

S.K.H. CHAN YOUNG SECONDARY SCHOOL



S.K.H. CHAN YOUNG SECONDARY SCHOOL SCHOOL REPORT 2022/2023

(1) Our School

1.1 Vision and mission

Vision

The school endeavors to provide an all-round Christian education, and nurture in students the motive for seeking the truth so that they can find pleasure in life, realize their aspirations and eventually become citizens with worldwide visions.

Mission

To provide an ideal and happy learning environment through an all-round Christian education so that students can have a balanced development in seven major learning areas: spiritual, intellectual, moral, social, physical and artistic, Chinese culture and Information Technology studies. This helps them attain a positive attitude, value, knowledge and skills of lifelong learning so as to glorify God and do good for the individual, family, society, country and whole world.

1.2 Management structure

With the motto 'Forward and Upward', SKHCYSS is one of the Christian schools run by the School Sponsoring Body - Anglican (Hong Kong) Secondary Schools Council Limited and is affiliated with the Eastern Kowloon Diocese of Hong Kong Sheng Kung Hui. The school was founded in September 1989 with the aid of the benefactor, Mrs. Chan Cheng Kit-Wan. It was named to commemorate her late husband, Mr. Bert Chan Young, who was a dedicated Christian of the Anglican Church in Australia. Our school is an aided whole-day secondary school with English Language as the medium of instruction. The school covers an area of 4,000 m².

Our school established its incorporated management committee (IMC) on 31st August 2015. The IMC is responsible for managing the school. The daily operation of the school is handled by the 8 committees (i.e.: Academic Committee, Student Guidance Committee, Careers Guidance Committee, Discipline Committee, Co-curricular Activities Committee, Information Technology Committee, Moral Education Committee and Community Relations Committee) led by the principal. They are empowered to work according to the specific school culture and policies for the development of students and the school.

Meanwhile, different functional teams have been set up to cater to the needs of the school and to assist the principal in formulating school policies. These include the National Security Education Team, Staff Development Team, Financial Team, Self-evaluation Team, and SEN Team.

Through meetings, notices, e-mails and surveys, the school formulates and implements policies, and consults teachers for their opinions. For example, the Advisory Committee is responsible for advising the principal on policies proposed by other committees and functional teams, while the Staff Management Consultative Committee allows teacher representatives to collect teachers' opinions on school matters through surveys and communicate with representatives from the IMC. There are also opportunities for discussion in some Staff Meetings, Subject Panel Meetings and Form Meetings to facilitate collective thinking in formulating school policies.

1.3 Class structure

Forms	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	5	5	5	5	6*	5	31

*To cater to the needs of NSS students, the school has split the 5 classes of the NSS form into 6 groups.

1.4 Number of students (as of 1st September 2022)

Forms	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of boys	80	75	76	67	57	49	404
No. of girls	79	79	83	89	81	61	472
Total	159	154	159	156	138	110	876

1.5 The school curriculum

Subject	S.1	S.2	S.3	S.4	S.5	S.6
English Language	E	E	E	E	E	E
Chinese Language	C	C	C	C	C	C
Chinese Literature				C	C	C
Putonghua	P	P	P			
Mathematics	E	E	E	E	E	E
Science	E	E				
Biology			E	E	E	E
Chemistry			E	E	E	E
Physics			E	E	E	E
Information and Communication Technology				E	E	E
Chinese History	C	C	C	C	C	C
History	E					
Visual Arts	E	E	E	C	C	
Geography	E	E	E	E	E	E
Life and Society		E	E			
Liberal Studies						C
Citizenship and Social Development				C	C	
Economics				E	E	E
Tourism and Hospitality Studies				C	C	
Business, Accounting and Financial Studies				E	E	E
Ethics and Religious Studies			C	C	C	C
Religious Studies	C	C				
Physical Education	C	C	C	C	C	C
Technology Education	E	E	E			
Music and Performing Arts	E	E	E	E	E	E
Life-Wide Learning	C	C	C	C	C	C

