

# 2021 / 2022

## ANNUAL REPORT





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Established in 2000 with support from the Quality Education Fund, Hong Kong Education City (EdCity) was incorporated in 2002 to become a wholly-owned company of the HKSAR Government. Its mission is to enable better adaptation to changing curriculum initiatives through technology.

As the prime one-stop professional education portal in Hong Kong, the EdCity portal (EdCity.hk) is replete with information, resources, interactive communities and online services, and promotes the use of information technology (IT) to boost the effectiveness of learning and teaching. With the vision of 'Actualising Future. Ready Education', EdCity continuously develops and introduces new services since its establishment, and

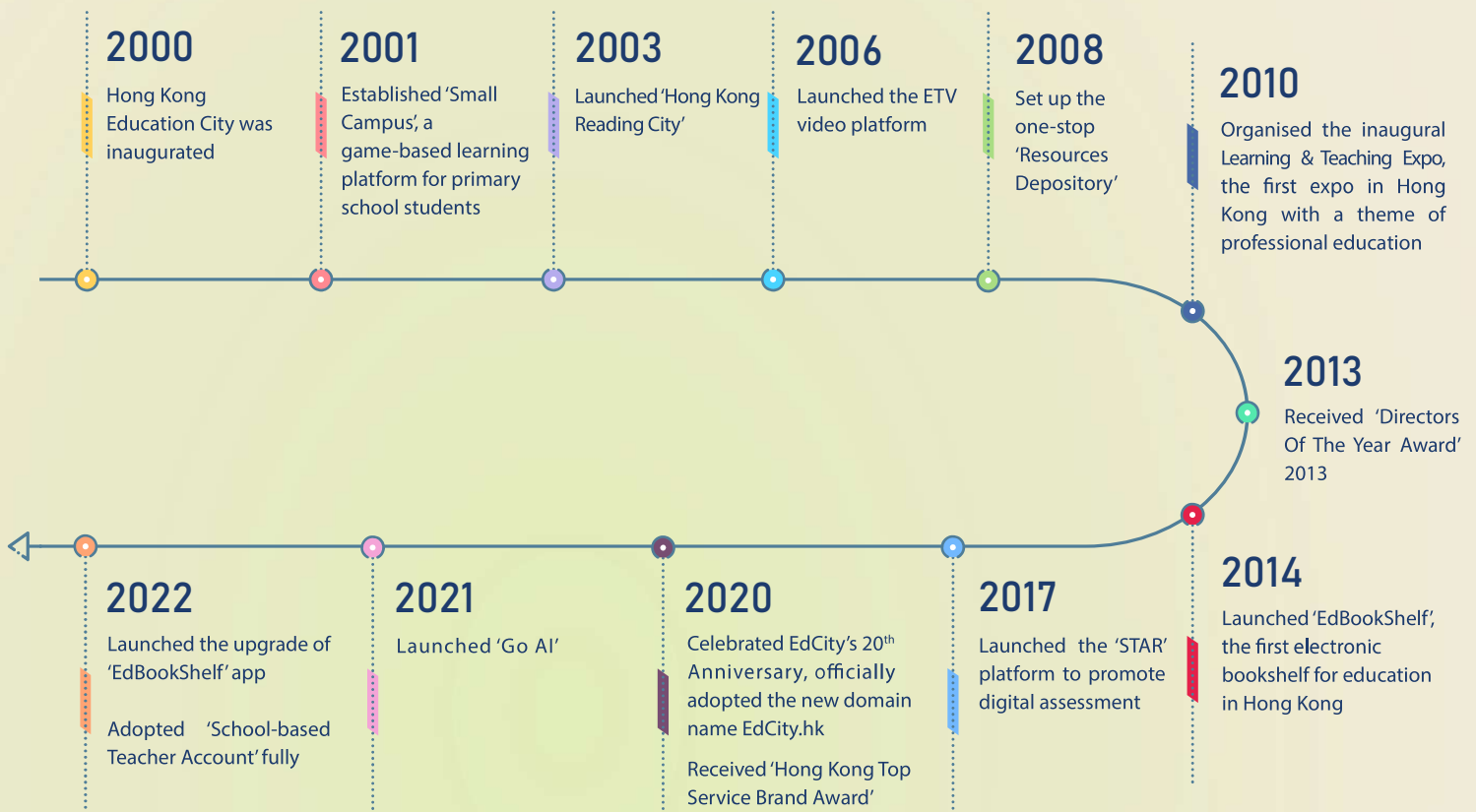
endeavours to collaborate with all schools in Hong Kong to promote and adopt eLearning and innovative education. It is also devoted to seizing new opportunities arising within the education sector.

EdCity is dedicated to developing high-quality online services across the region, with the aim of:

- ◆ facilitating exchanges in educational resources and information among schools and teachers, while building a professional teachers' community;
- ◆ encouraging students to make effective use of eLearning resources, as part of the growing trend of student-centric self-directed learning; and
- ◆ empowering parents to nurture their children's whole person development and encourage them to become lifelong learners.

Through synergy arising from interaction among teachers, students and parents, and close collaboration with our partners, we are proactively building an interactive service platform that is beneficial to both learning and teaching.

# MILESTONES



# MESSAGE FROM THE CHAIRMAN



I have been Chairman of the Board of EdCity since May 2021. The past year has been very challenging for Hong Kong and EdCity due to the pandemic. Nevertheless, the education sector continued to quickly adopt technology for learning and teaching, and the services provided by EdCity continued to have profound impacts. I am glad that EdCity achieved another record high number of active users in 2021/22, with the number of yearly active users increasing from 390,601 in 2020/21 to 458,597 in 2021/22, representing annual growth of 17.4%. The overall business plan for 2021/22 has been achieved, with most of the key services exceeding the targets.

A notable achievement in 2021/22 is the substantial increase in the number of students joining online schemes — from 90,811 in 2020/21 to 219,860. EdCity provided full support for the important student schemes initiated by EDB, including on the ‘Basic Law’, ‘Diplomatic Cup’, ‘National Day’, ‘National Constitution Day’ and ‘National Security Education Day’.

Despite the very high numbers of participants, all schemes ran smoothly, demonstrating the infrastructure scalability and operational flexibility of EdCity.

EdCity participated in the ‘QEF e-Learning Ancillary Facilities Programme’ as a special partner, and proposed various models for supporting the parties interested in the programme. EdCity delivered the ‘Matching Platform’ for this programme in the application stage, and would further design the infrastructure to accommodate the various eLearning resources / ancillary facilities developed under this programme in the future. So far, the industry has been very supportive of EdCity taking the lead and being set to play an active role in the future hosting and dissemination of eLearning resources / ancillary facilities.

Supporting innovations in education is also one of our goals. This year, EdCity covered AI in Education with a number of initiatives, including jointly organised an AI seminar with EDB, held a prominent Summit for AI Education in ‘Learning & Teaching Expo (LTE)’, conducted a student competition on AI coding, and supported the ‘Go AI’ pilot programme. EdCity will continue to collaborate with many other partners to jointly develop a long-term strategy to support AI for the education sector.

‘LTE 2021’ had 14,610 visitors, which was an all-time record high despite the pandemic in Hong Kong. The number of exhibition booths was also a record high of 370. While international travel was still constrained, a number of hybrid international forums were run, with speakers from many other countries. LTE would continue being the most significant annual education expo in Hong Kong.

The Board has set up two strategic task forces to help set the strategic directions — one for LTE and one for Top Ten Book Picks. I would like to thank Mr Howard Ling Ho Wan and Mr Foster Yim Hong Cheuk for taking up the roles of convenors of the respective task forces. I am indeed grateful that each Board members is taking an active role in formulating the strategic direction for EdCity.

I would like to thank Mr Victor Cheng who has served as the Executive Director of EdCity since 2012 and has developed EdCity into an innovative and successful company. I regret that he will leave us in early 2023. At the same time, I would like to welcome Mr Ken Ngai who will join EdCity as the new Executive Director. The Board will render full support to EdCity management, and I look forward to the continuing success of EdCity.

## **Armstrong Lee Hon Cheung**

Chairman, Board of Directors

# EXECUTIVE DIRECTOR'S REPORT



EdCity has been playing a key role in the digital transformation of the secondary and primary school sector since its establishment in 2002. The COVID-19 pandemic has caused the education sector to undergo tremendous changes since early 2020. Through collaborating with the school sector to overcome the challenges, EdCity has achieved fruitful results for the effort spent on promoting eLearning – as reflected in the dramatic increase in the usage of EdCity services, and in the events on professional development for teachers regarding the width, depth and sophistication of applying technology in education.

EdCity services are very popular with students in their daily studies. The number of active student users increased to 424,278, which is a new record and a good indication of the popularity of EdCity services for students. Another phenomenal milestone is the number of active teacher users, which has grown to 34,983 – or about 60% of all the teachers serving in mainstream secondary and primary schools in Hong Kong. This is a strong indication of Hong Kong teachers' readiness to adopt technology in their daily learning and teaching activities, which entails a high level of skill in applying technologies.

EdCity is fully aware that teachers are the most important change agents in education. Preparing for more in-depth use of technology in schools would require schools to adopt systematic and large-scale school-based services, and EdCity should empower schools to manage their students and supervise learning activities. To prepare to steer in this direction, EdCity has migrated individual teacher accounts into a new set of school-based teacher accounts that can meet the management and security requirements, and can help schools to adopt data-driven and evidence-based learning in the new era. This complex exercise has been planned for over two years, and will be implemented in phases. We successfully migrated about 50,000 teacher accounts in September 2022.

Despite the severe staff turnover this year, various systems were enhanced, to support new functionality and improved infrastructure. There was good progress with the cloud migration project, with over 70% of major services migrated. The cloud strategy proved to be crucial for EdCity to cope with the rapidly increasing usage without affecting the system reliability or performance. To combat evolving security threats, a next-generation firewall (NGFW) was introduced to protect the data centre. 'EdBookShelf 3.0' was launched in May 2022, with important upgrades enabling users to explore all available eBooks, as well as supporting reading collaboration and sharing of reading. The 'STAR' assessment platform has a number of enhancements to support new functions and new assessment types. The 'GU2021' exercise, which enabled students to use TSA assessment materials online, was smoothly deployed. The membership system upgrade has been successfully completed.

Publishers' associations continue having strong partnerships with EdCity. Apart from the established strategic services of 'EdConnect' (i.e. single sign-on) and 'EdData', EdCity will plan a more forward-looking ecosystem, with e-Commerce and e-Payment, in anticipation of the widespread adoption of a subscription-based model for eLearning in the future.

2022 marked my 10<sup>th</sup> and last year of service at EdCity. I would like to take this opportunity to thank the EDB, the Board of Directors, all staff members, and all partners and supporters of EdCity, who have helped to make significant advances for eLearning and innovative education in Hong Kong.

