

The Y.W.C.A. Hioe Tjo Yoeng College
基督教女青年會丘佐榮中學
Annual School Report 2020-2021

Mission

The School shall offer, in a Christian context, an all-rounded education that encourages and enhances the development and growth of the students morally, academically, physically, socially, aesthetically, and spiritually, and promotes their sense of commitment to the community and mankind.

Visions

The students will:

1. think independently with grace and wisdom from God,
2. have a global perspective,
3. be healthy in body, mind and spirit,
4. have genuine love for and be respectful to self and others,
5. acquire the skills for life-long learning,
6. perform to the best of their potential and strive to achieve excellence,
7. serve the community and mankind humbly and responsibly, and
8. be leaders of Hong Kong

Brief Profile

Since HTYC was founded in 1971, she has always been committed to the provision of life-nurturing education to their students, well appreciated by the community and with well-recognized results and growing popularity in the Kowloon City District, testifying God's grace in the past 50 years of school history. In 2020-2021, HTYC, running on a 24-class structure, under which there were 4 classes in every level from S.1 to S.6, and offering a full-range EMI curriculum, there were a total of 714 students. In Jan 2021, the school recorded a total of 507 applications for the 41 S.1 discretionary places in 2021-2022 (ratio of 12:1), a substantial increase compared with the figures in 2020.

The school established its education on the basis of Christian teachings and upholds the notion of "high expectations with love" (嚴中有愛), catering for the balanced needs of the students. As an EMI (English as the medium of instruction) school, HTYC offers a very good English learning environment which was well complimented by the Education Bureau (*Re: Pilot EMI Focus Inspection in 2010*).

2020-2021 was the last year in the three-year school development cycle of 2018-2021, with the major concern being "students' engagement in learning", aiming at cultivating students' interest and momentum in learning through active involvement in learning activities, developing problem-solving skill, high-order analytical skill, etc. Strategically, the school has launched pedagogical changes, emphasizing on e-learning strategies, extended learning activities, learning by doing, and hands-on learning experiences. These attempts have yielded encouraging results. In response to the feedback by the External School Review inspectors

team, specifically designed questionnaire surveys had been conducted to collect substantial data for the evaluation of the efforts on learning & teaching, and the efforts on strengthening bonding and school ethos. Alongside the concerted efforts on academic and pastoral development, improvement of various general administration systems and resources development have also been another focus of schoolwide efforts.

The Incorporated Management Committee (IMC) 2020-2021

In compliance with the Education Ordinance 2005, the school sponsoring body, H.K.Y.W.C.A., approved the management of the school via the broad spectrum of participation in the Incorporated Management Committee (IMC) which was officially established on 30th August, 2008. Structure of the Incorporated Management Committee and the IMC Membership in 2020-2021 are as follows:

- Sponsoring Body Managers:
 - Ms Lui San Man Simmy
 - Ms Luk Sai Lam Alice
 - Mrs Ho Sung Yuen Chan Jeannette
 - Ms Law Siu Man
 - Ms Chan Miu Ha Miranda
 - Ms Hsu Yu Ming Hanna
 - Ms Lai Sau Ling
- Alternate Sponsoring Body Manager: Mrs Li Ip Man Wai Heather
- Independent Manager: Ms Chow Ming Chu Libby
- Parent Manager: Ms Leung Joy Yuk
- Alternate Parent Manager: Ms Wong Yiu Wai
- Teacher Manager: Mr Tong Wai Kit
- Alternate Teacher Manager: Mr Chan Chi Fai
- Alumni Manager: Ms Lam Yun Chu
- Principal: Mr Chan Wing Kit

