



Valtorta College

School Report

2021 – 2022

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(1) Our School

1. Core Values and School Mission

The School cherishes the vision that all Valtortans will develop into future leaders with the attributes of hardworking, excellent, affectionate, responsible and thoughtful. The Incorporated Management Committee, the Principal and teachers pledged to join hands with parents and members of the community to provide our students with a well-rounded education which includes the aspects of spirituality, virtue, knowledge, health, community spirit and aesthetics, and work towards developing fully our students' potential to be of service to society, spread the Good News of God's love and help our students to discover the real meaning and value of their lives.

2. A Brief Introduction of the School

Valtorta College was founded in 1976 during a period when Tai Po changed rapidly from a market town to a New Town. It was named in commemoration of Bishop Henry Valtorta, one of the most outstanding and courageous Catholic Bishops of the Hong Kong Diocese. It is a subsidised co-educational secondary school and is sponsored by the Catholic Diocese of Hong Kong.

Thanks to the foresight of the Diocese, our late supervisor, Fr. Santinon and a group of church people, a small woody hill on which our college now stands was purchased at zero premium from the government. Due to the delay by the school builders, teachers and students were struggling to conduct lessons on the school premises of a neighbouring secondary school in 1976 - 1977 school year.

The school is now under the governance of the Incorporated Management Committee (IMC) which was established in 1st March 2014. The IMC is comprised of fifteen managers, which includes, the Supervisor and seven managers appointed by the School Sponsoring Body, the Principal as an ex officio, one manager and one alternate manager each from the parent and teacher categories, one alumnus manager as well as one independent manager. It is worth noting that the establishment of IMC helped to increase transparency in management, sense of accountability over teaching and learning effectiveness and flexibility in resource deployment of the school.

3. School Management

Members of the Incorporated Management Committee

Miss Alice Woo Wai See	Supervisor
Ms. Ho Miu Chun Michelle	Principal
Rev. Jean Sylvere Mbuela Pfuti	School Sponsoring Body (SSB) Manager
Rev. Fr. Cheung Lok Tin, Cyril	SSB Manager
Mr. Hong Man Hoi, Michael	SSB Manager
Ms. Lau Man Yee	SSB Manager
Dr. Leung Mei Yung	SSB Manager
Dr. Fung Ying Him, Anthony	SSB Manager
Mr. Hon Sze Ping, Steven	SSB Alternate Manager
Ms. Chan Yung Ha	Parent Manager
Ms. Tsang King Fun Imelda	Parent Alternate Manager
Ms. Yuen Ka Po	Teacher Manager
Ms. Sin Mei Ho	Teacher Alternate Manager
Ms. Chan Pui Ki Teresa	Alumni Manager
Ms. O Ching Yuan	Independent Manager

4. Our Teachers

The school has 58 teaching staff. Their experiences and qualifications are shown in the tables below.

4.1 Qualifications

Post-graduate Diploma/ Certificate in Education	Bachelor Degree	Master or Doctor Degree	Special educational needs (SEN) trained
98.2%	93.1%	53.4%	25.9%

4.2 Teaching Experience

0 – 4 Years	5 – 10 Years	11-15 Years	Over 15 Years
8.6%	12%	15.6%	63.8%

4.3 Teachers' Professional Development

The school-based staff professional development programmes which included experience sharing sessions were conducted. Themes were kept closely in line with the school's major concerns so as to address teachers' needs. Details were as follows:

1. The first staff development day was held on 28th October 2021. The topic of the first session of the first staff development day was "Workshop on Design Thinking" shared by Dr. Clifford CHOY of PolyU School of Design at 8:30 a.m. – 10:00 a.m. The topic of the second session was "How to teach students learning strategy" shared by Principal HON Hau Sut of Honourary School Development Officer QSIP CUHK at 10:30 a.m. – 12:00 noon.
2. The second Staff Development Day was held on 24th March 2022 in the afternoon. The topic was "Workshop on National Security Education", which was a joint school workshop organized by EDB through Zoom meeting. Participating schools included Valtorta College, St. Francis of Assisi's College and Kwok Tak Seng Catholic Secondary School.

3. The third Staff Development Day was held on 12th May 2022 in the morning. Principal IP Miu Ngan of St. Teresa Secondary School was invited to conduct a sharing session on ESR. 3-Year School Development Plan (2022-2025) and three major concerns of 2022/23 were discussed by the staff.

5. Our Students

5.1 Class organisation and number of students in the school year 2021/22:

Secondary	1	2	3	4	5	6	Total
No. of classes	4	4	4	4	4	4	24
No. of students	120	120	119	107	109	102	677