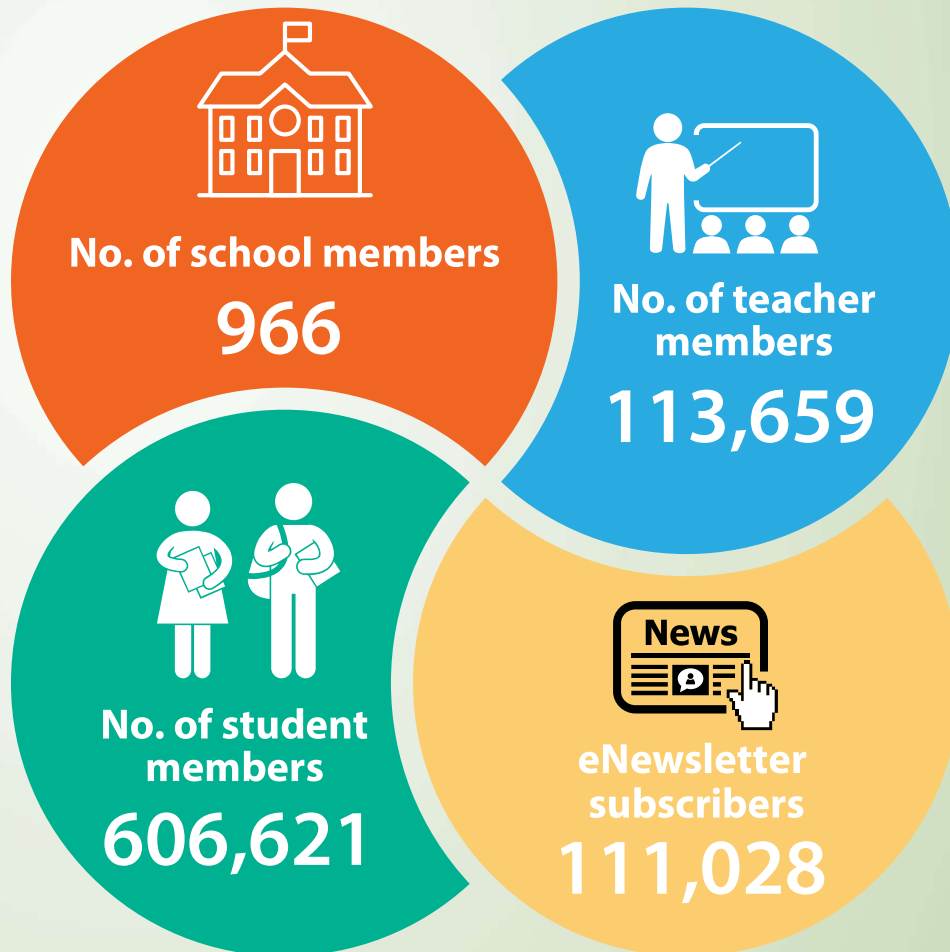
**Victor Cheng Pat Leung**

Executive Director

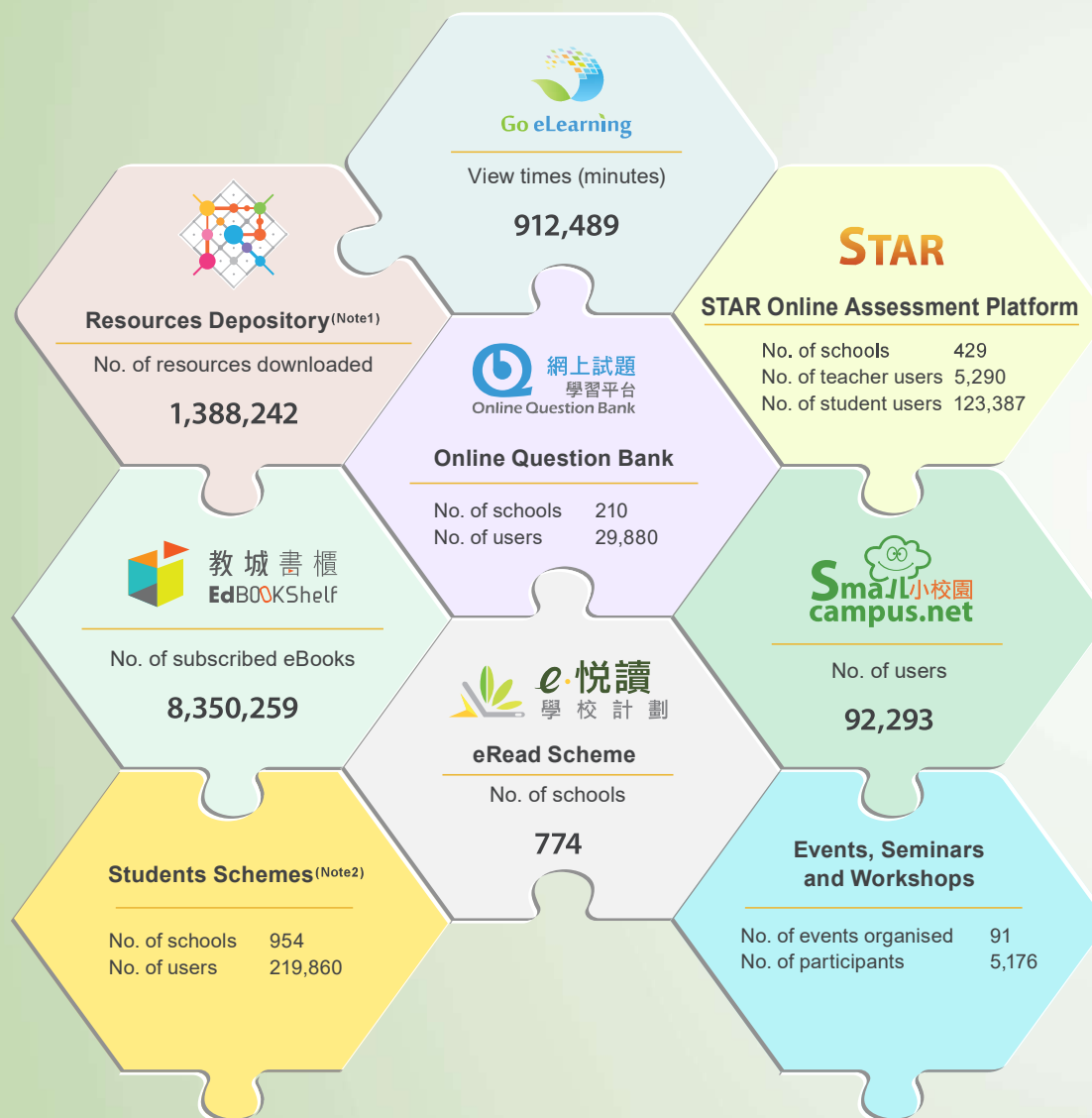
## Service Highlights

### Summary of Annual Performance

#### Membership



## Services



• Note 1: The count may include downloads by automatic indexers.

• Note 2: Scheme including student schemes, competitions and events co-organised with Education Bureau.

## Awards

In 2021/22, EdCity continued receiving recognition from the industry and society, which commended us on motivating schools to practise innovative education through applying science and technology to improve the quality of learning and education, and as a role model for high-quality service providers in Hong Kong. Passing an annual evaluation, we received the honour of 2021 Hong Kong Top Service Brand again.

We were also commended on our contributions in showing care for employees and the community, enhancing our employees' retirement benefits, and facilitating family-friendly measures. The honours won by EdCity included the 10 Years Plus Caring Company Logo for the 11<sup>th</sup> consecutive year; and Good MPF Employer 5 Years+, as well as e-Contribution Award and MPF Support Award.

Moreover, EdCity's one-stop professional education website has been certified as a User Friendly Website by the Web Accessibility Recognition Scheme. This recognises the barrier-free design of our website for all users, including people with disabilities, and EdCity's efforts towards building a harmonious and inclusive society. EdCity also received the Investor and Financial Education Award, which recognised our efforts in promoting local financial education and improving individual financial well-being.



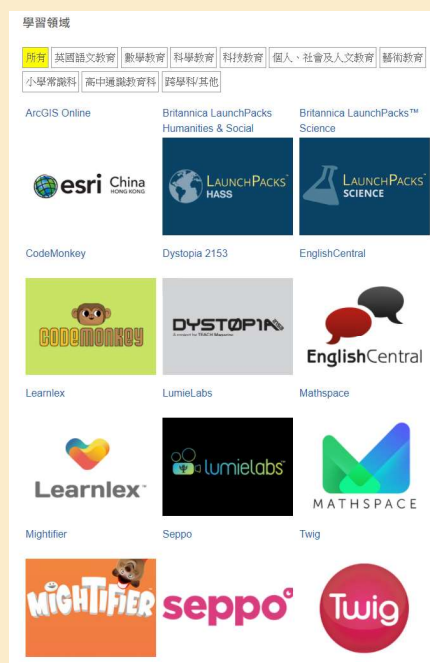
投資者及理財教育獎  
Investor and Financial  
Education Award 2021

Two years into the COVID-19 pandemic, the school sector had to continuously respond to the impacts of the volatile pandemic on student learning – including the implementation of online classes, suspension of school classes, face-to-face classes being held both full-day and half-day, and the special vacation, for which schools had to make appropriate decisions. During the school year, in order to help the school sector to promptly respond to the changing situation, EdCity rearranged the regular service schedule and integrated various online resources in the learning stages and learning areas, to help students make good use of various vacations, continue to learn and explore at home, easily enrich and consolidate their knowledge, and prepare for class resumption. EdCity remains true to the vision of ‘Actualising Future Ready Education’, and actively promotes and supports the implementation of eLearning and innovative education in all schools in Hong Kong.

## Learning, Teaching and Assessment Resources

EdCity actively promotes local sharing of resources through the ‘Resources Depository’ platform, which integrates quality learning and teaching resources of the Education Bureau, teaching professionals, NGOs and educational institutions, to provide teachers with teaching resources — including diverse teaching plans, multimedia assessment items and books. It aims to assist teachers in using resources wisely, enriching their lesson designs, and improving learning and teaching efficiency. Last year, a new optimised interface for the ‘Resources Depository’ was launched, with improved functions including new resource pages; faceted search to integrate a screening function and help users quickly search for appropriate resources; and a new shortcut for sharing to various social media.

The platform offers around 12,000 resources, covering Chinese Language, English Language, Mathematics, Science, Personal, Social and Humanities Education, Technology, Physical Education, Arts, General Studies for Primary Schools, Liberal Studies, and Cross Key Learning Areas/Others. By the end of the school year, about 1.388 million downloads<sup>Note 1</sup> from the platform were recorded.



## Assessment for Learning



Analysing learning data helps teachers to identify students’ learning progress and difficulties, so as to develop personalised learning solutions and cater for individual differences. EdCity provides an online assessment system covering Primary 1 to Secondary 6. The system features a central assessment item bank, a function for creating assessment tasks by selecting questions, computerised marking and detailed reports on student performances, so that teachers and students can benefit from the assessments to facilitate learning.

Note 1 : The figures include part of the downloads from the ‘Automated Web Indexing Program’.

Suitable for students from Primary 1 to Secondary 3, the '**STAR**' online assessment platform offers more than 62,000 assessment questions, covering Chinese Language, English Language, and Mathematics. To continuously promote the effectiveness of learning and teaching, cater for learner diversity and strengthen 'Assessment for Learning' and assessment literacy, since October 2020 the platform has gradually expanded from covering basic competency to the overall Chinese Language, English Language and Mathematics subjects. The content of languages covers more listening, speaking and writing exercises, while Mathematics now covers the learning focuses of non-basic topics from Secondary 1 to Secondary 3. Enhanced features on the platform include open-ended questions added with a rating function and graphical presentation of performance reports.

In addition to creating assessment tasks and offering computerised marking and student performance reports, the platform shows details of students' common mistakes, which helps teachers to understand students' learning difficulties. The system also links to the Education Bureau's 'Web-based Learning and Teaching Support (WLTS)' platform, which provides appropriate follow-up for students.

During the school year, the platform continued supporting the Education Bureau's arrangement for the 'Gainful Use of Territory-wide System Assessment 2022 Materials', to enable schools to gainfully use the Territory-wide System Assessment 2022 assessment materials, which are readily prepared and consolidated by the Hong Kong Examinations and Assessment Authority (HKEAA), with a view to promptly obtaining relatively objective and quality data to understand the pandemic's impact on students' learning situations, as well as following up with their needs for learning support.

By the end of the school year, the platform attracted participation by 429 schools and a total of 123,387 student users.

'Our school has promoted the STAR self-learning platform launched by Hong Kong Education City for Chinese and Mathematics since 2017. The STAR platform provides a huge database, which allows teachers to choose appropriate questions for formative assessment according to the level and needs of their students. Furthermore, teachers can know the strengths and weaknesses of their students according to the reports, so as to make appropriate follow-ups, which greatly improves teaching efficiency.

At present, teachers in our school are very familiar with the use of the STAR platform, which can be used for a wide range of purposes, including daily online homework, formative assessment, follow-up practice, etc. We hoped that the STAR can continue to be optimised and promoted to benefit more schools.'

Mr Jeffrey Tao,  
Vice Principal,  
St. Bonaventure Catholic Primary School

'Under COVID-19, in order to ensure that students' learning progress is not affected, most schools use technology to combine with face-to-face classrooms, and use continuous assessment to promote students' learning. EdCity provides various services to schools in Hong Kong, such as the STAR platform, eRead Scheme, etc. EdCity not only provides technical and platform support, but also conducts professional teacher training for schools to provide comprehensive support to schools.