Medium of instruction:

E: English, C: Cantonese, P: Putonghua

1.6 Our teachers

1.6.1 Teachers' qualifications

	Master's degree	Bachelor's degree
Percentage	42.4%	57.6%

1.6.2 Percentage of teachers having attained Language Proficiency Requirement

	English language	Putonghua
Percentage	100%	100%

1.6.3 Percentage of teachers having attained teacher-training qualifications: 98.5%

1.6.4 Teachers' teaching experience

	0-4 years	5-9 years	10 years or more
Percentage	24.2%	15.2%	60.6%

1.7 Facilities

The school has 2 playgrounds, 29 standard classrooms, a Multimedia Learning Centre, a Computer Room, 4 laboratories, a Geography Room, a Visual Arts Room, a Music Room, a Home Economics Room, a Needlework Room, a Design & Technology Room, a Hall, a Lecture Theater, a Library, an Interview Room, a Medical Room, an Activity Room, an English Lounge and a Social Worker's Office. To develop students' potential in sports and build resilience among them, a climbing wall subsidized by the Quality Education Fund was built in the school hall.

The school has advanced IT facilities such as the intranet for administration and an mobile app for communication with parents and payment collection. All classrooms are covered by wired and wireless network, equipped with air-conditioning systems, audio equipment, a central broadcasting system, a video projector, and a desktop computer to support e-learning. All S.1 classrooms are equipped with interactive blackboards. The school provides VPN and Virtual Desktop services which allow teachers to remotely access resources and software.

In addition, the school provides tablet computers for teachers' and students' use in lessons. To support teachers' interactive teaching, we plan to, in stages, further upgrade other classroom equipment, such as installing interactive blackboards and wireless microphone systems.

A tuck shop is available to provide healthy meals for students. In addition, barrier-free facilities such as a lift and wheelchair lift are also provided to cater to the needs of individual students.

The school is committed to promoting environmental education and green campus work to provide students with a beautiful and comfortable campus environment. Sensor-type water taps are available in all washrooms. Lights and air-conditioners in all classrooms are replaced with LED-type and inverter-type respectively. Under the "Solar Harvest - Solar Energy Support Scheme", assistance from the EMSD of the government was provided to enable the school to install a solar energy generation system.

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major concern 1: Equip students with skills necessary for 21st-century learning

Objective	Achievements	Evaluation, feedback, and follow-up
<p>To enhance students' competence and efficacy as self-directed learning</p>	<p>Language Across the Curriculum (LAC) lessons were introduced to S.1 students, aiming to equip them with essential learning skills.</p> <p>Study skills workshops were organized for students in S.1 and S.4.</p>	<p>Based on teachers' observations, many students have demonstrated the ability to apply their language knowledge in various subject areas. In the upcoming year, the focus of LAC lessons will be shifted to coping with assessments so as to ensure that the language elements covered in these lessons provide more practical help with students' written assessments. To achieve this, the Geography and History departments will collaborate in conducting LAC lessons.</p> <p>The majority of students (70% of S.1 and 83% of S.4) expressed their agreement with the usefulness of the workshops. Considering that students' revision skills were underdeveloped during online teaching, the focus of the S.4 study skills workshop will be shifted to revision skills for coping with public exams. By providing them with suitable revision techniques, they can revise what they have learnt more effectively.</p>
<p>To promote reading to learn</p>	<p>This academic year, the school continued to devote itself to promoting "Reading to learn" and enhancing the role of the school library as a resource and learning center. The library's e-platform was launched in October 2022, making it easier for students to search for library collections and access reading information, thereby enhancing learning efficiency. Additionally, our school received funding from the Jockey Club "Joyful Reading" Program, which allowed us to purchase or lease over 18,000 Chinese and English e-books. In a self-evaluation questionnaire conducted within the school, over 90% of teachers acknowledged that the library-</p>	<p>In response to the questions on (1) whether the e-platform helped students to locate resources needed more easily, (2) whether the resources were useful to their learning, and (3) whether the activities organized by the library helped to promote reading, the scores given by students and teachers were 2.9 and 3.2 respectively, meaning that students generally find the new services provided by the library helpful.</p> <p>Nevertheless, according to the result of the stakeholder survey for students, there was not much change in students'</p>