General Information

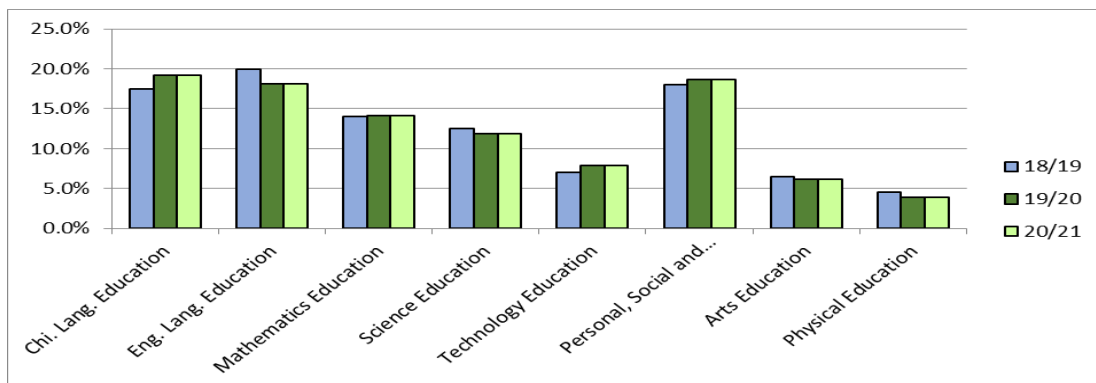
I. Class Structure & Students' Information

The table below shows the class structure in 2020-21 with a total of 24 classes. Students' average attendance rate was over 98.6 %, with a minimal figure of early exit.

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24

II. Lesson Time for the 8 Key Learning Areas

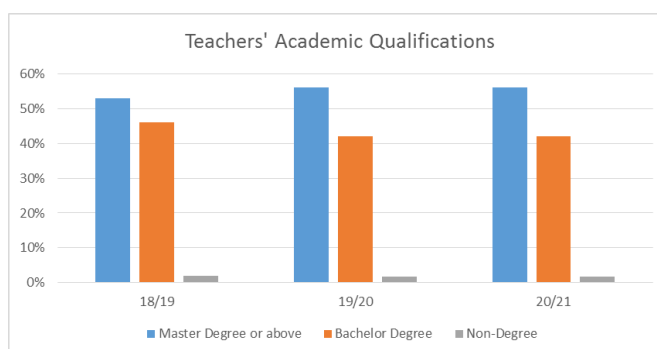
The percentages of lesson time in the time-table allocated to the 8 Key Learning Areas for S1 to S3 in the past 3 years are shown below. With a change in the time-table w.e.f. 2019-2020, the ratio of the key learning areas has been amended, yet bringing about an overall 9 % increase in the total lesson time for the year.



Teachers' Qualifications

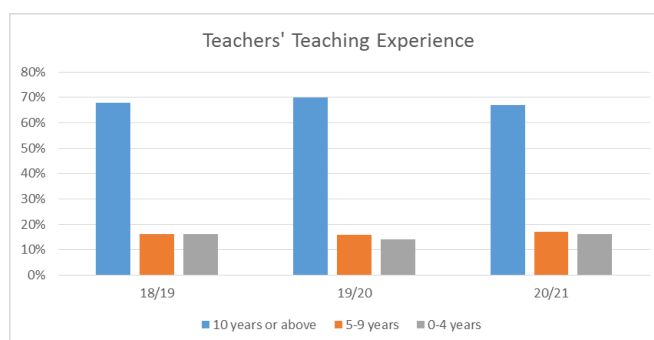
I. Academic Qualifications of Principal and Teachers

There were 52 teachers in the Staff Establishment and their qualifications are shown in the diagram. (The bar chart indicates the percentages of teachers' highest academic qualifications in the past three years.)



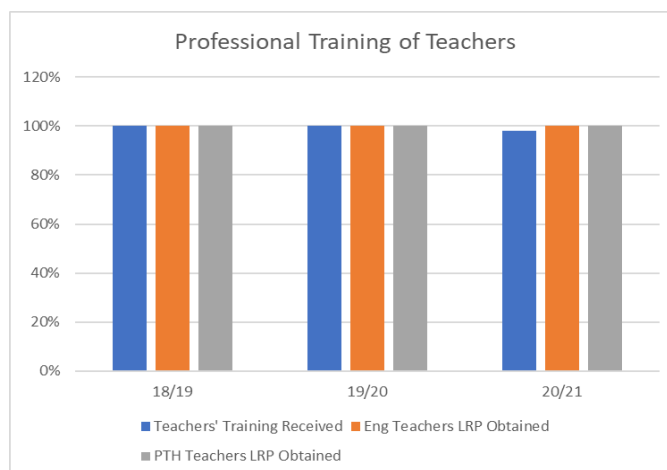
II. Teaching Experience

The bar chart on the right indicates the experience of the teachers in the profession in the past three years.