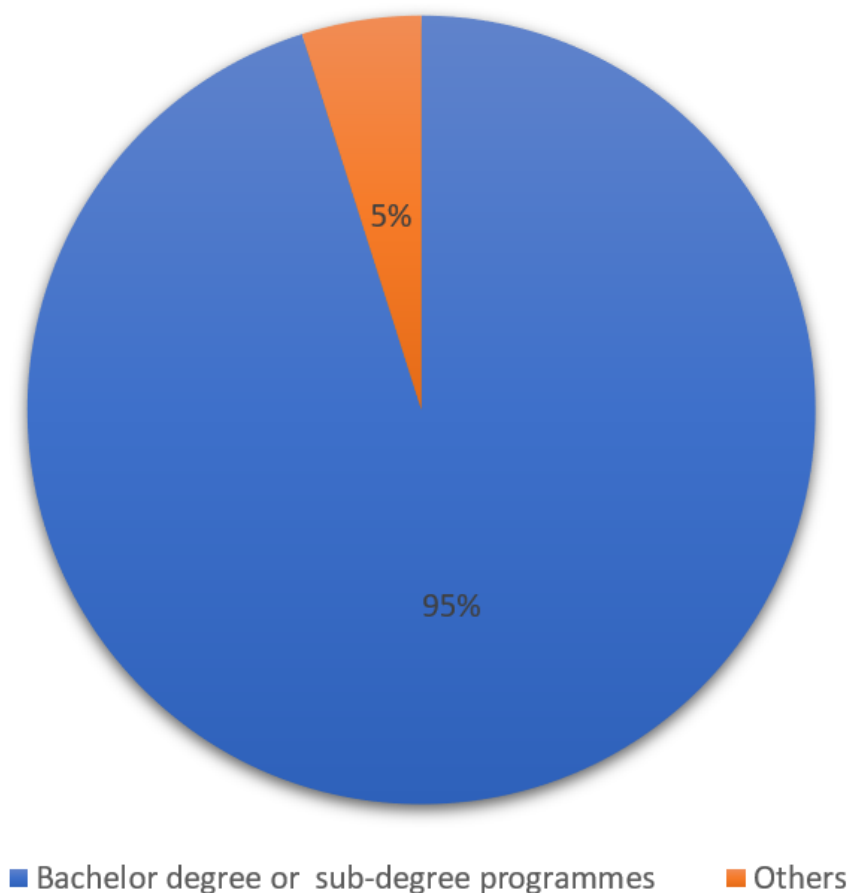
5.2 Students' Attendance

Secondary	1	2	3	4	5	6	Average
2021/22	97.8%	98.8%	98.7%	98.1%	98.1%	98.1%	98.3%

Destination of F6 Graduates

	Bachelor degree programmes & sub-degree programmes	Others
No of students	97	5

Destination of F6 Graduates



(2) Achievements and Reflection on Major Concerns

Major Concern Domain 1: To build a professional learning community
1.1: To strengthen middle managers to take up leadership roles
Achievements
<p>To strengthen middle managers to take up leadership roles, the following school management measures were implemented.</p> <p>(a) School Structure Every SGM would lead at least one scope in the administration and management in respect of the three domains on school management, teaching & learning and school ethos & student support of the School.</p> <p>(b) QEF – Junior Form School-based STEM Education Project Three senior teachers led a team to oversee the QEF – Junior Form School-based STEM Education Project.</p> <p>(c) QEF – Fun Reading Anywhere, Boundless Learning A senior teacher led a team to oversee the QEF – Fun Reading Anywhere, Boundless Learning.</p> <p>(d) QEF e-Learning Funding Programme — Provision of Mobile Computer Devices and Internet Services Support A senior teacher led a team to oversee the QEF e-Learning Funding Programme — Provision of Mobile Computer Devices and Internet Services Support.</p> <p>(e) IT in Administration and Education Two senior teachers led the IT Innovation Lab in Secondary Schools (IT-Lab) Programme with funding support by the Office of the Government Chief Information Officer (OGCIO) for implementing IT activities for students.</p> <p>(f) Student support from form teachers An ad-hoc group was formed to prepare a Handbook of Learning Skills. One senior teacher acted as the Convener to collaborate with other teachers to complete this task. The learning skills were taught systematically in home periods in the coming academic year.</p> <p>(g) Staff Professional Development Session during Staff Meetings To encourage teachers taking up leadership roles, teachers took lead to share items on teaching and learning in the Staff Professional Development Session during staff meetings.</p> <p>(h) National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens 2021/22 School Year – Review Current Situation and Formulate Work Plan Every SGM led at least one focus group in the review of “National Security: Maintaining a Safe Learning Environment Nurturing Good Citizens 2021/22 School Year” and in the formulation of work plan for 2022/23.</p> <p>(i) School Administration Committee A School Administration Committee (SAC) was established with middle managers being members of it for formulation of school policies. Being senior teachers of the school, SAC members are also mentors of two teaching staff. They will explain and elaborate school policies and collect feedbacks from their mentees.</p>

(j) Meeting of School Administration Committee
 “Evaluation of the 3-Year School Development Plan (2019-2022), SWOT and Proposal for the next 3-Year School Development Plan” was discussed during meeting of School Administration Committee with middle managers on 18/2/2022.

(k) The 45th Anniversary
 Every SGM led at least one task in the 45th Anniversary.

1.2: To enhance teachers’ professionalism through continuous training and sharing

Achievements

To enhance teachers’ professionalism through continuous training and sharing, teachers were encouraged to participate in various training and sharing.

(a) Staff Professional Development Session of General Staff Meeting

To enhance teachers’ professionalism through continuous training and sharing, the following were shared in the Staff Professional Development Session for teachers on teaching and learning and student support during staff meetings:

- 2nd GSM (15/10/2021): Sharing of Information on SBA, by Vice Principals
- 3rd GSM (16/12/2021): Sharing on Marker’s report, by Vice Principals
- 3rd GSM (16/12/2021): Sharing on HKDSE School Statistical Report, by Vice Principals
- 3rd GSM (16/12/2021): Online teacher training on identifying and supporting students with suicidal risks, by all staff.
- 4th GSM (03/03/2022): Sharing on handbook of Crisis Management, by Principals.
- 5th GSM (19/5/2022): sharing of PSHE Focus Inspection report, by vice-principals and sharing of Policy in School Crisis Management by principal.

(b) Staff Development Day

- The first staff development day was held on 28th October 2021. The topic of the first session of the first staff development day was “Workshop on Design Thinking” shared by Dr. Clifford CHOY of PolyU School of Design. The topic of the second session was “How to teach students learning strategy” shared by Principal HON Hau Sut of Honourary School Development Officer QSIP CUHK.
- The second Staff Development Day was held on 24th March 2022 in the afternoon. The topic was “Workshop on National Security Education”, which was a joint school workshop organized by EDB through Zoom meeting. Participating schools included Valtorta College, St. Francis of Assisi’s College and Kwok Tak Seng Catholic Secondary School.
- The third Staff Development Day was held on 12th May 2022 in the morning. Principal IP Miu Ngan of St. Teresa Secondary School was invited to conduct a sharing session on ESR. 3-Year School Development Plan (2022-2025) and three major concerns of 2022/23 were discussed by the staff.

(c) Professional Development of Staff

- The Vice Principal and three teachers attended the STEM showcase 2021 held at Shun Lee Catholic Secondary School on 7th July 2021.
- The Principal, the Vice Principal and one teacher attended the Prize Giving Ceremony of the National Chinese Writing Competition (香港中華文化促進中心中國中學生

作文大賽（香港賽區）） at the Central Library of Hong on 2nd October 2021, to explore the development of Chinese culture and writing.

(d) PSHE KLA Professional Interflow with Catholic Diocesan Schools

PSHE KLA Profession Interflow with Shun Lee Catholic Secondary School, St. Teresa Secondary School and St Francis of Assisi's College was held on 12th October 2021 at Valtorta College. The School Principal, three Vice Principals and eight teachers participated in the interflow. The objectives of the Professional Interflow were as follows:

- To familiarize teachers with the latest trend of PSHE KLA curriculum development and implementation based on the experience of the focus inspection of Valtorta College in 2021/22.
- To learn about the junior secondary curriculum changes of Valtorta College in 2021/22 in light of the new Life and Society curriculum.
- To learn about the school practice of the senior secondary subject combination, class streaming and data management.

(e) Talk on National Security Law

Talk on National Security Law was held on 24th March 2022 in the afternoon. The topic was “Workshop on National Security Education”, which was a joint school workshop organized by EDB through Zoom meeting. Participating schools included Valtorta College, St. Francis of Assisi’s College and Kwok Tak Seng Catholic Secondary School.

(f) Development of Catholic Teachers and pastoral assistant

A development day for Catholic Teachers and pastoral staff organized by Catholic Education Office was held on 25th March 2022 afternoon. The topic was “網上「靈修交談」體驗暨回應世界主教代表會議「共議同行」問卷”. The School Principal, two Vice Principals, six Catholic teachers and pastoral assistant participated in the development day.

(g) Catholic Schools Leadership (CSL) Training Programme 2021/22

- Two teachers participated in the CSL Training Programme. They finished the 2 days training session in January 2022. It had been scheduled that the teachers would join the attachment to Kwok Tak Seng Catholic Secondary School and Shun Lee Catholic Secondary School in May and in March 2022 respectively for professional sharing and learning. However, due to the development of COVID-19 epidemic, the attachment was deferred to 2022/23.
- Two teachers from another two diocesan schools joined the CSL Training Programme and it had been scheduled that they would visit our school in May 2022 for professional sharing and learning. However, due to the development of COVID-19 epidemic, the attachment was also deferred to 2022/23.

(h) Sharing Seminar on Schools’ Preparedness in the Implementation of Citizenship and Social Development

The Principal, two Vice Principals and Subject Panel Head of CSD participated in “Sharing Seminar on Schools’ Preparedness in the Implementation of Citizenship and Social Development” organized by EDB in June 2022.

(i) Comprehensive review and reflection on school curriculum

A talk “學校課程的全面檢視與再思：新高中課程優化” arranged by Hong Kong Association of the Heads of Secondary Schools was held on 16th June 2022 afternoon at Tack Ching Girls' Secondary School. The school engaged the Principal and the Vice Principal to join.

(j) Light Rail Depot visit

The Principal and one teacher participated in a Career and Life Planning activity “輕鐵車廠遊學體驗活動” on 21st June 2022 in the afternoon at MTR Tuen Mun Depot arranged by Hong Kong Catholic Diocesan School Council. The activity provided useful information on the employment opportunities of the MTRCL.

(k) Handling campus crisis and media response seminar

The Principal served as the keynote speaker of the online seminar of “處理校園危機事故及應對傳媒” held on 12th February 2022 and 18th June 2022 organized by Hong Kong Catholic Diocesan Schools Council.

(l) School-based Support Service (2021/22)

The application for “Chinese Subject of School-based Support Service of 2021/22” was successful which supported the enhancement in teaching of Chinese Language.

