\$50.00
16	Musical Watching			1					1	4	\$580.00

	Name of the Life-wide Learning Activity & Use of the Funding (2)	Corresponding Essential Learning Experiences (3) (Select only ONE for each activity; please put a "1" in the appropriate box.)						Activity Outside the HKSAR (4)	Learning Objectives Achieved (5)	No. of Student Beneficiaries Participated in the Activity (6)	Expenditure
		Service	Physical	Aesthetic	Career	Moral	Intellectual	(Please put a "1" in the appropriate box.)			
17	Prefect Training Camp						1		1	4	\$1,800.00
18	Summer Sports Tour to Huizhou		1					1	1	7	\$2,751.00
19	Judo Club Coach Fee		1						1	1	\$400.00
20	Judo Club Uniforms		1						1	1	\$379.90
21	Gospel Camp					1			1	1	\$380.00
22	JPC Camp						1		1	1	\$1,000.00
23	Study Tour to Kansai						1	1	1	5	\$15,000.00
	Total:	0	14	4	0	2	3	2	23	76	\$55,752.90

D) Percentage of Total Expenditure on “Community Service” and “Physical Development” Activities:

<u>2017/18 School Year</u>
31.86%

Appendix 4: School-based After-school Learning and Support Programmes Report

Name of School : CCC KEI YUEN COLLEGE

Project Coordinator : Miss Leung Ching Man Contact Telephone No.: 24750331

A. The number of benefitting students (count by heads) under this programme is 51 (including A. 5 CSSA recipients, B. 42 SFAS full-grant recipients and C. 4 under school's discretionary quota)

B. Information on Activities under the Programmes

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
S.1 After School Tutorial Classes & S2 Learning Support Programme	1	4	2	76.1%	October-June	43,800	<ul style="list-style-type: none"> Calculate the number of participants Conduct questionnaire survey 	University students are recruited to be the tutors	100% of the participants agreed that the programme was helpful with their study and personal development
Saturday English, Mathematics and Science Enhancement Programme	4	38	0	92.5%	October-May	33,075	<ul style="list-style-type: none"> Calculate the number of participants Conduct questionnaire survey 	University students are recruited to be the tutors	97.3% of the participants agreed that the programme was helpful with their study
External / After School programmes: Language, Interest, or Ability	0	0	2	100%	September -August	6,150	<ul style="list-style-type: none"> Interview the participating students 	University students are recruited to be the tutors	100% of the participants agreed that the programme was helpful with their study
Total no. of activities: 3									
@No. of participation counts	5	42	4		Total Expenses	83,025			
**Total no. of participation counts	51								

Note:

* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation count: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of participation count: the aggregate of (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C).

C. Project Effectiveness

In general, how would you rate the achievements of the activities conducted to the benefitted eligible students:

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
a) Students’ motivation for learning		✓				
b) Students’ study skills		✓				
c) Students’ academic achievement		✓				
d) Students’ learning experience outside classroom		✓				
e) Your overall view on students’ learning effectiveness		✓				
Personal and Social Development						
f) Students’ self-esteem		✓				
g) Students’ self-management skills			✓			
h) Students’ social skills			✓			
i) Students’ interpersonal skills			✓			
j) Students’ cooperativeness with others			✓			
k) Students’ attitudes toward schooling		✓				
l) Students’ outlook on life		✓				
m) Your overall view on students’ personal and social development		✓				
Community Involvement						
n) Students’ participation in extracurricular and voluntary activities						✓
o) Students’ sense of belonging						✓
p) Students’ understanding on the community						✓
q) Your overall view on students’ community involvement						✓

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to decide on the 10% discretionary quota;
- eligible students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers’ workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;

Appendix 5: Applied Learning

1. Programme plan

Name of programme(s)	No. of students involved	Evaluation
Hotel Operations	4	All with grade B
Interior Design	1	Grade B
Fundamental Cosmetology	5	2 withdrawn, 1 with grade A, 1 with grade C and 1 with grade D
Exercise Science and Health Fitness	1	Grade C
Medical Laboratory Science	1	Grade C
Child Care and Education	4	All with grade A
Patisserie and Cafe Operations	1	Grade B
Fashion and Image Design	1	Grade B
Western Cuisine	3	2 with grade A and 1 with grade B
Applied Psychology	1	Withdrawn
	22	

2. Financial report

Category	Budget(\$)	Actual Expenditure(\$)
Diversity Learning Grant	210,000	281,300
Capacity Enhancement Grant	30,000	0
Total	240,000	281,300

3. Evaluation

A total of 22 students took the Applied Learning Courses. The overall completion rate was 86.4%. Three of the students withdrew and most of those who had completed the courses got Excellent, Very Good or Good grades in Overall Rating.