III. Professional Trainings of Teachers

This bar chart indicates the percentages of teachers holding qualified professional status (post-graduate certificate/ diploma in education, bachelor of education, certificate in education, in-service course of teacher training and qualified status granted through the NGTQA scheme); and teachers meeting Language Proficiency Requirement (LPR) in the past three years.



Students' Academic Performance in HKDSE Examination 2021

I. Overall Percentages

Levels	HTYC Results (%)	HK Average (%)
% of students meeting requirement for subsidized degree programmes (3322 for cores and 2 for one elective or above)	82.2 %	36.2 %
% of students meeting requirement of associate degree programmes (22222+ including Chinese Lang. and English Lang.)	98.3 %	70.8 %

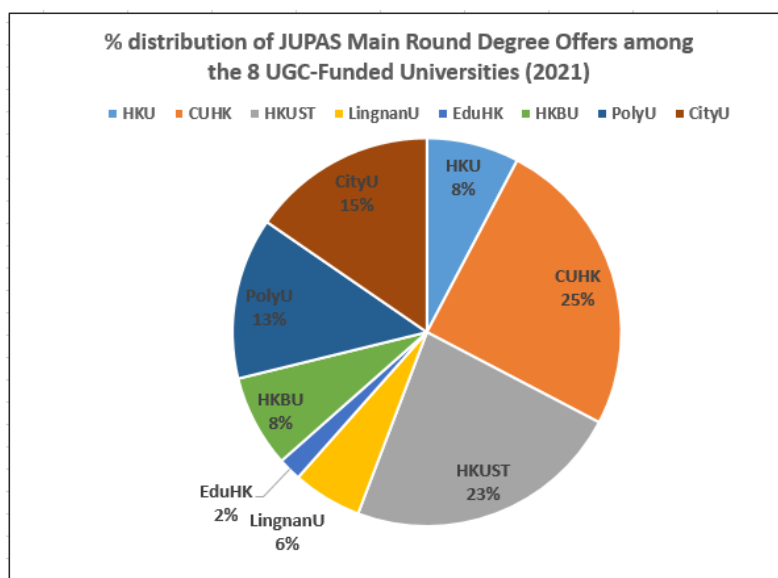
II. % of Core Subjects at 3322 or better:

Core Subjects	HTYC Results	HK Average
English Language	95.8 % (3+)	52.5 % (3+)
Chinese Language	83.9 % (3+)	58.2 % (3+)
Mathematics (Compulsory Part)	100.0 % (2+)	81.3 % (2+)
Liberal Studies	99.2 % (2+)	88.6 % (2+)

III. University admissions

Categories	2019	2020	2021
JUPAS offers (Degree programmes)	70.9 %	73.4 %	80.5 %
JUPAS offers (Non-Degree programmes)	9.1 %	15.6 %	10.2 %
JUPAS offers (Total)	80.0 %	89.0 %	89.8 %
Final % of students admitted to post-secondary education	95.5 %	93.6 %	98.3 %

% distribution of JUPAS Main Round Degree Offers among the Eight UGC-Funded Universities



Data on Students' Extensive Reading

Information on Students' extensive reading 2020-2021

1. Number of students receiving reading awards (2018-2021)

	Lower Forms (S1-3)			Upper Forms (S4-5)		
	18-19	19-20	20-21	18-19	19-20	20-21
Readers of the Year Award	15	15	15	10	10	10
Most Outstanding Reader of the Year	1	1	1	1	1	1

2. Average number of books read per student per year (2018-2021)

Forms	Average		
	18-19	19-20	20-21*
S1-3	10.7	5.0	1
S4-6	4.5	1.6	0.5

Note: Data include Chinese and English extensive reading schemes, library records

Note: 2020-2021 has been a very special year with very low borrow record as a large portion of the school year being under school suspension due to COVID-19 pandemic.*

In terms of statistical data from the School Library concerning the book borrowing records, there has been a trend of declining figures across the years. The school suspension due to COVID-19 pandemic in 2020-2021 has brought a drastic drop in loans. Observations show that students' reading habits have been changing---students are doing more of online browsing and online reading. The rising demand on home assignments using online resources, the growing trend of e-learning, the fast-growing accessibility of information and materials online---all these have helped boost the online reading habit of students.