Reflection

It is noted that through active engagement of middle managers, they started to play an active role in formulating school policies and in coordinating, supporting and supervising other teachers in meeting the new challenges of curriculum reform and school development. Through feedback from teachers and students, it is also noted that there is improvement in the implementation of school policies and procedures of various committees and subjects.

With respect to teachers’ professionalism, it is observed that cross-fertilization among KLAs became more effective especially during the very fruitful and inspiring staff professional development session during the General Staff Meetings and the Staff Development Days. With teachers’ participation in various professional interflows and sharing, a broader network with external educational bodies and other schools were established. In general, professional capacity of the whole staff was upgraded.

In the coming years, the above school management measures and various staff training and sharing should be continued for the school’s sustainable development.

Major Concern Domain 2: To foster students’ positive values and attitudes towards learning and strengthen their skills to maximize their learning potential

2.1 To nurture students to become self-directed learners who take ownership of learning

Achievements

The implementation of 4Ps (Preparation, Participation, Presentation and Possession) was included in the 3-year school plan (2019-2022). In the first year of implementation (2019/20), classes were suspended for a long period due to COVID-19 pandemic. As a result, subject departments could only implement their plans in a limited scale. Some of the strategies might also be unable to be tried out. In 2020/21, whenever face-to-face classes were suspended, online lessons would be offered. Therefore, subject departments were able to implement their plans as scheduled.

All subject departments had implemented the 4Ps, though in different pace. In some departments, 4Ps were adopted in certain forms and topics only, while some departments extended the practices to all forms and the majority of the topics. In some departments, focus was made on “Preparation” while some departments put emphasis on “Participation”. Nevertheless, students were motivated to be self-directed learners. From teachers’ observations, students were acquired basic skills of self-learning from the series of “Learning Journey”

lessons/programs. Teachers also found that students became more active in asking help from teachers, especially through Microsoft Teams Chat.

The following strategies were adopted in different subject departments: peer learning, self-marking/self-evaluation of students' own work, online self-directed assignment, project work, issue-based learning, lesson preparation, online question banks, flipped classroom, notes taking, etc. Some teachers were invited to share their experiences and observations in staff meetings.

Learning strategies team was formed to coordinate students' learning strategies materials and activities for students. The learning skills e.g. **goal setting and notes taking were taught systematically in home periods by class teachers.** A STEM project learning was organized for F2 students to enhance their design thinking skill, creativity, collaborative skill & presentation skill.

A Learning and Teaching Survey was conducted in Dec, 2021. The survey covered all subjects and all teachers in F.1-6. In general, the responses were good. Most students gave themselves and teachers relatively high scores (at least 3 out of 4 in all items). The survey results were useful for teachers' self-reflection and future planning of academic work.

2.2 To sustain students' motivation towards learning by early identifying students' learning needs and difficulties

Achievements

Subject teachers assessed student performances continuously by various types of assignments and tests. The school provided various self-directed learning online platforms like Microsoft Teams, Online Question Bank (hkedcity), English Builder, 看漢中文網 and HYREAD. As a result, students could finish the learning task at their own pace. Meanwhile, teachers could easily get the learning progress and results of individual students.

At the school level, the results of internal and external examinations were analysed and used to identify students with learning difficulties as early as possible. In this academic year, teachers used the SDAS module of eClass to analyse assessment data. The statistical reports were useful for teachers to evaluate the effectiveness of their teaching. Teachers could also use the SDAS module to predict HKDSE results of senior form students. An individual progress report was also generated for students' reference. Teachers would then discuss with students on their learning goals and academic performances. Furthermore, tutorials were offered to those students with learning difficulties. Gifted programs were offered to those students with talent in certain subjects.

Statistical reports of the past HKDSE results were distributed to teachers for self-reflection and evaluation. Targets for HKDSE results for different subjects had been set up by school. With the devoted work of teachers and effective learning and teaching strategies, our students got very good HKDSE results. 13 out of 18 subjects hit the school-based target for Level 4 or above in 2021 HKDSE. Compared to all schools in HK, 11 out of 18 subjects got a higher percentage of Level 4 or above.

2.3 To improve the learning capacity of students through effective use of IT

Achievements

Based on the experiences gained from 2020/21, students were adapted to blended mode of learning. Students were getting used to attending online lessons, finishing online assignments, learn by using different education apps or Learning Management System (LMS). Teachers were highly adapted to conduct in-person lessons together with live broadcast to CBS. Teachers use various eLearning materials in daily teachings such as education apps, online

learning materials and video clips. eLearning became essential to extend student learning hours, promote self-directed learning and enhance teacher-student/student-student interactions. This was particularly important as we had some cross-border students (CBS) who could not attend school due to travel restrictions.

In the past few years, the school has purchased/upgraded a lot of software and hardware to facilitate blended mode of learning. iPads installed with commonly used education apps were supplied to each teacher. All computers in classrooms, special rooms and staff rooms were renewed. In addition, IT equipment had been installed for live broadcast of assemblies and school events.

STEM education was implemented in science, mathematics, visual arts and computer lessons. Cross-subject collaboration was proven successful. A STEM room funded by QEF project was established in the First Term. The room was equipped with 3D printers, laser cutter, smart blackboard, live broadcast system, presentation platform, showcase of students' work, STEM kits and tools. Besides, IT courses like Python and AI were offered to selected students in the Second Term.

Twenty electronic interactive panels were installed in F1-F5 home classrooms in Aug 2022. The remaining 19 electronic interactive panels will be installed in F6 home classrooms and other special rooms in Oct 2022. Trainings were provided for teachers and IT ambassadors in Sep 2022.

Reflection

Despite the intermittent suspension/restriction of face-to-face classes, teachers had tried their best to minimize the overall impact on students' learning. Online lessons, self-learning materials, supplementary lessons after class resumption, tutorials were provided. Both teachers and students had a big leap forward in the use of IT in learning and teaching. The school would grasp this opportunity to further promote self-directed learning and eLearning. The school would provide adequate training to teachers and students. The school would also upgrade/purchase devices to facilitate respective learning and teaching activities.

Major Concern Domain 3 To raise students' sense of achievement and enable them to realise their full potential through different exposures

3.1 To develop the proactiveness and persistence in students.

Achievements

It is never easy for the year 2021-2022 as it is greatly affected by the epidemic. Classes were suspended and there were restriction of face-to-face classes. And the prevention of the epidemic, the social distancing" has put the extra-curricular activities more difficult. There are always clouds of silver lining and it may be a blessing in disguise. Teaching staff, social workers are all excelling creativity to grab the opportunities to organize activities or transform the activities to online mode. This is also a good demonstration of the sense of proactiveness and persistence to our students.

3.1.1 Student Support during Special Vacation

There was a special vacation in March. We launched a program called "everyday a message" on Teams in order to cheer up students and give positive messages. School Principal, vice-principals, guidance teachers and social workers shared posts on positive messages and songs. There was also a Teams form for student to fill in responses. Students enjoyed this activities in the special vacation. Sunshine calls were also made by class teachers to students. This is to encourage students of keeping a healthy lifestyle during the special vacation and embraced them with encouragement and concern.