Our school continues to use the STAR platform for assessment. The STAR platform is a simple and fast channel that allows teachers to understand students' learning performance through the assessments at different stages (pre-lesson, in-lesson, post-lesson), teachers can have a thorough

understanding of students' performance. It will help the teachers to improve their teaching. At the same time, students can also know their learning outcomes which may help them to learn more efficiently. In addition, using the STAR platform for speaking assessment is simple and clear. After the teacher selects the assessment content according to the topic, students can use their smartphones or tablets at home to conduct the assessment. The teacher gives feedback on the platform to make everything more efficient.'

Ms Leung Pui Ling,  
Curriculum Leader,  
Po Leung Kuk Fong Wong Kam Chuen Primary School

The award-winning online learning platform '**Online Question Bank (OQB)**', which integrates the past question papers of HKDSE, is designed for students in Secondary 4 to 6, enabling them to benefit from 'Assessment for Learning' and 'Assessment as Learning'. In collaboration with the HKEAA, publishers, institutions and school teachers, the platform provides over 7,000 past public exam questions and around 2,500 free questions covering 10 subjects. The questions are categorised into three levels of difficulty: easy, moderate and hard, enabling teachers to cater for learning differences. Students can create their own assessments and view reports to review their learning progress. During the school year, the platform added 'Preset Papers' by inviting experienced teachers to compile public examination questions into practice papers according to the learning content. More than 110 assessment exercises of different topics covering 10 subjects have been accumulated, enabling subscribed teachers and students to select the appropriate papers for practice, or to modify the exercises in accordance with school needs or learning progress. By the end of the school year, the services had attracted 29,880 student users from 210 schools.

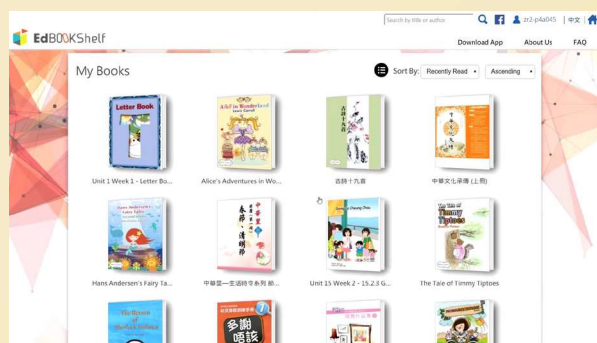


'OQB provides a huge question bank that formulates exercises in various subjects for students with varying levels and learning progress, catering for individual differences. During the pandemic, online platforms have improved the flexibility in learning and teaching, unleashing students' spirit of self-directed learning.'

Ms Tang Ho Ming,  
Curriculum Development Committee Chairperson,  
Cotton Spinners Association Secondary School

## Digital Reading

'Reading to Learn' is one of the four key areas of curriculum reform. EdCity assists schools in making effective use of educational technologies, such as through providing one-stop digital reading services – ranging from search, recommendations and previews to whole-book reading, personal records and reading data – in order to comprehensively help schools with promoting



# Key Initiatives

a 'Read and Share' culture and develop students' reading interest and habits.

In collaboration with publishers, public libraries, Hong Kong Teacher-Librarians' Association and authors, 'Hong Kong Reading City' provides the school sector with abundant book resources, including information on more than 11,000 high-quality titles, more than 9,000 of which are available for preview, plus more than 900 free eBooks; while some of the books are connected to public libraries and eBook versions, providing readers with instant reading experiences. To assist schools in promoting reading, Hong Kong Reading City also provides children and teenagers with 'Themed Booklists', 'Celebrity Picks' and 'Award Winning Books', as well as 'My Reading Log' for students to build their personal libraries and set reading goals to systematically record their progress and develop a habit of self-directed reading. By the end of the school year, 31,000 students from 843 schools used these tools.



The annual 'Reading Contract' award scheme helps schools with encouraging students to review books after reading them. Gold, Silver and Bronze Reading Badges are presented. There are also school and student awards, to honour schools' efforts in promoting reading and recognise students' reading achievements, respectively. By the end of the school year, over 12,000 students from 615 schools participated in the scheme. 'Reading Challenge' aims to help teachers to further understand students' reading abilities. Based on selected books, gamified quizzes in a challenge format are set, to boost students' reading abilities. By the end of the school year, over 7,000 students from 457 schools participated in the scheme.

In addition, Hong Kong Reading City organises the annual 'Top Ten Book Picks' to recognise the contributions of authors and publishers. Teachers can recommend good books, while students can vote for their favourite books and authors. With consent from publishers, EdCity offered previews of all nominated books, and the voting on the award-winning books was held online and by printed ballots. This year, around 45,600 students and teachers from 471 schools cast their votes.

'Authors and editors always become deeply immersed in texts, aiming to provide readers with quality books and moving tales. Top Ten Book Picks, annually organised by Hong Kong Education City, serves as a portal to transport outstanding books to the hands of teen readers. Through the votes from students and teachers, authors and editors, who are accustomed to working in the shadows of books, can understand readers' preferences and their support for books. Every vote can motivate the work of publishers. We would like to give special thanks to the panel of judges for their insights. During the annual award presentation ceremony, judges analyse the reading habits of teenagers and offer in-depth suggestions based on the results of voting by students and teachers. The professional advice offers authors and editors inspirations in the aspects of understanding the latest reading trends and readers' preferences.'

Ms Ng Wing Chi,  
Publication Manager and Developmental Editor (Psychology and Cultivation),  
Breakthrough Limited

The 'eRead Scheme' helps schools to promote extensive reading by providing free and paid reading packages. With around 2,500 featured overseas and local Chinese and English eBooks from over 50 publishers, schools can select the books based on their needs and build their own school-based reading packages. All the teachers and students have unlimited access to the selected books on the cross-platform 'EdBookShelf' during the service period. The platform provides student reading data, helping teachers to learn more about their reading habits in order to formulate suitable reading strategies.

To further enrich students' reading experiences, a series of new and exclusive features were added to the 'EdBookShelf' app during this school year. Through the app, users can directly explore and download any books under the 'eRead Scheme' by school subscription, and instantly start reading them. New features including 'Students' Favourite' and 'Teacher's Recommendation' allow teachers and students to instantly share their favourite books with their friends on social media platforms, to foster a 'Read and Share' atmosphere.

By the end of the school year, 150,000 teachers and students from 774 schools downloaded more than 8.3 million eBooks from 'EdBookShelf'.

'eRead Scheme provides diverse electronic books which help teachers in promoting reading culture and enriching learning and teaching. eRead Scheme allows schools to select books based on their needs as well as the school curriculum plans. The diverse list of books is suitable for teachers to blend reading into their daily teaching of different subjects, or recommend books to students based on different themes. It facilitates the promotion of "learn to read, read to learn". The rich diversity of books in eRead Scheme meets the needs of our students at different levels of study, and with different reading habits. The scheme supports our schools in promoting extensive reading and allows students to continuously pursue self-directed learning during the pandemic. Moreover, "Achievements" help students record the books they have read. Hence, eRead Scheme has successfully motivated our students in reading, and helped to achieve the reading target set by the school.'

Ms Chu Lai Sheung,  
Teacher Librarian,  
Hong Kong Southern District Government Primary School

## Virtual Learning Environment (VLE)

'Virtual Learning Environment' (VLE) is a cloud learning management system that adopts an open standard, helping schools to flexibly plan and conduct teaching, learning and assessment, while providing learning data. The system can be used together with innovative teaching methods, including flipped learning, collaborative learning, mastery learning and blended learning. The service users include schools and individual teachers. By the end of the school year, 23 schools and over 10,000 teachers and students participated in the scheme. Also, EdCity works with various teacher associations and institutions to build a pool of teaching resources in the system, which are exclusively prepared for the Hong Kong school sector. At present, the platform has 448 shared resources.



In response to the new normal of professional teacher training during the pandemic, EdCity supported the Education Bureau's online courses for professional teacher training with VLE. By the end of the school year, it supported more than 60 courses for more than 10,000 teachers.

'Thanks to EdCity's VLE Scheme, our school can use a stable and multi-functional learning management system to organise learning materials. Students can learn anytime and anywhere through computers or mobile devices, and teachers can break through traditional limitations to set diverse assignments online. These not only enhance students' independent learning ability, but also effectively help our school to implement blended learning.'

Mr Andrew Tang Wai Yip,  
IT Coordinator,  
SKH Kei Yan Primary School

## Artificial Intelligence (AI) Education and Application

The **'Go AI Scheme'** was launched on a pilot basis, aiming to increase the prevalence of AI education in Hong Kong by introducing AI learning platforms and resources, assist teachers and students to acquire AI knowledge and future-ready skills in the 21st century, foster professional exchanges among AI solution providers, and build a community of teachers. In this way, teachers can keep abreast of the latest technology trends, inspire students to use technology in their lives, and help them prepare for the future. Apart from the platform and resources, the scheme also includes a series of training activities for teachers and students, so that teachers can learn how to use the resources on the platform to support students' learning and facilitate teaching, while students can consolidate their basic concepts and applications of AI and programming. Participating schools shared their implementation and teaching outcomes at the 'Learning & Teaching Expo 2021'. During the 2021/22 school year, a total of 26 schools participated in the scheme.

## Interactive Learning Platforms for Students

**'Small Campus'** offers primary school students a safe virtual environment for stimulating their learning motivation

through games. All games on the platform are subject-based; students can earn virtual coins and decorate the virtual environment after finishing the games, or save the coins as a deposit to accumulate interest, which helps develop students' financial management skills. The platform features an AI buddy, 'Too Easy', to answer students' questions, recommend games and share fun facts. By the end of the school year, Small Campus attracted participation by over 92,000 students. Designed for primary school students, **'Fun Post'** is a monthly newsletter that features interesting comics and articles for students to enrich their extra-curricular knowledge and broaden their horizons. During the year, it attracted an average of 18,000 monthly views.



'We would like to express our gratitude to Small Campus for preparing "Midsummer STEM Theme Park", which has encouraged our students to explore the science behind amusement rides and has sparked their interest in applying STEM knowledge. Our STEAM teachers really appreciate students' enthusiastic participation and the remarkable results achieved in this event. We hope they can apply what they have learnt in real life and become future STEAM makers.'

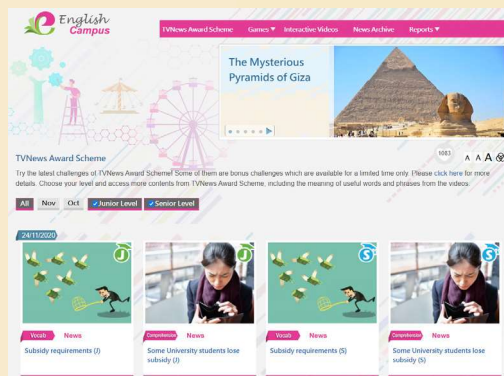
Mr Kam Tsz Hang,  
Head of Department of Maths and STEAM,  
Po Leung Kuk Luk Hing Too Primary School

**'Teen Campus'** is an information platform offering life education and personal growth knowledge for secondary school students. With the theme 'Explore Life and New Knowledge', the content helps teenagers develop social awareness. Their multi-perspective thinking skills can be developed through reading life-related articles and current affairs commentaries; from feature articles discussing issues related to personal growth, teenagers can get suggestions on dealing with problems they face in their life journeys to adulthood. The platform cultivates students' information literacy and digital citizenship through animations, online exercises and competitions. By the end of the school year, it attracted an average of over 9,000 monthly views.



# Student Schemes

**'English Campus'** is a gamified English self-learning platform. With its content derived from everyday life and news videos, the games encourage students to enrich their English vocabularies, enhance their knowledge of grammar and strengthen their comprehension skills through games. The 'Interactive Videos' allow students to 'Watch, Learn, Speak', thus enhancing their English listening and speaking abilities. With English news clips as the content focus, the **'TVNews Award Scheme'** offers weekly online exercises for students to learn key vocabulary items, and enhance their comprehension skills and social awareness. The 'News Archive' features Chinese and English local news videos for students to keep up with current affairs. By the end of the school year, the scheme attracted participation by over 9,600 students from 605 schools.