However, the most obvious impact is the lack of face-to-face contact and the resulting drop in loans. While reading printed books is still essential, yet this also pointed to the need for fast development of online reading and reading e-books. In response to this growing trend, HTYC offers e-books. According to the statistics, almost 1000 loans were recorded in 2020-2021. Students can download and read e-books anywhere, and anytime, even offline on a multiple array of devices with iOS, Android and Windows platforms.

Achievements & Reflections

HTYC, in God's Grace, enjoys continuous support of the community. Under the framework of the School Development Plan 2018-2021, the major area of concern for the academic year 2020-2021 continued to be "students' engagement in learning", with the foci on students' interest and momentum in learning through active involvement in learning activities, developing problem-solving skill, high-order analytical skill, etc. Strategically, the school has launched pedagogical changes, emphasizing on e-learning strategies, extended learning activities, learning by doing, and hands-on learning experiences.

God's grace sufficient for tackling challenges

Every year, HTYC offers a good variety of opportunities to suit the diverse interests and needs of students. Teachers provide a wide spectrum of learning activities, ranging from daily work to special weeks, inter-class competitions, whole school events, etc. Moreover, there are extra-curricular activities organized by various student bodies including Student Union, School Prefects, the 4 Houses, Student Counsellors, Further Education & Career Guidance Student Counsellors, etc. All these conjoint efforts allow students to enjoy a rich and fruitful school life.

With the outbreak of COVID-19 pandemic in Dec 2019, school and face-to-face lessons have been repeatedly suspended and many of the planned activities were cancelled. "School life" has mainly been sustained through online lessons and interactions. Schooling in 2020-2021 was in a similar situation, lessons mainly adopting an online mode with face-to-face lessons offered in a limited manner to comply with the instructions from the Education Bureau. The school put great efforts to support the S.6 graduating classes to complete the syllabuses and to prepare for the Hong Kong Diploma of Secondary Education Examination 2021. After the Easter Holiday in 2021, the situation got improved and 2/3 of the students could resume face-to-face lessons. The school took actions immediately to arrange all the students to return to school campus in turns, maximally compensating the lost hours of learning.

Apart from lessons, activities and important school functions including the Evangelistic Week and Academic Week, if possible, were maintained "virtually" via the online platform. The theme of the Evangelistic Week was "You are the Light" clearly pinpointing the truth that God is the light and the hope, encouraging Hioecians to cherish faith and hope in God, and igniting their passion for spreading faith and hope to, and lighting up the life of people around. On the other hand, online activities of the Academic Week did not dampen the motivation and interest of students in their participation. Teachers and students learned together, and enjoyed together. This year, the school adored the privilege of having the honour of Dr Joseph Ting Sun Pao's presence

for a talk on History. The lecture was administered at the School Hall and transmitted through live-broadcast technology to all classrooms for the students who could meet Dr Ting “in person” for his spectacular delivery of interesting ideas on the subject.

The concerted efforts of teachers, staff and students, coupled with the understanding and support by parents, HTYC got over all the barriers of the year, a difficult year indeed. The challenges were indeed great; yet, God’s grace was sufficient for tackling these challenges. Most important of all, students continued to have fruitful learning and meaningful time together with other school members throughout the year.

In Feb 2021, Education Bureau issued circulars to schools in Hong Kong, mandating, first, a reform in the senior secondary curriculum structure to optimize the 4 core subjects, and second, the implementation of national security education. For the latter, HTYC conducted a careful review of the practices in 2020-2021 and drafted the plan of actions for 2021-2022, later approved by the Incorporated Management Committee and submitted to Education Bureau. For the optimization of the cores subjects in senior secondary curriculum, HTYC conducted detailed discussions of all levels, finally substantially revised the senior secondary subject weightings and allocations of teaching hours, and confirmed a subject choice system of three electives for all students when they entered the senior years. Some students also register for M2, the extended module of Mathematics. These two tasks, though huge ones, have been successfully completed with admirable staff collaboration.

Outstanding academic and non-academic performance

Most HTYC graduates continue their studies. In HKDSE Exam 2021, the performance of HTYC students were outstanding. About 80% (compared with 73% in 2020) of the S.6 students had JUPAS degree offers to local universities.