- 3.1.2 **Student Activity during Special Vacation**
Social workers arranged a series of growing groups in the special vacation. Programmes arranged are mentors training programme, expressive art group, horticultural therapy group, boardgames, photography class, music and story creation and sand art class. This is to promote sense of persistence.
- 3.1.3 **Form 4 and Form 5 Adventure-Based Activities**
An adventure-based activity was organized for form 4 students on the ELD day fostering unity and team spirit in class on 6.5.2022. The services were provided by the Diamond Adventure. A questionnaire was issued and students enjoyed the activity and get more understanding of classmates. Thanks were given to 3 social workers for their help on organizing this. An adventure-based activity will be held for form 5 students on 26.7.2022 in the post-exam period.
The main theme is to provide a chance for students to play and work with classmates together fostering team spirit and unity. The Diamond Adventure was invited again to hold this activity. We would like to promote the sense of persistence to students, especially when they resumed to face-to-face lesson.
- 3.1.4 **Resources Support and Scholarship Nomination**
In the second term, thank you all guidance team members, we delivered masks and RAT (Rapid Antigen Test) kits to F.1 to F.6 students who have financial difficulties (getting CSSA, full or half subsidy) twice according to the circulars from the government on 3.5.2022 and 16.6.2022. Thanks to the support and donation from the Caritas, we also gave out Mcdonald coupons to F.1 to F.6 students having financial aids.
- 3.1.5 **CAC activities**
For CAC Team, Music and PE teachers tried their best to maintain the normal classes for students. Instrumental classes are held online, and sports activities like basketball training was conducted under the restrictions.
- 3.1.6 **Moral, Civic and National Education Team**
Though the Tour to Beijing Sister school was cancelled because of the epidemic, two online meetings were held with teachers with the sister school. Valuable ideas and inspiration were shared, and we get a deeper understanding of the education in both places, teachers found the sharings fruitful and precious.

3.2 To enhance the home-school cooperation so as to help students develop a healthy life attitude and live a purposeful life.

Achievements

We are grateful to have supportive parents always rendering support to school. Some masks and RAT testing kits were donated by parents and the materials were delivered to under-privileged students.

Despite the Covid-19, our teachers , parents and students strived for excellence in the past academic year in all aspects.

3.2.1 The CLP team launched goal setting and self-understanding workshops to raise students' self understanding leading students to live a purposeful life.

3.2.2 The Religious and Spiritual Formation Team has emphasized the theme of "Life" and "Excellence", echoing the cultivation of proactiveness and persistence in students.

3.2.3 Taipo Outstanding student election

We nominated students joining activities outside school as to broaden their horizon. And Two students were awarded the Outstanding students award in Taipo and they were the representatives to represent Taipo for the New Territories Election.

3.2.4 Our Alumni, Mak Tin Yan, was awarded the “Scout of the Year” award 2021.

3.2.5 Our students participated in the 感創敢為 2.0—青年創新服務獎 2021/22. Out of the 9 groups on the finalist, 3 groups of our students are on the list. They worked diligently through the last 9 months and worked out an idea on helping different parties in the society. Finally our 3 groups of students were awarded 1 Gold Award, 2 Silver awards and the best performing award. We are proud of their achievements and efforts.

We are glad that students showed their proactiveness and persistence through-out the school year. It is not easy, but we are all endeavouring.

Reflection

In the past few years, the school life was much affected by the epidemic. Despite of this, all the school members including teachers, social workers excelled in providing an all round development for students. And our students excelled and performed well in all aspects. They showed their confidence, persistance, proactiveness and resilience. The support for underprivileged students is also a challenge under sthe epidemic. By the support of different stakeholders, including parents and alumni, the school rendered a lot of support to CBS students and underprivileged students.

The school will continue to enhance student support and strived for providing an all round education for students.

(3) Our Learning and Teaching

Overview

Due to the impact of COVID-19 pandemic, face-to-face classes were restricted intermittently. Although classes were shifted to online whenever face-to-face classes were suspended, the overall teaching progress was affected significantly. All afternoon academic activities had to be conducted online. It was not effective to offer individual guidance. Anyway, the school had tried hard to offer quality education under these restrictions. Face-to-face classes in Hong Kong, suspended for nearly three months amid a fifth wave of coronavirus infections, resumed after the Easter holiday. Our school was allowed to resume full-day face-to-face lessons with all staff, and 90% of students were fully vaccinated.

3.1 Impact of COVID-19 pandemic on learning and teaching in 2021/22

- Due to COVID-19 pandemic, there were intermittent suspension and restrictions of face-to-face lessons. Although online lessons were conducted in place of face-to-face lessons, learning and teaching effectiveness were much affected.
- As students were allowed to stay at school for half days only, the total lesson time was still far less than usual, especially for the senior forms. Supplementary lessons were offered to F.4 and F.5 students in the post-examination period (21/7-11/8).
- Another challenge was the support for cross-border students (CBS). There were about 89 CBS in 2021/22. Many of them had been staying in mainland China for over a year. Some F.1 CBS had never been to our school campus. A SGM teacher was appointed to coordinate

the support services for CBS. Regular online meetings were arranged to provide school news and emotional support. The school had also arranged delivery of textbooks and learning materials to CBS.

- The good side of the COVID-19 pandemic was to boost eLearning or blended learning. Both students and teachers were skilful in using Microsoft Teams for online lessons, doing online assignments/tests and collaborative work. Even in face-to-face lessons, teachers would broadcast the lessons to CBS and CBS could also participate in class activities through electronic devices and education apps.
- Due to the precautionary measures of COVID-19, it was not appropriate to accommodate all classes to attend cycle assemblies or talks at school hall. Therefore, all cycle assemblies, talks or performances were carried out in mixed mode to students in hall, classrooms and CBS in mainland China.

3.2 Enhancement of learning and teaching

- It was the third academic year in which implementation of 4Ps in daily teaching was introduced. Teachers had adopted the 4Ps strategies in different subjects and different levels progressively. Some teachers were also invited to share their experiences in staff meetings.
- The learning strategies team was established to prepare a “Learning Journey” learning kits for students. The learning skills e.g. goal setting and notes taking were taught systematically in home periods by class teachers.
- The learning strategies team had worked out a list of learning strategies to be introduced to students for effective learning. Teachers also shared their experiences, evaluated and planned their work in the General Staff meetings.
- Lesson Observation and Inspection of Assignments were conducted as scheduled to ensure the quality of learning and teaching.
- A teaching and learning survey had been conducted in Dec, 2022. The survey covered all subjects and all teachers in F.1-6. The results of the survey were analysed for self-reflection of teachers and future planning of academic work.
- In this academic year, teachers had used the SDAS module of eClass to analyse assessment data. The statistical reports were useful for teachers to evaluate the effectiveness of their teaching. Teachers could also use the SDAS module to predict HKDSE results of senior form students.
- Statistical reports of the past HKDSE results were distributed to teachers for self-reflection and evaluation. Targets for HKDSE results for different subjects had been set up by school. Subject teachers should try their best to meet the targets.
- Teachers were reminded about the importance of quality control of assessment test and examination papers. Teachers were also reminded the importance of questioning techniques on developing high order thinking skills in students.
- From 2020/21 Term 2 onwards, the difficulty level of questions of examination was set as follows: High 20-30%, Medium 20-40% and Low 20-40%.
- Due to the nature of the assessment method, the following papers provided assessment rubrics/marking schemes instead of a summary table of the difficulty level of questions:

F.1-5 Chi/Eng writing papers, F.4-5 C.Lit.1(writing), F.4-5 ERS, F.4-5 Hist, F.4-5 VA

- Students who did not satisfy the promotion requirements were required to attend the mandatory 6-day Revision Class between 10/8 and 17/8. Students had to finish designated assignments and alumni were hired to offer academic support.

3.3 2022/23 Form 1 Attainment Test

In comparison with the results in 2021/22, the average marks of English Language, Chinese Language and Mathematics were similar. The raw data had been given to respective subject panels to make necessary adjustments in teaching strategies and measures to cater for learners' diversity.

F.1 class arrangement was primarily based on student performance in Attainment Test. Small group teaching of Chinese Language and English Language was offered for students with weaker language foundation.

3.4 JUPAS 2022

Our students' performance in HKDSE was good when compared with the overall Hong Kong candidature. There was a significant improvement and 93.3% of the F.6 students achieved "22222". The percentage of students who were offered for admission to tertiary education institutions were increased. Over 95% of students got an offer from tertiary education institutions in 2022.