Appendix 6: Diversity Learning Grant (Gifted Education)
2017-2018

1. S.4 programmes

Name of programme(s)	No. of students involved	Evaluation
Japanese	1	Student attended the course with 87.5% attendance. The course could strengthen the participant's interest in learning.
Music	1	Student attended the course with 100% attendance. The participant had initiative in learning.
Physical Education	2	Students attended the course with 58% attendance.
Chinese subject: Debate Training Course	12	Students entered the “元屯區辯論比賽 2017” from October to November, 2017. There were two competitions, students won one of them. Students were very delighted and they agreed that entering competitions can help them enhance their debating skills quickly and effectively.
Chinese subject: Literature Tour	0	Not held. Students joined a “Guizhou's ethnic, cultural, natural and astronomical study tour (High-speed Rail Link) to replace the literature tour.
Chinese subject : Proses Writing Course	23	The course matched the theme of the writing course. Students boosted their confidence in writing because of the positive feedback from the tutor. Most of the students were involved in the course.
Pull-out programme for gifted students in specific areas	0	No student applied for subsidy.
Mathematics: Trainings for Elite Students	35	100% of the participants agreed that the course could raise their interest in Mathematics and foster high-order thinking skills.
Discipline Committee: Leadership Training Scheme	23	100% agreed that their leadership skills were enhanced. These skills included cooperation, empathy, proactive attitude and problem-solving. In short, the programme met the target.
Physical Education: Elite athletic training programme	10	100% students agreed that the programme could improve their skills and encourage them to participate in public competitions.
Geography: Geographical field studies	26	90% of the participants agreed that field trip could enhance their understanding of Geography and foster inquisitive mind in geographical issues.

Visual Arts: Trainings for Elite Students Computer-aided design software course	14	95% of the participants agreed that the course could raise their interest in computer arts. Many of them participated in many poster design competitions and got satisfactory results.
Visual Arts: Trainings for Elite Students Acrylic painting skills course	14	90% of the participants agreed that the course could raise their interest in acrylic painting. Many of them participated in many competitions and got satisfactory results.
Chemistry: Trainings for Elite Students	37	100% of students agreed that the competition can enhance their understanding of Chemistry and foster high-order thinking skills.
History: Local Community Study	29	100% participants agreed that the field trips helped their learning and extended their historical knowledge beyond the curriculum.
	227	

2. S.5 programmes

Name of programme(s)	No. of students involved	Evaluation
APL	15	86.7% students completed the courses and considered the courses helpful.
Physical Education	2	Students attended the course with 56% attendance.
Music	2	Students attended the course with 93% attendance.
Chinese subject: Debate Training Course	12	Students entered the “元屯區辯論比賽 2017” from October to November, 2017. There were two competitions, students won one of them. Students were very delighted and they agreed that entering competitions can help them enhance their debating skills quickly and effectively.
Chinese subject: Literature Tour	14	Students watched a drama < 灼眼的白晨 > organized by Hong Kong Repertory Theatre at Sheung Wan Civic Centre on 6 th February, 2018. Students were impressed because the drama brought audience close to the performers. Also, students expressed their opinion about the script, performers and performance in the forum after the drama. On the whole, students were positive about this activity.
Chinese subject : Proses Writing Course	13	The course matched the theme of the writing course. Students boosted their confidence in writing because of the positive feedback from the tutor. Most of the students were involved in the course.
Pull-out programme for gifted students in specific areas	0	No student applied for subsidy.
Mathematics: Trainings for Elite Students	27	100% of the participants agreed that the course could raise their interest in Mathematics and foster high-order thinking skills.
Liberal Studies: Guangzhou Field Trip	0	Many organizations, internal or external, have held similar visits to China. Students had better understanding of the development of China than before, therefore it was difficult to meet the requirement of minimum number of participant.
Discipline Committee: Leadership Training Scheme	20	100% agreed that their leadership skills were enhanced. These skills included cooperation, empathy, proactive attitude and problem-solving. In short, the programme met the target.
Geography: Inquiry Geographical	29	95% of the participants agreed that field study courses could enhance their understanding of Geography and

field trip		foster inquisitive mind in geographical issues.
Visual Arts: Trainings for Elite Students Computer-aided design software course	9	80% of the participants agreed that the course could raise their interest in computer arts.
Visual Arts: Trainings for Elite Students Acrylic painting skills course	9	90% of the participants agreed that the course could raise their interest in acrylic painting and foster their creativity skills.
Chemistry: Trainings for Elite Students	17	100% of the students agreed that the competition can enhance their understanding of Chemistry and foster high-order thinking skills for public examination.
History: Local Community Study	19	100% participants agree that the talk and the field trips helped their learning and extended their historical knowledge beyond the curriculum.
	188	