'Exposing learners to authentic texts is one of the best ways to teach English. TVNews Award Scheme provides an online learning platform for students to learn vocabulary and enhance their reading and listening skills through viewing authentic news clips.'

Our school has participated in the TVNews Award Scheme for several years. Students immerse themselves in weekly news reading and gradually develop a habit of self-directed learning. To encourage participation, students with excellent performances have bonus marks added to their continuous assessments. The scheme is definitely a great tool to enrich students' English language learning, raise their social awareness and broaden their world knowledge.'

Ms Chan Suet Hang,  
English Panel Head,  
Wong Shiu Chi Secondary School

To encourage primary school students to read and learn English during long holidays, EdCity organised **'Summer English'** together with Bayard Presse Asia during the summer holiday. The scheme develops students' reading interests and sharpens their English skills through thematic learning games that include real-life themes and situational stories. During the year, the scheme attracted participation by over 6,000 students from 290 schools.



**'Chinese Campus'** is a self-learning platform that helps students enhance their Chinese knowledge. There are games categorised into comprehension, classical Chinese literature and language fun, with an auto-marking system that provides feedback. They help students strengthen their comprehension abilities, appreciate the beauty of Chinese literature and enrich their Chinese language knowledge, such as through differentiating phrases used in spoken/written contexts and identifying misused words. With language, classical Chinese literature and comprehension as themes, the **'Chinese Master Award Scheme'** allows students to continuously sharpen their Chinese language abilities and knowledge through interactive exercises and fun games. By the end of the school year, the scheme attracted participation by over 13,000 students from 758 schools.

'I think the content of Chinese Master is very well-rounded. It allows students to learn different kinds of Chinese knowledge through reading, ancient texts, poems and games. Since the scheme is gamified, students are more motivated to learn by themselves and won't get bored. Besides, I found the exercises quite challenging. Students can increase their knowledge after finishing the exercises. So, this scheme is very suitable for students to practise. Last but not least, we thank EdCity for designing Chinese Master. It not only broadens students' horizons, but also enhances their language ability.'

Students Yim Ho Pong and Yim Ho Ching,  
Pentecostal Gin Mao Sheng Primary School

'eWorks' is an online platform that encourages students to write and share. The corresponding award scheme recognises outstanding written work submitted by primary and secondary school students. The platform attracted 3,111 submissions during this school year, with participation by 2,300 students from 373 schools.

'10-Minute Science' encourages students to self-learn General Studies knowledge online. Topics include health, science, environment and information technology. The scheme was implemented in the first and second terms, and attracted participation by 14,000 students from 366 schools. 'Summer Science' encourages continuous learning, and broadens students' Mathematics, Science and General Studies knowledge during summer holidays. By the end of the school year, the scheme engaged participation by 22,000 students from 378 schools.

'Our school strongly supports 10-Minute Science. The content of this scheme matches with the General Studies curriculum, inspiring students to engage in pre-class or post-class learning tasks through the videos and reading materials. It effectively consolidates students' knowledge of science and beyond.

The school has also set up an award scheme for 10-Minute Science. The results for each class are announced regularly and the top three students with the highest scores in each class are awarded some gifts. In conclusion, 10-Minute Science is very popular among students. It develops students' knowledge of and interest in science, so it is worth promoting.'

Mr Sizto Chung Keung,  
General Studies Panel and Activities Coordinator,  
S.K.H. Lui Ming Choi Memorial Primary School

'Summer Science provides a self-directed learning platform for students to engage in gamified learning activities during the summer vacation. The question bank is rich and comprehensive, and the interesting interactive function improves students' engagement. It also has a clear categorisation and is easy to use, so students can clearly understand what fields of knowledge they are learning. Different levels with varied challenges are set in the scheme, allowing students of different grades to participate. Our school won the Best Participation Award this year, and will continue encouraging students to participate in the scheme in the future.'

Ms Kong Yin Ling,  
General Studies Panel,  
Taoist Ching Chung Primary School (Wu King Estate)

During the school year, EdCity has supported a series of online competitions for students through the gamified platform of the Student Schemes, including 'The 2021 National Day Online Quiz Competition', 'The 2021 National Constitution Day Online Quiz Competition', 'The 8th Basic Law cum the 25th Anniversary of Establishment of the Hong Kong Special Administrative Region Territory-wide Inter-school Competition' and 'The Hong Kong Cup Diplomatic Knowledge Contest and 2022 National Security Online Quiz Competition', which attracted participation by over 180,000 students.

## Professional Development of Teachers



The **'Innovative Teacher Award'** was first established during 2020/21, and progressed to its second edition this year. It aims to recognise teachers who share EdCity's vision, effectively adopt various educational technologies, and leverage education theories and innovative pedagogies to achieve innovative education. Also, in response to the profound changes underway, we hope to bring together teachers who are keen on using innovative education to equip students with future skills, so as to build a community of teachers for mutual support and continuing optimisation

of learning and teaching. Apart from individual entrants, a team category was introduced this year to recognise teaching teams who work together in promoting education innovation through a whole-school approach.

The 2<sup>nd</sup> edition of **'Innovative Teacher Award'** prize presentation ceremony was held during the 11<sup>th</sup> Learning & Teaching Expo. Dr Choi Yuk Lin, JP, the current Secretary of Education, presented the awards and recognised the awardees' efforts. EdCity held a series of professional development seminars, which gathered awardees of the past two years to share their precious experience in innovative education, so that educators can put innovation into practice.

'Innovative Teacher Award serves as recognition of teachers' innovative teaching, and promotes constant improvement in education. Through interactions and exchanges, teachers utilise student-centred teaching, and are fully immersed in teaching with full involvement and enjoyment — in a state that we called "Flow" in positive psychology. I am very grateful to EdCity for organising Innovative Teacher Award, which has brought warmth to education and facilitated Educate to Innovate.'

Mr Law Kam Yuen,  
Awardee of Innovative Teacher Award,  
Vice Principal (Curriculum, Innovation & Technology)  
The Education University of Hong Kong Jockey Club Primary School

The 11<sup>th</sup> **'Learning & Teaching Expo (LTE)'** was held in Hong Kong Convention and Exhibition Centre from 8-10 December 2021, with full support from the Education Bureau, UK Trade and Investment, the British Educational Supplies Association and CoolThink@JC as supporting organisations, and the Vocational Training Council as a strategic partner. This year also marked our collaboration with the library of the Education University of Hong Kong, to provide a platform for teaching professionals to exchange ideas and promote innovations in education.



On 1 December 2021, prior to the Expo, a brand new 'Global Forum' was held virtually. The forum brought together renowned experts and government officials from around the world – including Mr Mart Laidmets, Former Secretary General of Estonian Ministry of Education and Research; Professor Cheng Kai Ming, SBS, JP, Emeritus Professor at the University of Hong Kong; Mr Wong Siew Hoong, former Director-General of Education of the Singapore Ministry of Education; Professor Fernando M. Reimers, Ford Foundation Professor of the Practice in International Education at Harvard Graduate School of Education, USA; Professor Andreas Schleicher, Director of Directorate for Education and Skills of Organisation for Economic Co-operation and Development — for an in-depth discussion on the futures of education and schooling in the digital and post-pandemic era. The online forum attracted more than 400 participants from all over the world.

Despite the challenges arising from the pandemic, the numbers of visitors and exhibitors reached new heights, with 14,610 visitors and 370 booths. In the face of international travel restrictions, the expo again invited renowned scholars, government officials and educators from around the world to share their insights through videos, combined with on-site keynote speeches, seminars, workshops and open lessons, to enable participants to understand the latest global education trends, including future education and schools, education in the post-pandemic era, digital citizenship, artificial intelligence education and computational thinking, blended learning and learning design, big data and assessment, design thinking, language development and creative thinking, growth mindset and well-being, and the Greater Bay Area innovation education forum.

'As the principal investigator of "The Progress in International Reading Literacy Study (PIRLS) 2021", one of the most prominent international large-scale assessments on education, I am responsible for writing an entry on education policy and curricula of Hong Kong for an international publication, The PIRLS 2021 Encyclopedia. I included the following paragraph to highlight the importance of LTE and its great contribution to Hong Kong education in the entry:

Learning & Teaching Expo is an annual event for educators to share their experience and insights, and to stay tuned for the most up-to-date learning and teaching trends. Though its focus is not specifically on the promotion of reading culture, the event features hundreds of talks, seminars and exhibition booths to showcase innovative education resources for reading instruction all over the world, which would benefit children's reading as well.

As a visitor, a speaker of L&T Expo, and an educational researcher as well, I sincerely believe that the Expo is a vital part of the development of education in Hong Kong. I look forward to the continued success of LTE in the years ahead!

Dr Lam Wai Ip,  
Associate Professor, Faculty of Education,  
University of Hong Kong

'Learning & Teaching Expo provided an advanced and interactive platform for scholars and educators from different sectors to share their insights and exchange ideas regarding contemporary education issues, innovative strategies and technologies for learning and teaching. I am so delighted that I could participate in such a meaningful and fruitful event last year.'

Dr Lee Lit Hong,  
Head of Science and STEM,  
Kau Yan College

Over 91 online and physical conferences, seminars and workshops were organised during 2021/22 in response to the needs of the education sector amid the pandemic and special vacation. Experts and scholars from different fields were invited to explore topics including online teaching, eLearning and eAssessment, innovative teaching pedagogies, digital reading, application of eResources and eTools, and support for special educational needs in both special and mainstream schools. The events attracted participation by a total of 5,176 teachers.

**‘Go eLearning’** is a one-stop professional development platform, featuring videos on innovative learning and teaching for inspiration. The videos cover local and overseas education professionals’ sharing on global education trends, as well as experienced teachers’ demonstrations of eTools and implementation tips. The platform supports teachers with self-learning online, and keeping abreast of education trends and innovative strategies, thus consolidating their professional knowledge. It automatically logs the viewing time, for claiming CPD hours. EdCity has partnered with over 2,400 experienced educators in the production of more than 1,800 videos. By the end of the school year, a total of over 912,000 minutes of viewing time was recorded.



‘Go eLearning enables teachers to learn anytime and anywhere. We can expand our fields of knowledge in accordance with our own learning goals, which allows us to stay abreast of the latest educational developments, and ultimately facilitate teacher professional development.’

Mr Barton Hung Yam Hei,  
Assistant Principal & Head of IT Committee,  
SKH St. Benedict’s School

**‘Inclusive Pavilion’** is a multifunctional information and resources platform, gathering teaching strategies, resources and information geared to special educational needs. EdCity launched ‘SEN Tips’ video clips with the Centre for Special Educational Needs and Inclusive Education (CSENIE) of the Education University of Hong Kong, sharing teaching tips applicable to mainstream and special schools. In this school year, we continued collaborating with the Master of Arts courses in the Department of Educational Psychology of the Faculty of Education School of the Chinese University of Hong Kong, to enrich the content of ‘Smart Arcade’, which offers games on a variety of academic subjects to nurture brain development, with adjustable levels of difficulty, and interfaces catering for the individual needs of students with SEN. By the end of the school year, over 590 resources and more than 25 games were available on the platform.



**‘Parent Academy’** is a one-stop online resources platform for parents, featuring articles, videos and information from various professional institutions and experts. The rich content covers key areas in children’s learning journeys, for parents to gain information and understand their children’s needs.

Technology is now inseparable from our lives, yet is a double-edged sword. While using it properly can improve quality of life, improper use will pose certain risks to personal privacy as well as our physical and mental health. Believing that ‘if we want our children to learn well, we must be able to do it ourselves!’, EdCity launched ‘5S Digital Parent’ during the school year, aiming to propose concrete practical solutions to life-oriented issues through a series of articles and activities, to consolidate and strengthen the digital knowledge, literacy and skills of parents. Parents can then become

# Key Initiatives

role models and supporters for children experiencing the digital world with an open and positive attitude, and educate children to use media correctly and master the ability of independent thinking as they explore the online world.