HTYC students had indeed demonstrated talents, persistent efforts and team spirit in a wide range of competitions. Under the COVID-19 pandemic influence, most external competitions were cancelled. However, HTYC students still obtained appreciable results in some activities and events. First and foremost, S.5 Yeung Hin Yan was granted Excellent Student Award in the Hong Kong Extra-curricular Activities Masters’ Association Excellent Student Award Scheme, with her persistent outstanding performance in interschool swimming competitions. S.5 Luk Yuk Chun won the Third Honour Award in Hong Kong Physics Olympiad 2020. S.2 Choi Tsz Ngo won 2nd Place and 3rd Place in related sections of 2020 Kim Un Yong Cup International Open Online Taekwondo Championships and 3rd Place in Online 2020 World Taekwondo Asia Poomsae Open Championships respectively. In Visual Arts, HTYC students entered the 10th World Children Art Awards, winning championship, second prize, third prize,

merit award, etc. In STEM education, HTYC team won 1st Runner Up in The Schools Challenge Hong Kong 2021 Competition organized by Junior Achievements Hong Kong. Other HTYC teams won Junior Section: Best Invention Award, Senior Section: Best Presentation Award, and Senior Section: Most Favourite Product Award in Universal Robotics Challenge (URC) 2021 organized by Winstars Workshop.

In order to boost interpersonal relationship, especially in the students' families, Pastoral & Students Affairs Committee had organized a series of cross-subject parent-child activities called "Add-Oil for Affection" (溫情加油站). Responses were very encouraging and these series of activities had won Grand Award in the 3rd Hi-Five Student Engagement Award Scheme.