3. S.6 programmes

Name of programme(s)	No. of students involved	Evaluation
APL	19	73.7% students completed the courses and considered the courses helpful.
Liberal Studies: Critical Thinking Skills Course	47	100% participants agreed that the course could foster their skills in writing critical comments.
Chinese History: Critical Thinking Skills Training	5	60% of the participants agreed that the course could foster their critical thinking ability.
Visual Arts: Trainings for Elite Students Marker course	8	90% of the participants agreed that the course could raise their interest in drawing and foster their creativity skills.
	79	

4. Financial report

Category	Income(\$)	S.4 Expenditure(\$)	S.5 Expenditure(\$)	S.6 Expenditure(\$)
Diversity Learning Grant	84,000			
APL		/	114,000	130,700
Japanese		3,900	/	/
Music		7,700	7,700	/
Physical Education (Gifted Education)		15,400	15,400	/
Chinese subject: Debate Training Course		900	3,600	/
Chinese subject: Literature Tour		/	750	/
Chinese subject: Prose Writing Course		2,400	2,400	/
Pull-out programme for gifted students in specific areas		/	/	/
Mathematics: Trainings for Elite Students		4,460	2,335	/
Discipline Committee: Leadership Training Scheme		10,350	9,000	/
Physical Education: Elite athletic training programme		16,200	/	/
Geography: Geographical field studies		3,200	/	/
Geography: Inquiry Geography field trip		/	3,770	/
Visual Arts: Trainings for Elite Students Computer-aided design software course		4,500	4,500	/
Visual Arts: Trainings for Elite Students Acrylic painting skills course		4,500	4,500	/
Visual Arts: Trainings for Elite Students Marker course: to develop students' skills		/	/	3,600
Chemistry: Trainings for Elite Students		2,960	1,520	/
History: Local Community Study		4,000	3,800	/
Liberal Studies: Guangzhou Field Trip		/	/	/

Liberal Studies: Critical Thinking Skills Course		/	/	15,000
Chinese History: Critical Thinking Skills Training		/	/	1,350
Sub-total		80,470	173,275	150,650
			Total:	404,395

5. Evaluation

5.1 A wide variety of activities were held this year. The learning experiences of the gifted students in senior forms were broadened by taking courses in different key learning areas organised by the school.

5.2 More diversified courses will be offered as one of the major concerns of the school's 3-year development plan is to reinforce learning strategies and learning skills. When more grants are received, the school will organise activities to cater for the needs of the gifted students so that students can widen their experiences and horizons. On other occasions, the school would provide financial assistance to gifted students who would like to take courses not offered by the school.

Appendix 7: Career and Life Planning Grant

Objectives	Strategies	Expenditure(\$)	Total(\$)
1. Employment of teacher and teacher assistants	<ul style="list-style-type: none"> ● Salary for teacher and teacher assistants ● MPF for teacher and teacher assistants 	<p>359,170.46</p> <p>34,012.31</p>	393,182.77
2. Organise visits to help students understand their interests and capabilities	<ul style="list-style-type: none"> ● Hiring coaches to: <ul style="list-style-type: none"> -CUHK (S.1) -HKU (S.2) -HKUST(S.6) 	<p>4,500.00</p> <p>7,500.00</p> <p>1,400.00</p>	13,400.00
3. Life Planning education for students in different forms	<ul style="list-style-type: none"> ● Career Mapping development tools ● Career Interest Inventory ● Workshop for S.1 (Career Education) ● Workshop for S.2 (Career Education) ● Workshop for S.3 (Soci Game) ● Careers Talk for S.3 (Subject Selection) ● Workshop for S.4 (Career Mapping) ● Workshop for S.5 (Career Mapping) ● Workshop for S.6 (Rally Day) ● Careers Talk for S.6 (JUPAS) ● Careers Talk for S.6 (Non-local Studies) 	<p>4,618.00</p> <p>5,500.00</p> <p>20,800.00</p> <p>20,800.00</p> <p>27,000.00</p> <p>1,400.00</p> <p>9,600.00</p> <p>9,600.00</p> <p>8,800.00</p> <p>1,400.00</p> <p>1,400.00</p>	110,918.00
4. Hardware	<ul style="list-style-type: none"> ● iPad Pro and Keyboard 	39,000.00	39,000.00
		Total:	556,500.77