	<p>recommended e-books were beneficial to teaching and learning, affirming the positive impact of the library's electronic platform.</p> <p>In terms of teaching and learning, our school encouraged students to engage in interdisciplinary reading. The library and subject heads selected appropriate library collections based on students' interests, abilities, and curriculum needs. Specially designed reading classes were arranged for S.1 students to enhance their reading and information literacy. Furthermore, we promoted a reading culture through school-wide learning festivals at various levels.</p>	<p>reading habit, compared to the previous year. Theme-based reading programmes and sharing by teachers and students may help promote reading in the future.</p>
<p>To enable students to apply multidisciplinary knowledge</p>	<p>Interdisciplinary elements (information technology, design, and applied technology) were added to the S.2 STEAM course this year. Students needed to apply design software, manual materials/techniques, IoT platform programming, sensor applications and data collection in the course. They were also required to apply the subject knowledge to solve real-life problems. The course was more cognitively challenging so that students were able to set higher learning goals for themselves and enhance their cognition.</p> <p>Project Learning was reintroduced to S.2 students in the third term with a focus on the "Personal, Social & Humanities Education" Key Learning Area (PSHE KLA). Through an interactive and inquiry-based learning process, students were provided with a valuable opportunity to deeply explore Sheung Shui Wai, a collection of traditional and historical villages within the community. This exploration encompassed various subjects within the PSHE curriculum, including Chinese History, Geography, and Life & Society.</p>	<p>Gender difference was observed. Girls performed better in "insights on STEAM", "application of interdisciplinary knowledge and skills" and "metacognitive self-regulation". According to classroom observations and student interviews, girls are more motivated to learn, especially in the implementation of projects with detailed plans and the use of multidisciplinary knowledge and techniques. Boys can be better motivated if the learning content is more closely related to daily life.</p> <p>Feedback from the students showed that their generic skills, interpersonal and communication skills, problem-solving skills, innovation skills, and self-learning skills significantly improved.</p> <p>In the future, the assessment of students' integration of scientific and technological knowledge can be strengthened. There is room for development in STEAM education, such as expanding the learning space for students and making assessment effective. All these can be explored and practiced in the future.</p>

<p>To promote e-learning</p>	<p>The implementation of BYOD (Bring Your Own Device) was extended to S.2. iPads were more commonly used for learning inside and outside classrooms. Different apps such as Nearpod, Kahoot, Quizizz, Padlet, etc. were also used to enhance interaction between teachers and students in classroom learning, enhancing students' commitment and making real-time assessment and feedback in classes possible.</p> <p>Electronic whiteboards, funded by the school, were installed in S.1 classrooms.</p> <p>Sharing sessions on e-teaching were organized for teachers at regular intervals. In addition, the school promoted the use of online question bank provided by HKedCity to cultivate students' self-directed learning while catering to diverse learning needs.</p>	<p>It was observed that through collaborative lesson planning, teachers discussed e-learning strategies to improve learning effectiveness. With guidance from teachers, students were engaged in learning through various modes, which strengthened their collaborative abilities, learning motivation, and learning efficiency.</p> <p>Teachers agreed that electronic whiteboards enabled them to make their presentations more effective, facilitated collaborative learning and enhanced interaction between students and teachers. It is anticipated that the approval for the QEF project to install electronic whiteboards in the remaining classrooms and special rooms will be obtained by the end of 2023.</p>
<p>To cater for learning diversity</p>	<p>A series of seminars, co-planning sessions, and lesson observations for our teachers that focus on catering for learner diversity were offered through the collaboration with the QSIP Team from CUHK.</p> <p>Furthermore, the school-based 1-2-1 programme aiming to foster professional dialogue and exchanges among our teachers was implemented.</p>	<p>An impressive 90% of the teachers surveyed agreed that this program effectively sharpened teachers' skills in catering to diverse learning needs. Against this backdrop, we plan to continue our collaboration next year by organizing a series of workshops with the theme "Assessment Literacy: Designing Classroom Assessments to Support Learner Diversity".</p> <p>Many teachers expressed that our school has successfully cultivated a positive atmosphere for professional exchanges (SHS(T)No. 34: 3.7(22-23) 3.3(21-22),3.1(20-21)).</p>
<p>To enhance assessment literacy</p>	<p>The assessment frameworks of all subjects underwent a thorough review. The main areas of focus were the assessment framework itself, the reporting structure, and the arrangements of daily marks.</p>	<p>Subject heads responsible for subjects requiring modifications are requested to present their proposed plans for changes at either the last panel meeting (22-23) or the first panel meeting (23-24). All revised assessment plans will be implemented in the academic year 2023-2024.</p>