Evaluation on academic affairs and implication for the future

科主任: -		日期: 30/6/2021													
下列問題分成6個角度:「課堂氣氛、高階學習、電子學習策略、師生互動與關係、學習與生活相關性、延伸學習」,加最後一概括性問題。調查讓老師和學校了解同學的學習過程和經歷,有助學校將來作更好的學與教規劃。		十分同意+同意%(各級)							不同意+十分不同意%(各級)						
		1	2	3	4	5	6	Mean	1	2	3	4	5	6	Mean
1	課堂學習氣氛良好。	86.7	93.6	87.2	92.6	92.1	89.7	90.2	13.3	6.4	12.8	7.4	7.9	10.3	9.8
7	這學科教授的內容富有趣味性。	79.3	80.8	75.5	83.0	82.4	84.6	80.7	20.7	19.2	24.5	17.0	17.6	15.4	19.3
13	在這學科的課堂上,我有積極參與學習活動。	83.8	82.8	83.7	87.1	85.7	84.1	84.4	16.2	17.2	16.3	12.9	14.3	15.9	15.6
19	我對學習這學科感到興趣。	71.0	68.1	65.3	83.3	79.3	83.3	74.4	29.0	31.9	34.7	16.7	20.7	16.7	25.6
	課堂氣氛平均 %	80.2	81.3	77.9	86.5	84.8	85.4	82.5	19.8	18.7	22.1	13.5	15.2	14.6	17.5
2	這學科提供了一些具挑戰性的學習活動。	80.3	80.2	80.3	86.8	80.6	86.0	82.2	19.7	19.8	19.7	13.2	19.4	14.0	17.8
9	這學科提供了一些具探究性的學習活動。	72.4	73.1	79.1	87.8	77.7	83.6	78.6	27.6	26.9	20.9	12.2	22.3	16.4	21.4
15	這學科提供了一些多讓學生動手的學習活動。	70.7	68.3	69.2	78.2	62.9	82.4	71.8	29.3	31.7	30.8	21.8	37.1	17.6	28.2
21	這學科提升了我的解題能力。	79.9	80.1	83.9	93.6	86.6	92.4	85.6	20.1	19.9	16.1	6.4	13.4	7.6	14.4
26	這學科提升了我的分析能力。	68.5	71.7	71.3	90.2	81.8	86.8	77.7	31.5	28.3	28.7	9.8	18.2	13.2	22.3
	高階學習平均 %	74.4	74.7	76.8	87.3	77.9	86.2	79.2	25.6	25.3	23.2	12.7	22.1	13.8	20.8
3	在課堂上,老師運用了電子教學活動,有助我參與學習。	63.9	71.3	63.8	73.2	69.8	80.6	70.1	36.1	28.7	36.2	26.8	30.2	19.4	29.9
8	在課後,老師運用了電子教學活動,幫助我有更好的學習。	66.0	72.7	65.5	74.4	67.5	78.9	70.7	34.0	27.3	34.5	25.6	32.5	21.1	29.3
14	這學科所應用的電子教學活動能提升我的學習興趣。	67.2	67.7	60.3	76.1	65.7	78.7	69.0	32.8	32.3	39.7	23.9	34.3	21.3	31.0
20	這學科所應用的電子教學活動能讓我更好的學習。	66.8	72.9	68.0	77.0	70.1	82.8	72.7	33.2	27.1	32.0	23.0	29.9	17.2	27.3
25	這學科所應用的電子教學活動幫助我投入學習。	68.7	73.1	63.6	76.1	68.0	83.3	71.9	31.3	26.9	36.4	23.9	32.0	16.7	28.1
	電子學習策略平均 %	66.5	71.6	64.2	75.4	68.2	80.9	70.9	33.5	28.4	35.8	24.6	31.8	19.1	29.1
4	在課堂上,老師與學生之間有良好的關係。	88.6	94.4	86.6	94.3	96.2	92.4	91.9	11.4	5.6	13.4	5.7	3.8	7.6	8.1
10	在課堂上,同學之間有良好的互動學習。	83.6	92.6	85.4	92.6	91.0	85.3	88.3	16.4	7.4	14.6	7.4	9.0	14.7	11.7
16	在課堂上,老師的提問能幫助我的學習。	78.6	85.8	79.3	89.2	87.0	86.8	84.2	21.4	14.2	20.7	10.8	13.0	13.2	15.8
22	老師的回饋幫助我有更好的學習。	84.2	88.4	81.2	91.4	89.0	89.2	87.0	15.8	11.6	18.8	8.6	11.0	10.8	13.0
	師生互動與關係平均 %	83.8	90.3	83.1	91.9	90.8	88.4	87.9	16.2	9.7	16.9	8.1	9.2	11.6	12.1
5	老師運用一些生活素材進行教學。	76.3	80.6	82.4	88.3	79.3	86.0	82.0	23.7	19.4	17.6	11.7	20.7	14.0	18.0
12	這學科的內容與生活適度相關。	77.4	77.6	76.2	84.2	78.3	86.0	79.7	22.6	22.4	23.8	15.8	21.7	14.0	20.3
18	這學科能拓寬我的視野。	84.4	86.8	83.3	94.5	90.5	88.5	87.7	15.6	13.2	16.7	5.5	9.5	11.5	12.3
24	我修讀這學科對我的日常生活有幫助。	73.2	72.1	72.4	82.3	72.1	86.3	76.1	26.8	27.9	27.6	17.7	27.9	13.7	23.9
27	在這學科學到的,對我升學和將來的工作有幫助。	65.8	66.3	62.6	86.4	76.0	83.8	72.8	34.2	33.7	37.4	13.6	24.0	16.2	27.2
	學習與生活相關性平均 %	75.4	76.7	75.4	87.1	79.2	86.1	79.7	24.6	23.3	24.6	12.9	20.8	13.9	20.3
6	老師安排的課前預備學習活動能 夠促進我在課堂上的學習。	86.0	86.0	85.5	91.7	86.1	92.2	87.7	14.0	14.0	14.5	8.3	13.9	7.8	12.3
11	這學科課後的延伸學習活動能 夠促進我的學習。	71.0	70.1	71.5	84.2	77.5	80.1	75.3	29.0	29.9	28.5	15.8	22.5	19.9	24.7
17	這學科課前課後的學習活動/家課份量適中。	87.6	89.6	89.5	93.3	92.6	89.5	90.2	12.4	10.4	10.5	6.7	7.4	10.5	9.8
23	這學科課後的延伸學習活動具有 啟發性。	73.0	70.3	71.5	85.4	77.2	85.5	76.7	27.0	29.7	28.5	14.6	22.8	14.5	23.3
	延伸學習平均 %	79.4	79.0	79.5	88.7	83.3	86.8	82.5	20.6	21.0	20.5	11.3	16.7	13.2	17.5
28	這學科的學與教活動能幫助我投入學習。	76.8	78.4	76.8	88.5	81.6	85.3	80.9	23.2	21.6	23.2	11.5	18.4	14.7	19.1

Results of Questionnaire Survey on Major Concerns (Learning and Teaching) in 2021

The Annual School Plan (ASP) Survey on Academic Affairs was conducted extensively in all forms at the end of the academic year in June 2021. The results show that the overall perceptions of students towards six important aspects of our major concerns are very positive despite of the influence of COVID-19.