During the school year, six free seminars and workshops for parents were organised in collaboration with the Education Bureau and professional institutions, with popular themes including information literacy, emotion management, eye and bone health, eLearning and parent-child communication. Over 830 parents participated in the events.

## Key Events and Activities

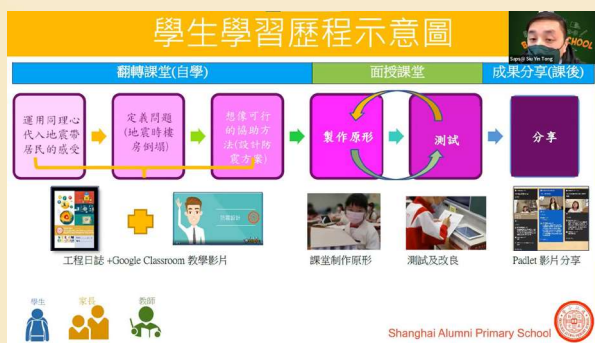
In 2021/22, EdCity organised, supported and co-organised more than 170 learning and teaching activities, including competitions, workshops, seminars and conferences, which served as exchange and practice platforms for schools, teachers, parents, students and related parties in the education sector.

Events organised by EdCity: 117

Events supported or co-organised by EdCity: 57

No. of participants of EdCity events: 6,917

## Teacher Events and Activities



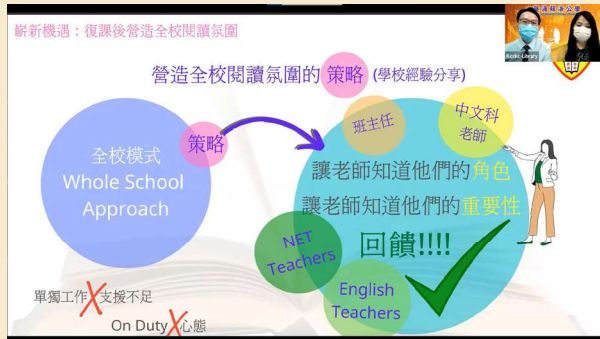
Webinar on 'When Innovation Meets Teaching: Enhancing Learning and Teaching Effectiveness with Transformation of Curriculum and Pedagogies'



Webinar on 'When Innovation Meets Teaching: Path of Future Schooling via a Whole-school Approach to Actualising Innovative Education'



# Key Initiatives



Webinar on 'Embrace Opportunity: Cultivating Whole-School Reading Atmosphere after Class Resumption'

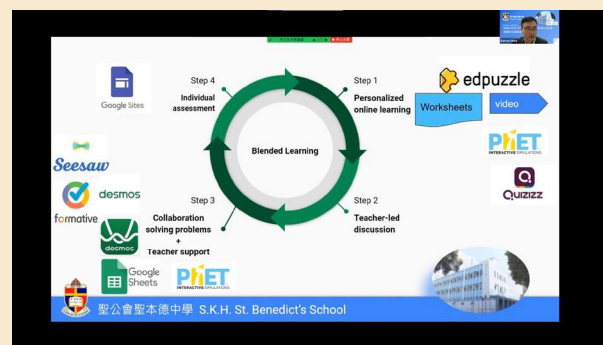
Webinar on 'Analysing Classical Chinese Texts'

Diagram illustrating the 'Post-class activity - Single unit practice' (謀定後動—單元實踐篇). It shows two examples of activities: 'First, Mr. Li Bai's 'Moon Under the Gables'' (先教授李白《月下獨酌》) and 'Then, Mr. Tao Yuanming's 'Drinking Wine (Part 5)'' (後教陶淵明《飲酒》(其五)). The activities include lesson plans (教案), worksheets (工作紙), and electronic newsletters (電子簡報). The text 'Let teachers know their roles' (讓老師知道他們的角色) and 'Let teachers know their importance' (讓老師知道他們的重要性) is repeated. A large green checkmark and the text 'Feedback!!!!' (回饋!!!!) indicate a positive outcome.

Webinar on 'Analysing Classical Chinese Texts'



'LTE2021 — Global Forum: Futures of Education and Schooling in the Digital, Post-Pandemic Era'



AiTLE x EdCity: Webinar on 'Constructing Online Learning in a Whole-school Approach for Secondary School'



【HKEDA x EdCity Webinar】 'New Global Education Trend: Blended Learning and LMS'

Webinar on 'Accelerating Student's Personalised Learning with a Focus on Assessment Literacy'

Diagram illustrating the definition of 'Assessment Literacy' (評估素養). The text states: 'Assessment Literacy (Assessment literacy) 定義: 能根據評估的不同目的, 設計和實施評估, 解讀評估結果, 以及應用評估結果來提高學與教有效性、以及學生學習動機。' (Assessment Literacy (Assessment literacy) Definition: Ability to design and implement assessment based on different purposes, interpret assessment results, and apply assessment results to improve the effectiveness of learning and teaching, and students' learning motivation.)

Webinar on 'Accelerating Student's Personalised Learning with a Focus on Assessment Literacy'

## Students Events and Activities



'Master Code 2021: Reimagine Health and Well-being with AI'



'Green Flame Project — Smart Energy Competition'



The 19<sup>th</sup> 'Top Ten Book Picks' Award Ceremony

## Parents Events and Activities



'Smart Net Surfing with Kids' Parent Seminar Series



Seminar on 'Pick a Good Read'



'InnoCarnival 2021: Online Parent-kid Coding Workshop'

## Partners Events and Activities



'Summer Learning Academy 2022: Sustainable Development of BYOD'



Seminar on 'Collecting Traces of Our City — How Authors Create Their Stories'



'eRead Scheme' Integrated eBook Production Workshop



'eRead Scheme — Premium Top-up Service' Online Briefing Session

## Technology Development

In 2021/22, EdCity completed various IT infrastructure and system upgrades, to support new operating requirements and improve user experiences. Significant developments and improvements are as follows:

### Enhancing Infrastructure

EdCity began to research cloud computing technology as early as 2018, and took 'Hybrid Cloud' as its long-term technology development strategy. So far, the cloud computing technology applied to various EdCity services has been very mature, especially Microsoft Azure technology. In order to further improve the cloud computing efficiency, EdCity has introduced novel Kubernetes technology based on existing Azure. This technology can significantly reduce the time required for application deployment and rollback, allowing developers to modify applications more quickly.



EdCity has adopted OpenSearch technology as the solution for the Azure cloud computing platform and data centre central monitoring system logs, greatly reducing the costs of collecting and storing log records in the cloud. Additionally, if an incident occurs, its advanced search and filtering tools can more efficiently deal with the related issues.



## Upgrading System Features

In 2020, EdCity launched 'School-based Teacher Accounts', which allow a school to open and update accounts for all teachers in the school. Also, it is convenient for teachers to use various school-based services of EdCity to master students' learning data. In the long run, these accounts help to save school data and pass on teaching resources. In order to help administrators of connected schools to convert 'Individual Teacher Accounts' to 'School-based Teacher Accounts', EdCity provides a complete set of tools for account conversion and data transfer. Teachers can immediately convert their personal accounts to 'School-based Teacher Accounts' by completing simple steps. The implementation of 'School-based Teacher Accounts' has been progressing smoothly. Currently, more than 40,000 teachers hold 'School-based Teacher Accounts'.

The 'EdBookShelf' mobile app has been updated to version 3.0. Users can not only download free books from EdCity and 'eRead Scheme' books that schools have subscribed to anytime and anywhere, but can also use the new features such as 'Students' Favourite Book List', 'Teacher's Recommendation List' and 'Book Sharing Link' to increase reading pleasure.

The 'Virtual Learning Environment' (VLE) has integrated the platform for streaming Kaltura cloud videos, and is leading the way in online courses for teachers' professional development, so that users can experience a better and smoother online learning journey.

In order to more effectively support students with preparing for tests, and help teachers follow up regarding students' learning needs based on data, EdCity has upgraded the system expansion capability of the 'Online Question Bank' (OQB), which can now be connected to the 'Diagnostic Feedback System' (DFS) developed by the Hong Kong Examinations and Assessment Authority.



## Strengthening Information Security

The data centre firewall has been upgraded to the next generation firewall (NGFW). New technologies have significantly improved the performance of the firewalls and enhanced its security features, including intrusion prevention systems, Web application firewalls and malware protection.

In 2021/22, the overall EdCity system availability reached 99.9%.

Operated largely with the support of government funds, EdCity upholds a high standard of corporate governance, maintains reliable and accurate financial reporting, and emphasises social responsibility, in order to ensure sustainable development.

## Corporate Governance

### Governance Structure

In 2021/22, the Board of Directors had 11 members, who were appointed by shareholders. The Board is the highest governing body, overseeing the Company's strategic development and ensuring we operate in compliance with statutory requirements. Under the Board, the Executive Committee is typically chaired by the Official Director, to regularly monitor and advise on the Company's operational matters. The Company effectively promotes its development and accomplishes its goals under the Board's direction. This year, the Company also set up the Strategic Task Forces of 'Top Ten Book Picks' and 'Learning & Teaching Expo'. The Directors on these strategic task forces provided more professional and close guidance on the overall development directions of 'Top Ten Book Picks' and 'Learning & Teaching Expo'.

During 2021/22, four Board Meetings and two Executive Committee Meetings were held, with attendance rates of 84% and 100%, respectively. There was also a Management Retreat, during which the management and the Board discussed and analysed the challenges and opportunities arising from ways the Company actualises innovative education and longer-term IT strategies, in order to devise strategies for future development.

Declarations of interest were made by all Directors for the year. No Director received any remuneration.

EdCity's organisational structure comprises three divisions: Technology, Development, and Administration and Finance. As of 31 August 2022, the Company had a total headcount of 73. The up-to-date Organisation Structure is in Appendix 1.



## Risk Management

EdCity has a Risk Management Policy in place. In 2021/22, the risk register was updated, and measures were implemented to address the identified risks. We also revised the internal audit plan, to assess and monitor potential risks in the changing business environment. The risk mitigation measures were implemented accordingly. During this year, EdCity has sought professional IT consulting services on overall technology development and potential risks. According to the consultants' advice, EdCity has formulated a clear IT strategy, especially for key technologies, infrastructure, software development and its sustainability, with formulated medium and long-term development goals and related action plans.

EdCity also constantly reviews and improves our policies and procedures. In 2021/22, to reduce the risk of coronavirus infection, we also revised office guidelines on preventive measures including work-from-home arrangements and health declarations; updated guidelines on vaccination leave; and implemented the 'Vaccine Pass' arrangement according to government regulations. In order to accommodate the work-from-home arrangements, EdCity implemented online interviews, installed an IP network telephone system, and adopted e-banking services for bills settlement and staff salaries payment and other measures, so that daily operations could be more effective.


In order to ensure that people of different races have equal opportunities to access our services, in May 2021 we began providing appropriate language services (including interpretation / translation services) to those in need. During the year, EdCity undertook an annual review and optimisation of its equal opportunity policy, which is available in eight languages on EdCity's website for public reference. EdCity also arranged related training for employees, to strengthen their awareness of anti-discrimination regulations, racial discrimination and cultural diversity.

## Staff Training and Team

As staff members are the most valuable assets of a company, EdCity strives to provide suitable staff development programmes to enhance the professional skills and knowledge of its staff members, in order to meet business needs and embrace the challenges ahead. In 2021/22, the Company organised various seminars and talks for all employees, on topics including intellectual property rights, anti-discrimination laws, MPF management, and occupational health tips for computer users. The Company also recommends individual staff members to participate in training courses, seminars and workshops organised by external training organisations, on topics such as Windows Azure, Power BI data analysis and system security, according to their work needs. In response to the need for pandemic prevention, most of the training sessions were conducted online. During the year, the average training time per staff member was approximately 2.2 days.



Given the constraints during the COVID-19 pandemic, the Company has suspended large-scale staff gatherings or recreational activities, and arranged some small-scale activities including presenting Chinese New Year food, sharing mooncakes and fruits, Christmas lunch buffet coupons and so on. The Christmas party was also held with social distancing.