3.5 P-I-E of Basic Law Education & National Security Education

Under the whole-school curriculum planning, the Basic Law Education & National Security Education had been introduced through teaching and learning activities of a range of curriculum, namely Life Education (F.1-F.3), Geography, Chinese History, History, Integrated Humanities and Liberal Studies. For example, worksheets and teaching materials had been designed in Life Education, History and Integrated Humanities. Topics concerning Basic Law and "One Country, Two System" had been taught in Chinese History and Liberal Studies. In 2022/23, Basic Law Education & National Security Education will be included in most subjects.

3.6 STEM Education and e-learning

STEM Education

For the overview of STEM education, please refer to the item 2.3 in Section (2) Achievements and Reflection on Major Concerns

E-learning

For the overview of e-learning, please refer to the item 2.3 in Section (2) Achievements and Reflection on Major Concerns.

3.7 Learning outside classroom

Due to the COVID-19 pandemic, many academic activities like overseas study tours, field works, visits, experiential learning activities and special programmes were cancelled.

3.8 MOI & LAC

To strengthen students' learning of English, teachers of the English Language, Science Junior, Mathematics, Integrated Humanities, Visual Arts and Computer Literacy had integrated LAC strategies in their teaching and tailor-making school-based curriculum, teaching and learning activities to meet students' diverse learning abilities through the use of English as the MOI.

During the English week, F.1 students participated in an activity about idioms during Special Period. They watched a YouTube video and answered some questions. They also filled in the blanks of a song (lyrics). Marked scripts and prizes for students who scored the highest marks were given to F.1 teachers.

This year, an IG page (vc_english) was created. At the moment, there are 123 followers. The account is a public one and it can be kept so as to serve as a channel to give students information.

Despite the hiccups and setbacks due to the COVID-19 pandemic, the School had planned and implemented other initiatives deemed appropriate in the Second Term 2021/22 to strengthen and maximize the students' use and learning of English such as the Cartoon Dubbing Taster Workshop, YouTuber Taster Workshop, Cultural Exploration Fun Day in the post-exam period 2021/22.

To cultivate students' interests in spelling, the School had launched the Spelling Bee Contest & the Battle of Books using iPads and the Kahoot! for all the F.1 to F.3 classes in the post-exam period 2021/22. Prior to the contests, students were guided to learn the proper pronunciation and syllables of a list of 30-40 vocabulary derived from the EMI subjects such as Junior Science, History, Geography, Economics, Biology, Chemistry and Business.

Reading Across the Curriculum (RaC)

To help students connect their learning experiences and improve their reading skills, the School encouraged cross-departmental collaborations and RaC initiatives.

Creating and promoting a culture of reading

To create and promote a culture of reading on school campus and foster a constant reading habit of students amid the COVID-19 pandemic, a diversified range of measures and reading activities had implemented:

- *Bug Club, HyRead & Reading Awards Scheme*

To create a favourable reading environment, the School had purchased the service packaging of Pearson Bug Club, a quality, international whole-school e-reading programme developed in the UK, which offered over 160 English fiction and non-fiction e-books for students to continue their self-paced e-reading. It also allowed teachers to follow up with and consolidate students' reading and learning process through a range of e-tools and teaching notes for summative and formative assessment.

Students could also read extensively on the HyRead, a quality reading platform which offered a wide range of reading genres of diverse interests. With these e-reading programmes and platforms, it was hoped that students could have access to quality reading materials despite the COVID-19 pandemic and the social distancing measures.

- *Life-wide Reading Week 2021/22*

To further ignite students' enjoyment and cater to their varying interests in reading, the School had held the Life-wide Reading Week in December 2021, during which three prominent authors were invited to offer book sharing sessions and seminars to both junior and senior form students.

- *Annual Book Fair 2021/22*

The Book Fair was held from 8th -11th Dec 2022 as scheduled to allow the students and public to learn and explore the World of Books. All students were interested in reading books. Some students were keen to purchase their favourite books.

- *Support Programme for underachieving students*

To sustain students' motivation towards learning, the School was committed to deploy additional resources to help address learners' diversity.

F.5. & F.6 Support Programme of Core Subjects (February–July 2022)

To this end, core disciplines such as Chinese, English, Mathematics and Liberal Studies had already embarked on an initiative by devising F.5 & 6 face-to-face support programmes which aimed to consolidate F.5 & F.6 students' learning and examination skills on from February to July 2022. It was hoped that the sessions could assist targeted F.6 students in closing the learning gaps of the core subjects and lay a stronger skill foundation for them to achieve the Level 3322 in the HKDSE Examination.

- **Development of Strategic Learning Skills**

To strengthen the culture of professional sharing of good teaching practices to promote a student-centered teaching approach and self-directed learning, the School was determined to enhance teachers' capabilities in implementing 4Ps and develop a set of strategic learning skills for students.

To this end, on 1st General Staff Meeting, a fruitful presentation-cum-sharing session by different KLAs on how to implement 4Ps and conduct effective lessons was conducted. In the discussion, our teachers were advised to emphasize a closer link and relationship between teaching and assessment, align a list of exam-oriented learning strategies within the same subject panel to target students' weaknesses, and develop a stronger awareness of asking students to apply these learning strategies in their study. Other highlights included language teaching, cross-curricular collaboration and STEM Education.

3.9 PSHE Focus Inspection

The EDB inspectors had conducted a Focus Inspection on PSHE KLA in November 2021. Three Chinese History lessons, three History lessons and one Life and Society lesson were observed. Teaching schemes, department policy documents, minutes of meetings, assignments and assessment papers were inspected. Principal, vice-principals and department heads were interviewed. An oral feedback session was held on 19th November 2021 to highlight the findings and recommendations. A meeting was held on 23rd November 2021 to discuss and formulate the follow-up work and duty allocation. The written report from EDB was received on 16 March 2022.

(4) Support for Student Development

The following sections highlighted various student support services provided by Committees and Teams under the coordination of the Pastoral Care Committee:

4.1 Guidance and SEN services

4.1.1 Support to Repeaters

Each guidance teacher is responsible for taking care of 1-2 repeaters. Among the repeaters last year, 3 have other career development or study overseas. Interviews and tutorials were provided throughout the terms, and others were found to have improvements and promoted. For the coming year, we would continue to provide adequate support to repeaters.

Suggestion for class allocation would also be raised from guidance team to cater for the needs of the repeaters, with a hope that they could grab the chance to adapt and study better in the coming year. Guidance teachers also joined the class teachers on meeting students and parents on the Parents' Day for giving professional advices. We would like to provide more support to repeaters through the above to build up their confidence.

4.1.2 Support to CBS

Several support Measures were launched:

- a) sending books to Mainland China for students
- b) arranging online pre-S1 assessment for students
- c) CBS assembly on 10.9.2021 to share experience on studies and encouraging students to do

better

d) continuous support and meeting with parents

It was found that the number of cheating in online examination increases and more support are essential, especially during the period of online teaching. Some of them click the dictionary spontaneously, which was forbidden in the examination.

It is not easy for CBS students to learn during the epidemic, more encouragement and support were given to them and the importance of a healthy life style is highly stressed.

4.1.3 Support to SEN students

The activities and services arranged for SEN students are :

a) Communication Group Training (喜伴同行)

There was frequent collaboration and discussion with the social worker from Salvation Army.

b) Speech Therapist

Training sessions are carried out on Teams . Our speech therapist will hold online session during special vacation.

c) After school support

Students were arranged online tutorial in the evening regularly in the evening when face to face lessons. were suspended.

d) Some online resources have been posted on e-class for parents

Our Educational psychologist did the observation of 4 form 1 classes to do the early screening, she will provide more information and resources for us and for parents during the special vacation.