A large majority of students, (70% to 90% students “agree” and “totally agree”) in all these six aspects showed very encouraging results, reflecting

- (1) A good learning atmosphere in class and good interests towards learning. The results shows 82.5% students participated actively in learning. They also considered learning was interesting and learning atmosphere in lessons was good.
- (2) Active engagements in high-order learning skills, such as problem solving, investigative skills and activities with hand-on experiences. 79.2 % students agreed that the lessons had provided such important skills and were useful to them.
- (3) A good use of information technology and e-learning strategies. The results show that e-learning strategies were used extensively in and after classes. 70.9% students agreed such activities could promote their learning. In 2020-21, under the impact of COVID-19 pandemic on normal teaching, lessons mainly adopting a mixed mode with a long period of online lessons and some face-to-face lessons, which could affect adversely the effectiveness and the implementations of the strategies planned. In addition, the launching of the new S2 BYOD Scheme was also delayed.
- (4) Very satisfactory learning interactions and relationships with teachers and classmates. A large majority, 87.9% students perceived the learning relationships in lessons were very positive.
- (5) A close relation of learning and teaching with real-life experiences. By providing meaningful learning and teaching activities and materials, 79.7% students agreed that their learning was meaningful and there was a good connection of their learning with the daily applications.
- (6) Active engagements in extended learning activities. A large percentage, 82.5% students found the extended learning activities, both pre-lesson and post-lesson ones were meaningful and useful to them.

The results of ASP Survey conducted reflect the school has launched quite successfully the desired pedagogical changes and the strategic plans in 2020-21. With the concerted efforts of teachers and other staff, there have been substantial changes in pedagogical strategies that were helpful to nourish students with more meaningful learning experiences which promote engagements, interactions and acquirements of high-order learning skills, for instance, using more e-learning approaches with more students’ active participations in classes with good

interactive learning relations. These changes are desirable changes but continuous conjoint efforts in these directions are still needed to enhance further the effectiveness of learning and teaching in the coming phase.

Evaluation on pastoral affairs and implication for the future

Based on the data collected from the PSA questionnaire, the overall responding percentage was 77.9%, above the set target of 70% in fulfilling different tasks in the Annual school Plan. For the relationship engagement domain, the responding percentage was 83.2% showing that students could build up good relationships with teachers and classmates through different organized school and class bonding activities. Students had confidence to interact with others and could seek advices and help properly. For the positive feeling and affective engagement domain, the responding percentage was 82.7% showing students could understand their own strengths, with positive mindset and develop their potential through various organized school activities. A series of home-classes and talks conducted through The Positive Education Pilot Scheme could start the positive atmosphere in the school. Among all the questions, the highest responding one was 90.5% showing that students could get positive encouragement and support from teachers. This showed the jointed effort of teachers in accompanying the growth of students. The above data demonstrated that our school was on the right track of engaging students in different domains. Continuous effort with more varieties of activities might be necessary to get students better engaged in the future.

Evaluation on general school development and improvement of school administration systems and implication for the future

In 2020-21, the Resources Management & Development Committee was first established for better overseeing and coordinating of the school resources by three major categories: IT equipment and systems, property & service management and publicity & liaison to parents and alumni. We worked for upgrading the systems, such as: eCircular and ePayment system, the filing system of school documents and the working folders of different departments in the shared google drive. Besides, the special taskforce has started to develop the document management system (DMS) cum alumni information system (AIS) since 2019-2020 and continued the development work this year. The first stage work: scanning the master record of the alumni has almost been finished in August. Then, the school targets to launch this web-based alumni information system in the celebration year of the 50th Anniversary. This system will further facilitate the connection between the alumni and our school. Besides, the taskforce will explore the further applications of the document management system for other purposes, such as: the filing system of the school financial documents and the student record system in the future.

Resources and support

To successfully nurture essential qualities in students, good models are very important. The lasting support from our patrons, sponsors, and stakeholders are important in many aspects.

First and foremost, the school has the solid support from parents under the lead of Parents Teachers Association, who have offered encouragement and concrete assistance on different occasions. Even during a period of hard time under the COVID-19 pandemic influence, PTA continued to exercise supervisory work in various monitoring groups for service providers and managed to organize the Teachers Day and the Fruit Day to show their support to the school.