## Salary Structure and Benefit Review

Given the economic environment during the pandemic, pay freeze for civil servants and EdCity's financial status, the Board decided to freeze the salaries for all staff for 2021/22, except those for promotion and retention purposes. Also, in order to maintain market competitiveness in recruiting and retaining talents, EdCity conducted a triennial review of the salary structure and benefits in 2021/22, in accordance with the guidelines and strategies formulated by the Company's policies. As a result, the salary structure was updated, and recommendations for improving benefits – such as birthday leave, compassionate leave and medical insurance – were also approved by the Board of Directors. There were also special salary reviews and adjustments for employees whose salaries significantly differed from market rates. The Board of Directors also approved the performance incentives for 2021/22. The total remuneration of the top three tiers of management was HK\$11.85 million.

## Financial Report

EdCity continues maintaining prudent and effective use of public money in compliance with statutory accounting requirements, and maintains a healthy financial status with adequate financial planning and control, as well as proper financial records.

In the 2021/22 financial year, the total income and expenditure of subvented activities was HK\$52,983,317. As of 31 August 2022, the Company had non-current assets of HK\$4,249,942 and current assets of HK\$28,939,436 in total. Net assets of the Company amounted to HK\$1,554,681. Overall, the Company continued to sustain a healthy and steady financial position. The liquidity was in a very good condition throughout the year, as cash and bank deposits amounted to HK\$25,019,947 by the end of the financial year. The accounts for subvented and non-subvented activities were kept separately.



## Income and Expenditure on Subvented Activities

The majority of EdCity's income is from the Government, and in the 2021/22 financial year amounted to HK\$45,612,275 – representing 86.1% of the total income. The remaining 13.9% of the total income amounted to HK\$7,371,042, generated through services provided by EdCity. Regarding the expenditure for subvented activities, Staff Costs totalled HK\$36,485,511, accounting for 68.9% of the total expenditure. Other expenses including HK\$6,050,820 for IT Expenses, HK\$5,967,563 for Business Expenses and HK\$4,479,423 for Administrative Expenses accounted for 11.4%, 11.3% and 8.4% of the total expenditure, respectively.

As regards capital expenditure, EdCity spent HK\$1,737,312 to acquire fixed assets including computer equipment and office facilities.



## Reserve

According to the Service Agreement dated 8 September 2017, EdCity is allowed to keep a reserve at a level capped at 25% of the current year's subvention. As of 31 August 2021, the accumulated unused subvention was HK\$12,440,402 and it was carried forward to 2021/22 as reserve. As of 31 August 2022, the accumulated reserve was HK\$11,376,218.

The expenses of the Staff Fund amounted to HK\$33,738 (49.7% of the approved budget), which was derived from the retained earnings for organising staff relations events. As of 31 August 2022, EdCity maintained its retained earnings of HK1,554,679 from its non-subservent activities.

## External Audit

In May 2022, Patrick Wong C.P.A. Limited, Chartered Accountants, Certified Public Accountants (Practising), Hong Kong, was reappointed as the Company auditors for this fiscal year; the reappointment was endorsed in the Annual General Meeting. The annual stocktaking exercise for all fixed assets was completed on 31 August 2022. The annual external audit and compliance audit for the year-ended 31 August 2022 were successfully completed, and full compliance with statutory requirements was achieved.

## Corporate Social Responsibility

Shouldering corporate social responsibility to the community is one of EdCity's missions. Our ongoing contributions to society have been widely recognised. During the year, the Caring Company Logo and Good MPF Employer 5 Years+ were received. Also, we are committed not only to providing a quality workplace to our staff, but also to promoting prudent operating practices, remaining active in the community activities, and creating a positive impact in the community.

In order to provide staff with a quality and safe work environment, EdCity has family-friendly policies such as paternity leave, marriage leave, compassionate leave, compensation leave, as well as newly-added birthday leave. EdCity also implements various occupational health measures in order to safeguard staff health and safety at work. During the COVID-19 pandemic, EdCity provided employees with a variety of support in combatting the pandemic, such as special sick leave arrangements for employees infected with COVID-19, special work arrangements for isolated employees, and free Rapid Antigen Test kits for regular testing. Through the annual employee satisfaction survey, the Company collected staff members' valuable opinions on how to improve the EdCity workplace.

Aiming to promote the importance of social responsibility to vendors, EdCity stipulates procurement specifications requiring vendors to meet the minimum wage requirement, protect intellectual property rights and personal data, and observe occupational health and safety standards.



# APPENDIX 1 –Governance Structure

Types of meetings	Meeting Attendance	
	Board	Executive Committee
<b>Meeting Attendees</b>		
Mr Armstrong Lee Hon Cheung, (Chairman) <sup>(1)</sup>	4/4	2/2
Mrs Hong Chan Tsui Wah, BBS <sup>(2)</sup> (including attendance by alternate)	4/4	2/2
Mr Ned Au Tsun	4/4	-
Dr Sylvia Chan May Kuen <sup>(3)</sup> , MH	4/4	2/2
Mr Victor Cheng Pat Leung <sup>(4)</sup>	-	2/2
Ms Carmen Ho Tsz Mei	4/4	-
Prof. Morris Jong Siu Yung	2/4	-
Mr Stanley Kam Wai Ming	4/4	-
Professor Kong Siu Cheung	3/4	-
Ms Irene Leung Shuk Yee	3/4	-
Mr Howard Ling Ho Wan	2/4	-
Mr Foster Yim Hong Cheuk	3/4	-
<b>Average Attendance Rate</b>	<b>84%</b>	<b>100%</b>

## Auditors

Patrick Wong C.P.A. Limited

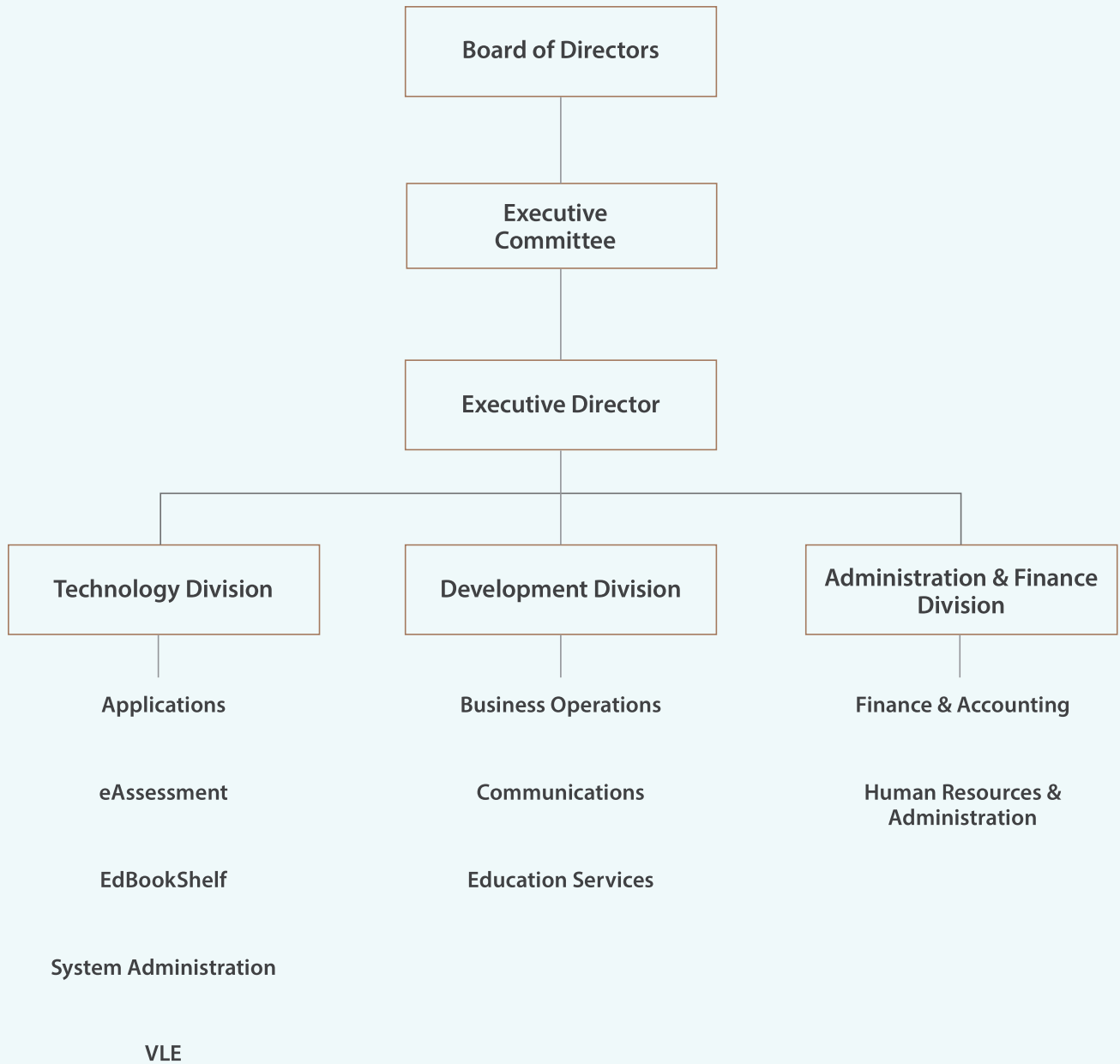
## Company Secretary

WLLK Secretaries Limited

### Notes

- (1) Mr Armstrong Lee Hon Cheung is the Chairman of the Board. He is also a member of Executive Committee.
- (2) Mrs Hong Chan Tsui Wah is the Official Director, an ex-officio member in the Board. She is also the Chairperson of the Executive Committee. Her alternate is Ms Wendy Au Wan Sze.
- (3) Dr Sylvia Chan May Kuen is a member of the Executive Committee.
- (4) Mr Victor Cheng Pat Leung who is the Executive Director of Hong Kong Education City Limited, is an ex-officio member in the Executive Committee. He is not a Board member but is required to attend the Board meetings.

# Hong Kong Education City Limited Organisation Structure (31 August 2022)



# The Board



## **Mr Armstrong Lee Hon Cheung** Managing Director, Worldwide Consulting Group Company Limited

Mr Armstrong Lee is currently the Managing Director of Worldwide Consulting Group Company Limited, a seasoned human resource management and consulting planning expert. After obtaining the MBA degree from The Chinese University of Hong Kong in 1995, Mr Lee was immediately recruited by Arthur Andersen, the world's largest business consulting firm. He has served as a senior executive in many renowned companies in retail, information technology, and insurance industries. Mr Lee was a columnist for the *Hong Kong Economic Journal* and has published more than 300 articles on education, human

resource management, economic development, career planning, and other topics; and he is the author of the book *Successful Career Path*. Furthermore, Mr Lee is currently a columnist for *Master Insight* and *am730*.

Mr Armstrong Lee is enthusiastic about education, and he has been a member of the Council of Lingnan University, City University of Hong Kong, and The Open University of Hong Kong. Mr Lee was conferred the Honorary Fellow by City University of Hong Kong and Lingnan University in 2014 and 2022 respectively in recognition of his outstanding contributions to serving the universities and promoting their development.

Mr Armstrong Lee currently holds the following public positions:

- HKSAR Government: Member of the Election Committee, Member of the Social Welfare Advisory Committee, Member of the Standing Committee on Language Education and Research, Member of the Lump Sum Grant Steering Committee
- Council Member, Education University of Hong Kong
- Member of the Finance Committee, The Chinese University of Hong Kong, Shenzhen
- Board Member of the Muse College, The Chinese University of Hong Kong, Shenzhen
- Honorary Chairman of the Hong Kong Children Foundation
- Director of the Hong Kong Academy of School Managers
- Director of the Hong Kong Professionals and Senior Executives Association
- Honorary Advisor of Regeneration Society
- Member of the Human Capital Committee, Financial Services Development Council



**Mrs Hong Chan Tsui Wah, BBS**  
**Deputy Secretary for Education, Education Bureau**

Mrs Hong Chan Tsui Wah is the Deputy Secretary for Education (Curriculum and Quality Assurance Branch), Education Bureau of the Government of the Hong Kong Special Administrative Region. She joined Hong Kong Education City Limited as an Official Director in 2017, and is the Chairperson of the Executive Committee.