We hope that more support is rendered to SEN students to provide them with peer support and strengthen their resilience.

4.2 Career and Life Planning (CLP) Education

Various career-related activities were held to

- Facilitate students review their work plan and career objectives.
- Empower students make informed choice when it comes to career decision.
- Facilitate students explore different career paths, opportunities and hence develop their career aspiration.
- Equip students with basic job-hunting skills and manner.
- Facilitate students apply for post-secondary education
- Train class teachers and counsellors so that they may ably assist students.

The activities held in 2021/22 were in four aspects:

1) Goal Setting

Talks and workshops were organised for F.1-6 students. e.g. study skills workshops (F.1, 5&6), Talk on JUPAS (F.5 & 6), 「認識自己、強弱項工作坊」(F.1) and 「正向價值觀工作坊」(F.2).

2) Broadening horizons

For example, Interview Workshop for F.6 and Introduction of Applied Learning for F.4.

3) Information on further studies

For example, Higher Education Information Night for Parents and Students, Admission Talks for F.4-6.

4) Career Exploration

For example, 「職場致勝軟技巧提升祕訣」workshop for F.1-3, and 「共創前路分享會」for F.4-5.

4.3 **Co-curricular Activities**

Despite the impact of COVID-19 pandemic and related restrictions on extra-curricular activities, we had tried our best to provide as many activities as possible to students.

Student Association.

- Student Association organized various activities for the students throughout the year. They included: Snap This Moment on Sports Day 10.11.2021, Inter-house Singing Contest on 17.12.2021, Mission Impossible online game in July and VC Got Talent on 4.8.2022. The welfare suggested by the Student Association were approved and implemented.
- One-day Student Association Training Camp implemented in November.
- Annual report and annual financial report of 2021-22 Student Association are being progress for 2022-23 AGM.
- There would be 2 proposed Student Association cabinets for 2022-23, which were led by 4B Sze Yan Yan (Polarize) and 4D Lee Yan Tung (Lyrical).

Four Houses

- Activities were organized for the students as follow:
 - October: Sports Day, Cheerleading and Sportsmanship
 - December: Inter-house Singing Contest
 - May: Inter-house writing competition
 - July: Inter-House Basketball Competition
- House committee members were recruited by MS form and needed to fulfill criteria listed in the form.
- There were 2 cabinets for Yellow House while other houses had one. Interview would be conducted for Yellow House.

Leadership Training Program for 2022-23

- The leadership training day camp will implement on 15 August at Sai Kung camp site.
- The booth promotion on F.1 Orientation 13 August 2022 will be cancelled due to COVID 19 to avoid crowded gathering.

Various Activities & Contribution for the students

- There were 34 clubs & societies in 2021-2022. It was advised each club and society should hold at least 3 meeting each term.
- Our PE teachers and social worker had form different sports activities or practice under COVID 19 such basketball, volleyball and rifle shooting teams. Our Music teacher also held different musical instrument classes. Those activities provide a healthy school life for the students with a positive attitude.

One Sports/Arts in Life scheme

- A survey was conducted in March and it was found that there were 63 Form 1 students and 57 Form 2 students who did not joined any art/music/sports activities. It is advised that the school made an official announcement of the scheme so that the students are fully comply with the school's requirements for "One Sports/Arts in Life" Scheme.

Let's Art

Period of time	Theme
Sept – Oct	45 th Anniversary of Valtorta College
Oct – Dec	Alumni – Miss Leung Po Yee and Leung Wing Yee
Apr – Jun	F.6 Visual Arts
Jul – Sept	Chinese History

Progress of Leadership Training Program

(i) Training Day Camp (15.8.2022, Mon)

The programme would be co-organised with The Hong Kong Federation of Youth Groups and It would be a day camp. A cross-body pouch with ‘VC Student Leaders’ logo would be provided to the students. They would learn skills in co-operation so they could transfer their experience to clubs and societies.

(ii) Promotion Video

The promotion booth of the clubs & societies was cancelled due to COVID 19. Clubs and societies would provide a 1-minute video on 6th August. The videos will then be compiled as a promotional video which will be played during the F1 Orientation Day on 13th August 2022.

4.4

Student Discipline

In general, most students behaved well. The Principal and teachers always reminded students to demonstrate the Valtortan attributes and five cores of Catholic Education. The Discipline Team presented statistical records to teachers in staff meetings. Data was used to set up or adjust measures and strategies in student discipline.

Student performance as revealed by the statistical records

There is an increase of the case of exam cheating, especially among CBS students during online tests/exams.

Some senior students got demerits due to truancy. This issue is getting more serious. Due to the Punishment Records Statistics shown in F.1, more attention should be given to the coming F.2 students due to the unsatisfied performance and behaviors in 2021-2022.

Increase cases of report stealing in junior forms – there is a concern of the security of students’ personal properties during the floating lessons. It is suggested that the doors should be locked by janitors while students leave their home classroom for lessons. This can prevent some students may have to enter the classroom when there is no one else around.

eAttendance and eDiscipline System

e-Discipline system has been used for one year. Our school will keep on using it for next year (2022-2023). For CBS students, e-class and e-notice could be used to inform their parents about their students’ behaviors and records as well.

Evaluation of the Discipline Work

It is suggested by the discipline members that the checking of RAT every morning (if the policy continues) could adopt a whole school approach starting in 2022-2023.

As the members of the discipline team had already run the procedures for three months beginning from May 2022. The procedures had been well established and all teachers should be able to follow and run it smoothly.

Contingency plan for online lesson and other school activities

The Discipline Team will work closely with class teachers and Guidance Team to offer immediate support to students in need. In case in-person interview is not allowed, online meeting will be conducted as far as possible.

4.5 Religious Education

本年度主題為「傳承恩澤、力臻至善」，天主教教育核心價值為「生命」。為配合學校三年發展計劃，在宗教活動方面，本年致力讓學生認識不同聖人，透過聖人的故事，讓同學效法聖人芳表，培養堅毅等正面價值觀：

- 1) 老師於周會中作主題分享，讓同學在不同角度認識「生命」及「卓越」的意義。周會中的老師主題分享對同學有正面影響。
- 2) 開學禮、聖誕禮儀及散學禮均以「傳承恩澤、力臻至善」為主題，透過神父的講道，讓同學更了解如何讓自己的生命過得更豐富。
- 3) 校長在周會的主題分享中，介紹了聖保祿，讓同學認識聖人的生平事蹟。在福傳周內的宗教課中透過影片及講解，與同學分享聖人事蹟，讓他們學習聖人的芳表，反思自己的生命。在試後活動期間，安排一次朝聖活動，介紹不同的聖人，讓同學學習。

4.6 Moral, Civic & National Education

德育與公民教育組全年計劃回顧：

- 1) 透過與不同科組及學會合作組織活動，豐富學生的學習經歷，幫助學生發展健康的生活習慣，培養正面的人生觀與價值觀。
 - 1.1 本組與宗教及靈性培育委員會合辦聖誕壁報設計比賽，主題為「生命」。
 - 1.2 廉政公署安排劇團於10月22日到校演出互動劇場，對象為中四級學生。該劇以輕鬆活潑的手法及不同的處境，啟發學生思考正確的反貪方法，教育同學反貪法例。
 - 1.3 香港戲劇教育工作室於11月19日到校演出「互動劇場---尊重互聯網上的知識產權」，對象為中三級學生。
 - 1.4 藉藝術教育豐富生命，於7月28日邀請森林聯盟作網上直播演出「有舞性騷擾」戲劇。對象為中一及中二同學
- 2) 規劃其他學習經歷中德育及公民教育的相關活動，如升旗禮、社區活動、講座及境外交流團等。
 - 2.1 升旗禮：因應教育局要求，除在每個上學天要升國旗外，在國慶、元旦及回歸日必須在校園升掛國旗。而自2022年1月1日起必與每週舉行一次升旗儀式。
 - 2.2 為培育同學的正向心態，於8月1日邀請了心光盲人院暨學校到校進行講座。
- 3) 透過姊妹學校計劃，拓展同學視野，了解不同文化背景的同學的學習經驗，反思自己，讓生命更有意義。
 - 3.1 本年度因疫情而取消了前往北京交流的姊妹學校計劃。進行了兩次的網上老師交流。

4.7 Awards and scholarships

Students were nominated to receive both internal and external scholarships and awards. Details can be found in the Section “Student Performance”.