Major concern 2: Help students develop a growth mindset, cultivate positive values and attitudes, and strengthen self-identity

Objective	Achievements	Evaluation, feedback, and follow-up
<p>To enhance student's confidence and self-image</p>	<p>Through class teacher periods conducted on Day 6 of every cycle, students learn and reflect on their personal values and attitudes. Students can manage their own words and deeds appropriately. At the same time, teachers will also remind or encourage students based on their performance to achieve the effect of integrating knowledge and action.</p> <p>In addition to sharing on Day 4, S.4 students were arranged to take turns reading Bible verses and making announcements in morning assembly from Day 1 to Day 5. For each day in EMI cycle, an English teacher was arranged to help students practice their spoke English before the morning assembly.</p>	<p>In response to the question "The class teacher's periods improved my personal moral character and conduct" in the school-based evaluation survey, the average score given by student was 2.8, meaning that students generally found the contents helpful.</p> <p>S.4 students gave a score of 2.4 in the evaluation survey, showing that the practice could made more conducive and welcomed by students.</p>
<p>To foster a healthy lifestyle</p>	<p>The school aspired to strengthen students' interpersonal relationships, foster the development of their mental health, and enhance their skills for managing stress.</p> <p>The school joined the Peer Power Student Gatekeeper Training Programme jointly organized by the Education EDB and Baptist Oi Kwan Social Service. Through diversified activities such as the training workshop and joint-school team building day camp, our students were trained to become peer leaders. In addition, teachers and students expanded their knowledge of mental health and fostered mutual support among them, hence promoting a friendly and help-seeking school culture.</p> <p>The school also participated in the Adolescent Health Programme: Basic Life Skills Training organized by the Department of Health so as to increase students'</p>	<p>According to the survey results, 95% of students strongly agreed and agreed that the Peer Power Student Gatekeeper Training Programme raised their awareness of mental health, conveyed the message of "adopting a positive and proactive attitude and behaviour in the face of adversity", and gained an understanding of how to spot peers with mental health struggles. All participants strongly agreed and agreed that the programme opened up an opportunity for them to learn how to support the mental needs of their peers, whereas 95% of them strongly agreed and agreed that they understood the importance of assisting the school in promoting mental health.</p> <p>Based on the questionnaire, 60% of S.1 students strongly agreed and agreed that they could apply what they had learnt from the Adolescent Health Programme: Basic Life Skills Training programme to real life.</p>