Owing to the COVID-19 pandemic situation, which realistically resulted in the cancellation of a lot of activities, most planned participations of alumni had to be cancelled. However, alumni still generously spared their time to help with the mock interviews for the S.5 students when the pandemic situation had improved and EDB issued resumption of face-to-face classes on school campus for a greater ration of students.

Partnerships with Education Bureau and various organizations have been very important as well. School Development Section of Education Bureau frequently gave advice on school administration, repairs work, and other school development matters. In our exploration on positive education, there was the continual support from St. James Settlement who, when the situation was possible, helped to organize trainings for parents and introductory talks to students. There were many others who have been offering long lasting support to the school.

Several parties have been especially important. Hong Kong Chinese Church of Christ generously offered their support in our Christian education and evangelistic endeavours, like worships, services, gospel sharing, etc. Last year, most of these endeavours were conducted via the online mode. The school was working closely with The Hong Kong Young Women's Christian Association, the school sponsoring body, which has provided very good School Social Work service, occasional service of clinical psychologist in urgent cases, training activities for SEN students, advice on finance and accounting, internal audit services, etc.

Funds and scholarships have been very important to encourage students in joining a wide range of learning opportunities. In particular, there are scholarships donated by Hong Kong Young Women's Christian Association, School Supervisor, Ms Luk Sai Lam Alice, the family of Mrs Hetty Lam, Parents & Teachers Association, Class 75 graduates, Class 78 graduates, Mr. Andrew Fung, Mr. Leung Pak Tim, and others who prefer to remain unnamed.

Special government fundings have been very important as well. There was the Learning Support Grant for Secondary Schools securing our services to the SEN students, the new Life Wide Learning Grant supporting a wide range of life wide learning activities for students, the School Based Grant and the Students Activities Subsidy to provide subsidises possible for

students with financial difficulties, and the Diversity Learning Grant support a series of learning activities for gifted students. Last but not least, the funding by the Office of the Government Chief Information Officer has been very significant to the school in operating the Enriched IT Class Programme, which has been very helpful in nurturing students with advanced IT knowledge and skills, and in turn very important in encouraging students to explore and to work out concrete solutions or even innovations to solve real-life problems.

Flourish in His Grace - Holistic development towards servant leadership

HTYC upholds holistic well-being of the students and believes students have different talents. With suitable nurture, students can develop their talents and make the best out of their strengths. Therefore, HTYC is committed to provide abundant opportunities for students for self-exploration and develop their strengths: academic excellence, exemplary character, and individual talents. It is one of the school visions that HTYC students are future leaders of Hong Kong, exerting positive influence on others and on society. For this, there have been the 6-year curriculum of community concerns, gifted education system (advocating “gifted education for all”), project-based learning scheme, enriched IT class programme, etc.

Indeed, the community has witnessed remarkable development of the school over the past 50 years of school history. With His protection and guidance, all Hioecians possess admirable competence, upright character, leadership qualities and a spirit to serve—they are servant leaders for the future! Congratulations to the 50th Anniversary of the school. They “*Flourish in His Grace*”!

The Way Forward

After more than a year of COVID-19 epidemic, the study of HTYC students has been greatly affected. Students often cannot return to the school to attend face-to-face classes. However, we are grateful that students can still show excellent performance. Students and teachers experienced mixed mode learning and teaching in this period. In the future, they can make good use of the hybrid mode of learning and teaching so that HTYC students can learn better under the new normal.

However, after the COVID-19 epidemic, the mental health of students needs to be cared more. Students have been studying at home for a long time and most of the activities inside and outside the school have been cancelled. Face-to-face interaction with teachers and classmates has decreased and they are worried about the unknown future. We need to develop a growth mindset and positive attitudes so that students can face the challenges of the future positively. Being positive towards life is expressed in keeping faith and hope, lighting up one’s life to serve others, and to light up other people’s life, encouraging and inspiring them.

HTYC is celebrating her 50th Anniversary celebrations in the year 2021-2022, which will be a milestone in the development of the school, and will also be a signpost of harvest contributed by all Hioecians and patrons. HTYC will also be led by new principal in the new academic year. Let us count the grace of God in HTYC for the past 50 years with a grateful heart. We also believe that God will continue to lead HTYC to move forward and reach new achievements.