Under the school-based Student Award Scheme, students were recognised by their achievements in various areas including academic, services, conduct, sports, arts, religious, leadership, etc.

(5) Student Performance

5.1 Report of 2022 HKDSE Examination Results

In the following 10 subjects, the percentage of attaining level 5** to level 4 is higher than that of all schools in Hong Kong:

English Language, Chinese Language, Mathematics, Mathematics Extended Part (Calculus and Statistics), Liberal Studies, Biology, Business, Accounting and Financial Studies, Economics, Information and Communication Technology and Chinese History.

5.2 Non-academic Achievements

校外獎項得獎名單			
學術及其他			
活動名稱	主辦單位	得獎同學	獎項
IEEE Hong Kong Pre-University STEM Student Conference	IEEE Hong Kon Section	4B 謝家晞	Credit
		4C 陳文溥	
		4D 葉晴雅	
		4D 郭旭鎬	
		4D 劉信呈	
		4D 蘇桓豐	
感創敢為 2.0	香港小童群益會	6B 林芷盈	銅獎
		6B 潘煒婷	
		6B 鄧伊貝	
泰國國際數學競賽2021 - 2022 (香港賽區)	奧冠教育中心	1A 楊志遠	銅獎(初賽)
		2B 趙珈萱	銅獎(初賽)
		2D 文子羽	銀獎(初賽), 銀獎(晉級賽)
		4D 馮雅信	銅獎(初賽)
		5C 郭嘉駿	銀獎(初賽)
		5D 劉浩昌	銀獎(初賽)
傑出紅十字青少年會員2021	香港紅十字會	6B 周孝彥	全港傑出紅十字青年會員

活動名稱	主辦單位	得獎同學	獎項
The Championship of the Inter-school Bridge Competition 2021	Secondary School Bridge League	5A 梁迪航	Champion
MP Pair Bridge Contest 2021	Secondary School Bridge League	2D 張卓然 4A 鄧潔庭	2nd runner-up
2021年最高支部獎章	香港童軍總會	6C 鍾穎欣 6D 麥天恩	總領袖獎章 (童軍支部)
Harvard Book Prize 2022	Harvard Club of Hong Kong Education Fund	5D 朱智聰 5D 王曼晨 5D 楊詠晶	Winner Winner Winner
同創SEN友善社區四格漫畫創作比賽	開心社區服務	5B 范伊汶	高中組冠軍
<p>威創敢為 2.0 - 青年社會創新服務獎</p>  <p>香港女童群益會</p>		4B 謝家晴	優異獎
		4B 陳詩悠	
		4B 張浩森	
		4D 鍾齡慧	優異獎
		4D 陳心怡	
		4D 葉家欣	
		4D 李欣權	10強
		4A 張建恆	
		4A 方曉嵐	
		4A 羅正晴	10強
		4C 連洛瑤	
		4C 張俊彥	
		4C 文紫儀	10強
		4D 黃耀中	
		4D 陳莉嘉	
		4D 黃尹棋	
		4D 吳佩晴	
第八屆〈基本法〉暨慶祝香港特別行政區成立二十五周年全港校際問答比賽	教育局	初中三級、中五全級、中四乙、中四丁班及中四中史組	最積極參與學校獎
第八屆妙筆盃全港硬筆書法比賽	KidStore & I Can Education Centre	4B 楊進晴 4C 陳詠恩	優等獎 優異獎
第八屆妙筆盃全港硬筆書法比賽	KidStore & I Can Education Centre	初中三級	最積極參與學校獎
明愛籌款運動	香港明愛	全校	賣物會(學校組)沙田區最高籌款單位獎
粵港澳大灣區數學競賽預選賽 2022 (香港賽區)	奧冠教育中心	4D 馮雅信	三等獎
		4D 陸樂瑤	二等獎
		5D 劉浩昌	二等獎
		5C 郭嘉駿	一等獎
		1A 楊志遠	二等獎
		1A 張熾之	三等獎
		2B 趙迦萱	二等獎
粵港澳大灣區數學競賽選拔賽 2022 (大灣賽區)	奧冠教育中心	3A 練家茵	三等獎
		1A 張熾之	優異獎



校外獎項得獎名單



學術及其他

活動名稱	主辦單位	得獎同學	獎項
Speak Out Act Up! English Drama Competition	EDB NET Section	3C 梁子軒 3D 李樂謙 3D 陸敏芝 4D 馮禮蘭 4D 岑樂平 4D 吳佩晴	Speak Up - Act Out! On Air! 2021-2022 3rd Place
第38屆教區中學數學比賽	天主教教區中學數學教育委員會	5A 曾豐熙 5C 郭嘉駿 5C 曾卓熙 5D 鄭凱庭 5D 劉浩昌 5D 王善深	第五名
華夏盃 晉級賽	「華夏盃」組委會	1A 羅浣彤	三等獎
「星佑盃」全港中小學 中文粵語辯論友誼賽	星佑教育有限公司	2C 鄧宣儀 4C 連洛瑤 5A 丘籽悅 5D 林昕傑	優勝隊伍
第二屆「童行盃」全港校際服務辯論比賽	童夢同行	4C 連洛瑤	最佳辯論員 (複賽)
Stem +E Competition	Stem +E Consortium	5D 梁坤璧 5D 楊詠晶	The most valuable player
「2022國家安全網上問答比賽」	教育局	3B 嚴詩韻	季軍
禱文撰寫比賽	香港天主教教區學校聯會 宗教教育委員會	5D 楊詠晶	優獎



體育

活動名稱	主辦單位	得獎同學	獎項
2021-2022年度大埔及北區校際游泳比賽	香港學界體育聯會	1C 潘承錫 2C 黃煒善 3D 鄧榮陽 4B 楊淮晴 6C 周彥君	男子丙組50米蛙泳 冠軍 女子丙組100米自由泳 亞軍 男子乙組100米背泳 冠軍 女子乙組200米蛙泳 冠軍 女子甲組50米背泳 冠軍
2021-2022年度大埔及北區中學 校際田徑比賽	香港學界體育聯會	5C 李芷瑜	女子甲組200米 殿軍
2021-2022年度大埔及北區 校際羽毛球比賽	香港學界體育聯會	5A 黃嫻慈 6A 朱穎潔 6C 麥愛愛 6B 黃卓霆 6B 黃英振 6B 袁皓舜 6C 李子榮	女子甲組團體 殿軍 男子甲組團體 季軍
大埔區分齡羽毛球比賽2021/22	康文署	5A 黃嫻慈 6B 袁皓舜	女子青少年組雙打 亞軍 女子青少年組單打 殿軍 男子青少年組雙打 亞軍