	<p>understanding of stress, ways to handle it, and the ideal attitude as well as steps to solve problems. These enhanced their stress management and problem-solving skills.</p> <p>Various forms of gratitude activities were organized to strengthen students' support network and peer encouragement in order to foster resilience in them. These include "Stick Together We Go Further", a video-making contest to express gratitude, and two lunchtime song dedication activities.</p> <p>The Samaritan Befriends Hong Kong was invited to perform a life drama "Your Life. Your Choice." in our school so as to convey the messages of cherishing life and adopting a proactive attitude to meet challenges in life.</p>	<p>Over 75% of the participants strongly agreed and agreed that the "Your Life. Your Choice." drama broadened their understanding of suicide and heightened their awareness of the issue, allowing them to reflect on how to overcome adversity. They also agreed that their discussion and participation during the drama show enabled them to view the problem from multiple perspectives and realize the preciousness of life.</p>
<p>To promote values education</p>	<p>As part of the QEF "My Pledge to Action" program, a 2D1N tour to GBA was organized in April to help students understand the history, culture, and economic development of Hengqin and Macau. Through this, the school also nurtured in them the positive values and attitudes of "National identity" and "Respect for others".</p> <p>A talk on national education was organized in June to provide parents with guidelines on fostering parent-child communication and ways to assist their children to abide by law under "one country, two systems". Parents were also encouraged to leverage the unique advantage of Hong Kong in the midst of the development of China to plan for their children's future and stretch their potential, achieving the goals of building a prosperous family and contributing to the betterment of China in the long run.</p>	<p>In the survey on the tour to GBA, all student respondents were either satisfied or very satisfied with the tour, and agreed that they had learnt something from the activity.</p> <p>Based on the Assessment Programme for Affective and Social Outcomes (APASO), over 90% of the students were satisfied with the teacher-student relationships; over 80% of them were satisfied with their school life and learning; over 70% of them endeavoured to deal with hardship; over 80% of them strongly agreed or agreed that they would consider and review the effectiveness of their learning techniques, and adopt appropriate learning approaches as required.</p> <p>According to the Stakeholder Survey, over 70% of the students agreed that there was a supportive as well as harmonious environment among their peers. They also indicated that their teachers supported and encouraged them, and had reasonable expectations of them.</p>

<p>To widen students' horizons and unleash their potential by providing learning opportunities</p>	<p>Arrangements were made in timetable construction to ensure that double-period Life-wide Learning (LWL) lessons were made possible for all forms. In addition, LWL lessons were arranged in the afternoon as far as possible to facilitate learning activities outside classroom.</p> <p>With more holistic and structured arrangements, students unleashed their potential that was more difficult to attain through classroom- and subject-based learning. This widened their horizons, supported their whole-person development, and enabled them to develop lifelong learning capabilities necessary for adapting to the ever-changing society.</p>	<p>With reference to the evaluation survey, students largely agreed that the variety and coverage of the LWL lessons broadened their horizons and contributed to their whole-person development, and that the curriculum helped them master life skills which were impossible to acquire through classroom- and subject-based learning.</p> <p>Some activities outside school were not held due to the pandemic in the first half of the school year. As the social-distancing restrictions are lifted, it is hoped that this will present more out-of-school learning opportunities next year, particularly community services and visits to various venues.</p>
<p>To develop students into life-planners</p>	<p>Different themes of life-planning education were offered to students at various levels:</p> <p>S.1: Goal-setting workshop S.2: Career-associated ability and career skills workshop S.3: Talk on subject selection, career aptitude test, and simulated social game S.4: Workshop on reducing stress through expressive arts and career exploration: 3D printing seminar S.5: Seminar on writing personal statement and career exploration: traditional Chinese medicine S.6: JUPAS application, subject selection counseling, and interview skills workshop</p>	<p>According to the evaluation survey, more than 73% of the students agreed that the school's life-planning education curriculum was helpful.</p> <p>Based on the survey, students agreed that the career planning activities at all levels were effective in assisting them with career planning, with an average score of 3 at all levels.</p> <p>The school will continue to arrange career-exploration visits and sharing by parents and alumni for students. Students will also be encouraged to participate in career-related activities and competitions.</p>

(3) Student Performance

3.1 Result of HKDSE (2023)

Students meeting university entrance requirements	85.3%
Students meeting sub-degree entrance requirements	98.2%
Students obtaining Level 3 or above in Chinese Language	94.5%
Students obtaining Level 3 or above in English Language	89.9%
Students obtaining Level 2 or above in Mathematics	97.2%
Students obtaining Level 2 or above in Liberal Studies	99.1%
Students obtaining Level 2 or above in at least 5 subjects	98.2%