**Mr Ned Au Tsun**  
**Group Chief Operating Officer, CTF Education Group**

Mr Ned Au has over 18 years of experience in public accounting. He worked at Ernst & Young from September 2002 to June 2012, where his last position was Senior Manager, Assurance, and he was involved in the provision of audit and related advisory services. In June 2012, he joined PRGX Global, Inc. a global data analytics company listed on NASDAQ, as Operations Director and later as Regional Vice President, Asia, where he was responsible for the management of the entire Asia region.

He re-joined Ernst & Young in November 2015 as Director of the Financial Accounting Advisory Services Department and later served as an audit and advisory Partner taking part in audit and leadership in system, process and automation services. He is the Group Chief Operating Officer at CTF Education Group since September 2020, where he is responsible for overseeing the overall operations of the Group.

Mr Au is a School Council member of two primary schools in Hong Kong, and is also a member of the audit committee of Hong Kong Committee for UNICEF, and an Independent Non-executive Director of a listed company in Hong Kong. He served as President of The Rotary Club of The Peak. Ned is also an alumnus of St. Paul's Co-educational College.



**Dr Sylvia Chan May Kuen, MH**  
**Principal, Ying Wa Primary School**

Dr Sylvia Chan May Kuen is currently the Principal of Ying Wa Primary School. She is a committee member of various organisations and government departments including Social Welfare Advisory Committee, Committee on Professional Development of Teachers and Principals, Advisory Council on the Environment, Hong Kong Arts Development Council, Hong Kong St. John Ambulance, and Trustee of World Wide Fund — Hong Kong.

Dr Chan was awarded the Chief Executive's Commendation for Community Service and the Award of Excellent Educational Administration in 2013, and Medal of Honour in 2019. Being a keen promoter of arts and moral education, Dr Chan has written (music and lyrics) and produced English musicals *The Best of the Best* and *The Blessings*. She has also authored Chinese Story books for children titled *Big Event in the Magic Forest I & II*.



**Ms Carmen Ho Tsz Mei**  
**Chairperson, Hong Kong Children's Arts Society**

Ms Carmen Ho graduated from the University of Stirling in UK with a Master of Philosophy in Publishing Studies. She is currently a column writer for the publications of St. James' Settlement, Family Development Foundation and Think Hong Kong Foundation. Ms Ho is committed to promoting family harmony through writing about parenting and inter-generational relations.

Ms Ho is the Honorary Advisor of Sunbeam Publications (HK) Limited, Director of Hong Kong Education City Limited, Chairperson of Hong Kong Children's Arts Society, Executive Committee Member of Hong Kong Publishing Professionals Society, Organizing Committee Member of Hong Kong Publishing Biennial Awards. She has devoted herself to promote publishing and reading culture for many years. She mainly served students and parents in primary and secondary schools, and she has often been invited to give talks on reading and parenting in schools.



## **Prof Morris Jong Siu Yung**

**Director, Centre for Learning Sciences and Technologies,  
The Chinese University of Hong Kong**

Professor Jong obtained his Bachelor of Engineering (Electronic Engineering) Degree from The Hong Kong Polytechnic University, a Master of Science (Computer and Information Technology) from The University of Hong Kong, and Doctor of Philosophy (Education) from The Chinese University of Hong Kong (CUHK). Currently, he is the Director of the Centre for Learning Sciences and Technologies (CUHK), Co-Director of the Master of Science Programme in Mathematics Education (CUHK), Dean of Students of Shaw College (CUHK), Co-Chair of the IEEE Education Society Technical Committee on Learning Sciences, Associate Editor of IEEE Transactions on Learning Technologies, Vice-President of the China Association of Educational Technology Professional Committee on Digital Game-based Learning, and Honourary Research Fellow of Peking University Learning Sciences Lab. Professor Jong's research interests include learning sciences and technologies, as well as technology-enhanced pedagogic design and implementation. He won CUHK's Best Innovation Award of Knowledge Transfer in 2013, Asia-Pacific Society for Computers in Education's Early Career Researcher Award in 2015, CUHK's Young Researcher Award in 2018, CUHK's Research Excellence Award in 2021, and CUHK's Faculty Exemplary Teaching Award in 2022.



## **Mr Stanley Kam Wai Ming**

**Principal, HKSKH Bishop Hall Secondary School**

Mr Kam, Principal of HKSKH Bishop Hall Secondary School and Vice-chairman of The Hong Kong Association for Computer Education (HKACE), is an experienced educator and STEM advocate and pioneer. He has been actively involved in optimizing education including curriculum development, implementation of e-learning and promoting STEM education in mainland China and Hong Kong.

He takes on different roles in government departments and education-related organizations including chairing the CDC-HKEAA Committee on Information and Communication Technology and the CDC Committee on Learning Resources and Support Services. He is also a member of the CDC-HKEAA Committee on Mathematics, Shenzhen-Hongkong STEM Education Curriculum Committee, STEM Alliance of Hong Kong Institute of Construction, eLearning Consortium, Innovation and Technology Training Board of VTC, Business Discipline Advisory Board of VTC, the ICT Committee of Scout Association of Hong Kong, and the advisor of Centum Charitas Foundation Youth Development.

Mr Kam's other roles include being currently a specialist under the Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ), an executive committee member of Kowloon Region School Heads Association, The Association of Hong Kong Chinese Middle Schools, Kwun Tong Schools Liaison Committee, and Sau Mau Ping Area Committee of the Home Affairs Department.



**Professor Kong Siu Cheung**  
**Professor, The Education University of Hong Kong**

Professor Kong Siu Cheung holds a doctorate from the Department of Computer Science of City University of Hong Kong. He has had over 270 academic papers published in the areas of pedagogy in digital classroom, teacher development, mathematics education, computational thinking education, STEM education, artificial intelligence literacy, metaverse literacy, and policy on digital technology in education. He is presently serving as Editor-in-Chief of the international journal *Research and Practice in Technology Enhanced Learning* and the *Journal of Computers in Education*. He was the President of the Asia-Pacific Society for Computers in Education in 2014 and 2015. Professor Kong has been the Convener of the Computational Thinking Education in Primary and Secondary Schools International Research Network (IRN) under the World Educational Research Association (WERA) since May 2019.

Professor Kong is the winner of 2019-2020 HKSAR University Grants Council Teaching Award (Team Award). He also won The Education University of Hong Kong President's Awards for Outstanding Performance in Knowledge Transfer (Team Award) in 2020 and Outstanding Performance in Administration (Team Award) in 2021. Professor Kong was awarded to be a Stanford Top 2% Scientist in Education in 2019 (single-year data) and in 2020 (single-year data and career-long data).



**Prof Howard Ling Ho Wan, MH**  
**Professor of Practice, Hong Kong Baptist University;**  
**Chief Consultant, Social Enterprise Business Centre**

Professor Ling is the Professor of Practice of Hong Kong Baptist University, the Chief Consultant of Social Enterprise Business Centre (SEBC), the Hong Kong Council of Social Service (HKCSS), the Convener of Artificial Intelligence & Social Intelligence Alliance (AISIA), Chairperson of External Advisory Group of YMCA College of Continuing Education, Director of Joint Publishing Cultural Charity Fund, Grants Committee Member of The Yeh Family Philanthropy, Council member of Changing Young Lives Foundation, Chairman of the Advisory Board for Doctor of Policy Studies and Programme Advisor of Lingnan Entrepreneurship Initiative of Lingnan University, and Consultant of Sustainable Knowledge Transfer Project Fund of The Chinese University of Hong Kong.

Professor Ling founded and provided consultation to over 50 social enterprises in Hong Kong and Macau. He was awarded the Medal of Honour (MH) by the Government of Hong Kong Special Administrative Region, and the Hong Kong Humanity Award by Hong Kong Red Cross in 2017 for his dedicated public and community services, particularly his contributions to the development of social enterprises.



## **Ms Irene Leung Shuk Yee**

**Head of Charities, The Hong Kong Jockey Club**

Ms Irene Leung has over 20 years of unique cross-sector management experience in business (ICT), NGO, and media industries. She has been the senior management in the telecommunications industry and established her reputation well in the telecommunications industry in Hong Kong by leading the strategic development of CSL's multi-brand business and services which included the world's first commercial launch of 4G mobile service and applications. In 2012, Ms Leung has put down her well-paid position to devote herself into the social service sector by joining the Senior Citizen Home Safety Association, a social enterprise and charitable organisation in Hong Kong, as Chief Executive Officer. During her service and leadership, she promoted the application of technology to improve the quality of life of underprivileged groups, which has brought about a major transformation for the Association and it was being recognised as a role model of social innovations in the NGO sector in Hong Kong. In 2018, Ms Leung joined i-CABLE Communications Limited as the Chief Operating Officer. She was responsible for the Group's full portfolio of business that includes on the media side the renowned Cable News, over 100 sports and entertainment pay TV channels, partnership networks in the Guangdong-Hong Kong-Macau Greater Bay Area, and on the telecommunications side a territory-wide fixed network that covers over 90% of Hong Kong households.

In February 2020, Ms Leung joined The Hong Kong Jockey Club as Head of Charities to oversee Charities portfolio of Trust-Initiated Projects, and the development and execution of Trust-related public engagement events and programmes.

With her passion in leveraging technology for social good, Ms Leung has led CSR projects that involved the creative use of ICT, winning various local and international awards. Ms Leung has been awarded 'Hong Kong Outstanding ICT Woman' by Hong Kong Computer Society in 2015. She is a Board member of Hong Kong Education City Limited, member of the Advisory Committee of the Partnership Fund for the Disadvantaged of Labour and Welfare Department, member of The Social Innovation & Entrepreneurship Development Task Force under the Commission on Poverty, advisor of Our Hong Kong Foundation, and ex-officio member and the immediate past-President of Hong Kong IT Federation (2017-2019).

## **Mr Foster Yim Hong Cheuk**

**Barrister-at-law, Liberty Chambers**

Mr Foster Yim, INED for two Listcos, is a criminal barrister at Liberty Chambers who has a keen interest not only in humanities but also technology development and application. He obtained his Master in Philosophy from the University of Nottingham, UK. Mr Yim had been teaching in various tertiary institutions, serving as a vice president of the Hong Kong Translation Society, the Chairman of Editorial Board of Translation Quarterly (a EBSCO listed academic journal), an advisor to Deep Learning Research & Application Centre of The Hang Seng University of Hong Kong. Currently, he is the Chairman of the Appeal Tribunal Panel established under section 45 of the Building Ordinance (Chapter 123 of the Laws of Hong Kong), a Court member of the Lingnan University and a school manager of a secondary school. He has given CPD courses for Hong Kong Academy of Law which is under the Law Society of Hong Kong on blockchain for 4 consecutive years. He writes constantly on the topics of law, technology, and translation.



## HONG KONG EDUCATION CITY LIMITED DIRECTORS' REPORT

The directors have pleasure in submitting their annual report together with the audited financial statements for the year ended 31 August 2022.

### PRINCIPAL ACTIVITIES

The principal activities of Hong Kong Education City Limited (the 'company') are developing and enhancing the education portal, organizing educational and cultural activities, providing IT support for schools, and developing e-business to empower the education market.

### RESULTS AND RECOMMENDED DIVIDENDS

The financial performance of the company for the year ended 31 August 2022 and financial position at that date are set out in the financial statements on pages 5 to 26. The directors do not recommend the payment of a dividend.

### DIRECTORS

The directors of the company during the year were as follows:-

AU Wan Sze Wendy (an alternate director to CHAN Tsui Wah)

CHAN Tsui Wah

CHAN May Kuen Sylvia

JONG Siu Yung

KAM Wai Ming

LEUNG Shuk Yee Irene

AU Tsun

HO Tsz Mei

KONG Siu Cheung

LEE Hon Cheung

LING Ho Wan Howard

YIM Hong Cheuk Foster

All directors retire in accordance with the company's Articles of Association but, being eligible, offer themselves for re-election.

## HONG KONG EDUCATION CITY LIMITED DIRECTORS' REPORT (CONTINUED)

### **BUSINESS REVIEW**

The company falls within reporting exemption for the financial year. Accordingly, the company is exempted from preparing a business review.