活動名稱	主辦單位	得獎同學	獎項
深水埗區分齡羽毛球比賽2021/22	康文署	6B 袁曉舜	男子青少年組單打 殿軍
中西區分齡羽毛球比賽2021/22	康文署	5A 黃嫻慈	女子青少年組單打 季軍
香港校際賽艇錦標賽2021	中國香港賽艇協會	6C 陳雋希	19歲以下男子單人 1000米 亞軍
城門賽艇挑戰賽 II 2021	中國香港賽艇協會	6C 陳雋希	男子公開組雙人雙槳 冠軍 男子公開組單人雙槳 亞軍
香港書展暨香港運動新聞博覽HKSSA 競技疊杯表演賽2021	香港競技疊杯總會	5C 呂穎瑤	16歲以下363接力 季軍
2021年香港校際柔道錦標賽	中國香港柔道總會	1D 楊諾恩 3C 張芷淳	女子初級36公斤 冠軍 女子初級57公斤 冠軍
西貢區青少年分齡跆拳道邀請賽2021/22	西貢區體育會	4B 施恩欣	女子個人品勢賽 亞軍 女子個人搏擊賽 季軍
亞洲競技疊杯錦標賽2021	香港競技疊杯總會	5C 呂穎瑤	16歲以下接力 亞軍
元朗區青年節2022 HKSSA 競技疊杯錦標賽	香港競技疊杯總會	5C 呂穎瑤	精英組3-6-3接力賽 冠軍
第65屆體育節-2022年香港青少年 柔道錦標賽	中國香港柔道總會	1D 楊諾恩	38公斤 D 組 亞軍
43屆香港賽艇錦標賽	中國香港賽艇協會	6C 陳雋希	男子四人單槳 冠軍
2021-2022青少年賽艇分齡賽	中國香港賽艇協會	6C 陳雋希	男子U17全年成績 總冠軍



音樂及朗誦

活動名稱	主辦單位	得獎同學	獎項
第73屆香港學校朗誦節（2021）（普通話）	香港學校音樂及朗誦協會	1A 陳 瑩	普通話朗誦優良
		1A 李曉慧	普通話朗誦優良
		1A 曾祖璇	普通話朗誦優良
		1A 楊志遠	普通話朗誦優良
		1D 朱企皓	普通話朗誦優良
		1D 朱家樂	普通話朗誦優良
		2A 萬樂瑩	普通話朗誦優良
		2A 彭紫彤	普通話朗誦優良
		2A 袁悅琦	普通話朗誦優良
		2C 張沛淇	普通話朗誦優良
		3B 莫筱柔	普通話朗誦優良
		3D 張寶盈	普通話朗誦優良
		4C 蘇子溦	普通話朗誦季軍
		4D 何睿祺	普通話朗誦優良
		5A 楊淑萍	普通話朗誦優良
		5B 章麗雯	普通話朗誦優良
第73屆香港學校朗誦節（2021）（粵語）	香港學校音樂及朗誦協會	2C 姚慶陽	粵語朗誦季軍
		2C 鄧宜儀	粵語朗誦優良
		2D 黃曉暉	粵語朗誦優良
2021 香港青年音樂匯演中樂小組比賽	康文署音樂事務處	1A 張婕之	中學B組優異獎
		1B 葉一臻	
		2A 劉得希	
		2A 萬樂瑩	
		2A 田詩雅	
		2B 陳顯宜	



音樂及朗誦



校外獎項得獎名單

活動名稱	主辦單位	得獎同學	獎項
2021 香港青年音樂匯演中樂小組比賽	康文署音樂事務處	2C 黃灼騰	中學B組 優異獎
		2D 陳章桐	
		2D 孔繁霖	
		2D 李心盈	
		2D 譚雲方	
74th Hong Kong Schools Music Festival 第74屆香港學校音樂節	Hong Kong Schools Music and Speech Association 香港學校音樂及 朗誦協會	4C 陳詠恩	Silver Award Bronze Award Silver Award Silver Award Silver Award
		3C 張正淳	
		4C 連洛瑤	
		4C 連洛瑤	
		4D 葉晴雅	
14th Global Children and Youth Piano Competition	Global Arts, Sports and Culture Association	1B 莊顯揚	Champion
73rd Hong Kong Schools Speech Festival (2021) (English Speech)	Hong Kong Schools Music and Speech Association	1A 陳彥允	Merit
		1A 陳 瑩	
		1A 竇至柔	
		1B 余雨霖	
		1C 羅靜而	
		1C 曾佳宏	
		2B 陳 彤	
		2D 韓枝彤	
		2D 潘宸希	
		2D 譚樂陶	
		2D 黃曉暉	
		3D 陳汶均	
		4B 周鴻雲	
		4B 許文鴻	
		4B 施恩欣	
		4D 劉可妮	
		4D 李欣潼	
		4D 盧煒諾	
		4D 陸樂瑤	
		4D 葉家欣	
		5B 莫可斐	
		5D 張鎮濤	
		5D 鄧皓璇	
		5D 嚴寶兒	
		5D 高 悅	
		2C 姚慶賜	第三名
		4C 程天楠	
		4D 吳佩晴	初中組良好獎 初中組優異星獎 高中組優異星獎 高中組良好獎 高中組優異星獎
第二十四屆全港中小學普通話演講比賽2022	新市鎮文化教育協會	3B 范瑛琦	
		3D 張寶盈	
		4C 蘇子滢	
		4D 陳莉嘉	
		4D 吳佩晴	
		4D 葉家欣	新界區高中組 季軍(初賽)、 全港總亞軍 (全港總決賽)



(6) Financial Summary

A summary of the Income and expenditure for the year 2021/22 is shown in the table below:

2021/22	Income (\$)	Expenditure (\$)
Balance b/f (Government Funds and School Funds)		
I. Government Funds		
(1) EOEBG Grant	8,034,838.81	10,348,701.09
Total deficit for the school year: \$2,313,862.28		
(2) Other Grants	53,093,561.99	52,660,785.55
Total surplus for the school year: \$432,776.44		
Accumulated surplus as at the end of school year	7,542,133.14	
(1) EOEBG Grant	4,460,447.66	
(2) Other Grants	3,081,685.48	
II. School Funds (General Funds)		
Total surplus for the school year \$129,002.19	837,949.19	708,947.00
Accumulated surplus as at the end of school year	4,226,597.16	

(7) Feedback on Future Planning

The school major concerns include, inter alia, “nurturing students to become self-directed learners who take ownership of learning”. Our school has endeavored to explore various resources and opportunities to support students pursuing these goals.

On this, our school has been establishing scholarships for our students such as the VC Scholarships, VC Education Fund and Woo Fung Miu Ling scholarship. Apart from these internal scholarships, our school has also been exploring opportunities for external scholarships such as Children Charity Foundation Scholarship (童夢慈善基金會獎學金), Concord Fortune Ming Tak Scholarship (港富明德獎學金) and Sir Edward Youde Memorial Prize.

These various internal and external scholarships encourage, promote and support the performances of students both in academic and non-academic fields. Our school will continue to find new supports for various internal and external scholarships for our students.

(8) Appendix - Awardees of external scholarship 2021/22

獎學金2021-2022	
活動名稱	得獎同學
香港福建基金會洪頂擁獎學金	6C 龔家樂
張永賢律師奮進獎學金	6C 龔家樂
Sir Edward Youde Memorial Prizes for Senior School Students 尤德爵士紀念基金高中學生獎	6A 郭宇飛 6D 廖詠詩
2021-2022屈臣氏集團香港學生運動員獎	6C 陳雋希
劉卓然慈善基金獎學金2021	2D 陳正亮 3D 李樂謙 4D 劉芯兒 4D 吳佩晴 5D 朱智聰 6C 龔家樂
劉卓然慈善基金助學金2021	2C 鄧宣儀 2D 林梓祺 2D 徐影雪 3D 陳宇權 3D 張寶盈 3D 吳紫晴 4C 蔡駿威 4C 曾思雅 4D 陳莉嘉 5B 張穎浚 5C 霍詩雅 5C 郭嘉駿 6A 郭宇飛 6D 李奕熹 6D 石軒兒
港富明德獎學金	6D 陳曉鈴 (2020-2021)
HKICPA / HKABE Joint Scholarships for BAFS 2021-2022	5D 朱智聰