3.2 Destination of S.6 graduates (2022-23)

Distribution of JUPAS offers

CityU	CUHK	EdUHK	HKBU	HKU	HKUST	LU	PolyU	HKMU	SSSDP
10%	16%	2%	2%	3%	6%	5%	8%	14%	33%

Distribution of S.6 pathway

Local degree	Local sub-degree	Overseas studies	Others
72%	17%	6%	4%

3.3 Students' participation in extra-curricular activities

For details, please refer to Appendix 1.

3.4 Participation and awards attained in inter-school activities

For details, please refer to Appendix 2.

(4) Feedback and the Way Forward

School year 2022-23 is the first year of the school development cycle 2022-25 with two major concerns: (1) equip students with skills necessary for 21st century learning; and (2) help students develop a growth mindset, cultivate positive values and attitudes, and strengthen self-identity.

The school continued to provide structural professional training to teachers, but the focus changed from self-directed learning to catering to students' diversified learning needs. Teachers generally made good use of the strategies in their daily teaching and assessments. The practice of self-directed learning, collaborative lesson planning and professional sharing were further developed. On the other hand, students were provided with more language support with the school-based English curriculum, introduction of LAC lessons, and more opportunities for public speaking. The facilities of the library were considerably upgraded to facilitate the promotion of reading with different subject panels in the future.

Nevertheless, the results of the 2023 HKDSE and the value-added scores revealed that student learning was considerably affected by social restrictions under the pandemic. Teachers were expected to enhance their teaching effectiveness and put more effort to help students enhance

their exam strategies, and to stretch the potential of capable students to attain better results in the public examination. In addition, there is a need to review the assessment framework at school level.

In the domain of student development, it is beyond question that “positive education” is particularly essential to students under the influence of the prolonged pandemic. Through values education, life-planning education and emotional support, students will be encouraged to develop their self-identity, set goals, and plan for their studies and careers. By offering more life-wide learning activities, the school will enable students to showcase their achievements, enhancing their self-esteem and confidence.

It is always the school’s mission to provide all-round quality education and learning opportunities for students to widen their horizons. We will continue to arrange for students to take part in inter-school competitions, local exchanges, and various schemes for teenagers organized by non-governmental organisations and business enterprises. Through this, they will be motivated to pursue higher academic goals and sharpen their social skills.

The school has strengthened communication between parents and the school through phone calls, parents’ mobile app, and the Parent-Teacher Association. We have also established more connections with external parties to facilitate teachers’ professional development. More importantly, we have made progress on upgrading campus facilities in order to support the use of up-to-date teaching strategies, provide a better learning environment for students, and enhance the school image.

The school management will continue to use PIE for self-improvement. We strive to create a desirable learning environment, help our students cultivate better virtues and enhance their academic abilities so that they can contribute to society and bring glory to God.

(5) Financial Summary

Item	Income	Expenditure
<i>Expended Operation Expenses Block Grant</i>		
Baseline	2,457,781.97	3,326,236.48
School-specific	6,203,597.00	5,417,469.68
<i>Grant Outside EOEBG</i>		
Committee on Home-School Co-operation	25,855.00	\$25,720.00
Teacher Relief Grant	4,495,326.67	4,473,767.60
School-Based After-school Learning & Support Programs	121,200.00	\$35,940.00
Learning Support Grant for Secondary School	693,410.00	736,874.40
Life-wide Learning Fund	1,412,198.00	900,932.59
Promotion of Reading Grant	74,646.00	88,222.32
Grant for the Sister School Scheme	159,955.00	66,240.00
Student Activities Support Grant	185,900.00	59,367.20
Diversity Learning Grant	98,000.00	88,555.00
Subscriptions	733,524.27	601,125.32
Approved collection for non-standard items	175,000.00	125,342.84