### **PERMITTED INDEMNITY PROVISION**

A permitted indemnity provision (as defined in section 469 of the Hong Kong Companies Ordinance) for the benefit of one or more directors of the company is currently in force and was in force throughout the year.

### **DIRECTORS' INTERESTS IN TRANSACTIONS, ARRANGEMENTS AND CONTRACTS OF SIGNIFICANCE**

No transactions, arrangements and contracts of significance to which the company was a party and in which a director of the company had a material interest, whether directly or indirectly, subsisted at the end of the year or at any time during the year.

### **DIRECTORS' RIGHTS TO ACQUIRE SHARES OR DEBENTURES**

At no time during the year was the company a party to any arrangements to enable the directors of the company to acquire benefits by means of the acquisition of shares in, or debentures of, the company or any other body corporate.

### **AUDITORS**

The auditor, Patrick Wong C.P.A. Limited, Chartered Accountants, Certified Public Accountants (Practising), retire at the Annual General Meeting but, being eligible, offer themselves for re-appointment.

Hong Kong

15 December 2022

## INDEPENDENT AUDITOR’S REPORT TO THE MEMBERS OF HONG KONG EDUCATION CITY LIMITED ( INCORPORATED IN HONG KONG WITH LIMITED LIABILITY )

### Opinion

We have audited the financial statements of Hong Kong Education City Limited (the ‘company’) set out on pages 5 to 26, which comprise the statement of financial position as at 31 August 2022, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the financial statements give a true and fair view of the financial position of the company as at 31 August 2022, and of its financial performance and cash flows for the year then ended in accordance with Hong Kong Financial Reporting Standards (‘HKFRSs’) issued by the Hong Kong Institute of Certified Public Accountants (‘HKICPA’) and have been properly prepared in compliance with the Hong Kong Companies Ordinance.

### Basis for opinion

We conducted our audit in accordance with Hong Kong Standards on Auditing (‘HKSAs’) issued by the HKICPA. Our responsibilities under those standards are further described in the auditor’s responsibilities for the audit of the financial statements section of our report. We are independent of the company in accordance with the HKICPA’s Code of Ethics for Professional Accountants (the ‘Code’), and we have fulfilled our other ethical responsibilities in accordance with the Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Information other than the financial statements and auditor’s report thereon

The directors are responsible for the other information. The other information comprises the information included in the directors’ report, but does not include the financial statements and our auditor’s report thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

### Responsibilities of directors and those charged with governance for the financial statements

The directors are responsible for the preparation of the financial statements that give a true and fair view in accordance with HKFRSs issued by the HKICPA and the Hong Kong Companies Ordinance, and for such internal control as the directors determine are necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

**INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF  
HONG KONG EDUCATION CITY LIMITED  
( INCORPORATED IN HONG KONG WITH LIMITED LIABILITY )  
(CONTINUED)**

In preparing the financial statements, the directors are responsible for assessing the company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate the company or to cease operations, or have no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the company's financial reporting process.

**Auditor's responsibilities for the audit of the financial statements**

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. This report is made solely to you, as a body, in accordance with Hong Kong Companies Ordinance, and for no other purposes. We do not assume responsibility towards or accept liability to any other person for the contents of this report. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with HKSAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with HKSAs, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the company's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.
- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the company to cease to continue as a going concern.

# APPENDIX 2 – Summary of Financial Results

## INDEPENDENT AUDITOR’S REPORT TO THE MEMBERS OF HONG KONG EDUCATION CITY LIMITED ( INCORPORATED IN HONG KONG WITH LIMITED LIABILITY ) (CONTINUED)

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

PATRICK WONG C.P.A. LIMITED  
Certified Public Accountants

**Tsang Cheuk Fung Andy**  
FCPA (Practising), MSCA  
Certified Public Accountant (Practising), Hong Kong  
Practising Certificate Number : P06369

Hong Kong, 15 December 2022

Ref : H426/A/PW/AT/1077/1565/486

**HONG KONG EDUCATION CITY LIMITED**  
**STATEMENT OF COMPREHENSIVE INCOME**  
**YEAR ENDED 31 AUGUST 2022**

	<u>Notes</u>	<u>2022</u> \$	<u>2021</u> \$
<b>Revenue</b>	6	-	-
Other income	7	52,985,589	55,461,559
Administrative expenses		(52,983,317)	(55,453,110)
<b>Profit before tax</b>	8	2,272	8,449
Income tax expense	9	686	5,537
<b>Profit for the year</b>		2,958	13,986
Other Comprehensive income :			
Items that will not be reclassified subsequently to profit or loss:			
Changes in general reserves			
- Utilization in staff activities		(33,738)	(23,614)
<b>Total comprehensive loss for the year</b>		<u>(30,218)</u>	<u>(9,628)</u>

The full set of this year's audited accounts including the notes will be available at the Hong Kong Education City Ltd office upon request.

# APPENDIX 2 – Summary of Financial Results

## HONG KONG EDUCATION CITY LIMITED STATEMENT OF FINANCIAL POSITION AT 31 AUGUST 2022

	<u>Notes</u>	<u>2022</u> \$	<u>2021</u> \$
<b>Non-current asset</b>			
Property, plant and equipment	11	4,249,942	4,365,672
<b>Current assets</b>			
Trade and other receivables			
Account receivables		2,281,073	2,507,824
Deposits and prepayments		1,638,416	1,976,970
Bank and cash balances	12	25,019,947	19,563,585
		28,939,436	24,048,379
Deduct: -			
<b>Current liabilities</b>			
Trade and other payables			
Creditors and accrued charges		5,569,089	5,456,106
Other deferred income		3,917,178	3,595,506
Government subvention related to income	14(a)	16,512,414	12,486,299
Provision for annual leave and contract end gratuity		1,301,940	833,144
Current portion of government subvention related to assets	14(b)	1,674,798	1,824,165
		28,975,419	24,195,220
		(35,983)	(146,841)
<b>Net current (liabilities)/assets</b>		(35,983)	(146,841)
<b>Total assets less current liabilities</b>		4,213,959	4,218,831
<b>Non-current liabilities</b>			
Deferred tax liabilities	13	84,131	84,817
Government subvention related to assets	14(b)	2,575,147	2,541,510
Provision for contract end gratuity		-	7,043
		(2,659,278)	(2,633,370)
<b>Net assets</b>		1,554,681	1,585,461

**HONG KONG EDUCATION CITY LIMITED**  
**STATEMENT OF FINANCIAL POSITION**  
**AT 31 AUGUST 2022**  
**(CONTINUED)**

	<u>Note</u>	<u>2022</u>	<u>2021</u>
		\$	\$
<b>Equity</b>			
Share capital			
Issued and full Paid:-			
2 ordinary shares		2	2
<b>Reserves</b>			
Accumulated profits		1,520,517	1,541,573
General reserve	15	34,162	43,886
		1,554,679	1,585,459
		.....	.....
<b>Total equity</b>		1,554,681	1,585,461

# APPENDIX 2 – Summary of Financial Results

## HONG KONG EDUCATION CITY LIMITED STATEMENT OF CASH FLOWS YEAR ENDED 31 AUGUST 2022

	<u>Note</u>	<u>2022</u>	<u>2021</u>
		\$	\$
<b>Operating activities</b>			
Profit before tax		2,272	8,449
Adjustments for:			
- Depreciation		1,853,042	1,658,838
- Property, plant and equipment written-off, net		(6,802)	500
- Interest income		(10,601)	(75,608)
- Government subvention income		(45,612,275)	(50,375,842)
- Increase / (decrease) in provision for annual leave and contract end gratuity		461,753	(220,200)
		-----	-----
Operating loss before working capital changes		(43,312,611)	(49,003,863)
Decrease/(increase) in account receivables		226,751	(223,607)
Decrease/(increase) in deposits and prepayments		338,554	(78,798)
Increase in creditors and accrued charges		112,983	595,164
Increase in other deferred income		321,672	1,014,292
Increase in government subvention related to income		49,604,652	56,630,620
(Decrease) / increase in government subvention related to assets		(115,730)	424,177
		-----	-----
Net cash from operating activities		7,176,271	9,357,985
<b>Investing activities</b>			
Interest received		10,601	75,608
Purchase of property, plant and equipment		(1,737,312)	(2,083,515)
Proceed from sale of property, plant and equipment		6,802	-
		-----	-----
Net cash used in investing activities		(1,719,909)	(2,007,907)
		-----	-----
<b>Net increase in cash and cash equivalents</b>		5,456,362	7,350,078
<b>Cash and cash equivalents at beginning of the year</b>		19,563,585	12,213,507
		-----	-----
<b>Cash and cash equivalents at end of the year</b>	12	25,019,947	19,563,585
		=====	=====

**HONG KONG EDUCATION CITY LIMITED**  
**INCOME AND EXPENDITURE OF SUBVENTED ACTIVITIES**  
**AND NON-SUBVENTED ACTIVITIES**  
**YEAR ENDED 31 AUGUST 2022**

	Subvented Activities HK\$	Non-subvented Activities HK\$	Total HK\$
Project Income	-	-	-
Project Cost	-	-	-
Gross Profit	-	-	-
Other Income			
Government subvention income	45,612,275	-	45,612,275
Bank interest income	8,329	2,272	10,601
Online Question Bank for Learning Assessment income	2,351,370	-	2,351,370
eRead income	4,985,378	-	4,985,378
Sundry income	25,965	-	25,965
	52,983,317	2,272	52,985,589
	52,983,317	2,272	52,985,589
Administrative expenses			
Staff costs	36,485,511	-	36,485,511
IT expenses	6,050,820	-	6,050,820
Business expenses	5,967,563	-	5,967,563
Administrative expenses	4,479,423	-	4,479,423
	52,983,317	-	52,983,317
Profit before tax	-	2,272	2,272

# APPENDIX 3 - Performance Pledge

EdCity is committed to providing teachers and the public with high quality services. We take great concerns on user comments and satisfaction. In order to enhance our services and satisfy the needs of users, we set out the following targets:

Category	Service	Target	Achievement
User Account Opening/Registration	<ul style="list-style-type: none"> <li>• Process user account application (online application)</li> <li>• Review and endorse School Account and Principal Personal Account application (written application)</li> </ul>	<ul style="list-style-type: none"> <li>• Within 1 working day</li> <li>• Within 3 working days upon all the required information and supporting documents being received</li> </ul>	<ul style="list-style-type: none"> <li>• 100% achieved</li> <li>• 100% achieved</li> </ul>
Web Service	<ul style="list-style-type: none"> <li>• Provide accessible and stable web service</li> <li>• Inform user of scheduled maintenance work/ service suspension of web server</li> <li>• Resume web service in case of system failure</li> </ul>	<ul style="list-style-type: none"> <li>• 99.9% (24 hours every day and 7 days in every week in normal operation)</li> <li>• 14 calendar days in advance</li> <li>• Within 2 hours (excluding un-controllable external factors)</li> </ul>	<ul style="list-style-type: none"> <li>• 83% achieved</li> <li>• 100% achieved</li> <li>• 90% achieved</li> </ul>
Customer Service	<ul style="list-style-type: none"> <li>• Response to voicemail enquiries at the hotline on working days</li> <li>• Handle written (including emails) enquiries</li> <li>• Handle written complaints</li> </ul>	<ul style="list-style-type: none"> <li>• Reply within 3 hours (recorded before 3pm)/ Reply before 12pm on the next working day (recorded after 3pm)</li> <li>• Within 7 working days</li> <li>• Issue acknowledgement within 3 working days and reply within 20 working days</li> </ul>	<ul style="list-style-type: none"> <li>• 100% achieved</li> <li>• 100% achieved</li> <li>• 100% achieved</li> </ul>
Publication	<ul style="list-style-type: none"> <li>• Publication of annual report</li> </ul>	<ul style="list-style-type: none"> <li>• Within 4 months after the end of the financial year</li> </ul>	<ul style="list-style-type: none"> <li>• 100% achieved</li> </ul>



# 2021-2022 Annual Report

September 2021 to August 2022

Prepared by  
Hong Kong Education City

30 December 2022



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